The Ideal

by Yoga Tri Adhi

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PROCEEDINGS OF THE INTERNATIONAL CONFERENCE ON EDUCATION OF LANGUAGE, LITERATURE, AND ARTS IN DIGITAL ERA

Organized by
Language and Arts Department
Faculty of Teacher Training and Education
Lambung Mangkurat University
Banjarmasin, Indonesia

Aria Barito Hotel, Banjarmasin,
South Kalimantan, Indonesia
July 27-28, 2018

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THE IDEAL AND REAL E-LEARNING IN INDONESIAN DEPARTMENT, LAMBUNG MANGKURAT UNIVERSITY

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This article describes how e-learning is used in Indonesian Language Department of Faculty of Teacher Training and Education at Lambung Mangkurat University. This is written based on the result of a survey followed by more than 80 students from different academic years. This aims to answer some questions related to how the information and communication technology (ICT) applied in teaching process, such what lectures use it and how it is used, and how its impact to the student's perception.

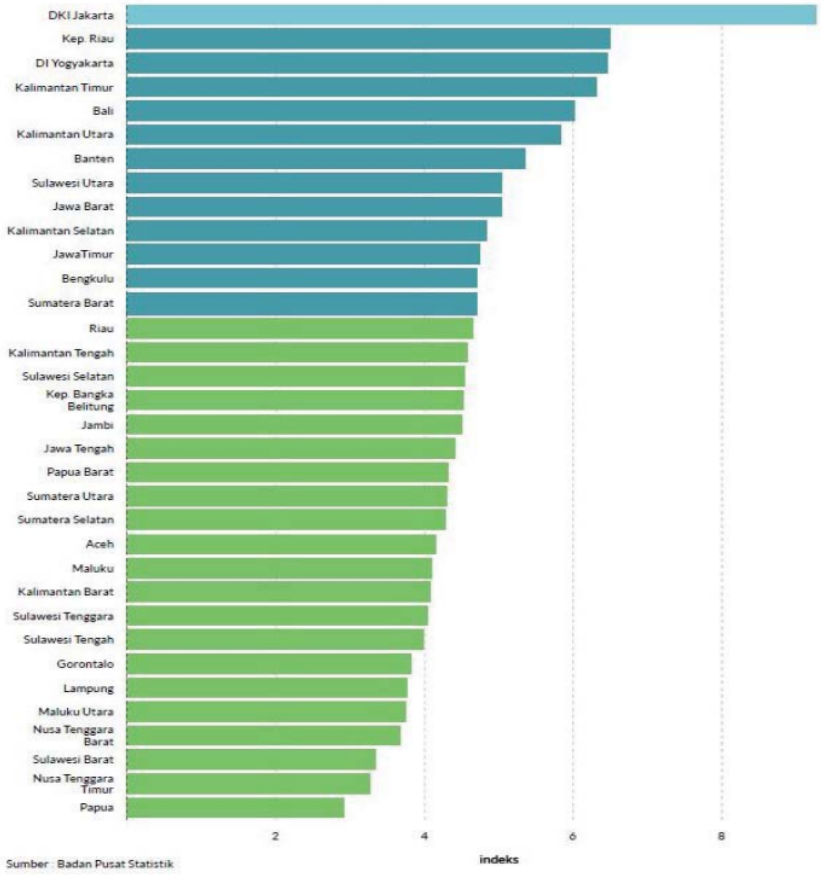
The survey found that there are several gaps between the ideal and the real use of information and communication technology in the department. The first gap is between the ability of students to access internet individually and the poor internet facility provided by university to fullfil their needs. Meanwhile, their lecturers have special faster line provided by campus. As the consequence, the interactivity cannot run well. This may be one of the causes why many lecturers are reluctant to use internet in their lesson plans. However, a few younger lecturers keep on using internet with their own budget. This fact shows the second gap between lecturers with rich ITC competence and the poor ones.

Keywords: *ICT, gab, e-learning*.

Background

Minister of Research, Technology and Higher Education (Menristekdikti) Mohamad Nasir said that the challenge of the 4.0 industrial revolution must be responded quickly and precisely by all stakeholders within the Ministry in order to be able to improve the competitiveness of the Indonesian nation amid global competition. Since then the theme of national and international seminars organized by several universities and professional organizations in Indonesia discussed various topics related to the use of information and communication technology in colleges and schools. This international conference in Banjarmasin is also part of the situation.

The rapid development of information and communication technology (ICT) cannot be pursued jointly by all universities in Indonesia. There is a gap between ICT facilities between regions in Indonesia as shown in the following graph.



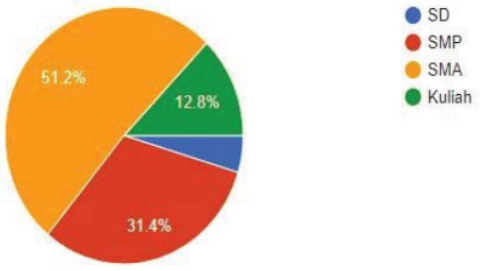
The gap is not only a reflection of the level of development in a region but also represents the condition of the progress of higher education. In the graph of the ICT development index issued by the Central Statistics Agency (BPS) in 2016 South Kalimantan was ranked tenth with more than four IPs, under the IP of East Kalimantan and North Kalimantan. However, these data do not provide specific information on the conditions of use of ICT in the context of study programs at a certain university. This paper wants to describe the conditions of the use of ICT in the Indonesian Language Education Study Program, Teacher Training and Education Faculty, Lambung Mangkurat University based on the survey conducted April 29 to May 1 2018. The survey was attended by 86 respondents, Indonesian Language Education Study Program students (PBI) ULM FKIP from the class of

2014 to 2017 (73.3% female and 26.7% male). They were in the second (32.6%), four (17.4%), six (44.2%), and eight semester(5.8%).

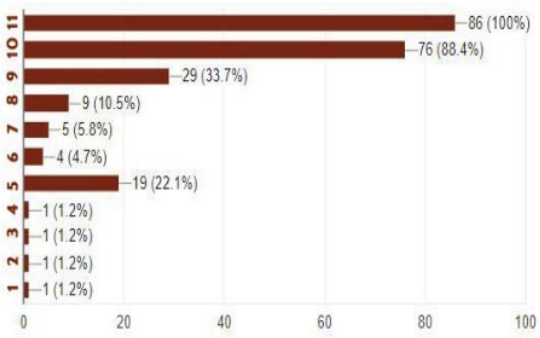
This survey describes three things, namely: how is the readiness or skill of students in using ICT, how are the readiness of ICT facilities provided by the institutions they study in, and how the facilities are used in the ICT-based learning they experience. The first thing was revealed from their answers to questions about when they used e-mail, whether they had their own computer computer program they controlled, how much was spent on accessing the internet per month, and what tools they used to access the internet. The second subject shows from their answers to the question whether universities (ULM) and faculties (FKIP) provide free internet access services, how often they use them, and how satisfied they are with these services. Whereas the final subject is drawn from their answers to questions about what courses provide lecture material through pages / websites, what subjects are delivered with the help of power points, what courses allow students to send assignments through the page, what subjects often ask students collect assignments via email, what courses allow students and lecturers to interact through social media in the context of learning communication, what subjects involve using Whatsapps (WA) applications or other social media in the learning process, what subjects in learning to use media video or audio, and what subjects use the internet in implementing Midterm Test or Final Term Test.

Student ICT Competencies

Most respondents have used email since high school (51.2%). Only four respondents (4.7%) used e-mail since elementary school and eleven respondents (12.8%) used e-mail or e-mail since college. This number is related to the ability of respondents to use computer programs. Most respondents can use computer programs to type (Number 11, 100% MS Word) and presentations (Number 10, 88.4% power point). The ability to use computer programs for graphic design, such as photoshop, corel draw, and video editing (1, 3, and 4) is very low (1.2%).

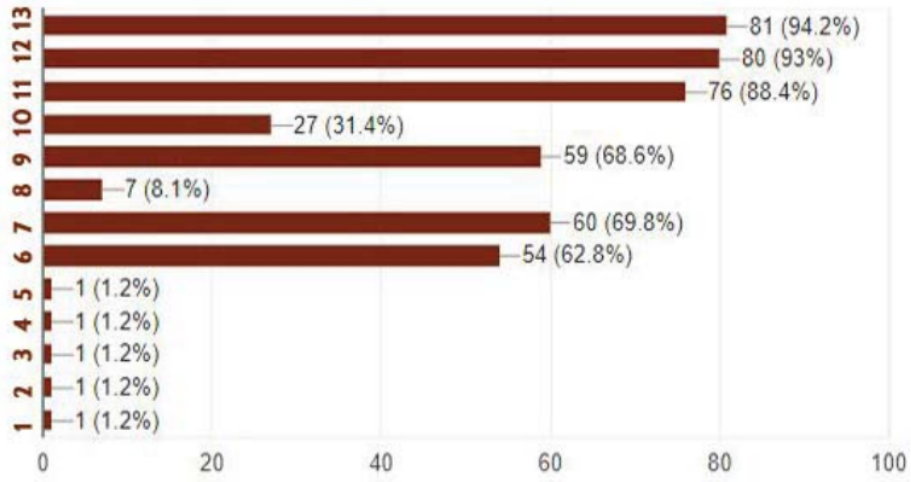


Grafik 1 Responden mulai gunakan email



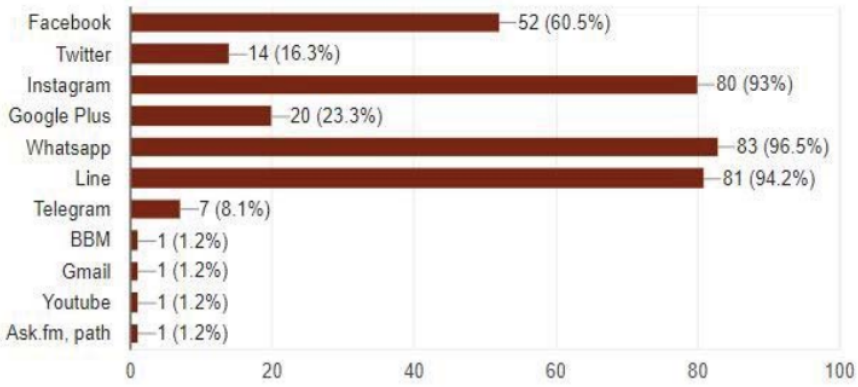
Grafik 2 Kemampuan komputer responden

Although 82.6% of respondents have their own computers, 97.7% of respondents choose smart phones as a means to access the internet. 41.9% claimed to spend a monthly internet fee of between Rp 100,000 to Rp 200,000. Only 2.3% of the monthly expendi-ture for the internet is more than Rp. 200,000. Most of the respondents' internet monthly expenditure is still less than one hundred thousand rupiah.



Grafik 3 Respondent's internet use.

Most respondents use the internet to open social networking sites (94.2%), conduct learning activities (93%), and send / receive e-mails (88.4%). The social media used by respondents appears in the following graph.

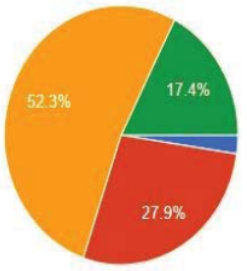


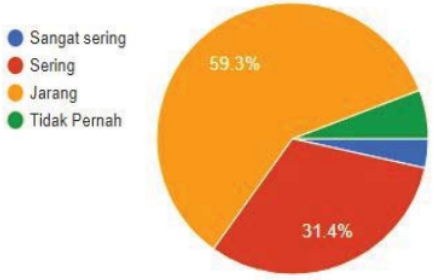
Grafik 4 Respondent's Social Media

Whatsapp (WA), Line, and Instagram are the most used social media by respondents. The high use of WA and Line is closely related to learning that uses both as a communication channel.

Internet Services of ULM

Even though the university and faculty have provided free internet access, most of the respondents said they rarely used it.



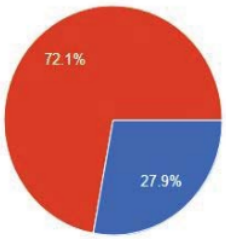


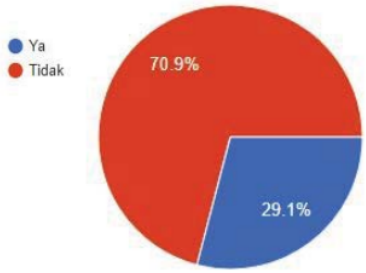
Grafik 5 Akses respondents' acess to wifi of ULM FKIP

Grafik 6 Responden acces to wifi of

They claimed to be dissatisfied with the internet access services provided by the university and the number of faculties was very large, as shown in the following

two graphs. Their dissatisfaction rate is around 70%. The main reason is the very slow access speed.





Grafik 7 dissatisfaction to the wifi of university

Grafik 8 dissatisfaction to the wifi of faculty

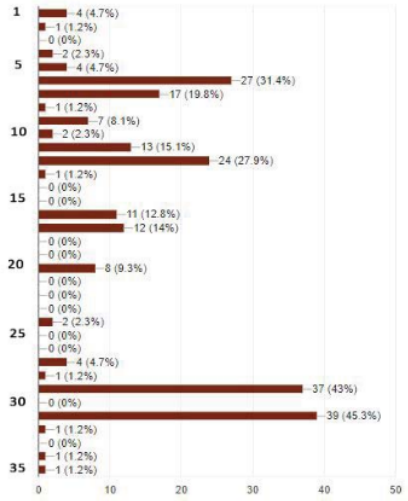
ICT Based Learning

Even though they were disappointed, learning involving ICTs continued without being too dependent on free wifi from the campus. However, of the 34 courses presented in the even semester of the 2017/2018 academic year, learning involving the use of ICT is still very limited. The following is a list of courses in the academic year surveyed.

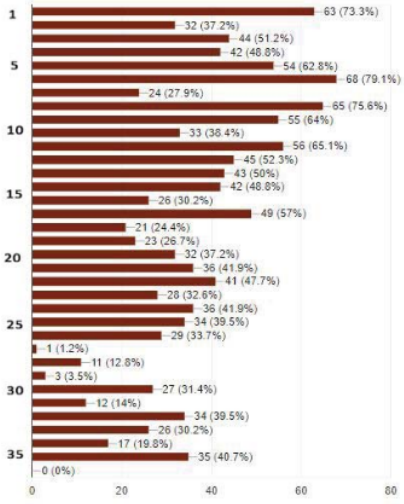
1. Perkembangan Peserta Didik
2. Teori Pembelajaran Bahasa
3. Desain Silabus BIPA
4. Teori dan Pembelajaran Berbicara
5. Telaah Kurikulum Bahasa Indonesia
6. Sejarah Sastra
7. Bahasa Inggris
8. Ilmu Sosial Budaya Dasar
9. Pendidikan Kewarganegaraan
10. Apresiasi Puisi
11. Fonologi Bahasa Indonesia
12. Menulis Karya Ilmiah
13. Telaah Kurikulum dan Perencanaan Pembelajaran Bahasa & Sastra Indonesia
14. Profesi Kependidikan
15. Teori dan Pembelajaran Menulis
16. Inovasi Pendidikan
17. Filsafat Pendidikan
18. Metodologi Penelitian Bahasa
19. Menulis Buku Teks I
20. Drama
21. Sintaksis Bahasa Indonesia
22. Strategi Pembelajaran Bahasa & Sastra Indonesia
23. Psikolinguistik
24. Menulis LKS
25. Pembinaan & Pengembangan Bahasa Indonesia
26. Sastra Banjar
27. Sanggar Kesastraan
28. Sanggar Kebahasaan
29. Seminar Usulan Skripsi
30. Penelitian Bahasa dan Sastra
31. Penyuntingan
32. Pengajaran Mikro
33. Penelitian Pembelajaran Bahasa dan Sastra Indonesia.
34. Kewirausahaan

Based on the results of the survey, there were twelve subjects that did not present lecture material through the online pages (3, 14, 15, 18, 19, 21-23, 25-26, 30, and 33) and 24 courses that had presented lecture material through page (see graph 9). In the next chart it appears that almost all courses are presented with the help of power points. However, power points are not necessarily effective for all subjects. For example, Literature Studio courses (27) do not use it (see graph 10).

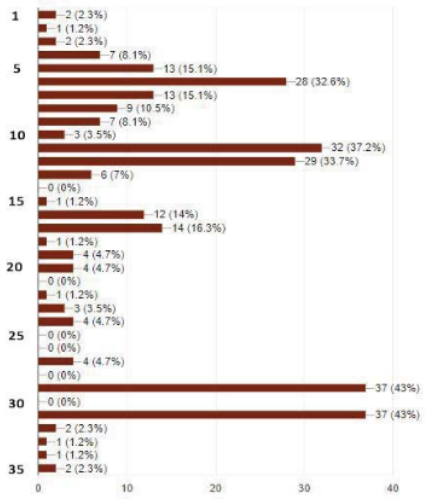
In the PBI Study Program, pages are not only used to place educational materials online, but are also used as a space to collect assignments. In addition to through pages, assignments can also be collected via email. Seen in graphs 11 and 12, the number of subjects that have not used these two learning facilities is almost the same.



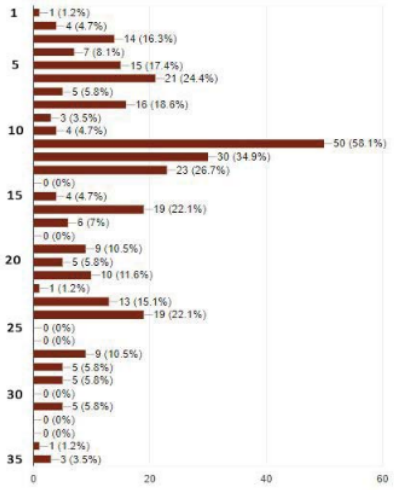
Grafik 9 Unggah materi kuliah melalui laman



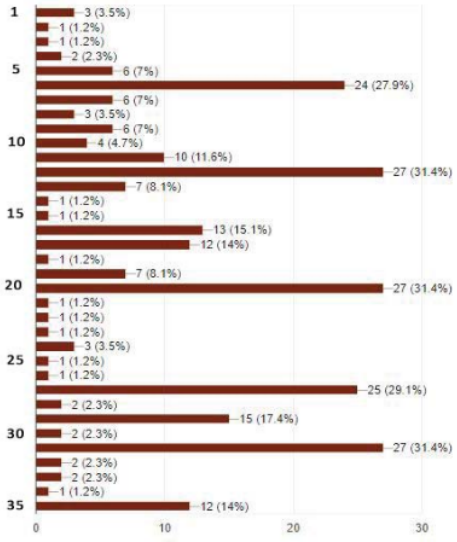
Grafik 10 Penyampaian mata kuliah dengan power point



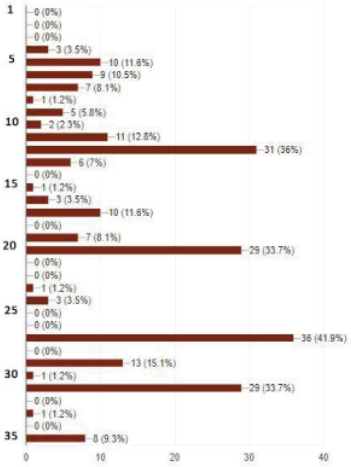
Grafik 11 pengumpulan tugas melalui laman



Grafik 12 pengumpulan tugas melalui email

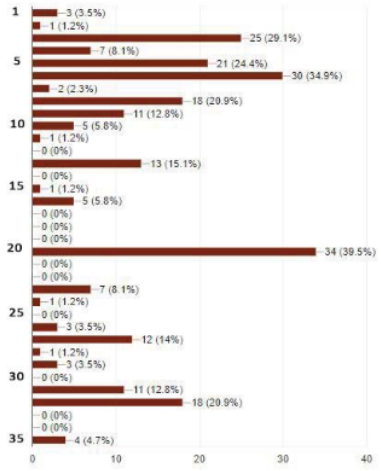


Grafik 13 interaksi pembelajaran melalui Whatsapp

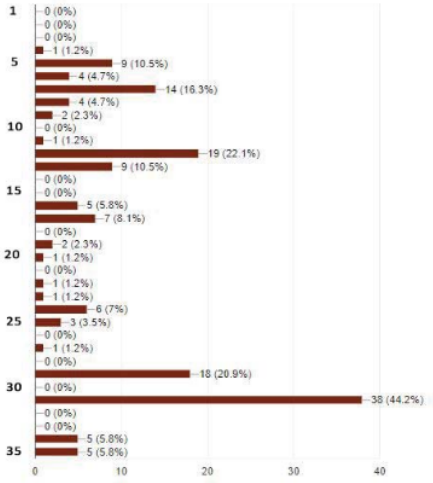


Grafik 14 Whatsapp sebagai media pembelajaran

Graphs 13 and 14 show that a small number of subjects in PBI Study Program have utilized the simplicity of WA communication technology as a means to communicate learning material. Even so, there are still more than ten courses that do not use it.



Grafik 15 Penggunaan media video dan audio



Grafik 16 Penggunaan internet untuk UTS dan UAS

Graph 16 shows courses that use the internet as a medium to hold Mid Semester Exams (UTS) and Final Semester Exams (UAS). There are about thirteen courses which according to respondents have not used them.

Conclusion

This survey shows that PBI students are mostly ready to accept ICT-based learning. ICT learning in this study program has involved a variety of media (pages, e-mail, WA, video and audio). ICT is not only done as a means of delivering learning material, but has also been used as a means to conduct examinations. However, universities and faculties have not provided adequate ICT infrastructure for their readiness. The faculty does not yet have documents about future ICT-based ICT strategic planning. What happened in PBI is only the tip of the iceberg from the conditions of the use of ICTs in universities.

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