Cek Similarity Multicultural Education

by Novelti Novelti

LEARNING INDONESIAN, ENGLISH, GERMAN LANGUAGE-LITERARY BASED ON DIGITAL INSIGHTS IN INDONESIAN HIGH SCHOOL: PHENOMENOLOGY STUDIES

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ABSTRACT

The progress of the use of Information Technology in the last 10 years is very rapid. In almost all sectors or fields, information and communication technology has penetrated into use. Including in the world of education. The purpose of this study was to describe the situation of digital-based language and literature learning in Senior High Schools (SMA). There are several high school schools that are the target of research, namely SMAN 1 Tegal, Diponegoro High School, MA Jakarta Integrated Technology, Jakarta Integration Vocational School, Christian High School Semarang City, MA Ciputat. The data collection process is carried out by being directly involved in the school that is the target of the research. There are several schools with different characters. The character in question is a way of learning by using digitization. To strengthen the research, the researchers took data from several elements of the school as many as 56 educators and education staff. In addition, it also involves school policy makers such as committees, supervisors, and educational assessors. In addition, there are also several important community figures. After seeing almost 99% of schools, especially in language and literature learning, apply digital-based learning. This is the main means of learning. The results of the study show that digital-based language and literature learning can improve the quality and quantity of learning. it can be seen based on the results of interviews, observations, and data analysis conducted.

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1 INTRODUCTION

Learning is a process of interaction between students and educators and learning resources in a learning environment (Yew, E. H., & Goh, K., 2016; Casement, P., 2013; Boud, D., Keogh, R., & Walker, D., 2013). Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well (Spitzer, M., Nanic, I., & Ebner, M., 2018). The learning process is experienced throughout the life of a human being and can occur anywhere and anytime (Byram, ., 1994). Learning has a similar meaning to teaching, although it has a different connotation (Legutke, M., Thomas, H., & Candlin, C. N., 2014).

Learning is empowering the potential of students to become competencies. This empowerment activity cannot be successful without someone to help. According to Dimyati and Mudjiono (Mulyati, S., Hartati, M. D., & Mulyono, T., 2018). Learning is a teacher activity programmed in instructional design, to make learning active, which emphasizes the provision of learning resources. In Law no. 20 of 2003 concerning the National Education System, article 1 paragraph 20 states that learning is a process of interaction between students and educators and learning resources in a learning environment.

The concept of learning according to Forsgren, M. (2015) is a process in which a person's environment is intentionally managed to allow him to participate in certain behaviors under special conditions or produce responses to certain situations, learning is a special subset of education. Learning means any activity designed to help someone learn a new ability and value (Shepley, C., Zimmerman, K. N., & Ayres, K. M., 2021; Romero, C., López, M. I., Luna, J. M., & Ventura, S., 2013;). The learning process initially asks the teacher to know the basic abilities possessed by students including their basic abilities, motivation, academic background, economic background, and so on. The teacher's readiness to recognize student characteristics in learning is the main capital for delivering learning materials and is an indicator of success. implementation of learning (Libby, P., Ridker, P. M., Hansson, G. K., & Leducq Transatlantic Network on Atherothrombosis, 2009).

It can be concluded that learning is a conscious effort from the teacher to make students learn, namely the occurrence of changes in behavior in students who are learning, where the change is with the acquisition of new abilities that apply in a relatively long time and because of the effort. Learning is a learning process in which there are interactions, materials and places. While regarding the meaning of learning, many educational experts differ in providing the definition of learning. This happens because of differences in identifying facts and differences in interpreting them. The differences in the terms used and the connotations of each term, as well as differences in certain emphasis lead to different definitions of learning (Chi, M. T., & Wylie, R., 2014).

Some education experts argue that learning is a physical or bodily activity, the learning outcomes achieved are physical changes, while modern education experts formulate learning as a form of growth or change in the individual which is expressed in the form of new behavior, thanks to experience, practice. behavior that arises as an influence or as a result of learning, for example from those who do not know to know, who previously could not become able, changes in attitudes and habits, changes in nature, skills, ability to appreciate, development of attitudes and social traits, emotional and physical development (Alıncak, F., 2016). Psychologically learning change in behavior as a result of interaction with the environment in meeting the needs of life (Tiwari, P., Bhat, A. K., & Tikoria, J., 2017).

In classroom learning the teacher teaches language and literature, Crandall, J. J. (2000), accordance with the basic demands and specified competency standards. One of the functions of the teacher is to drive the teaching and learning process (Othman, N., & Shah, M. I. A., 2013). As a motivator, the teacher must meet several criteria that are integrated within the teacher in order to show his professionalism in making learning designs, implementing learning to quality (Yilmaz, F., 2012; Tomlinson, B. (Ed.), (2003).

According to government regulation number 19 of 2005 concerning National Education Standards (Indonesia, P. P. R., 2005). Standar Nasional Pendidikan. *Jakarta. Departemen Pendidikan Nasional.*, it is explained that an educator must have competence as a learning agent, namely (a) pedagogic competence, (b) social competence, (c) personal competence competence and (d) pro-

fessional competence.

Indonesian language learning based on the Education Unit Level Curriculum (KTSP) is focused on developing the functional aspects of language, namely increasing Indonesian language competence (Nugraheni, A. S., 2015; Helda, H., & Syahrani, S., 2022). When language competence is the target, teachers focus more on four aspects of language skills, namely listening, reading, speaking and writing (Sadiku, L. M., 2015; Cho, K. S., & Krashen, S., 2019).

In the 2004 curriculum (Kurdianti, D., 2007), says it is stated that the competency standards of Indonesian Language and Literature are oriented towards the nature of language learning, namely language is learning to communicate and learning literature is learning to respect humans and human values. Therefore, learning Indonesian language and literature is directed to improve students' ability to communicate, both orally and in writing (Saddhono, K., 2015).

Referring to the explanation above, the writer concludes that Indonesian language learning is one of the subjects taught in elementary schools to improve students' ability to communicate both orally and in writing. Digital-based language and literature learning is essentially learning that involves the use of innovative digital tools and technology during the teaching and learning process, and is often referred to as Technology Enhanced Learning (TEL) or e-Learning 9 Dewi, P., Elihami, E., Usman, M. I., Asbar, A., & Saidang, S., 2021; Duval, E., Sharples, M., & Sutherland, R., 2017).

Therefore, as a teacher, you must be creative in managing learning Marshall, S. J., Orrell, J., Cameron, A., Bosanquet, A., & Thomas, S. (2011), both inside and outside the classroom. Digital-based language learning is an effort to introduce students to adapting to the modern world which is rich with information and communication technology Ratheeswari, K. (2018), which is growing rapidly in line with the changing times. Based on the problem, the purpose of this research is to look at learning Indonesian, English, German language-literary based on digital insights in indonesian high school: phenomenology studies.

2 METHOD

This research is a descriptive qualitative research. Qualitative research is a type of research whose findings are not obtained through other forms of research and seeks to understand and understand an event of behavioral interaction in certain situations according to one's own perspective (Doyle, L., McCabe, C., Keogh, B., Brady, A., & McCann, M., 2020; Colorafi, K. J., & Evans, B., 2016). It is said to be descriptive qualitative, because the researcher conducts a narration of the phenomena found in the field or research location. The approach used is a digital-based educational ethnographic approach.

This relates to the existence of a group of individuals in an educational institution that is the object of research. Researchers in this activity looked at the problems of learning language and literature in high school (SMA). Meanwhile, the research data is the main concept in the study covering high school schools, namely SMAN 1 Tegal, Diponegoro High School, MA Jakarta Integrated Technology, Jakarta Integration Vocational School, Christian High School Semarang City, MA Ciputat.

The data collection process is carried out by being directly involved in the school that is the target of the research. According to Sapsford, R., & Jupp, V. (Eds.). (1996), In research, data has a crucial nature because it will be a proof of the theoretical basis and provide answers to the formulation of the problem. At the same time it becomes a determinant of whether the hypothesis that is prepared is appropriate or vice versa.

The data is then confronted with many ways, by the researchers it can also be done by applying more than one method. For example, data collection by interview is combined with data obtained from direct observation and literature that is used as a reference. There are several schools with different characters. The character in question is a way of learning by using digitization. To strengthen the research, the researchers took data from several elements of the school as many as 56 educators and education staff. In addition, it also involves school policy makers such as committees, supervisors, and educational assessors. In addition, there are also several important community figures. After seeing almost 99% of schools, especially in language and literature learning, apply digital-based learning. This is the main means of learning.

3   RESULT AND INSCUCCION

Essence of learning is interaction is the main characteristic of learning activities, both between those who study and their learning environment, be it teachers, friends, tutors, learning media, or other learning resources. Another characteristic of learning is related to the components of learning. Sumiati and Asra (2009: 3) classify the components of learning into three main categories, namely: teachers, content or learning materials, and students. The interaction between the three main components involves learning methods, learning media, and structuring the learning environment, so as to create a learning situation that allows the creation of previously planned goals.

The components of learning language and literature in high school (SMA) are not much different from other levels of education. Because, all refer to the national curriculum. The learning elements are as found in the chart below.
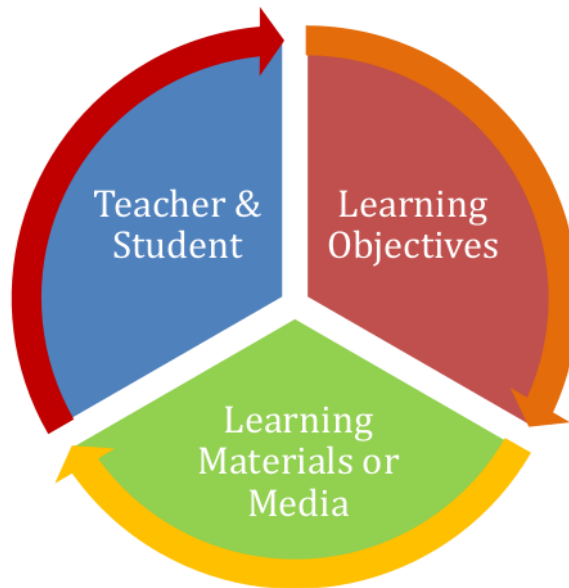
Figure 1 Components in Digital-Based Language and Literature Learning

Components in Digital-Based Language and Literature Learning
Teacher and Student

Teachers do occupy a respectable position in society. Teachers can be respected by the community because of their authority, so that the community does not doubt the teacher's figure. The community believes that with a teacher, they can educate and shape the personality of their students well so that they have high intellect and a responsible leadership spirit. So in a simple sense, the teacher can be interpreted as a person who provides knowledge to students. While the teacher in the view of the community itself is a person who carries out education in certain places, not only in formal educational institutions but can also be carried out in non-formal educational institutions such as in mosques, in mosques, at home and so on.

A teacher has a unique personality. On the one hand, the teacher must be friendly, patient, show understanding, give trust and create a safe atmosphere. But on the other hand, the teacher must give assignments, encourage students to achieve goals, reprimand, assess, and make corrections. Thus, the personality of a teacher seems to be divided into 2 parts. On the one hand it is empathetic, on the other it is critical. On the one hand accept, on the other hand reject. So a teacher who cannot play his personal role as a teacher, he will side with only one person. And based on these things, a teacher must be able to sort and choose when to empathize with students, when to be critical, when to accept and when to refuse. In other words, a teacher must be able to play a dual

The task of the teacher as a profession requires teachers to develop their own professionalism according to the development of science and technology. Educating, teaching, and training students is the task of the teacher as a profession. The task of the teacher as an educator is to continue and develop life values for students. The task of the teacher as a teacher means to continue and develop science and technology to students. The task of the teacher as a trainer means developing skills and applying them in life for the future of students. Teachers also have the ability, expertise or often referred to as professional competence. The professional competence in question is the teacher's ability to master academic problems that are closely related to the implementation of the teaching and learning process, so that this competence is absolutely owned by teachers in carrying out their duties as educators and teachers.

Each individual is unique, meaning that each individual has differences between one another. These differences vary, ranging from physical differences, thinking patterns and ways of responding or learning new things. One component in the education system is the existence of students, students are a very important component in the education system, because someone cannot be said to be an educator if no one is educated.

Learners are people who have basic potential, which needs to be developed through education, both physically and psychologically, whether education is in the family, school or community environment where the child is. As students, they must also understand their rights and obligations and implement them. Rights are something that must be accepted by students, while obligations are something that must be done or carried out by students.

However, it is all inseparable from the involvement of educators, because an educator must understand and provide an understanding of the dimensions contained within the students themselves, if an educator does not know these dimensions, then the potential possessed by these students will difficult to develop, and students will also find it difficult to recognize their potential.

Learning Objectives

Learning objectives are basically expectations, namely what is expected of students as a result of learning. Robert F. Meager (Sumiati and Asra, 2009: 10) gives clearer boundaries about learning objectives, namely intentions that are communicated through statements that describe the changes expected from students.

According to H. Daryanto (2005: 58) learning objectives are goals that describe the knowledge, abilities, skills, and attitudes that students must possess as a result of learning outcomes expressed in the form of observable and measurable behavior. B. Suryosubroto (1990: 23) asserts that the learning objectives are a detailed formulation of what must be mastered by students after they have passed the relevant learning activities successfully. Learning objectives do need to be clearly formulated, because the formulation of clear goals can be used as a benchmark for the success of the learning process itself.

The learning objectives are listed in the lesson plan (RPP). RPP is an important component in the education unit level curriculum whose development must be carried out professionally. According to E. Mulyasa (2010: 222), the following is an outline of how to develop RPP. First, fill in the identity field. Second, determine the time allocation needed for the meeting. Third, determine competency standards and basic competencies, as well as indicators to be used in the syllabus that has been prepared. Fourth, formulate learning objectives based on competency standards and basic competencies, as well as predetermined indicators.

Fifth, identify standard material based on the subject matter/learning contained in the syllabus. Sixth, determine the learning method to be used. Seventh, determine the learning steps. Eight, determine the learning resources that will be used. The last, ninth, develop assessment criteria, observation sheets, sample questions, and scoring techniques. From the explanation above, it can be concluded that the formulation of learning objectives must be based on competency standards and basic competencies, as well as predetermined indicators.

Learning objectives must also be formulated in full so as not to cause various interpretations. A learning objective must also meet the following requirements. Specific, meaning that it does not contain interpretations (does not lead to various interpretations). Operational, meaning that it contains a behavior that can be measured to facilitate the preparation of evaluation tools. Based on the description above, it can be concluded that the learning objectives are a detailed formulation of what must be mastered by students as a result of learning outcomes expressed in the form of observable and measurable behavior.

The formulation of these learning objectives must be adjusted to competency standards, basic competencies, and indicators of student achievement. In addition, the formulated learning objectives must also be specific and operational so that they can be used as a benchmark for the success of the learning process.

Learning Materials

Learning materials are basically the contents of the curriculum, namely in the form of subjects or fields of study with topics/sub topics and details. The content of the learning process is reflected the learning materials studied by students. Syaiful Bahri Djamarah, et al (2006: 43) explain that learning material is the substance that will be delivered in the teaching and learning process. Without learning materials, the teaching and learning process will not run.

Learning materials are arranged systematically by following the principles of psychology. So that the learning material can reflect a clear target of student behavior after experiencing the teaching and learning process. Learning materials must have a clear scope and sequence. The scope and sequence were made based on the stated objectives.

Learning materials are within the scope of curriculum content. Therefore, the selection of learning materials must of course be in line with the measures used to select the curriculum content of the field of study concerned. Harjanto (2005: 222) describes several criteria for selecting learning materials that will be developed in the learning system and which underlie the determination of learning strategies.

Firsty, criteria for learning objectives. A selected learning material is intended to achieve specific learning objectives or behavioral objectives. Therefore, the material must be in line with the stated goals has been formulated. Secondly, learning materials to be spread out. Details of learning materials are based on demands where each specific learning objective described has been formulated specifically, can be observed and measured. This means that there is a close relationship between the specification of objectives and the specification of learning materials.

Thirdly, relevant to student needs. The basic need of students is that they want to develop based on their potential. Because every learning material that will be presented should be in accordance with the effort to develop the student's personality in a round and complete manner. Some of these aspects are knowledge of attitudes, values, and skills. Fouthly, compliance with community conditions. Students are prepared to become useful members of society and able to live independently. In this case, the selected learning materials should help them provide meaningful educational experiences for their development into adaptable human beings.

Fifthly, learning materials contain ethical aspects. The selected learning materials should consider the moral development of students in the future. The knowledge and skills they will gain from the subject matter they have received are directed to develop themselves as ethical human beings in accordance with the value system and norms prevailing in society. Sixthly, learning materials are arranged in a systematic and logical scope and sequence. Each learning material is compiled in a round and comprehensive manner, limited in scope and centered on one particular problem topic. The material is arranged sequentially by considering the psychological development factors of students. In this way, it is hoped that the material will be more easily absorbed by students and its success can be seen immediately.

Seventhly, learning materials are sourced from standard source books, personal expert teachers, and the community. These three factors need to be considered in choosing learning materials. Standard source books are generally compiled by experts in their fields and compiled based on the applicable GBPP, although not necessarily complete as expected. From the various definitions above, it can be concluded that learning material is a very important learning component. Without learning materials the learning process cannot be implemented. Therefore, the selected learning materials must be systematic, in line with the objectives that have been formulated, outlined, relevant to the needs of students, in accordance with the conditions of the surrounding community, contain ethical aspects, arranged in a logical scope, and sourced from books.

Implementation of Digital-Based Indonesian Language and Literature Learning

Currently, the development of technology and information is growing rapidly. The development of the world of digital technology not only has an impact on the world of tourism and the nation's economy, but the world of education in the world has also received its impact. For example in Indonesia, currently education in Indonesia has emerged online-based learning methods or commonly referred to as e-learning which has been implemented since 2016, where the National

Examinations faced by students have used an electronic system. In addition, the implementation of e-learning has also begun to be implemented in several institutions and several companies in Indonesia. Then how to implement digital-based modern learning.

Before discussing modern learning, let's talk about e-learning or online-based learning. What exactly is e-learning. Basically e-learning or online-based learning is a concept or learning method that utilizes digital technology as a medium for student learning. Educational leaders define e-learning as a distance learning process that combines learning principles combined with technology.

Maybe at first students and parents didn't like it and thought that e-learning was not suitable to be applied in the student learning process, but nowadays e-learning is really needed by people around the world to help the learning process in the midst of the Covid-19 pandemic that is still roaming freely in nature. Benefits of e-learning, there are several benefits of e-learning that can be felt by all parties, both students, parents, and teachers. Here's the explanation.
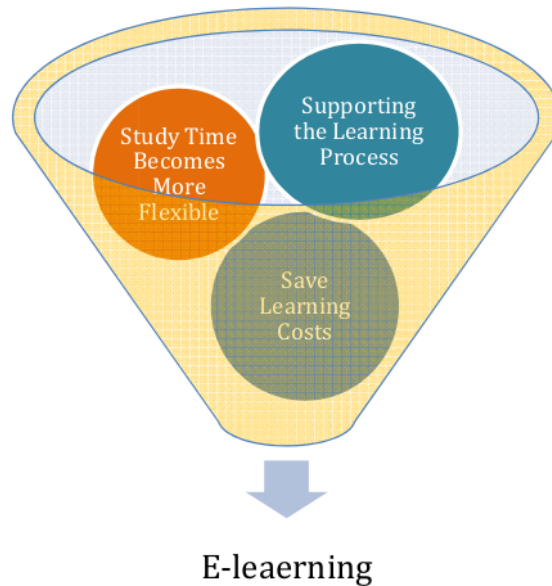
E-leaerning

Figure 2 Benefits of E-learning

E-learning makes learning activities easier. For example, in the distribution of learning materials, usually the teacher has to copy the subject matter in the form of important points to the blackboard and then the students will copy the material into their respective notebooks. However, in this condition the teacher only has to share the material in the form of the document to Google Drive and all students can access the learning material that will be explained by the teacher, anywhere and anytime. Those who are left behind due to several reasons also find it easier to access lessons.

Some students often have difficulty in determining the right time to study, especially when they have to sort out the material that must be studied first. With the e-learning method, students become more flexible in determining study times. Another benefit that can be felt from e-learning is that students and teachers can save more on the cost of learning activities. For example, in paying for transportation costs, renting classrooms for tutors, the costs used to print learning materials, and so on.

Base on the explanation above, it can be concluded that the e-learning learning method can provide many benefits and positive things for every student and teacher who teaches. Have you implemented e-learning at your school. So that digital-based learning can run optimally, students and teachers must carry out their respective roles well.

Implementation of Digital-Based Language and Literature Learning

First, perform analysis. The first step that must be taken before implementing digital-based modern learning is that the school must first analyze the targets to be achieved in the learning process and what needs are needed by teachers and students when the learning process is in progress. Some of the necessary needs such as the system needed in the application of digital-based learning, facilities & infrastructure, to implementing human resources such as competent teachers or special technicians.

Secondly, build a grand design. The grand design referred to here is the design of the system that will be used in learning, the implementation mechanism, the management mechanism, and the payment mechanism. Thirdly, setting up facilities. After the grand design has been made, the next step is that the school must start implementing a project to procure useful facilities and infrastructure to support this learning program. The facilities used in this digital-based learning program include computers, cameras, internet networks, and so on.

Fourthly, preparing human resources as implementers of the learning process. In addition, the school must also prepare competent human resources to run this digital-based learning program. In this condition, the school can ask computer teachers or teachers who understand the digital world or special technicians who manage the learning process so that it can run well.

Fifthly, conducting training for teachers. If the school wants to use teachers as human resources for implementing learning process activities, then the school must first conduct training for every teacher and every staff before the digital-based learning program is fully implemented in schools. The training for teachers is beneficial for teachers. Some of the abilities that teachers and staff will gain when conducting training, namely; able to use hardware and software well; ble to manage learning content; able to manage the implementation of learning activities in the classroom well; able to manage students; ble to choose teaching materials according to the material and abilities of students.

Based on this explanation, it can be seen that teachers and staff in schools are the foundation or foundation of this digital-based modern learning process. So, the preparation that must be prepared by the school must be really good and competent. Sixthly, technology Selection and Implementation. In this condition, the school does not have to make its own system. Therefore, the school must be able to choose a Learning Management System (LMS) product that suits the needs of the school. In addition, the school must also pay attention to the financing of the system. After the school has finished selecting the LMS, the LMS can be applied immediately. Usually the LMS provider will assist the system installation process.

Seventhly, launching system. When the system has been prepared, the school can immediately launch the system and start implementing the system into the learning process in the classroom. At first, the teacher may experience some problems, therefore the school needs a technician on duty to provide assistance when these problems arise. Thus the explanation of digital learning and how to implement modern digital-based learning in schools. It may seem difficult to implement, but over time, teachers will get used to using the system and be able to overcome simple problems that arise in the system in the future.
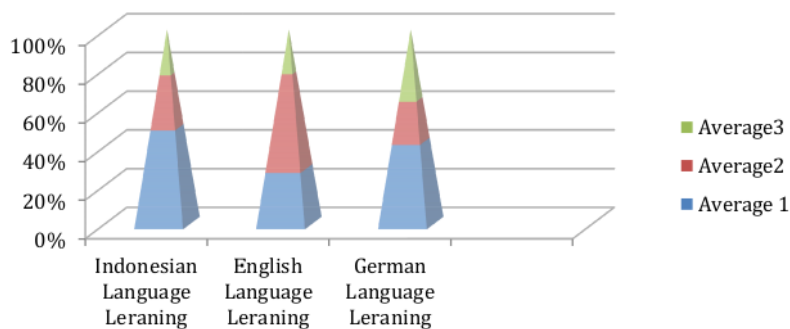

Figure 3 Situation/ Percentage of Digital-Based Indonesian, English, and German Literature Learning in Indonesia

4   CONCLUSION

The development of the digital world is so dynamic that gradually it not only affects but changes people's lifestyles without and is difficult to avoid. The school digitization program must be supported and followed up by increasing teacher competence, especially in the field of mastery of information and communication technology (12). This is because teachers are the spearhead and determinant of school success in improving the quality of learning in order to accelerate the creation of superior Indonesian human resources.

The use of information technology and interactive educational software is packaged into the digitization of schools. This is an avenue to enrich education by integrating technology into traditional classrooms. In addition, technology is a good resource for teachers as a support in the teaching and learning process.

Technology in education is usually called e-learning. The benefit of using e-leaning facilities is to facilitate the learning process. The use of e-learning will also have a positive impact on learning outcomes. In general, there are two factors that influence learning outcomes, namely internal factors and external factors. One of the internal factors is interest in learning which has a close relationship with learning outcomes. This means that in addition to having a positive impact on learning outcomes, the use of technology in learning can have a positive impact on interest in learning. The use of technology is expected to increase student interest in learning because the conventional learning process is considered less fun and fairly monotonous.

In addition, learning that is only centered on teachers and books will make students bored. A learning innovation is needed, namely through the digitization of schools. Technology-based learning will make the appearance and learning style more attractive so that students avoid feeling bored and bored when participating in learning. With school digitization, students can use android applications whose content is in accordance with the subjects being studied. Almost all students, especially vocational high school (SMK) students now have Android-based smartphones so that they can support learning.

In 2019, the government through the Ministry of Education and Culture (Kemendikbud) in the school digitization program distributed tablets to 1,753,000 students. The number is spread over 36,231 schools, especially schools that are included in the 3T areas (outermost, underdeveloped, and frontier). In addition to the use of tablets, the diversity of learning models is also an alternative in the learning strategy that the teacher wants to convey to attract students' interest. This great interest will affect student learning activities, so that students study seriously, feel happy to follow lessons, and can even solve learning difficulties through practice questions and practicums.

In essence, the learning process will run smoothly if it is accompanied by interest. Therefore, a teacher needs to arouse students' interest first so that the lessons given are easy for them to understand. In addition, according to Slameto, 2015, based on the results of psychological research, it shows that a lack of interest in learning can result in a lack of interest in a particular field, and can even lead to an attitude of rejection towards teachers.

Thus there is a need for efforts that can provide solutions to increase student interest in learning. For example, a teacher must design and implement an appropriate learning model so that students are more interested and feel happy about learning activities. In addition, the selection of learning models must be in accordance with the objectives of the curriculum, where learning in the 2013 curriculum emphasizes the importance of applying High Order Thinking Skills (HOTS). In learning activities that develop HOTS, teachers are also required to design challenging learning, build critical thinking skills, analyze, find, compile and apply problem-solving steps, conclude and reflect.

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