PATTERNS OF INDONESIAN LANGUAGE ONLINE LEARNING DURING PANDEMIC IN MALANG CITY

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ABSTRACT

System changes that occur quickly and suddenly during a pandemic change learning patterns. This can be seen in the pattern of learning including planning, implementation, and assessment. This present study aimed to find out the activities of Indonesian junior high school teachers throughout the city of Malang in online learning of the Indonesian language during the pandemic, which was elaborated in the form of percentages. This present study applied quantitative-descriptive research by using a survey method. Meanwhile, the data collection was performed by using a questionnaire with data analysis in the form of a percentage description. Afterward, the results showed that online learning based on the perspective of junior high school teachers in Malang city consisted of teachers' activities at the planning step (determining of K13 guidelines and provisional curriculum in the preparation of lesson plans was 100%), action step (doing mixed learning 47.6%), and assessment step (determining the principle of assessment of special conditions by adjusting the conditions and needs of students as much as 86.7%). This study indicates that online learning in Malang Junior High School during the pandemic makes teachers find distinctive language learning patterns based on the patterns of learning.

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A. Introduction

The disease transmission of Covid-19 was swiftly spreading and attacked almost all people of countries in the world, including Indonesia. This situation had a thoughtful impact on all aspects of human life, especially in education. If the learning activities are forced to happen as commonly, it would be high worries because of the risky and dangerous transmission of the virus. Henceforth, through the Ministry of Education and Culture, the government had enforced the policy of *Learning from home* for all the education institutions in this country. The implementation of *Learning From Home* (henceforth mentioned as LFH) applied the Distance Learning System (henceforth

mentioned as DLS). In the Constitution of the Republic of Indonesia, Number 20 of 2003, Article 1 Section 15 states that DLS is the implementation of learning where students are separated from educators, and the learning process itself uses communication technology, information, and other media as learning resources.[1]

Distance learning is one learning process that can be carried out either offline or online. During the Covid-19 pandemic, the learning activities cannot be done offline. Instead, it should be done online. Online learning has two approaches, i.e., synchronous and asynchronous. By applying these two discipline approaches and from teachers' perspectives, this present study discusses Indonesian language learning, which is carried out online.

In the implementation of Distance Learning, each educational unit is given the freedom to choose an online or offline approach that is adjusted to the availability, characteristics, readiness of facilities and infrastructure, as well as the ability to master the technology of each institution. This encourages the government and all educational institutions to cut the advantages of offline learning and utilize the advantages of online learning. To maximize the advantages of online learning, it is hoped that schools will be able to take steps to implement learning activities by using synchronous, asynchronous, or mixed online learning approaches.

There are three aspects of learning execution, i.e., planning, implementing, and assessing.[2] Lesson planning is a crucial thing in the implementation of study learning activities in a school. At this point, a teacher is responsible for planning, implement, and assessing the learning activities.[3] Link to online learning, planning is a process of compiling various processes of online learning activities to achieve the intended competence. At the same time, the implementation process is one factor that palpably influences learning outcomes. In other words, the implementation of learning activities will surely be nifty when the lesson plan itself is well designed. Activities to realize the Lesson Plan is in learning activities. In preparing lesson plans, it is compulsory for teachers to have qualified knowledge and skills.[4] The implementation of learning becomes an important step in realizing the lesson plan. It is necessary to adjust the actions that have been designed at the planning step into the implementation of learning. Moreover, in the learning process, assessment measures various

[1] Asmuni, "Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya," *Jurnal Paedagogy* 7, no. 4 (2020): 281, https://doi.org/10.33394/jp.v7i4.2941.

[2] Yuriy V. Karpov, "What to Teach and How to Teach," in *Vygotsky for Educators* (Cambridge: Cambridge University Press, 2014), 127–28, https://doi.org/10.1017/CBO9781107588318.

[3] Ma. Jenina N. Nalipay et al., "Correction to: Implicit Beliefs about Teaching Ability, Teacher Emotions, and Teaching Satisfaction," *The Asia-Pacific Education Researcher* 29, no. 2 (2020): 199–200, https://doi.org/10.1007/s40299-019-00477-x.

[4] Francisco Simões and Maria Manuela Calheiros, "A Matter of Teaching and Relationships: Determinants of Teaching Style, Interpersonal Resources and Teacher Burnout," *Social Psychology of Education* 22, no. 4 (2019): 991–1013, https://doi.org/10.1007/s11218-019-09501-w.

aspects of learning outcomes during the learning process which are categorized as final grades or process scores.[5] Also, teachers should determine the average competence that students can achieve during the pandemic by considering the limitations and obstacles that occur.[6]

Education Curriculum of 2013 mentions that Indonesian language learning is directed toward text-based learning. Indonesian language learning and literature are required to intensify language skills, including reading, writing, listening, and speaking. Learning a particular language is about mastering those four skills mentioned and learning literature. Learning Indonesian language and literature during the pandemic is a major thing to do to be concern about any phenomenon of environmental.

The study of online learning by using synchronous and asynchronous is not a novel matter. The study entitles *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons* discusses digital integration in educational institutions that can affect formal learning on a global scale.[7] The results show that *online learning* significantly increases the learning effectivities. There are lots of helpful knowledge that students obtain by having online learning, which is appraised as more

convenient, easy, and quick access to process new information than conventional learning as usual. It is also determined by tests, students' participation in learning, and teachers' strategies according to the online format used.

Since the outbreak of the Covid-19 pandemic, there has been research related to online learning being conducted during the pandemic. The next study, entitled *Education and the COVID-19 pandemic* suggests that schools should utilize asynchronous learning in enhancing distance learning capabilities, which is the most helpful in digital formats.[8] Teaching during the Covid-19 pandemic must be maximized as well as normal learning. Through preparation designed with the right curriculum, it will help teachers to stay focused. The implementation of asynchronous learning can be balanced with better digital teaching. Afterward, the teacher must also conduct an assessment with a variety of tasks and works adapted to the students' overall environmental conditions. Thus, it can be concluded that distance learning through an asynchronous approach is considered more effective for preparing and conducting learning assessments.

The third research on language learning during the online pandemic is entitled *Feedback Experience of Online*

[5] Hua Zhang, "On the Essence of Knowing in Teaching/Learning," *Frontiers of Education in China* 1, no. 2 (2006): 226–57, https://doi.org/10.1007/s11516-006-0005-4.
[6] Robert N. Carson, "A Taxonomy of Knowledge Types for Use in Curriculum Design," *Interchange* 35, no. 1 (2004): 59–79, https://doi.org/10.1023/B:INCH.0000039020.49283.90.

[7] Tuan Nguyen, "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," *MERLOT Journal of Online Learning and Teaching* 11, no. 2 (2015): 309–19.
[8] Sir John Daniel, "Education and the COVID-19 Pandemic," *PROSPECTS* 49, no. 1–2 (2020): 91–96, https://doi.org/10.1007/s11125-020-09464-3.

Learning During the COVID-19 Pandemic: Voices from Pre-service English Language Teachers.[9] This study indicates that the patterns of online learning that are integrated with the learning scenario must be well structured and fully prepared. The maturity of the learning scenario will affect the feedback from students on time, learning materials, and reflection.

The fourth study is entitled Analysis of the Online Learning Process during the Covid-19 Pandemic for Elementary School Teachers.[10] The results showed that during online learning, students experience boredom and boredom. For elementary school age, online learning is considered less effective. Supporting factors are quota, having a cellphone, and a stable internet network. Meanwhile, the inhibiting factor is that not all students have a smartphone, and many parents cannot accompany their children to study at home because they are busy working.

The fifth study is entitled *Students Perception of Using Mobile Technology in Informal English Learning During the Covid-19 Epidemic: A Study in Chinese Rural Secondary Schools.*[11] The results showed that rural school students in China had positive attitudes towards mobile-assisted online learning. They were most likely to use smartphones, followed by portable electronic dictionaries, tablets, and laptops in learning.

From the five studies above, it can be concluded that in practice, distance learning can be carried out through various approaches, either synchronously, asynchronously, or a mixture of both. Every teacher has their own challenges in changing the learning situation due to the Covid-19 pandemic, as well as trying to implement online learning fully. The way teachers strive for maximum teaching will form new online learning patterns during the pandemic.[12]

Differences and similarities are emphasized in this study with previous studies. This study has a common goal: to describe information about online learning activities during the Covid-19 pandemic. Abnormal circumstances and very sudden changes during the Covid-19 pandemic impact learning activities in the environment around students or teachers. This study will describe learning in more detail not only asynchronous learning but also synchronous and mixed learning. The difference between this research and previous research is that it analyzes the patterns of online learning from the teacher's point of view. The patterns

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[9] Min Yang, Pauline Mak, and Rui Yuan, "Feedback Experience of Online Learning During the COVID-19 Pandemic: Voices from Pre-Service English Language Teachers," *The Asia-Pacific Education Researcher* 30, no. 6 (2021): 611–20, https://doi.org/10.1007/s40299-021-00618-1.

[10] Ratna Putri et al., "Impact of the COVID-19 Pandemic on Online Home Learning: An Explorative Study of Primary Schools in Indonesia," *International Journal of Advanced Science and Technology* 29, no. 5 (2020): 4809–18.

[11] Fang Huang et al., "Students Perceptions of Using Mobile Technologies in Informal English Learning During the Covid-19 Epidemic: A Study in Chinese Rural Secondary Schools," *Journal of Pedagogical Research* 4, no. 4 (2020): 475–83, https://doi.org/10.33902/JPR.2020063786.

[12] Sümer Aktan, "Waking Up to the Dawn of a New Era: Reconceptualization of Curriculum Post Covid-19," *PROSPECTS* 51, no. 1–3 (2021): 205–17, https://doi.org/10.1007/s11125-020-09529-3.

analyzed are the overall patterns in education, including preparation, implementation, and assessment. Some previous research results only describe one pattern of learning, even though there is the possibility of adjustments to other learning patterns, such as the planning patterns and the assessment patterns, and from the teacher's perspective. Subjects in previous studies were conducted on educators or students at the elementary or tertiary level, while the subjects in this study were junior high school teachers.

In this pandemic, teachers can integrate knowledge about the environment into teaching language and literature. Learning Indonesian language texts is oriented toward understanding the collection of words, linguistic rules, language forms, and the nature of functional and contextual language. Meanwhile, learning Indonesian Literature texts is oriented to the ability to think and feel, which is expressed through literary containers and is realized through a series of beautiful languages. Students are trained to be able to produce literary works, improve imaginative abilities, express feelings through spoken and written language and communicate works in various forms.[13]

This study aims to determine the typical patterns of Indonesian language learning in junior high school during the pandemic era. This can be seen in learning patterns, including planning, implementation, and assessment.

B. Method

This present study applied descriptive quantitative research by using survey methods. This study used a descriptive survey method to reveal the predictive power (hypothesis) and causality of the variables studied and their measurements. This present study was conducted in all junior high schools in Malang, and the time of the research was conducted in April 2021. The population of this study was Indonesian language teachers in junior high schools in Malang. The sample in this study used *Voluntary Random Sampling*, i.e., members of all Indonesian language teachers in junior high schools throughout Malang City who were willing to be the sample by filling out a questionnaire through Google Form with a total of 105 Indonesian teachers.

In addition, the data collection technique in this present study used a questionnaire instrument, while the data analysis technique used descriptive statistics with the percentage formula. The questionnaire in this study used the *Likert Scale.*

The data collecting applied a closed questionnaire technique. The closed questionnaire technique was aimed to obtain information about online teaching of the Indonesian language. It was focused on the data collection consisting of online learning activities from the teacher's perspective. Furthermore, the instruments in this study included closed questionnaire guidelines. The instrument used in this

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[13] Daroe Iswatiningsih et al., "Efektivitas Pembelajaran Bahasa Indonesia Daring di Masa Pandemi Covid-19 dalam Meningkatkan Kemampuan Berbahasa Siswa SMP," *Diglosia : Jurnal Pendidikan, Kebahasaan, dan Kesusastraan Indonesia* 5, no. 1 (2021): 141–56.

present study was a Google Form that was filled out online for a relatively long time. Researchers used closed questionnaire guidelines to get responses from teachers in the form of questions or statements presented by researchers.

C. Results

The findings and discussion in this present study include planning, implementing, and assessing online learning.

1. Online Lesson Plan

The online lesson plan consisted of guidelines and principles for preparing lesson plans, online learning planning adjusted to the main four of language skills, and online learning preparation according to the characteristics of language texts and literary texts.

a. Guidelines and Principles of Designing the Lesson Plan

The following research data shows the distribution of the acquisition frequency and percentage of guidelines and principles for preparing Lesson Plans for junior high school teachers in Malang city. It is presented in the following table.

Table 1.
Distribution of Teacher Guidelines in Designing the Lesson Plans of Indonesian Language Online Learning during Pandemic

Distribution	F	Percentage
Educational Curriculum of 2013/Provisional, adjusted to the regulation of Ministry of Education and Culture Number 719/P/2020	105	100%
Strategy Theory/ Certain Learning Model	54	51.4%
Students' Experience (Students' Orientation)	45	42.9%
Teachers' Perspective (Teachers' Orientation)	57	54.3%
Critical, Creative, Communicative, Collaborative (4C)	73	69.5%
*Higher Order Thinking Skills (*HOTS)	72	68.6%
Strengthening Character Building	60	57.1%
Student/ Teacher Technology Literacy	76	72.4%
Facilities and Infrastructure	53	50.5%
Environmental Education	26	24.8%

Teachers designed the lesson plan for online Indonesian language learning using the principles and guidelines based on Educational Curriculum of 2013/ provisional according to the regulation of Ministry of Education and Culture Number 719/P/2020 with percentage numbers of 100%, Student/teacher technology literacy by 72.4%, 4C guidelines by 69.5%, HOTS by 68.6%, and Strengthening Character Building by 57.1%, teachers' perspective (teachers' orientation) by 54.3%, Strategy theory/certain learning model by 51.4%, facilities and infrastructure by 50.4%, students' experience (students' orientation) by 42.9%, and environmental education by 24.8%.

From the data description, the lesson plan was adjusted to the internal and external aspects, which also followed the applicable curriculum as the main source. While from the external aspect, the design of the lesson plan is adjusted to the students' needs, students' and teachers' experiences, the school' readiness, and

other things that are categorized as the supporting factors. By the same token, those educational institutions have the authority to develop the applicable curriculum. Still, they should be oriented to the perspective of the national curriculum determined by the government.[14]

Learning during the pandemic was entirely held online, so it depended on technology. For this reason, the preparation of online lesson plans during the pandemic must integrate digital technology skills for teachers and students. Digital skills planned inside the curriculum had a huge role in the digital curriculum development for the learning activities during the Covid-19 pandemic and in the future.[15]

b. Adjusting Online Lesson Plan to Main Four Language Skills

The distribution of frequency acquisition and the percentage of online lesson plans adjusted to the four main language skills are presented in the following table.

Table 2.
Distribution of Language Skills Maximized by Middle School Teachers in Malang City on Online Learning of Indonesian Language Synchronously

Distribution	F	Percentage
Listening and speaking	89	84.8%
Writing and Speaking	32	30.5%
Listening and Writing	49	46.7%
Speaking and Reading	20	19%
Reading and Listening	10	9.5%
Reading and Writing	12	11.4%

Table 3.
Distribution of Language Skills Maximized by Middle School Teachers in Malang City on Online Learning of Indonesian Language Asynchronously

Distribution	F	Percentage
Listening and Speaking	9	8.6%
Writing and Speaking	15	14.3%
Listening and Writing	25	23.8%
Speaking and reading	31	29.5%
Reading and listening	29	27.6%
Reading and Writing	98	93.3%

The data above informed that in synchronous online learning of the language skills could be maximized i.e. listening and speaking, while the skills that could be maximized in asynchronous learning i.e. reading and writing. The collaboration between language skills can be seen from the capabilities of each correlated aspect in communication, both face-to-face (synchronous) and non-face-to-face (asynchronous) communication.[16] Indonesian language online learning during the pandemic must continue to maximize the main four language skills in its practical since learning the Indonesian language is designed to improve the main four language skills: reading, writing, listening and speaking.[17]

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[14] Daniel, "Education and the COVID-19 Pandemic," 91.
[15] Aktan, "Waking up to the Dawn of a New Era," 205.
[16] Ni Made Wahyu Suganti Cahyani et al., "Blended Online Learning: Combining the Strengths of Synchronous and Asynchronous Online Learning in

EFL Context," *Jurnal Pendidikan Teknologi dan Kejuruan* 18, no. 2 (2021): 174–84, https://doi.org/10.23887/jptk-undiksha.v18i2.34659.
[17] Hanna Hanna, "Pembelajaran Bahasa Indonesia Mau Dibawa ke Mana?," *BAHTERA : Jurnal Pendidikan Bahasa dan Sastra* 13, no. 1 (2014): 50–

c. Adjusting Online Learning Preparation to the Characteristics of Language Texts and Literary Texts

The following data show the frequency and percentage of online learning preparation, which is adjusted to the characteristics of language texts and literary texts.

Table 4.
The Distribution of Language Learning Skills of Students Through Language Text Teaching during Pandemic

Distribution	F	Percentage
Text teaching along with linguistic rules and text structure	77	73.3%
Determining language texts that are in accordance with the students' mental development to address social issues	66	64.8%
Training students to analyze Indonesian language texts with a theme of environmental	62	59%

Table 5.
The Distribution of Language Learning Skills of Students Through Literary Text Teaching during Pandemic

Distribution	F	Percentage
Giving students the freedom to follow up on real actions by producing literary works according to their creative ideas (responsibility)	65	61.9%
Thriving students' sensitivity toward events that occurred during the pandemic (sensibility)	57	54.3%
Students were free to choose the literary work	51	48.6%
they like, which henceforth they analyzed the literary elements in it		
Stimulating students' sensitivity to respond to events around their environment (sensitivity)	48	45.7%
Students were required to present their literary works in various types of media that utilized technology and environmental themes	42	40%

The data above denoted that online learning of the Indonesian language, which consisted of language texts, was more oriented towards grammar and text structure, while literary texts focused on the follow-up of students' creative feelings and ideas that were poured into a literary language. Language learning is purposed to improve the main four language skills through text guidelines, while literary learning is purposed to follow up on the practice of the main four language skills through students' participation in the literature activities.[18] Indonesian language learning during the Covid-19 pandemic is considered effective, i.e., learning-oriented to the student's living environment. This consists of language learning, i.e., reading texts related to the students' environmental and literary learning related to the sensibility, sensitivity, and responsibility, likewise displaying the work and freedom to choose certain literary works.[19]

71, https://doi.org/10.21009/BAHTERA.131.06.

[18] Sarwiji Suwandi, "Tantangan Mewujudkan Pembelajaran Bahasa dan Sastra Indonesia yang Efektif di Era Revolusi Industri 4.0 [The Challenges to Realize the Effective Learning of Indonesian Language and Literature in the Industrial Revolution Era 4.0]" (Kongres Bahasa Indonesia, Surakarta: Universitas Sebelas Maret, 2018), 1–20.

[19] Hatice Okyar, "Contribution of Literature to Language Teaching and Learning," *Cumhuriyet International Journal of Education* 10, no. 1 (2021): 330–43, https://doi.org/10.30703/cije.719796.

2. The Implementation of Online Learning

The implementation of online learning consisted of:

a. The Online Learning Implementation of Language Texts and Literary Texts

The following data show the distribution of frequency and percentage of the online learning implementation of language texts and literary texts.

Table 6.
Distribution of Learning Language Texts and Literary Texts by Applying an Online Approach

Distribution	F	Percentage
Language texts and literary texts were generally taught synchronously and asynchronously	50	47.6%
Language texts were taught asynchronously	41	39%
Literary texts were taught asynchronously	40	38.1%
Language texts were taught synchronously	33	31.4%
Literary texts were taught synchronously	11	10.5%

The data indicated that online learning of language texts and literary texts were carried out by generalizing online approaches synchronously and asynchronously. This could come up to several factors, i.e., (1) teachers tend to choose the same and simple concepts held the learning activities in all types of texts; (2) most of the teachers who did synchronous learning of language texts and literary texts would certainly choose asynchronous learning; and (3) the achievement of learning language texts and literary texts was considered easier if it was carried out synchronously and asynchronously.

Synchronous and asynchronous approaches in online learning of the Indonesian language assuredly impacted the teaching method of language texts and literary texts used. Equally important, various types of texts can be obtained when learning the Indonesian language and literature. The text chosen by the teacher for learning activities must be packaged easily and simply in online communication.[20] Synchronous and asynchronous have their respective advantages and disadvantages, which can be used complementarily as the most effective communication tool for distance learning.[21]

b. The Online Learning Implementation of Indonesian Language Learning Synchronously

Synchronous learning is a teaching and learning activity that is held online. It means that students and teachers can see each other (see video for direct interaction). Synchronous online learning of the Indonesian language affects several aspects, such as the application used, the type of text being taught, and learning

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[20] Benjamin Luke Moorhouse and Kevin M. Wong, "Blending Asynchronous and Synchronous Digital Technologies and Instructional Approaches to Facilitate Remote Learning," *Journal of Computers in Education* 9, no. 1 (2022): 51–70, https://doi.org/10.1007/s40692-021-00195-8.

[21] Rovy F. Branon and Christopher Essex, "Synchronous and Asynchronous Communication Tools in Distance Education: A Survey of Instructors," *TechTrends* 45, no. 1 (2001): 36–36, https://doi.org/10.1007/BF02763377.

activities. Correspondingly, the data of this present study showed that Middle school teachers of Malang City who did synchronous online learning had a percentage number of 71.4% (75 teachers), while those who did not do synchronous online learning were 28.6% (30 teachers). Besides, the following table presents the distribution of frequency and percentage numbers of applications, text types, and online learning activities of Indonesian language that was carried out synchronously.

Table 7.
The Distribution of Online Learning Applications of Indonesian Language Synchronously

Distribution	F	Percentage
Google Meet	61	74.4%
Zoom	52	63.4%
WhatsApp	27	32.9%
Discord	22	26.8%
Teams	14	17.1%
Padlet-Trello	9	11%
BigBlueButtom	5	6.1%

From the data in the table above, it could be inferred that most of the junior high school teachers in Malang city conducted online learning of the Indonesian language in synchrony by using the *Google Meet* application. Compared to *Zoom*, the *Google Meet* app had a higher percentage number. This could happen because *Zoom* had limited access, which was, after using it for 30 minutes, users were required to pay. Meanwhile, not all schools gave high expenses to the use of this application, so most schools chose to use *Google Meet* since it was easier to use, there was no time limit for access, and there was no paid subscription for this application (free).

Table 8.
The Distribution of Texts Types of Indonesian Language Online Learning Synchronously

Grades	Distribution	F	Percentage
7th Grade	Descriptive Text	32	39%
	Fable Text	17	20.7%
8th Grade	News Text	21	25.6%
	Poetry Text	16	19.5%
9th Grade	Speech text	26	31.7%
	Short Story	19	23.2%

The types of language and literary texts that were mostly taught in 7th grade included descriptive texts and fable texts; news texts and poetry texts in 8th; and speech texts and short stories in 9th grade. The types of text chosen by the teacher were already adjusted to the ability of each school to conduct the learning activities. There were some teachers who omitted to learn certain types of texts which were considered too difficult to teach online during the pandemic. Therefore, the percentage numbers of text types obtained in this study indicated that several types of texts were most widely taught and considered capable of being delivered to the students synchronously.

Table 9.
The Distribution of Online Learning Activities of Indonesian Language Synchronously

Distribution	F	Percentage
Checking the attendance list	70	86.4%
Delivering the course materials	70	86.4%
Ensuring students to attend the class	63	77.8%
Praying together	59	72.8%
Reviewing the learning materials of the previous meeting	53	65.4%
Giving opportunities for students to participate synchronously	52	64.2%
Confirming the assignment	44	54.3%
Monitoring students in online sync	41	50.6%

Synchronous online learning activities that were mostly carried out were checking attendance lists and delivering material, while the least they did was monitoring students while online in sync. In synchronous learning, teachers were required to package learning in a simple, precise, and short enough time. It was related to the use of mobile data owned by students or teachers. Students did not only learn one subject, while teachers also did not only teach in one class. Therefore, synchronous online learning activities focused more on activities that were considered important such as checking attendance lists and directly delivering material, while monitoring students during synchronous online learning would be difficult because of the limited space of teachers and students.

c. The Online Learning Implementation of Indonesian Language Learning Asynchronously

The data above showed that teachers who did online learning asynchronously had a percentage number of 100% (105 people). All junior high school teachers in Malang City held asynchronous online learning, both collaboratively with a synchronous approach or only asynchronously. The following table presents the distribution of online learning applications of the Indonesian language asynchronously, types of texts and Indonesian language online learning activities that were held asynchronously.

Table 10.
The Distribution of Online Learning Applications of Indonesian Language Asynchronously

Distribution	F	Percentage
WhatsApp	97	92.4%
Google Classroom	86	81.9%
Edmodo	29	27.6%
Google Mail	25	23.8%
Siajae LMS Seamolec	13	12.4%
Zenius	7	6.7%
Ruang Guru	4	3.8%
Thatquiz	4	3.8%

From the data above, it could be inferred that most of the junior high school teachers in Malang City conducted online learning of the Indonesian language asynchronously by using the WhatsApp application. Compared to Google Classroom, the WhatsApp application had a bigger audience. This could happen because WhatsApp had easier and faster

access to upload and download files, in the form of documents, photos, audio, and even videos. Teachers usually use WhatsApp to ask students to send assignments and confirm related learning activities and assignments or even communicate with students' parents as a student companion.

Table 11.
Distribution of Types of the Texts that were Taught in Indonesian Language Online Learning during Pandemic

Grades	Distribution	F	Percentage
7th Grade	Text Report of Observation	28	26.7%
	Legend Text	29	27.6%
8th Grade	Explanation Text	24	22.9%
	Poetry Text	20	19%
9th Grade	Response Text	26	24.8%
	Drama Text	21.9	23%

The types of language and literary texts that were mostly taught asynchronously in grade 7 were texts of observation and legend texts, explanatory texts and poetry texts in grade 8, and response texts and drama texts in grade 9. The type of text chosen by the teacher was adjusted to the ability of each school to conduct the learning activities. There were some teachers who omitted certain types of texts that were considered too difficult to teach online during the pandemic. Therefore, the percentage of types of texts obtained in this study showed that several types of texts were most widely taught and considered capable of being delivered to students asynchronously.

Table 12.
The Distribution of Online Learning Activities of Indonesian Language Asynchronously

Distribution	F	Percentage
Coordination related to assignments	85	81%
Checking the attendance list	75	71,4%
Delivering the course materials	71	67,6%
Monitoring students in asynchrony online	68	64,8%
Helping students' learning difficulties	60	63%
Giving opportunities for students to participate asynchronously	60	57,1%
Ensuring students to attend the class	54	51,4%
Narration to ask students praying together	49	46,7%

The asynchrony online learning activities that were more frequently done including coordination related to the assignment, checking the attendance list, and delivering the course materials. Meanwhile, narration to invite students to pray together came up with the smallest number. In asynchronous online learning, teachers did more to coordinate assignments. The most common learning pattern in asynchronous learning was that teachers send material files with or without delivering the course materials. Afterward, they immediately asked students to do the assignments. Consequently, instead of students' understanding of the course materials, students' ability to complete the assignments was prioritized. Meanwhile, the activity that teachers rarely did during asynchronous learning was narration to

ask students to pray together. This was because asynchronous learning used indirect communication methods, which often eliminated the steps of communication that were usually delivered directly.

d. Teaching Tendency was Conformed to the Basic Competencies (BC)

Data in the field performed that junior high school teachers in Malang applied different approaches and media in teaching the Indonesian language and literature online. In the aspect of knowledge, teachers who chose cognitive BC to be taught synchronously had a percentage number of 42.9% (45 people), 34.3% cognitive BC taught asynchronously (36 people), and cognitive BC taught synchronously and asynchronously with a total percentage number of 22.9% (24 people). Meanwhile, the media used by teachers to give assignments and materials according to cognitive BC in learning Indonesian language and literature, i.e., PowerPoint had a percentage number of 97.1% (102 people), Video of 55.2% (58 people), PDF 38.1% (40 people), Audio 36.2% (38 people), Pictures 24.8% (26 people), E-Modules 16.2% (17 people), and YouTube 2.9 % (3 people).

In the aspect of skills, teachers who chose psychomotor BC to be taught asynchronously had a percentage number of 60% (63 people), psychomotor BC was taught synchronously and asynchronously by26.7% (28 people), and psychomotor BC was taught synchronously by 13.3% (14 people). Meanwhile, the media used by teachers to give assignments and materials according to psychomotor BC in learning the Indonesian language and literature, i.e., in the form of E-Modules, had a percentage number of 60% (63 people), Video of 53.3% (56 people), PowerPoint 36.2% (38 people), PDF 27.6% (29 people), Audio 26.7% (28 people), and Pictures 25.7% (24 people).

In the aspect of attitude, teachers who chose affective BC to be taught synchronously and asynchronously had a percentage of 58.1% (61 people), 29.5% affective BC taught asynchronously (31 people), and affective BC taught synchronously with a total percentage number of 12.4% (13 people). Meanwhile, the media used by teachers to give assignments and materials according to affective BC in learning the Indonesian language and literature, i.e. in the form of narrative phenomena/the surrounding environment, had a percentage of 82.9% (87 people), Figures by 51.4% (54 people), Video 48.6% (51 people), Audio 30.5% (32 people), PowerPoint 18.1% (19 people), E-Modules 14.3% (15 people), and 8.6% PDF (9 people).

Given those data elaboration, most junior high school teachers in Malang City taught cognitive BC in synchrony with using media in the form of power points and videos. Teachers also taught more psychomotor BC in synchrony by using E-modules and videos. Meanwhile, in affective BC, teachers taught more synchronous and asynchronous ways with the media, including narrative/environmental phenomena and pictures. Thus, it was influenced by the

circumstances of each educational institution that held Indonesian language learning by choosing one of the synchronous or asynchronous online approaches or collaborating synchronous and asynchronous approaches.

Online learning is adapted to basic competencies that refer to learning objectives.[22] Three domains (domains) commonly used in education are the cognitive domain which is oriented to students' thinking ability to achieve learning goals. The psychomotor domain is oriented to students' motor skills, and the affective domain is oriented to students' emotions, feelings, value systems, and attitudes in learning activities.[23] Teaching tendencies that are conformed to each student's competence must be balanced with the approach used, i.e., synchronously or asynchronously.[24]

3. Online Learning Assessment

The aspects of online learning implementation were elaborated in the following points.

a. Principles of Conducting Special Conditions Assessment

The principle of conducting an assessment in special conditions includes the principle of clear assessment information, being consistent and trustworthy according to the conditions and needs of students, focusing on learning outcomes, and providing feedback as an evaluation.[25] The data of this present study indicated that the distribution of frequency and percentage numbers regarding the principle of implementing the special condition assessment was presented in the following table.

Table 13.
Principles of Conducting Special Conditions Assessment

Distribution	F	Percentage
Conforming to the conditions and needs of students	91	86.7%
Focusing on student s' learning achievement	67	63.8%
Implementation of the assessment was consistent and reliable	45	42.9%
Clear assessment information	42	40%
There was feedback as an evaluation	28	26.7%

From the data above, it could be said that in having the assessment of special conditions, junior high school teachers in Malang City preferred the assessment principle according to the conditions and needs of students, while the least used

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[22] Jesús Valverde-Berrocoso et al., "Trends in Educational Research about E-Learning: A Systematic Literature Review (2009–2018)," *Sustainability* 12, no. 12 (2020): 1–23, https://doi.org/10.3390/su12125153.
[23] Aytac Gogus, "Bloom's Taxonomy of Learning Objectives," in *Encyclopedia of the Sciences of Learning*, ed. Norbert M. Seel (Boston, MA: Springer US, 2012), 469–73, https://doi.org/10.1007/978-1-4419-1428-6_141.

[24] Radha et al., "E-Learning During Lockdown of Covid-19 Pandemic: A Global Perspective," *International Journal of Control and Automation* 13, no. 4 (2020): 1088–99.
[25] Menteri Pendidikan dan Kebudayaan Republik Indonesia, "Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan dalam Kondisi Khusus," 719/P/2020 § (2020).

assessment principle was the existence of feedback as an evaluation in the assessment. Assessment during online learning was quite difficult to do. Teachers must consider many things in the preparation of assessment tools.

The effectiveness of learning during the Covid-19 pandemic depends, among other things, on the established assessment system. Teachers must be able to see the range of abilities, limitations, and conditions of students to determine the assessment.[26] Online learning during the Covid-19 pandemic will make students find it difficult if the assignments given are not included in the assessment. To reduce misperceptions on the part of students, teachers should make assessment plans simpler and focus on student learning achievements, and make them easy to understand.[27]

b. Assessment Tendency was Conformed to the Basic Competencies (BC)

From the data obtained, it showed that t cognitive BC assessment of online learning of the Indonesian language and literature during the pandemic was held synchronously and asynchronously with a percentage of 47.6% (50 people), and the cognitive BC assessment was held asynchronously by 31.4% (33 people), and Cognitive BC assessment held

synchronously by 21% (22 people). Then, the cognitive BC aspects emphasized by teachers included aspects of knowing with a percentage of 90.5% (95 people), analyzing aspects of 75.2% (79 people), understanding a number of 61.9% (65 people), applying a number of 61% (64 people), evaluating 53.3% (56 people), and creating 34.3% (36 people). Meanwhile, the form of cognitive BC assessment tests used by teachers were assignment tests with a percentage of 96.2% (101 people), written tests of 83.8% (88 people), and oral tests of 39% (41 people).

The psychomotor BC assessment of online learning of the Indonesian language and literature during the pandemic was held asynchronously with a percentage of 64.8% (68 people), psychomotor BC was held synchronously and synchronously as many as 22.9% (24 people), and psychomotor KD was held synchronously with 12.4% (13 people). Then, the aspects of psychomotor BC emphasized by the teacher included aspects of doing well and correctly as many as 86.7% (91 people), doing things according to procedures as many as 84.8% (89 people), compiling a number of 57.1% (60 people), imitating 42.9% (45 people) and acting naturally as many as 26.7% (28 people). Meanwhile, the form of psychomotor KD assessment tests used by teachers was performance/ performance/ practice with a percentage of

[26] Mustakim Mustakim, "Efektivitas Pembelajaran Daring Menggunakan Media Online Selama Pandemi Covid-19 pada Mata Pelajaran Matematika," *Al asma : Journal of Islamic Education* 2, no. 1 (2020): 1–12, https://doi.org/10.24252/asma.v2i1.13646.
[27] Asrilia Kurniasari, Fitroh Setyo Putro Pribowo, and

Deni Adi Putra, "Analisis Efektivitas Pelaksanaan Belajar dari Rumah (BDR) Selama Pandemi Covid-19," *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan dan Hasil Penelitian* 6, no. 3 (2020): 246–53, https://doi.org/10.26740/jrpd.v6n3.p246-253.

88.6% (93 people), 38.1% products (40 people), 33.3% projects (35 people), and a portfolio of 26.7% (28 people).

The assessment of the affective BC of online learning of the Indonesian language and literature during the pandemic was held synchronously and asynchronously with a percentage of 59% (62 people), and the assessment of affective KD was held asynchronously by 28.6% (30 people), and the assessment of the addictive BC was held synchronously with a number of 12.4% (13 people). Then, the aspects of affective KD emphasized by the teacher included the aspect of respect with a percentage of 82.9% (87 people), aspects of self-regulation as many as 69.5% (73 people), responding to a number of 61.9% (65 people), accepting 43.8% (46 people) and 38.1% (40 people). Meanwhile, the form of the affective KD assessment test used by the teacher was observation with a percentage of 95.2% (100 people), self-assessment of 45.7% (48 people), and peer assessment of 12.4% (13 people).

The description data above indicated that most junior high school teachers in Malang City conducted synchronous and asynchronous cognitive BC assessments with the aspect of assessment that was more emphasized, i.e., the aspect of knowing and the form of the assessment was dominated by assignment tests. In psychomotor BC assessment, it was mostly had asynchronously with the aspect of assessment that was more emphasized i.e. the aspect of doing well and appropriately, and the form of assessment was more in the form of performance/ performance/ practice. Meanwhile, the affective BC assessment was mostly held synchronously and asynchronously with the aspect that was more emphasized, i.e., the respect aspect, and the form of the assessment was dominated by observation.

Indonesian language assessment leads to three domains of students' basic competencies, i.e., cognitive, psychomotor, and affective.[28] Assessment of Indonesian online learning during the pandemic is correlated with several main things, including the approach used by teachers to assess each basic competency, the assessment aspects that are emphasized in each competency, and the form of assessment used in each basic competency.[29] In determining an aspect, the important thing that must be maximized in each basic competency, i.e., teachers can consider the online learning approach and the form of assessment used.[30]

Based on this study's findings, the three domains, namely cognitive, psychomotor, and affective, have a distinctive pattern in each of their assessments. Knowledge-oriented cognitive assessment can be easily carried out synchronously and asynchronously.

[28] Setyawan Pujiono, "Kesiapan Guru Bahasa Indonesia SMP dalam Implementasi Kurikulum 2013," *LITERA* 13, no. 2 (2014): 250–63, https://doi.org/10.21831/ltr.v13i2.2579.

[29] Rizqon Halal Syah Aji, "Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan,

dan Proses Pembelajaran," *SALAM: Jurnal Sosial dan Budaya Syar-i* 7, no. 5 (2020): 395–402, https://doi.org/10.15408/sjsbs.v7i5.15314.

[30] Asmuni, "Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya," 281.

This is because the assessment on the cognitive aspect has an assessment category that is clearly visible, accurate, measurable, or assessed and focused on being more flexible in adjusting approaches both synchronously and asynchronously. In addition, the assessment of the cognitive aspect is more emphasized in the form of assignments that are considered sufficient, easier, and less troublesome for teachers and students in limited circumstances during the pandemic.

Assessment in the psychomotor domain shows a different pattern. Psychomotor assessment is mostly done asynchronously because the orientation of the assessment in terms of student skills is easier to judge from performance/ performance/ practice. In this realm, the teacher has lowered his assessment expectations by placing more emphasis on the ability of students to perform well and appropriately. The appropriate and good assessment categories are certainly different for each teacher, depending on the achievements to be assessed. This decrease in assessment expectations occurred due to the limited space for students and teachers during the pandemic, so the option that was easier and more accessible in psychomotor research was chosen.

Assessment in the affective domain is the most difficult assessment to do during a pandemic. This is because the assessment is oriented toward student attitudes which in the circumstances make it impossible for the teacher to supervise directly. Therefore, the assessment of the affective domain continues to be pursued by the teacher to be carried out synchronously and asynchronously. It is hoped that teachers will find definite patterns in assessing student attitudes in learning when using both approaches. The aspect that is emphasized in affective assessment is respect. This "appreciation" assessment can be seen from students' attitudes when participating in learning, both when preparing, during the learning process, and during task collection timeliness and completeness.

D. Conclusion

During online learning of the Indonesian language, the teachers' activities involve planning, implementation, and assessment patterns. The pattern found in the planning patterns is that the teacher determines learning guidelines, namely the K13 guideline and the emergency curriculum, in preparing lesson plans. The next pattern in planning is to prepare lessons adapted to the characteristics of language texts that focus on text analysis, while literary texts focus on text production. Furthermore, the teacher's implementation pattern is to do mixed learning, namely combining synchronous and asynchronous approaches. In the implementation of synchronous learning, the teacher will check the attendance list and deliver the material, while in the asynchronous learning implementation, the teacher will coordinate the assignments. The assessment pattern certainly includes three domains; cognitive, psychomotor, and affective domains. The assessment of

the cognitive domain is mostly done synchronously and asynchronously, and the form of the assessment is performance/projects. The assessment of the psychomotor domain is mostly carried out asynchronously, and the form of assessment is in the form of assignments. The assessment of the affective domain is mainly carried out synchronously and asynchronously, and the aspect that becomes the assessment is "appreciating."

The online learning patterns of Indonesian during the pandemic still involve an emergency curriculum, types of Indonesian texts (language and literature), basic competencies, three language skills, and most importantly, a driver of all the learning patterns. The teacher chose these approaches in packaging learning using a synchronous or asynchronous approach. The patterns will be adjusted to two crucial things, the situation and student learning needs. Further researchers can use research as a reference source, develop research in more detail and emphasize other aspects, such as developing lesson plans during online learning or more specific online learning strategies.

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