Students' perception towards the time suitability for Indonesian language course

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ABSTRACT

Background: *Learning Indonesian Language in Higher Education level has a different focus from other levels. Learning Indonesian in tertiary institution does not only study the rules of the Indonesian language, but also implements them in scientific writing with an orientation to the use of technology. Indonesian language course also exists in foreign language study programs. One of the learning weight indicators is the time suitability as a key factor in the success of learning.*

Purpose: *This study aims to find out the students' perception of satisfaction level of English Literature study program, towards the time suitability for tasks in Indonesian Language course.*

Design and methods: *This study uses a descriptive quantitative approach. The research method is a survey with the data collection instrument, the questionnaires. The research subjects are students who take the Indonesian language course at the English Literature Study Program, Universitas Gunadarma. The research sample is 148 respondents. Data collection is conducted in the even semester of the 2021/2022 academic year. The perception of the satisfaction level towards the time suitability for the Indonesian language course is conducted through 4 (four) indicators, namely; (1) study time, (2) structured task time, (3) independent task time, (4) exam time.*

Results: *The results showed that there is a positive response to time suitability in Indonesian language course. As much as 73.64% of the sample respondents stated that it is very sufficient for learning time suitability, 74.32% is very sufficient for structured task time, 70.94% is very sufficient for time independent tasks and 70 .27% is very sufficient for exam time. Students' perceptions of the time suitability for learning Indonesian course are positive with an average suitability of 72.29%, which is very sufficient.*

Keywords: *Higher Education, Indonesian language course, survey research*

Introduction

Language is one of the identities for a country and a nation. Indonesia as a country has a unifying language, namely Indonesian language. Historically, Indonesian as the national language was born at the Youth Pledge on October 28, 1928. The existence of Indonesian as the language of unity is important, because it is known that Indonesia has approximately 718 languages (Language Development and Development Agency, 2018). Therefore, mastery of the Indonesian language is needed to be able to communicate nationally as an identity other than the vernacular that has been used for generations.

Indonesian language is not only a unifier in communication but also to foster attitudes and a sense of love for the nation, as the Indonesian. This thought may be one of the many reasons that form the basis of learning Indonesian language in the Indonesian education system. Indonesian language is something that must be learned at almost all levels of education. In tertiary institutions, especially at the university level, Indonesian language courses are compulsory subjects with a weight of two (2) to three (3) credits.

Learning Indonesian language in the Higher Education level certainly has a different focus from other levels, such as Elementary and Secondary Education. According to Suyatno, et al., in tertiary institutions, Indonesian language is part of the character building (Suyatno; Pujiati, Tri; Nurhamidah & Syauki, 2020). Therefore, in general, learning Indonesian in tertiary institutions does not only study the rules of the Indonesian language, but also its implementation in scientific writing. In this scope, the aspect of plagiarism is also one of the topics of discussion.

Several previous studies have also shown the importance of the Indonesian language in higher education, including; research entitled The Importance of Indonesian Language in Higher Education in Jurnal Alinea; The Importance of Learning Indonesian in Higher Education in Jurnal Intelegensia; and Learning Indonesian Language Course with Literacy Insights in Higher Education to Face the Era of Globalization in the Journal of Education and Development. These studies later became the insights of this research related to the urgency of Indonesian language course. As in Desmirasari and Oktavia's research which states that teaching Indonesian language can lead to; (a) Generating a positive characteristic toward the Indonesian language, (b) Unifying the various vernaculars to become one, the Indonesian language, (c) Increasing a sense of pride, loyalty and nationalism to Indonesia (Desmirasari & Oktavia, 2022). Next is research by Hanum, et al. which explained that in tertiary institutions, learning Indonesian language must be contextual, which means that students are not only required to understand the language but are also directed in mastering technology (Hanum et al., 2020). Furthermore, Barowi and Fazat's research emphasizes the need to master Indonesian language rules. As according to them, Indonesian, like other languages, also has rules that are often ignored by Indonesian speakers (Barowi & Fazat, 2015).

The previous studies above show that Indonesian language courses are important, and it requires a standard suitability to be effective in learning, especially in the post-Covid-19 pandemic period which also requires technological orientation. This fact is a necessity for study programs at tertiary institutions, including foreign language study programs. The Indonesian language course also exists in study programs that focus on foreign languages, such as Japanese, French and English. But the question then is, what is the learning weight of Indonesian language course in foreign language study program is carried out. One of the indicators of the learning weight subject is the learning time. The time mentioned is in accordance with the provisions of quality standards, those are face-to-face study time, independent study, tasks and exams.

Learning time suitability is one of the key factors for the success of learning. Therefore, this research is needed to find out how students in foreign language study programs perceive the Indonesian language course learning.

Methods

This study uses a survey method with a descriptive quantitative approach. The research subjects are the students of the English Literature study program. The research population used is students of the English Literature study program, Universitas Gunadarma. This population was chosen because the study program is accredited A from the National

Accreditation Agency for Higher Education (BAN-PT) and accredited by the international institution the Foundation for International Business Administration Accreditation (FIBAA). This achievement shows the quality of the study program. The sample used in this study are 148 students who had taken Indonesian language course. The data collection uses a questionnaire via Google Form which is filled out online. The distribution of questionnaires through the Google Form was carried out with the reason of efficiency. The questionnaire uses four indicators of time in the standard learning component, namely; (1) learning time, (2) structured task time, (3) independent task time, (4) exam time. These (4) four indicators are formulated into (2) two questions each to measure the level of student satisfaction with the time suitability for Indonesian language course.

The research data analysis technique is a percentage technique. This step is conducted to see the proportion of each answer to the question, so that it is easy to map the relationship between the indicators of the research topic variables. The conducted procedures are; (1) checking the acquisition of data contained in the instrument by checking the completeness of the respondent's answers; (2) classifying data based on predetermined criteria in order to simplify the data analysis; and (3) interpreting the data in accordance with the purpose of the survey.

Findings & Discussion
Findings
Learning Time Suitability Survey Results
The research respondents are the sample of 148 students who had taken Indonesian language course. The results show that in the suitability aspect of learning time students perceive positively, with 73.64% of students stating that it is very sufficient, 20.94% is sufficient, 3.38% is not sufficient and 2.02% is very insufficient. For more details, see figure 1.
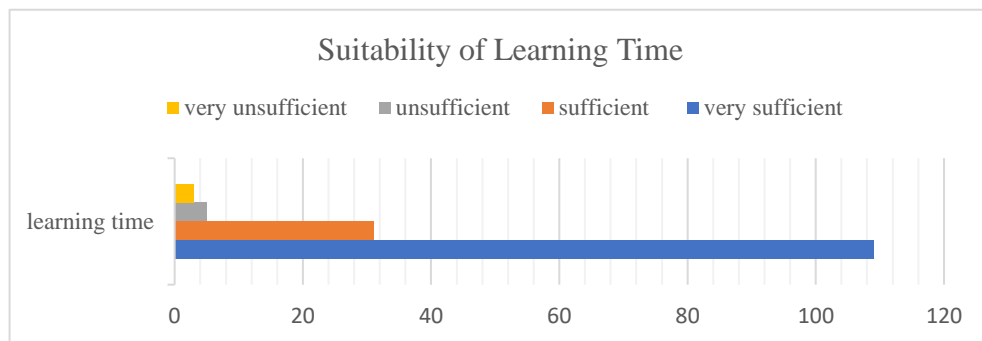

Figure.1 Suitability of learning time

Next, the survey results on student structured task time perceive positively, with 74.32% states very sufficient, 20.27% states sufficient, 2.70 not sufficient and 2.70 very insufficient. More details can be seen in Figure 2.
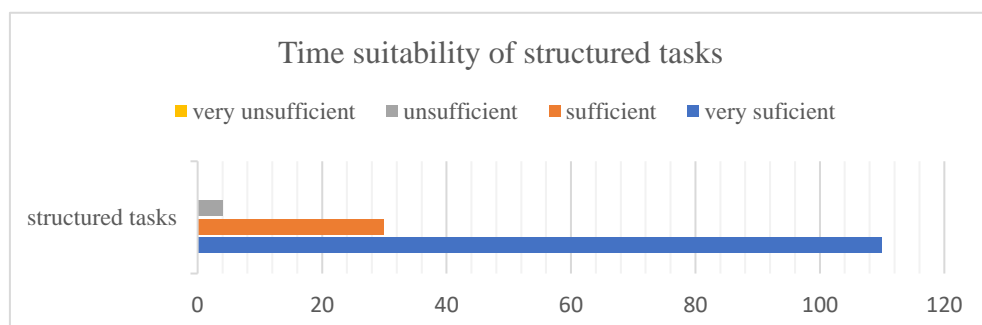
Figure 2. Time suitability of structured tasks

The result of the next survey is regarding task time or self-study. Respondents stated that 70.94% is very sufficient, 23.64% is sufficient, 3.37% is not sufficient and 2.02% is very insufficient regarding the independent study time suitability. More details can be seen in Figure 3.
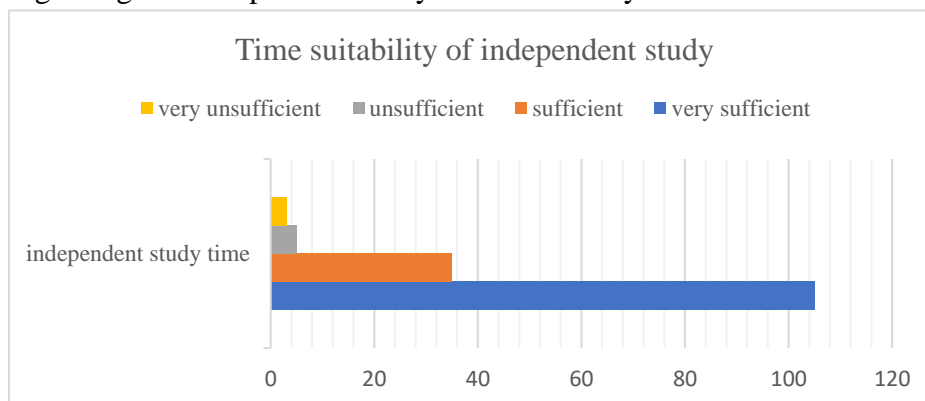

Figure 3. Time suitability of independent study

Next is for the suitability of the exam time. The survey result states that the exam time is; very sufficient 70.27%, sufficient 25%, insufficient 2.70%, very insufficient 2.02%. More details can be seen in Figure 4.
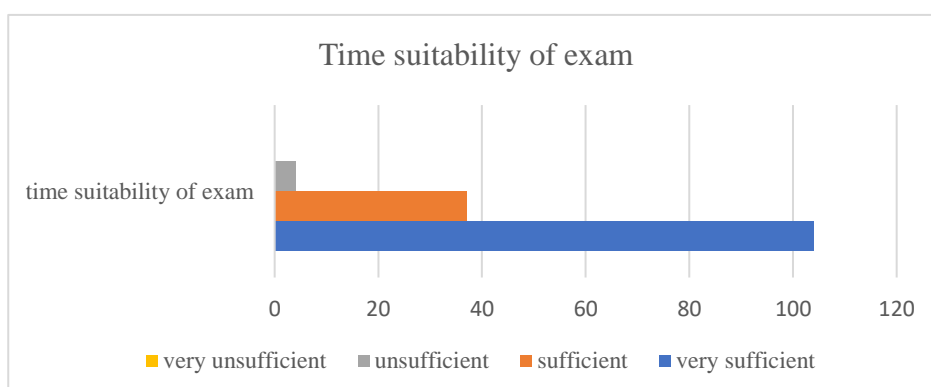

Figure 4. Time suitability of exam

From the survey results it is known that of the four (indicators) of time suitability, Indonesian course learning has an average of 72.29% which is very sufficient. This means that students' perceptions of the learning suitability time for Indonesian language course can be categorized as very good. The results of this survey also show that the planning of learning time in Indonesian course goes well.

Discussion
Student Perceptions and Satisfaction Level
Perception is etymologically defined by the American Psychological Association (APA) as a process or result of awareness toward an object, relation and event that involves the five senses and includes activities such as recognizing, observing and sorting. Those activities then organize and interpret the stimuli received into knowledge to act accordingly. Meanwhile, Qiong explains perception conceptually as a three-stage process; selection, organization and interpretation (Qiong, 2017). He further explained; the first stage our five senses will serve as a tool for selecting information from our environment; the second stage is the information that has been obtained will be structured and categorized so that it can

become stimuli that can last a long time; the third stage is interpretation, namely embedding or attaching the meaning to stimuli. In this stage, interpretations can be different from one another because each has its own five senses sensor (Qiong, 2017). Based on Qiong's statement, it can be concluded that perception is a set of processes that we use to understand all the stimuli we encounter. Perception is built on our recognition, observation and classification of our senses before they become meaningful knowledge as the basis for our actions.

The context of perception in this study is the direct response (acceptance) of students to learning, in this case focused on time suitability. Students are expected to respond to survey questions based on experience or stages of the perception process faced by the students on the topic of learning time. The survey results are then processed into data to be concluded as the perceptions of the students. The survey results are used as a hypothesis for the level of student satisfaction toward the time suitability in Indonesian language course.

Conclusion

The success of learning subjects, one of which is determined by the learning time suitability. This study aims to determine the perceptions of English literature study program students on the suitability of learning time. Perception in this study is interpreted as a direct response (acceptance) from students to the learning time suitability. The learning time in this study is divided into 4 (four) indicators, which shows a positive response from students to the time suitability in Indonesian language course. Student respondents perceive that 73.64% is very sufficient for the learning time suitability, 74.32% perceives that is very sufficient for structured task time, then 70.94% is very sufficient for independent task time and 70.27% perceive that is very sufficient for exam time. The average learning time suitability is 72.29% which is very sufficient, which can be interpreted that the planning of learning time in Indonesian course goes well.

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