

The Effectiveness of Assignments Work and Submission of Indonesian Language and Literature Education Students in UMN Al-Washliyah, Indonesia

by

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Abstract

This online learning that has been commenced for almost a year, encountered many problems particularly experienced by the authors. A network problem is one of the major problems. The author chooses the title of student effectiveness in punctuality of doing and submitting assignments for FKIP Indonesian Language and Literature Education UMN Al-Washliyah students because, during online learning, students are prone to collecting late and also many do not work on their assignments. The purpose of this study was to describe the causes of students not being on time in doing and submitting. This research method used a descriptive method with a survey design. The data collection techniques through interviews with students of the Faculty of Teacher Training and Education in Indonesian Language and Literature UMN Al-Washliyah used data analysis techniques to describe the findings in words. The population of this study was all FKIP students who were being taught currently by the authors in odd semesters, namely FKIP Indonesian Language and Literature and PGSD. The sample of this research was FKIP Indonesian language and literature students. The findings of this study are the causes of students submitting assignments late due to network factors, having jobs (because they are bored at home. Apart from that, the reasons for generating identical answers as in the same class are because working students ask classmates for help to do their assignments and pay for them and also the occurrence of cheating. This study concludes that online learning is not effective for FKIP Indonesian Language and Literature students; this has an impact on the late submissions and also become undisciplined and irresponsible for their assignments.

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The students are also not confident in their own abilities. It is hoped that face-to-face learning can be reoccurred yet again shortly.

Keywords: Factors, Tasks, Learning, Online, Indonesian, Language, Literature, etc.

Introduction:

Hutauruk (2020) in his journal said that around 1.3 billion students around the world were unable to carry out face-to-face learning processes due to the spread of Covid-19 which was taken from UNESCO data. Widodo and Nursaptini, (2020) also argue that the transition from face-to-face to non-face-to-face learning is not easy to do. E-learning media is a mandatory learning tool for the online learning process to make it easy for teachers and students to communicate, interact and collaborate in the context of direct learning and teaching.

Zhafira, Ertika and Chairiyaton (2020) said in their journal that the online learning method does not require students to be present in class for students can access learning via the internet. Experiences about the strengths and weaknesses of online learning reflect two characteristics of students (1) students who feel comfortable with online classes and (2) students who prefer to learn directly in class. The characteristics of students who are comfortable learning online tend to be passive students, limiting socialization, not being too active in participating in school activities such as extracurricular activities. Meanwhile, students who choose to study face-to-face in class, have the opposite characteristics such as being friendly, socializing, being active in class and actively joining in school activities (Hidayat and Noeraida, 2020).

Learning through the internet is a new thing for students because the quota to access the internet and the network is less stable. This certainly interferes with the effectiveness of learning, slowness of thinking, weakened immunity, boredom and lack of social interaction (Raehanah and Sulistiyana, 2021). However, many problems arise when learning online. The problems found in online learning are not only technical problems but also attitude glitches, meaning that the online learning process affects student attitudes. This is aligning with the research conducted by Matussolikhah and Rosy (2021) which found there is a positive simultaneous influence between learning discipline and learning style on learning outcomes. The resulting joint effect is 32.3%.

Students are lack discipline during the process of submitting assignments and when learning using the zoom application, many students do not participate due to signal technical hitches. Even when submitting assignments, almost one class answer to an assignment is almost identical because of copying and pasting the answers. Students do not want to think about answering assignments in the form of their opinions and views. This has also been emphasized by Pawicara and Conilie (2020) in their study which indicates the biological students at IAIN Jember experience learning burnout due to various factors indicated by several symptoms of learning burnout.

Based on the problems above, the problem formulation of this research is: How is the effectiveness of students in punctuality in doing and submitting assignments for FKIP students in Indonesian Language and Literature Education, Universitas Muslim Nusantara Al-Washliyah.

The purpose of this study is to describe the causes of students not being on time in doing and submitting assignments. This research is important to do because it is feared that students will lose discipline in time, be unable to find high thinking levels, lose attitudes to respect other people's work (plagiarism), decrease writing skills, and lose confidence to do assignments according to their views and opinions.

Methodology:

Based on the problem formulation, this research is a descriptive method (Moleong, 2004) that aims to describe the state of the data as it is which will then be analyzed according to the objectives and research questions.

The data collection method in this study used the survey method. This research was conducted at the Muslim Nusantara University Al-Washliyah, especially in the Faculty of Teacher Training and Education, majoring in Indonesian Language Education. It is held during odd semesters from September to December 2020.

The population in this study were all students of the Faculty of Educational Sciences who were taught in the even semesters of the 2020-2021 academic year, namely students in semesters 3A, 5A and 5H majoring in Indonesian Language Education and semesters 3A and 3I majoring in Elementary School Teacher Education, Universitas Muslim Nusantara Al- Washliyah.

The sample in this study was students majoring in Indonesian Language Education, Universitas Muslim Nusantara Al-Washliyah semester 3A, 5A and 5H. In particular, the researchers used data collection techniques in the form of observation, namely by making observations about the delay in students submitting assignments. Interviews were also conducted through WhatsApp. It is done to obtain information from informants (students) who are relevant to the purpose of this research to obtain accurate data. The research instrument used in this study was interviews with respondents (students) of the Teacher Training and Education Faculty majoring in Indonesian Language Education, Universitas Muslim Nusantara Al-Washliyah semesters 3A, 5A and 5H.

Results and Discussion:

1. What is your response as a student of the Teacher Training Faculty of Indonesian Language and Literature Education, Universitas Muslim Nusantara Al-Washliyah regarding online learning during the Covid 19 Pandemic which has occurred this year?

This question was asked to see the level of student approval during the carried out online learning. For approximately 1 year or 2 semesters, the implementation of lecturing activities at the Muslim University of Nusanara Al-Washliyah is carried out online. The results of student satisfaction with online learning are said to show that as many as 59% of students were very dissatisfied with online learning and only 8% said they were very satisfied. The remaining 10% are satisfied, 23% are quite satisfied. It can be concluded that online learning is not preferred by most students. The reasons for this will be explained in the next question.

2. What media do you use during online learning?

This question was asked so that researchers know what applications are most widely used during online learning. This is particularly related to the online learning applications that Indonesian Language and Literature Education students like to use in online learning in UMN Al-Washliyah. Students said that the WhatsApp application was in first place with 59% because this application was easy to use and did not consume a lot of data packages. In the second-order, the application for Indonesian Language and Literature Education students at UMN Al-Washliyah in Learning is email. The reason is the same because it is easy to use and the email application must be on every device. They

don't have to install it again, which takes up data packages. The third order is Google Classroom, Indonesian Language and Literature Education students in UMN Al-Washliyah prefer to use this application because the assignments given by the lecturer will show the value given by the lecturer on the assignment. The percentage of applications using Google Classroom is only 10%. Of the three applications above, there are no face-to-face applications, only 8% of students of Indonesian Language and Literature Education at the Muslim University of Nusanara Al-Washliyah like to use the Zoom Meeting application. Students do not like the Zoom Meeting application because it consumes too many data packets, for students who are troubled while working, and also have difficulty signalling for students in remote areas.

3. How is the acceptance of the material delivered by the lecturer through online learning?

This question was asked to find out how much of the material presented by the lecturer was well received by students. This question will be able to answer the success rate of online learning carried out during the Covid-19 pandemic. The results of the delivery of teaching materials in online learning showed that 59% of students answered enough, 23% answered well, only 10% of students answered very well and students who answered not sufficient is 8%. This proves that during online learning, the material presented by the lecturer cannot be fully absorbed by the students. This can happen because the material is delivered continuously or some sub-materials are not delivered. This is natural because generally, each course consists of 15 face-to-face meetings. With online learning, some lecturers condense teaching materials so that only 3 to 5 times to do online learning, even a few lecturers cut the material so that not all material is conveyed to students.

4. What causes you (students) to be late in sending assignments?

This question is asked to find out what factors cause Indonesian Language and Literature Education students at the Muslim University of Nusanara Al-Washliyah to be late in sending assignments given by lecturers, some of these factors include; working activities, network factors, indolence and being overwhelmed by the excessive number of assignments. The conclusion that the cause of UMN Al-Washliyah's Indonesian Language and Literature Education students being late in sending assignments was the highest percentage of 59% because during the covid 19 pandemic, many Indonesian Language and Literature Education students of UMN Al-Washliyah were working rather than just staying at home. They were bored and looking for additional extra cash. In second place with a percentage of 23% is due to network constraints. These are generally experienced by Indonesian Language and Literature Education students at UMN Al-Washliyah who live in remote areas. The third place with a percentage of 10% is because they are bored with too many assignments from all the lecturers who give courses and in the last response with a percentage of 8% because they are indolent.

5. Is the assignment so difficult that the answers you give are almost identical to the majority of student in the class?

This question was asked to find out why the students of Indonesian Language and Literature Education at the Muslim University of Nusanara Al-Washliyah, whose most of

the assignments they collected were of the same answers. The factors include the inability in mastering the lecture material, not being able to understand the assigned task, the assignment being too difficult, and other reasons. The conclusion of the factors that cause Indonesian Language and Literature Education students at UMN Al-Washliyah for the reasons of having identical answers are almost the matching to other reasons. Another reason was one student was at work so he did not have time to do it, so he asked for help from classmates and gave money to do his work. He also argued that every lecturer gave an overwhelming number of assignments to students in Indonesian Language and Literature Education at UMN Al-Washliyah. Their classmates divided tasks and did multiple assignments which result in the same answer and they also stop doing the task if, for instance, student A is doing B's assignment for today, then the next day student B is doing A's assignment which result in in the same answer. This reason is both staggering and shocking to the researchers and lecturers as they did not think of this response at all and this got the highest percentage of 59% and this was beyond the researcher's expectations.

In second place with a percentage of 23% Indonesian Language and Literature Education students, Nusanara Al-Washliyah Muslim University gave the same answer from the given task because the task was too difficult and they cheated from a friend. The third place with a percentage of 10% was because they did not understand the lecture material; therefore copying a friend's answer is an option they chose to do. And finally, with a percentage of 8%, the factors that caused Indonesian Language and Literature Education students at UMN Al-Washliyah to give the same answer from the assignments is due to their ability in not fully understanding the assignments' instruction.

For this fifth question, the researcher was also very surprised by the percentage results because the answer was completely out of the radar as it is not given or anticipated to appear by the researcher.

6. What are the disadvantages of online learning?

This question was asked to find out what factors were the causes of the ineffectiveness of online learning. Some of these factors include boredom, internet quota, network stability, and others. This question will be able to answer the most dominant inhibiting factors in online learning.

Feebleness in online learning show that 59% of Indonesian Language and Literature Education students at UMN Al-Washliyah feel bored, 23% of Indonesian Language and Literature Education students at Nusanara Al-Washliyah Muslim University complain of wasting internet quota, 10% of Indonesian Language and Literature Education students The Muslim University of Nusanara Al-Washliyah answered that there was no signal and 8% answered that they were technologically stuttering in the sense that they did not understand using various online applications and that there were no devices that supported for example laptops that supported online learning with applications. Also, inadequate percentage, Indonesian Language and Literature Education students at UMN Al-Washliyah answered others such as demanding working activities outside the campus, being sick, and others.

A high level of saturation is a natural thing to happen not only for students of Indonesian Language and Literature Education at the Muslim University of Nusanara Al-

Washliyah but also for students at other universities, not only students who feel bored, but lecturers also feel the same way.

To anticipate this boredom, the majority of lecturers condense their material or even only carry out lectures once a month by combining students for practical courses such as micro-teaching.

7. Which one do you prefer? Face-to-face learning or online learning?

This question was asked to find out the wishes of students in learning during the Covid-19 pandemic. The options for the responses are fully online, partially online, and full face-to-face. This question was asked so that researchers could conclude their findings in the field regarding the effectiveness of online learning during the Covid-19 pandemic. The choice of Indonesian Language and Literature Education Students at Nusanara Al-Washliyah Muslim University Against Lecture Methods showed that 95% of Indonesian Language and Literature Education students of UMN Al-Washliyah wanted face-to-face lectures, 3% of Indonesian Language and Literature Education students of UMN Al-Washliyah wanted part of the lectures online as well as face-to-face, and only 2% of UMN Al-Washliyah's Indonesian Language and Literature Education students want fully online learning. This proves that Indonesian Language and Literature Education students at UMN Al-Washliyah do not want to experience the current state of continuous online learning.

Conclusion:

The conclusion of this study based on the findings and discussion is the ineffectiveness of submitting assignments and doing assignments during online learning for FKIP UMN Al-Washliyah students due to the presence of boredom, working and also not understanding the lecture material well. Not only that, the cause of the ineffectiveness of students in submitting assignments and doing assignments during online learning for FKIP UMN Al-Washliyah students is also because they are not proficient in using devices. There are even students who have devices but are not technologically competent in utilizing their devices to use online learning applications, network factors are also most importantly mentioned by the respondents and also a sense of laziness arises because students are tired of studying online. This is an even more serious issue that during this online learning, FKIP UMN Al-Washliyah students became undisciplined and also irresponsible for the tasks assigned to each student, cheating became their practice and also became indolent to think. Students of FKIP UMN Al-Washliyah are anticipating face-to-face learning will be carried out soon.

In the future, online learning can be carried out for and at certain times such as natural disasters and circumstances that do not allow face-to-face meetings. Also in the future, FKIP UMN Al-Washliyah lecturers must receive training to make teaching materials and also animated lecture teaching materials which are currently also fun so that online learning will not be boring and the objectives of the courses are conveyed.

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