

## Digital Language Teaching in Indonesia: A Framework on Covid-19 Pandemics

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### Abstract

*This article aims to formulate the concept of learning administration made in digital format and centralized in the database of the Ministry of Education and Culture of the Republic of Indonesia. In this study, learning administration starting from the Sillabus, Learning Process Design and Evaluation was inputted into the Ministry of Education and Culture's database for the next process, partner teachers who collaborated in the learning process could use it. This article produces a concept, namely (1) technically, teachers can enter learning administration data online as long as the existence of a fiber optic network is adequate, (2) digitalized and centralized learning administration can be carried out as long as regulations provide room for development and (3) from the point of view of the availability of ICT (Information and Communication Technology) it can be done with web database supporting software. The results of this research are expected to be input for policy makers in implementing the administration of Indonesian language learning in thematic elementary schools in a digitalized and centralized manner in a server room at the Ministry of Education and Culture.*

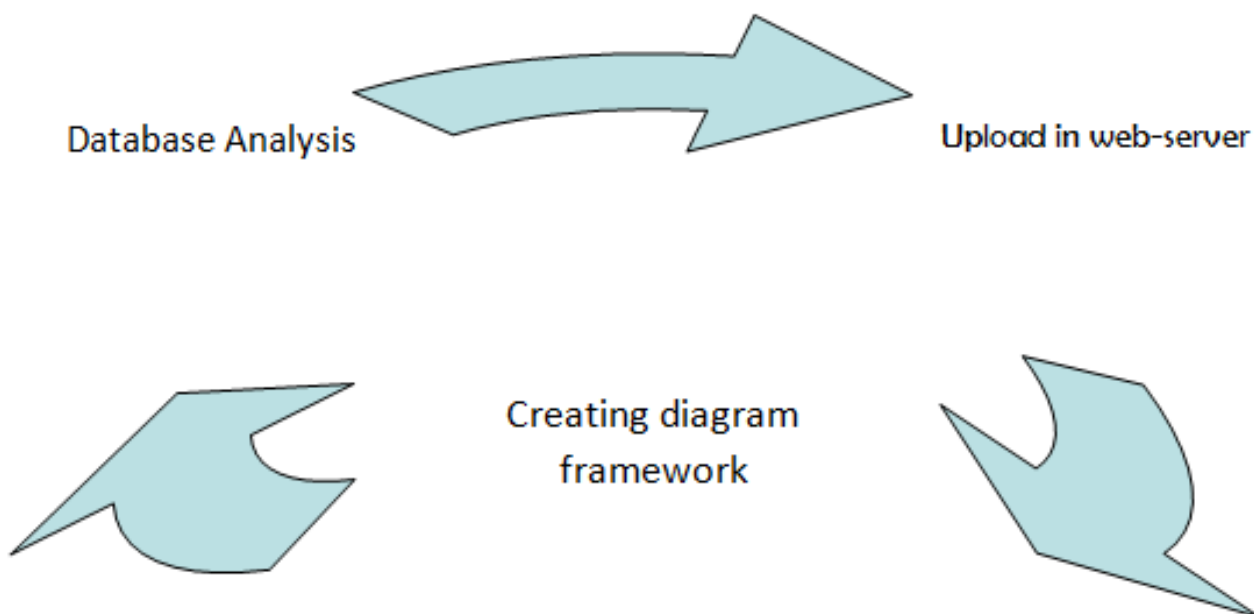
**Key-words:** Learning Administration, Indonesian in Elementary School, Information and Communication Technology, Thematic Learning.

### 1. Introduction

Proficiency in compiling learning administration is a skill needed to make various kinds of learning processes more focused. Yang, et al (2014) explain that directed learning is learning that holds the key to achieving learning goals, namely planned, measured in accordance with more targeted educational goals. Skills to see thought processes, namely the ability to hold the learning process completely and consistently. In that sense, even though the learning process is identical to the process for understanding the principles of scientific assessment.

The explanation regarding this matter is disclosed in the flow diagram below:

Flowchart 01 - Building Flow of Learning Administration in the Network



In this case, the design of the learning process plays an important role. The planning context always puts forward the process of cause-and-effect relations in accordance with the design. Xu, et al (2013) explain that the role of the public becomes dominant along with the flow of learning administration development. In the end, the learning administration designed by a teacher can be used simultaneously by other teachers nationally, has been verified by other teachers, and has received input.

The main problem that arises is the application of the concept of learning administration online (in the network) in the Indonesian context. Geographically, Indonesia's background consists of various regions that are united in an archipelago, including variations in the presence of data packet network signals which vary from region to region according to region. Pang (2016: 248). On this basis, this study was conducted to determine the visibility of networked learning administration, with a focus on the learning process in elementary schools in Indonesian.

The opinion of Krashen (2014: 3), in line with Cowter (2016:38) states that not all successful people are those who possess only cognitive skills. Everyone has an opportunity to become champion in their respective fields. On the other words, if the person is willing and willing to pursue his field to the fullest. A teacher is eligible to abandon the old thinking pattern that the student is said to be intelligent when able to do the questions. The student is said to be smart when he is able to adjust to

the environment. A student is said to be intelligent if he is able to recognize notes of tone and number. The student is said to be intelligent if he is able to recognize and identify the difference between foneme sounds. A student can also be said to be intelligent if he is able to recognize events related to nature. A student can be said to be smart if he is able to cultivate his body to be an achievement. A student can be said to be intelligent if he is able to calculate and create formulas based on his invention.

Krashen (2014: 2) in line with Gala (2016:1137) argues that a disciple can also be said to be intelligent if he is able to recognize the sphere. A student can also be said to be intelligent if he is able to share with others. That opinion is Huang (2016: 74) gives an explanation of the existence of learning content that explains the theory of multiple intelligences.

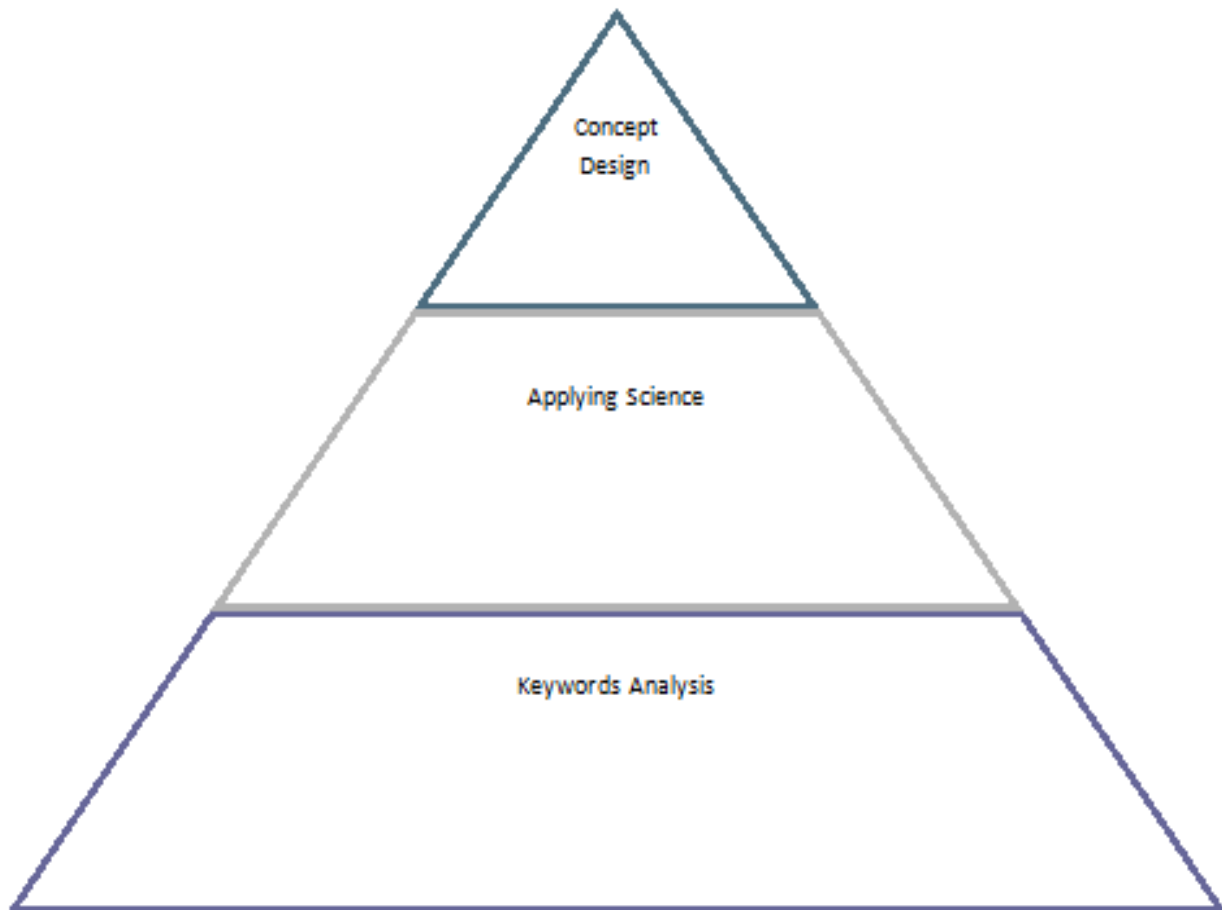
## **2. Method**

This study used the ethnographic interview method from Spardley (1979). This method is carried out by interviewing users of government services about elementary education. The research location consisted of multiple sites, namely: Tulungagung Regency, Blitar City, Blitar Regency, Kediri City, Kediri Regency, Trenggalek Regency. In each region 2 schools were taken and conducted interviews with teachers, parents and analysis of student perceptions about online learning activities.

### **The Existence of Fiber Networks in the Centralized Learning Administration Process**

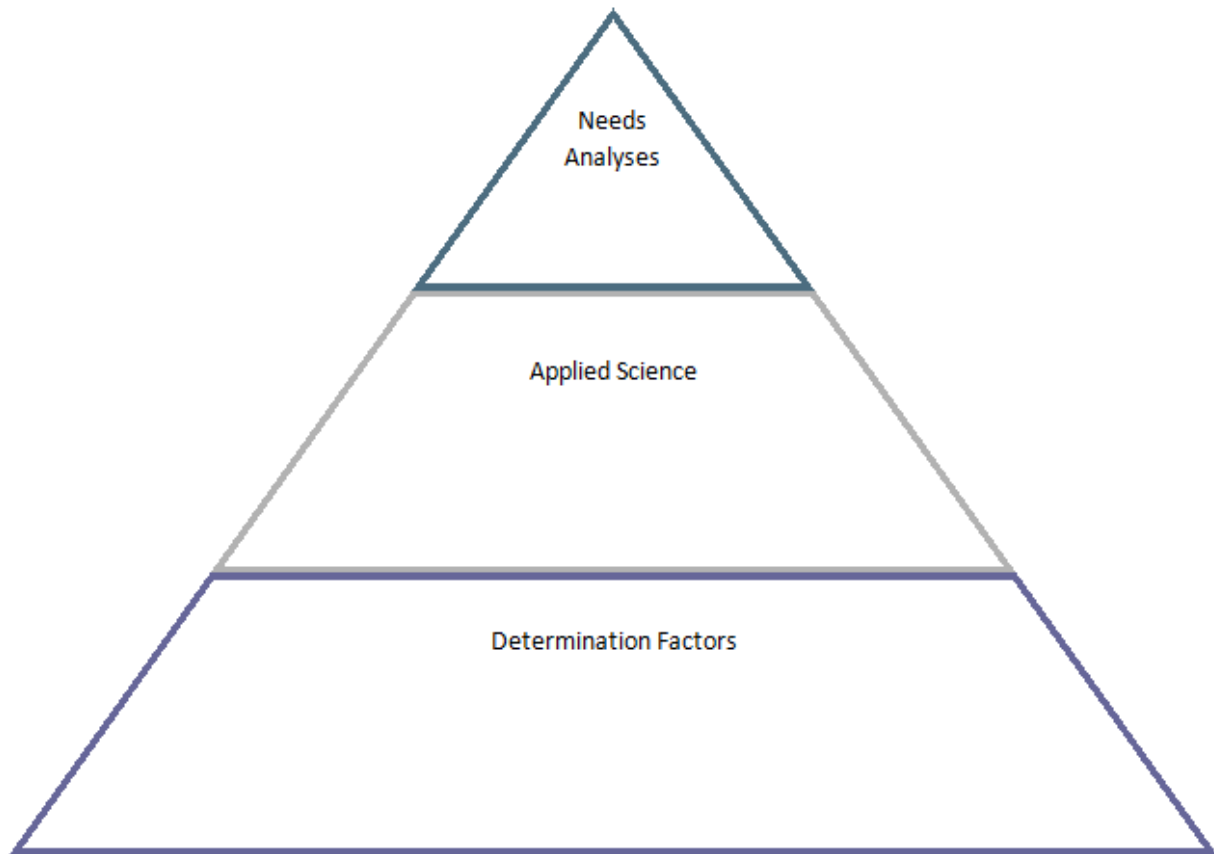
In preparing the learning administration process, the design of data and facts becomes dominant. The design of various learning processes is the design of the learning process. The learning process design becomes dominant along with the ideal learning process, this is where the appropriate learning process is strategically located. Their existence is described in the pyramid diagram below.

Pyramid Diagram 01: Assessment in the Preparation of Internet Networked Learning Administration



The development of the networked learning process is a priority in the learning process. The first level in the preparation of learning administration is (1) implementing study functions, (2) field application, and (3) concept design. In the first stage of the policy, although it is based on an adequate learning administration design. This foundation stage is the design of policies that are in accordance with the stages of the learning process according to Thomsen, et al (2016: 598). In the second stage, namely field application, the design is more based on trials, this concept puts forward the principle of ability to apply ideas according to Hussein (2016).

Pyramid Diagram 02: Connections between Data Networks

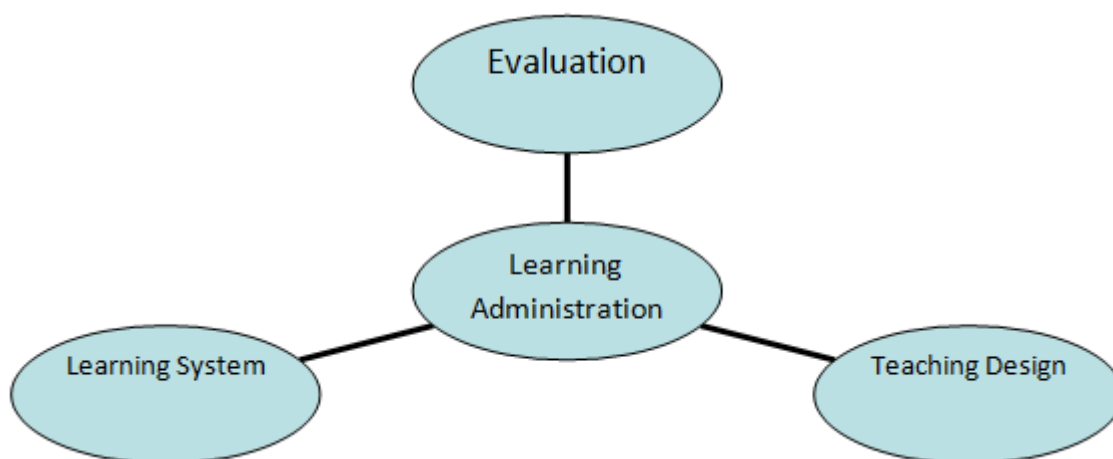


In the process of setting up linkages between data networks, there are three comprehensive things that, although prepared, are (1) fiber optic networks, (2) availability of data packet devices and finally (3) user interfaces, availability of hardware to solve problems that occur in community environment. In this assembly, the ability to adjust the problem becomes dominant, first is the existence of fiber optic networks according to Sarja, et al (2016). In the application of the learning process, fiber optic networks have the potential to help, namely helping the flow of data packet distribution. Hoi (2014: 450) explains that what must be considered is the availability of data packet devices which are manifested in the presence of 3G (Third Generation) networks and 4G (Fourth Generation) networks. In this case, the ability to adjust data becomes dominant along with the rate of information flow development in accordance with the principle of data existence. The third thing that even though it is structured is the User Interface (UI), in this existence the thing that is noticed is the ability to design things according to existence. In principle, the diversity of users (User Experience), even though it is considered in designing the interface, is becoming increasingly measurable.

## The Role of Policy Support in the Implementation of Centralized Learning Administration

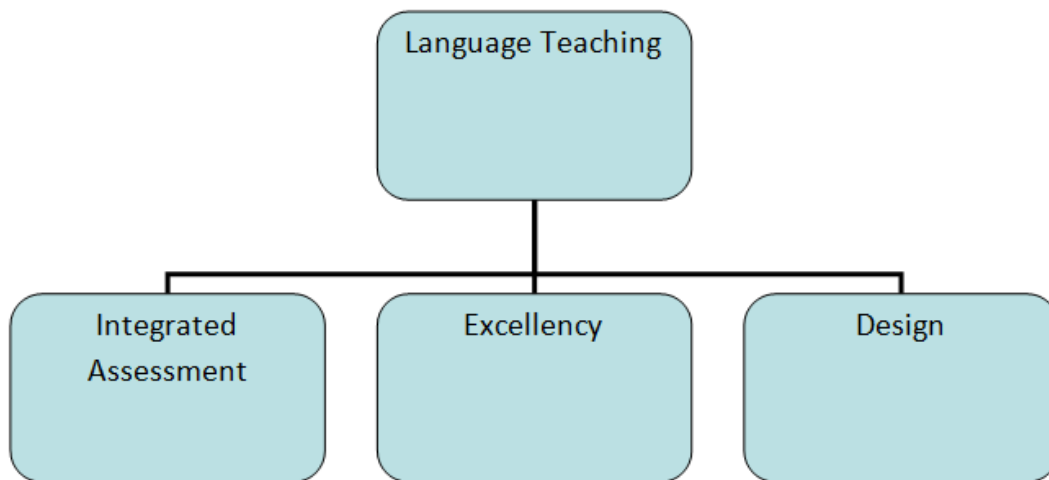
Tyagi (2016) explains that in the development of an appropriate learning administration preparation process, the design is appropriate even though it pays attention to various aspects and data. In this context, various data and facts have been recorded even though they are adjusted to the existence of the learning administration preparation process. Louis, et al (2016 explained that in this sit-down case, the learning process even though it is in accordance with the ideal process design and in accordance with the principles of designing ideas. The following describes the ideas below in a more concrete manner through the diagram below.

Flowchart 02: Designing Learning Administration Ideas in Accordance with the Principles of Ideas in the Network (Online)



The design of ideas in preparing the learning process becomes ideally designed in line with the rate of development of information flows and globalization in the global flow. In sitting this question, several systems are designed to adapt to existing ideas according to Hill, et al. (2016). In principle, there are various designs, although according to existing ideas. In this case, the design even puts forward the principles, namely (1) prioritizing the design of the learning process, (2) designing the ideal learning system along with the learning process and (3) making evaluation rules in accordance with the ideal design principles. As for the relationship with the ability to provide data packages, it can be seen below.

Hierarchy Diagram (01): Centralized Administration of Indonesian Language Learning

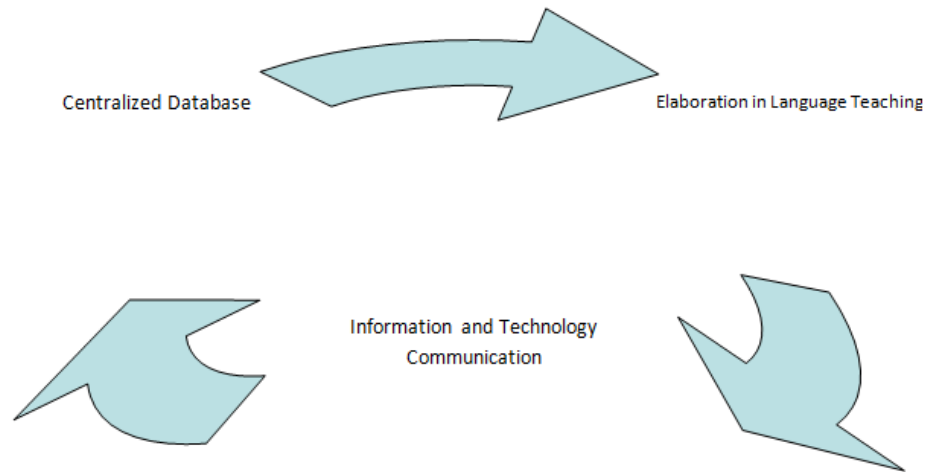


The learning administration design process is a process that requires a sufficient time line supported by assistance from related parties. In designing this process, a learning process designer, even though he puts forward the process of digitizing ideas and their corresponding meanings. Chin, et al (2016: 40) explain that in this process the ability to make the learning process harmonious and in accordance with the current development of ideas and ideas is also designed. As for the development process of appropriate Indonesian language learning administration, a designer of the learning process even pays attention to three aspects, namely (1) aspects of integration between subject areas, (2) aspects of skills in the field of data packages, and (3) aspects of ability in designing ideas.

### **Support for the Availability of a Centralized Learning Administration Process**

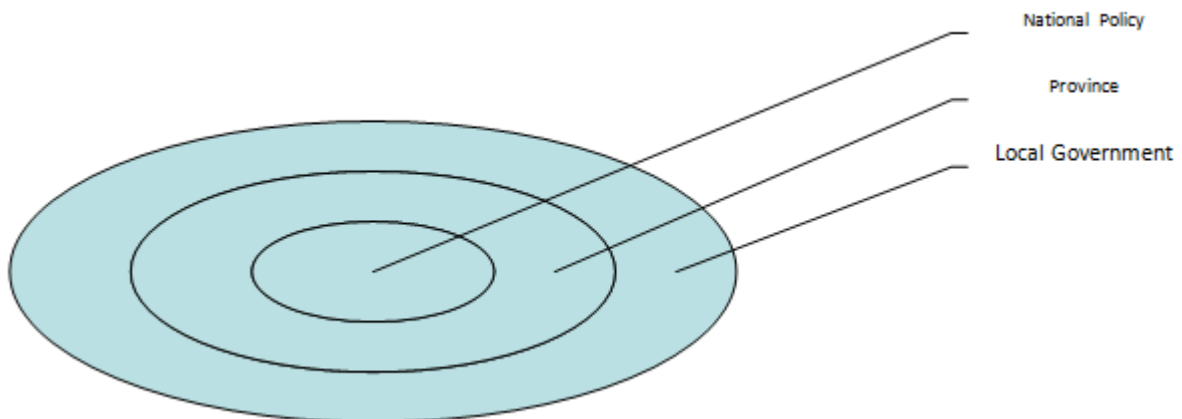
In the design of an ideal administrative process, administrative design becomes dominant. Supported by the existence of an appropriate learning administration, the process of developing Indonesian learning administration prioritizes the process of achieving the performance of a result, this is in accordance with the explanation from Canfield, et al. (2016). With the existence of learning process design, it is expected that this process will become dominant along with the pace and flow of global information and communication technology developments. The following describes two things that are dominant, namely administrative skills and linkages with policies.

Flowchart 03: Learning Administration Standards Development Process



In the process of developing the learning administration process, the thing that should be considered is the development of principles in accordance with the ability to design in detail the achievements in the field of information and communication technology. In this design, we need a system that is in accordance with the ideas and plans that are in accordance with the ideas and ideas. Bae, et al (2014: 1219) explained that in principle, designing ideas even though it pays attention to the suitability of ideas with the ability to design ideal ideas. Thus there are three things that are considered, namely (1) joint collaboration between instructional administration designers, (2) the availability of information and communication technology, and (3) the ability to design learning administration. In principle, the design of the research process, although paying attention to policy aspects, is reflected in the following three circles:

Circle diagram 01: The Learning Administration Policy Process in the School Environment



On the principle of designing a learning administration policy diagram, the learning process even pays attention to the design of facilities and infrastructure in accordance with the



principles of learning. Kamdar, et al (2016) explained that in the learning process, the design even paid attention to the principle of conformity to the circumference in policy with the outermost circle in the learning process.

In this case, the deepest circle, namely (1) the national education policy, followed by (2) the national education policy, has a role that is considered according to Szpunar, et al (2014: 162). What happened in the first and second circles had a strong influence on the achievement of policy process design at the implementation level, namely primary schools as teaching administrators who were on the front lines.

### **Character Education on 21 Century**

Huang (2016: 73) gave an explanation that explains until now there has been no standard definition in determining the meaning of character education. In the context of Indonesian-ness, character education is an effort to restore the noble value that has slama lost due to eroded era of moderization that can not be controlled. Character education is an umbrella of various disciplines in cross-field studies. Each learner is expected to be able to apply their knowledge in discipline and structured according to their life skill.

The controversy of Indonesian literature learning in the 2013 curriculum gave rise to a question of whether Indonesian literature was brought closer to a scientific approach not eroding the values of traditional locality. Opinions of Krashen (2014: 273) when synthesized identical to that s ne of concern in Indonesia, where the Indonesian-based scientific literature will remove kepercayaan population against the myths and folklore. So far, local literature is more functional for learning human values, especially in Elementary School.

Indonesian literature in the 2013 curriculum at elementary level becomes a warm discussion. The first pole is the teaching of literary rules. The second camp is a creative industry approach that serves humanize human. The Literary Approach in the 2013 curriculum is scientifically based for the purpose of humanizing humans.

The 2013 curriculum prepares learners to become members of global citizens. In the 21st century, humans are faced with the challenge of being able to make self-actualization. Every human being needs to make self-actualization in order that the person can be tolerant to others. So the challenge in the 21st century is to create human beings who can become creators so that they can actualize in their field. English literature is one of the most universal and humanist literature.

The environment around elementary school requires an educative atmosphere, the game must be able to educate learners to learn to absorb learning in response to the challenges of the 21st century. Opinions of Berwick (2015: 2) describes the natural of educate character using English literature, learners also need to be given to the matter of culture supplements from the outside at the same time be able to adapt in a global community.

Learners need to be challenged to be able to develop themselves in accordance with the challenges of the times in the future because they are the future of the Indonesian nation. So that English literature, as one of the cross-cultural liaison literatures in the world, is important to be taught in Primary School with the purpose of character education.

The 2013 curriculum regulates character education as a means to educate the life of the nation in various sectors of life. It is time for Indonesians to begin educating students in elementary school cross-cultural values with foreign language skills taught for children. The skill of mastering English literature comes not only from the skill of vocabulary and grammar, but the opinion of Huang (2016: 81) states that it comes from the mastery of the social elements of the language user. The 2013 curriculum is designed to educate children to love the culture of the nation while also respecting cross-cultures.

The harmony of the Indonesian nation is achieved by teaching English Literature as a medium of learning universal values that are universal, exist in every nation. Character values in children can be implanted through literature, whether originating from Indonesia or from abroad. Habits that exist in Indonesia is not necessarily the same as the traditions that exist elsewhere, for that English literature acts as a tool to teach the habit of speaking and acting in the environment. Krashen (2013: 272) states that osa k-words and grammar used by English speakers from Indonesia may be suitable for certain situations but sometimes less suitable for some situations.

English literature needs to be taught in elementary schools as an initial capital to educate the character of tolerance with culture that comes from outside the community. Braine (2013: 3) to give an explanation k ehidupan in the world not only requires a person have any scholastic intelligence but the ability to interact and appreciate each other so that the need of English literature as initial capital to get to know other cultures. The teaching of English literature for children is one of the modalities of introducing the world's cultural richness. English literature is one of the world's mainstream literature, so it is necessary to have a place in elementary school in Indonesia.

The 2013 curriculum is one of the curricula adapted from the humanistic approach, humanizing human beings. Literature is a universal language, teaching humans to be able to think about themselves as well as thinking about other people and the environment. Cummins, et al

(2014: 4) revealed along with an explanation of Braine (2013: 5) there is an understanding of English literature p engajaran necessary to educate children to become more humane and being able to see people as people. English literature as one of the universal literature is time to be taught with local values in order to be a study of character education for children. In addition to the 21st century, humans are confronted with the information age. In the information age, character values are needed in processing information.

The views of Chomsky (2013: 40) explains that the learner's orientation as learning centers consequences on the existing main goal in learning English in elementary school that the students become learners who are humanist, that is capable of respecting others. Learning English literature can be the spearhead of the process of teaching elementary school students to be able to be humanist, respect other people across ethnic, cultural and territorial boundaries to humanize humans.

The controversy of English position in elementary school becomes the topic of conversation in the curriculum of 2013. The 2013 curriculum does not automatically remove English, but becomes an extracurricular subject. Teaching is left to the school policy as an institution. English learning becomes one of the local content.

The *English for Young Learners* (EYL) learning is one of the topics discussed lately. Controversy whether or not the children are taught English is one of the topics discussed by many people. Cummins, et al (2014: 6) to give an explanation t opik talk of a second language is one of a long discussion among linguists. Some linguists claim that the language has a sequence (*orders*) some of them assume the language has no sequence of acquisition.

### **Krashen's thoughts on the Acquisition of a Second Language**

The opinion of Krashen (2014: 274) gives the opinion that the Group which states the language does not have a sequence argues that language is the demands of the thought process, this opinion is expressed by Chomsky who is a language scientist from the United States. Language around the world is universal, the difference in the world is just about vocabulary.

The debate on learning English for children is getting warmer when it is associated with psychologists. The behaviorist flows assume that language learning is the process of giving a stimulus in the form of speech followed by replies. Chomsky (2013: 33) states a constructivist liran assumes the language is built on the meanings that exist around. Another flow that is cognitivistik assume that the language is the readiness of the nerves that exist in the brain.

According to Krashen (2014: 274) states that In childhood the second language has two sides of the learning process. If based on the wishes of the children then the second language will become dissipated. If taught based on the ambition of the parent, the second language will leave a great trauma that interferes with the second language learning process at the next level.

So should English be taught to children? English for children should be taught based on the needs of children when interacting with the environment around their home. Language is not just an internal habit, but it needs motivation from the external environment.

According to Krashen (2013: 272) English for children also faces controversy that is no less complicated, who are the teachers who are entitled to teach them? Are from native speakers from the United States, United Kingdom and Australia or non-native speakers from a second language country? Of course, the determination of native speakers and non-native speakers should be based on the needs of children when interacting with the environment.

### **Cultural Gap in English Language Learning at Elementary School**

The recent 2013 curriculum policy has placed English for Young Learners in elementary schools on dilemmatic coin-sides. There has been a view that English as a national language. For more details, there is a lot of language teaching methods that have been designed from time to time on enhancing students' motivation and the goal is students proficiencies have risen up.

Publics have believed that English and Bahasa Indonesia have been important on different situation and views. It gives more that English language teaching has been placed on un-awareness situations. For language teaching, Bahasa Indonesia for some linguist have be elevate as primary language that should be taught in elementary schools. The questions have been summarized on the importance of 2013 curriculums.

Hoi, et al (2014: 495) states that for English learners have been widely spread-up since controversial issues on language teaching perspectives. English language teaching has focused on teaching linguistics competences on students' scheme of knowledge. While those competencies have supported students' performances when they are using English on classroom and outside activities.

Bae, et al (2014: 1219) states that English for young learners have been designed to enhance students' competence to support their performance when they are passive skills and active skills. There have been policies on 2013 curriculum that placed English for young learners on a controversial issue. In relation to language learning focus, English for young learners have placed on supplementary subjects on a school.

Xu, et al (2013) states that it has been assumed that English as a second language for young learners have been relying on policy from ministry of education and culture. The linguistics policy on Indonesia has been changed for decades since the global challenge towards language teaching for schools in Indonesia. There is an assumption that national linguistics policy in Indonesia is focused on rising up local wisdom and culture.

Indonesia has taught English for young learners since global challenge ahead. There have been some perspectives to place English for young learners for supplementary subjects at 2013 curriculum. On the other point English as their local curriculum. Yang, et al (2014: 203) states that the recent curriculum has been placed on a controversial issue. The Indonesia '2013 Szpunar, et al (2014) argues that.

Canfield (2016) states that in relation language proficiency there have been more perspectives on using language to communicate with others. Competences to communicate have been displayed on the language proficiencies. It gives a sense that there is a lot of public opinion on linguistics framework of language teaching.

Young learners have been living on an environment where English as second language is compounded on Bahasa Indonesia as a second language. Young learners have been trying to intend their scheme on citizen in global world. English language teaching in Indonesia has been placed on the primary of the language that is being taught Indonesian on the other side of this coin, Indonesian language has elaborate local languages. Indonesian has stated as a national language to set up the peace and reconciliation of Indonesian citizens in line with the opinion of Pang (2016).

English in relation to peace and reconciliation have been placing on completion to spread up tolerance and knowledge. Kamdar, et al (2016: 2) argues that Young learners are the agents of change in the future, it makes the idea of young learners to stand up in language language teaching to set up peace and reconciliation. Hussein (2016: 2) argues that the young learners have assumed as pure, it gives a view point they are an agent of peace and reconciliation.

Tyagi, et al (2016: 3) argues that English and Bahasa Indonesia have been placed as a lingua-franca, a language to elaborate local languages across cultural bonds and geographical borders. Young learners have been main target of English language teaching for setting- up English linguistics' schemata. Hill, et al (2016: 3) argues that the intention of young learners' language teaching has been used since globalization that has been placed English as an international language.

Thomsen, et al (2016: 4) says young learners have been assumed as an agent of a nation, it means they have to be taught to be global on local insight. The recent developments of English language teaching and Indonesian have also been placed on cross cultural language. There have been

descriptions on English language teaching, with elaborate more local needs to create variances of English. Louis, et al (2016: 2) argues that to be in the elementary schools have risen as a controversial issue in 2013 curriculum. Besides, they have to consider that language teaching, Bahasa Indonesia and English are focusing on competences.

Chin, et al (2016) argue the national linguistics policy has a specific issue on language teaching paradigm. The linguistics policies have been placed more or less to elaborate global challenge. In this era nowadays, English and Bahasa Indonesia have on equal position as a universal language to communicate across culture of language. Young learners have been targeted of both English and Bahasa Indonesia in relation to be members of global village. The members of global village have created their own mind on be global on local wisdom and culture.

### **English Language Teaching in Curriculum 2013 on Covid 19 Pandemics**

The harmony of the Indonesian nation is achieved by teaching English Literature as a medium of learning universal values that are universal, exist in every nation. Character values in children can be implanted through literature, whether originating from Indonesia or from abroad. Bacca, et al (2014: 134) Habits that exist in Indonesia is not necessarily the same as the traditions that exist elsewhere, for that English literature acts as a tool to teach the habit of telling and acting in the environment. The vocabulary and grammar used by English speakers originating from Indonesia may be appropriate for certain situations but are sometimes unsuitable for some situations.

According to Krashen (2013: 272) in line with Grabe (2014) that is consistent with the phenomenon in Indonesia, the controversial position of English in elementary school become topics of conversation in 2013. Curriculum 2013 curriculum does not necessarily remove the English language, but became extra-curricular teaching. Hwang and Chen (2013:101) Teaching is left to the school policy as an institution. English learning becomes one of the local content. The 2013 curriculum prepares learners to become members of global citizens. In the 21st century, humans are faced with the challenge of being able to make self-actualization. Every human being needs to make self-actualization in order that the person can be tolerant to others. Krashen (2014: 274) states that the challenge in the 21st century is to create human beings who can be creators so that they can actualize in their fields. English literature is one of the most universal and humanist literature.

The 2013 curriculum regulates character education as a means to educate the life of the nation in various sectors of life. It is time for Indonesians to begin educating students in elementary school cross-cultural values with foreign language skills taught for children. Krashen & Bald (2014: 274)

Life Skills to master English literature did not only come from mastery of skills vocabulary and grammar, but also comes from mastery of the social elements of the language user. The 2013 curriculum is designed to educate children to love the culture of the nation while also respecting cross-cultures.

The 2013 curriculum is one of the curricula adapted from the humanistic approach, humanizing human beings. Literature is a universal language, teaching humans to be able to think about themselves as well as thinking about other people and the environment. Bacca et al (2014: 133) English literature is needed to educate children to become more human and capable of seeing human beings as human beings. English literature as one of the universal literatures is time to be taught with local values in order to be a study of character education for children. In addition to the 21st century, humans are confronted with the information age. In the information age, character values are needed in processing information.

Bacca, et al (2014: 133) The orientation of learners as a learning center brings consequences on the main objectives that exist in English language learning in elementary school that learners become learners who are humanist, that is able to respect others. Learning English literature can be the spearhead of the process of teaching elementary school students to be able to be humanist, respect other people across ethnic, cultural and territorial boundaries to humanize humans.

Learners need to be challenged to be able to develop themselves in accordance with the challenges of the times in the future because they are the future of the Indonesian nation. So that English literature, as one of the cross-cultural liaison literature in the world, is important taught in Primary School with the goal of character education.

Cummins, et al (2014: 3) English literature needs to be taught in primary schools as a starting capital to educate the character of tolerance with cultures that come from outside the community. The existence of life in the world requires not only one possessing scholastic intelligence but the ability to interact and appreciate one another, requiring English literature as an initial capital to get to know other cultures. The teaching of English literature for children is one of the modalities of introducing the world's cultural richness. English literature is one of the world's mainstream literature, so it is necessary to have a place in elementary school in Indonesia.

### **3. Conclusions and Suggestions**

#### **Conclusions**

The skills of a teacher and educator who are at an equal level, especially in the process of learning Indonesian in elementary schools based on thematic integrative can not be separated from the planning process. The planning process, which is based on the ability of elementary school teachers to make designs, cannot be separated from the ICT (Information and Communication Technology) process, which in this case is related to the ability to equalize data and facts in accordance with the ability in the field of data relations. In various facts found in the research location, elementary school teachers already have adequate learning administration, and are digitalized in their electronic devices. This concept plays a major role considering that the design situation becomes strategic in the midst of global flows. Today's global trend is leading to the trend of crowd-sourced (Crowdsourcing). In this case, the ideal learning administration is one that is centralized and digitalized with one server, which is owned by the Ministry of Education and Culture (Kemendikbud) as the policy holder and stakeholders.

#### **4. Suggestion**

Learning communities are communities that provide opportunities to transform group-based learning. Learning community-based learning provides opportunities for learning participants to develop a learning process that provides opportunities for exploration of material and various kinds of accompanying cultures, along with steps and tips in the learning process. In learning community-based learning, a student is taught to understand the learning process that provides opportunities for material exploration, which in the Covid-19 pandemic is based on derivative applications from Voices Over Internet Protocol (VOIP) such as Whats'App, Signal, Telegram and various applications other chat application. Community-based learning is learning that combines online-based learning with community-based learning. In the learning community, the process of developing ideas and ideas becomes dominant because the process of developing material is dominated by the development of ideas and ideas. This study aims to conduct a study of the learning community and the learning process in the midst of the Covid-19 pandemic, which currently requires an adequate learning scenario based on technology derived from VOIP. This study also examined public perceptions of online book stores and the Moodle website and social networks used for online learning and evaluation.



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