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What Are The Information And Communication Technology Abilities That The Indonesian Language Teachers Candidates Need Toward A New Normal Era?

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A. Introduction

The world was stirred by the emergence of a new virus in early 2020. This virus has actually appeared since November 2019 in Wuhan, the capital of Hubei Province, Republic of China. This virus has no cure and vaccine; the disease caused by the virus attacks the human respiratory system (Chowdhury & Anwar, 2020). Furthermore, the disease is named COVID-19 stands for Corona Virus Disease 2019, and people used to call it Corona. The new disease caused by the corona virus (Novel SARSCoV-2) or known as COVID-19 has spread rapidly to other countries (Velavan & Meyer, 2020). This caused the World Health Organization (WHO) establishes COVID-19 as a pandemic in March 2020 (Mailizar, Almanthari, Maulina, & Bruce, 2020; Velavan & Meyer, 2020). The Greek pandemic, *pan* which means all and *demos* means people, so that it can be interpreted as a disease epidemic that has spread widely to several countries on the continent or throughout the world. But endemic diseases that have been widespread with stable infected patients are not called pandemics (Madhav et al., 2018).

In Indonesia, COVID-19 was first detected by Indonesian citizens from Depok, West Java, at the end of February 2020. The case was included in the imported case category because Indonesian citizens who were first infected with COVID-19 were infected from Japanese citizens who had visited Indonesia. Over time, local transmission of the SARSCov-2 occurred in Indonesia, and WHO established COVID-19 as a pandemic. This made the Indonesian government make a policy of learning, working, and worshiping from home (Hermoyo, 2020). Schools and Colleges in Indonesia were required to study at home until an undetermined time (Dewi, 2020). Following the government regulation, all schools and universities in Indonesia inevitably have to change the learning method from face to face directly into online learning using internet technology or better known as e-learning (Jamaluddin, Ratnasih, Gunawan, & Paujiah, 2020). That was a challenge for all elements of education, i.e. teachers, students, until the school or university managerial because Indonesia is an archipelagic country where internet access has not been evenly reached in all regions (Fitriani, Arifien, & Juhadi, 2018).

Other problems experienced are the ability to have information technology media such as mobile phones, tablets, laptops, or computers and the provision of internet costs for e-learning. In addition, the ability of teachers, students, and parents (for elementary school students) to use information and communication technology for e-learning is also a big problem in the e-learning process during this pandemic (Dewi, 2020). Teachers were not accustomed to using blended learning models before the pandemic. This is evidenced by the results of the questionnaire that we have distributed to Indonesian language subject teachers in East Java as shown in Figure 1.
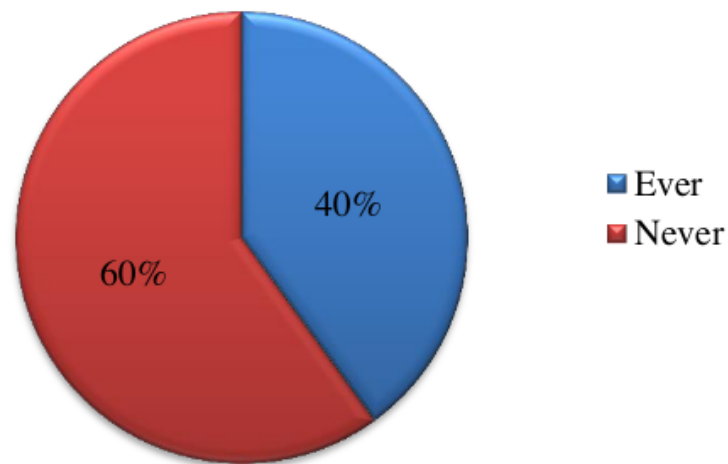
Figure 1. Experiences of Indonesian Language Subject Teachers in Using Blended Learning Models before the COVID-19 Pandemic

Respondents who participated were 40 Indonesian Language teachers from 10 districts/cities in East Java, i.e. Banyuwangi, Gresik, Lamongan, Malang, Mojokerto, Nganjuk, Ngawi, Ponorogo, Sidoarjo, and Surabaya. Based on the overall respondents, 20% of them teach in elementary school, 42.5% teach in junior high school, and 37.5% of respondents teach in senior high school. We used East Java as the target location for respondents because East Java is in the first place with the most COVID-19 cases in Indonesia, until July 26, 2020 there were 20,539 positive COVID-19 people (Liputan6.com, 2020). Regions in East Java also have regional diversity, there are big cities and there are also remote villages with limited access.

The results of the survey show that there are still many teachers who are not familiar with learning platforms and applications that can be used to support the teaching and learning process as a result many teachers were not used to using it before the pandemic.

Such that there were not many variations of platforms and learning applications that can be used by teachers during the pandemic. This can be seen in Table 1.

Table 1. Platforms and Applications used by Indonesian Language Teachers Before and During Pandemic

Platforms	Number of Respondents Using It		Application	Number of Respondents Using It	
	Before Pandemic	During Pandemic		Before Pandemic	During Pandemic
Edmodo	1	2	Google Form	1	2
Google Classroom	6	16	Kahoot	1	1
Microsoft Teams 365	3	8	Quizizz	4	10
Rumah Belajar KEMDIKBUD	2	7	WhatsApp	0	35
Schoology	1	0	YouTube	14	25
Others Learning Management System (sidikmu.com, etc.)	1	3	Zoom	0	1

Based on 16 teachers who had ever implemented Blended Learning Model before the pandemic, only 13 teachers had used an online learning platform and one teacher had ever used more than one platform, whereas 3 other teachers only use online learning applications such as YouTube, Google Form, etc. Meanwhile, 24 out of 40 respondents used the online learning platform during the pandemic. The rest only used the application. The most applications used by Indonesian language teachers during the pandemic are WhatsApp and YouTube.

We also collected information related to the teacher's contribution of preparing the material displayed in the learning platforms and applications used as in Table 2.

Table 2. Indonesian Language Teacher's Contribution in Preparing Material Displayed in The Learning Platforms and Applications

Material Preparation Time	Percentage of Teachers Prepare Material	
	by themselves	Not by themselves
Before Pandemic	81%	19%
During Pandemic	87.5%	12.5%

Based on Table 2, we know that there were still Indonesian Language teachers who did not prepare teaching materials themselves. Therefore, it is necessary to conduct a review of the material provided to Indonesian Language teacher candidates at universities on Information and Communication Technology.

Universitas Muhammadiyah Surabaya as one of the universities that has the Indonesian Language and Literature Education Department has trained the ability to use information and communication technology for Indonesian Language teacher candidates. One form is the presence of Information and Communication Technology (ICT) courses. However, the material provided so far is only about making material in an interesting PowerPoint. Therefore, this paper discusses the importance and what can be done to improve the ICT learning plan for students of the Indonesian Language and Literature Education Department. This is not only for the Universitas Muhammadiyah Surabaya, but also for other universities in Indonesia toward a new normal era.

B. Discussion

We know that the Indonesian government began to explore the implementation of new normal after 3 months through the emergency response period and Large-Scale Social Restrictions. On May 26, 2020, the Minister of National Development Planning together with the Minister of Foreign Affairs, and the Expert Team for the Handling of the COVID-19 Task Force conducted a press conference to convey the productive and safe community protocol of COVID-19 towards a new normal, living side by side with COVID-19 (Muhyiddin, 2020). According to a politics lecturer in Universitas Gajah Mada, Sigit Pamungkas explained that new normal is a new way of life or a new way of carrying out life activities in the midst of an unfinished COVID-19 pandemic, new normal is needed to solve life problems during COVID-19 (Habibi, 2020).

Figure 2. Indonesian Fairy Tale Learning Videos (Fables) by Universitas Muhammadiyah Surabaya Student in YouTube

The protocol that applies in the new normal era certainly covers various aspects of social life, including education. The Minister of Education Decree issued on June 15, 2020 contains regulations on the implementation of education, including face-to-face learning in the green zone, which is allowed by complying with health protocols and is carried out in stages starting from high school, elementary school and kindergarten. However, if there are additional cases or local risk levels go up, the education unit must be closed again (Kementerian Pendidikan dan Kebudayaan, 2020). This shows that it is possible that schools will often use the Blended Learning Model in the new normal era; it means that the ability to use information technology for teachers and teacher candidates is important. Therefore, good preparation in improving the learning plan of ICT courses for Indonesian Language and Literature Education Department students is very necessary toward a new normal era.
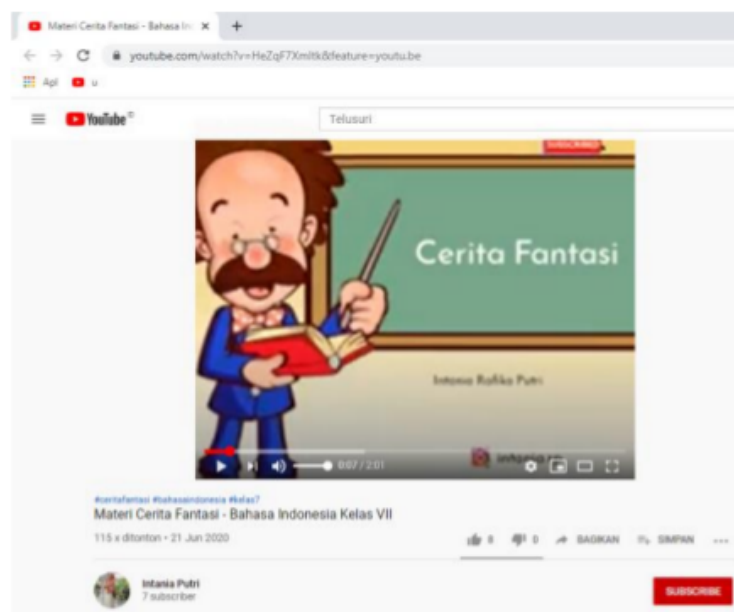

Figure 3. Fantasy Story Learning Videos for Class VII Junior High School by Universitas Muhammadiyah Surabaya Student in YouTube

Based on the problems faced by Indonesian Language teachers during the pandemic, there are 3 information technology capabilities that Indonesian teacher candidates must have towards a new normal era. They are the ability to use online learning platforms, the ability to use online learning applications or other applications supporting online learning, and the ability to use applications to create learning media. Related to the ability to use applications supporting online learning and applications to create learning media, ICT lecturer at the Indonesian Language and Literature Education Department of Universitas Muhammadiyah Surabaya has made improvements to the learning plan during the pandemic.

ICT learning which initially only focused on making learning resources in the form of an interesting PowerPoint presentation slide into learning to use YouTube as a learning application. This was done because the survey results showed that 62.5% of Indonesian language teachers used it, but the survey results also showed that there were still 12.5% of teachers not making learning materials themselves. Therefore, improvements to the learning plan are also carried out to train students to make their own learning videos uploaded on YouTube. The results of ICT learning for students of the Indonesian Language and Literature Education Department are learning videos on YouTube which can be seen in Figures 2, 3, and 4.

Figure 4. Learning Video about Tips on Making Poetry by Universitas Muhammadiyah Surabaya Students in YouTube

However, this is not perfect considering the immature preparation. As a result, lecturers have not directed students to learn certain video creation software applications; students still use various applications as in Table 3. That caused student abilities cannot be measured properly. In addition, based on the results of online interviews with several students, it is known that there are obstacles experienced by students when making learning videos to be uploaded on YouTube. They are students' lack of understanding related to the ratio of videos made, it causes the video which initially full screen turned to not full screen and the display looks unattractive. Misunderstanding in the operation of the application also becomes the biggest obstacle because some applications are only available for trial.

Table 3. Types of Applications for Creating Videos that Students Have Used

Application Name	Number of Students
DU Recorder	1
Filmora	3
InShot	4
KineMaster	3
PicsArt	1
Powtoon	2
VlogU	1

To overcome these problems, appropriate steps are needed for ICT lecturers, i.e.

1. Determine online learning platforms taught to students. There are so many online learning platforms, but it is better for lecturers to teach 1 to 2 learning platforms that can be used freely and easy to use, such as Google Classroom, Schoology, or Edmodo. Google Classroom is one of the learning platforms developed by Google and can be accessed freely, such that students can access learning materials, interact with instructors or teachers and other students via the internet (Ansong-Gyimah, 2020). Schoology is a learning platform that was built inspired by Facebook. It is easy to use and freely access. Teachers can post announcements such as Facebook status in Schoology where interaction between teacher and student can be done through comments, teachers can also sharing learning resources, making questions and interactive quizzes online, etc (Rokhaniyah & Utama, 2019).

Similar to Google Classroom and Schoology, Edmodo is a learning platform that makes it easy for teachers to communicate with students and parents. Using Edmodo, teachers can share content, text, videos, homework and assignments with their students online (Erdemir & Yangın-Ekşi, 2019).

2. Determine online learning applications or applications to support online learning taught to students. In addition to the learning platform, students also need to be provided with the introduction of learning support applications. This application can not only be used when the teacher is doing online distance learning, but even when learning in the classroom this application can be used. Examples of these applications are Kahoot, Quizizz, and YouTube. All three applications are quite easy to learn and can be used free of charge. However, there are still many other applications that can be used to support ICT-based learning.

3. Determine the application to make ICT-based learning media taught to students. This is also important so that teachers can create learning media that follows the development of the era. For example, if an ICT lecturer wishes to teach how to make a learning video, the lecturer can provide knowledge and practice related to video editing software or applications. It would be wise if the lecturer took example using software or applications that were legal or could be used for free considering the ability of students.

The most important thing to consider when learning the ICT course is to provide as many opportunities as possible for students to try and practice.

C. Conclusion

The COVID-19 pandemic led the Indonesian government to issue a policy to the public for adapting and coexisting with the virus by complying with health protocols. This is known as the new normal era. This makes changes in various aspects of life, including education. Therefore, the ability to use information and communication technology is very important, including for Indonesian Language teacher candidates. To answer these challenges requires a good preparation of ICT learning plans that will be taught to students. There are three important abilities that need to be given to students of the Indonesian Language and Literature Education Department, i.e. the ability to use online learning platforms, the ability to use online learning applications or other applications that support online learning, and the ability to use applications or software to create ICT-based learning media.

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