

SYSTEMATIC LITERATURE REVIEW ON THE EFFECTIVENESS OF ONLINE LEARNING INDONESIAN LANGUAGE COURSE IN EASTERN INDONESIA UNIVERSITIES

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Abstract. The many complaints obtained from students about the effectiveness of the online learning process became the basis of this research. Students complained that the absorption of knowledge presented was not the same as the face-to-face (offline) learning system. Their habits during the educational process are one of the factors that determine the perception of the online learning system. The effectiveness of online learning must be based on attractive learning designs. The existence of this interesting learning design is expected to help students in more effective learning activities. Between these platforms, there are other platforms such as the Online Learning System (spada) whose performance model is not too different from the LMS platform, the implementation of online learning is very flexible. This study uses the System Literature Review (SLR) method which aims to review and evaluate based on relevant research, so as to answer all the questions that have been formulated. Some of the stages required are the preparation of the root of the problem or background in this research, the formulation of the problem, the collection of related literature, the determination of criteria and selection of literature, the presentation of data processing, and the drawing of conclusions. Based on the results of the research, it is known that the use of various learning media to support the online learning process has been implemented and continues to be improved. The content presented by lecturers as educators for students, must design and present the material as best and creatively as possible. Interesting media and presentation processes will increase students' interest in learning.

Keywords: Online Learning, Indonesian, Higher Education.

INTRODUCTION

The development of information and communication technology has brought significant changes in various aspects of life, including in the world of education. In this digital era, online learning has become one of the main alternatives in the learning process, especially since the COVID-19 pandemic has forced educational institutions to adapt to distance learning methods. Universities, as centers for science development, also face challenges to ensure the effectiveness of online learning, including in the Indonesian language course which is a compulsory course for students. Online learning or e-learning is a form of information technology development that can be used as a learning medium (Hartanto, 2016).

Online learning is defined as a computer network that is interconnected with other computer networks throughout the world. This e-learning application can facilitate training and learning activities as well as the formal and informal teaching and learning process, in addition to facilitating activities and communities of electronic media users, such as the internet, intranet, CD-ROM, video, DVD, television, cellphone, PDA, and so on (Ericha, 2020). This online learning activity is carried out to replace face-to-face learning, or currently switch to the term distance learning. The Indonesian Language Course has a strategic role in building critical thinking skills, scientific writing, and understanding language as a tool for academic communication. However, the implementation of online learning for this course raises

various problems, such as limited interaction between lecturers and students, technological gaps, and variations in internet access levels in various regions of Indonesia. This challenge is felt to be more complex in the eastern part of Indonesia which has limited digital infrastructure, wide geographical distribution, and differences in learning culture.

Studies related to the effectiveness of online learning in Indonesia have been carried out a lot, but most of them focus on the western part of Indonesia or in general without highlighting the unique conditions in the eastern region. In fact, understanding the effectiveness of online learning in eastern Indonesian universities is very important to overcome educational inequality and support the equitable distribution of national education quality.

This study aims to analyze the effectiveness of online learning in Indonesian courses in eastern Indonesian universities with the Systematic Literature Review (SLR) approach by systematically reviewing the literature. This research is expected to provide a comprehensive overview of the effectiveness, challenges, and opportunities that exist, as well as become the foundation for the development of more inclusive online learning policies and strategies in the future.

Here is a formulation of the problem that can be arranged based on the background:

1. How effective is online learning of Indonesian courses in universities in eastern Indonesia based on literature studies?
2. What are the challenges faced in the implementation of online learning of Indonesian courses in eastern Indonesian universities?
3. What are the factors that affect the effectiveness of online learning in eastern Indonesia?
4. What strategies can be applied to improve the effectiveness of online learning in Indonesian courses in eastern Indonesian universities?

Based on the formulation of the problem, the objectives of the research that can be obtained are:

1. To determine the effectiveness of online learning of Indonesian language courses in universities in eastern Indonesia based on literature studies.
2. Knowing the challenges faced in the implementation of online learning of Indonesian courses in eastern Indonesian universities.
3. To find out what factors affect the effectiveness of online learning in eastern Indonesia.
4. To find out what strategies can be applied to increase the effectiveness of online learning in Indonesian courses in eastern Indonesian universities.

The transformation of education from face-to-face to online methods raises many challenges and opportunities. Wahyuni et al. (2020) stated that online learning provides flexibility in time and place, but requires careful planning to achieve effectiveness. Previous research by Rusli et al. (2024) showed that in eastern Indonesian universities, the effectiveness of online learning depends on creative learning design, including the presentation of interactive materials and the relevance of content to student needs. In the technical aspect, the implementation of the Learning Management System (LMS) plays an important role in supporting online learning.

LMS not only allows flexible access to materials, but also provides features for real-time evaluation and feedback (Mustofa & Suryadi, 2022). However, their effectiveness is often hampered by limited internet connectivity and lack of training for teachers. Nurhayati (2021) highlights the specific challenges faced by universities in eastern Indonesia, including the digital infrastructure gap and limited human resources. This challenge is exacerbated by the wide geographical distribution and cultural differences in learning. Other factors such as lack of experience in utilizing learning technology are major obstacles, especially in courses that require active interaction, such as Indonesian (Rusli et al., 2024). Factors such as limited telecommunications infrastructure, wide geographical distribution, and economic inequality make it difficult to implement inclusive online learning. Research by Kurniawan & Hakim (2021) also found

that the lack of technology training for educators adds to the challenge of creating a quality learning experience.

Technical issues such as reliance on stable internet access are also in the spotlight. In areas with limited telecommunication infrastructure, such as eastern Indonesia, students often find it difficult to follow learning consistently (Putri & Arif, 2021). This results in a gap in learning outcomes between students in urban and rural areas. Efforts to overcome this challenge, in the form of proposed strategies, include the development of interactive learning media, intensive training for lecturers, and the application of a hybrid learning approach (Yusuf & Hadi, 2021). In addition to technical challenges, socio-cultural factors also affect the effectiveness of online learning. Supriyadi et al. (2022) noted that the difference in learning culture between the western and eastern regions of Indonesia has an impact on the pattern of student interaction with learning technology. A collaborative learning culture in a given region is often under-facilitated by an individualistic online learning model.

1. According to Yulianto et al. (2022), hybrid learning, which combines online and face-to-face learning, can be a solution for regions with limited connectivity. In addition, student-centered learning-based learning design is considered to be able to increase student motivation and involvement in online learning (Hidayati et al., 2023). The use of technology such as learning videos accompanied by project-based assignments is also considered effective in developing students' critical thinking skills (Wulandari et al., 2020). There are at least four indicators of learning effectiveness, namely: (Kaharuddin, 2020)
2. The quality of learning is the role of presenting information or the ability to help students easily learn learning materials. The quality of learning can be seen from the learning process and outcomes. The learning process is seen from the suitability between teacher activities and student activities with the learning steps used. Meanwhile, the learning results are seen from the completeness of students' learning. The suitability of teacher activities and student activities is seen from the criteria of students who are at least good.
3. Appropriateness of the learning level is the extent to which the teacher ensures that students are ready to learn a new material, meaning the skills and knowledge needed in the learning process but have not yet acquired the material. The suitability of the learning level is seen from the students' learning readiness which includes: (a) physical, mental, and emotional conditions, (b) needs, motives, and goals, and (c) skills, knowledge, and other understandings that have been learned. Appropriate levels of instruction are said to be effective if students are ready to take part in learning, judging from the criteria for students' learning readiness to be at least good.
4. The incentive is that a teacher ensures that students are motivated to do tasks in the learning process and learn the material that is being presented. Incentives are seen from teachers' activities in providing motivation to students. There are four things that teachers can do in motivating students, namely: (a) generating encouragement to students to learn, (b) explaining concretely to students what can be done at the end of teaching, (c) providing rewards for achievements obtained so that they can stimulate them to achieve better achievements in the future, and (d) providing good learning habits. Incentives are said to be effective if teachers' efforts in providing motivation have been maximized, judging from the criteria for teacher incentives to be at least good.
5. Time, that is, a student is given enough time to learn the material that is being taught. Learning can be said to be effective if students can complete learning according to the specified time allocation. Students' activities that can be seen through the use of time, include the following aspects: (a) initial preparation for learning, (b) receiving material, (c) practicing one's own abilities, (d) developing the material that has been learned. Time is said to be effective if students use their time to the maximum, judging from the criteria for using the minimum time well, judging from the amount of time given to students to learn the material presented. A learning is said to be effective if the four indicators of learning effectiveness are in the effective category.

RESEARCH METHODS

This research is a qualitative descriptive research using library research methods from various scientific writings such as books, articles and journals. Data analysis techniques use Miles and Huberman, namely data reduction, data presentation, and conclusion (Rigianti, 2020). This study uses the Systematic Literature Review (SLR) approach, which involves the following stages:

1. Root Cause Preparation: Identifying key issues based on literature review.
2. Literature Collection: Search for and select relevant articles or research related to online learning.
3. Selection of Criteria: Determining the relevance and quality of the literature to be reviewed.
4. Data Analysis: Presenting data systematically to answer problem formulations.
5. Drawing Conclusions: Providing recommendations based on the results of the analysis.

This method allows this research to present a comprehensive picture based on existing empirical data. This approach also analyzes in depth the relevant literature to evaluate the effectiveness and challenges of online learning in the region studied.

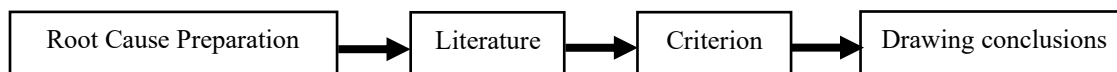


Fig 1. Research framework

RESULTS AND ANALYSIS

Griffiths, et al., (2007) stated that learning should be student-centered, who is an active participant in their learning environment. So many strategies are needed that accommodate students to do more control and interaction, to increase their interest in learning. The performance of universities, especially in the learning process, can be accurately known. According to Asnawi (2016), what is meant by effectiveness is success in achieving goals that have been set previously. In another perspective, effectiveness is the relationship between output and objectives where effectiveness is measured based on how far the level of policy output is to achieve the set goals.

1.1. The effectiveness of online learning

The effectiveness of learning in an educational process in higher education is a variable that is quite important to research. Conducting research on the effectiveness of learning, the performance of universities, especially in the learning process, can be accurately known. Online learning can be effective if it meets the following approaches:

- 1.1.1. Interactive learning design is the use of technology such as the Learning Management System (LMS) to allow flexible access to learning materials, evaluations, and feedback in real-time. Lecturers use this technology and design the appearance as attractive as possible.
- 1.1.2. Relevant and interesting content, namely lecturers are required to design creative and interesting materials so that students stay motivated.
- 1.1.3. The student-centered approach, namely the *student-centered learning* model, is able to increase student engagement and motivation.

Overall, the effectiveness of online learning in eastern Indonesia still varies, depending on access to technology, the readiness of educators, and support from parents and the government. Continuous efforts are needed to overcome these obstacles and ensure that education remains accessible with good quality for all students. In addition, it is often hampered by the lack of lecturer training. An assessment of online

learning in eastern Indonesia shows that, despite many constraints, there has been an increase in flexibility and accessibility, especially for students living in areas that previously had difficulty accessing formal education.

1.2. Challenges faced in the implementation of online learning

The implementation of distance learning cannot be separated from the use of technology. This is because in distance learning there is no direct contact between teachers and students. The communication process between the two is carried out through the use of communication and information technology. However, face-to-face meetings can still be held with a limited frequency. Communication and information technologies that are widely used in distance education are computers and the internet. The use of computers and the internet provides opportunities for students to be able to access teaching materials that have also been packaged in the form of digital anywhere and anytime. By using computers and the internet as well, teachers and students can interact well using applications E-mail, video conferences, or online discussion forums. Although the use of various digital technologies in distance learning makes geographical boundaries seem to disappear, the communication process mediated by computers and the internet has limitations in capturing the expressions and movements of teachers and students. Some of the main challenges in online learning in eastern Indonesia include:

- 1.2.1. Infrastructure limitations, namely the problem of slow and expensive internet connections, are the main obstacles.
- 1.2.2. Lack of technology training for lecturers and students who are not used to using online platforms optimally.
- 1.2.3. Geographical distribution in remote regions makes access to technology increasingly difficult.
- 1.2.4. Socio-cultural factors, namely the difference in learning culture between the western and eastern regions of Indonesia, have an impact on the pattern of interaction with learning technology.

The use of communication and information technology as a learning medium incurs costs, teaching materials and various interactions in the form of digitally packaged writing allow students to be able to re-read the information recorded in it over and over again. However, with distance learning, the lack of direct contact between teachers and students slows down the process of building social relations and values that are the basic goals of education. Low control over the learning process as an implication of the independent learning method which is the focus of distance learning. Coupled with an unstable internet network, an uncondusive learning environment and often the workload increases compared to face-to-face learning. The limitations of communication and information technology cannot completely replace the process of communication and direct interaction that occurs in learning.

1.3. Factors that affect the effectiveness of online learning

The results of previous research show that in general, online learning is less able to achieve the expected effectiveness. This is the basis of this study, so this study aims to explore the determinants of the effectiveness of online learning. The effectiveness of online learning is influenced by several key factors, namely the following:

- 1.3.1. Technology, availability of technological devices and stable internet connection.
- 1.3.2. Learning design, which is interactive and project-based material, has been proven to improve students' critical thinking skills.
- 1.3.3. The capacity of lecturers of the Indonesian language and literature study program needs to be increased by carrying out training and mentoring for lecturers in using technology is very important.
- 1.3.4. Student motivation, namely the readiness of students to learn independently, plays an important role in determining learning outcomes.

In order to achieve maximum effectiveness of lectures, the preparation of the structure of lecture materials needs to be improved, the expansion of discussion sessions is considered important, and lecturers' tolerance for technical problems for students needs to be increased. Basically, the evaluation lecture of Indonesian language teaching, which incidentally intersects with the quantitative data processing process, should preferably use direct face-to-face media between lecturers and students, although it must be online-based, for example through zoom or google meet so that students can directly discuss things that are not clear and the main lecture material needs to be packaged in the form of audio visuals that can be downloaded and then can be listened to repeatedly without relying on network strength.

1.4. Strategies that can be applied to improve the effectiveness of online learning

Effective learning is very important for teachers in online learning, to help students be actively involved and improve the quality of learning so that learning can run optimally and provide maximum learning results, teachers are expected to be able to develop new effective learning strategies. Some strategies that can be implemented to improve the effectiveness of online learning in eastern Indonesia are:

- 1.4.1. Infrastructure development is that the government needs to increase internet access in remote areas.
- 1.4.2. Technology training for lecturers must be given intensive training on the use of LMS and online learning methods.
- 1.4.3. The application of hybrid learning that combines online and face-to-face learning can be a solution in areas with limited internet access.
- 1.4.4. Interactive learning media with the use of learning videos, simulations, and project-based assignments can increase students' interest in learning.
- 1.4.5. Local cultural approach in learning, lecturers must consider the culture and specific needs of the eastern region of Indonesia to increase relevance.

CONCLUSION

Online learning in eastern Indonesia faces significant challenges, but also opens up opportunities to create a more inclusive and modern education system. By utilizing technology optimally and overcoming infrastructure barriers, the effectiveness of online learning can be improved. Strategies such as hybrid learning and student-based approaches need to be developed to ensure equitable distribution of education quality throughout Indonesia. Online learning requires careful planning and implementation to address technical and socio-cultural challenges. A hybrid learning approach and the development of interactive and relevant materials are potential solutions. Improving technological skills for lecturers and students is very necessary, especially in areas with inadequate infrastructure.

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