

The Correlation between Information and Communication Technology with Indonesian Language Learning Outcomes in Universities



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ABSTRACT: This study aims to determine the relationship between Information and Communication Technology (ICT) and Indonesian Language Learning Outcomes in tertiary institutions. The research subjects were 240 students at the beginning of the semester. Information and communication technology indicators in this study include access, manage, integrate, evaluate, and create information. This type of research is correlational with the analysis technique used being *product moment*. The findings from this research indicate that there is a relationship between ICT and Indonesian learning outcomes. The utilization of ICT has a positive influence on student learning outcomes. Increased interest in using ICT can increase student learning interest.

KEYWORDS: Information and Communication Technology, learning outcomes, language, social inquiry

I. INTRODUCTION

Indonesian is the national language of the Indonesian people. Students must have and master the ability to speak Indonesian. The Indonesian language course a course in tertiary institutions that is mandatory for all students in tertiary institutions (Solehun, 2017). Indonesian language courses are expected to be able to train students to acquire Indonesian language skills, especially in a variety of academic writing and scientific presentations as a tool for studying their knowledge. The Indonesian language course aims to develop students' ability to organize ideas or concepts to be communicated to other parties so that there is continuous interaction between ideas and results in an effective knowledge transfer and management process (Dikti, 2013). Indonesian language learning is given with the aim that students can form attitudes that are oriented to a logical critical perspective with a logical historical approach (Subakti, 2017).

Learning Indonesian aims to realize the efficiency and effectiveness of student learning activities (Isjoni, 2010). Phenomena that often occur in learning Indonesian include the weak implementation of the learning process carried out in tertiary institutions. This resulted in low student learning outcomes in Indonesian courses. Learning outcomes are whatever is expected to be known, able to be carried out, and understood by students at the end of the process or series of learning (Cedefop, 2017). Learning outcomes are about whatever is known, understood, and able to be shown by the learner at the end of the learning period (Adam, 2006). From the lecturer's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the student side, learning outcomes are the end of teaching from the peak of the learning process.

Several research results explain that the results of learning Indonesian in tertiary institutions are still relatively low and there are many problems. Barowi and Faza (2015) explain that student learning outcomes for Indonesian language courses are still relatively low. Latifah et al., (2018) explained that low access to and interest in learning resources and materials and scientific references generally affects students' language skills in general. Previously learning Indonesian did not provide direct learning experiences so students were less actively involved, did not understand the lesson, and did not get experience that could be applied in real life. Lectures have so far been considered to only provide theoretical material in the form of monotonous lectures.

Indonesian learning outcomes are supported by students' social skills in attending lectures (Rabiah, 2013). Social skills as a level or degree of a person's personality indicate his social knowledge and ability to manage social interactions (Hogan & Shelton, 1998). Social skills are also described as an assumption of a healthy social life (Osit, 2008). Social skills consist of the words skills and social. The word skill is used to indicate that social competence is not a characteristic of personality but a set of processes learned and behavior that can be acquired (Sarnelle, 2018). Based on the document search conducted by researchers while making observations at the University of Dr. Soetomo Surabaya found student learning outcomes that were still below the average GPA. Student learning outcomes for Indonesian language courses are very low or incomplete. The low learning outcomes are generally due to the Indonesian language learning model applied in class. Based on observations made by researchers at the

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University of Dr. Soetomo, the implementation of Indonesian language learning is dominated by lecturer activities delivering learning material to students with lectures, so the learning process tends to be teacher-centered.

The ideal learning orientation in Indonesian courses is learning using the social inquiry model to cultivate the ability to think, work and behave socially as well as communicate it as an important aspect of life skills. Therefore, the characteristics of learning Indonesian in elementary schools always emphasize the provision of inquiry learning experiences. Dasmaria (2016), Ella et al., (2018), Kristianingsih (2010), and Lestari et al., (2013) found that the inquiry model is very appropriate in increasing learning outcomes. This learning model is very relevant to the objectives of learning Indonesian, namely to develop process skills to investigate the social environment, solve problems and make decisions. The use of the social inquiry model is expected to increase students' understanding of the knowledge they are learning so that student learning outcomes become even better (Pandey et al., 2011).

In the era of globalization that is currently entering Indonesia, all learning activities cannot be separated from the use of Information and Communication Technology (ICT). ICT has played a role in higher education institutions for various reasons (Bala, 2018; Khan, 2020). Information and communication technology (ICT) which plays an important role in higher education has contributed to the quality of teaching and learning activities and research (Noor, 2013). Included in Indonesian language lecture activities at the University of Dr. Soetomo was carried out by utilizing ICT. This directly uses electronic devices by maximizing the internet network so that learning continues online.

Ideally, such learning activities can take place smoothly according to plan without being constrained by distance and time. Remote locations between students and campuses with a long travel time will not be an obstacle for them to learn using ICT. Learning can be done digitally from home. This has an impact on the social skills that students already have. The application of ICT in learning can make students' social skills better, or they can make them worse. Such a hypothesis must be immediately anticipated so that the use of ICT makes students' social skills better before they get worse.

skills are needed when learning to use learning media, namely physical means to convey learning content/material such as books, films, videos, and so on. Currently, what has been widely used is teleconferences, teleconferences can be used for learning activities, ranging from public lectures, discussions, seminars, and others. Students' ICT skills are needed when learning to use learning media, namely physical means to convey learning content/materials such as books, films, videos, and so on. Currently, what has been widely used is teleconferences, teleconferences can be used for learning activities, ranging from public lectures, discussions, seminars, and others.

In addition, the increase in students is related to information and communication technology (ICT) skills. The utilization of ICT for the benefit of learning is considered important in this era of globalization. The use of ICT in learning can be done during the learning process such as giving assignments and evaluating. The hope is that the current application of ICT can have a good impact on student learning outcomes with learning based on social inquiry. This research was conducted to determine the relationship between Information and Communication Technology (ICT) and student learning outcomes in Social Inquiry. So that whether or not the relationship between the two is strong can be a mature consideration in the application or use of ICT in Social Inquiry

II. METHODS

This study uses a quantitative approach with a correlation research type to determine the relationship between variables. This study conducted a correlation analysis between the use of information and communication technology and student learning outcomes for one semester on social inquiry. The research subjects were 240 students. The data analysis technique used in this study is product-moment correlation. There are five indicators of information and communication technology described by O'Connor (2002) including (1) accessing, knowing about, and how to retrieve information; (2) managing, existing organizational or classification schemes are applied; (3) unifying or integrating, interpret and represent information, with the involvement of summarizing, comparing and contrasting; (4) evaluate, the relationship with the efficiency of information, its usefulness, relevance, and quality is made an assessment; and (5) making information, adapting, designing inventions, applying, or composing information for the information to be produced.

III. RESULT AND DISCUSSIONS

The results of the product-moment correlation analysis will obtain a correlation coefficient of r which is then used to determine the strength and weakness of the relationship (correlation) between Information and Communication Technology (ICT) and Indonesian Language Learning Outcomes.

Based on the results of the analysis in (table 2) it is known that the value of Sig. (2-tailed) between ICT and learning outcomes in social inquiry is $0.92 < 0.050$ which means there is a correlation between ICT and learning outcomes in social inquiry. Based on the obtained r count value of 0.109, where the r count is greater than r table $0.109 > 0.104$, it can be concluded that there is a relationship or correlation between ICT and Learning Outcomes in Social Inquiry. This finding is supported by research

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conducted by Comi et al. (2007) proved that ICT affects learning outcomes depending on the way lecturers teach during learning activities. The results of this study are also supported by research conducted by Moreno & Bartolome (2021) the inquiry method is useful in increasing students' competence in finding and selecting information on the internet, attracting students to study subjects in rapid evolution such as ICT, and developing internet search skills. The results of research conducted by Juhji (2021) also prove that the higher the basic skills of ICT, the higher the level of activity in using ICT itself.

Integrating ICT into education to obtain a positive influence on the quality of teaching and learning has developed very rapidly (Agbo, 2015). Its use not only changes traditional teaching methods but also requires educators to be more creative in adapting and adapting their teaching materials as well as strategies to encourage students to adapt to this new form of learning (Meerza & Gary, 2017). One of the important points of using information and communication technology can motivate students to be enthusiastic about participating in learning activities. The use of ICT can increase students' interest and motivation (Pardede, 2020). Student interest in information and communication technology is related to academic achievement (Park & Weng, 2020). Although no measurement of motivation has been carried out, it has been seen that one of the best learning outcomes obtained in the presence of strong motivation is obtained from the use of ICT in Social Inquiry. Learning motivation has a significant positive effect on the effect of learning outcomes in learning (Lin et al., 2017). Interest in learning and learning motivation has a significant effect simultaneously on student learning outcomes (Usman & Adhellya, 2022).

Table 1. Correlation of ICT Product Moment and Learning Outcomes in Social Inquiry

correlations		ICT	Learning Outcomes	Social Inquiry
ICT	Pearson Correlation	1	.037	.109
	Sig. (2-tailed)		.564	.092
	N	240	240	240
Learning Outcomes	Pearson Correlation	.037	1	.192 **
	Sig. (2-tailed)	.564		.003
	N	240	240	240
Social Inquiry	Pearson Correlation	.109	.192 **	1
	Sig. (2-tailed)	.092	.003	
	N	240	240	240

** . Correlation is significant at the 0.01 level (2-tailed).

The high interest possessed by students will be more in line with the involvement of information and communication technology when students study. Research conducted by Park & Weng (2020) proves that learning outcomes are influenced by the competence of information and communication technology. Students in obtaining the results of their learning obtain a positive influence from the use of information and communication technology from the perceptions of lecturers (Ratminingsih et al., 2018). The teaching and learning process must be based on a strong belief by the lecturer as a teacher that the information and communication technology used does not automatically guarantee the continuity of effective learning and the high quality of learning obtained from information and communication technology itself. (Rastogi & Malhotra, 2013).

In addition, many factors affect learning outcomes when utilizing ICT. Lang et al. (2007) said that there are seven influencing factors, including (1) a critical period, related to how many percent of the gender are in one class, (2) role models, namely teaching activities with female lecturers who are present in class, (3) curriculum contextual, namely real examples are used as a curriculum, (4) assessment, variations and types in assessing need to be used, (5) assessment, delivery and mastery of material carried out by lecturers must have appropriate formal educational qualifications, (6) sequential material must be considered, (7) students need to be sorted, positioning must be carried out in units where the majority are following the student's degree program. Several factors are very important and must be considered in the success of ICT to achieve knowledge and learning outcomes such as its use in education, then individuals who are not the same in terms of their place of residence and background, and standardized sites (Chandra & Lloyd, 2008).

The essence of social inquiry is a method that provides opportunities for students to learn more deeply about the surrounding environment (Balacheff et al., 2009). Inquiry learning itself involves all students' abilities to search and investigate systematically, critically, logically, and analytically (Khoirul, 2015). The use of information and communication technology in social inquiry is very supportive and makes it easy to find and investigate as much information as needed by students. Educators must utilize ICT during the teaching and learning process in the classroom to update knowledge on how to best handle ICT facilities to influence knowledge (Patrick, 2015).

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IV. CONCLUSIONS

Information and Communication Technology (ICT) has a positive relationship with learning outcomes in social inquiry. The use of ICT in learning activities is very useful in supporting social inquiry. Not only in the learning environment around them, they even reach other learning environments, with all the information students can access and obtain. ICT serves all the needs of students in learning everything students need easily. The convenience that students get makes them enthusiastic in learning, and enthusiasm to achieve the best possible learning results.

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