
Perceptions of Economic Education Students Towards Indonesian Language Courses

Sri Mulyani Rusli¹⁾, Febrina Riska Putri²⁾, Elmiati³⁾

^{1),2),3)}Universitas PGRI Sumatera Barat

email: srimulyanirusli1977@gmail.com¹⁾, fbrnriska128@gmail.com²⁾, elmiati@gmail.com³⁾

Abstract

This study aims to examine students' perceptions of economics education towards Indonesian language courses or the opinions of students, especially students of the 21st generation of economic education study programs. Regarding Indonesian language courses, there are 3 aspects studied in the research, namely, Indonesian language courses, the nature of perceptions Economic education students and motivation, interest and learning skills. This study uses a survey method. Data collection techniques and sources were obtained using google form media with statements strongly agree, agree, disagree, disagree. The results of the research obtained are in the form of student opinions regarding Indonesian language courses in the form of percentages of strongly agree, agree, disagree, disagree which have been disseminated especially in the Economic Education study program 21. The percentages distributed are in the form of statements regarding the discussions that have been made including components, 1). Indonesian language courses, 2) the nature of students' perceptions of economic education, 3) motivation, interest and learning skills. The first component explains how the character of the Indonesian language course is and examines more deeply the content of the Indonesian language course. The second component explains students' opinions on how Indonesian courses that students of economic education think that Indonesian language courses are boring subjects in the learning process without knowing that Indonesian language courses can be studied with their own understanding without any other factors. The third component that really needs to be mastered by students because this third component has many important roles in it where motivation is an internal drive to be active in learning, initial interest or willingness to learn and skills that must be mastered in every learning process.

Keywords: Students' Perception, Indonesian Language Courses

Introduction

Language is one of the forms of human communication. Humans are social beings who must interact with others in meeting the various needs of life. Therefore, it is impossible for humans to live alone without interacting with others. In everyday life, humans know culture and create various forms of ideas, activities and artifacts to meet their needs. Language, being one of the most important elements that influence human life and culture. Language has a role in human life because it is the main communication tool. As a language communication tool includes words, collections of words, clauses and sentences expressed orally and in writing. While the clear sense of language is the system of human communication which is expressed through the arrangement of voices or written expressions that are structured to form larger units such as morphemes, words, and sentences.

The language spoken by the Indonesian people is Indonesian. Indonesian is the language of unity or the national language spoken by all Indonesians, both in the middle of the city and even to remote villages. Every Indonesian should be able to use Indonesian in order to make it easier for them to communicate with people in other regions and regions. And Indonesian has also been required to be learned and mastered from elementary school to university, especially on the campus of PGRI University West Sumatra.

The Indonesian course is one of the general courses that must be studied by students. This lecture is filled with discussions of the components in the general course of Indonesian, namely the history of language development, EBI, effective sentence diction, paragraph deductive and inductive, and essay planning. Thus, the Indonesian language course is an important course mastered by every student, student of the Indonesian language education study program and other study programs, especially Mi Economics Education Study Program.

However, the reality is that economic education students are not able to understand the material in Indonesian lectures because students consider that Indonesian is one of the monotonous courses at the time of the lecture. One of the reasons behind the inability of students to understand Indonesian courses is because students only rely on *handouts* and explanations from lecturers in doing assignments and practice. Basically, the *handouts* used by these students are not able to motivate students to study because they do not match their characteristics, so students underestimate the course English.

Hilaliyah (2015), Indonesian course is one of the courses that students take for granted because they learn colloquial language. Students do not know that Indonesian sangat is needed for learning practices that will be carried out during Field Work Practices (PKL). And the success of students in Indonesian language courses can be seen from the fluency of speaking style when presenting in front of the class. Hilaliyah (2015), The success of the Indonesian teaching and learning process can be measured by the success of students who take part in the activity. The activity referred to is fluency in Indonesian language which is good and correct in accordance with the EBI. Hilaliyah (2015), student learning achievement can be influenced by several factors, including student perceptions in courses, interests, motivations, and methods teaching used by lecturers during the teaching and learning process. It can be said that the success of the Indonesian language course is from the skills of students in speaking Indonesian during presentations in front of the class. Because of the poor thinking of students towards Indonesian language courses, especially economic education students. Thus, researchers wanted to conduct research related to the *Perception of Economic Education Students towards Indonesian Courses*.

Methods

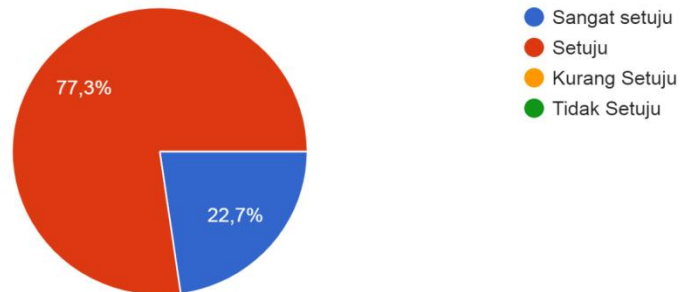
This research uses a survey method, the instrument in this study is in the form of a questionnaire. Where researchers will provide several questionnaires of questions to economic education students of PGRI West Sumatra University for the 2021 academic year. The researcher will provide 10 (ten) questions related to the problem under study and will be distributed online using a google form. Adiyanta (2019), survey research is a form of activity that has become a habit in society, and many of them are experienced with this research as a separate form or another. In the survey results, important information will be collected through a questionnaire of questions given to respondents.

Results and Discussion

This questionnaire was distributed to 4 (four) sessions in the economic education study program, namely economic education 21A, economic education 21B, economy education 21C, and economic education 21D whose respondents numbered 44 (forty-four) people. The following are the questionnaires and diagrams from the surveys conducted to the research targets:

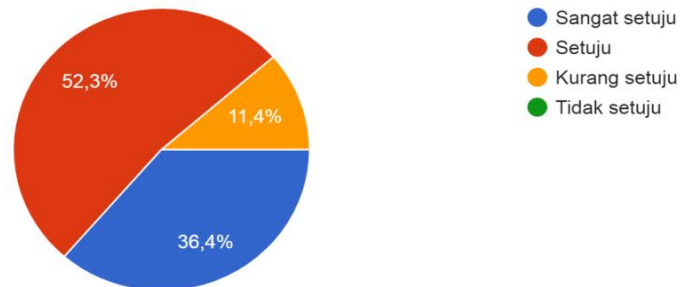
1. Mata kuliah Bahasa Indonesia sangat disukai oleh mahasiswa?

44 jawaban



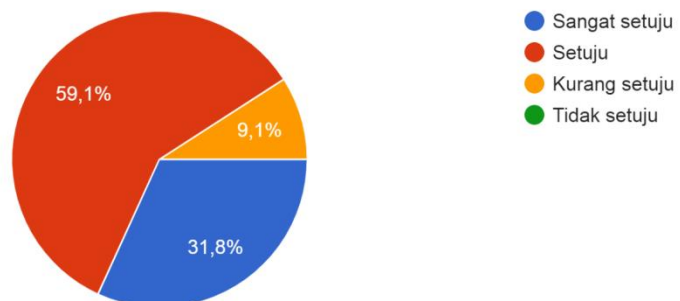
2. Mahasiswa selalu menggunakan Bahasa Indonesia dalam proses perkuliahan?

44 jawaban



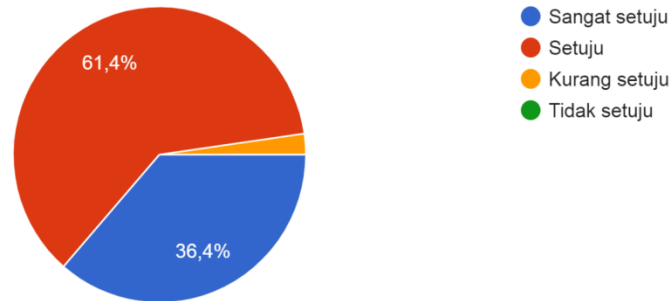
3. Mahasiswa suka mencatat materi kuliah pada saat belajar Bahasa Indonesia?

44 jawaban



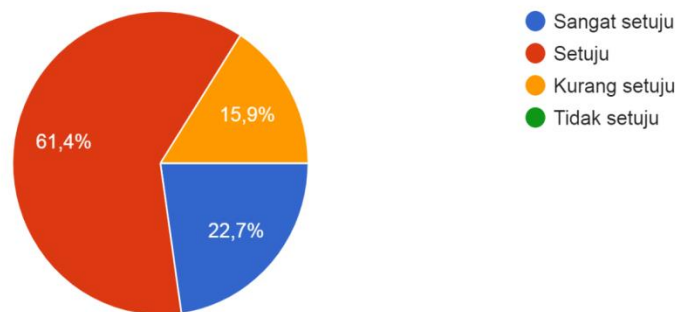
4. Mahasiswa pada saat perkuliahan Bahasa Indonesia harus mempunyai referensi/ handout materi?

44 jawaban



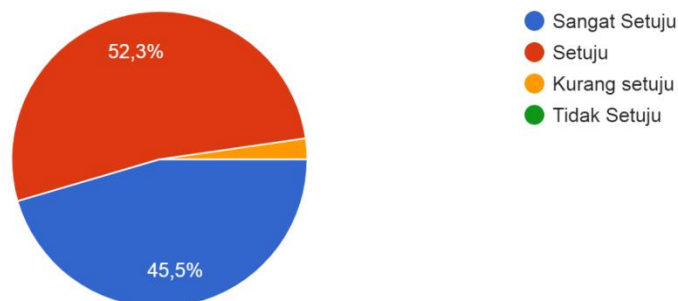
5. Mahasiswa sudah menerapkan Bahasa Indonesia yang baik dan benar dalam Kawasan kampus?

44 jawaban



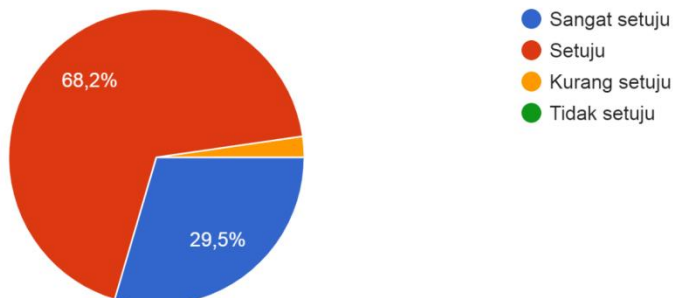
6. Mahasiswa ikut aktif dalam proses perkuliahan Bahasa Indonesia?

44 jawaban



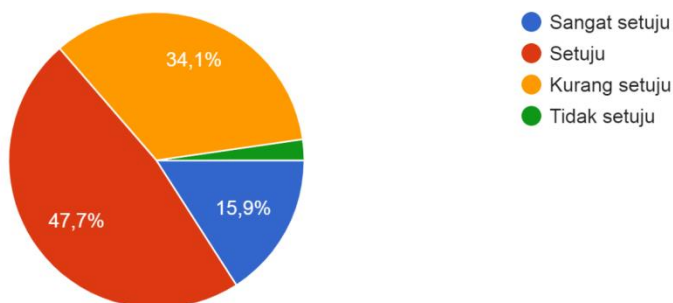
7. Mahasiswa mampu menguasai materi dalam proses pembelajaran Bahasa Indonesia?

44 jawaban



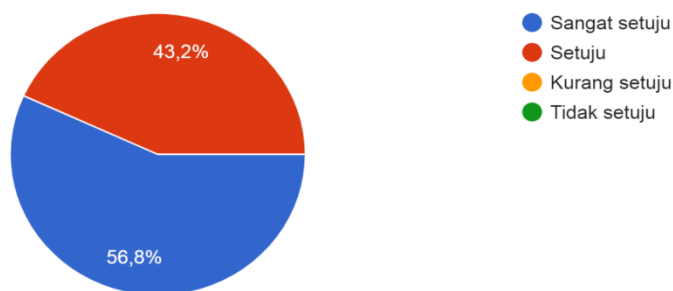
8. Bagi mahasiswa perkuliahan Bahasa Indonesia adalah mata kuliah yang monoton?

44 jawaban



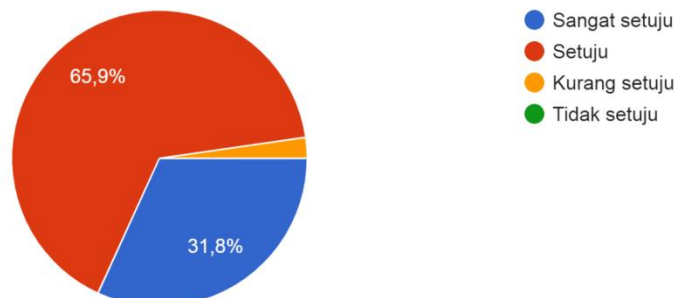
9. Mahasiswa harus menerapkan keterampilan berbahasa Indonesia yang baik dan benar dalam proses perkuliahan?

44 jawaban



10. Mahasiswa yakin mendapatkan nilai yang bagus dalam pembelajaran Bahasa Indonesia?

44 jawaban



From the research data above, it has been summarized that the statement of strongly agreeing, agreeing, disagreeing, and disagreeing stems from the participation of economic education students at PGRI West Sumatra University. regarding the article Economic Education Students' Perceptions of Indonesian Subjects.

From the results of the research above, it can be seen that respondents who like Indonesian language courses are 77.3% very agreeable and 22.7% agree. This means that all respondents like Indonesian language courses. In the lecture process, respondents who spoke Indonesian were 36.4% strongly agreed, 52.3% agreed and 11.4% disagreed. In the lecture process, there were some respondents who did not use Indonesian. Respondents who like to record lecture materials while studying Indonesian language there are 31.8% strongly agree, 59.1% agree, and 9.1% disagree. So, there are some respondents who don't like to record Indonesian course material.

Respondents during Indonesian language lectures who had references / handouts of Indonesian subject matter were 36.4% very agree, 61.4% agreed and 2.2% disagreed. This shows that most respondents prepare Indonesian lecture materials. Respondents have applied good and correct Indonesian in the region, 22.7% strongly agree, 61.4% agree and 15.9% disagree. There are some respondents who have not applied good and correct Indonesian in the PGRI West Sumatra university campus area. Respondents who actively participated in the learning process of Indonesian Language there were 45.5% strongly agreed, 52.3% agreed, and 2.2% disagreed. Most of the respondents were able to master the material in the Indonesian language learning process, there were 29.5% strongly agreed, 68.2% agreed, and 2.2% disagreed. There are some respondents who are unable to master the material of Indonesian courses. For respondents, the Indonesian language course is a monotonous course, there are 15.9% strongly agree, 47.7% agree, 34.1% disagree, and 2.3% disagree. So more than 75% of respondents believe that Indonesian courses are monotonous courses. Respondents must apply good and correct Indonesian language skills in lectures, 56.8% strongly agree and 43.2% agree. All respondents want good and correct Indonesian language skills to be applied during lectures. Respondents believed that they got a good score in Indonesian language learning, 31.8% strongly agreed, 65.9% agreed and 2.3% disagreed. So, most student confident in getting good grades in Indonesian language courses.

The result of this study is that all respondents like Indonesian language courses, they always prepare references and material handouts, are active in lectures, and want use skills speak good and correct Indonesian in lectures. However, because the respondent's perception of Indonesian is a monotonous course, there are some students of some respondents who cannot master the material, and has not implemented good and correct Indonesian in the campus area of PGRI University West Sumatra. But some respondents are confident in getting good grades in Indonesian language courses, so this, explains that most of the economic education students in the class year 2021 has a perception of Indonesian courses as difficult and easy courses. Hilaliyah, (2015), the assumption that Indonesian is a difficult course is easy to emerge.

Nursyaidah & Siregar (2019) Indonesian comes from Malay which is based on real reality. Indonesian was inaugurated at the Youth Pah Sum on October 28, 1928. Furthermore, the language of Indonesia has the following roles and functions: (1) as the official language of statehood. (2) as a means of liaison at the national level, for example, Indonesian is used anywhere, because Indonesian Language is the language of statehood wherever it must be used. Sitepu & Rita (2017), Indonesian is most widely used in learning communication because Indonesian is able to translate one's thoughts to others. In addition, in this material has a language attitude, what is a language attitude, namely everything that happens to every soul possessed by everyone part of the attitude with the language spoken by a person. Last but not least, this material is very important in universities, because universities are able to understand sincere and oral discourses.

Indonesian is a mandatory language that must be mastered by a teacher, because Indonesian is used nationally by the Indonesian people. a good and effective Indonesian language, starting from speaking, writing, reading, and listening will be the course material that we must learn in the course study in Indonesian. Indonesian as a compulsory lesson because as a teacher or educator we must have qualified speaking skills in order to master a good class.

Sitepu & Rita (2017), thanks to language skills, then we can learn science, can become civilized and cultured human beings, and can predict what will happen in the years to come. In the Indonesian language course, we can add more insight and knowledge about how to master the audience in the classroom. In Indonesian courses, there are many things that we can learn, such as: letters, punctuation marks, sentences, paragraphs, diction, types of writing, speech, and others. The Indonesian course also teaches us how to speak well and correctly according to Indonesian spelling (EDI).

In Indonesian, there are language skills that cannot be obtained only by description and explanation language skills consist of four skills, namely listening skills, reading, speaking and writing. In the eyes of Indonesian Language we are also taught speaking skills and skills in conveying things. Souliisa (2018), the teaching of speaking skills also needs to include (1) loudness of voice, (2) fluency, (3) attitude of speaking, (4) facial mimic gestures, (5) reasoning, (6) politeness of speaking.

Sitepu & Rita (2017), Ideas, information or opinions, both concrete and abstract, are not only about things or events that are happening today, but at the same time and future. If students can understand this course, then students can understand what is happening easily and can also find out the essence of the problems that occur. Like problems in the learning process in the classroom, we can find out where students do not understand the material we are conveying.

Indonesian language courses play a very important role in the preservation of the national language, because educators who teach Indonesian are people who teach, spread, develop and preserve English. Azet (2013), the responsibility for the development of Indonesian lies with the user of the Indonesian language itself. So it is very important that this course is at the forefront of the Indonesian language market. Indonesian courses are also very important in building student character. Mulyana (2019), Indonesian language course as one of the pillars of the formation of a character. Sulistiyowati (2013) with regard to material containing character education values in Indonesian language learning is listening, reading, conversing, composing and writing,

The Nature of Economic Education Students' Perception

The PGRI West Sumatra University campus is one of the campuses that produces teachers, where the learning and output/output is a teacher/educator. At PGRI University of West Sumatra there are 3 (Three) faculties, such as the Faculty of Fishum, Faculty of Science and Faculty of Economics and Business. Economic education is one of several study programs at the Faculty of Economics and Business, PGRI West Sumatra University campus.

Economics education students are study programs that study the sciences of economics, they are more difficult with calculations and formulas than memorization and writing. Most economic education students do not like rote courses. One of the economic education students said that she entered the economic education study program to avoid memorization and notes/ CBSA (record books until they run out).

Sulistiyawati (2020), so perception is a direct response obtained from someone's absorption to find out some things hammering sensing. Perception is a subjective thought, where everyone has different perceptions and can be influenced. Things that can affect perception are motivation, interests and skills possessed. Hendra (2016), as for students' perceptions of Indonesian language courses which are basically in Indonesian language courses learning about language, communication skills and others- others. For economics education students, the Indonesian language course is a general course. Some economics students consider Indonesian courses to be boring or monotonous. Because in the discussion in a lot of use the lecture method, debriefings and handouts from the same lecturers, so that the debriefing process becomes monotonous because notably economics education focuses more on calculating or qualitative courses, so there are no challenges in economics courses, when juxtaposed with Indonesian language courses whose lessons explain a lot of material rather than theory so that there is an imbalance between the two and adds to the mindset new for economic education student.

From the above problems, it is concluded that not entirely Indonesian courses are boring, why? What's wrong in this Indonesian? Because broadly or generally Indonesian is a course that needs its own understanding of us. Try to understand things related to Indonesian, for example in matters related to learning Indonesian itself, for example in diction materials, sentences effectively both of which can be applied to a text (journal, essay) so that from this understanding it can be said that Indonesian is in the category of fun, because Indonesian also has fun courses such as, drama that makes student directly involved in the learning process so as to create new challenges In an economic world that doesn't just count but there is also a change of its own, namely daring to be creative.

Motivation, Interests and Study Skills

Masni (2015), Motivation comes from the word motive which can be interpreted as the driving force that exists within a person to carry out certain activities in order to achieve a goal. Motivation is a desire or impulse that arises within a person either consciously or unconsciously in doing something. Motivation is always related to emotions of a positive nature. Fitriyani et al. (2020), of the 8 indicators of learning motivation, namely concentration, curiosity, enthusiasm, independence, readiness, enthusiasm or encouragement, never giving up, and self-confidence. The motivation to learn in students is as a situation in students that encourages and directs their behavior to the goals they will achieve in attending lectures which he lived. Sobandi (2017), in terms of learning students will succeed if in themselves there is a willingness to learn and a desire or drive to learn, because with an increase in learning motivation, students will be moved, affected by the student's behavior in learning. It can be said that motivation is very important to encourage student achievement.

Interest in learning is the involvement of students in participating in all teaching and learning activities to achieve a learning goal. Martial arts skills are the ability that students can develop in lectures and must be possessed by students in supporting their lectures. Motivation, interest and skills are closely related, because motivation can make us enthusiastic in learning and the importance of improving the quality of learning and interest includes the existence of a happy feeling and there is a connection in learning. With the linkage in learning, it will increase interest in learning, then show that there is attention in learning, and the presence of attention in learning can increase our interests and also, we can be active or involved in learning then there are skills in learning, basically to be directed so that students can develop the potential that exists in nature.

How to develop learning skills by choosing the right learning method so as not to be boring, then use interesting and creative learning media so that interest in learning will increasingly, the skills in Ri need to be honed and conduct various research experiments in order to have an accurate one. As for the steps so that we are motivated to learn: (1) learn from failures for example, who used to get a score of 7 we must be motivated to be able to get more grades above 7 and (2) It is not easy to despair of people's insinuations or other people's bad words.

Conclusion

Indonesian course is a course that is legal to become an official language that is used and is also applied to schools ranging from elementary to tertiary institutions, Indonesian must be mastered well the teacher and students have many important teaching lecturers in student courses that changed the world of education in the world of reading and writing.

The nature of the perception of economic education students in Indonesian language courses is diverse in assumptions, as students think that Indonesian language courses are boring learning in every process the learning that revolves around just that but the Indonesian language needs its own understanding, which makes Bahasa Indonesia easy to understand and unsaturated in every eye his defense. Motivation, interests and skills that are intertwined. Every interest that exists must have forgiving skills and motivation that exists in oneself to burn the spirit that exists in oneself, in carrying out the activities carried out Both in lectures and non-lectures.

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