

Marbel Application for Multicultural Based Language Learning During the Covid-19 Pandemic

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Abstract

This research is a case study that investigates and compares teachers' perceptions of using the Marbel application for multicultural-based language learning to two experienced elementary school teachers, especially on language skills, namely speaking skills and students' reading skills. Based on the results of the study, it was found that Marbel Budaya Nusantara in multicultural-based language learning could improve students' speaking and reading skills. The Marbel application also prepares teachers, students and parents to meet the demands of online learning. Thus the Marbel Budaya Nusantara application can be used as a multicultural-based language learning medium. This Marbel online educational game is very relevant and useful in improving the quality and quality of education during the pandemic COVID-19.

Keywords: Marbel Nusantara Culture, Speaking Skills, Reading Skills, Multicultural, COVID-19

Introduction

The COVID-19 pandemic has brought changes to aspects of the life of the learning community (Herliandry, et al., 2020) especially in the education system (Daniel, n.d.) the implementation of learning and learning for all elements of education in the world (Khasanah, et al., 2020) especially Indonesia (Asmuni, 2020). Many educational institutions are experiencing a decline in the number of students and even educational institutions are closing (Phelps & Sperry, n.d.). All agencies are slowly starting to adopt online learning (Simmons, 2002). The world of education has reshuffled the face-to-face learning curriculum to online learning or distance learning (Adedoyin, n.d.) which has never been done simultaneously before (Sun, n.d.). Elementary schools are also included in the list of online/distance learning (Dewi, n.d.), like it or not. Teachers are required to be able to innovate using technology (Ahmed et al., n.d.) in finding learning media that can foster student creativity during online learning (Basilaia, Kvavadze, n.d.). Due to the ongoing COVID-19 pandemic, all educational institutions maintain an online learning system (Herliandry, et al., 2020). The development of technology 4.0 allows teachers and students to conduct distance learning in different places (Verawardina, et al., 2020). The potential generated from online learning includes ease of access, learning becomes more meaningful, and increased learning outcomes (Setyosari, 2007). 2020) in finding learning media that can foster student creativity during online learning (Bao, 2020). Due to the ongoing COVID-19 pandemic, all educational institutions maintain an online learning system (Herliandry, et al., 2020). The development of technology 4.0 allows teachers and students to conduct distance learning in different places (Verawardina, et al., 2020).

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Online learning is a learning activity that utilizes the internet network (Waryanto, 2006) by utilizing several platforms such as applications, e-learning (Pakpahan & Fitriani, 2020), system management, websites, and other social networks (Gunawan & Fathoroni, 2020). The role of parents in the family environment and the role of teachers in schools must be able to familiarize students with using the internet in a positive way. The assistance of parents and teachers on the use of the internet by adolescents or students has a significant influence on deviations in internet use (Kominfo, 2014).

In order to avoid boredom and get positive learning during the pandemic, one of the learning solutions offered is to use an online game application (Henry, 2020) that contains learning content in it. Some applications provide learning in the form of video, audio, images (Setyosari, 2007), text communication, software (Basilaia & Kvavadze, n.d.). One application that contains video, audio, images and text is the Marbel application. Marbel application is an educational application that can foster creativity and improve students' language skills. One of the marble applications is Marbel Budaya Nusantara.

This Marbel Budaya Nusantara application can be downloaded directly via an Android cellphone making it easier for parents and students to learn online, parents are able to directly supervise the use of the device (Fahriantini, 2016). The Marbel Budaya Nusantara application is an online game by presenting various characteristics of local culture (Awaliya, et al., 2018) that are found throughout the archipelago. Indonesia is a multicultural country that has various tribes, cultures and customs which are national identities that can be traced from the culture/tradition belonging to a particular ethnic group. Each region has its own regional culture which is reflected in various fields of social life throughout the archipelago. In the Archipelago Culture Marbel Application presents;

- a) Learn about traditional houses
- b) Learn to know traditional clothes
- c) Learn to know local dances
- d) Learn to recognize regional musical instruments
- e) Learn to know the traditional weapons of the region

A diverse nation's culture should be maintained (Awaliya, et al., 2018) and introduced to children as early as possible. Thus, it is hoped that they will be more appreciative of the nation's culture so that they are able to preserve that culture in their daily lives. Therefore, it is necessary to explore culture which is able to hone students' motor skills and interest in cultural diversity in the archipelago. With Marbel, children can learn many things in a fun way. Learning materials are available that will help children learn to recognize things such as letters, numbers, fruit, vegetables, animals, transportation tools, colors, and many others. Learning while playing has the potential to be more fun, active, and can develop students' visual and verbal components (Dewi, n.d.). The most interesting thing about Marbel is: A fun educational game. There are various games that will test their skills. The game consists of: precise, fast, dexterity, memory, ingenuity, brain teasers and many others. Marbel is equipped with interesting pictures and animations, original music, and narration guides that are useful for children who are not yet fluent in reading.

The Marbel Budaya Nusantara application is very appropriate for students in Indonesia, this is because Indonesia is a multicultural country. Multiculturalism indicates that cultural, ethnic pluralism is needed for a just and democratic education (Brown & Livstrom, 2020). This will help them to recognize the existing cultures. How to introduce so many Indonesian culture to children in a fun way. In the era of globalization and technology requires the government to produce educational policies oriented towards students who come from multicultural families (Lee et al., n.d.) Marbel Budaya Nusantara is an educational educational game that can increase student activity in learning and learning online (Nurhayati, 2020) which helps children learn Indonesian culture, learn to preserve the values of local wisdom (Suparmo, et al., 2018). The material that is summarized in it includes the Marbel Budaya Nusantara application which is very appropriate to practice multicultural-based language skills. With the existence of multicultural-based learning which is a conceptualist of cultural integration from students with different cultural backgrounds (Jackson, n.d.).

Marbel Budaya Nusantara can practice speaking and reading skills. Learning carried out using online game media will be more interesting and have a variety of learning variations so as to foster critical thinking in their golden age (Setyosari, 2007). This is because students are taught to get to know Indonesian culture, students are invited to think critically, be able to mention the various cultures of the archipelago and read texts related to naming the culture of the archipelago.

Methods

This research is a case study about the beliefs of two experienced elementary school teachers and the practice of online learning at home using the Marbel Budaya Nusantara Application as a learning medium by answering the following statements: What is the teacher's perception of the Marbel Budaya application for multicultural-based Indonesian language learning?

This study adopts a qualitative case study approach to investigate the relationship between beliefs and practices of online learning at home related to students' language skills. Data collection was carried out for two months. Data sources include one scheduled pre-study interview with two teachers each, two non-participatory observations of the teacher's class with pre-lesson and post-lesson interviews, of the two teachers Vina and Vino (not real names) both teachers are teachers Experienced in teaching for more than 10 years.

The collection and analysis of data involves a cyclical process, and the analysis of the data that has been collected helps in the successive stages of data collection. Findings from all varied sources were validated through the triangulation process Miles & Huberman, (Sugiyono, 2017). For example, data from individual teacher interviews, class observations and analysis of student composition scripts were matched for convergence and divergence between beliefs and practices. A further survey of the interview data focused on finding salient themes and patterns using inductive analysis procedures.

Result and Discussion

Online learning that is done at home must be fun and easy for students to learn. able to improve students' creativity and language skills, especially for elementary school students. A teacher must be able to choose an online game application that is connected to the internet (Candra, 2012) from the many learning applications offered in various online media. Teachers and parents must continue to monitor the use of cellphones so that children do not carelessly download online games that can make children addicted so that children are lazy to learn (Nisrinafatin, 2020). The following table is a form of teacher confidence in the Nusantara Culture Marbel Application being able to improve language skills.

Table 1: teacher's perception of the Marbel Budaya Nusantara application for multicultural-based Indonesian language learning

No	Teachers' stated beliefs	Vina	Vino
1	Language skills are important and must be taught	o	o
2	Students need to master language skills, especially speaking skills and reading skills	o	o
3	Language skills teach how to speak and read correctly	o	o
4	The Marbel Budaya Nuantara application is useful for multicultural-based Indonesian language learning	o	o
5	The Marbel Budaya Nusantara application provides content related to the culture of the Indonesian nation	o	o
6	Marbel Budaya Nusantara application as a medium for learning speaking skills and reading skills	o	o
7	The Marbel Budaya Nusantara application provides interesting and easy-to-learn content for parents and students	o	o
8	The Marbel Budaya Nusantara application is a fun learning medium for students	o	o
9	The Marbel Budaya Nusantara application as a substitute for teachers in online learning through the intermediary of parents at home	o	o
10	Teachers no longer need to doubt students' language skills	x	*
11	The Marbel Budaya Nusantara application is suitable for use as a language learning medium for elementary school students	o	x

Key: o = Strongly Agree, x = Agree, * = Disagree

Based on the information in table 1 above, it can be explained that the two teachers have full confidence in the Marbel Budaya Nusantara Application as a multicultural-based Indonesian language learning medium. The two teachers also believed that the Marbel Budaya Nusantara application was able to improve students' language skills. Student learning achievement will be seen from the attitudes and impressions obtained from the learning outcomes (Djamarah, 2012). Language skills are general basic skills that must be mastered by students at the beginning of the implementation of learning in elementary schools so that students are motivated to study at home. The definition of learning motivation as a driver that changes the energy in a person into the form of real activities to achieve certain goals (Atmojo, 2019). Both teachers believe that in teaching speaking skills and reading skills to students, they must be able to connect with the environment around the students' residences. The ability to speak and read will foster students' critical thinking so that it is beneficial for the community, family, and work environment in the future (Rozak & Mulyati, 2018). Multicultural-based Indonesian language learning provides contents of cultural diversity in Indonesia. The Marbel Budaya Nusantara application is an educational application in which there is content of cultural diversity throughout the archipelago, so that during the learning process students are also introduced to the various cultures of the archipelago.

The Marbel Budaya Nusantara application can be downloaded easily by parents and students, so it does not require special guidance in learning to use the application. Parents can guide the use of the application and children can easily understand and start doing multicultural-based Indonesian language learning to improve speaking and reading skills. The display that is presented is also attractive, colorful

and there are many menus to choose from for language learning, whether about traditional houses, musical instruments, and so on, can be seen in the image below.



Marbel Budaya Nusantara



Figure 1. Display of Archipelago Culture Marbel Application

Thus indirectly the Marbel Budaya Nusantara application can be a substitute role for teachers in learning language skills through parental guidance. Parental guidance is still needed to monitor student learning progress and then report to the teacher. Learning becomes more fun even though it is done online at home, students are motivated and already have the knowledge to learn to speak and read correctly. Although both teachers said that students may not need to be able to explain the meaning of speaking and reading skills explicitly, they agreed with the application that students were considered to be able to speak and read very well.

Vina's teacher said that she would not hesitate to immediately teach again if there were students who were not fluent in speaking and reading, Vina assumed that learning done at home through the Indonesian cultural marbel application should still be under the supervision of the teacher, conducting several tests on the development of student learning. Furthermore, he also explained that this application is not the only application for teaching language skills, but this application is very effective in using language skills, especially speaking skills and reading skills. For vino teachers speaking skills and children's reading skills still have to be tested and tested again to what extent the application influences students' speaking and reading skills.

Conclusion

The teacher's view of the application of Indonesian cultural marble for multicultural-based Indonesian language learning provides many benefits for teachers, students and parents. Teachers feel very helpful with the application of Indonesian cultural marble as a medium for learning language skills, especially students' speaking and reading skills. Because in the Marbel application, the Indonesian culture presents a lot of content that students can learn. The content offered is in the form of learning videos complete with pictures, sounds, and assessments. Students become motivated to learn and use the application as an online learning medium that is carried out at home. The archipelago cultural marbel application makes it easy for parents to accompany their children to study at home

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