

FRENCH LEARNING IN ISLAMIC ELEMENTARY SCHOOL AR-RAUDHAH DURING THE COVID-19 PANDEMIC

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ABSTRACT

The Covid-19 pandemic that is spreading almost all over the world has disrupted the learning process in schools. Learning should be done online without direct physical contact to avoid the transmission and spread of Corona virus. Online learning is conducted in all subjects, including French language learning at SDIT Ar-Raudhah. This study aims to describe french language learning at SDIT Ar-Raudhah during the Covid-19 pandemic. How does learning take place? Are there any differences in objectives, books, media, and methods used before and during the Covid-19 pandemic?. Answering the above questions is used by the learning component according to Gulö (2002) as a reference in this study. The learning component is the purpose of teaching, teachers, students, subject matter, teaching methods, and teaching media. This research is qualitative descriptive research. The instruments in this study are observations, interviews, documentation studies, and impressions of messages from students about French language learning before and during the Covid-19 pandemic. The informant in this study was a French teacher at SDIT Ar-Raudhah, plus another informant, the principal of SDIT Ar-Raudhah. The results of this study show that the purpose of learning in French language learning before and during the pandemic is not much different, only in terms of achievements that must be adjusted to the reduced teaching time. Teachers must have more skills to be able to prepare for learning well, such as being able to make presentations with Power Point or making learning videos with the aim of making the child fully understand the explanations given. Students must learn to use a laptop or smartphone that makes the learning process less maximal because the radiation felt makes children quickly tired and bored, in addition to learning during the pandemic makes children need to be more focused during learning so as not to be left behind material. Teaching materials delivered by teachers in accordance with the syllabus that has been made before, so there is no difference before or during the pandemic. The method used in learning is still a communicative method in which children are asked to be more active in using French to communicate, but it is disrupted by unstable network conditions that make children sometimes have to go in and out, so they cannot follow the learning properly. The media used in presentation learning uses Power Point to explain teaching materials as well as to use video defense. This research can be used as an example for French teachers who want to learn French for children during the Covid-19 pandemic. This analysis still needs to be maximized in order to get results that fit the concept of learning that should be.

Keywords: French Learning, French Learning for Children, French Learning in Elementary School

INTRODUCTION

Pandemic COVID-19 began to strike Indonesia since March 2020 until now

February 2021 there have been more than one million three hundred thousand more confirmed positive cases. (Task Force to

Accelerate Handling of COVID-19 Indonesia).

The COVID-19 outbreak has caused many problems that occur in all aspects of life, not only health, but also in the educational aspect. Considering that during the pandemic, time, location and distance are big problems today (Kusuma & Hamidah, 2020), so that the ongoing learning process must be adjusted to the current conditions, namely by the process of distance learning or online. The tsunami of online learning has occurred almost all over the world during the COVID-19 pandemic (Goldschmidt & Msn, 2020).

Online learning can effectively be one of the solutions to implement learning even if educators and students are in different places (Verawardina et al., 2020). Online learning in addition to minimizing the process of transmission of the COVID-19 outbreak can also help students to still be able to get knowledge even without face-to-face and direct interaction.

Online learning can take advantage of platforms in the form of applications, websites, social networks and learning management systems (Gunawan et al., 2020). The platform chosen to conduct the online learning process must also be agreed by all parties, both the school and the parents of students in order for the learning process to take place properly.

The Government of Indonesia made a regulation known as SKB Empat Menteri which is a Guide to The Implementation of Learning in the 2020/2021 School Year and Academic Year 2020/2021 during the COVID-19 Pandemic. Online learning or online hammering is one of the topics of discussion for educational institutions located within the Orange Zone and also the Red Zone.

Based on government regulations on online or online learning, so the learning conducted at SDIT Ar-Raudhah must be done online or online, referred to as French language learning.

French language learning at SDIT Ar-Raudhah has been taking place since 2014. French language learning in accordance with the policy of the Ministry of Education no. 0487/4/1992, Chapter VIII, states that elementary schools can add subjects to the curriculum, provided that the lessons do not conflict with national educational objectives. Then, this policy was followed by the Decree of the Minister of Education and Culture No. 060/U/1993 dated February 25, 1993 concerning the possibility of English language programs as local content subjects of elementary school, and can be started in grade IV elementary school.

Learning French is not the same as learning English or Arabic which is familiar to Indonesian children. French is especially important for children to become a foreign language that still needs more time so that children can learn it properly and correctly, so that teachers must also really find suitable materials and methods so that children do not have difficulty in understanding it, especially in times of online learning as it is today. Children will learn when the lessons they learn are appropriate to their needs, desires or are a goal they want to do (Vanthier, 2009).

Based on this description, research was conducted with the aim to see the process of learning French at SDIT Ar-Raudhah during the COVID-19 outbreak. The french learning process during the COVID-19 outbreak is seen from the learning components according to Gulö (2002). The learning component is the purpose of teaching, teachers, students, subject matter, teaching methods, and teaching media.

RESEARCH METHOD

This study uses qualitative descriptive methods. Qualitative descriptive research is research with collected data taking the form of words or images rather than numbers (Emzir, 2010). Written research results contain excerpts from the data to illustrate and provide proof of presentation. The data

includes interview transcripts, field records, photography, videotapes, personal documents, memos, and other official recordings. The research was conducted by interviewing French teachers as well as the principal of SDIT Ar-Raudhah on French language learning during the COVID-19 pandemic.

FINDING(S) AND DISCUSSION

Pandemic COVID-19 makes learning must take place without face-to-face or so-called online learning. Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software (Basilaia & Kvavadze, 2020). Online learning should also be supported by a good internet connection.

Online learning is certainly different from learning done directly. It certainly makes the components of learning both in terms of learning objectives, media, methods, time, even to students and teachers who have to make adjustments to the conditions of online learning.

There are six learning components according to Gulö (2002) that allow for adjustments between face-to-face learning and online learning, namely learning objectives, teachers, learners, teaching materials, learning methods, and learning media..

Interviews with French teachers and principals of SDIT Ar-Raudhah showed a difference between the face-to-face learning component and online learning.

LEARNING PURPOSE

The purpose of Learning French at SDIT Ar-Raudhah is still in accordance with the French language learning syllabus used during the period before the COVID-19 pandemic. Adjustment of learning objectives during the pandemic is made to the teaching objectives at each meeting. This is because the condition of students who have to learn French with the teaching time trimmed to be

shorter, which is only twenty-five minutes every hour of the lesson that was previously thirty-five minutes. French language learning is conducted for two hours of lessons each week in each class, followed by the condition of students who require learning through online media by staring at a computer screen, so that there are adjustments to each teaching purpose at each meeting. *"En classe de langue, le projet commun d'appropriation entre la partie guidante et la partie guidée, est appelé contrat didactique"*, (Cuq and Gruca, 2002). The purpose of teaching in a language class is a joint project between educators and learners so that in determining a teaching objective in a learning, referred to as French language learning, students are also a consideration of the direction of the teaching objectives, so that the teaching objectives are determined according to the conditions, wants and needs of the students.

TEACHERS

SDIT Ar-Raudhah has three French teachers: Madame Tita, Madame Ros, and Madame Maryam. Narcy (1990) in Cuq and Gruca (2002) explains that, *"le role de l'enseignant est triple, il doit être ; organisateur et gestionnaire de formations, conseiller des apprenants et interlocuteur des apprenants"*. Teachers have three roles, namely as the organizer of learning, the organizer of the implementation of learning, as well as a companion of students. French learning during the pandemic went very well. French teachers use the Google Meet, Zoom, or Webex platforms to interact directly with students and use power points as tools to explain learning materials. Teachers also use Whatsap Group to share learning video links created through the Powtoon app. The obstacle is when there are children who do not understand the material given or missed because of unstable networks. Parents sometimes communicate their child's incomprehiance at inappropriate times, such as night or even midnight. This

forces teachers to be ready anytime and anywhere.

STUDENTS

Students at SDIT Ar-Raudhah are children between the ages of six and twelve. Linguistic aspects are also one of the aspects that are developing in the condition of children who are less than twelve years old (Vanthier, 2009). Learning French during a pandemic requires children to learn from home using various platforms, such as Google Meet, Zoom, or Webex and Whatsapp Group. The obstacle faced is the condition of the child's eyes that often look exhausted due to prolonged contact with the computer that makes the child's eyes quickly lalah and eventually lose the spirit to learn. Children are already able to operate very well the platform used, but unstable network conditions make children sometimes pass through explanations from teachers and if there is information that is unclear or not understood after the learning, children have to wait for their parents to be able to ask for an explanation from the teacher through Whatsapp Group. The above conditions that make the knowledge obtained cannot be absorbed properly by the child.

LEARNING MATERIAL

Teaching materials in French language learning during the COVID-19 pandemic are not much different from materials before the pandemic and in accordance with the syllabus as a reference for learning, which is material that suits the needs and conditions of children. Children will learn when the lessons they learn are appropriate to their needs, desires or are a goal they want to do (Vanthier, 2009).

LEARNING METHOD

Learning methods are ways that teachers take to create fun and supportive teaching situations for the smooth learning process and achievement of satisfactory children's learning achievements

(Puspitasari, 2012). Learning French at SDIT Ar-Raudhah uses a communicative approach in the learning process. The communicative approach further directs French learners to be able to use their skills in communicating, by applying a communicative approach children will be guided to continue to use French in communicating during learning so as to train children's ability to dare to speak using french that they have mastered (Bérard, 1991). The learning method at SDIT Ar-Raudhah centers on how children can use the French that has been learned in the classroom, either in the form of singing or simple conversation. The learning process during the COVID-19 pandemic, teachers prepare Power points so that children can see presentations from materials that will be presented through Google Meet, Zoom or Webex. The teacher also prepared an animated video containing a simple conversation according to the teaching materials created through the Powtoon app and the video link provided via Whatsapp Group. The problems that occur are sometimes caused by unstable internet networks. Children have to go in and out of meetings during learning that leaves them behind materials and explanations from teachers.

LEARNING MEDIA

Getting to know the teaching media and understanding the ways of use will greatly help the teachers' task in improving the effectiveness of the learning process (Sagala, 2013). The learning medium used in online French language defense at SDIT Ar-Raudhah is a presentation using PowerPoint that contains teaching materials to be explained to students through zoom, webex, or Google Meet platforms. In addition, teachers also use an app called Powtoon to create animated videos that contain simple dialogues or conversations according to the material being taught.

CONCLUSION(S)

Based on the results of french language learning research SDIT Ar-Raudhah during the COVID-19 pandemic, it can be concluded as follows:

1. SDIT Ar-Raudhah's French language learning went well during the COVID-19 pandemic.
2. The learning objectives before and after the pandemic can be said to be the same, but there are adjustments in each teaching objective due to reduced learning time and different learning methods.
3. Teachers should be extra in preparing for learning, either through Power Point presentations, or learning videos. Teachers must also be ready to communicate whenever and wherever there are students who do not understand the learning and communication done not in the right conditions and times.
4. Students learn online from home either directly through Google Meet, Zoom or Webex platforms and also through learning videos provided by teachers through links within Whatsapp Group.
5. The method used by teachers in the learning process is still the same, namely with a communicative approach. A more child-centered approach to being able to use or use the language he has learned in daily life.
6. The learning media used is in the form of presentation of materials using Power Point or by making learning videos through the Pawtoon application that are made in accordance with the learning materials already in the syllabus.

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