



PEMANFATAN TIK UNTUK PENGAJARAN BAHASA

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**Prodi S3 IPB Program Pascasarjana UNY
2019**

Outline



- Pemanfaatan TI dalam Pendidikan
- Fenomena Kemajuan TI
- Trend TI untuk Pembelajaran
- Pembelajaran di Era 4.0
- Pemanfaatan TI Dalam Pembelajaran
- TI dalam Language Teaching
- E-learning dan Blended Learning



Tujuan Pembangunan Berkelanjutan (Versi PBB)



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



Peningkatan Kualitas Pendidikan (SDG 4 PBB):

Melalui Pemanfaatan TI



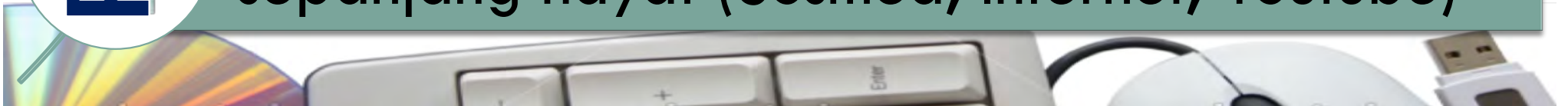
Pemanfaatan TI

Access: TI untuk memperluas akses pendidikan bagi semua orang (e-learning, m-learning)

Quality: TI untuk meningkatkan kualitas pembelajaran (MPI, animasi, simulasi)

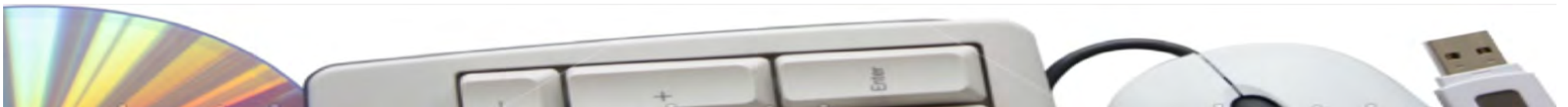
Equity: TI untuk memberi kesempatan belajar yg sama (VC, PJJ, MOOC)

Lifelong Learning: TI untuk mendorong belajar sepanjang hayat (Sosmed, Internet, Youtube)





Fenomena Kemajuan TI



Digital in Indonesia 2019



**JAN
2019**

INDONESIA

THE ESSENTIAL HEADLINE DATA YOU NEED TO UNDERSTAND MOBILE, INTERNET, AND SOCIAL MEDIA USE



TOTAL
POPULATION



268.2
MILLION

URBANISATION:
56%

MOBILE
SUBSCRIPTIONS



355.5
MILLION

vs. POPULATION:
133%

INTERNET
USERS



150.0
MILLION

PENETRATION:
56%

ACTIVE SOCIAL
MEDIA USERS



150.0
MILLION

PENETRATION:
56%

MOBILE SOCIAL
MEDIA USERS



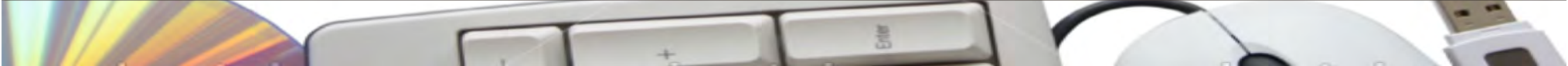
130.0
MILLION

PENETRATION:
48%

we
are
social

we
are
social

SOURCES: POPULATION: UNITED NATIONS; U.S. CENSUS BUREAU. **MOBILE:** GSMA INTELLIGENCE. **INTERNET:** INTERNETWORLDSTATS; ITU; WORLD BANK; CIA WORLD FACTBOOK; EUROSTAT; LOCAL GOVERNMENT BODIES AND REGULATORY AUTHORITIES; MIDEASTMEDIA.ORG; REPORTS IN REPUTABLE MEDIA. **SOCIAL MEDIA:** PLATFORMS' SELF-SERVE ADVERTISING TOOLS; PRESS RELEASES AND INVESTOR EARNINGS ANNOUNCEMENTS; ARAB SOCIAL MEDIA REPORT; TECHRASA; NIKI AGHAEI; ROSE.RU. (ALL LATEST AVAILABLE DATA IN JANUARY 2019).





JAN
2019

FREQUENCY OF INTERNET USE

HOW OFTEN INTERNET USERS ACCESS THE INTERNET FOR PERSONAL REASONS (ANY DEVICE)



EVERY
DAY



79%

AT LEAST ONCE
PER WEEK



14%

AT LEAST ONCE
PER MONTH



6%


LESS THAN ONCE
PER MONTH



1%

23

SOURCE: GOOGLE CONSUMER BAROMETER (COLLECTED JANUARY 2018). **ADVISORY:** GOOGLE HAS NOT UPDATED ITS CONSUMER BAROMETER DATA SINCE OUR 2018 REPORTS, BUT WE BELIEVE THAT THE DATASET STILL OFFERS REPRESENTATIVE INSIGHTS INTO DIGITAL BEHAVIOURS IN THE FEATURED MARKETS.

 **Hootsuite** we are social

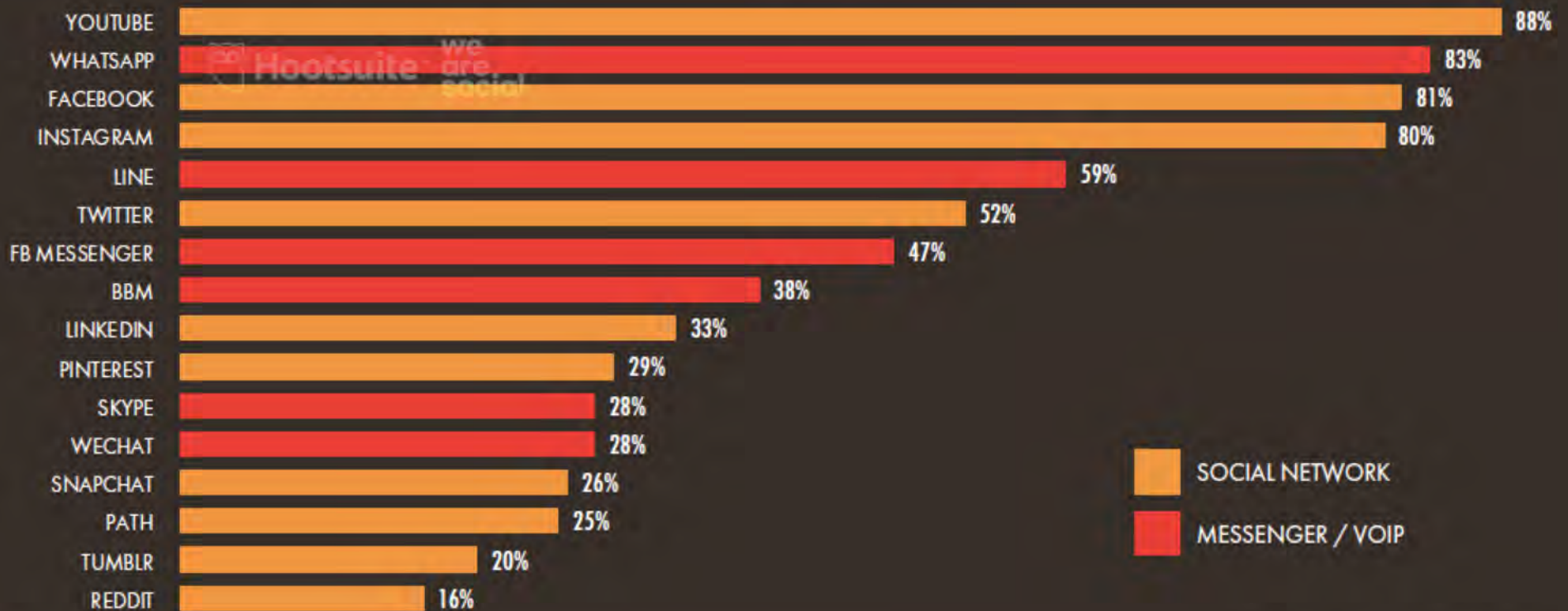




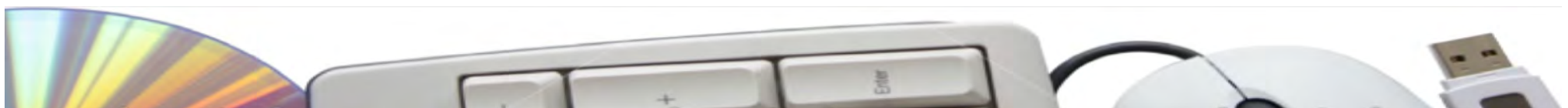
JAN
2019

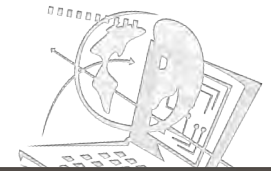
MOST ACTIVE SOCIAL MEDIA PLATFORMS

PERCENTAGE OF INTERNET USERS WHO REPORT USING EACH PLATFORM [SURVEY BASED]



SOCIAL NETWORK
MESSENGER / VOIP





**JAN
2019**

TIME SPENT WITH MEDIA

AVERAGE DAILY TIME SPENT CONSUMING AND INTERACTING WITH MEDIA [SURVEY BASED]



AVERAGE DAILY TIME SPENT USING THE INTERNET VIA ANY DEVICE



we are social

8H 36M

AVERAGE DAILY TIME SPENT USING SOCIAL MEDIA VIA ANY DEVICE



global web index

3H 26M

AVERAGE DAILY TV VIEWING TIME (BROADCAST, STREAMING AND VIDEO ON DEMAND)



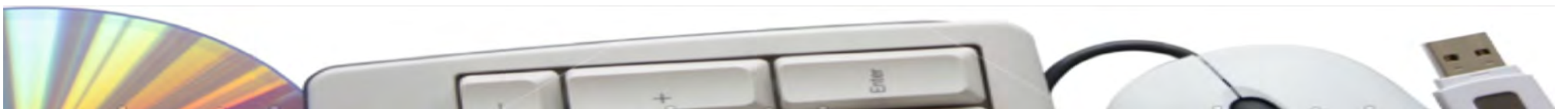
global web index

2H 52M

AVERAGE DAILY TIME SPENT LISTENING TO STREAMING MUSIC



1H 22M



2019 This is What happens in an INTERNET MINUTE

facebook
973,000 Logins



481,000
Tweets
Sent



174,000
Scrolling
Instagram

YouTube
4.3 Million Videos
Viewed



25,000 GIFs sent
via Messenger



2.4 Million
Snaps
Created



38 Million
Messages



18 Million
Text
Messages



375,000
Apps
Downloaded

Google
3.7 Million
Search Queries



187 Million
Emails Sent

amazon echo
67 Voice-Fist
Devices Shipped



1.1 Million
Tinder
Swipes



\$862,823
Spent
Online



266,000
Hours
Watched



936,073
Views



Photo: Lori Cullen



3 hal yg paling ditakuti mhs saat ini



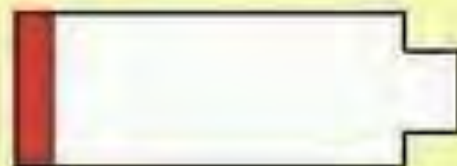
1



2



3



Trend TI Untuk Pembelajaran



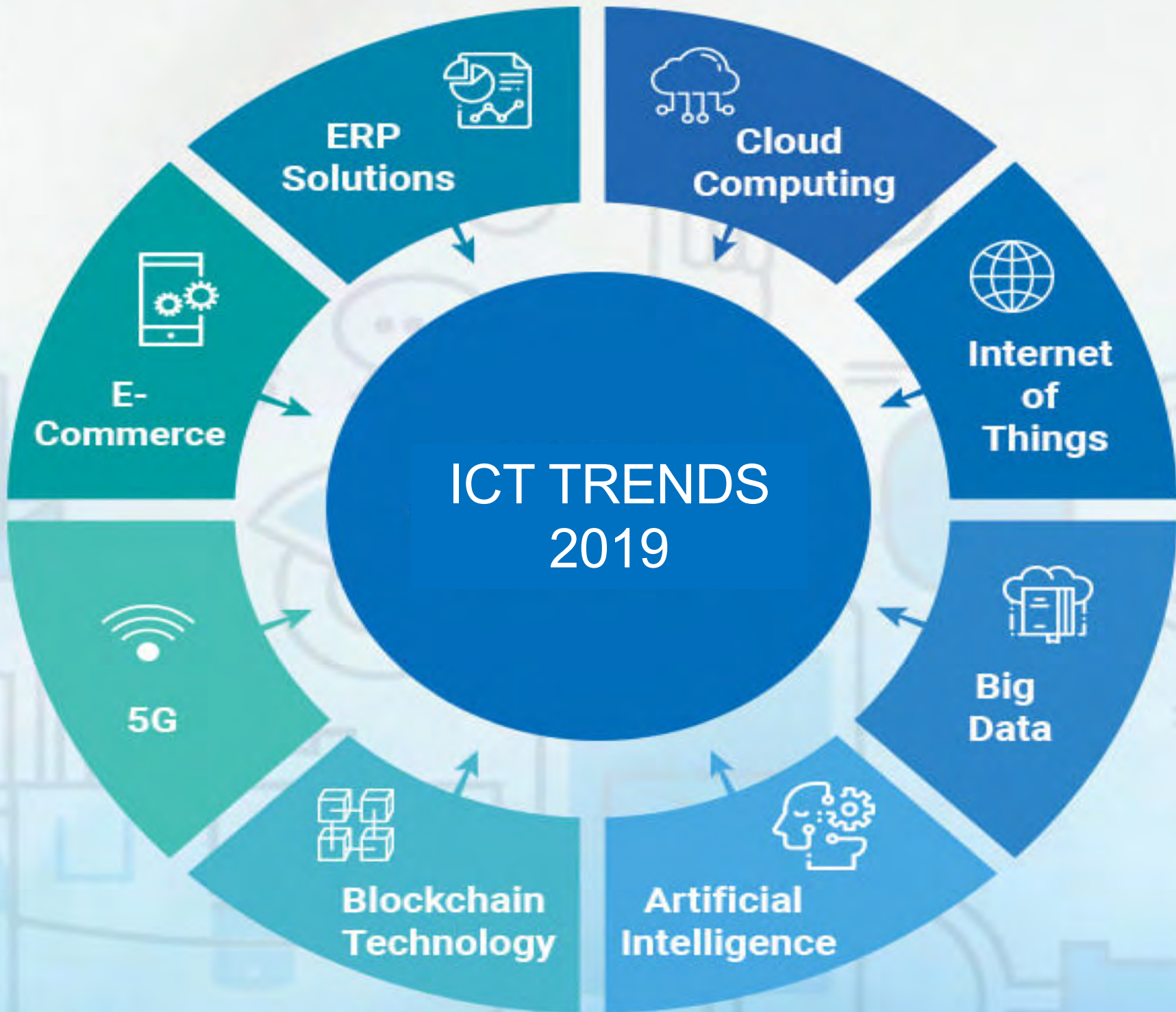
13

IC Prepare!
trends

UNTUK PEMBELAJARAN



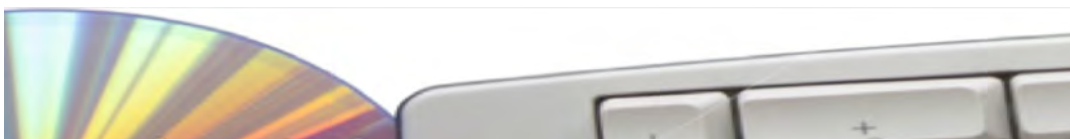
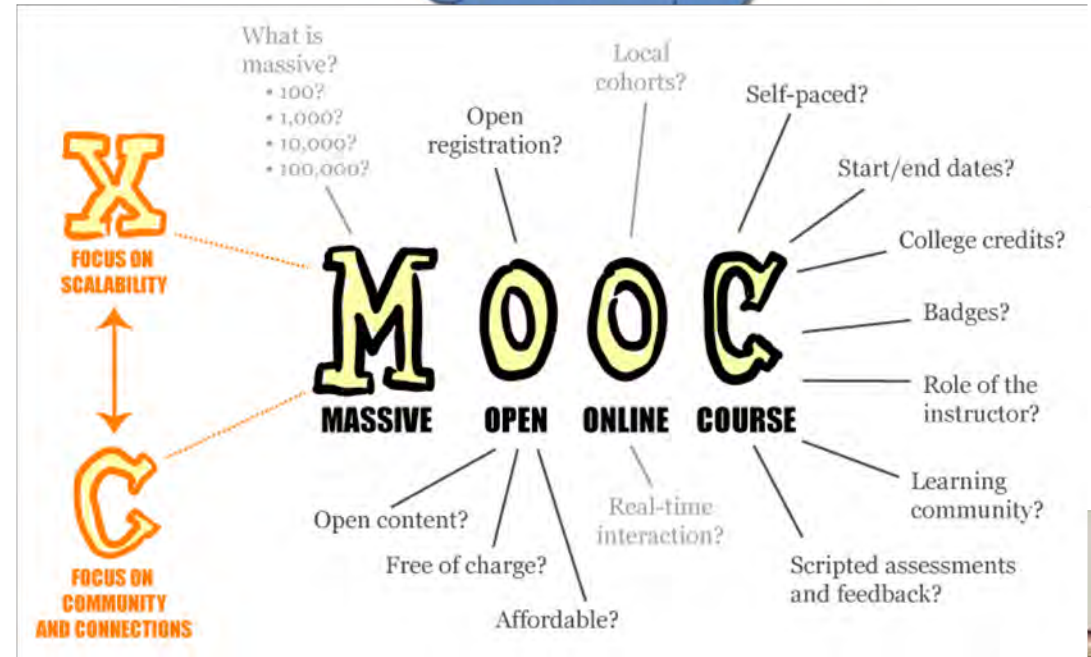
ICT TRENDS 2019



Cloud-based E-Learning



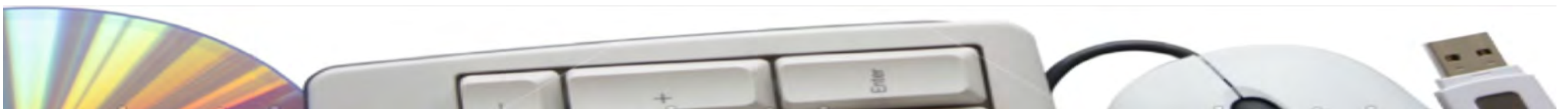
- Cloud Computing: Penggunaan berbagai layanan (platform, penyimpanan, software, server) yang diakses melalui jaringan internet.
- Aplikasi e-learning dan penyimpanan SBD.
- Google classroom, Edmodo, Moodle, MOOC



Personalization



- Pembelajaran Optimal, bila:
 - ▣ Fokus kebutuhan individu: materi, gaya belajar, waktu, alur dan jenis presentasi, kesulitan, dll.
 - ▣ Adaptasi dengan kebutuhan individu.
- Adaptive Learning



m-Learning, u-Learning



- Populasi perangkat bergerak yg terkoneksi internet semakin meningkat.
- Kebutuhan belajar kapan saja dan dimana saja.
- E-book, DLR



Learning Analytics

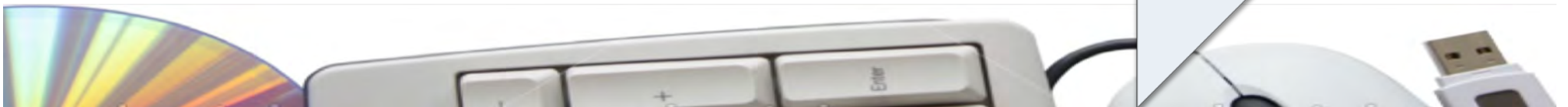


Collecting, measuring, analyzing, and reporting data about learners and their learning contexts.

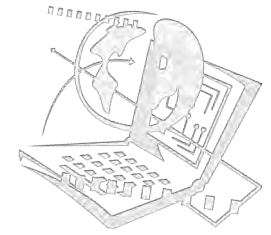
Predict student performance based on data trends and patterns.

Evaluate student performance so that instruction will be tailored to suit their needs.

Customize learning experiences



Augmented Reality



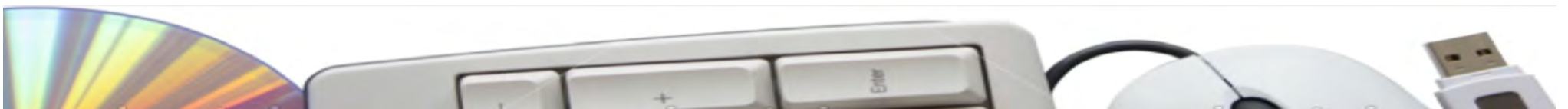
- Teknologi yg menambahkan objek digital ke dalam lingkungan nyata.
- Materi pembelajaran yg rumit, abstrak, kompleks menjadi menarik dan jelas.
- Google Sky Map, GeoGoogle



Gamification



- Penerapan permainan dinamis dalam konteks non-game.
- Meningkatkan:
 - ▣ Motivasi
 - ▣ User engagement
- Dimanfaatkan di e-learning.





Pembelajaran di Era 4.0

Education 4.0



Lectures and memorization

Internet-enabled learning

Knowledge-producing education

Innovative-producing education



1st

2nd

3rd

4th

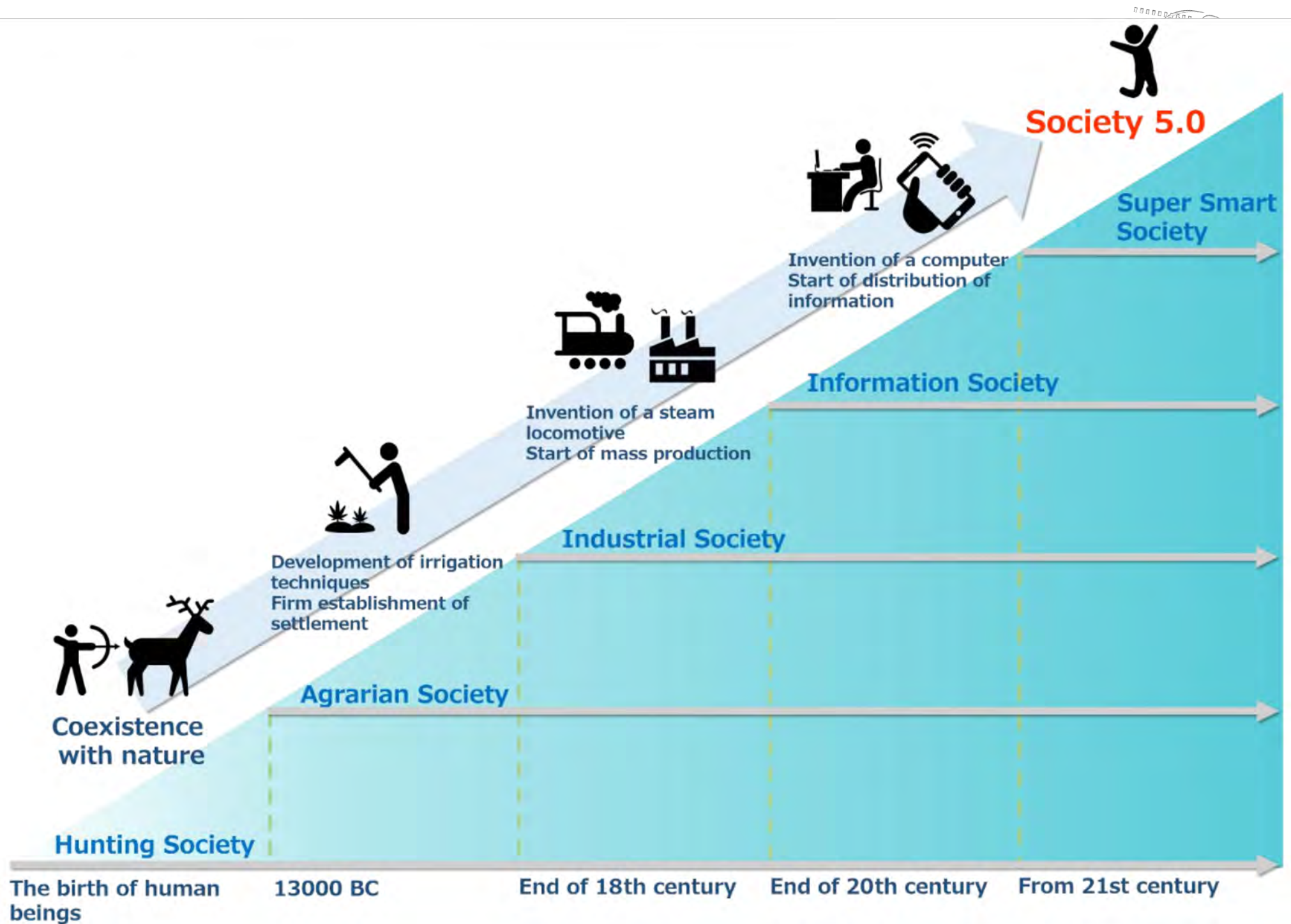
Mechanization, water power, steam power

Mass production, assembly line, electricity

Computer and automation

Cyber Physical Systems





The birth of human beings

13000 BC

End of 18th century

End of 20th century

From 21st century

Coexistence with nature

Development of irrigation techniques
Firm establishment of settlement

Invention of a steam locomotive
Start of mass production

Invention of a computer
Start of distribution of information

Society 5.0

Super Smart Society

Information Society

Industrial Society

Agrarian Society

Hunting Society

What is Education 4.0?



Anywhere Anytime



Personal



Flexible Delivery



Peers and Mentors



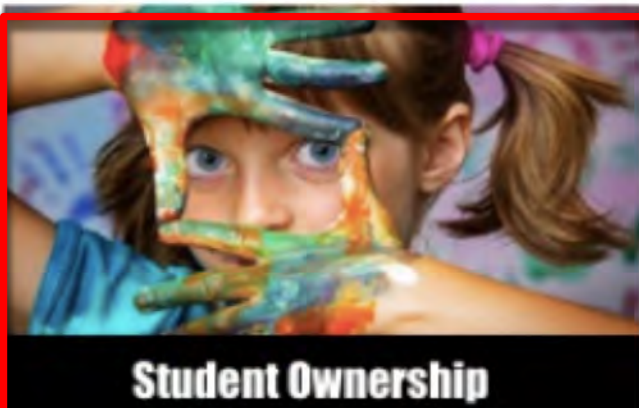
Why/Where not What/How



Practical Application



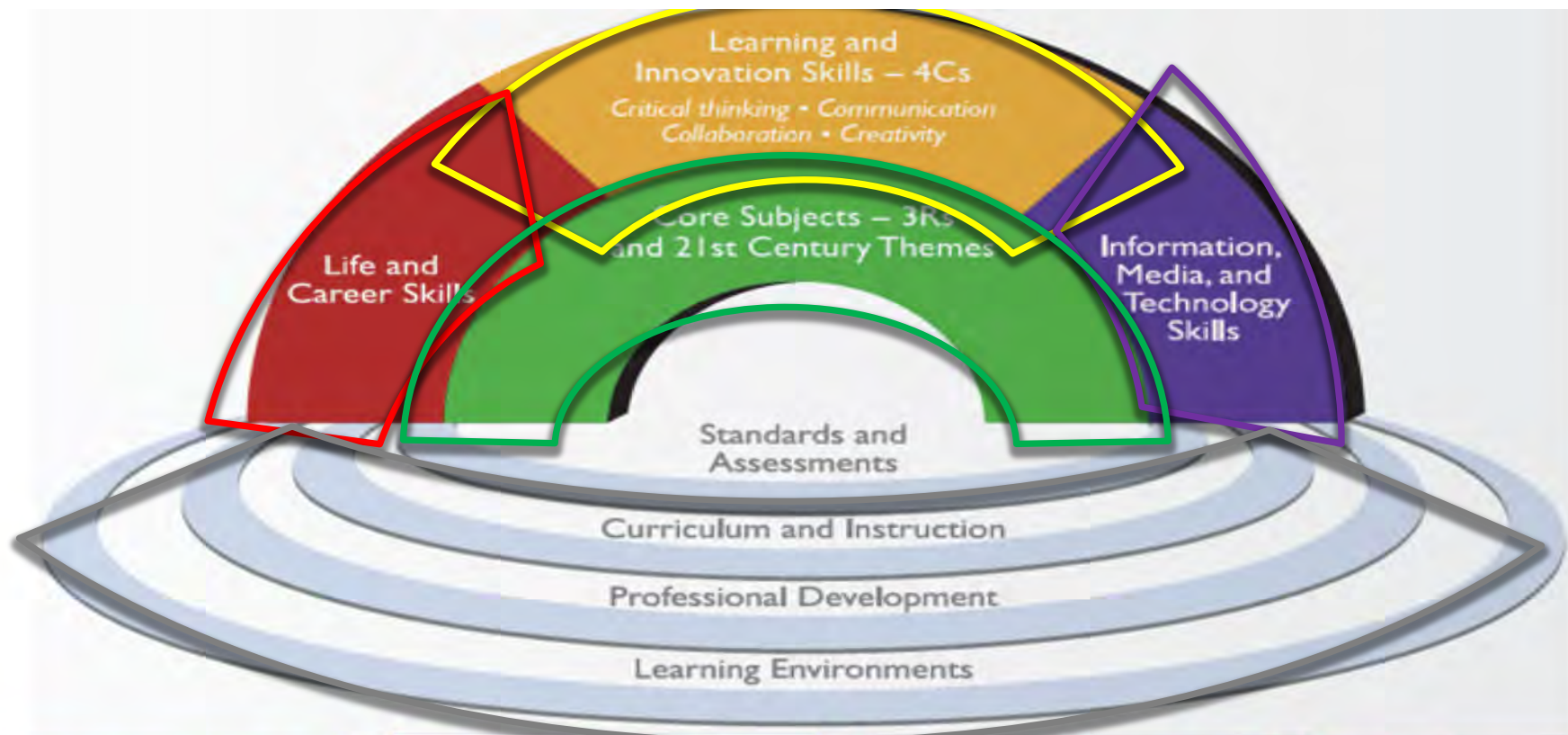
Modular and Projects



Student Ownership



Evaluated not Examined



- Creativity**
- Critical Thinking**
- Collaboration**
- Communication**

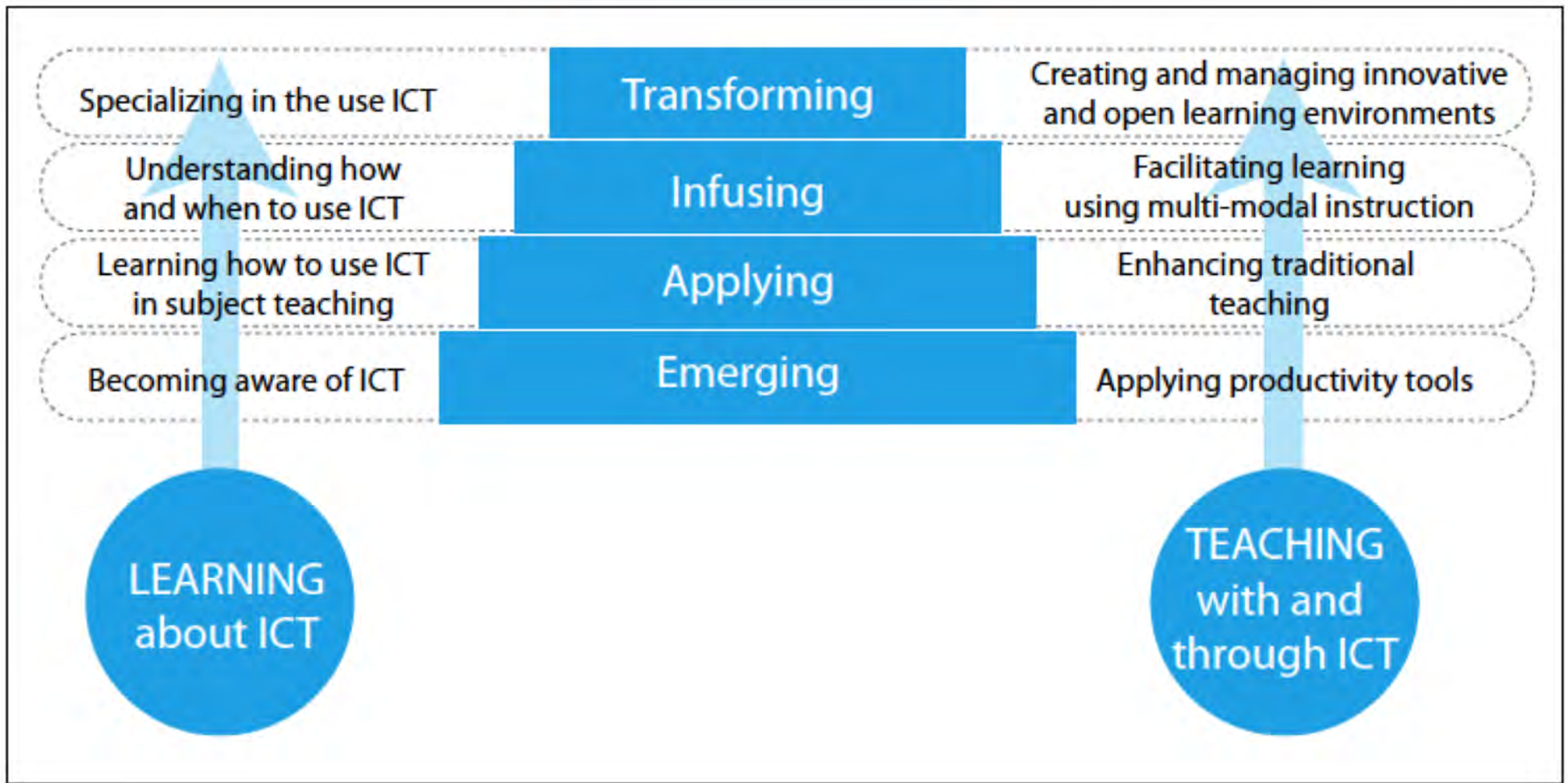
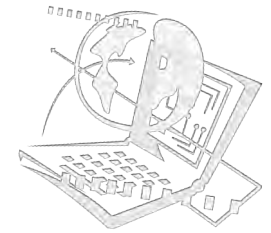
- Media Literacy**
- Information Literacy**
- Information Communication Technology Literacy**

- Productivity & Accountability**
- Leadership & Responsibility**
- Flexibility & Adaptability**
- Social & Cross Cultural Skills**
- Initiative & Self Direction**

- Environmental Literacy**
- Global Awareness**
- Financial Literacy**
- Health Literacy**
- Civic Literacy**

Keterampilan abad 21st dan pendukung

Tahapan Penerapan ICT



Pemanfaatan ICT dlm Pembelajaran



- ICT sebagai *tool*
- Pembelajaran Berbasis ICT
 - ▣ Pembelajaran berbasis komputer (CBL)
 - CD pembelajaran
 - Multimedia pembelajaran
 - ▣ Pembelajaran berbasis web (WBL)
 - E-learning
 - Website (situs pembelajaran, personal, blog, facebook, dll)
 - ▣ Pembelajaran berbasis mobile (m-Learning)
 - Android
 - Epub





TI dalam Language Teaching

Is ICT a must in language teaching?

Computers CAN	Computer CAN'T
<ul style="list-style-type: none">• Judge predetermined right-or-wrong answers, e.g., multiple choice and fill-in-the-blanks	<ul style="list-style-type: none">• Judge unexpected input
<ul style="list-style-type: none">• Provide immediate, yet fixed, feedback, suggestions, and encouragement	<ul style="list-style-type: none">• Provide individualized feedback beyond a predetermined list of messages
<ul style="list-style-type: none">• Provide authentic information through multimedia - texts, images, sounds, videos, and animations	<ul style="list-style-type: none">• Engage learner in rich negotiation of meaning characteristic of face-to-face interaction
<ul style="list-style-type: none">• Motivate task persistence• Record learner's writing, speech, and learning progress	<ul style="list-style-type: none">• Motivate depth and quality of engagement characteristic of human interaction

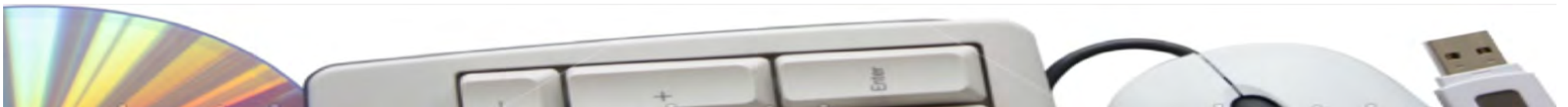
(Adapted from Meskill, 2002)

ICT for Language Learning

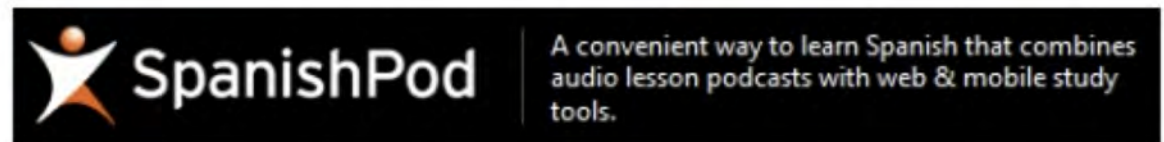
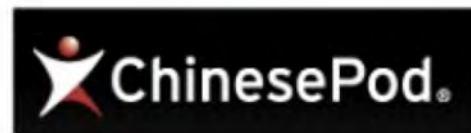


Computer technology can function as

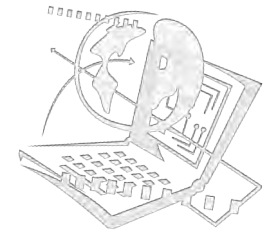
- ❑ a multisensory wonderland (multiple modalities)
- ❑ a reference library (rich, authentic resources)
- ❑ a virtual classroom (more learning opportunities)
- ❑ a meeting place (more communication opportunities)
- ❑ a publishing space (sense of achievement)



ICT dalam Language Learning



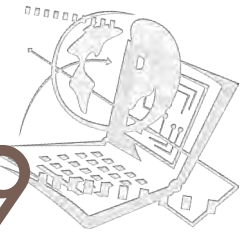
ICT dalam Language Learning



- [Livemocha](#) – World's Largest Language Learning Community
- [italki](#) – Language Learning Community & Marketplace
- [busuu.com](#) – Your Language Learning Community
- [My Language Exchange](#) – Find a native speaking partner!
- [Dave's ESL Café](#) – The Internet's Meeting place for ESL & EFL
- [LingQ](#) – Study online 24/7 and meet people from around the world!
- [hello-hello](#) – Interactive online language course with a community

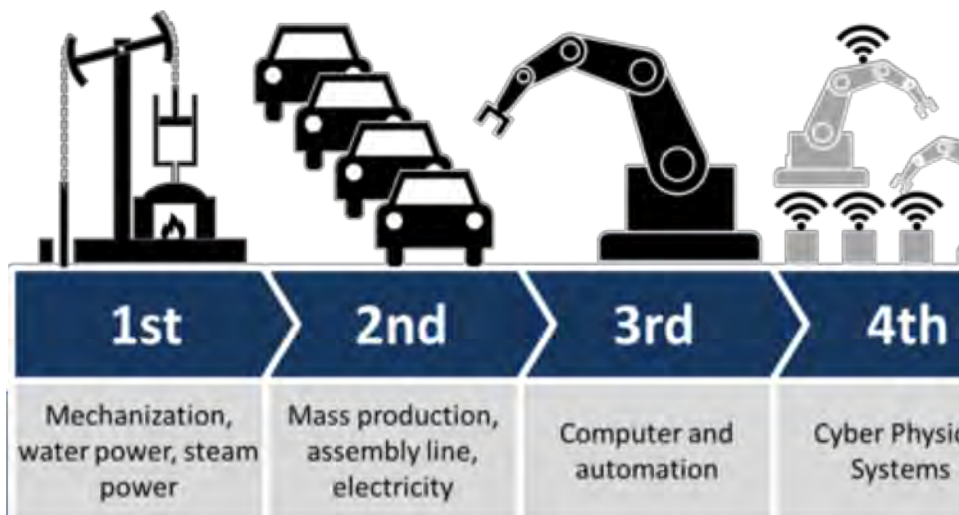


Rekomendasi Rakernas Kemenristekdikti 2018 dan 2019



- Perguruan Tinggi agar mulai/segera menyiapkan **Pembelajaran Daring (e-Learning dan Blended Learning)**

DISRUPTING HIGHER EDU



Konsep e-Learning



- e-Learning memungkinkan belajar ANYWHERE, ANYTIME, ANYONE
- Menggunakan TI



Komponen e-Learning



e-Learning

1

Sarpras: Aplikasi/sistem, Infrastruktur (bw, wifi, server), Fasilitas TI

2

SDM: Dosen/guru, Mhs/siswa, Tutor/asisten, Ahli (materi, instruksional), Teknisi

3

Konten: Materi Pembelajaran, Aktivitas/interaksi, Strategi dan evaluasi

4

Support: Penjaminan Mutu dan Tata Kelola



Konten E-learning



□ Learning Resources (Sumber Belajar)

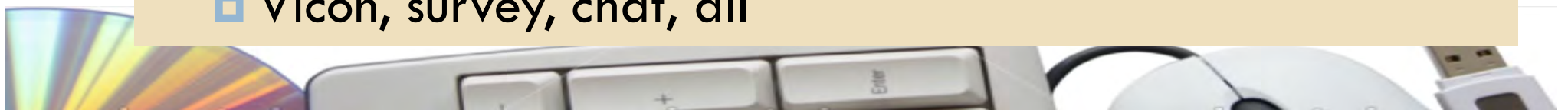


- Materi/bahan ajar berbentuk multimedia (teks, images, animasi, video) (Slide presentasi, LKS, modul, dll)
- Bahan pendukung (Kurikulum, Silabus, RPP, dll)
- Link untuk pengayaan

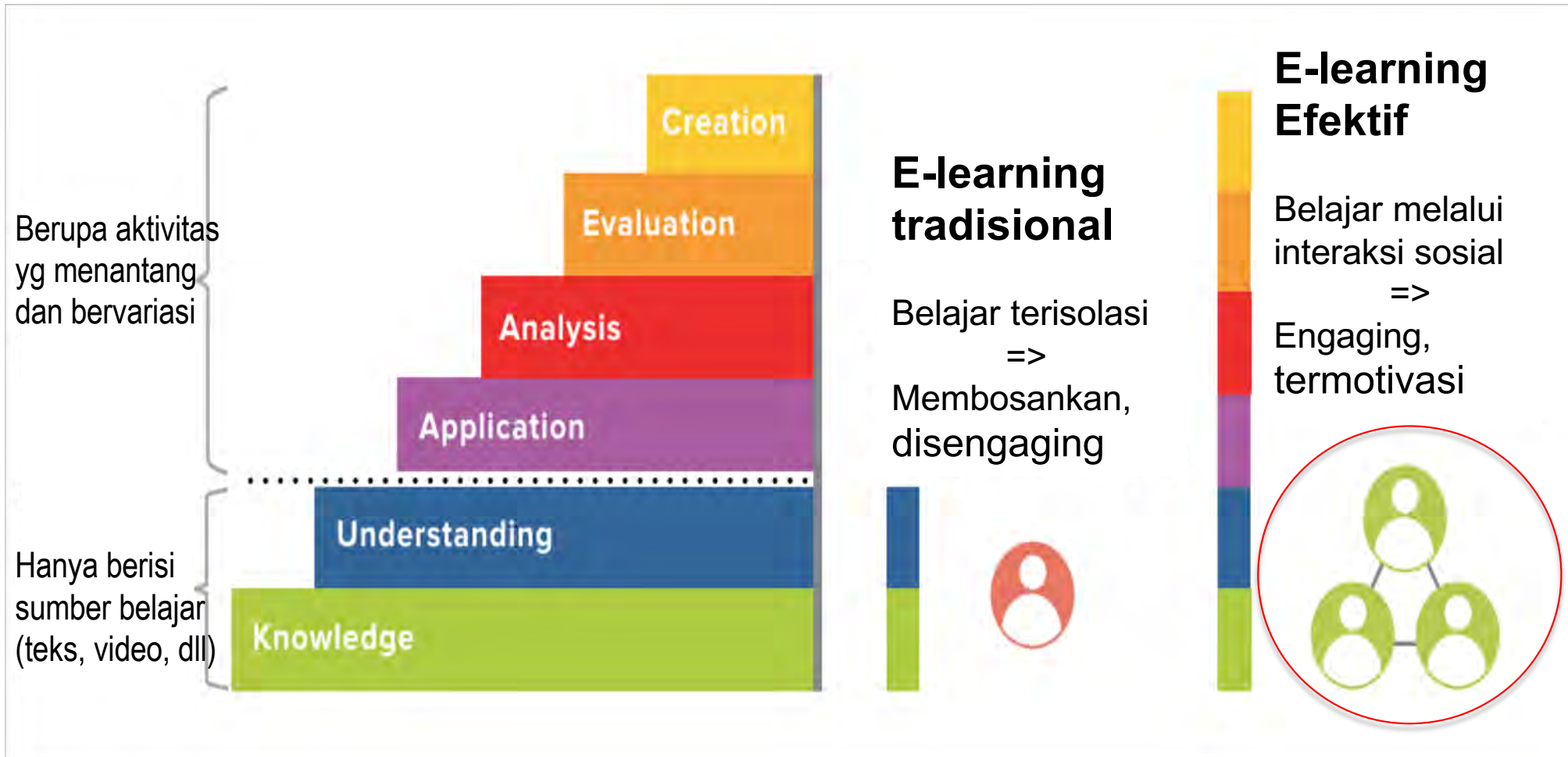
□ Aktivitas/Interaksi



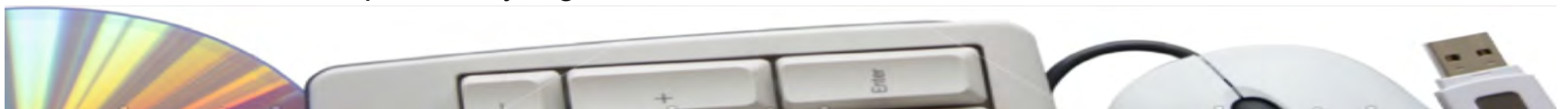
- Forum (diskusi, pengenalan, refleksi, informasi)
- Tugas (tugas essay, tugas online, tugas offline)
- Quiz (PG, BS, isian, mencocokkan)
- Vicon, survey, chat, dll



E-learning yang Efektif



Sumber: <http://iversity.org/>

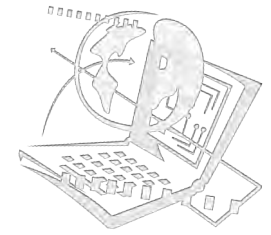


Blended Learning

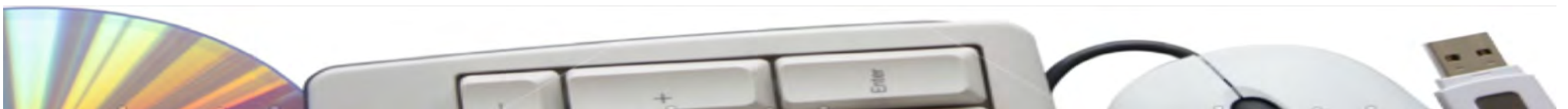
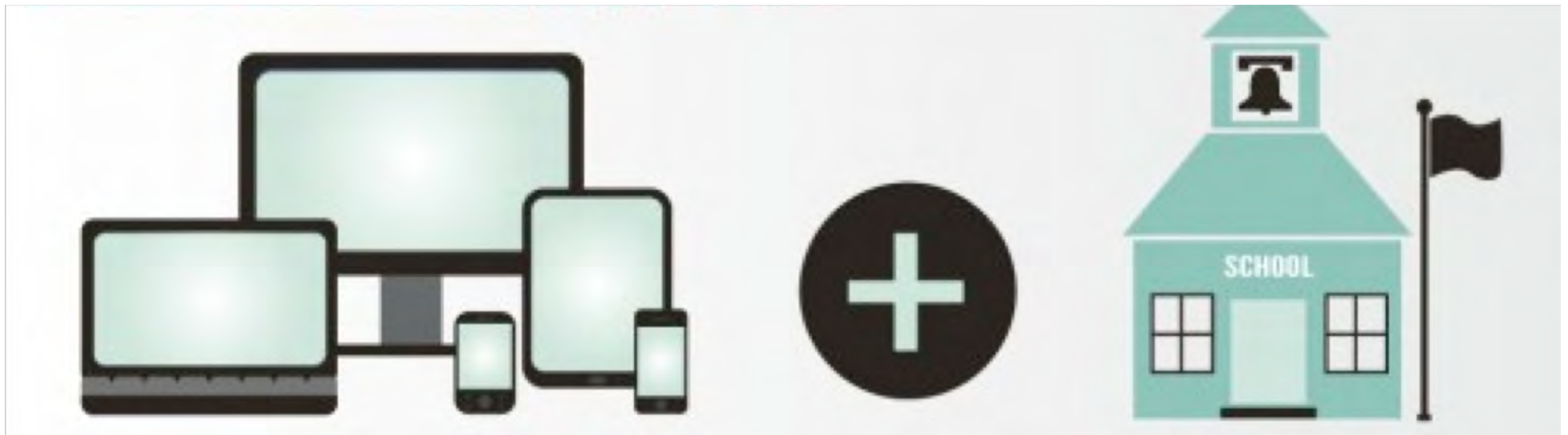
combining the best teaching methods



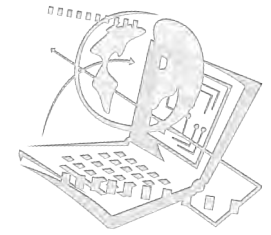
Blended Learning



- Pembelajaran yang menggabungkan aspek-aspek terbaik dari pembelajaran tatap muka dengan keunggulan pembelajaran online.



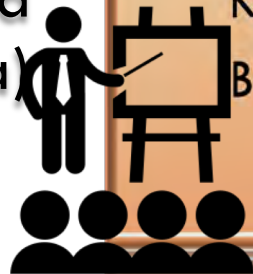
Kerangka Blended Learning



Waktu sama
(Sinkronous)

Waktu beda
(Asinkronous)

Tempat sama
(Tatap muka)



Kelas/Lab
Kuliah terjadwal
Bimb Tradisional

Studio/Bengkel
Latihan lab
Praktik



Blended Learning

Tempat beda
(pakai ICT)



Kelas/Lab virtual
Video konferen
Chat/WA/FB

LMS
Blog/Youtube
Forum diskusi



Kategori Online dan F2F



41

Proporsi Online	Proporsi F2F	Kategori
0 %	100 %	Pembelajaran konvensional/ tradisional
1 s.d. 29 %	71 – 99 %	Pembelajaran difasilitasi Online
30 s.d. 79 %	21 sd 70 %	Blended Learning
80 s.d. 100%	0 sd 20 %	Pembelajaran <i>Online</i>



Kategori Online Learning (updated-2015)



1

Classroom Course: Aktivitas (kuliah, lab, bengkel, studio) dilaksanakan secara tatap muka sesuai jadwal

2

Synchronous Distributed Course: Sebagian mhs mengikuti aktivitas tatap muka dan mhs lain dari luar mengikuti melalui Vicon

3

Web-Enhanced Course: Aktivitas dilakukan secara tatap muka yang diperkaya/ditambah dengan aktivitas online

4

Blended Classroom Course: Aktivitas dilakukan secara tatap muka, namun ada sebagian yang diganti dengan online

5

Blended Online Course: Aktivitas dilakukan secara online, namun ada sebagian yang diganti dengan tatap muka

6

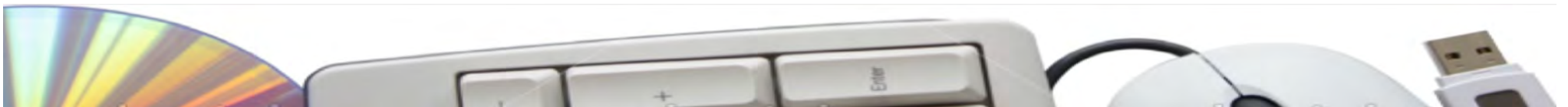
Online Course: Semua aktivitas dilakukan sepenuhnya secara online



Mengapa Blended Learning



- Kemudahan dan kenyamanan akses (waktu fleksibel)
- Peningkatan pembelajaran
 - ▣ Rancangan instruksional bisa ditingkatkan
 - ▣ Petunjuk bisa lebih jelas
 - ▣ Aktivitas belajar bisa lebih terarah
 - ▣ Memfasilitasi Individualized learning
 - ▣ Keterlibatan meningkat melalui interaksi sosial
 - ▣ Pengaturan waktu lebih baik
- Biaya lebih murah
- Perlunya pendidikan karakter
- Perlunya skill motorik/ketrampilan praktik



Kesimpulan



44

- Pada era digital ini, sumber pengetahuan bisa datang dari mana saja, terutama Internet.
- Dalam pendidikan, ICT dapat mendorong Akses, Kualitas, Kesamaan, dan Belajar sepanjang hayat.
- Melalui ICT kita dapat menjadikan materi pembelajaran menarik, tidak membosankan, mudah dipahami, dan dapat dipelajari kapan saja dan dari mana saja.
- Peran ICT sangat penting dalam pembelajaran bahasa.





TERIMA KASIH

