

***Students' Appreciation of Indonesian Language Learning During Online***

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***Abstract***

*In its development, Indonesian has played a central role in the world of education in the country, from basic education to higher education. As proof, Indonesian is used as the language of instruction in learning. In addition, Indonesian functions as a tool for developing science and technology. With the presence of such a language, it can actually become a strong capital in moving towards an even greater Indonesian nation. However, what does that mean if the users, especially the younger generation, namely students, don't care about their own language. This can be reflected when they take Indonesian language courses online. Therefore, the aim of this research is to explain what problems students have in learning Indonesian at Islamic universities. Apart from that, the author tries to find the best solution to solve this problem so that it is resolved. The method used in this paper is direct observation of the behavior of students studying Indonesian online. The hypothesis is that there is a strong correlation between lecturers and students to create a comfortable Indonesian language lecture atmosphere.*

**Keyword:** Student Appreciation, Indonesian Language Learning, Online

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**Introduction**

The handling of Covid, which will not end until 2021, forces lectures at Unisba to be held online, including Indonesian language courses. This happened because the ongoing pandemic should not be an obstacle in the world of education (Heru Pratikno, 2021). Therefore, both lecturers and students must be able to adapt to online learning. The learning is carried out using a media learning management system (LMS), namely through lectures. However, in implementation they are still faced with a dilemma situation. This means that whether you want to or not, learning Indonesian still has to be done even if there are things that make it less suitable.

Learning Indonesian is considered boring by some people. This is felt by students themselves. They did not imagine that when they were at the beginning of college, it

turned out that they were still receiving Indonesian language courses. In fact, since they went to school from elementary school to high school, they always received Indonesian language lessons. So, this is the reality that they have to live with until one semester of college. As a result, during Indonesian language lectures which take place on online media, they tend to be less enthusiastic and seem indifferent to following them.

This is not surprising because while at school, they often receive Indonesian language material. That way, students should become more skilled and proficient in using Indonesian, both orally and in writing in the campus environment. However, the fact is that most of them, when discussing via Zoom or making video presentations, still use non-formal Indonesian. Apart from that, the Indonesian language used is sometimes not appropriate to the context.

On the other hand, in writing activities, many language errors are still found in their writing (Pratikno, 2023). The dominant language errors they make are around spelling, structure and logic (Pratikno, 2014). Therefore, it is often difficult to understand the meaning of the writing they produce. Apart from that, it was also found that their writing was inconsistent in terms of topics and themes. This is the kind of thing that worries Indonesian language teachers in universities.

In fact, Indonesian language courses are matriculation or general courses that students must take and are given at the start of their studies. This course is applied in almost all universities, both general universities and religious universities, such as Unisba (Heru Pratikno, 2023). However, there are also several universities that no longer include Indonesian in their curriculum, such as international campuses where the language of instruction is a foreign language. This is certainly very unfortunate because it can eliminate the love of Indonesian among students. In fact, in the early days of higher education, what we wanted to instill were nationalist values in students as the next generation.

The smoothness of the teaching and learning activity (KBM) process cannot be separated from the use of language used by teachers and students. The language used in learning is of course a common language and is easily understood by all groups, regardless of ethnicity, race, religion and any group. Thus, Indonesian is appropriate and suitable to be applied in teaching. This is also in accordance with the function and position of Indonesian as the state language, namely article 34 of the 1945 Constitution. One of the points is that Indonesian is the language of instruction in the world of education.

Apart from Indonesian as the language of instruction in the teaching and learning process, Indonesian is also included in the education curriculum. This means that Indonesian is used as a subject in schools, even as a subject in universities. However, Indonesian in tertiary institutions only emphasizes its linguistic aspects, including in Islamic tertiary institutions, one of which is Unisba. According to Sukron Kamil dan Setyadi Sulaiman (2018), At that time, Islamic universities emphasized the need to master Arabic rather than mastery of literature. The goal is to respond to fundamental needs in reading texts and speaking. This is still implemented today at several Islamic campuses, including the Bandung Islamic University (Unisba).

Universities must have a clear orientation in terms of education. "The presence of a higher education orientation has become a common goal that was initiated long before Indonesia became an independent country" (Sukron Kamil dan Setyadi Sulaiman, 2018). However, at that time education in tertiary institutions in Indonesia was only based on general and moderate matters; not based on religion. This certainly cannot be separated

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from the colonial role and domination of the colonialists, namely the Netherlands. The ethical politics that were implemented by the Dutch colonialists by creating universities, such as STOVIA, only aimed to marginalize certain groups. Apart from that, the universities that were created only relied on secular western science.

At that time, religion-based education, especially Islam, had not yet entered formal education. Islamic education in Indonesia is only provided traditionally in Islamic studies and Islamic boarding schools. Efforts after efforts continue to be made by Islamic fighters and organizations to realize the establishment of Islamic universities, one of which is Muhammadiyah. The institution pioneered by K.H. Ahmad Dahlan succeeded in establishing the Muhammadiyah High School in the 1930s (lih. Sukron Kamil dan Setyadi Sulaiman, 2018: 14). Along with the formation of the independent Indonesian state and the establishment of the Ministry of Religion, the Islamic Higher School (STI) was finally formally established on April 10 1946. Then, the STI was transformed into the Indonesian Islamic University or now better known as UII. For this reason, with this transformation, it is hoped that Islamic universities will be able to compete and stand on an equal footing with other universities (bandingkan Halid dan Imam Subchi, 2018: 109).

With a strong awareness of the importance of religious education, the government together with local ulama and community leaders collaborated to establish Islamic universities. The aim of this establishment was to meet the demands of the development of religious knowledge with modern, rational knowledge. The establishment of Islamic universities in several areas has finally been realized, one of which is the Bandung Islamic University (Unisba). Unisba is an Islamic higher education institution located in Bandung, West Java. Since its inception, the Unisba campus has been committed to preparing Indonesian people who are highly educated, responsible for the nation, state and humanity based on the pleasure of Allah SWT (based on the 2020 Unisba website).

It is very necessary to establish Indonesian in the education system at Islamic universities. This is solely so that students who graduate will be able to get used to using Indonesian properly and correctly, both in public spaces and in the work environment. With this habit, students will no longer feel awkward using their own language in their own homes. That way, because of the productivity of Indonesian, it will become a language of pride for students (Pratikno, 2022).

Looking at several of these problems, the aim of this research is that the author will explain the problems found in learning Indonesian during online lectures. Apart from that, it will also explain what factors cause problems to arise in learning Indonesian online. Apart from that, the author will explain the strategies and targets to be achieved in online Indonesian language lectures. That way, Indonesian language courses will be popular and proud of students.

### **Literature Review**

In this research there are several previous articles related to language studies, especially the learning process. The first literature review was research conducted by Hanifah in 2020. This research emphasized that there needed to be alternative strategies for learning for brave students during the pandemic. One strategy is to implement a blended learning system (Hanifah et al., 2020). That way, there are times when students have to meet with their lecturers for several lessons. This aims to ensure that affective and psychomotor aspects are not lost in students.

The next literature review is research conducted by Kamil in 2021. In his research, it was explained that there were many challenges in teaching product design during the pandemic. One of the challenges is the decline in students' commitment to attending lectures so that this really disrupts the effectiveness of teaching and learning. Therefore, so that they are enthusiastic about learning, there needs to be a design model to demonstrate their tasks using real time 3D prototype technology (Kamil & Sani, 2021).

Research on previous learning was also carried out by Inkaew in 2022. According to him, students' motivation and perceptions have an important role in promoting their learning performance. Apart from that, instructors also play an important role in providing online teaching (Manachai Inkaew, 2022). Therefore, they must be careful in evaluating and considering the possibilities of a specific class of English writing learners.

The final literature review is research conducted by Mudzakir in 2022. This research contains a design of learning stages that can help prospective teachers in developing chemistry concepts using advanced technology. This can increase the perception and self-efficacy of prospective chemistry teachers. This can also increase sustainable literacy in higher education environments (Ahmad Mudzakir, 2022). Thus, this task is a challenge because HEIs work within a closely supervised education system with a high level of expectations and accountability for continuous improvement (Anderson et al., 2014).

## **Method**

The research method used by the author for data collection is literature study and observation. The library study method is a search for literature that is in accordance with the predetermined topics and themes, namely students' appreciation of learning Indonesian online at Islamic universities. Meanwhile, another method used to search for data is the observation method. Observation is directly observing objects in zoom media during lectures to be used as material for analysis. The objects in question are students from the Unisba Islamic Education Study Program class of 2021, namely 4 classes or 157 people.

Apart from that, writers also use their assignments in the form of written data contained in lectures to be used as research material. Assignments are usually given before and after UTS until just before UAS. Apart from that, their final score will also be used as proof of whether they have mastered the material given by the lecturer. After that, the data that has been obtained also needs to be analyzed, namely using qualitative methods. The qualitative method itself is a detailed explanation of something based on facts in the field. According to Somantri (dalam Heru Pratikno, 2022), The thing emphasized in qualitative research is paying more attention to processes, events and authenticity in reality.

## **Discussion**

### **A. Problems in Indonesian Language Learning**

In the learning process, especially online, there must be a harmonious relationship between lecturers and students. Lecturers are like gods who are versatile in their knowledge, while students are like vessels ready to accommodate the material provided by the lecturer. These two things are like a perfect symbiosis in their life journey when

they are active in online classes. All of this will work beautifully as it should if the two people work together in terms of teaching and learning. This is the kind of thing that lecturers always dream of and desire during lectures, including Indonesian language courses.

As explained at the beginning of this article, in the background section it is stated that it is true that there are problems experienced by students when dealing directly with Indonesian language courses. The feelings they instilled from the start were negative, resulting in a mindset that tended to be unfavorable towards the Indonesian language. That way, inevitably the impression they get every time they lecture becomes boring. One of the reasons they are bored with Indonesian is that they have received this material too often since they were at school.

It doesn't stop there, students often underestimate Indonesian language courses too much. This was done because they thought they felt they could and really understood the Indonesian language materials. That often happens when learning takes place. They tend not to pay much attention to the material presented by the lecturer. In fact, the assumptions they apply cannot be a guarantee for graduation. This was proven when they were confronted during the exam. The results were not as good as they imagined. The following is proof of the percentage of the final assessment of PAI Unisba students.

<b>Quality Letters</b>	<b>Number of Students</b>	<b>Class A Information</b>
A	19	
A-	4	
B+	4	
B	7	
B-	4	
C+	-	
C	-	
C-	-	
D	1	
E	1	Not active
Total	40	

**Table 1.**  
**Class A grades**

Based on table 1, it can be seen that of the 40 class A students, the majority of students passed the Indonesian language subject. The percentage of graduating students who got an A grade was 47.5% or 19 students. This means that almost half of them got the maximum score. However, there was only 1 student who did not pass the Indonesian language course with a D grade, while 1 student did not pass an E grade because he was not actively studying.

<b>Quality Letters</b>	<b>Number of Students</b>	<b>Class B Information</b>
A	16	
A-	6	
B+	10	
B	2	

B-	2
C+	2
C	2
C-	-
D	-
E	-
Total	40

**Table 2.**  
**Class B grades**

Based on table 2 above, it can be seen that the majority of class B students passed the Indonesian language subject. The number of graduates who received A grades was 16 students. The percentage is 40% of students who get the maximum score. However, there were no students who failed the Indonesian language course with grades D and E. However, there were only 4 students whose grades were less than optimal, namely getting a grade of C.

Quality Letters	Number of Students	Class C Information
A	9	
A-	4	
B+	6	
B	9	
B-	-	
C+	7	
C	2	
C-	-	
D	1	
E	2	Not continue
Total	40	

**Table 3.**  
**Class C grades**

Based on table 3, it can be seen that of the 40 class C students, the majority passed the Indonesian language subject. However, the percentage of graduates who got an A grade was only 22.5% or 9 students. This means that not many people get the maximum score. Even so, there was only 1 student who failed to pass the Indonesian language course with a D grade. Meanwhile, there were 2 students who did not pass the E grade because the students concerned had dropped out of college.

Quality Letters	Number of Students	Class D Information
A	5	
A-	7	
B+	7	
B	4	
B-	4	
C+	3	

C	2	
C-	-	
D	2	
E	3	Not active; Not continue
Total	37	

**Table 4.**  
**Class D grades**

Based on table 4 above, it can be seen that of all class D students, the majority passed the Indonesian language subject, even though the number of students who passed and got an A grade was only 5 students. The percentage is 13.5% of students who get the maximum score. However, in that class there were 5 students who did not pass the Indonesian language course. In detail, 2 students got a D grade and 3 students got an E grade. The students who got an E grade were those who were no longer actively continuing their studies.

Quality Letters	Number of Students	All Class Information
A	49	
A-	21	
B+	27	
B	22	
B-	10	
C+	12	
C	6	
C-	-	
D	4	
E	6	Not active; Not continue
TOTAL	157	

**Table 5.**  
**All Class Grades**

Based on table 5 above, it can be concluded that almost all students who passed the Indonesian language course were 147 people or 93%. Meanwhile, only 10 students or 7% of the total did not pass the Indonesian language subject. In fact, obtaining an E grade occurred because the six students who fell into the category of not meeting the passing grade were due to their inactivity since the start of their studies. Apart from that, there are also students who do not continue their studies after UTS. In the end, their scores did not meet the passing threshold. However, for students who got a D score, namely 4 people, this was due to their lack of seriousness in attending lectures. The following is the diagram.

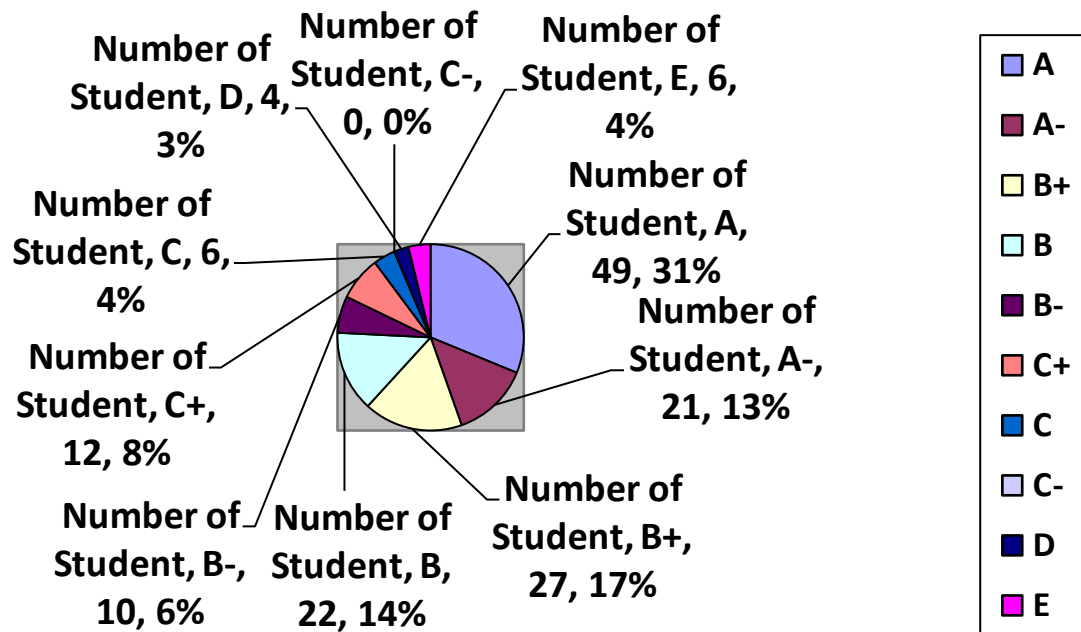


Diagram 1.  
Value Distribution

Based on the table and diagram above, it can be concluded that almost all students passed the Indonesian language course, namely 147 people or 93%. Meanwhile, there were only 10 students who were declared not to have passed the Indonesian language course or 7% of the total. Even those who received an E grade occurred because the six students who were categorized as not meeting the passing grade were due to their inactivity since the start of their studies. Apart from that, there are also students who do not continue their studies after UTS. Finally, their scores did not meet the passing threshold. However, for students who get a D, this is due to their lack of seriousness in attending lectures.

The phenomenon of graduation domination indicates that students' appreciation of the Indonesian language course can be said to be good even though their grades are still not optimal enough to get a perfect A. There are many factors that cause their grades to not reach that perfection. The factors in question include their absence during lectures via Zoom, their delays in submitting weekly assignments, and the low grades they get on quizzes and exams. Apart from that, there are still students who do not submit their final assignments for writing scientific papers. In fact, the components of this are quite significant in the percentage distribution of the assessment.

## B. Causes of Problems in Learning Indonesian

There is an old saying that when there is smoke there is fire, which means 'when a problem appears there must be a cause'. This proverb is very appropriate to describe the problems that occur when students learn Indonesian. So, what this means is that the problems described above cannot just exist without a cause. Therefore, in this subchapter we will explain what causes problems in learning Indonesian.

The factors that cause problems learning Indonesian at Islamic universities can be classified into two things, namely internal factors and external factors. Only one of these



factors could appear, namely as the main cause of language learning problems. However, it is also possible that these factors appear together because they influence each other. For greater clarity, these two factors will be explained further below.

Internal factors are things that cause something to happen that come from within. This factor places more emphasis on a person's personal self. The personal self referred to in this learning context is between students and lecturers. To create a pleasant teaching and learning atmosphere, students and lecturers must collaborate with each other. However, the reality on the ground is not like that. There are personal problems between the two of them.

For example, the first problem that arises occurs with students. Students are always required to be able to receive material well from a lecturer. However, there are also obstacles that students face when receiving this material. Let's just say, students are not ready when online learning takes place because of their personal problems, such as stress levels, laziness, lack of interest, tardiness, and lack of concentration. It is the internal factors within students that cause Indonesian language learning to become unfocused and conducive.

Another internal factor is the lecturer himself. When the lecturer is teaching, sometimes his material cannot be accepted by students. This happened because there was a problem with the lecturer. The problem is not much different from what students face, namely stress levels, lack of material preparation, and not yet adapting to the campus environment.

External factors are things that cause something to happen that come from outside the person. These factors can also come from the personal environment. The problematic external factors when learning Indonesian online are the lack of adequate facilities, unavailability of language libraries and references about the language, minimal learning media, and binding rules. Lack of adequate facilities, for example, the absence of learning media, such as laptops, PCs, tablets, cellphones, or other types.

Then, after one of these media became available, it turned out that there were still obstacles to learning, namely the device didn't support it. This means that there needs to be adjustments, updates and upgrades. Another external factor is minimal access to learning media. Examples are the unavailability of network signals, package credit, or internet wifi. Because learning is carried out in each person's home, the comfort of the learning place is also the most important factor in the teaching and learning process, such as cleanliness, lighting, setting and silence of the room.

These factors are usually not present at the same time, it could be that in a meeting via Zoom, the mic and/or camera is not working. This is what makes students not respond when asked during discussions. On the other hand, during lectures, their videos are not activated, so the lecturer does not know their readiness, discipline and neatness. Therefore, learning will be hampered due to the slow preparation of online lectures.

Indeed, this is certainly homework for the campus to perfect the needs for effective learning in terms of facilities and infrastructure that have not been met. However, there must be a contribution from the government in providing devices and internet access that are consistent, timely and affordable. The campus can actually overcome this by providing cross-subsidy assistance for those affected by the pandemic. Apart from that, the rules and regulations that are enforced sometimes become obstacles for students.

### **C. Strategy for Solving Indonesian Language Learning Problems**

Learning Indonesian on an Islamic college campus can actually be fun and exciting for students even though it is done online. Such learning is certainly a shared hope. Therefore, to realize this desire, it is necessary to have correct concepts and methods in learning Indonesian. The correct learning method actually comes from the lecturer and students. For this reason, the two of them must support each other and work together well.

The most important way is that they must be willing to introspect themselves. Students must start to consider that Indonesian language courses are very important. Students must be serious and truly learn about something, especially Indonesian. So, students must be diligent and persistent in learning Indonesian when studying via Zoom. Lecturers are the same, their way of teaching must be full of enthusiasm and the material provided must be packaged in an interesting way. For this reason, there needs to be accuracy in selecting, determining and packaging teaching materials that are appropriate to the content in them (Setyaningsih et al., 2018). To avoid monotony, lecturers need to insert humor, games or puzzles around the material being taught. To be even more entertained, lecturers need to give appreciation to students who are enthusiastic when studying.

Sukron Kamil dan Setyadi Sulaiman (2018) say that lecturers are one of the most essential elements for academic development in higher education. Therefore, there needs to be an increase in the quality of human resources (HR). Improving the quality of human resources, especially lecturers, can be implemented in several ways, such as the initial recruitment process and strengthening their scientific capacity. The first thing that must be done in recruiting lecturers is strict, procedural and transparent selection. If these three things are implemented, you will get lecturers who are qualified and have integrity towards the institution. This is what Unisba has implemented for a long time so that the quality of its lecturers' competence and integrity is beyond doubt.

After being declared graduated and accepted, lecturers are not left to their own devices, but need to be coached, guided and embraced to grow the institution together. Therefore, it is necessary to strengthen the scientific capacity of lecturers. This can be done by holding various activities, such as seminars, discussions and workshops. These activities are not only held and participated in internally on campus, but must also be participated in on other campuses so that they can exchange knowledge with other lecturers and increase their insight and experience.

Strengthening the scientific capacity of lecturers can also be done by providing training. The training provided can be about the scientific discipline or other related scientific disciplines, for example, training in the application of online lectures. Online-based lectures in question are carrying out a series of lecture activities without face-to-face contact, including filling in the attendance list. The application of such lectures certainly takes time to adjust to it.

During a seminar held by the Open University (UT), in his presentation, Prof. Belawati once said that now the era is all online. So, if you can't follow this trend, you will be left behind (Belawati, 2019). Thus, online learning is an inevitability that must be faced

in the world of education. Thank God, Unisba has also implemented online learning with media that is easy for lecturers and students to use, namely ekuliah.

In addition, strengthening the scientific capacity of lecturers can also be implemented through lecturer exchanges, both between lecturers from domestic campuses and with overseas campuses. With this exchange, lecturers will have new experiences and findings which will later be used as study material. It is not surprising that many lecturers will want to continue their studies at a different domestic campus than before or even abroad. Lastly, to strengthen his knowledge, a lecturer must continue to carry out scientific writing in various academic activities. This is what Unisba lecturers continue to do.

Another strategy to avoid getting bored is to have learning activities outside the campus. In the Indonesian language context, of course the destinations must also be appropriate, for example, collaborating with language centers or bodies. The main aim of this activity is a sharing session to strengthen Indonesian language skills and proficiency for students. From these activities, students' insight into language will also increase.

Apart from that, the right solution is to meet the needs of adequate facilities and infrastructure, such as learning devices and internet networks, God willing, the process of learning Indonesian via college will run smoothly. In this way, there will no longer be any excuse for students to laze around on Zoom lectures, be late for absences and turn in assignments, and ignore Indonesian language courses.

#### **D. Target Achievement in Indonesian Language Lectures**

After attending a series of Indonesian language lectures, students are expected to be able to explain good and correct Indonesian language rules in their learning activities. Apart from that, students must be able to apply good and correct use of Indonesian, both orally and in writing. Another thing is that students become accustomed to writing scientific papers and making presentations in all activities.

Not only are they able to speak in official forums, students must also be able to speak friendly words towards other people outside the academic environment. In everyday life, for example, in the family, community and work environment; Students must be able to speak politely. Getting used to speaking politely can bring you closer to the people closest to you (Pratikno, 2020). Another target is that students must be able to write and publish their work, both scientific and literary works. For this reason, there needs to be special training and guidance in writing papers for students. Of course, students who succeed in publishing their work must receive appreciation for more than just grades.

Apart from speaking and writing which must be achieved, other language skills including reading, listening and hearing must be prioritized. Students must also pay attention to these skills as well as possible. By achieving language proficiency, students will later be able to take the Indonesian Language Proficiency Test (UKBI) held by official language institutions. Therefore, there needs to be cooperation with the Language Center or Language Agency. Of all these wishes, the main hope is that as academics, students and lecturers should want to prioritize their own language, namely Indonesian.

## **Conclusion**

The problems faced in learning Indonesian online are very diverse. The main problem is that there is no good relationship between lecturers and students. As a result, the impression that students get every time they lecture is always negative. Therefore, the factors causing the problem of learning Indonesian in higher education to be ineffective can be classified into two things, namely internal factors and external factors.

The strategy and solution to solve the problems of learning Indonesian is that they must be willing to introspect themselves. Students must be diligent and persistent in learning Indonesian. Lecturers are the same, their way of teaching must be full of enthusiasm and the material provided must be packaged in an interesting way, including humor, games or puzzles. Apart from that, there needs to be learning activities outside the campus as well as meeting the needs for complete and affordable infrastructure.

After attending a series of Indonesian language lectures, students are expected to be able to explain good and correct Indonesian language rules; they must be able to apply polite, good and correct use of Indonesian, both orally and in writing. Apart from that, students become accustomed to creating, presenting and publishing the results of their scientific work. For this reason, there needs to be cooperation in training and guidance in writing papers. Of course, students who succeed in publishing their work must receive appreciation.

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