

Reconstruction of Language Learning in Universities in the Post Covid-19

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Abstract

Background:

After the Covid-19 pandemic forced educational institutions to change learning methods and techniques, especially at universities in Indonesia, because face-to-face meetings have been carried out in stages. This research generally aims to describe the Reconstruction of Indonesian Language Learning in Post-Covid-19 Universities.

Methodology:

This study uses the literature review method, searching and researching literature by reading various books, journals, and other publications.

Findings:

The findings of this study include post-covid-19 brings good benefits in terms of online-based learning, which is undoubtedly one of the demands of digitalization of education today. The strategy that can be used in reconstructing Indonesian learning after COVID-19 is to use the Blended Learning method, namely by a combination of learning models carried out in online and offline contexts; Supporting factors that exist in reconstructing Indonesian language learning in universities after the covid-19 pandemic include: students are accustomed and trained in online learning which is nothing but the demands of the era of digitalization of education at this time; besides that it can also trigger the acceleration of transformation for the world of education in Indonesia; the emergence of online learning applications as a learning reference that supports students; the spread of free online courses and the emergence of unlimited creativity; By studying online at home, students can at least apply it to their home environment.

Conclusion:

The obstacle in reconstructing Indonesian language learning at universities in the context of digitizing education at this time is the limited facilities and infrastructure in the form of internet quotas, internet signals or networks, wifi, facilities and infrastructure, response, and technology. Moreover, maximizing the blended learning method is the right strategy for overcoming the Various Obstacles in Reconstructing Indonesian Language Learning in Post-Covid-19 Universities.

Keywords: reconstruction; learning Indonesian; university; post-pandemic; covid-19.

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1. INTRODUCTION

This pandemic has forced people worldwide to stay at home, work from home, study from home, and do other activities that must be done from home. This has resulted in many schools being closed and Learning from Home (BDR). Indonesia has implemented Work from Home (WFH), Learning from Home (BDR), and other activities since mid-March. Until now, people are required to wear masks when traveling, keep their distance from other individuals when interacting, and be diligent.

Many schools and universities have implemented BDR following the "Circular of the Secretary-General No. 15 of 2020 Relating to guidelines for implementing BDR during the Covid-19 emergency, " published by the Ministry of Education and Culture. The target of implementing BDR is to fulfill all students' rights in obtaining services in the field of education during the Covid-19 pandemic and protect every academic unit from the negative effects of Covid-19. In accordance with the implementation guidelines, this will be useful for overcoming

The spread of Covid-19 in educational units such as lecturers, students, and other staff ensures the fulfillment of psychosocial support for lecturers and students. This circular has been published and broadcast through television, radio, newspapers, and of course, the school has received the circular. As stated by Hansen et al. (2020), school closures can be an effective measure to prevent the spread of the virus, but timing and implementation need to be taken into account.

Various countries have felt the magnitude of the impact of the Covid-19 pandemic, ranging from the impact on the economy, socio-culture, and the world of education. Likewise, in Indonesia, the spread of the Corona virus that entered in March 2020 caused the government to make several regulations to stop or break the spreading of the Covid-19 virus. The implementation of social distancing policies (social distance restrictions) has also triggered the inhibition of all community activities, as well as the Government Regulation No. 21 of 2020 concerning PSBB as an effort to accelerate the recovery of situations and conditions.

The regulations issued and implemented by the Indonesian government are a form of serious handling. Undeniably, the fundamental aspect is a critical object that is the government's main focus in Indonesia (Consuello, 2020). School closures are one of the consequences of Covid-19 for the world of education (Batubara, 2021; Grech, 2020; Rulandari, 2020). In dealing with the Covid-19 pandemic, educational institutions such as schools in carrying out face-to-face learning processes that trigger crowds must also be replaced with online or online learning as an effort to stop the spread of the Covid-19 virus.

The implementation of online learning during the pandemic has made changes to the learning process where previously learning was carried out face-to-face in the classroom where the teacher could control learning activities in the classroom instead of learning with the use of electronic media such as Android, where students could take part in learning from home. which makes the teacher's control weak in a learning class. Learning is considered a process in providing guidance and assistance to students in carrying out the learning process (Arora & Srinivasan, 2020; Pane & Dasopang, 2017; Pratama et al., 2020). In online learning, less active students are found to participate in the learning process which shows that in the online learning process, assistance and guidance to students cannot be applied properly.

In the application of online learning, it is felt that it is not more fun when compared to face-to-face learning, this is because students are less able to express their aspirations and opinions in online learning. Online learning feels boring and makes students' enthusiasm and interest in learning decrease because they tend not to play an active role in learning (Alban Conto et al., 2021). Learning is meaningful as a process in changing individual behavior as a result of interaction with the environment (Pane & Dasopang, 2017), the implementation of online learning which has been more than one year starting from March 2020 makes the habit of online learning attached to every student or there is a change in behavior in students as a result of the implementation of online learning.

The start of face-to-face learning again with issuing a joint decree of four ministers containing Guidelines for the Implementation of Learning During the Covid-19 Pandemic. After the implementation of online learning for a long time, of course, there will be changes in the learning process and there will be adjustments to the new habits of students after online learning (Chisadza et al., 2021; Foo et al., 2021; Mali & Lim, 2021; Moorhouse, 2020). Learning before a pandemic and during a pandemic is very different. Learning before the pandemic, teachers and students can still meet face to face at school, but during the pandemic teachers and students are required to carry out learning remotely or without face to face, which aims to prevent the spread of Covid-19 (Dios & Charlo, 2021; Ellianawati et al., 2021; Gallego-gómez et al., 2021).

Online learning that is applied is also still new in the world of education; teachers and students must be able to adapt to this online learning. Online learning is a learning system where it is carried out without face to face, but its implementation uses applications that can help in the learning steps carried out over long distances (Vidergor, 2021). There are many

applications that can be used, such as Edmodo, Schoology, Google Classroom, and others that students and educators can use in an effort to support the smooth learning and teaching process.

It is just that lecturers must develop strategies so that they do not only focus on providing material but also carry out their obligations to educate students to have a noble character, and personality (Leotti et al., 2021; Muthuprasad et al., 2021). Lecturers actively explain but must be accompanied by students listening to the material carefully. If only the lecturer provides an explanation and students are required to listen to the material given, the teaching and learning objectives will not be achieved. While the success of learning cannot be separated from the active role of students in the learning process, if students only listen to the material being taught, the learning objectives will not be achieved (Schuurman et al., 2021).

From the observations made, in general, there are obstacles experienced by schools in the implementation of online learning activities during the Covid-19 pandemic. One of the schools that facilities, human resources support, and the economic capacity of parents does not rule out the possibility of obstacles in learning. On average, universities in Indonesia facilitate students in online learning, such as distributing free data packages to students every month. On campus, there is also a wireless network and campus computers that lecturers can use (Gabr et al., 2021; Mpungose, 2020).

Lecturers and other staff have also struggled in technology, even though some lecturers are still clueless. Lecturers who are clueless can be said to be able to use gadgets and laptops; only the use of media used in class can be said to be outdated. But this does not rule out the possibility that lecturers will learn technology in learning with other lecturers. The support capacity of parents in learning also plays an important role in supporting learning, each student on average has a device and laptop that can be used in learning.

It's just that sometimes the devices and laptops that are used have problems when used during Google Classroom, Google Meet and other learning applications. From these observations, learning support has been supported, but obstacles still arise when learning online. Based on the explanation that has been conveyed previously, the researchers are interested in conducting research with the title "Reconstruction of Indonesian Language Learning in Post-Covid-19 Higher Education". The formulation of the problems in this research are as follows: 1) What is the strategy to reconstruct Indonesian language learning in post-covid-19 universities; 2) What are the factors that can support and hinder the successful reconstruction of Indonesian language learning in post-covid-19 universities.

Learning Indonesian in Higher Education

Anyone involved in the educational process: lecturers and students must realize and understand that education ultimately leads to the ability and understanding of students as individuals, not because of the influence of learning power held by lecturers on campus or parents at home. This is the basis for educational literacy to raise awareness of independent, democratic, and responsible learning. Academic literacy wants the orientation of educational policies in Indonesia that no longer relies on uniform administration, such as curriculum, lecturer rules, and student obligations (Jandrić & McLaren, 2021; Kang, 2014; Sailer et al., 2021).

Educational literacy has a very noble goal: to motivate students to be aware of learning independently, democratically, and responsibly. An excellent goal seems difficult for all students to achieve. In learning Indonesian language and literature, the concept of independent learning can be successful if there is a language and literature system that can be an instrument as well as an integration of freedom, courage, independence, toughness to think, imagine, and express Indonesian language and literature. The application of Indonesian language learning in the concept of Merdeka Learning Campus Merdeka, namely: a) the application of humanism in learning; b) learning creativity; c) community approach in learning communication; d) multimodal in learning; and e) the key to successful learning at home.

A positive development is a humanistic approach to education. The human potential to seek and discover their abilities and develop their abilities is the focus of the humanism approach. Social and interpersonal skills and abilities to establish themselves positively in society are very important in education for the achievement of academic success. In humanism learning theory, one of the most important things is that in learning activities, students must be able to direct themselves so that they know what they are learning. Students can also know what to learn and how to learn it.

Students are expected to benefit from their learning outcomes. The application of humanism learning theory is to try to understand learning behavior from the perspective of the perpetrator, not from the observer. The side of the development of the human personality that is the focus of this flow is how humans can actualize themselves to do positive things. The ability to act with positive things is called human potential. This positive capacity building is the focus of learning by humanist educators (Dewi et al., 2017). In humanistic learning, students or students in their learning activities are positioned as central actors in interpreting their learning experiences, while the role of lecturers or teachers is facilitator.

Thus, students are expected to be able to find their potential and develop to the fullest and students are free to express themselves in learning. This is in accordance with the opinion (Hartley, 2002). With the humanism learning model, students receive information conveyed by the lecturer or teacher and are more active. Meanwhile, the role of educators or lecturers is as a facilitator and motivators by facilitating learning experiences by applying systematic strategies. In learning Indonesian language and literature, the creativity of lecturers or teachers and students or students is needed to solve the problems faced while studying.

This means that the learning process can be created actively if the lecturer or teacher and students or students have created in the learning process. Creativity shows the thinking ability of students to create their own creations by producing unique or new works or solutions. Creativity is a person's tendency to actualize oneself, realize one's potential, develop oneself, express and activate all abilities. Lecturers or teachers must be creative and innovative in choosing teaching methods to be developed.

The author argues that creative and innovative lecturers or teachers are lecturers who are always looking for and finding something new both in materials, media, methods, approaches, sources, and evaluations. Communication is exchanging information using language media (Hartley, 2002). The role of language as a communication tool is very important to realize good communication. Lecturers should have good knowledge and communication skills when carrying out the learning process. Dialogic communication is one of the most common types of communication that occurs in daily interactions and is usually associated with interpersonal communication models.

Dialogic communicators will usually have a dual function, namely, as speakers and listeners alternately. In learning Indonesian language and literature, this dialogical communication can occur if the teacher or lecturer provides opportunities for students or subjects to ask questions and comment on the material described. Lecturers or teachers should provide opportunities for students to be actively involved in the learning process. Research conducted by Teng & Stewart (2011) showed that positive learning changes occurred through visual and verbal multimodal learning. Student subjects perform better when learning activities take place with their styles and preferences or learning choices in a multimodal approach emphasizing the differentiation of learning experiences (Warnick & Inch, 1994).

In the learning process, lecturers need to avoid teaching static grammar because it limits the power of transformation and contextualization between students' subjects. There are four keys to successful online learning, namely: a) Educators are able to use technology media, both

for learning, assignments, and quizzes with Google classroom, Zoom Meeting, Webex, etc. facilities; b) Lecturers present planned and effective learning within time constraints, namely preparing quality lesson plans and arranging detailed learning steps; c) Lecturers are able to unite the perception and concentration of students who are far apart. lecturers or teachers can only do this with a clear vision of the learning process (Murtiningsih et al., 2019).

Subject-centered learning, in addition to emphasizing the acquisition of knowledge, skills, critical thinking, and character strengthening. The independent class is a cheerful class that sharpens intuition to learn. In addition to being directed to acquire knowledge and critical attitudes, it also strengthens indicators of learning activities, social interaction, learning the environment, and working independently in the process: say, do, think, and feel. How is the ability of students to express opinions (say), plan and carry out learning activities (do), the things obtained according to the learning process in the form of critical thinking (think), and emotionally managed during the learning process (feel); d) Freedom in learning assessment. The implementation of the assessment is an essential part in the implementation of learning (Blake et al., 2020; Vilendrer et al., 2021).

Independent learning techniques and strategies allow lecturers or teachers to innovate and learn breakthroughs directly to the community. Lecturers or teachers initiate Indonesian language and literature materials based on socio-culture. Indonesian language and literature is a form of communication tool with Indonesian people along with historical and cultural backgrounds. Learning from nature and the community independently involves the dimensions of local wisdom as an element of living culture. Language and literature are the most important symbolic universes we have. We can learn about freedom of thought, imagination, creativity, and expression from this concept. In the era of independent learning, literary learning is expected to be able to find the right portion and purpose (Dörnyei & Scott, 1997).

Implementation of Post-Pandemic Learning in Higher Education

The implementation of face-to-face learning which was re-implemented after the implementation of online learning during the pandemic period which had been running for two years, there were several changes both in the teaching and learning process and other activities at school (Mishra et al., 2020), the differences in face-to-face learning carried out during the pandemic indicate changes made by the school such as the implementation of health protocols and reducing school hours, El Refae et al. (2021) express change as taking a different action from the previous one, the existence of these differences results in a change, where the change is made as a readjustment so that face-to-face learning can run well (Singh et al., 2021).

The process of changes or adjustments is in accordance with the rules issued by the government. Preparation of health protocol facilities in carrying out face-to-face schools during a pandemic is a form of procurement of educational infrastructure facilities, because the Health protocol facilities are a condition for allowing an educational institution or school to hold face-to-face learning during a pandemic, to achieve educational goals it will be difficult to achieve if schools do not have educational infrastructure (Singh et al., 2021).

Infrastructure is a very important and vital part in providing convenience and smoothness in the implementation of the learning process (Mortazavi et al., 2021), relating to education that requires infrastructure and its use both in terms of creativity and intensity in its use, both by educators and by students in the teaching and learning process (Blake et al., 2020; Vilendrer et al., 2021). The protocol is a series of regulations issued by the state, which apply and must be obeyed by all citizens to maintain the stability of various aspects of life (Singh et al., 2021). Thus, the availability of Health protocols in schools in carrying out face-to-face learning is something that must be adhered to as an effort to maintain the stability of aspects of life in schools during the pandemic (Blake et al., 2020; Gabr et al., 2021; Vilendrer et al., 2021).

The Impact of Learning Changes That Occur After Online Learning

The change in the teaching process from online learning to face-to-face learning during the pandemic has an impact, both on teachers and students, in the form of positive and negative impacts. Impact is produced by what has been done, it can be positive or negative or an influence that causes an effect, either negative or positive. New habits acquired during online learning have an influence in face-to-face learning that is carried out, this influence is felt by lecturers and students, especially at universities in Indonesia.

For lecturers, in the practice of online learning or distance learning so far, learning for understanding concepts and reflection cannot be carried out properly and is only effective in carrying out tasks given by educators (Blake et al., 2020; Vilendrer et al., 2021). The implementation of online learning that is long enough to make lecturer supervision of students is limited, lecturers have difficulty controlling the character or attitudes of students during online learning, this has a negative impact on lecturers in the implementation of face-to-face learning to be carried out, lecturers need to prepare themselves in teaching students who are already accustomed to online learning and new habits acquired during online learning such as not listening to the lessons delivered because they are bored in online learning where lecturers cannot supervise simultaneously.

Online learning is included in a learning system that does not meet each other face to face but uses a platform that can help the learning process that is carried out even though it is remote (Ellianawati et al., 2021; Gallego-gómez et al., 2021). Therefore, students may take online learning in various places and participate in online learning while playing, basically, students who are not disciplined due to the application of online learning are problems that lecturers must face in face-to-face learning that is carried out. One of the efforts made by education personnel in addressing these problems is to make written regulations, which are an effort to discipline university residents, both students and lecturers, by providing sanctions for those who violate.

In addition to the negative impact of changes in face-to-face learning after online learning, it also has a positive impact on lecturers, namely being able to return to carrying out face-to-face learning on campus which will facilitate supervision during learning. Which obstacles during the implementation of online learning are no longer a problem. For students, the application of online learning tends to be in the form of giving assignments through applications where students are given assignments to complete, which are then corrected by the teacher as a form of assessment and then given input as a form of evaluation (Finlay et al., 2022). During online learning, students only learn from the tasks given and not from what the lecturer conveys in implementing learning.

Unpreparedness to carry out face-to-face learning is the impact felt by students, where during online learning there is a lot of material they do not understand, and the habit of lazing around during online learning is also the reason students are not ready to carry out face-to-face learning. Positive and negative the implementation of face-to-face learning is felt by students, the positives of face-to-face learning are considered more fun and easier to understand the material presented by the lecturer, and the tasks given are few (not as many as those given during online learning) and closer to friends -classmate.

2. METHODOLOGY

This study uses the method of literature review (Library Research); literature review is the first and important step in the preparation of a research plan (Burnard, 1991; Creswell & Creswell, 2017; Esra & Sevilen, 2021; Johnson & Christensen, 2019; LeCompte, 2000; Miles & Huberman, 2014). A literature review is a literature search and research by reading various books, journals, and other publications related to the research topic, to produce an article regarding a particular topic or issue. In the study of literature to produce a scientific paper, such

as theses, theses, and dissertations, the author explores the literature related to his research topics and problems regarding Indonesian language learning after the Covid-19 pandemic.

The research method in this article uses Library Research with a literature review approach, which is an action on the quality and new findings of scientific work. The literature review activity is carried out in 4 steps, including 1) formulate the problem; 2) search literature; 3) data evaluation; 4) analyzing and interpreting. All these steps are then carried out according to the applicable stages. The data analysis techniques used are 1) compare (look for similarities); 2) contrast (looking for dissimilarities); 3) criticize (give views); 4) synthesize (compare); and 5) summarize.

3. FINDINGS

3.1. Strategy to Reconstruct Indonesian Language Learning in Post-Covid-19

The change in the teaching process from online learning to face-to-face learning during the pandemic has an impact, both on teachers and students, in the form of positive and negative impacts. Impact is produced by what has been done, it can be positive or negative or an influence that causes an effect, either negative or positive. New habits acquired during online learning have an influence in face-to-face learning that is carried out, this influence is felt by lecturers and students, especially at universities in Indonesia.

Face-to-face learning is considered closed and a traditional learning model, so better learning facilities are needed with information technology. Through online learning, a modern learning environment will be formed (Esra & Sevilen, 2021; C. Müller & Mildemberger, 2021). The development of technology and information that is increasingly modern, encourages the world of education to take advantage of several learning media platforms to support the ongoing learning process with the Blended Learning model. Blended Learning itself is a combination of face-to-face, either using applications or directly in class. With so many educational media platforms that can be utilized through social media and applications, it will be easier for educators and students to communicate. It can lead to independent learning in students (Chisadza et al., 2021; Pratama et al., 2020).

3.2 Supporting and Inhibiting Factors for the Success of Indonesian Language Learning Reconstruction in Post-Covid-19 Universities

In learning Indonesian after Covid-19, several supporting and inhibiting factors in the success of reconstructing learning in universities. This is certainly a challenge for higher education institutions in carrying out lectures. This is instead distance learning done online

during the pandemic. In addition, students feel bored while online learning is carried out during a pandemic which causes a lack of learning motivation in students.

Supporting factors that exist in reconstructing Indonesian language learning in universities after the covid-19 pandemic include: students are accustomed and trained in online learning which is nothing but the demands of the era of digitalization of education at this time; besides that it can also trigger the acceleration of transformation for the world of education in Indonesia; the emergence of online learning applications as a learning reference that supports students; the spread of free online courses and the emergence of unlimited creativity; By studying online at home, students can at least apply it to their home environment.

The factors that become obstacles in reconstructing Indonesian language learning in post-covid-19 universities are based on sources from lecturers and students. There is a change in the teaching process from online learning to face-to-face learning (offline) during the pandemic, which has an impact, both on lecturers and students, in the form of positive and negative impacts. The impact is something that is produced by what has been done, it can be positive or negative or an influence that causes an effect, either negative or positive. New habits acquired during online learning have an influence in face-to-face learning that is carried out, this influence is felt by lecturers and students, especially at universities in Indonesia.

For lecturers, in the practice of online learning or distance learning so far, learning for understanding concepts and reflection cannot be carried out properly and is only effective in carrying out tasks given by educators (Singh et al., 2021; Suwannaphisit et al., 2021; Suyadi & Selvi, 2022). The implementation of online learning that is long enough to make lecturer supervision of students is limited, lecturers have difficulty controlling the character or attitudes of students during online learning, this has a negative impact on lecturers in the implementation of face-to-face learning to be carried out, lecturers need to prepare themselves in teaching students who are already accustomed to online learning and new habits acquired during online learning such as not listening to the lessons delivered because they are bored in online learning where lecturers cannot supervise simultaneously.

Online learning is included in a learning system that does not meet each other face to face, but uses a platform that can help the learning process that is carried out even though it is remotely (Grønlien et al., 2021; Mpungose, 2020). Therefore, students may take online learning in various places and participate in online learning while playing, basically students who are not disciplined due to the application of online learning are problems that lecturers must face in face-to-face learning that is carried out. One of the efforts made by education personnel in

addressing these problems is to make written regulations, which are an effort to discipline university residents, both students, and lecturers, by providing sanctions for those who violate. In addition to the negative impact of changes in face-to-face learning after online learning, it also has a positive impact on lecturers, namely being able to return to carrying out face-to-face learning on campus which will facilitate supervision during learning.

For students, the application of online learning tends to be in the form of giving assignments through applications. Where students are given assignments to complete which are then corrected by the teacher as a form of assessment and then given input as a form of evaluation (Egarter et al., 2021). During online learning, students only learn from the tasks given and not from what is conveyed by the lecturer in the implementation of learning.

Unpreparedness to carry out face-to-face learning is the impact felt by students; where during online learning there is a lot of material they do not understand, the habit of lazing around during online learning is also the reason students are not ready to carry out face-to-face learning. students feel positive and negative aspects of the implementation of face-to-face learning, the positives of face-to-face learning are considered more fun and easier to understand the material presented by the lecturer, and the tasks given are few (not as many as those given during online learning) and closer to friends -classmate.

3.3 Strategies that Can be Implemented to Overcome Various Barriers in Reconstructing Indonesian Language Learning in Post-Covid-19 Universities

After the Covid-19 pandemic left some good things, especially in universities, one of which was that students were able to get quite good digitization of learning. In the context of education, whether we realize it or not, the "new normal" has begun to occur globally since the Covid-19 pandemic. Teaching and learning activities usually carried out face-to-face directly, where educators and students are physically present in classrooms and learning places, are now being replaced with learning activities through electronic media (e-learning) either synchronously or indirectly. -sync. Non-synchronous e-learning can be done both online and offline.

In online learning, educators and students are at the same time in the same application or internet platform and can interact with each other like conventional learning has been done so far. While in offline learning, educators upload material via the web, send it via electronic mail (e-mail) or upload it via social media so that students can then download it.

In an offline way, students learn independently without being bound by time and place. On the other hand, synchronous e-learning can only occur online. Although in reality, e-

learning teaching and learning activities have been carried out by several universities for a long time, this way of learning is awareness of the Industrial Revolution 4.0 era. This era brings changes to the way humans work, interact and transact.

The role of educators in the blended learning model is very important in the implementation of learning. Educators must be up to date on information. In addition to having teaching skills in delivering face-to-face learning content, educators must also have knowledge and skills in developing Information, Communication, and Technology (IT)-based learning resources and be up to date in accessing the Internet including educational media platforms, then being able to combine the two media. the learning, namely online learning and offline learning. Educators can carry out face-to-face learning through offline in a structured manner, then continue with online learning. The combination of learning can also be applied to the integration of e-learning (online).

IT-based or online learning needs to be given to students from the start, regular and structured guidance is carried out so that students are able to adapt to combined learning (Blended Learning) from the start, because in the future learning with the Blended Learning model is not only a must because the existence of Covid-19 but because of the demands of an increasingly advanced era. The role of educators is very important for the successful implementation of Blended Learning model learning because this requires a process of transforming content knowledge and blended learning as a tool. With the improvement of the economic system and the welfare of the people, the world's population will also increase, therefore it is necessary to conduct efficient learning in the use of resources, Blended learning-based learning is a necessity to be implemented in the learning system, especially in Indonesia. The key to all of this lies in the role of educators who master the competencies to manage blended learning-based learning.

4. DISCUSSION

The fact that visually impaired translators mostly use single translation techniques to overcome translation problems has two implications: first, visually impaired translators are effective in solving translation problems; second, visually impaired translators do not try their best to solve translation problems, where translation problems can be solved by using more than one translation technique. Which reflects the profile of the blind translator better? The answer can be reflected in several samples of their analysis of their translation techniques.

Living in today's era which is usually called the era of Generation Z where this generation is used to getting various information in a very short time, just by "pressing this

button, then see what happens" This learning model Blended Learning is an inexpensive way of learning and effective. This learning model can be applied to anyone, especially those who have high mobility and find it difficult to continue to meet face-to-face with educators or lecturers (Dios & Charlo, 2021; Moorhouse, 2020). Another reason is as a means of learning together for those who feel they need additional material. They are not satisfied with conventional learning in the classroom because with blended learning they can easily get new and even more up-to-date materials from various sources and even experts from all over the world (Alabdulkarim, 2021; Chen et al., 2022).

Education can be digitized by improving the facilities and infrastructure of technology and information in an educational institution. In addition to a stable internet network, qualified human resources are also needed to support the digitization of education (Kooli, 2021; Sahoo et al., 2021). From the results of the literature review above, several kinds of educational media platforms can be used to support the learning process using the Blended learning model that educators can utilize, including; WhatsApp Group, Google Classroom, e-Learning Application, Mobile-based Blended Learning Application (de Brito Lima et al., 2021; F. A. Müller & Wulf, 2021).

One important part of the development of blended learning is the teaching materials used. One of the teaching materials used is in the form of electronic books/modules/teaching materials. In online learning, electronic modules are also referred to as independent teaching materials or teaching materials that are prepared to be used for students to study at home. The electronic module contains practice questions and evaluations that students must complete to measure their learning progress. In blended learning, in addition to electronic teaching materials, it also uses part of the online meeting (Finlay et al., 2022; F. A. Müller & Wulf, 2021).

The development of media/technology teaching materials is one part of the innovation of the Blended Learning learning model by utilizing text, audio, video and multimedia (Alabdulkarim, 2021). The use of text, audio, video and multimedia is used for material enrichment and strengthening student material in the learning process, one of the topics determined by the educator. In blended learning, packaging is done digitally and accessed using technology. Utilization of text, audio, video and multimedia is carried out when studying at home with guidance from educators (Chiu, 2021).

The use of technology media as a means of the most important learning process in online learning was developed by blended learning (Du et al., 2022; Joos et al., 2022). The use

of technology media is used in learning to conduct face-to-face meetings, file storage, discussions, and monitoring. By using media and technology, it is hoped that the portion of the time spent studying at home will be more than face-to-face, both offline and online (Dios & Charlo, 2021; Ellianawati et al., 2021).

In addition, what makes the obstacle in reconstructing Indonesian language learning at universities in the context of digitizing education at this time is the limited facilities and infrastructure in the form of internet quotas, internet signals or networks, wifi, facilities and infrastructure, response, and technology. In line with research conducted by Vilendrer et al. (2021) that "internet network, internet quota, and "wifi" are the main supports used to access e-learning, email, and whatsapp". "The bigger the document or learning media used, the more it requires a lot of internet quota".

In facing various obstacles in reconstructing Indonesian language learning in post-covid-19 universities, an effective and efficient learning strategy is needed to support students' teaching and learning process, especially with the current digitalization era increasingly advanced. Education can be digitized by improving the facilities and infrastructure of technology and information in an educational institution. In addition to a stable internet network, qualified human resources are also needed to support the digitization of education (Prahmana et al., 2021). From the results of the literature review above, several kinds of educational media platforms can be used to support the learning process using the Blended learning model that educators can utilize, including; WhatsApp Group, Google Classroom, e-Learning Application, Mobile-based Blended Learning Application (F. A. Müller & Wulf, 2021).

The characteristics of Blended Learning are: 1) Learning that combines various delivery methods, educational models, learning styles, and various technology-based media. 2) As a combination of direct education (face to face), independent learning, and independent learning online. 3) Learning that is supported by an effective combination of delivery methods, teaching methods, and learning styles. 4) Educators and parents of students have the same important role, educators as facilitators and parents as supporters (Chiu, 2021). Furthermore, the objectives of Blended Learning include; 1) Helping educators to develop better in the learning process according to learning styles and preferences in learning. 2) Provide practical, realistic opportunities for teachers and educators for independent, useful, and growing learning. 3) Improved scheduling flexibility for educators by combining the best aspects of face-to-face and online instruction. Face-to-face classes can be used to engage students in interactive

experiences. While online classes provide educators, the online portion provides students with rich multimedia content of knowledge anytime and anywhere as long as educators have internet access.

5. CONCLUSION

Based on the phenomena faced post-covid-19, especially in the field of education, where Reconstructing Indonesian Language Learning in Post-Covid-19 Universities, including Post-covid-19, brings good benefits in terms of online-based learning, which is certainly one of the demands of digitalization of education at recent days. The strategy that can be used in reconstructing Indonesian learning after COVID-19 is to use the Blended Learning learning method, namely by a combination of learning models carried out in online and offline contexts; Supporting factors that exist in reconstructing Indonesian language learning in universities after the COVID-19 pandemic include: students are accustomed and trained in online learning which is nothing but the demands of the era of digitalization of education at this time; besides that it can also trigger the acceleration of transformation for the world of education in Indonesia; the emergence of online learning applications as a learning reference that supports students; the spread of free online courses and the emergence of unlimited creativity; By studying online at home, students can at least apply it to their home environment. In addition, what makes the obstacle in reconstructing Indonesian language learning at universities in the context of digitizing education at this time is the limited facilities and infrastructure in the form of internet quotas, internet signals or networks, wifi, facilities and infrastructure, response, and technology.

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