

Innovation In Learning Indonesian Language and Literature

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Abstract— Learning Media as a Form of Innovation in Indonesian Language and Literature Learning. In essence, learning Indonesian language and literature in schools is intended to foster student awareness of the existence of Indonesian language and literature as a communication tool and as a tool for unifying the nation. The fact that is currently encountered is that there are still many teachers who use learning media such as reading books, so that learning activities tend to be rigid, monotonous, and boring. Especially for Indonesian language lessons, the material presented is in fact still unable to attach to students as something rational, cognitive, and affective. It is the use of conventional learning media that has an impact on the level of mastery of Indonesian students' subject matter which is still low. Various phenomena often occur in the learning process, such as the low interest in thinking of students, lack of motivation to study, the lack of creativity of educators in applying innovative learning media. Conditions like this can be overcome by applying learning innovations used by teachers in implementing Indonesian language learning through learning media, which is contained in four aspects of Indonesian language skills, namely listening, speaking, reading and writing skills.

Keywords— *learning media; learning innovation*

I. INTRODUCTION

Speaking is an activity that always fills various fields of human life, both in the fields of economics, law, politics, and education. These activities can take place transactionally and interactionally. With language, one can convey ideas, thoughts, feelings or information to others, both verbally and in writing. This is in line with the idea that language is a communication tool between members of society in the form of sound symbols produced by human utensils.

In the world of education, especially Indonesian, the implementation of language learning is packaged into four aspects of language skills, namely listening, reading, speaking and writing skills. The four aspects of language skills have become the foundation of learning starting from elementary school to college level. For this reason, every teacher is always empowered to master the four aspects. Therefore, teachers must continue to improve their success in learning Indonesian at school, such as conducting effective, innovative, active, creative, and fun learning innovations.

The application of innovative learning activities will create a class atmosphere that is not embedded in a rigid and monotonous atmosphere. Students will be invited to discuss, interact and dialogue so that they are able to construct their

own scientific concepts and rules, not by being fed or lectured. Students also need to be accustomed to different opinions, so that they will become intelligent and critical. Of course, democratically, without forgetting scientific principles. In addition, the teacher also needs to provide reinforcement-reinforcement to students so that there is no misconception that will clash with the values of truth it self.

The use of innovative techniques and methods can certainly create a conducive learning situation. Students in this connection are directly involved in absorbing information and restating the recordings of information obtained in accordance with the individual abilities of students. Through a dynamic learning process, it is expected that a form of verbal communication will be created between students and other students who are patterned through listening, speaking, reading and writing skills, so that the learning atmosphere is avoided from boredom.

"Learning activities are an effort that is conscious of purpose, which systematically leads to changes in behavior." [1]. "Preparations are known as planning, planning, which is a satisfying way to make activities run smoothly, accompanied by various anticipatory steps to minimize the gap that occurs so that the activities achieve the stated goals." [2]. Things that need to be prepared in multimedia-based learning in language learning are preparation for general situations, preparation of students, preparation of RPP, preparation for the selection of teaching methods, preparation of the material to be presented, preparation for the objectives to be achieved, preparation for supporting media (learning media), preparation in teaching evaluation techniques, and preparation of the teaching process.

II. METHOD

The form of research used is qualitative. Data sources in this study are: (a) key informants (key informants), key informants are teachers. While the informants selected by snowball included the principal of the students, and also the staff of employees in the Padang Panjang SMPN 2 environment. (b) Places and events, where researchers obtain data including the process of implementing multimedia-based learning both in the classroom and outside the classroom. The places that will be the source of data are in the classroom, language laboratories, and also computer labs at Padang Panjang State Junior High School 2. (c) Artifacts, Artifacts in this study are the types of objects used in research. objects that

will be used in this study include the learning tools of Indonesian Language and Literature, School profiles, inventory list of school facilities and infrastructure and school infrastructure, informants, and others.

Data was collected using three data collection techniques, namely: observation, in-depth interviews and documentation. This study uses credibility test through triangulation techniques. Triangulation is the technique of checking the validity of data by utilizing something else. Triangulation used in this study is triangulation with sources, namely comparing and checking back the degree of trust of information obtained through different time and tools in qualitative research. In addition to using source triangulation, this research also uses method triangulation.

According to [3] "Analysis of data is data arranged in the site to be described." In conducting data analysis researchers refer to the stages described by [4], which consists of three stages: "Data reduction (data reduction), data display (data display) and conclusion drawing or conclusion (conclusion drawing / verivation), commonly known as interactive model of analysis. "

III. DISCUSSION

A. Indonesian Language Learning

Indonesian Language Learning is directed to improve the ability of students to communicate in Indonesian language properly and correctly, both verbally and in writing, while developing critical and creative thinking skills. Students are allowed to get their language skills from asking questions, answering, refuting, and arguing with others. As a means of self-expression, Indonesian is a means of expressing everything that is in a person, whether in the form of feelings, thoughts, ideas, and desires that belong to him. So it is also used to express and introduce the existence of a person to others in various places and situations. Indonesian-language activities include productive and receptive activities in four aspects of language, namely listening, speaking, reading and writing. Language skills that are receptive are essentially the ability to understand the language spoken by other parties.

B. Use of Learning Media in Schools

The use of instructional media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and the content of the lesson at that time. In addition to generating motivation and interest in students, learning media can also help students improve understanding, present data interestingly, and reliably, facilitate interpretation of data, and compress information. According to him the use of learning media can arouse desires and interests, generate motivation and also stimulate learning activities. Then, this opinion is also supported by [5] which says that: "Media teaching can enhance students' learning process in teaching which in turn is expected to enhance the learning outcomes achieved. ICT-based Learning Innovation (Information, Communication and Technology) is one method that should be used in learning to prepare for the child's future from an early age. According to [6], the function of

information and communication technology in education can be divided into seven functions, namely: (1) as a storehouse of knowledge, (2) as a learning aid, (3) as an educational facility, (4) as a competency standard, (5) as administrative support, (6) as a tool for school management, and (7) as an educational infrastructure. Referring to the seven functions it can be understood that ICT can contribute significantly to improving the quality of life of Indonesian people, especially in the world of education.

According to Gagne media view is "various types of components in the environment of students to learn". While the Association for Education and Communication Technology (AECT) defines the media that is "all forms used for a process of information distribution". Media should be seen, manipulated, heard or read. Similarly Drs. [7] revealed that educational media is a tool, method and technique used to re-streamline communication and interaction between education and students in the learning process at school.

C. Interactive Multimedia CD

According to [8] interactive CDs can be used in school learning because it is quite effective in improving student learning outcomes, especially computers. The nature of this media besides being interactive is also multi-media, there are complete media elements which include sound, animation, video, text and graphics. Some interactive multimedia models include: a) Model Drill: Model drills are basically one of the learning strategies that aim to provide a more concrete learning experience through the creation of imitation forms of experience that approach the actual atmosphere; b) Tutorial Model: The deep tutorial program is a learning program that is used in the learning process by using software in the form of computer programs containing subject matter. This program also requires students to apply their ideas and knowledge directly in learning activities; c) Simulation Model: The simulation model is basically one of the learning strategies that aims to provide a more concrete learning experience through the creation of imitation forms of experience that approach the actual atmosphere; and d) Model Games: This game model was developed based on "fun learning ", Where students will be faced with several instructions and rules of the game. In the context of learning is often referred to as Instructional Games.

Interactive multimedia CD equipment used in learning Indonesian language by teachers of Padang Panjang 2 Junior High School has followed the development of technology that uses computer assistance. The use of these tools facilitates students in learning, especially when using online media. The benefits felt by students of Padang Panjang 2 Junior High School with the use of online media are learning where they are. This is consistent with research conducted by [9]. The results of the study show that learning strategies by managing learning materials that are packaged online make students learn not only in school but where they are.

The teacher carries out initial activities with activities that are able to develop the mindset of students and also able to motivate students to participate in learning activities of Indonesian Literature Language Based on Interactive

Multimedia CD. To motivate the learning of teacher students to present material using multimedia. The teacher uses the video presented in the LCD. Entering the core activities the teacher began to implement methods that had been prepared in advance. Many methods are used by teachers such as discussion, assignment, problem solving, answers and so on. However, in general, teachers use more discussion methods with group formation where group formation is based on the rankings made by the teacher.

Interactive Multimedia CDs are presented in the form of tutorials that help with computer or laptop assistance, LCD, Mouse, and CPU. It can be said that multimedia used by teachers at Padang Panjang State Junior High School 2 can replace the teacher when the teacher is unable to attend, so that it can be used as a medium of independent learning. The management of students is emphasized by the Indonesian language teacher Padang Panjang 2 Junior High School. The teacher manages the students to be active so that they are not only asked for discussion, but there are other activities requested by the teacher in implementing multimedia-based Indonesian literature learning. Participants were asked to use presentation slides prepared by the teacher. The teacher also gives assignments to students related to online media such as the internet.

It can be said that the use of interactive multimedia CDs that are packaged with innovative methods such as those carried out by Padang Panjang SMPN 2 teachers creates an open, transparent, and interactive atmosphere. This is consistent with research conducted by [5] in his research entitled Student Centered Teaching meets New Media: Concept and Case Study. The media used to provide information provides more meaning in a transparent, open, and respectful and empathetic way in group interactions. The results showed that computer use helps teachers in managing learning activities.

The final activity was conducted by Indonesian language and literature teachers by conducting reflection activities. The reflexive activity carried out by Indonesian literary language teacher Padang Panjang State Junior High School 2 asked questions, summarized, and also concluded from what had been done in learning activities, especially for the material being studied, besides doing reflection activities, the teacher carried out the final activity by describing the tasks like homework or other assignments.

D. The Use of Interactive Multimedia with Positive Impact on the Quality and Learning Outcomes of Indonesian Literature Language at Padang Panjang SMPN 2

The positive impact felt by the teacher of Indonesian literary language is the ease of conveying material. The teacher does not merely convey the material but also increases his creative ability. Indonesian Literature Language Teachers at Padang Panjang Junior High School 2 try to make a good interactive multimedia CD so that it makes it easier to deliver material. Teacher creativity can increase when the teacher will make multimedia designs.

Management of learning carried out by teachers of Padang Panjang 2 Junior High School by using a combination of

multimedia CDs with interactive methods to make interactive learning activities indicated by the activities of teachers and students. Learning interaction is one of the factors that can increase students' interest in Padang Panjang SMPN 2 students. This is in accordance with the research conducted by [6], this study discusses the influence of the interaction of learning with students' learning interests. The results of this study state that student satisfaction depends on several factors which include interaction with the teacher and feedback. Students' perceptions of good interaction and how this can have an impact on learning interest. The results of the study show that students' interest in learning can be influenced by several factors such as interaction with the teacher such as the application of learning models.

This increase can be seen from the classical increase in average for each class. Classical or individual learning outcomes have increased. The average class is able to achieve the determined KKM score of 75. The average grade results also increase from an average score of 7 for grade VII students to 8.2. The ability to manage classes is increased by the school. The management of the class can be seen from the use of media, the conditioning of students, and also the use of learning methods. The ability to manage classes makes the learning atmosphere interactive. The competence possessed by the teacher is important to improve the quality and also the learning achievement of students. This is consistent with research conducted [7]. The results of this study state, ensuring a qualified teacher in each class is part of the middle of the last agenda to strengthen public education and maximize student achievement.

IV. CONCLUSION

The use of interactive multimedia CDs in the learning of Indonesian literary language at Padang Panjang SMPN 2 is done with full planning. The core activities are carried out with various methods such as discussion, problem solving, inquiry, question and answer, and brainstorming. Multimedia is used to present material such as through videos, films, presentation slides, and also interactive multimedia. The teacher conducts reflection activities at the end of learning activities.

The use of multimedia has a positive impact on the quality of learning at Padang Panjang SMPN 2. The quality improvement can be seen from the increase in motivation, enthusiasm, and also the students' understanding. Learning outcomes of students have increased and achieved KKM scores both individually and classically.

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