

# Designing Teaching Simulation Tools- Multimedia Based for Online Courses of Elementary School Indonesia Language Teaching and Learning

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**Abstract**—This research is based on the need analysis for limited learning media for teaching simulating Indonesian language teaching and learning in elementary school courses for prospective elementary school teacher students. So far, the media used in lectures must be prepared in advance by students by using or developing media from the beginning to the middle of the lecture. This condition is quite time-consuming for lectures so that it has an impact on the limitation of student teaching simulations, only once or twice in one semester. This limitation indirectly affects students' mastery of course content because prospective teacher-student must master learning to read, listen, write, and speak as well. Furthermore, through this media, it is hoped that language learning simulations can be carried out at the beginning of the lecture to strengthen content mastery and as a model in developing student independent tools as course achievements. The overall development is carried out referring to the ASSURE model, but in this paper, the results from the first to third stages are discussed on how product designs will be developed based on the need analysis, characteristics of elementary school students, and the characteristics of learning Indonesian.

**Keywords**—teaching simulation, multimedia for learning, Indonesia language teaching and learning, elementary school

## I. INTRODUCTION

In the 4.0 era, progressive media occupies a major role in realizing the concept of unlimited learning that is packaged digitally, both synchronously and asynchronously. The crucial role of this media certainly needs special attention to ensure the quality of learning. This fact is marked by the progress of media innovation since the mid-20th century to improve learning, performance, and access for educators and students [1]. This media innovation is based on an analysis of media

needs including its suitability, effectiveness, and up-to-date [2].

However, the needs analysis in the Elementary Teacher Education Study Program, Universitas Negeri Malang, shows the urgency of media needs in the elementary Indonesian language teaching and learning course. From the observation, it is known that there is no standard media used in this course. During the lecture, participants search for or create one type of media, such as reading media, which is then used for simulation.

The majority of these media are not following the characteristics of Indonesian language learning so that it requires a process of refinement from the beginning to the middle of the lecture. This activity causes students to only carry out teaching simulations one to two times in one semester, even though ideally the media and simulations carried out must cover four language skills [3]. This condition then has an impact on the limited mastery of students on course content, namely in Indonesian language learning.

From these findings, it can be concluded that there is a need for media development in Elementary Indonesian Language Learning courses. The media is used for simulation exercises to teach students independently as hybrid learning content. Media in hybrid learning also provides more value in making personal learning activities effective while online [4]. Students can carry out teaching simulation exercises independently to construct knowledge of content, pedagogy, and the use of the technology known as TPACK as an educational framework in the 4.0 century [5].

This media will bring changes in learning practices to further maximize the student's teaching experience

before developing the device independently. This teaching experience can create more contextual learning and have a positive impact in realizing simulated real experience according to Dale's theory [6]. In addition, the developed media can also be a standard media model for students to develop and be creative when developing independent devices to enable the achievement of the creative level.

The product will be designed for learning the four types of language skills so that in its development a multimedia base will be used. The results of related research show that the use of multimedia in learning has a positive impact on language acquisition as a communication tool both orally, in writing, and visually [7]–[9]. The use of multimedia will bring different perspectives from educators and students referring to the technology-enhanced language learning (TELL) approach in language learning in the digital era [10].

II. METHOD

Media development was carried out referring to the ASSURE model which has six steps with consideration as a special and systematic instructional model for the development of learning media [11]. However, in this manuscript, the product development results are still in the third stage for product design with the following description.

The first stage, analyze the learner, analyzes the characteristics and learning needs of students related to the media to be developed. The needs analysis involved 134 students in Elementary Teacher Education Study Program, Universitas Negeri Malang. This stage is carried out with an open questionnaire instrument with two question indicators as follows.

1) *Material*

- What are the materials that are not mastered in elementary Indonesian language learning?
- What material is difficult to simulate in elementary Indonesian learning?
- What are the important elementary Indonesian learning materials to be simulated?

2) *Media*

- What media are often used in simulations?
- What media is difficult to create for simulation?
- What are the limited media for simulation use?

The second stage, state objectives, set learning objectives related to media that will be developed specifically (covering components of the audience, behavior, condition, and degree). At this stage, an analysis of the basic competencies that will be used in media design is carried out based on the results of the analysis in the previous stage.

The third stage, select media and materials, select media and related teaching materials that will be used according to learning objectives to produce new media. At this stage, a study is carried out regarding the specifications of the media developed by referring to methods, techniques, and special media for language learning in terms of the four skills. During the design process, a checklist sheet instrument was used to analyze the suitability of the content and media format for Indonesian language learning courses in elementary schools by involving expert colleagues. The following is the grid in Table 1 which is presented in the form of a questionnaire with 5 scales.

TABLE I. CONTENT ANALYSIS GRID AND MEDIA FORMAT

Indicators	Descriptor
Content	1.1 Conformity of media content with the basic competencies achieved
	1.2 Appropriateness of media content for learning to read in primary schools
	1.3 Appropriateness of media content for learning to write in elementary school
	1.4 Appropriateness of media content for listening learning in primary schools
	1.5 Appropriateness of media content for teaching speaking in primary schools
Format	2.1 The suitability of the media format with the characteristics of elementary school students
	2.2 Appropriateness of media formats for learning to read in primary schools
	2.3 Appropriateness of media formats for learning to write in primary schools
	2.4 Appropriateness of media formats for listening learning in primary schools
	2.5 The suitability of the media format for teaching speaking in primary schools

The resulting data were then analyzed using quantitative and qualitative descriptive techniques. Specifically, on the results of descriptive data analysis, value processing is carried out using the percentage formula (Formula 1) with qualifications referring to Table 2.

$$P = \frac{f}{N} \times 100\% \quad (1)$$

TABLE II. SCORE QUALIFICATION

Scale	Percentage	Qualification
5	91-100	very conform
4	81-90	conform
3	71-80	quite conform
2	61-70	less conform
1	<60	not conform

III. RESULT & DISCUSSION

By the formulated objectives, multimedia-based teaching simulation tools will be developed that cover four skills in language learning, namely reading, writing, listening, and speaking for the elementary

Indonesian language teaching and learning course for the Elementary School Teacher Education Study Program. The four learning language skills are a fundamental part of student competence in elementary schools which should be mastered well by prospective teacher students in their teaching practice. For this reason, an analysis of the needs of language learning media for students is carried out regarding material that is difficult to simulate with the results in Figure 1.

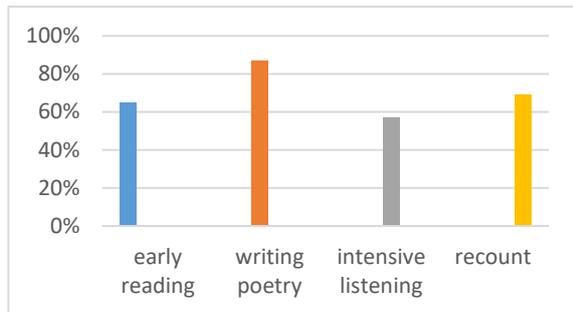


Fig. 1. Results of material analysis for media development

TABLE III. ANALYSIS RESULTS FOR MEDIA CONTENT

Media	Competencies in Indonesia Language Learning in Elementary School
Early reading	<b>1st grade</b> <ul style="list-style-type: none"> <li>3.3 Describing the symbols of vowels and consonants in Indonesian words or regional languages or regional languages</li> <li>4.3 Pronouncing vowels and consonants in Indonesian or regional language words</li> </ul>
Intensive listening	<b>5th Grade</b> <ul style="list-style-type: none"> <li>3.1 Determine the main idea in spoken and written texts</li> <li>3.1 Determine the main idea in spoken and written texts</li> </ul>
Poetry writing	<b>4th grade</b> <ul style="list-style-type: none"> <li>3.6 Exploring the content and mandate of poetry presented orally and in writing to have fun</li> <li>4.6 Exploring the content and mandate of poetry presented orally and in writing to have fun</li> </ul>
Recount	<b>3rd grade</b> <ul style="list-style-type: none"> <li>3.8 Describing messages in fairy tales that are presented orally, in writing, and visually to have fun</li> <li>4.8 Demonstrating messages in fairy tales as a form of self-expression using standard vocabulary and effective sentences</li> </ul>

Furthermore, based on Figure 1, an analysis of basic competencies in Indonesian language learning subjects in elementary schools is carried out as media development content whose indicators are formulated in Table 3. The results of this content analysis are assessed by peers to ensure the suitability of media content and formats by involving colleagues in the field of language and learning media [12].

This step is used to ensure the basic product design to be developed in the next stage and validated by experts again for its final form [11]. The results of the analysis of the suitability of the content and format of the media design were obtained in the appropriate

qualifications as shown in Table 4. From this suitability, the development of the media design was continued which will be described in the following discussion.

TABLE IV. RESULTS OF PEER ASSESSMENT FOR CONFORMITY OF MEDIA CONTENT AND FORMAT

Indicators	Code	Score	Mean (%)	Qualification
Content	1.1	4	84	Conform
	1.2	4		
	1.3	5		
	1.4	4		
	1.5	4		
Format	2.1	4	88	Conform
	2.2	5		
	2.3	4		
	2.4	5		
	2.5	4		

### A. Early Reading Learning Media Design

From the results of the competencies analysis, a reading learning media in the form of a big book was developed which is specifically for simulating early reading learning. Beginning reading was chosen because teaching requires certain methods that ideally all or one of the prospective teacher students master well [13], [14]. In the media that has been developed, the SAS (Structural Analytic Synthetic) method is used which is specifically for reading and writing beginnings [15], [16]. The following is an example of its application in text for beginning reading in Figure 2.

**Slide 4 Teks cerita**

Hutan kini sedang dilanda kemarau panjang, makanan habis dan sungai pun mengering. Kancil kelaparan, dia pergi keluar hutan untuk mencari makanan.

kancil    mencari    makanan

kan cil    men ca ri    ma ka nan

kancil    mencari    makanan

kan cil    men ca ri    ma ka nan

kancil    mencari    makanan

Fig. 2. SAS method for beginning reading

In the SAS method, early reading learning is carried out through the process of parsing sentences through sentences into words, words into syllables, and syllables into letters. The SAS method refers to the linguistic basis that in the function of language as a communication tool, sentences are the smallest element [15]. In addition, the SAS method considers the language experience of students to be more meaningful by the process of parsing sentences into more familiar words and then into symbols (letters) that form certain sounds and meanings [16].

From the text in Figure 2, an appropriate illustration is developed, namely fables or animal tales according to the selected competency. The title of the

fable chosen is a remake of the fairy tale "Si Kancil" with the illustration in Figure 3.

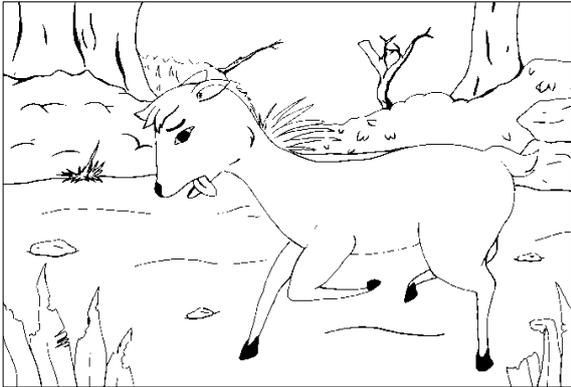


Fig. 3. Illustration and text design for beginning reading

**B. Poetry Writing Learning Media Design**

Writing learning media that was developed using poetry writing material following the results of the needs analysis as material that students often simulated misconceptions in their learning. Writing poetry is different from writing other texts, both informational and literary [17]. The main difference lies in the process of creation which involves thoughts, feelings, and imagination which are poured into words that have rhythm, rhyme, and style in several stanzas [18]. Although what is developed in learning in elementary schools is more towards the introduction and appreciation of literature which will continue to be taught in the next class.

By the analysis of basic competencies and student characteristics, media development adapts the techniques of observing, imitating, and creating [19], [20]. The technique will be stimulated by a visual representation for the sensing process of students in writing poetry. The following are the stages of design in writing poetry.

First, students observe a poem accompanied by illustrations. At this stage, the teacher's role is to reinforce what poetry is to students. The design can be seen in Figure 4, poetry about the sun with the entitled is "Matahari".

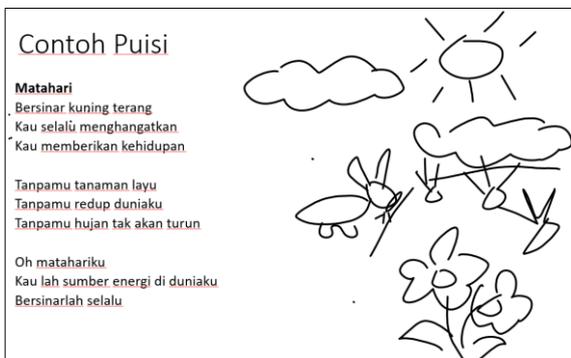


Fig. 4. Illustration design for the stage of observing poetry

Second, students observe a gap poem accompanied by an illustration as a stage of imitation. At this stage, students are involved to fill in the gaps in the poem with the guidance of the teacher based on the illustrations provided as shown in Figure 5 about the farmer with entitled "Petani Sang Pahlawan Pangan".

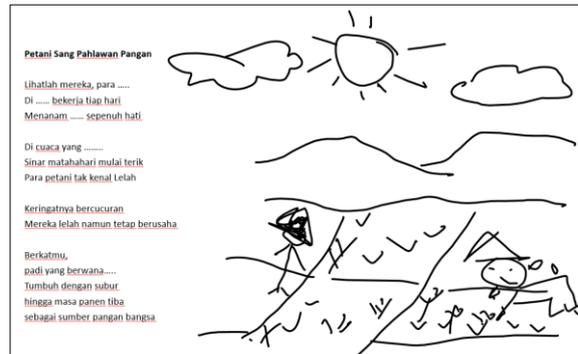


Fig. 5. Illustration design for the stage of imitating the contents of poetry

Third, it is hoped that after being involved in completing the contents of the poem, students are guided by the teacher to make a poem by observing a picture. The object in this picture is expected to be interpreted by students and poured into poetry lines with the guidance of the teacher. The design process and instruction can be seen in Figure 6 with Lingua as a character who guiding students to write their poetry by observing the picture about the butterfly.

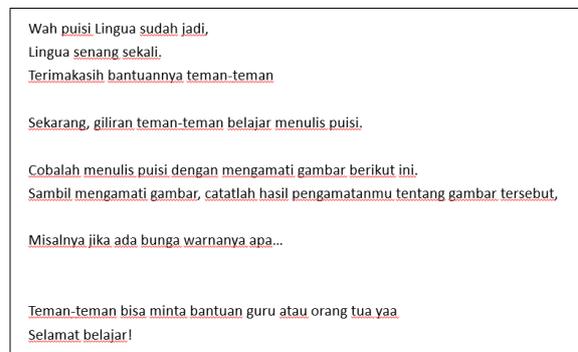


Fig. 6. Illustration design for the creative stage by making poetry

**C. Learning Media Design Listening**

In elementary school, listening learning leads to extensive listening activities for aesthetic listening and intensive listening to concentrate, critical, and creative listening. Although the curriculum itself does not explicitly explain activities for listening which are labeled with information, for example, as in basic competencies to determine the main ideas in oral texts [21]. For this reason, in media development, intensive listening activities are designed with the type of historical narrative text according to the type of text at the class level used. The selection of text types for

elementary schools is indeed made tiered from low to high grade both information and literary texts such as historical narratives for fifth-grade elementary schools [22].

From this content, a text for listening media for fifth graders was developed with the provision that the number of 200 to 300 words in the form of equivalent compound sentences. The following is an excerpt of the text developed based on the historical events of "Bandung Lautan Api" during the Indonesian struggle for independence in Figure 7.

The text in Figure 7 is developed in the form of audio which will be presented in several options, namely audio-only, at the link [https://bit.um.ac.id/audio\\_menyimak1](https://bit.um.ac.id/audio_menyimak1) and audio accompanied by visualization with audio adjustment designs and illustrations as shown in Figure 8 and 9.

Intro: audio effect, 5 detik

**Narasi:**

Halo anak-anak,  
Tahukah kamu tentang peristiwa Bandung Lautan Api?  
Ayo simak ceritanya.  
Simak dengan cermat ya!

**Bandung Lautan Api**

Sore itu Anwar sedang duduk di kursi teras depan rumah bersama Kakek. Anwar sudah 3 hari menginap di rumah Kakek di Bandung karena libur sekolah. Saat mengobrol, Anwar bertanya pada Kakek tentang terjadinya peristiwa Bandung Lautan Api.

Kakek bercerita, peristiwa Bandung Lautan Api diawali oleh kedatangan Inggris sebagai perwakilan pasukan sekutu di Kota Bandung pada 12 Oktober 1945. Pasukan Inggris dipimpin oleh Brigade MacDonal. Awalnya, mereka datang untuk membebaskan tawanan perang Belanda yang masih ada di Indonesia. Namun ternyata, pasukan sekutu ingin menguasai dan merebut kemerdekaan Indonesia.

Masyarakat pun bergejolak, menolak dan melawan penjajahan kembali Indonesia.

Pada 27 November 1945 hingga 17 Maret 1946, pasukan Inggris meminta agar Tentara Republik Indonesia dan masyarakat segera meninggalkan Kota Bandung. Jika tidak, pasukan sekutu akan menyerang dan menghancurkan seluruh masyarakat Bandung.

Karena kelusutan pasukan sekutu yang lebih besar, masyarakat pun sepakat untuk meninggalkan Kota Bandung dan mengungsi ke wilayah selatan dan timur Jawa Barat.

Pagi itu, tepatnya pada 25 Maret 1946, Kolonel A.H. Nasution selaku Panglima Divisi Tentara Republik Indonesia memerintahkan masyarakat untuk meninggalkan Kota Bandung. Namun sebelum meninggalkan kota Bandung, masyarakat membakar rumah dan harta benda mereka. Kota Bandung dengan sengaja dibakar oleh masyarakat agar sekutu tidak dapat menggunakan Kota Bandung sebagai markasnya lagi.

Asap hitam mengepul membubung tinggi di udara. Api berkobar di mana-mana. Peristiwa inilah yang dikenal dengan Bandung Lautan Api.

Anwar sangat terkesan mendengar cerita Kakek tentang perjuangan masyarakat Bandung. Kakek menjelaskan meskipun saat itu kota Bandung telah hangus, masyarakat terus melakukan perlawanan dari luar Kota Bandung untuk mengusir pasukan sekutu.

Fig. 7. Historical narrative text for listening media



Fig. 8. Listening media illustration design



Fig. 9. Audio adjustment process with illustration

It is from this design that listening activities as a receptive language skill can be taught both from listening methods, strategies, and information obtained by students [23]. Listening is intended to obtain information both extensively and intensively. In informal learning, listening is a language activity used for the first time by humans in the process of language acquisition [24]. On the other hand, informal learning, listening is taught so that students can receive, process, and produce information well.

**D. Speaking Learning Media Design**

Speaking skills are one of the language learning skills that are not dominantly taught because they tend to be written in text for writing skills. This statement is supported by the results of the curriculum analysis on Indonesian language competence expressed in basic competencies "oral and written" but in learning it is more dominated in writing related to literacy, literacy, which is centered in elementary schools. In learning, the speaking skills taught include formal and non-formal speaking to train students in conveying ideas, courage, and proper grammar when speaking [25]. The context used for primary schools is dominant in the personal context of both information and literature, for example, the recount used for the development of this media [26].

In the design of speaking media, according to its basic competence, fairy tales that carry Indonesian local wisdom, namely "Malin Kundang", will be used. The story of "Malin Kundang" itself has been remaking in various versions, although the essence of the story is the same because of the requirements for character values. The following is a chronology of the "Malin Kundang" story in Table 5.

In the recount, a stimulus is needed that can assist students in retelling the content of the story according to the chosen class level, namely the third grade of elementary school, so a series of pictures is used which is considered suitable to stimulate students in speaking as the results of previous research [27], [28]. Picture series is used in the form of slides accompanied by reading text in 200 words in the form of simple sentences for receptive activities either by reading or listening. From this activity, students will use serial pictures to recall the contents of the story and use it as

a guide to growing their confidence in telling stories. At this stage, the teacher will play a role in digging deeper into how the students' speaking skills are, for example in the use of standard words, word selection, and the use of regional languages which are generally still widely used by students in lower grades as their mother tongue [29].

TABLE V. CHRONOLOGY OF TALES FOR MEDIA RECOUNT

Slide	Text
1	In a village, lived a widow named Mande with her son, Malin Kundang. Mande's husband died long ago since Malin was a child. Mande loves and works hard to raise Malin.
2	As an adult, Malin wanted to migrate to the city. Malin wants to work and make his mother happy. Although sad, Mande allowed Malin to go abroad.
3	Year after year passed. Mande who is getting older never gets news from Malin. Mande misses his son very much. He decided to go into town to look for her.
4	But one day, Mande accidentally met Malin. Malin was with his wife who was dressed luxuriously. Malin has married the son of a wealthy nobleman. Seeing Malin, Mande ran and wanted to hug his son.
5	Malin was very embarrassed to meet his old and tattered mother. He didn't want to acknowledge his mother. "Who are you? Go don't beg here!" Malin exclaimed. He didn't want his wife to know that Mande was his mother. Mande was crying, his heart ached.
6	Immediately, it rained heavily. Lightning grabbed Malin and turned him into stone. Mande cries seeing his son turn to stone. He prayed for his son to come back. But due to his attitude, Malin remains a stone.

#### IV. CONCLUSION

The design that has been designed for the development of media as teaching simulation tools in Indonesian language learning courses in elementary schools has been adjusted based on the needs analysis of both prospective teacher students in learning simulations, Indonesian language learning competencies in elementary schools, and the characteristics of the language skills being taught. In the analysis of the needs of prospective teacher students, it is known that learning to read the beginning, write poetry, intensive listening, and retelling are difficult materials to simulate. In the analysis of learning competencies, it is shown that the previously mentioned materials are taught in stages in low and high classes, which are represented according to the selected competencies. The characteristics of language skills have been adjusted as for reading and listening for receptive language activities as well as writing and speaking for language productive activities with their respective teaching techniques according to the studies carried out.

From this analysis, the design process is carried out in stages to ensure the suitability of the content and media format developed with the appropriate criteria based on the peer assessment that has been carried out. Based on these results, it can be concluded that the media design is appropriate and can be continued in full

product development and testing to determine its effectiveness in optimizing the simulation of Indonesian language learning courses in elementary schools.

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