



The Importance of Textbooks with Accelerated Learning Models to Support Indonesian Language Learning in Elementary Schools

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Abstract. The unpreparedness of teachers, students, and the online learning system has an impact on the low language skills of students in elementary schools. This study aims to describe the anxiety experienced by teachers in teaching students' language skills in elementary schools. This study uses a qualitative research approach. The study also revealed the needs of teachers regarding the specifications of the textbooks needed to accelerate the acquisition of post-pandemic student learning outcomes, especially in learning Indonesian language skills. The subjects of this study were 50 elementary school teachers in the city of Surakarta. Research subjects answered questions through in-depth interview techniques. The results show that most elementary school teachers have difficulty in dealing with students who are less skilled in receptive language, especially in the lower grades. In addition, the results show that the role of textbooks is indispensable in accelerating the learning process of students' language skills. motivational, interactive, applicable, and digitizing textbooks are deemed necessary to accelerate students' language skills in elementary school entering the new normal era. This study concludes that there is a need for textbooks that focus on accelerating students' language skills in elementary schools.

Keywords: Accelerated learning, elementary school, textbooks.

1 Introduction

Indonesian language learning has a very important role for the development of students' language skills. In addition, learning Indonesian influences the social, intellectual, and emotional development of students [1]. In general, language skills consist of two aspects, namely productive aspects and receptive aspects. Receptive skills are part of the decoding process, which is the process of trying to understand what other people are saying. On the other hand, productive abilities are part of the encoding process, namely the business process of communicating ideas, thoughts, or feelings through linguistic

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forms[2][3]. Receptive competence consists of two kinds of language competencies, namely reading and listening competence, while productive skills consist of two kinds of language competencies, namely speaking competence and writing competence [4][5][6][7].

The unpreparedness of teachers, students, and the online learning system during the COVID-19 pandemic has an impact on the quality of the ineffective material delivery process in learning Indonesian. Problems that arise include the difficulties of students and teachers to communicate interactively, as well as uneven access and use of the internet [8][9][10][11]. Another problem is the limitation of teachers in assessing students through online learning because some of the students' tasks are done by their parents, so this makes it difficult for teachers to assess students[12][13][14]. Other findings show that teachers also have difficulty in conditioning the classroom during online learning, lack of students who are active in learning, and students are limited in understanding the material that has been given by the teacher[15][16].

The situation of the impact of this online learning pandemic has an impact on the low language skills of students in elementary school[17][18]. The analysis of language skills carried out on students in grades 1-3 of elementary school in Surakarta City on 330 students showed unsatisfactory results. Learning outcomes in reading skills are 63.52%, listening skills are 67.25%, writing skills are 49.63%, and speaking skills are 56.85%. Each language skill is a skill that is interconnected and complementary, so that the low acquisition of language skills in certain aspects can affect other language skills. This finding shows that students' language skills are still not good and need to be improved[19][20].

Responding to the problem of the low language skills of students in elementary schools, it is necessary to make efforts to improve students' language skills, for example through the use of textbooks. Textbooks are books of certain fields of study for instructional purposes and are equipped with suitable teaching facilities and are easily understood by the readers[21][22]. The quality of textbooks can be seen from the aspect of content, presentation, graphics, and linguistic aspects by referring to learning objectives based on a particular curriculum [23][24]. Previous research revealed the advantages of textbooks for improving student learning processes and outcomes, facilitating educators in delivering learning materials, providing opportunities for students to repeat lessons or learn new and interesting lessons for students [25][26][27].

Textbooks in learning should contain text and pictures that are used to facilitate the delivery of learning materials. The orientation of the textbook is to optimize learning activities in order to achieve optimal learning outcomes. Therefore, textbooks must be able to present meaningful learning materials by following a certain model. Innovative learning models can be integrated in the preparation of a textbook. Previous research has used many innovative learning models in the development of textbooks so that it will be more effective in providing instructional impact for students. For example, in textbooks based on active learning models, contextual learning models, STEAM learning models, and collaborative models [28][29][30][31].

Based on efforts to increase students' language skills with acceleration, the accelerated learning model is considered appropriate to improve the learning skills of post-pandemic students. Accelerated learning (AL) is a learning model that uses learning

methods that match the way the brain functions, resulting in better absorption of information and understanding so that ultimately the learning process becomes faster [32][33]. Thus, textbooks following the AL principle mean that they are oriented towards efforts to support teachers in implementing the curriculum, standardizing learning, namely providing similarities regarding materials, language and teaching standards. In addition, textbooks need to facilitate efficient aspects of using graphs, pictures, and tables, last a long time, be interesting, and provide continuity of lessons in successive classes, even if teachers change.

This study aims to describe the anxiety experienced by teachers in teaching students' language skills in elementary schools. The study also revealed the needs of teachers regarding the specifications of the textbooks needed to accelerate the acquisition of post-pandemic student learning outcomes, especially in learning Indonesian language skills.

2 Method

This study uses qualitative research with the aim of explaining the phenomenon of the object under study[34]. This approach was chosen in accordance with the research objectives which seek to understand the phenomena experienced by the research subjects, explain the overall behavior, perceptions, motivations, behaviors, etc. of the research subjects regarding the difficulties of teaching language skills and the needs of teachers for textbooks. Indonesian language skills in elementary school. The exploratory method is applied to find new or applied knowledge and new problems about the difficulties and needs of teachers for teaching materials to accelerate students' language skills in elementary school.

The subjects of this study were 50 elementary school teachers in the city of Surakarta. The data collection technique used in-depth interviews with the aim of obtaining the opinions of teachers about students' difficulties in language skills and the teachers' needs regarding the teaching materials needed to accelerate students' language skills. The data was then analyzed descriptively using an interactive model consisting of data condensation, data presentation, and drawing conclusions [35].

3 Results and Discussion

Interviews were carried out on aspects of the difficulty of students' language skills in elementary schools which were presented descriptively by covering the opinions of teachers in the receptive and productive domains. The results of interviews on the subjects of this study were presented to some of the research subjects. The selection of the presentation is the result of data reduction with the answer criteria that have different expressions but have the same meaning, which has answered the research question. Opinions given by research subjects about students' difficulties in receptive language skills are as follows.

“The problem of online learning is dominated by the lack of internet access and digital media for students so that we have difficulty monitoring student learning progress while at home. Learning language skills in the receptive domain, such as listening and reading, is carried out by utilizing the WhatsApp Group so that students' independence and parental support are the main motors to ensure students' language skills.” (Elementary school teacher with 8 years of teaching experience).

The findings of the interviews conducted on the research subjects above indicate that the implementation of receptive language skills learning in elementary schools during online learning is still carried out classically using WhatsApp groups so that it does not guarantee the acquisition of language skills at the individual level. The role of teachers in assisting the acquisition of students' receptive language skills is still lacking due to online learning policies during the covid-19 pandemic[36][37]. Not only that, one of the interview results on productive learning difficulties is presented in the narrative of the interview results as follows.

“Learning productive language skills is very close to the communication needs of students in everyday life. We have difficulty in facilitating students during online learning. We assigned students to record videos as they read speeches and poems, and to collect their writings collectively. However, we have not provided them with teaching resources that can stimulate their skills in the realm of writing and speaking skills.” (Elementary school teacher with 8 years of teaching experience).

The statement from the subject indicates that learning language skills in schools does not only emphasize theory, but students are required to be able to use language as it functions, namely as a tool to communicate. The difficulty experienced by teachers is how to provide teaching material facilities that can support students' independent learning in practicing writing and speaking. This finding is in accordance with previous research which revealed a variety of language skills learning problems in students during the covid-19 pandemic[38][39].

Departing from the problem of learning difficulties in language skills, this study attempts to reveal the opinions of teachers on their need for teaching materials needed to support the Indonesian language learning process in elementary schools. Most of the teachers suggested the need for textbooks to accelerate the acquisition of students' language skills. Textbooks are generally interpreted as one of the teaching materials to support student textbooks. The opinions of several teachers about the role of textbooks are described as follows.

“Textbooks are prepared for the learning process containing subject matter that will be taught specifically. Therefore, the role of textbooks is indispensable in accelerating the learning process of students' language skills. Textbooks can be specially structured for skilled reading, writing, listening and speaking skills for elementary school students.” (Elementary school teacher with 5 years of teaching experience).

Teachers' opinions about the concept of textbooks have no doubt about their role in supporting specific learning objectives. For example, to obtain specific learning objectives such as the acquisition of certain language skills, such as writing and speaking, the role of textbooks is needed. Other opinions about the support of textbooks for accelerating student learning outcomes in language skills are presented as follows.

“Textbook support for accelerating students' language skills in elementary school is very necessary with the criteria of textbooks that can attract students' interest in reading, contain contextual illustrations and contain life values that are close to where students live. Thus, the contents of the textbook are more quickly understood by students.” (Elementary school teacher with 6 years of teaching experience).

The importance of textbooks for accelerating students' language skills in elementary schools is seen in their role in helping teachers and students in the teaching and learning process. Student activity that will make learning more fun and can liven up the classroom atmosphere through the use of textbooks that follow the accelerated learning model. The implementation of the AI model is demonstrated by utilizing a textbook that contains varied illustrations and is open and flexible. Another opinion about the importance of textbooks with the AL model was conveyed by the teacher as follows.

“The importance of textbooks to support the learning of students' language skills in elementary schools should be facilitated by digitizing textbooks in order to accelerate students' language skills in elementary schools entering the new normal era. This is because the digitization of textbooks can support students' independent learning at home.” (Elementary school teacher with 3 years teaching experience).

The interview findings show that the key to learning with the AI model is the flexibility of access to learning resources that support independent learning [40][41]. Therefore, the importance of textbooks with the AI model is in its role in facilitating student learning independence.

This study shows that textbooks have an important role as a source of student learning in the language skills of students in elementary school. The use of textbooks supports teachers in the learning process and becomes a source of knowledge through any learning method to achieve the learning objectives demanded by the curriculum. Research shows that it is necessary to use textbooks with an orientation on accelerated learning to overcome students' problems in learning language skills in elementary schools.

4 Conclusion

Most elementary school teachers have difficulty in dealing with students who are less skilled in receptive language, especially in the lower grades. In addition, the results show that the role of textbooks is indispensable in accelerating the learning process of students' language skills. Motivation, interactive, applicable, and digitizing textbooks are deemed necessary to accelerate the language skills of students in elementary schools entering the face-to-face learning era. This study concludes that there is a need for textbooks that focus on accelerating students' language skills in elementary schools.

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