Elementary School Teachers' Perspectives on Accelerated Learning Models for Indonesian Language Skills

Retno Winarni, ST Y Slamet, Ahmad Syawaludin

Teacher Training and Education Faculty, Universitas Sebelas Maret, Indonesia

retnowinarni@staff.uns.ac.id, st_ys@staff.uns.ac.id
syawaluns@gmail.com

Abstract: This study aims to provide an overview of the perspectives of elementary school teachers on the Accelerated Learning model for learning Indonesian in elementary schools. The study used a qualitative approach by giving a questionnaire to 110 teachers and interviews with 30 elementary school teachers in the city of Surakarta. The questionnaire was developed on aspects of the teacher's basic knowledge about Indonesian language skills learning, accelerated learning models, and strategies in teaching students' language skills in elementary schools with acceleration. Interviews were conducted to reveal several reasons for the statements in the questionnaire filled out by the teacher. The results show that the majority of teachers (86.97%) pay more attention to productive language skills as a significant impact of online learning, the strategies used by teachers in learning language skills in elementary schools are very varied with the dominance of 75.05 flip classrooms seen as being able to accelerate learning, the knowledge of the principles of the Accelerated Learning Model has been well known to them (78.64%). The implementation of Indonesian language learning strategies through the accelerated model was obtained by 77.46%. Although the concept of the Accelerated Learning Model is very diverse in conceptual definition, most of them have found the principle in their teaching practice in the classroom. Research recommends that educators need to have an AL model that is specifically

Keywords: Accelerated learning, elementary school, Indonesian language learning.

1   Introduction

Learning during the covid-19 pandemic has had a significant impact on the process and learning outcomes of students in elementary schools. The unpreparedness of teachers in carrying out online learning with all digital learning tools and media as well as internet access is the dominant factor in learning problems in elementary school [1][2][3]. The Indonesian language learning process in online learning design experiences various

obstacles in the receptive and productive language training process [4]. Receptive language skills including reading and listening skills experience dominant problems in the acquisition of initial reading skills in lower grade students. The problems that arise in writing and speaking skills experience more complex problems, including the difficulty of teachers in training and ensuring that every student can express themselves in writing and speaking.

Based on research conducted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), the Covid-19 pandemic has caused significant literacy and numeracy learning losses [5]. Research results taken from a sample of 3,391 elementary school students from 7 districts/cities in 4 provinces, in January 2020 and April 2021 reported learning loss in literacy skills equivalent to 6 months of study. Thus, literacy skills from the impact of learning Indonesian indicate the need for special attention to learning Indonesian, both in receptive and productive language learning[6][7].

The acquisition of student learning outcomes in receptive and productive Indonesian language skills is considered to have decreased from before the online learning period. The implementation of the results of the pretest on receptive and productive language skills carried out on grade 1-3 elementary school students 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%. These results indicate that in all aspects of Indonesian language skills need to be improved[8][9][10][11].

Based on the problem of learning loss in language skills, education observers have made many innovations such as the development of teaching materials and learning media. On the other hand, the Ministry of Education and Culture then developed a Prototype Curriculum as part of the national curriculum to encourage the recovery of learning during the Covid-19 pandemic [12]. Starting in 2022, the national curriculum has three curriculum options that education units can choose from for learning recovery during the Covid-19 pandemic, namely the 2013 Curriculum, the Emergency Curriculum (simplified 2013 Curriculum), and the Prototype Curriculum. However, teachers do not yet have specific guidelines such as the right learning model to accelerate learning in Indonesian language skills in elementary schools.

The Accelerated Learning learning model is proposed as the right model to support the improvement of students' language skills in elementary school. Accelerated learning is seen as a 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 [13][14]. This learning approach was first proposed by Georgi Lazanov, a Bulgarian psychiatrist as a way of learning to be able to be actively involved using all his abilities to find the concepts that underlie these answers so that students' skills will develop. Accelerated Learning has characteristics that tend to be flexible, happy, many ways, emphasize cooperation, multi-sensory, nurturing, prioritize activities, involve mental, emotional and physical and prioritize results [15][16][17]. However, not many studies have attempted to explore the concept of AL from the perspective of teachers in elementary schools as implementers. This study

aims to provide an overview of teachers' perspectives on the AL model for learning Indonesian in elementary schools.

2   Method

This study aims to obtain an overview of the perspectives of elementary school teachers on accelerated learning in Indonesian language learning in elementary schools. A qualitative approach is used in this study to explain a phenomenon in depth [18]. The research subjects involved 110 elementary school teachers in Surakarta City, Central Java. Respondents were selected by random sampling in five sub-districts, consisting of Laweyan, Jebres, Banjarsari, Pasar Kliwon, and Serengan districts.

The data collection technique of this research used questionnaires and interviews. The questionnaire instrument developed consisted of perceptions of Indonesian language learning in the aspect of language skills; aspects of the accelerated learning model concept; and aspects of the accelerated learning strategy in learning Indonesian in the aspects of planning, implementation, and assessment. The interviews were conducted to find out the teacher's arguments in giving statements in the completed questionnaire. The validity of the questionnaire uses content validity. The questionnaire data was then analyzed descriptively using an interactive model consisting of data condensation, data presentation, and drawing conclusions [19].

3   Results and Discussion

The research data was obtained from four aspects consisting of the conditions of learning receptive Indonesian language skills; productive Indonesian language skills learning conditions; Accelerated Learning Models; and Strategies in Teaching students' language skills in elementary schools with acceleration. The results are presented in table 1.

Table 1: Description of the results of the questionnaire on the perception of elementary school teachers on Indonesian language learning using the AL Model Description of the results of the questionnaire on the perception of elementary school teachers on Indonesian language learning using the AL Model

Table 1. Description of perception of elementary school teachers on Indonesian language learning using the AL Model

No	Aspect	Description	Score (%)	Mean (%)
1	Conditions for learning receptive Indonesian language skills	The urgency of learning reading language	87,66	
		Impact of online learning on reading skills	86,34	86,45
		The urgency of learning listening language	84,56	
		Impact of online learning on listening skills	87,24	
2	Conditions for learning receptive Indonesian language skills	The urgency of learning writing language	85,75	
		Impact of online learning on writing skills	88,43	86,97
		The urgency of learning speaking language	86,28	
		Impact of online learning on speaking skills	87,43	
3	Accelerated Learning Model	Concept of accelerated learning model	75,68	
		Principals of accelerated learning model	78,64	75,05
		Syntax of accelerated learning model	73,25	
		Instructional effects and nurturant effects of accelerated learning model	72,65	
4	Strategies in Teaching students' language skills in elementary schools with acceleration	Planning for learning Indonesian language skills with AL	76,35	
		Action for learning Indonesian language skills with AL	78,68	77,46
		Evaluation for learning Indonesian language skills with AL	77,35	

3.1 Conditions of Learning Indonesian Language Skills in Elementary School

The study of the perception of elementary school teachers on aspects of Indonesian language learning conditions in terms of aspects of receptive and productive language learning. The results of the questionnaire show that most teachers state that both receptive and productive language skills play an important role in the needs of students, both in the realm of communication and supporting other content learning. Meanwhile, the results of interviews show that the teachers thought that language skills greatly deter-

mine the success of students in other subjects. However, learning during the covid pandemic has decreased the acquisition of these skills. The learning of Indonesian language skills is urgent for improvement efforts [20][21].

In the realm of receptive and productive language skills, it is known to experience a decrease in learning outcomes after online learning. Through the questionnaire, it was found that as many as 86.34 percent of 110 teachers reported a decline in reading skills and 87.24% reported a decline in listening skills. The dominance of this decline in skills occurred in lower grade students (grades 1-3) in elementary school. This data is in accordance with previous research reports on the significant impact of online learning on the decline in students' language skills in elementary school [22].

3.2   Concept of Accelerated Learning (AL) Model

The teacher's knowledge of the accelerated learning (AL) model is reviewed in the description of the accelerated learning concept; the principle of accelerated learning; the syntax of accelerated learning learning operational impact and learning accompaniment of accelerated learning on learning. In the aspect of the concept of the AI model, 75.68% of teachers were able to mention the meaning of the AI model. Others are limited to hearing and understanding interpretations with different versions. However, it is unique that teachers can mention the principles of the AI model, such as the need for an independent situation for students to access resources, involve students actively, and be oriented towards improving learning outcomes. This finding shows that teachers personally understand the AL model not theoretically, but rather in their practice in everyday learning in the classroom.

An exploratory study on the syntax of accelerated learning shows that teachers do not yet understand the syntax of the AL model. The AL stages mentioned by the respondents include creating a pleasant situation for students, selecting learning materials that are important and useful for students, using multimedia that involves all the senses and the mind including the left brain and right brain, efficient time planning. The results of the interviews showed that the teachers had realized the importance of the multimedia function to give students a sense of pleasure in learning language skills. Thus, the teachers actually already know some of the stages of the AI model but not theoretically. This finding is in accordance with previous research which stated that teachers' knowledge of the implementation of the AL model [23].

3.3   Implementation of Indonesian Language Learning Strategies through the AL Model

Aspects of the implementation of Indonesian language learning strategies with the LA model are reviewed in aspects of planning, implementation, and evaluation of learning. At the planning stage, the teachers gave approval on several things that were considered, such as preparing learning tools that adopted the AL syntax, compiling planning and time management, selecting materials, compiling student worksheets, and developing teaching materials. These respondents' responses are in line with the experiences of teachers in other locations as reported by previous studies[24][25].

In the aspect of implementing learning, it shows that the knowledge of the teacher is still not happy. In practice, teachers still use whatsap group media which has not been able to guarantee the active involvement of students at the individual level. The results of interviews shows that the implementation of the AL model is often carried out by teachers through the application of the flip classroom. This method provides positive support and is considered appropriate to accelerate the improvement of student learning outcomes. As for the assessment aspect, the teachers have understood the importance of the targeted operational indicators and objectives. Thus, the skill in compiling assessment instruments is the main requirement for teachers to be skilled in applying any learning model[26][27][28].

4   Conclusion

The results show that most teachers (86.97%) pay more attention to productive language skills as a significant impact of online learning, the strategies used by teachers in learning language skills in elementary schools are very varied with the dominance of 75.05 flip classrooms seen as being able to accelerate learning, the knowledge of the principles of the Accelerated Learning Model has been well known to them (78.64%). The implementation of Indonesian language learning strategies through the accelerated model was obtained by 77.46%. Thus, it can be concluded that although the concept of the Accelerated Learning Model is very diverse in its conceptual definition, most of them have found the principle in their teaching practice in the classroom. Research recommends that educators need to have an AL model that is specifically for learning language skills of students in elementary school.

Acknowledgments

References

1. Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies, 10*(4), 86.
2. Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology, 29*(5), 4809-4818.

3. Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Online Submission, 7*(2), 90-109.

4. Sulistiyono, E., Missriani, M., & Fitriani, Y. (2021). Constructivism and contextual based learning in improving indonesian language learning outcomes in elementary school using online learning techniques in the middle of the covid 19 pandemic. *JPGI (Jurnal Penelitian Guru Indonesia), 6*(1), 304-309.

5. Firman, A. J., Ni'mah, U., & Asvio, N. (2022). Prototype Curriculum: Concepts and Its Role in Strengthening Character Education After the Covid-19 Pandemic. *EJIP: Educational Journal of Innovation and Publication, 1*(1), 10-17.

6. Susani, R. (2018). The implementation of authentic assessment in extensive reading. *International Journal of Education, 11*(1), 87-92.

7. Winarni, R., Slamet, S. Y., & Syawaludin, A. (2022). Indonesian Textbook Based on Character Education Through Active Learning for the Elementary School Students. *Jurnal Ilmiah Sekolah Dasar, 6*(1).

8. Firman, F., Aswar, N., Sukmawaty, S., Mirnawati, M., & Sukirman, S. (2020). Application of the Two Stay Two Stray Learning Model in Improving Indonesian Language Learning Outcomes in Elementary Schools. *Jurnal Studi Guru Dan Pembelajaran, 3*(3), 551-558.

9. Barnawi, B., Pratama, F. A., & Al-Ghozali, M. I. (2019). Application of a Contextual Approach in Indonesian Language Learning to Improve the Ability to Write Poetry. *Action Research Journal Indonesia,* 75-86.

10. Rombot, O., Boeriswati, E., & Suparman, M. A. (2020). Improving reading comprehension skills of international elementary school students through blended learning. *Al Ibtida: Jurnal Pendidikan Guru MI, 7*(1), 56-68.

11. Sukenti, D., & Tambak, S. (2020). Developing Indonesian Language Learning Assessments: Strengthening the Personal Competence and Islamic Psychosocial of Teachers. *International Journal of Evaluation and Research in Education, 9*(4), 1079-1087.

12. Solikhah, P. I., & Purnomo, P. (2022). The Opportunity and Challenges of Implementing a Prototype Curriculum. *Nazhruna: Jurnal Pendidikan Islam, 5*(2), 407-421.

13. Botvinick, M., Ritter, S., Wang, J. X., Kurth-Nelson, Z., Blundell, C., & Hassabis, D. (2019). Reinforcement learning, fast and slow. *Trends in cognitive sciences, 23*(5), 408-422.

14. Finnan, C. (2018). *Accelerating the learning of all students: Cultivating culture change in schools, classrooms, and individuals*. Routledge.

15. Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and learning loss—disparities grow and students need help. *McKinsey & Company,* December, 8, 6-7.

16. Purtle, J., Nelson, K. L., Bruns, E. J., & Hoagwood, K. E. (2020). Dissemination strategies to accelerate the policy impact of children's mental health services research. *Psychiatric services, 71*(11), 1170-1178.

17. Colvin, M. K., Reesman, J., & Glen, T. (2022). The impact of COVID-19 related educational disruption on children and adolescents: An interim data summary and commentary on ten considerations for neuropsychological practice. *The Clinical Neuropsychologist, 36*(1), 45-71.

18. Hayashi Jr, P., Abib, G., & Hoppen, N. (2019). Validity in qualitative research: A processual approach. *The Qualitative Report, 24*(1), 98-112.

19. Miles, M.B, Huberman, A.M, dan Saldana, J. (2014). *Qualitative Data Analysis, A. Methods Sourcebook, Edition 3*. USA: Sage Publications.

20. Khair, U., & Misnawati, M. (2022). Indonesian language teaching in elementary school: Cooperative learning model explicit type instructions chronological technique of events on narrative writing skills from interview texts. *Linguistics and Culture Review, 6*, 172-184.

21. Arvianto, F. (2021). Contribution of Writing Interest toward Indonesian Language Learning of Students in Vocational High Schools. International *Journal of Theory and Application in Elementary and Secondary School Education, 3*(2), 01-06.
22. Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology, 29*(5), 4809-4818.
23. Utami, I. L. P. (2018). The online learning of teacher profession education program (PPG) for in-service English teachers: Challenges and accelerated learning factors. *JPI (Jurnal Pendidikan Indonesia), 7(*2), 145-153.
24. Lee, N., & Horsfall, B. (2010). Accelerated learning: A study of faculty and student experiences. *Innovative Higher Education, 35*(3), 191-202.
25. Smith, A. (1998). Accelerated learning in practice. A&C Black.
26. Suchyadi, Y., Sundari, F. S., Sutisna, E., Sunardi, O., Budiana, S., Sukmanasa, E., & Windiyani, T. (2020). Improving The Ability Of Elementary School Teachers Through The Development Of Competency Based Assessment Instruments In Teacher Working Group, North Bogor City. *JCE| Journal of Community Engagement, 2*(01), 01-05.
27. Marianti, M. (2022). Increasing Teacher Skills in Writing Assessment Instruments Through Assessment Supervision. Indonesian Journal of Basic Education, 5(1), 53-58.
28. Sukenti, D., & Tambak, S. (2020). Developing Indonesian Language Learning Assessments: Strengthening the Personal Competence and Islamic Psychosocial of Teachers. *International Journal of Evaluation and Research in Education, 9*(4), 1079-1087.