Research Article

The Influence of Indonesian Language Learning Methods Viewed from the Aspect of Learning Media Usage Class X Students of SMK Pratidina Makassar

Muh. Saleh. S

AKPER Mappa Oudang Makassar
Corresponding Author, Email: emsal100870@gmail.com

Abstract

This study aims to find effective learning solutions and solve problems by developing teaching methods that are used to achieve meaningful learning objectives. The selection of teaching methods is a procedure, sequence, steps, and approach used by educators in designing the achievement of learning goals. The selection of methods and the use of Indonesian language learning models, such as the grammar-translation method, the direct method, and the audiolingual method, demonstrate a dominant characteristic. The use of Indonesian language teaching methods is a "theory" of Indonesian language instruction, which means a practical theory. This study aims to scientifically examine various effective learning methods. The use of methods in learning is one of the key aspects that must be studied and analyzed in Indonesian language teaching. The development of science and technology has led the education system in Indonesia to become influenced by extreme learning models or methods. Consequently, Indonesian language teaching has lacked a systematic reference or body of knowledge (core knowledge) on learning methods for decades. The results of this study show a significant impact with the proper selection of learning methods and the use of learning media, which can lead to the discovery of truth and new knowledge for students. Therefore, the choice of method and the use of learning media must be precise, as many methods are more inclined toward personal opinions (views) rather than facts (reality).

Keywords: Impact, Learning Methods, Learning Media

INTRODUCTION

Language learning requires themes to connect various learning materials and students' direct experiences, thus providing meaningful learning experiences for students. Language learning has a rich history and is quite interesting. Therefore, many methods and models of language learning have been developed in line with advancements in science and technology. The selection of teaching methods and models for Indonesian language learning requires educators to be bold and try to understand how to apply them to students. The question is whether the choice of methods and learning media can influence students' understanding and engagement in the learning process meaningfully. The choice of methods and models for Indonesian language learning represents the "theory" of Indonesian language teaching, meaning it is a practical theory.

Despite this, many educators still use conventional teaching methods. According to Sanjaya (2013), teaching through oral presentation or direct explanation to a group of students is called the lecture method. The use of the lecture method is often due to certain considerations, including the habit of both the teacher and the students, who may feel unsatisfied if the learning process does not involve lectures. Lectures are usually accompanied by explanations, assignments, and exercises.

The selection of methods is one of the key aspects that must be examined and analyzed in the language learning process. Advancements in science and technology provide educators with numerous choices for applying methods and learning models that prioritize meaningful student learning. However, the selection of methods and models sometimes leads to extreme approaches, neglecting the significance and benefits of the methods applied. Consequently, this has resulted in Indonesian language teaching lacking systematic direction and reference on the body of knowledge regarding its teaching methods for decades. This issue has caused many Indonesian language teaching methods to lean more toward opinions rather than facts, which are essential for meaningful learning.

Brown (1973) states that the learning media used in educational activities can affect the effectiveness of the learning process. Therefore, the choice of learning media must be precise, as it serves as a tool for the teacher in the teaching and learning process, particularly as a visual aid. In the mid-20th century, the use of visual learning media was supplemented with audio tools, giving birth to audiovisual aids in education. Based on developments in science and technology (IPTEK), particularly in the field of education, the use of learning media has become increasingly important and more interactive, with the advent of computers, LCDs, the internet, and educational applications.

Media literally means a medium or intermediary to convey a message from the source to the receiver (the student). Therefore, the use of learning media in education has become a necessity and obligation for teachers to prepare the media they will use. This aligns with the views of several experts on learning media, such as Briggs (1977), who stated that learning media are physical tools used to convey content or learning material, such as books, films, videos, and so on. Schramm (1977) stated that learning media is a technology for conveying messages that can be utilized

for educational purposes. According to the National Education Association (1969), learning media are communication tools in the form of print or audiovisual, including hardware technology. Based on the views of these experts, the author concludes that the use of learning media is highly beneficial for both teachers and students, as it can deliver messages, stimulate thinking, emotions, and motivate students, leading to a communicative and meaningful teaching and learning process.

METHOD

The research method used in this study is descriptive qualitative research, which examines the use of learning media in Indonesian language education. Qualitative research is research that produces descriptive data in the form of verbal vocabulary descriptions about something.

According to Sutopo (2006: 9), the data collection methods in qualitative research are generally grouped into two types: interactive and non-interactive techniques. Based on this view, the researcher determines the research stages, which include selecting the focus of the study, gathering relevant information, utilizing relevant theoretical foundations from experts, reviewing previous research findings, and drawing conclusions. Data collection techniques involve several methods such as observation, interviews, and documentation. The data analysis technique in this study is to organize all the collected data, classify it, and draw conclusions about the use of learning media as the focus of the research.

RESULT AND DISCUSSION

Qualitative research is descriptive and analytical in nature. Descriptive in qualitative research means describing and explaining events, phenomena, and social situations being studied. Meanwhile, analysis refers to the process of meaning-making, interpretation, and comparison of the research data.

According to Bogdan and Taylor (in Nugrahani, 2008), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from individuals and observed behaviors. Similarly, Creswell (in Murdiyanto, 2020) explains that qualitative research is a process of investigating a social phenomenon and human issues. Furthermore, qualitative research is described as a strategy for seeking meaning, understanding, concepts, characteristics, phenomena, symbols, and descriptions of a phenomenon. It is focused, multi-method, natural, and holistic in nature, prioritizes quality, uses multiple approaches, and is presented narratively in scientific research (Sidiq & Choiri, 2019).

The teaching and learning process at SMK Pratidina Makassar on Wednesday, February 12, 2025, focuses on two main aspects: the selection of teaching methods and the use of learning media for the Indonesian language. The use of appropriate teaching methods will create and influence the choice of learning media. Learning media serves as a teaching aid for teachers in the classroom, impacting the classroom conditions, climate, and learning environment created by the teacher. However, learning media also has the following functions:
1. Learning media allows for direct interaction between students and their

environment (teacher).
2. Learning media can produce uniform observations and opinions.
3. Learning media can overcome the limitations of students' experiences, such as the availability of books, opportunities for travel, etc.
4. Learning media can stimulate motivation, new desires or interests, and encourage students to learn.
5. Learning media can address student differences. If it is not possible for students to be taken directly to the object, then the object can be represented through pictures, models, miniatures, or visual and auditory forms.
6. Learning media can provide students with a comprehensive experience from the concrete to the abstract.
7. Learning media can exceed the capacity of the classroom. Some objects cannot be experienced directly in the classroom, such as: (a) objects that are too small; (b) objects that are too large; (c) objects that move too quickly; (d) objects that move too slowly; (e) objects that are too complex; and (f) objects that emit sounds that are too faint, or (g) objects that are dangerous and high-risk. With the right choice of learning media, all objects as learning media can be conveyed to students.
8. Learning media can instill concrete, correct, and realistic basic concepts.

Based on the research findings and referring to Kemp's opinion (1975), it is stated that there are several functions and roles of learning media in the teaching and learning process, as well as the benefits outlined as follows:

1. Teaching becomes more productive because the learning materials align with the teaching objectives, stimulate students to be active, and make the best use of time.
2. Teaching becomes more individualized because learning continues even in a classical context, yet students essentially learn individually and inherently have differences in interests, talents, and abilities.

The use of teaching methods and learning media in the teaching and learning process can be effective, communicative, and meaningful directly. With good learning media, students can listen to the teacher's explanation, experience, and interact directly with available learning resources. The use of learning media in the teaching and learning process can bridge students' interests and motivations to learn in the real world, both inside and outside the classroom.

Some Learning Media for Language that Can Be Used:
1. **Overhead Projector (OHP)** is a visual aid used to project images or text onto a screen. The OHP uses transparencies or overhead transparencies (OHT) as materials to be projected. OHTs are typically made of acetate film or transparent plastic and may contain images, text, or diagrams. When presenting material using transparencies, the teacher must pay attention to the following techniques:

   a. Ensure the overhead projector (OHP) is connected to the power supply and turned on (active).
   b. Create layered transparencies (overlay) to show the process or concept being taught, requiring patience and discipline.

    c. Use transparency markers or special ballpoint pens to add details or highlight important points on the transparency during the presentation.

    d. Display the material text, images, diagrams, or other visual forms on the prepared OHP.

    e. Control the speed of the material presentation by covering parts of the transparency that are not yet ready for discussion.

    f. Present the material consistently from the prepared transparency on the OHP to the students.

    g. End the material presentation by thanking the students and remembering to turn off the OHP.

2. Posters are learning media commonly used to convey certain messages to influence and motivate student behavior or those who view them. Posters are created using paper, fabric, wooden boards, metal sheets, alcopan, and other materials.

3. Laptops and LCD Projectors are effective learning media used in the teaching and learning process. A laptop functions as a device to display various types of content, while the LCD projector is used to display that content on a larger screen for easier viewing by students.

4. Smart TVs are effective learning media because they can display multimedia content such as videos, animations, digital interactions, and internet access for various learning resources.

5. Smart Apps Creator (SAC) is software that can be used to create Android-based learning media without needing programming code. Learning media created with SAC can combine text, images, and videos, making it an interactive and engaging learning tool.

Steps for Preparing a Language Learning Model

Before Teaching:
(a) Prepare the lesson plan (RPP), syllabus, assessment books, and printed materials to be used.
(b) Prepare the tools or materials to be taught.
(c) Prepare or coordinate teaching aids and learning media that will be used.
(d) Prepare guiding questions or prompts to stimulate students to actively participate in the learning process.
(e) Understand or be aware of the students' weaknesses, strengths, and their current state, as well as their prior knowledge.

During the Learning Process (Implementation):
(a) The teacher opens the lesson by greeting and praying together.
(b) Review the previous learning material (aperception).
(c) Present or write the theme or learning objectives to encourage students to actively participate in the lesson.
(d) Provide opportunities for all students to ask questions or engage in communication about the material being taught.
(e) Divide students into groups according to the theme being taught.
(f) Each student or group should pay close attention to the learning material.
(g) Use scientific methods in the assessment process so that students feel they are discovering knowledge on their own.

(h) Follow the thoughts and ideas of the students or groups.
(i) Use a variety of teaching methods such as group studies, field studies, or studies outside the classroom.
(j) Accept alternative answers from students or groups and address any misconceptions with wisdom.
(k) Allow students or groups time to think and formulate ideas and concepts, with continuous evaluation throughout the process.
(l) Allow students or groups to present their group work, and encourage feedback from other groups.
(m) The teacher concludes the lesson.

After the Learning Process:
(a) The teacher gives individual or group homework assignments.
(b) Collect and correct students' or groups' work.
(c) Assign additional tasks or exercises for further exploration.
(d) Provide tests that require students to think critically, not just memorize.
(e) The teacher closes the lesson by saying "Alhamdulillah" (thank you) and expressing gratitude.

Developing Student Potential in Language Learning

The development of student potential in language learning can be achieved through four aspects: (a) understanding student characteristics, (b) applying effective teaching methods, (c) the teacher's role, and (d) the role of parents in facilitating the development of student potential. Based on the analysis, it shows that through this approach, there is a significant impact on increasing motivation to participate in the teaching and learning process and improving student potential in Indonesian language learning, which is the focus of this research. The learning model needs to be carried out in an integrated and comprehensive manner to shape well-rounded and high-quality students.

The use of methods and the selection of teaching models in the teaching and learning process can enhance student potential functionally and causally, starting from the family environment, formal education in schools, and community-based education. By harmoniously integrating these three learning models, a learning environment can be created that significantly influences the development of student potential in all aspects of intelligence. Developing student potential must be done wisely, systematically, and progressively to optimize students' growth.

According to KBBI (1988: 697), potential is defined as the ability to use language as a power that can be developed, as a capacity that can be cultivated. A student's language ability refers to language skills, which include listening, speaking, writing, reading, and appreciating literature. In Indonesian language learning, it is expected that students will be able to recognize, understand, and appreciate the Indonesian language and literature, and effectively communicate it both orally and in writing.

CONCLUSION

The conclusion that can be drawn from the research using the descriptive qualitative method is that the use of appropriate teaching methods and learning media can significantly influence the continuity of an effective and meaningful teaching and learning process. As a result, the learning objectives for the Indonesian language can be maximized. Furthermore, the availability of language learning media is essential for teachers in schools. Therefore, the findings of this research can be accounted for and scientifically validated.

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