

FUN AND EFFECTIVE INDONESIAN LANGUAGE LEARNING FOR STUDENTS IN ELEMENTARY SCHOOL

Nurfitria

STAI Riyadhul Jannah, Subang, Indonesia
Correspondence author email: fitrinurfitria33@gmail.com

Novi Ardilah

STAI Riyadhul Jannah, Subang, Indonesia
noviruhdiyanto@gmail.com

Abstract

In the era of development and technological advances affecting the quality of student learning tends to decline. This can also affect classroom learning to be less effective and enjoyable. The learning objectives that have been made by the teacher will not be achieved. So the efforts made by the teacher to improve the quality of learning that is effective and enjoyable, the teacher chooses the right method in learning science for class IV SD. The method used is the demonstration method where the demonstration method is known as a method that can involve students directly in learning. The results of this research state that science subjects are one of the mandatory subjects implemented in elementary school education units. Where science subjects are subjects related to natural knowledge and must be studied by elementary school education units. To increase learning that is fun and not boring for students, teachers must use the right methods in learning, the right methods to apply to students.

Keywords: *Learning, Language, Indonesian, Fun*

INTRODUCTION

Education is an effort to develop the potential or abilities of each student obtained through learning. According to Sanjaya (2016) that as stated in Law Number 20 of 2003 concerning the National Education System which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, Nation and State Basically education aims to improve the quality of human resources. It can be said that education will create quality human resources if education itself is of good quality. (Adawiyah et al., 2022).

Education is basically inseparable in human life. Because with education humans will gain knowledge. Education is one of the most important things in terms of

knowledge of the Indonesian nation to create knowledgeable and insightful people so as to improve the quality of intelligent human resources. Indonesian language in elementary school is one of the subjects that can be used to develop student activities. Language is a means of communication. Learning language means learning to communicate.

Indonesian language learning itself has goals that are no different from other learning goals, namely to gain knowledge, skills, creativity, and attitudes. Language skills in the curriculum at school include four aspects, namely: listening skills, speaking skills, reading skills, and writing skills. In learning, the most important task of educators is to condition the learning environment so that it can support changes in better behavior for students. To achieve this, educators can use various learning resources to support the process of behavior change in students.

In addition, educators must also use learning strategies or methods so that students are interested and easily understand the material to be taught. Elementary school (SD) as the first fragment of basic education, should be able to form a strong foundation for the next level of education. With the aim that schools must equip their graduates with adequate basic abilities and skills, namely strategic process abilities. The strategic process ability is language skills. With their language skills, students are able to gain a variety of knowledge to appreciate literature, and develop themselves in a sustainable manner (Kirana & Al Badri, 2020). With the language skills that students have, students will be able to gain a variety of knowledge, especially and aimed at understanding Indonesian language materials, literature, art and literature. With language people can: become cultured social beings, form good personalities, become private beings, become citizens, and to understand and participate in the process of community development, for the present and the future. Our future is spurred by global progress, one of which is very real in the field of technology and information that is increasingly sophisticated with the ability to read, write along with the progress of the times we must develop seriously, so that all progress can be followed properly, correctly and efficiently. Indonesian language is a subject studied in elementary schools starting from grade 1 to grade 6.

Learning in this elementary school can be divided into low grade and high grade learning. Indonesian language learning in the low grades has its own characteristics. This distinctiveness can be seen from the learning approach that uses a thematic approach (Sahal, 2017). The distinctiveness is also clearly visible from the teaching materials taught in low grade elementary schools. The specificity of the approach and content of teaching materials in the low grades is made so that the objectives of teaching Indonesian can be achieved, namely 1) Students appreciate and develop Indonesian as a unified (national) language and state language; 2) Students understand Indonesian in

terms of meaning form, and function, and use it appropriately and creatively for various purposes, needs and circumstances; 3) Students have the ability to use Indonesian to improve intellectual abilities, emotional maturity, and social maturity; 4) Students have discipline in thinking and language (speaking and writing).

According to Yasin (2022) Effective learning can be understood as a structured instructional process". When the learning process takes place, only some students are actively involved, while some other students just play around and are reluctant to actively involve themselves. The learning process carried out is still teacher-centered where the teacher explains more material in detail with lectures and questions and answers, after that giving questions to students according to the examples the teacher has given, so that student activities become passive because they only follow the flow of learning carried out by the teacher(*THE LEVERAGE OF THE POWER OF TWO METHOD IN ENHANCING STUDENTS*, 2024).

The right methods and media are expected to encourage students to learn actively, actively, independently and intelligently so as to get maximum learning results(Yuswanto, 2022). In addition, with the right methods and strategies, a teacher can create a learning atmosphere that is not boring, but instead becomes a very pleasant and effective activity. Thus the constructivism approach is expected to solve the problem.

In the learning process, we often encounter as classroom teachers where children in learning still look very unprepared to receive the material we provide and often also seem very depressed and not ready to participate in learning(Latifah et al., 2018). Such circumstances are actually more dominated by how the teacher provides learning, where the teacher pays less attention to learning models that provide opportunities for students to learn according to their abilities (Istikomah, 2020). Learning that pays less attention to students' abilities to learn individually will have an impact on the emergence of boredom in learning (M.Pd et al., 2021). Thus, later students will not achieve maximum learning outcomes because they learn not based on their abilities.

A learning process that is not based on students' desires and abilities will result in students feeling that learning is only to do the assignments given by the teacher as part of their school assignments (Awang, 2016). In fact, the most important thing in learning is the occurrence of changes in good behavior which are cognitive in nature, namely related to knowledge, affective in nature regarding good attitudes and behavior, especially forming good behavior related to awareness and responsibility in this life(Ardilah, Anisa, et al., 2023). Therefore, learning will shape the student's personality as a whole, both regarding knowledge as a result of teaching, attitudes and behavior as an educational influence, and life skills as part of training (Kirana & Al Badri, 2020).

In our learning strategy, we can use one of the contextual teaching and learning (CTL) strategies proposed by Alwasilah in Tukiran Taniredja (2014: 17). Based on the problems above, the author intends to make a literature review with the aim of finding out how to increase enjoyable learning through demonstration methods in Indonesian language learning in elementary schools(Ardilah, 2021).

METHODS

The research method used is a descriptive qualitative research method where data is collected through literature review. The literature used in the research that has been carried out is scientific journals related to critical thinking, group discussion learning methods. Data collection was carried out by searching articles from electronic journals, namely via Google Scholar, which can strengthen the analysis.

The data analysis technique in this research includes 3 stages, namely organize, synthesize and identify(Ardilah, 2021). In the first stage, namely organize, the author organizes and reviews the literature that will be used so that it is relevant to the problem being researched(Ardilah, Anisa, et al., 2023). At this stage the author searches for ideas, objectives and conclusions from several literature starting from reading the abstract, introduction, methods and discussion and grouping the literature based on certain categories(Ningsih, 2015). Second, Synthesize, namely combining the results of literature organization into a summary so that it becomes a coherent whole, by looking for connections between literature(Junaedi, 2019). Third, identify, namely identifying controversial issues in the literature. The controversial issue in question is an issue that is considered important to be discussed or analyzed, in order to obtain an interesting and up-to-date article(Ruhidyanto et al., 2023).

RESULTS AND DISCUSSIONS

According to Suardi (2018) Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is the assistance provided by education so that the process of acquiring science and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. The learning process is experienced throughout a human's life and can occur anywhere and at any time.

According to student learning theory, what is very important is the individual's ability to extract information from the behavior of other people, deciding which behavior to take(Ratnawati, 2018). Airport social learning theory by Albert(Ruhidyanto et al., 2023). Bandura tries to explain learning in a natural setting. The assumption that is the basis of this theory is that learning will provide meaning, including: the nature of learning in a

natural setting and the relationship between learning and the environment(Ruhidyanto et al., 2023).

Learning is a very important thing in educational activities. Making learning easier for students is a noble task for a teacher(Armani & Margunani, 2017). For this reason, teachers are not only required to make the learning atmosphere comfortable and interesting, but teachers must also understand and master the knowledge of learning management both inside and outside the classroom (Junaedi, 2019). Teachers must be able to choose and apply learning methods that suit the complexity of the material and the character of each student(Teguh, 2021). So that the methods and approaches applied are truly in accordance with students' personal development because students are subjects and not objects in teaching and learning activities(Ardilah, Lesmana, et al., 2023). Therefore, teachers must be able to use appropriate methods and approaches as well as use facilities and infrastructure so that the teaching and learning process becomes interesting and enjoyable. Provide as much space as possible for students to be creative and actively involved throughout the learning process(Ardilah, Lesmana, et al., 2023). So that students' cognitive, affective and psychomotor skills can grow and develop optimally and simultaneously without experiencing stunting. (Ulfa & Ramadhansyah, 2023).

Learning interactions are greatly influenced by several components, namely: students, teachers, school principals, curriculum, school facilities (library), school and several other facilities needed in the learning process so that they will support the quality of learning.¹ Thus, learning activities can bring change to participants. students, both changes in knowledge, behavior and skills. With these changes, of course students will be trained to solve life's problems and be able to adapt to their environment (Saifulloh & Darwis, 2020).

Learning Indonesian is essentially about teaching students good and correct Indonesian language skills according to its purpose and function(Nurseha et al., 2023). According to Atmazaki, Indonesian language subjects aim to ensure that students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, appreciate and be proud to use Indonesian as the language of unity and state language, understand Indonesian and use it appropriately(Purwanto, 2021). and creatively for various purposes, using Indonesian to improve intellectual abilities, as well as emotional and social maturity, enjoying and utilizing literary works to broaden horizons, character, and improve knowledge and language skills, and appreciating and taking pride in Indonesian literature as a cultural and intellectual treasure Indonesian people.

Things that must be considered in implementing effective and enjoyable learning include:

1. Understand the characteristics of children. Basically, children have the characteristics: curiosity and imagination
2. Get to know the child individually. Students come from varied family environments and have different abilities
3. Utilizing children's behavior in organizing learning. As social creatures, children from childhood naturally play in pairs or groups when playing. This behavior can be utilized in organizing learning
4. Develop critical, creative thinking and problem solving abilities
5. Develop the classroom as an interesting learning environment. Attractive classrooms are something that is highly recommended in PAKEM
6. Utilize the environment as a learning resource
7. Provide good feedback to improve learning activities. The quality of learning outcomes will increase if interaction occurs in learning. Providing feedback from teachers to students is a form of interaction between teachers and students
8. Distinguish between physically active and mentally active.

Of the eight things in effective learning, it can be understood in the learning context, namely that you must pay attention to students' psychological readiness by paying attention to students' individual abilities, encouraging and improving their abilities, stimulating students to be challenged to learn and by utilizing supporting learning resources and media (Wisnarni, 2018). In order for learning to be enjoyable and not easily bored or even depressed, students must pay attention to their mental activities in learning. Psychological activities here relate to how children learn according to their individual abilities (Nurseha et al., 2023). Do not assume that learning the same for all students and the same model of emphasis on material for all students is considered more effective, but on the contrary, assuming children's abilities are the same in learning will shackle students' mentality and tend to force them so that children do not learn according to the rhythm of their abilities and feel unhappy.

To improve the quality of learning which leads to better learning outcomes, Jerry Aldridge and Renitta Goldman recommend several things that teachers should do. First, the teacher must be able to create a classroom situation that is calm, clean, not stressful, and very supportive for implementing the learning process (Fauziah, 2014). Second, teachers must provide opportunities for students to access all materials and information sources for learning (Sanjaya, 2007). Third, use the cooperative learning model through discussions in small groups, debates, or demonstrations.

CONCLUSION

Indonesian language subjects are one of the mandatory subjects implemented in elementary school education units. In elementary schools, Indonesian language learning is more directed at students' competence in language and appreciation of literature. In its implementation, literature and language learning is carried out in an integrated manner aimed at improving students' ability to enjoy, appreciate and understand literary works. Knowledge of literature is only a support in appreciating it. To improve the quality of learning which leads to better learning outcomes, Jerry Aldridge and Renitta Goldman recommend several things that teachers should do.

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