

## LEARNING METHODS IN INDONESIAN LANGUAGE SUBJECTS AT MIM KAUMAN WIRADESA

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### ABSTRAK

Pembelajaran Bahasa Indonesia merupakan salah satu mata pelajaran yang mempunyai peranan sangat penting dalam mengembangkan kemampuan berbahasa dan kemampuan kognitif peserta didik. Metode yang digunakan dalam pembelajaran ini memiliki pengaruh yang baik pada pemahaman peserta didik. Akan tetapi, di MIM Kauman Wiradesa ada beberapa peserta didik kurang memahami materi yang disampaikan karena kurang memperhatikan saat guru menjelaskan. Tujuan dilakukan penelitian ini adalah untuk mengetahui metode yang digunakan saat pembelajaran agar kelas menjadi efektif. Selain itu, juga dapat menjadi referensi bagi peneliti atau pihak yang terkait dalam mengembangkan metode pembelajaran Bahasa Indonesia di sekolah lain. Penelitian ini dilakukan dengan metode observasi dan menggunakan jenis penelitian kualitatif. Teknik pengumpulan data yang digunakan adalah wawancara guru di MIM Kauman Wiradesa. Hasil menunjukkan untuk mengatasi permasalahan yang ada, guru dapat menggunakan metode ceramah, tanya jawab, dan diselingi permainan agar peserta didik tidak bosan. Penggunaan permainan juga sebagai alat bantu pembelajaran yang dapat meningkatkan kefokuskan, semangat, motivasi, dan keterlibatan peserta didik dalam proses belajar, sehingga menciptakan lingkungan belajar yang menyenangkan dan interaktif. Pada akhir pembelajaran, guru melakukan refleksi dan evaluasi terhadap materi yang telah disampaikan. Hal ini, dapat menjadi acuan bagi guru-guru di MIM Kauman Wiradesa dalam memilih metode pembelajaran yang efektif, sehingga peserta didik tertarik untuk mengikuti pembelajaran. Dengan menggunakan metode pembelajaran yang efektif, diharapkan peserta didik dapat lebih aktif dalam proses pembelajaran dan mencapai hasil yang optimal dalam pemahaman materi Bahasa Indonesia.

**Kata kunci :** (Metode Pembelajaran, Mata Pelajaran Bahasa Indonesia, Madrasah Ibtidaiyah)

### **ABSTRACT**

*Indonesian learning is one of the subjects that has a very important role in developing the language skills and cognitive abilities of students. The methods used in this learning have a good influence on the understanding of learners. However, at MIM Kauman Wiradesa some students don't understand the material presented because they don't pay attention when the teacher explains. The purpose of this study is to find out the methods used when learning so that the classroom becomes effective. In addition, it can also be a reference for researchers or parties involved in developing Indonesian learning methods in other schools. This research was conducted using the observation method and qualitative research. The data collection technique used was teacher interviews at MIM Kauman Wiradesa. The results show that to overcome existing problems, teachers can use lecture methods, questions and answers, and interspersed games so that students don't get bored. The use of games is also a learning aid that can increase the focus, enthusiasm, motivation, and involvement of students in the learning process, thus creating a fun and interactive learning environment. At the end of the lesson, the teacher reflects and evaluates the material that has been delivered. This can be a reference for teachers at MIM Kauman Wiradesa in choosing effective learning methods so that students are interested in participating in learning. By using effective learning methods, it's expected that students can be more active in the learning process and achieve optimal results in understanding Indonesian material.*

**Keywords** : *Learning Method, Indonesian Subject, Madrasah Ibtidaiyah*

### **INTRODUCTION**

Essentially, education is an integral part of human existence. Education enables individuals to obtain scientific knowledge. Education has a crucial role in the development of knowledge in Indonesia, by cultivating well-informed and open-minded individuals and enhancing the quality of intellectual human capital.

As stated in Chapter 1 of Act No. 20 of 2003 on the National Education System, education is a deliberate and organised endeavour to cultivate an environment and a process of learning that actively nurtures the development of religious spirituality, self-discipline, individuality, intellect, virtuous ethics, and the necessary competencies for oneself, society, nation, and country.

Education is a manifestation of human conduct, an effort to fulfil a fundamental requirement for existence, in order to enhance the significance of life, based on its advantages for oneself, the community, and the nation. It is inherent in the process to enhance or improve something's competence and expertise. Education is an enterprise in which individuals or collectives strive to enhance their knowledge and achieve a better quality of life.

Learning is an educational endeavour in schools that aims to foster growth and ensure the positive development of children. Learning in school should always have a clear goal. Within the educational system, children engage in learning activities that are designed to foster positive development during their transition into adulthood.

Studying the Indonesian language is essential as it significantly contributes to the development of communication skills, cultural awareness, reading and writing proficiency, and critical thinking abilities. At MI Muhammadiyah, the residents of Wiradesa employ a pedagogical approach that incorporates lectures, interactive questioning, responsive replies, and learning activities for early childhood are carried out in a fun way to prevent student disinterest. (Tali et al., 2023)

## **METHOD**

The research employs qualitative methodologies with a descriptive approach to convey the descriptive data received from studying a phenomenon in the field. Additionally, a quantitative strategy is chosen to enhance the presentation of the data. The study "Learning Methods In Indonesian Language Subjects At Mim Kauman Wiradesa" aims to provide a full and precise description of the data. The necessary data was acquired through the process of observing, conducting interviews, and reviewing documents. The main data source is the Mi Muhammadiyah Kauman Wiradesa Portal, which includes teachers and students from Class V. The secondary data is derived from many sources such as school documents, teachers' documents, theoretical research, and scientific articles. The research tools utilised include interview protocols, observation protocols, and documentation. The data results are subsequently analysed using data analysis procedures as outlined by Miles and Huberman (1992). These approaches

encompass three key activities: data reduction, data display, and conclusion drawing/verification. The citation "Hardani Et Al., 2020" refers to a publication by Hardani and colleagues in the year 2020.

## **DISCUSSION**

The research was conducted in May 2024. The process begins with the submission of a Research Permit Letter (RPL) to the campus authorities of Abdurrahman Wahid State Islamic University in Pekalongan. The Research Permit Letter (RPL) and the Memorandum of Understanding (MoU) were accepted by the partner school principal on May 1, 2024. Simultaneously with the submission of the research permit letter, preliminary observations are also conducted to directly ascertain the general overview of MI Muhammadiyah Kauman Wiradesa.

On May 5, 2024, a research was initiated at MI Muhammadiyah Kauman Wiradesa by conducting an interview with a fifth-grade teacher as the informant. Furthermore, to enhance the interview results, observation of both teachers and students during classroom instruction was conducted. This research solely focuses on the stated problem formulation, which is how the Indonesian Language Learning Method in the fifth grade of MI Muhammadiyah Kauman Wiradesa; and the role of the Indonesian Language Learning Method in the fifth grade of MI Muhammadiyah Kauman Wiradesa in developing students' language and cognitive abilities.

The findings on the Indonesian Language Learning Method for Grade V at MI Muhammadiyah Kauman Wiradesa are described in this section. The data analysis of the research results consists of: (1) The Language Learning Method in the 5th grade of MI Muhammadiyah Kauman Wiradesa, (2) The role of the Language Learning Method in the 5th grade of MI Muhammadiyah Kauman Wiradesa in developing students' language and cognitive abilities.

The findings of this research were obtained through the process of interviews, observations, and documentation. The subject of this study is fifth-grade teachers.

### **The Language Learning Method in the 5th grade of MI Muhammadiyah Kauman Wiradesa**

Learning is defined as a systematic process that allows individuals to gain information and develop abilities. As to the RI National Education Act No. 20 of

2003, learning is a dynamic process that occurs via the interaction of students, educators, and learning materials within an educational environment. The implementation of learning is a critical phase in the teaching and learning process, in which teachers have a substantial role in delivering information and resources to students, guided by specified learning components (Cahyani 2024: 88).

Professional educators play a critical role in education since they hold the key to the success of students' learning. According to Dyah Putri Safitri et al (based on Panggabean 2022: 13), "Professional educators are educators who are competent in carrying out a good learning process so that they can produce quality education, especially during this New Normal period."The capacity of educators to create, invent, and combine resources, apps, and learning techniques based on methods and materials is crucial to their success when it comes to online learning in the present environment. The secret to an educator's ability to keep their students engaged in their online learning using WhatsApp and prevent them from experiencing psychological strain is creativity.

Application of learning methods in the classroom should use clear guidelines and foundations. It is intended to improve the prospectivity and efficiency of a teacher in delivering lessons that are acceptable to the whole student. The interview was conducted with one of the classmates, who was also a teacher of Indonesian subjects in class V with the initials Mrs. SR. The question is, "What is your basic guidance in applying the teaching learning process in the class you are teaching?."

Mrs. SR then answer: "Initially, we are using a pedagogical strategy that prioritises the needs and interests of the students in this fifth-grade classroom. We are of the opinion that engaging students directly in the learning process can enhance their comprehension of the Indonesian language material. Hence, we frequently employ a collaborative discourse method wherein students exchange their viewpoints on the subjects they are learning. In addition, we employ fairy tales and narratives as a pedagogical tool to instruct students in vocabulary acquisition and sentence structure. We can enhance the engagement and comprehension of students by making the learning process more captivating and accessible."

Elementary school Indonesian instruction must consider the pupils' conceptual shifts from concrete to abstract thinking. Among the primary traits of elementary school kids are their individual variances in intellect, cognitive and linguistic skills, personality development, and physical development of children. Beyond cravings and specific emotions, the more self-aware one is, the more interests develop, the more perspective one can consider, and the less one depends on adults and the less adult protection they need. As such, every instructor has to be adept at selecting instructional approaches for any kind of learning activity (Al Farizi, 2019: 664).

The preparation of a teaching framework is essential to support the teaching learning process carried out by a teacher. It is also intended for the order of material to be delivered, which includes long-term and short-term preparation. The question asked was, "What preparation did you do when before entering the classroom at the beginning of the semester of study?"

Mrs. SR said, "I made a number of crucial and involved preparations before I began teaching. Initially, I created a Learning Implementation Plan (RPP) for every subject I would be teaching. In addition, I draft a proka, a one-year work plan, that outlines the several tasks and objectives to be accomplished. I then create a Semester Programme (Promises) to make sure that the material delivery can be handled effectively throughout the semester. Not less crucially, I created a curriculum that would direct all of the learning. Every one of these preparations is completed in cooperation in the working group forum for teachers (KKG). We talked and exchanged opinions in this discussion on how to improve and modernise these publications. This cooperation guarantees that our preparation is not only thorough but also focused on the requirements of the pupils and the relevant curriculum."

The major objective of teaching Indonesian language to pupils in primary schools, as stated by the National Standards Agency for Education (2006), is to cultivate proficiency in the Indonesian language. The objective is to acquire proficiency in the Indonesian language based on individual skills, needs, and interests. Simultaneously, teachers aim to cultivate students' linguistic capabilities and foster their autonomy in selecting language materials suitable for the school

environment and their own abilities. However, based on observations, it appears that the acquisition of the Indonesian language is insufficient in facilitating the attainment of the learning goals for Indonesian studies. The issue stems from the methodologies employed in the learning process, the materials utilised, and the utilisation of learning media. The selection of a particular learning approach will influence the suitable learning medium, although there are numerous additional factors to consider when choosing the medium.

Regarding the steps of the learning method in the Indonesian language subject, information was obtained by asking "What are the various methods of teaching Indonesian language used in the classroom?".

Mrs. SR then answer: "First of all, this fifth grade class is based around the students. We think that participation of students in the learning process through activities can help them grasp the Indonesian language content better. We thus frequently employ a group discussion method in which students express their views on the subjects they are studying. In addition, we teach pupils the vocabulary and sentence construction using fairy tales and stories. We can increase the interest and comprehension of learning for pupils."

Language education is one of the few factors that can determine a person's age. As the proverb goes, "Language reflects a nation." Language plays a crucial role in the life of a society, nation, and state. Therefore, it is necessary to have a policy that has implications for the development and teaching of language in schools, with one of the key roles being played by teachers. A guru is a human element in education, as they are the main figure who holds a crucial role in education (Djamarah, 2010:1).

Language instruction in primary schools, especially for older students, can be influenced by mother tongues to make it easier for parents to convey their feelings to their children. This is due to the fact that language is a means of fostering success in learning all subjects, assisting students in understanding themselves and other people's cultures. Following the first day of classes, the teacher gradually introduced the lessons and taught the students using Indonesian. It is expected of The student to be able to use clear and accurate Indonesian while explaining the value or message in the community, both in written and spoken forms, and

occasionally to highlight the achievements of another person's work (Harlina & Wardita, 2020: 67).

**The role of the Language Learning Method in the 5th grade of MI Muhammadiyah Kauman Wiradesa in developing students' language and cognitive abilities.**

Each and every human being has to know the language. Language also serves as one of humanity's basic needs and a symbol in communication with all other creatures. Humans are able to convey or receive many messages through language, both for themselves and for other people. Languages in very large contexts are not limited to simple language or formal language. The language is a social communication tool derived from human language, which is a symbolic system. Humans being social animals require rules in order to interact with other humans in the community.

Our language serves as a sign of our nation's pride and identity. It embodies the social and cultural values that we must protect and embrace in our daily lives, free from selfishness, shame, and indifference. Indonesia boasts a rich diversity of cultures and languages across its various regions. Indeed, mutual comprehension will be unattainable when we engage in communication. Hence, the significance of the Indonesian language lies in its role as a means to unite the nation and facilitate intercultural and regional communication.

According to Atmazaki, the Indonesian language courses have the objective of equipping students with the ability to communicate effectively and ethically, both orally and in writing. The courses also aim to foster a sense of pride and appreciation for the Indonesian language as a national and official language. Additionally, the courses seek to develop a deep understanding of the language and its proper usage for various purposes, as well as to enhance intellectual, emotional, and social maturity through language proficiency. Furthermore, the courses encourage the enjoyment and utilization of literary works to broaden insight, judgment, and knowledge, while also recognizing and celebrating Indonesian literature as a valuable cultural and intellectual treasure (Nasution, 2018: 3).

Students will be impacted by a teacher's preferred learning style during the teaching and learning process. Ms. SR made this claim in response to the query,



"To what extent does the approach of learning the Indonesian language influence language proficiency and cognitive abilities?"

"The way I teach my pupils affects their cognitive and linguistic skills significantly. Still, teachers and student guardians must work closely together to achieve the best results. For formal evaluations of student assignments that gauge their thorough comprehension, I use text questions; for evaluation conversations that help students develop their communication and critical thinking skills, I use oral questions.

She answers:

"To guarantee that every student receives the help they need, psychological treatment of children from a range of family backgrounds—especially those with different economic backgrounds—has also taken front stage. We understand that nowadays kids are usually less worried about their educational surroundings, hence a more comprehensive strategy is required. One is by promoting self-learning in kids, which enhances their independence and makes them realize the value of being in a classroom."

Using creative approaches and strategies to learn Indonesian might help to establish a favorable learning environment. It is anticipated that by means of the dynamic process of learning the Indonesian language, a type of oral communication between the students and other students who are controlled through the skills of sighting, speaking, reading, and writing will be established, so preventing saturation of the learning environment (Mansur, 1999: 13).

## CONCLUSION

The study assessed the different instructional approaches utilised in teaching Indonesian language courses at MIM Kauman Wiradesa. The findings demonstrated that employing diverse learning strategies, such as collaborative discussions, thematic approaches, and interactive media utilisation, had a beneficial impact on the students' comprehension of the subject matter. The teachers at MIM Kauman Wiradesa demonstrate exceptional versatility in incorporating technology and other new approaches to augment student involvement and foster passion for learning.

The effective application of this learning approach is bolstered by the backing of school administration, which offers sufficient training and resources. The flexible and adaptable strategy employed addresses challenges such as resource restrictions and variances in pupils' level of knowledge. In summary, this study

determines that the learning approach utilised is successful in enhancing the quality of Indonesian language learning at the Kauman Wiradesa MIM. It is recommended to further investigate and cultivate novel methods to get even better outcomes. The major objective of teaching Indonesian language to pupils in primary schools, as stated by the National Standards Agency for Education (2006), is to foster proficiency in the Indonesian language. The objective is to acquire proficiency in the Indonesian language based on individual skills, needs, and interests. Additionally, teachers aim to cultivate students' linguistic abilities and empower them to autonomously select language materials suitable for their school environment and personal capabilities. However, based on observations, it appears that the acquisition of the Indonesian language is insufficient in facilitating the attainment of the learning goals for Indonesian studies. The issue stems from the methodologies employed in the learning process, the materials utilised, and the utilisation of learning media. The selection of a particular learning method will have an impact on the suitable type of learning medium, although there are numerous other factors to consider when choosing the medium.

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