

Effectiveness of Using Indonesian Language in the Learning Process at the Lombok Business Academy

Sri Damayanti

Program studi S1 Terapan Manajemen Keuangan Sektor Publik
Akademi Bisnis Lombok

Article Info

Article history:

Accepted : 5 January 2024

Publish : 31 January 2024

Keywords:

Effectiveness, Language, Learning, Process, Lombok Business Academy

Article Info

Article history:

Diterima : 5 January 2024

Terbit : 31 January 2024

Abstrak

Penelitian ini dilatarbelakangi oleh pengaruh Bahasa Indonesia di dunia pendidikan dalam mengantarkan proses pembelajaran di perkuliahan Akademi Bisnis Lombok. Permasalahan pada penelitian ini adalah: 1) bagaimana peranan Bahasa Indonesia dalam dunia pendidikan? 2) apakah dengan menggunakan Bahasa Indonesia Dapat membantu proses pembelajaran dalam mengantarkan pembelajaran mata kuliah bahasa asing (Inggris) dan mata kuliah Manajemen Keuangan? Penelitian ini bertujuan untuk mengkaji pemakaian Bahasa Indonesia dalam suatu pembelajaran di Akademi Bisnis Lombok yang bertempat di Lombok Utara Nusa Tenggara Barat. Metode penelitian yang digunakan yaitu metode penelitian kualitatif. Instrument penelitian yang digunakan peneliti adalah wawancara. Penelitian objek 2 (dua) Dosen dan lokasi penelitian di Akademi Bisnis Lombok. Hasil penelitian me nunjukkan bahwa Bahasa Indonesia dominan pemakaiannya dalam peristiwa tutur, dikarenakan bahasa pengantar dalam pembelajaran tersebut menggunakan bahasa Indonesia. Dengan begitu, peranan didalam dunia pendidikan sangat berpengaruh penting dalam dunia pendidikan yang patut kita terapkan sebagai bahasa pengantar dalam menerapkan proses pembelajaran mata kuliah bahasa Inggris dan mata kuliah Manajemen Keuangan.

Abstract

This research is motivated by the influence of the Indonesian language in the world of education in delivering the learning process at Lombok Business Academy lectures. The problems in this research are: 1) what is the role of Indonesian language in the world of education? 2) Can using Indonesian language help the learning process in delivering foreign language courses (English) and Financial Management courses? This research aims to examine the use of Indonesian language in learning at the Lombok Business Academy located in North Lombok, West Nusa Tenggara. The research method used is a qualitative research method. The research instrument used by researchers was interviews. Research object 2 (two) Lecturers and research locations at the Lombok Business Academy. The results of the research show that Indonesian language is dominantly used in speech events, because the language of instruction in learning is Indonesian language. In this way, the role in the world of education has a very important influence in the world of education which we should apply as a language of instruction in implementing the learning process for English language courses and Financial Management courses.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Sri Damayanti

Akademi Bisnis Lombok

[Email: sridamayanti@bisnislombok.ac.id](mailto:sridamayanti@bisnislombok.ac.id)

1. INTRODUCTION

The research background is that the influence of the Indonesian language in the world of education plays a very important role in delivering English language lectures and Financial Management. Indonesian language continues to strive to become a language that conveys science and technology. Indonesian language continues to strive to become a language that conveys science and technology. Language functions to convey information as a means for readers and listeners to master knowledge. Between efforts to achieve goals, namely by making non-standard forms and Indonesian language is adapted to develop everything that is known regarding subjects and technology. The formulation of the research problem is what is the role of Indonesian language in the world of education at the

Lombok Business Academy? Can using Indonesian language help the learning process in lectures? The result of this formulation is that there is an increase in student learning outcomes when assisted with Indonesian language in learning English language courses and Financial Management courses. In the world of education, Indonesian language cannot be separated, because Indonesian language is the first language in the world of education.

Indonesian language is also very valuable in providing everything you know in college. That way, it will make it easier for lecturers to convey knowledge to students. Not only Indonesian language courses, but also other courses. For example, an English course definitely requires Indonesian language in the words of the instructor in the learning process. Because, if the lecturer does not use Indonesian language as the supervisor says, the learning process will be difficult. Because, if the lecturer does not use Indonesian language as the supervisor says, the learning process will be hampered. Therefore, not all students understand and can use English and Sasak continuously. Moreover, in class, there are definitely students with different abilities. There are things that go smoothly and there are things that don't go home smoothly. The solution is through Indonesian language so that the process can move well. Trauma (2007) correct language is the language used according to normal or language rules that apply or are still valid. Language rules relate to elements of pronunciation, spelling, grammar and vocabulary in terms of terms. Good language is the language used according to the situation, the person being spoken to or addressed, and the place where the language is used.

The function of Indonesian language as an introduction to the life process of changing attitudes plays a very valuable role even though other universities already use foreign languages, namely English, to share the same perception regarding everything that is known to be studied. Over time, Indonesian language has almost been eliminated by the use of English. To make speech in the world of education, a language will develop rapidly in line with the development of everything that is known regarding things and technology. Indonesian language provides the dissemination of everything that is known regarding modern technology in our homeland. The purpose of this research is to find out the extent of the influence of Indonesian language in the world of education so that it is very influential in other subjects because Indonesian is the language of instruction in learning English and Financial Management.

Education is a human need as long as humans live. Without education, living this life, humans cannot develop and are even left behind. Thus, education should really be directed towards producing quality people who are able to compete, have regular attitudes and morals. Mustika (2013) states that the level of attitude change process is only determined by the readiness of human resources to be entangled in the collapse of educational change. If you don't apply Indonesian language in your educational life, it will hinder the teaching and learning process. As Priyato (2012) said, after participating in the education process, humans are expected to emerge from ignorance. Planned, directed and continuous education can direct students to develop their abilities well, in the knowledge aspect, affective aspect and attitude aspect. In achieving the major of the process of changing attitudes, efforts are directed towards only one educational theory that can achieve good personality and skills of students, namely people who are creative, intelligent, and skilled, do not lie, are trustworthy, responsible and have high solidarity.

According to Rahayu and Firmansyah (2018), learning is a process where educators directly provide teaching to students, a learning process to change their actions will definitely produce a good response. Meanwhile, Trianto (2010) believes that learning, which is a sign of complex human activity, cannot be fully explained. In Tarigan (Mayasari & Wikanengsih, 2019) learning is a way that cannot be separated from human life to become more focused in living their lives. Learning that has a complex meaning is a teacher's

commitment to learning from his students (directing students' interactions with other learning resources) to achieve the desired goals.

Kosasih (2014) said that the learning objective is the achievement of changes in behavior in students after participating in teaching and learning activities. Apart from that, learning objectives are the final targets expected by the teacher after implementing the learning program. It can be concluded that learning is an effort carried out by teachers or educators for students so that the process of acquiring knowledge and mastering skills takes place by paying attention to the components that must be present in learning, such as objectives, materials to achieve objectives, facilities, procedures and tools or media. must be prepared.

According to Ali (2006) an introduction is a person who delivers, an object to accompany, a guide, seeing as words as an introduction. The person who guides here is the lecturer. Lecturers must have a mission to lead their students into learning so that lecturers and students can achieve learning goals. Meanwhile, the tools to deliver it can be in the form of teaching resources such as books, the internet, dictionaries and so on. Other tools include supporting facilities, such as classes, whiteboards, laptops, infocus, other facilities and infrastructure. Supervisor here means the lecturer guides his students to achieve learning goals. In the Merdeka curriculum, it is a learning method that refers to a talent and interest approach. With this curriculum, students can choose lessons according to their interests in various fields. In another sense, their curriculum is a diverse intracurricular learning curriculum. The independent learning curriculum is an innovation in education that aims to develop students' learning potential and interest. This curriculum gives students freedom to choose their learning interests, reduces academic burdens, and encourages teacher creativity. The independent curriculum gives educators the freedom to create quality learning that suits students' needs and learning environment.

2. RESEARCH METHOD

The research used is qualitative research with descriptive methods. According to Sanjaya (2013) Descriptive research is research used to systematically, factually, accurately describe or explain the facts and characteristics of a particular population. In other words, in descriptive research, the research aims to describe a certain symptom (phenomenon) or characteristic. Not to find or explain the relationship between variables. Descriptive research only describes or depicts what is. This was stated by Isacc (Sanjaya, 2013) who explained: "It is the accumulation of a data base solely descriptive it does not necessarily, seek or explain relationships, test hypotheses, make predictions, or get at meaning and implication, although research aimed at these more powerful purpose descriptive methods."

So this research method is not directed at explaining relationships as in a hypothesis formulation, and also does not predict or predict the implications of what will happen when a variable is manipulated. Descriptive research only collects data to describe the phenomena that occur. Those who disagree think that descriptive research is also concerned with connecting variables, or is concerned with the process of testing hypotheses and developing generalizations, developing principles that have universal validity. Thus, in their view, although descriptive research does not look for the effect of a particular treatment of a phenomenon as in experimental research, descriptive research can also explain the relationship between phenomena, which means it can test certain hypotheses as a basis for formulating a generalization, so that it is on the basis of that generalization that the researcher can predict something.

There are different opinions, experts agree that descriptive research is not concerned with answering problems that have already occurred like historical researchers. Descriptive researchers are research that attempts to explain actual problems, namely problems that are occurring or problems that arise at the moment. Therefore, problems that are worthy of

research using descriptive methods are problems that are relevant to the current situation, both problems that contain many aspects, and problems that only contain one aspect, which may only be a single case.

3. RESULTS AND DISCUSSION

The results of findings in the field, namely on the Lombok Business Academy campus, show that the use of Indonesian language as an introduction to learning really determines learning. Without Indonesian language, the learning process will not run well. As Arifin (2008) said, "there are many foreign people who stop by in the archipelago with various forms of language, so Indonesian language is used as a connecting language". This was the basis for the choice because Indonesian language does not have levels like other languages, making it easier to use. So, it can be concluded that Indonesian language is a very important language in everyday life. Liaison here is another word for introduction.

This research uses interview instruments. According to Triuma (2007), an interview is writing material obtained by collecting material or information by asking informants, experts, experts or people in authority directly. The questions are usually prepared in advance according to the chosen topic. In practice, the questioner does not always rely on questions that have been prepared. Often if there is interesting information from an informant's answer, the questioner will ask a new question. This interview was conducted by two lecturers at the Lombok Business Academy. Based on the results of interviews conducted on 30 November 2023, both sources stated that Indonesian language has a very important influence on the introduction of learning in the classroom. The lecturers who were the samples for this research were two lecturers named Ahmad and Ni Kadek Wahyuni Merta Sari.

Table 1. Interview criteria

No.	Question
1.	How long have you been teaching at the Lombok Business Academy campus?
2.	In learning activities, are you a lecturer in English courses who always uses English during class hours?
3.	Do you often use Indonesian language in delivering lessons?
4.	In your opinion, does Indonesian language have an important influence in the introduction to learning delivered to students? Explain why!

Excerpt from an English teacher interview

Researcher: How long have you been teaching at the Lombok Business Academy campus?

Interviewee: I have been teaching at the Lombok Business Academy campus for 4 months.

Researcher: in learning activities, for example, are you a lecturer in English courses, do you always use English during class hours?

Resource person: does not always use English during every learning hour. Because not all students learn English easily. Only 20% of 100% of students are fluent in English. For example, if you teach English with easy vocabulary, students will catch it more quickly, such as the words "good morning, good afternoon, good night" which are simple vocabulary. So students are considered capable of speaking English directly. In contrast to difficult urban vocabulary such as "expensive, chipper, or words that are more complex in writing, I usually use Indonesian language to convey them.

Researcher: Do you often use Indonesian language in delivering lessons?

Resource person: of course he often uses Indonesian language when delivering English language learning. Because here Indonesian language plays a very important

role as an introduction to me in conveying learning material. Indonesian language here is the language of instruction in Indonesia, so I have to combine Indonesian language in my learning.

Researcher: According to you, does Indonesian language have an important influence in the introduction of learning?

Resource person: influential, because it plays a very important role as an introduction to me delivering learning material.

The results of the first interview conducted by the researcher were an interview with an English lecturer with the initials AH. He has been teaching at the Lombok Business Academy campus in North Lombok for six months. He is a lecturer in English courses, but he doesn't always use English in every class hour. The reason is because not all students learn English easily. Only 20% of 100% of students are fluent in English. For example, if you teach English with easy vocabulary, students will catch it more quickly, such as the words "good morning, good afternoon, good night" are simple vocabulary. So students are considered able to speak English directly. In contrast to difficult vocabulary such as "expensive, chipper, or words that are more complex in writing, he usually uses Indonesian language when conveying it. The lecturer with the initials AH of course often uses Indonesian language when delivering English lessons. because here Indonesian language plays a very important role as an introduction to conveying learning material. Indonesian language here is the language of instruction in Indonesia, because he does not teach on international campuses, so he has to integrate Indonesian language into the learning he does. Excerpts from the interviews of the two Financial Management Lecturers.

Researcher: How long have you been teaching at the Lombok Business Academy campus?

Interviewee: I have been teaching at the Lombok Business Academy campus for four months.

Researcher: in learning activities, for example, are you a lecturer in introductory accounting courses, do you always use Sasak or English during class hours?

Interviewee: I don't use Sasak but sometimes I use English when conveying learning material.

Researcher: Do you often use Indonesian language in delivering lessons?

Resource person: here I use Indonesian language in the learning activities in class.

Researcher: According to you, does Indonesian language have an important influence in the introduction of learning?

Interviewee: yes, of course, because Indonesian language has a very important influence on learning. The reason is that Indonesian language is easier for students to understand. The results of the second interview that the researcher conducted was an interview with a Financial Management lecturer with the initials KD. He has been teaching at the Lombok Business Academy campus for 4 months. He is indeed a lecturer in Financial Management, but he only sometimes uses English but always uses a language other than Indonesian language because by using Indonesian language lecturers and students can adapt in conveying the learning material presented and students can understand the material presented by the lecturer.

4. CONCLUSION

The results of this research show that in general it can be concluded that Indonesian language plays a role in the world of education in foreign language learning (English) and Financial Management. As an important influence in the introduction to conveying learning in class. Speaking Indonesian language will make it easier for lecturers to convey lessons in class. Even though English or regional language courses still use Indonesian language as the

medium of instruction. How to use Indonesian language properly and correctly. This is in accordance with what the two lecturers who were interviewed by researchers named AH and KD said, that Indonesian language has a very important influence as an introduction in conveying daily learning. If the English language lecturer and the Financial Management Lecturer convey the lesson using English, not all students can understand it, so not all students can understand it. Indonesian language is always used.

5. SUGGESTION

Based on the conclusions above, it can be recommended for lecturers/students, especially those in the field of Indonesian language expertise. Those who want to study Indonesian language as a language of instruction in the world of education. It is hoped that future researchers can research more deeply with different formulations and methods. In discussing Indonesian language as a language of instruction in the world of education at the Lombok Business Academy, the subjects studied are English and Financial Management. It can be concluded that Indonesian language has an important role in the world of education in learning English and financial management. As an important influence in the introduction to conveying learning in class. Using Indonesian language will make it easier for lecturers to convey lessons in class.

6. ACKNOWLEDGEMENT

In the process of writing this research, the author received a lot of guidance and support from various parties so that this writing could be completed on time. Therefore, the author would like to express his deepest thanks and highest appreciation to:

1. Mr. Syaril, M.Pd. as Chair of the Trustees of the Lombok Business Academy Campus Foundation.
2. Mrs. Noni Antika Khairunnisah, S.Pd., SE.,MM. as campus director of the Lombok Business Academy
3. Mr. Ahmad, S.Pd., M.Tr.Par. as the first 1 (one) resource person
4. Mrs. Ni Kadek Wahyuni Merta Sari, S.AK., MM. As the second 2 (two) resource persons.

7. BIBLIOGRAPHY

- Ali,M.(2006). Kamus Besar Bahasa Indonesia. Jakarta: Pustaka Amani
- Arifin,D. (2008). Cermat Berbahasa Indonesia. Jakarta: AKAPRESS.
- Kementerian Pendidikan,Kebudayaan,Riset, dan Teknologi.2023. Badan Standar Kurikulum dan Assesmen Pendidikan pusat Kurikulum dan Pembelajaran. <https://kurikulum.kemendibud.go.id/kurikulum-merdeka> . di akses pada 1 November 2023.
- Kosasih,E. (2004).Strategis Belajar dan Pembelajaran. Jakarta: Yrama Widya.
- Mayasari,D.,&Wikenengsih,W.(2009). Pembelajaran Menulis Teks Puisi dengan Metode Circ pada Kelas VIII SMPN 1 Teluk Jambe Karawang. Parole (Jurnal Pendidikan Bahasa dan Sastra Indonesia),2(2),219-222.
- Mustika,I. (2017). Sikap Profesional Pendidikan Bahasa Indonesia Sebagai Pendukung Implementasi Kurikulum 2013. Semantik,2(2), 47-54.
- Priyanto,A. (2012).Drama Sebagai Media Pendidikan Nonformal.Semantik,1 (2).63-78.
- Rahayu,G.D.S.,& Firmansyah,D (2018). Pengembangan Pembelajaran Inovatif berbasis pendampingan bagi guru sekolah dasar. Abdimas Siliwangi: Jurnal Pengabdian Kepada Masyarakat, 1 (1),17-25.
- Samsudin,D. (2015). The Role Of Media In Socializing Indonesia Language Terminology. Metalingual: Jurnal Penelitian Bahasa,13 (2),151-159.
- Sanjaya.(2013). Penelitian Pendidikan. Jakarta: Prenadamedia Group.

Trianto. (2010). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana.