

Implementation of Digital Media in Learning Indonesian Language in Class IV Mi Al Islam Majasem Purbalingga

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MI AL ISLAM MAJASEM

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Abstract

The Indonesian language subject is one of the subjects that is indispensable in the world of education and has a major role in the growth of science, culture, social and the expression of students' feelings. Indonesian is the national language and as a formal language used in all fields. At the elementary school/madrasah Ibtidaiyah level, the competencies that must be mastered by students in this learning include students being able to read, understand reading, both in the form of text, and those presented in non-text form. It is not an easy thing, to do "transferring" subject matter, because the abilities of students are different. Therefore, we need an appropriate media so that Indonesian is in demand and the desired purpose is achieved. In this case the author will use digital media in learning Indonesian in class IV MI Al Islam Majasem. This study aims to describe and analyze the use of digital media used in learning Indonesian in class IV MI Al Islam Majasem. This study uses a qualitative description method. The results of this study are the digital media used in learning Indonesian, namely audio-visual media from youtube video, google classroom application, voicenote application, whatsapp group and digital power point media.

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1. INTRODUCTION

As one of the subjects that students must master, of course educators and educated people have the goal of achieving results from learning Indonesian. Hope for students master material presented by the teacher. Meanwhile, for teachers, a sense of pride and inner satisfaction will be obtained when their students can master the material they present.

The competencies that students must master in this learning include being able to read, understand reading, both in text form and presented in non-text form, for example: the results of listening to poetry readings, stories, advertising sentences, and so on. Not an easy thing to do, because of the ability of students of different varieties. There are students who are fast, slow and even tend to be mediocre in receiving lessons.

Therefore, teachers must be able to prepare infrastructure for learning, one of which is preparing appropriate media, especially Indonesian language learning media. So that students' ability to be literate in media learning Indonesian can be explored.

Humans cannot be separated from language in all their activities. By speaking, every human being can convey what is in his mind, express his feelings, and convey information to other people. It is also through language that humans can build communication with other people.

Indonesian language teacher competency in creating an area that supports the teaching and learning process is very important because this is closely related to teacher competency in managing various learning elements, including managing learning media elements. Therefore, this research discusses the implementation of media literacy in the form of simple media and electronic media which are combined into one complete unit with an Indonesian language education mechanism.

The Indonesian language learning process is experiencing disruption, with the current open flow of information and communication, hence mixed learning (*blended learning*) is an alternative that can be chosen in order to take advantage of developments in technology and information. [1]

According to a handful of students, Indonesian is considered a less interesting subject. Exposure to the narrative contained in the material often makes students feel bored while learning.

“The teaching materials used by teachers in the learning process of Indonesian actually have been in accordance with the curriculum and syllabus they apply. However, the content of the materials contained in the teaching materials was less interesting for the students to read. Thus, if the material itself is not read, then the expected[2]

From here the teacher begins to think about how to make Indonesian language learning run optimally. The right media is of course the teacher's main focus in this case. In choosing learning media, of course teachers must consider the use of media, namely *Access, Cost, Technology, Interactivity, Organization, And Novelty*.

In media selection notice *access*, namely the media we need is available and can be utilized by students. Access concerns policy, for example whether students are allowed to use it or not. The second consideration in media selection is *cost*. For example, the expensive multimedia learning media must be taken into account with its beneficial aspects. The more people use it, the more units *cost* from a media will decrease. *Technology* is the third consideration in selecting learning media, namely related to the availability of a media and the ease of operating it. The fourth consideration is: *interactivity*. Good learning media is one that can create two-way communication.

Digital media used in today's era in the development and application of digital learning media, many aspects can be proposed as reasons to support education in relation to improving the quality of Indonesian national education. Digital learning media is capable and can be fought to become facilitator The main thing is to equalize education in the archipelago, because with utilize technology that relies on distance learning capabilities cannot be separated from space, distance and time (Dwi Sukaryanti, et al-2021)

The next considerations in selecting media are: *organization*, namely about support from school and institutional leaders and about their organization. The final consideration in choosing learning media is *novelty*, namely that media that is more up to date is usually better and more interesting for students. (Maulidiya Rahma Prastiti-2020)

In choosing the media used there are several principles: (1) learning media must be affordable, (2) learning media must be appropriate to the character of the learning material being presented, (3) learning media must be interesting, and (4) learning media must be familiar to students [3]

2. METHOD

This research uses a qualitative descriptive research type. According to [4] the qualitative descriptive method is a research method based on post positivist philosophy used to research the conditions of natural objects (as opposed to experiments) where the

researcher is the instrument. Qualitative research is research that describes in a complete and in-depth way the social conditions and various phenomena that actually occur in the current society subject study. The method used in this research is the descriptive analysis method, namely by describing existing facts, then analyzing and presenting them in descriptive form which includes an explanation of the results of the analysis.

As a place for research, the author carried out research at MI Al Islam Majasem, Purbalingga. Subject Research is a person, place or object that is observed in order to become a target (Indonesian Dictionary, 1989: 862). Subject The research is the Head, teachers, students and parents. Carrying out research through several activities, including: (1) compiling interview guides, observation lists or observation guidelines; (2) conducting interviews with school principals, teachers, students and parents; (3) carry out data analysis in a qualitative descriptive manner.

3. RESULTS AND DISCUSSION

Implementation of Digital Media in Indonesian Language Learning in MI Al Islam Majasem

Thematically integrated Indonesian language learning at MI Al Islam Majasem is generally taught using a variety of media, including books, worksheets, natural media and digital media.

Mrs. Titik Muliarti explained that at her madrasah she had used several media, including books, worksheets and the natural environment. Even human media has been used. Furthermore, according to Mr. Arif Fakhruddin as a class V teacher, he taught Indonesian language material using digital media sourced from YouTube, material in document form from several educational website pages, and even presented material in PowerPoint form. As told by Ladiva Insani, a class IV student, the teacher once taught using an LCD that was played in class, we saw a film about scouts during Indonesian language learning.

The implementation of Indonesian language learning in lower grades such as grades 1 and 2 still uses books, worksheets and modeling from the teacher directly, this was said by Mrs. Subarti as a class I teacher at MI Al Islam Majasem. Meanwhile, Indonesian language learning in grades 3, 4, 5 and 6 has begun to introduce and use digital media in the learning process.

Implementation of Indonesian language learning with digital media

Learning implementation in class IV is carried out based on a one-sheet learning implementation plan (RPP) with learning objectives to listen to poetry presented by the teacher via voice notes sent via the application WhatsApp. The teacher rotates the voice note while students listen to the sound repeatedly. Next, the teacher asks again if there is any material that the students do not understand. When listening to the audio, listening literacy skills must be really explored. Students who listen carefully will be able to understand the material easily.

At the end of the lesson the teacher provides a written test evaluation in the form of what messages are contained in the poetry that has been read. The final process of learning is communicating the results of student work. By reading it in front of the class. An average score of 70 was obtained after implementing literacy in learning media

Next, the material examines the characters in non-fiction texts using digital media in the form of text taken from the internet, then the teacher displays it on a slide with an LCD in front of the class. The students pay close attention, with the teacher's direction, students note important things from the text presented through the slide show. The teacher repeatedly

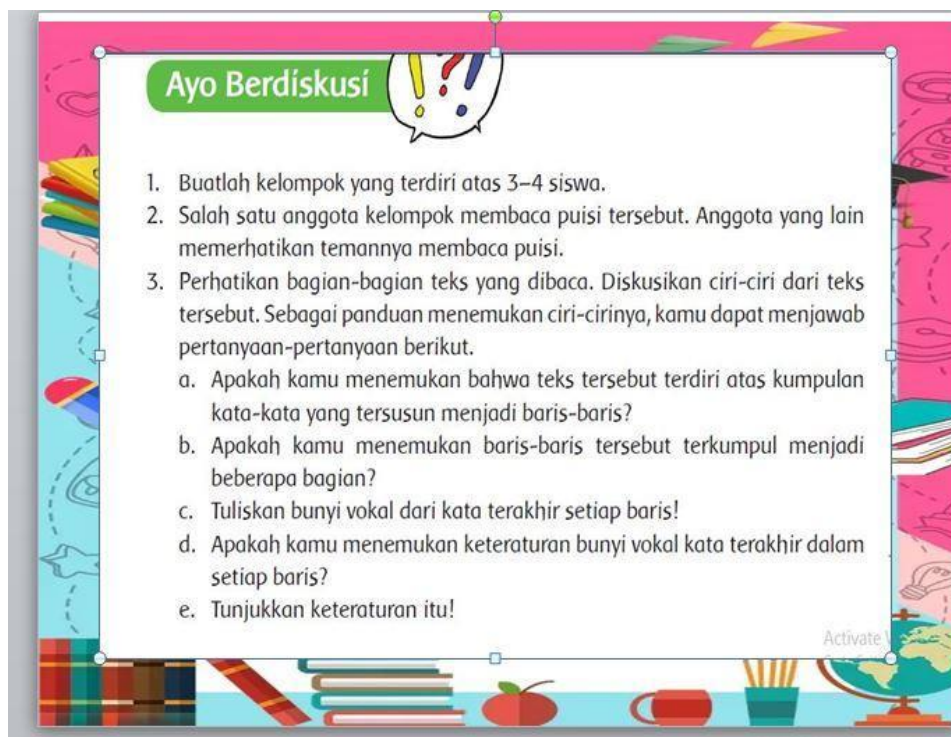
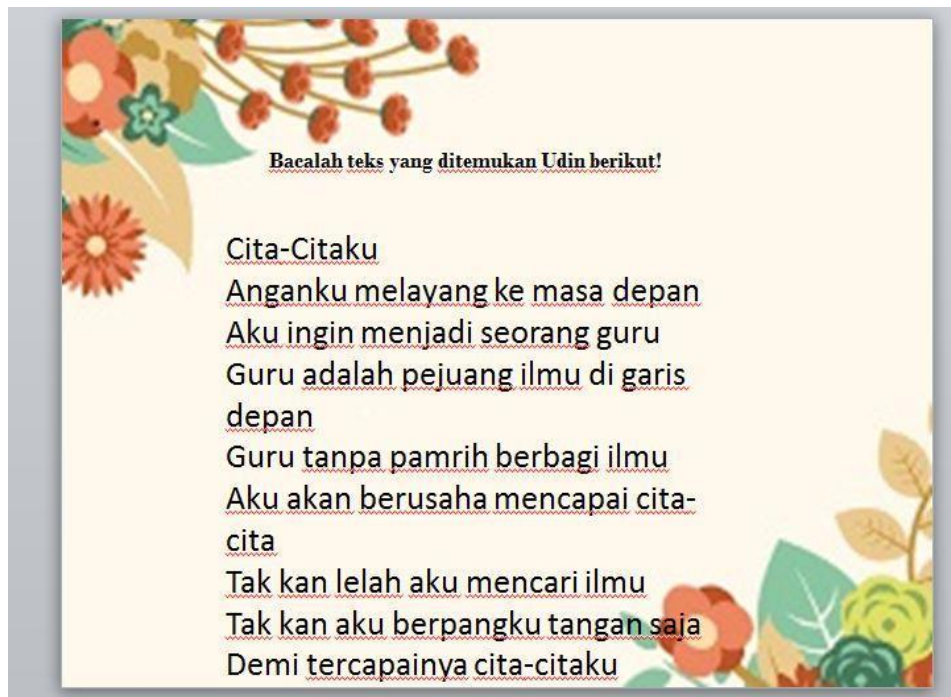
plays the slide show. It was intended to make students understand better when listening to the slide show.

The end of the lesson is filled with teacher confirmation activities with students, whether the students have understood the material that has been presented. Evaluation is carried out to measure the extent to which students understand the material.

Learning theme 9 in Indonesian presents material about exploring information from a figure through interviews. The teacher presents material through an interview video on the screen which has been successfully downloaded from YouTube. The teacher plays videos in the learning process, here students' literacy skills in observing, understanding and communicating are directly explored through good and harmonious communication between the teacher and students. Teachers must always instill feelings of shyness and reluctance to ask questions so that their souls are filled and they have good language skills, especially in communication.

Learning implementation in class IV is carried out following the learning implementation plan (RPP) that has been created. Which is prepared based on the Circular Letter of the Minister of Education and Culture Number 14 of 2019. The parts of the learning implementation plan include: Identity, learning objectives for learning activities, and assessment. In the learning plan the use of media is written in the learning activities section¹. In this case, the application of literacy with power point media is used by teachers to teach the characteristics of poetry.

PowerPoint can be categorized as audio visual media because there are sound and image displays. The advantages of PowerPoint include: practical, provides the possibility of face-to-face contact and observing student responses, has a variety of presentation techniques that are interesting and not boring, can present various combinations *clipart*, *Picture*, color, animation and sound so that students are more interested, and can be used repeated-repeat. The weakness of Power Point is that not all material can be presented via PowerPoint skills specifically for conveying good messages/ideas so that they can be accepted by the recipient of the message and requires a mature presentation if you want to include animation and sound



BENEFITS OF DIGITAL MEDIA IN LEARNING INDONESIAN LANGUAGE

The digital media used when learning Indonesian in class IV MI Al Islam Majasem provides usefulness, including:

According to the author, the use of PowerPoint media has benefits. . Based on an interview with Arya Yudhistira, when class IV students use digital PowerPoint learning becomes fun and enjoyable, because we can see the material presented by the teacher in full color in the broadcast, plus there are moving pictures or writing, this makes us feel at home in the classroom.

When digital media YouTube videos are presented, the students are also more enthusiastic in following the lesson, the busy students become calm in listening to the material. This was said by Maulana Arbain, a class IV student

Spoken by an old student from Gen Damar Raffae, said to the media voice note, my child is more interested in listening to the material and doing the teacher's assignments. And what's more can be played over and over again.

4. CONCLUSION

Several things need to be conveyed in this research: (1) Thematically integrated Indonesian language learning at MI Al Islam Majasem is generally taught using various media, including books, worksheets, natural media and digital media. (2) Implementation of Indonesian language learning in lower grades such as grades 1 and 2 still uses books, worksheets and modeling from the teacher directly, (3) Learning implementation in class IV is carried out based on the first learning implementation plan (RPP) through voice notes, LCD, YouTube videos and PowerPoints. (3) benefits media digital provides enthusiasm and provides students with a higher learning experience and meaning, in the current digital era.

Digital media also makes a contribution to the world of education, especially in conveying and assisting the current learning process.

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