

Literature Review Study: Learning Model for Indonesian Language Lectures

Ahmad Yani

Program Studi Pendidikan Bahasa dan Sastra Indonesia, STKIP PGRI Bangkalan

E-mail : ahmadyani@stkipgri-bkl.ac.id

Abstract

This research seeks to explore different learning models employed in Indonesian language classes via a literature review. The approach entails performing a structured search of the Google Scholar database utilizing terms like "learning models," "Indonesian language education," and "teaching methods." Research articles concentrate on learning the Indonesian language in higher education were chosen for examination. This study examined nine research articles that highlighted various learning models applicable in Indonesian language classes. These models consist of online learning approaches that focus on collaboration and courses, problem-focused learning models, project-oriented learning models, seminar simulation learning models, multiliteracy educational models, and jigsaw methods grounded in lesson study. The research finds that utilizing various learning models improves the efficiency of Indonesian language teaching; nevertheless, there is a need for improved alignment with student requirements and technological progress. Additional studies are suggested to create models that are better aligned with the context of contemporary education.

Keywords: *Learning Models, Indonesian, Teaching, Pedagogical Methods, Higher Education.*

INTRODUCTION

Language is vital in everyday tasks, as it is necessary for interaction among individuals and communities. It can be conveyed through either spoken or written words. Writing, specifically, enables people to express their thoughts and share their goals. Language abilities are classified into receptive and productive types. To create quality writing, an individual must have sufficient abilities in listening, reading, speaking, and writing (Oktaviani & Marliana, 2021). The course on Indonesian Language and Literature Teaching Methods is essential for equipping students to become skilled teachers of Indonesian Language and Literature. Consequently, it ought to equip students with the essential ideas and instructional abilities to thrive in the discipline. Moreover, this course ought to highlight practical use instead of concentrating exclusively on theory. Nonetheless, shifting the course towards a more practical approach is still a challenge that must be tackled (Nurjaya, 2012).

Based on the Decree from the Director General of Higher Education at the Ministry of National Education of the Republic of Indonesia, Number 43/DIKTI/Kep/2006 dated September 6, 2006, the Indonesian Language course is included in the Personality Development Course Group (MPK) or General Basic Courses (MKDU) in tertiary education. As a course for personality development, the Indonesian Language program primarily aims to improve

students' skills in using Indonesian accurately and suitably, in both spoken and written formats (Budiantoro, 2019). Students develop their language abilities through activities focused on listening, speaking, reading, and writing, with a specific focus on scientific writing pertinent to their academic program. The audio content concentrates on enhancing the skill to comprehend direct dialogues and media transmissions. Speaking abilities are developed through tasks like questioning, responding, debating, advocating viewpoints, and leading seminars in different roles such as attendees, presenters, recorders, and facilitators. Furthermore, students receive instruction on how to convey ideas before an audience. Reading resources are designed to enhance students' capability to read books, textbooks, lecture notes, newspapers, magazines, scholarly articles, and more, while also improving their proficiency in swiftly, accurately, and efficiently finding information online. Writing abilities are enhanced through tasks like composing letters, engaging articles, and scholarly documents, which encompass lab reports, theses, and dissertations (Salam, 2023). The aim of the Indonesian language course is to guarantee that students, as aspiring professionals, are skilled in employing accurate and proper Indonesian to communicate scientific concepts. At the conclusion of the course, students should be able

to write basic scientific papers that meet appropriate standards of form and content, utilizing correct Indonesian language. Additionally, students ought to utilize their language abilities for ongoing personal growth, both while attending university and throughout their professional lives (Palar, 2020).

The Indonesian language course is a mandatory subject at every university, making the need for an effective learning model essential (Salam, 2023). A learning model acts as a structure or approach that helps in creating curricula (long-term educational plans), producing learning resources, and steering the educational process in classrooms or various educational environments. The educational model serves as a reference, assisting instructors in choosing the most appropriate and impactful method to reach learning objectives. It has an essential function in shaping student learning results. Selecting an appropriate learning model allows students to grasp content more efficiently, making the choice of a suitable model significantly impactful on student success (Wikaningtyas, 2023).

Utilizing an inappropriate learning model can greatly impact the efficiency of the learning process. If the selected model fails to match the traits of the material, learning goals, or students' requirements, it may hinder students' comprehension of the content being presented. A frequent result is minimal student involvement in the learning process. Inappropriate models may cause students to feel disinterested, bored, or have difficulty keeping up with the lessons, which eventually affects their engagement and motivation (Harahap & Sinulingga, 2021; Rohayati N, 2018). Furthermore, improper execution of learning models can obstruct the growth of students' cognitive and practical abilities. For example, in learning the Indonesian language, employing models that do not facilitate the enhancement of writing or speaking skills can hinder students from acquiring these crucial competencies. Consequently, student performance might decline, impacting their educational accomplishments (Angelia et al., 2022a; Millenia & Sunarti, 2022). Moreover, employing unsuitable learning models can lead to a disconnect between theory and practice.

Students may not acquire sufficient practical experience to implement their knowledge in actual scenarios, diminishing their capacity to link their learning to daily life. This holds particular significance in learning based on skills (Angelia et al., 2022b; Rohayati N, 2018). Consequently, it is essential for teachers to choose and apply a learning model that matches the traits of students, the learning goals, and the content in order to attain the best learning results (Sijabat et al., 2023).

The Indonesian language program is vital for providing students with robust language abilities, in both speaking and writing. Consequently, it is crucial to establish a suitable learning framework to guarantee that students achieve a thorough grasp of the subject matter. Various learning models implemented in Indonesian language classes greatly influence students' language skills. Although different learning models have been examined and utilized in universities, their application in Indonesian language classes has not been extensively studied. This research seeks to present a comprehensive perspective on effective learning models while tackling the challenges and opportunities associated with their implementation, acting as a guide to enhance the quality of Indonesian language education in higher education institutions. Therefore, this research aims to analyze the learning model used in Indonesian language lectures.

METHODS

The approach used in the article named "Literature Review Study: Learning Model for Indonesian Language Lectures" adheres to a sequence of organized steps. Initially, the subject was chosen to examine and evaluate different learning models applied in Indonesian language classes. An extensive literature review was conducted utilizing the Google Scholar database, employing keywords like "learning model," "Indonesian language instruction," and "teaching methods." The criteria for inclusion emphasized research pertaining to the learning of the Indonesian language in higher education settings. After collecting the literature, pertinent articles were chosen and thoroughly examined to

evaluate the educational techniques, research results, and difficulties faced.

RESULTS AND DISCUSSION

Table 1. Literature Review Results

References	Sample	Conclusion
(Mardiana, 2021)	Elementary School Teacher Education college student	Online learning models that emphasize cooperation and politeness in language have proven to be effective in enhancing student learning outcomes in Indonesian language courses
(Cahyani, 2010)	college student	The Research-Based Learning Model is effective in enhancing students' paper writing skills
(Oktaviani & Marlina, 2021)	UNJ college student	The development of a project-based learning model in the Indonesian Language Editing course, utilizing ICT for fourth-year students in the Indonesian Language and Literature Education Study Program, yielded effective results and proved to be beneficial for application in the learning process.
(Budiantoro, 2019)	Semester I students of the 2018/2019 Academic Year of Agricultural Industrial Technology (TIP) study	Project based learning model can improve student learning outcomes in Indonesian Language courses

	program, Tanah Laut State Polytechnic	
(Wikaningtyas, 2023)	DKV study program students for the academic year 2020/2021	The seminar simulation learning model has a positive impact on enhancing student learning outcomes in the Indonesian language course within the DKV study program at Harapan Polytechnic.
(Palar, 2020)	1st semester students	The implementation of problem-based learning models in Indonesian language courses at the Manado Christian Institute has been effective in enhancing higher-order thinking skills (HOTS).
(Gunawan, 2020)	college student	The multiliteracy learning model enhances speaking skills in Indonesian language lectures.
(Salam, 2023)	Students of the Makassar LP3I Polytechnic	The implementation of the jigsaw model based on lesson study is able to improve students' collaborative skills.
(Saputra & Mila, 2025)	college student	Online learning models enhance student learning outcomes.

According to Table 1, nine research papers were examined, showcasing various learning models used in Indonesian language classes.

These models consist of online learning frameworks that prioritize collaboration and courtesy, problem-centered learning frameworks, project-oriented learning frameworks, seminar simulation learning frameworks, multiliteracy learning frameworks, and Jigsaw frameworks grounded in Lesson Study.

Choosing suitable learning models in Indonesian language classes is essential to improve the efficiency of the teaching and learning process, thus optimizing learning results. Since Indonesian language education emphasizes both spoken and written communication, it necessitates a method that caters to the specific needs and traits of the learners. Every learning model utilized should promote the enhancement of communication abilities, encompassing writing, speaking, listening, and reading with a critical perspective (Wikaningtyas, 2023).

Selecting the appropriate model helps students to grasp and master the content more effectively, while also enhancing their eagerness to participate in the educational experience. For example, during writing instruction, project-based learning or creative writing frameworks can provide students with the chance to create high-quality pieces via an organized method. In the same vein, teaching speaking through models that involve group discussions or presentations motivates students to engage more actively in situations that resemble real life (Saputra & Mila, 2025).

Additionally, employing suitable learning models aids students in connecting theoretical knowledge with practical applications. By utilizing the correct method, students can not only understand the principles of the Indonesian language but also implement them in their social, cultural, and professional settings. Consequently, choosing and applying the right learning model is crucial for developing an impactful and meaningful learning experience, while preparing students with the essential language skills for their academic and career paths (Oktaviani & Marliana, 2021).

SUGGESTIONS

According to the results of this study, more research is required on literature reviews that investigate the application of learning models in Indonesian language classes, emphasizing all facets of the language, such as listening, speaking, reading, and writing.

CONCLUSION

Based on the results of this research, it can be concluded that nine research papers were examined, showcasing various learning models used in Indonesian language classes. These models consist of online learning frameworks that prioritize collaboration and courtesy, problem-centered learning frameworks, project-oriented learning frameworks, seminar simulation learning frameworks, multiliteracy learning frameworks, and Jigsaw frameworks grounded in Lesson Study.

BIBLIOGRAPHY

- Angelia, Y., Supeno, S., & Suparti, S. (2022a). Keterampilan Proses Sains Siswa Sekolah Dasar dalam Pembelajaran IPA Menggunakan Model Pembelajaran Inkuiri. *Jurnal Basicedu*, 6(5), 8296–8303. <https://doi.org/10.31004/basicedu.v6i5.3692>
- Angelia, Y., Supeno, S., & Suparti, S. (2022b). Keterampilan Proses Sains Siswa Sekolah Dasar dalam Pembelajaran IPA Menggunakan Model Pembelajaran Inkuiri. *Jurnal Basicedu*, 6(5), 8296–8303. <https://doi.org/10.31004/basicedu.v6i5.3692>
- Budiantoro, T. (2019). Meningkatkan Hasil Belajar Mata Kuliah Bahasa Indonesia melalui Model Pembelajaran Project Based Learning. *Jurnal Humaniora Teknologi*, 5(1), 2614–3682.
- Cahyani, I. (2010). Peningkatan Kemampuan Menulis Makalah Melalui Model Pembelajaran Berbasis Penelitian pada Mata Kuliah Umum Bahasa Indonesia. *SOSIOHUMANIKA*, 3(2), 175–192.
- Gunawan, H. (2020). Implementasi Model Pembelajaran Multiliterasi Pada

- Perkuliahan Pembelajaran Berbicara. *Jurnal LITERASI*, 4(1), 41–52.
- Harahap, A. A., & Sinulingga, A. (2021). Model Pembelajaran Pencak Silat Berbasis Android. *Jurnal Olahraga Dan Kesehatan Indonesia*, 1(2). <https://doi.org/10.55081/joki.v1i2.303>
- Mardiana, D. (2021). Keefektifan Model Pembelajaran Daring Berbasis Kekooperatifan Dan Kesantunan Berbahasa Dalam Perkuliahan Bahasa Indonesia (The Effectiveness of Language Politeness And Cooperativeness-Based Online Learning Model in The Indonesian Language Lecture). *Sastra Dan Pembelajarannya*, 11(1), 149–175.
- Millenia, S. H., & Sunarti, T. (2022). Analisis Riset Penerapan Model Pembelajaran Inkuiri Terbimbing Berbasis Literasi Sains dalam Pembelajaran Fisika. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(1), 1051–1064. <https://doi.org/10.31004/edukatif.v4i1.2027>
- Nurjaya, G. (2012). Pengembangan Bahan Ajar Metode Pembelajaran Bahasa Dan Sastra Indonesia Berbasis Pembelajaran Kooperatif Jigsaw Untuk Meningkatkan Pemahaman Dan Kemampuan Aplikatif Mahasiswa. *Jurnal Pendidikan Indonesia*, 1(2), 2303–288.
- Oktaviani, R., & Marliana, N. L. (2021). Pengembangan Model Pembelajaran Project Based Learning Pada Mata Kuliah Penyuntingan Bahasa Indonesia Berbasis Teknologi Informasi Dan Komunikasi. *METALINGUA Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 6(2), 85–92.
- Palar, Y. N. (2020). Peningkatan HOTS Dalam Pembelajaran Bahasa Indonesia Melalui Model Pembelajaran Berbasis Masalah (Problem Based Learning) Di IAKN Manado. *The Way: Jurnal Teologi Dan Kependidikan*, 6(1), 1–17.
- Rohayati N. (2018). Pengembangan Model Pembelajaran Menulis Cerpen Berbasis Android. *Jurnal LITERASI*, 2(1), 65–70.
- Salam, H. B. (2023). Pembelajaran Model Jigsaw Pada Mata Kuliah Bahasa Indonesia di Politeknik LP3I Makassar. *Jurnal Review Pendidikan Dan Pengajaran*, 6(3), 1228–1232.
- Saputra, B. M., & Mila, S. N. (2025). Model Pembelajaran Daring Terhadap Hasil Belajar Mahasiswa. *Jurnal Riset Ilmiah*, 2(1), 328–335. <https://doi.org/10.62335>
- Sijabat, A., Juanta, P., Festiyed, & Yerimadesi. (2023). Literatur Review: Analisi Model Pembelajaran Blended Learning Dalam Pembelajaran IPA di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6(2), 905–914. <https://doi.org/10.31949/jee.v6i2.5602>
- Wikaningtyas, R. (2023). Pengaruh Model Pembelajaran Simulasi Seminar Terhadap Peningkatan Hasil Belajar Mata Kuliah Bahasa Indonesia. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 12(2).