Innovation of Indonesian Langauge Learning Model in Elementary Schools

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Abstrak

Latar belakang penelitian ini adalah perlunya model pembelajaran yang inovatif untuk meningkatkan kualitas pembelajaran Bahasa Indonesia di tingkat dasar. Penelitian ini bertujuan untuk menganalisis inovasi model pembelajaran Bahasa Indonesia (IMPBI) di sekolah dasar. Penelitian ini tergolong tinjauan literatur sistematis dengan fokus pada topik IMPBI di sekolah dasar. Sumber data diambil dari Google Scholar dalam bentuk artikel atau laporan penelitian yang relevan. Pengumpulan data dilakukan dengan menggunakan kata kunci "model pembelajaran inovatif di sekolah dasar" dan "IMPBI di sekolah dasar", menghasilkan 20 artikel. Metode analisis data yang digunakan adalah analisis deskriptif terhadap temuan-temuan yang ada. Hasil penelitian menunjukkan bahwa model pembelajaran Bahasa Indonesia yang inovatif meliputi model SAVI, PAIKEM, CTL, dan lainnya. Metode pembelajaran inovatif yang ditemukan mencakup metode role play, SQ3R, SQ4R, PQ4R, dan lain-lain. Simpulan penelitian ini menegaskan pentingnya penerapan model dan metode pembelajaran yang inovatif untuk meningkatkan efektivitas pembelajaran Bahasa Indonesia di sekolah dasar. Implikasinya adalah perlunya adaptasi dan implementasi berbagai model pembelajaran inovatif di lingkungan pendidikan dasar.

Kata Kunci: Inovasi, model pembelajaran Bahasa Indonesia, Sekolah Dasar.

Abstract

The background of this study is the need for an innovative learning model to improve the quality of Indonesian Language learning at the elementary level. This study aims to analyze the innovation of the Indonesian Language learning model (IMPBI) in elementary schools. This study is classified as a systematic literature review with a focus on the topic of IMPBI in elementary schools. Data sources are taken from Google Scholar in the form of relevant articles or research reports. Data collection was carried out using the keywords "innovative learning models in elementary schools" and "IMPBI in elementary schools", resulting in 20 articles. The data analysis method used is descriptive analysis of the existing findings. The results of the study indicate that innovative Indonesian Language learning models include the SAVI, PAIKEM, CTL, and others. The innovative learning methods found include the role play method, SQ3R, SQ4R, PQ4R, and others. The conclusion of this study emphasizes the importance of implementing innovative learning models and methods to improve the effectiveness of Indonesian Language learning in elementary schools. The implication is the need for adaptation and implementation of various innovative learning models in elementary education environments.

Keywords: Innovation, Indonesian learning model, Elementary SchooL.

1. INTRODUCTION

The Industrial Revolution 4.0 has affected education in Indonesia. In addition Education in Indonesia has experienced changes in all factors: curriculum, models, methods, and learning strategies, learning materials and media, educators and students, and other learning factors. All of these factors are directed towards internet-based learning and digital technology, supercomputers, and artificial intelligence (Fernández et al., 2019; Gill et al., 2019). The innovation of Indonesian language learning model (ILLM) begins with the reflection of the old Indonesian language learning paradigm towards the new paradigm. The application of ILLM can create a class atmosphere that is not monotonous. Learners listen and speak more, read and write, discuss, interact, and have dialogue so that they are able to construct their own scientific concepts. Innovative Indonesian language learning uses various

approaches, models, methods, strategies, materials, media, facilities, and a learning atmosphere that support the achievement of learning objectives. There are some efforts optimizing Indonesian Language Learning (ILL) in schools need to be carried out in the following ways: (1) changing the paradigm of Indonesian language learning which is not only limited to cognitive orientation but also psychomotor, affective and aspects of religious attitudes and behaviour, (2) innovating Indonesian language learning to attract the interest of students. In the context of this learning innovation, it is necessary to develop information technology and social media as well as learning models and be placed as sources, references, and information on teaching materials (Ismaya et al., 2021; Supriyatin, 2022).

Based on observations by previous researchers who identified problems that exist in current Indonesian language learning. The problems were classified into listening learning, speaking learning, reading learning, and writing learning problems (Adijaya, 2023; Kusumastuty et al., 2024). According to similar research, listening learning is currently considered less important because it is carried out merely to answer questions so that it overlaps with reading learning (Anggraini et al., 2018; Oktaviani & Kaltsum, 2023). Learning speaking skills is equated with reading aloud so that it does not train students to generate speech ideas and is often not carried out by the teacher. Learning to read does not train students' reading speed and style, but is merely directed to answer questions so that it does not equip students with practical ways to understand reading (Anggraini et al., 2018; Rayner et al., 2016). In learning to write, there are problems with the low skills of students in writing, the lack of a teacher's role in training writing skills to students, and an inappropriate writing learning approach. The existence of language learning problems and problems related to the COVID-19 pandemic requires schools to change learning strategies from face-to-face learning to online learning. This is also experienced by the students during the covid-19 when the students starting their classes using microfoct team application (Napratilora, 2024; Syahputra et al., 2022). The teachers were demanded to be creative using software application like Microsoft Temas, All these require the teachers to be more creative and innovative. Therefore, teachers must be good at creating more innovative language learning by utilizing appropriate technology and learning models. There are various approaches, models, methods and strategies for learning Indonesian developed by experts as summarized by previous research (Ariani et al., 2023; Emawati, 2020). In learning to read there are process approaches, Anticipation Guide strategies, DRTA (Directed Reading-Thinking Activity) strategies, KWLA (What I Already Know, What I Want to Know, What I Learned, and The Effect of the Story) strategies, Directed Inquiry strategies Activity, OH RATS strategy (Overview, Headings, Read, Answer, Test-Study), SQ3R strategy (Survey, Question, Read, Recite, and Review), ECOLA strategy (Extending Concept through Language Activities).

Learning to read with a process approach includes reading preparation, reading activities, responding activities, exploring texts, and expanding interpretations. The process of reading does not start with opening a book and reading right away. The Anticipation Guide strategy seeks to improve critical thinking skills and prepare students for reading by asking them to react to a series of statements related to the content of the reading material. More specifically, reading according to previous research must also require exploration, prediction and interpretation of the text (Amirsheibani, 2015; Lubis et al., 2024). In reacting to statements, students anticipate or predict what the content of the material will be read. DRTA is a strategy that guides learners through reading, making predictions, rereading, and confirming or readjusting predictions. This strategy helps students in reading comprehension and critical thinking (Govender & Hugo, 2020; Mohseni et al., 2020). The KWLA strategy not only helps students to relate what they know, but also allows students to judge for themselves the appropriateness, interest, and personal value of their learning experience. This strategy focuses on elaborating and monitoring student understanding. The Directed Inquiry Activity

strategy helps students choose important information and categorizes that information, especially in information from subject textbooks. This strategy helps students organize, process, and understand the assigned text material. The OH RATS strategy includes reading activities, selecting relevant information, and reviewing. SQ3R is a strategy that introduces organizing, predicting, and understanding. Student's survey, ask questions, read, ponder, and review the text material they have read. This strategy can improve students' understanding of written information and help them retain information for discussion, quizzes, and tests. The ECOLA strategy seeks to integrate reading, writing, speaking, and listening for the development of reading skills. In learning to write, there are some process approaches, 3W2H strategies, and Sentence Collection strategies. Learning to write with a process approach includes five stages, namely pre- writing, writing drafts, revising, editing, and publishing (Kitajroonchai et al., 2022; F. R. Siregar, 2014).

Writing proces includes drafting, writing, editing, revising, and revising. The 3W2H strategy seeks to assist students in combining reading and writing activities to interpret and explore upcoming topics and materials. The Sentence Collection strategy seeks to improve students' comprehension skills and the ability to write complex sentences and to help students improve higher- order thinking. Based on the description above, the researchers are interested in conducting a study related to the same topic that is "Innovation of Indonesian Language Learning Models in Elementary Schools." It would be beneficial especially for helping the elementary school teachers to realize an innovative Indonesian language learning model. The novelty of this research lies in its focus on applying these specific strategies to enhance writing skills in the context of Indonesian language learning in elementary schools, which has not been extensively studied before. This research is expected to contribute to the development of effective teaching strategies that enhance students' writing skills, comprehension, and critical thinking abilities.

2. METHODS

This research was classified as a systematic review. Systematic review rules were used based on the framework introduced by previous research. The advantage of this rule is that it allows researchers to see in-depth the relationship between research problems and allows one study to be collected from various sources (Balaid et al., 2016; Kitchenham et al., 2009). Research designed with a systematic review is pivotal in realizing humans towards a more advanced life because it summarizes various sources of existing research results. This research design was carried out systematically by following the correct stages or research protocols. A systematic review is a design that uses review, analysis, structured evaluation, classification, and categorization of the results of previous studies. This systematic review consists of several stages, namely: (1) setting the background and objectives; (2) making research questions; (3) searching for literature; (4) selecting criteria; (5) quality checklists and procedures; and (6) data analysis and synthesis (Nur'aini, 2024; Pratiwi, 2022).

The data used to search the literature is through selection based on criteria. Research data was searched through Google Scholar. Research data can be in the form of articles or research reports. The search for research data relevant to the topic of this research was carried out using the keywords: innovative learning, learning innovation, and learning Indonesian in elementary schools. This stage was carried out to decide whether the research data found are worth analysing or not. Research data was considered suitable for analysis if it meets the following criteria: (1) research articles/reports published in 2013-2021; (2) the topic of research articles/reports was Indonesian language learning innovation; (3) articles in the form of research articles, not ideas; (4) research subjects were limited to the elementary school

level; and (5) research articles/reports used the Indonesian language. Search articles/research reports yielded 20 articles.

3. RESULT AND DISCUSSION

Result

As argued in the earlier section, there are 20 learning models developed or applied in research articles/reports. Of the 20 learning models, there are some that are similar ones, namely the cooperative learning model as much as 5 data although the types are different. There is a jigsaw cooperative, there is a TTW cooperative, and there is an IOC cooperative. In addition to cooperative learning models, innovative learning models developed or applied in research articles/reports in this research data include SAVI, PAIKEM, scientific models, gender-based character education, metacognition models, inkaber, multi-intelligence, mind mapping, snowball throwing, lesson study, CTL, CIRC, discovery learning, and PBL. It has been stated that there are 20 learning models developed or applied in research articles/reports. For example, the 20 learning models have some similar types such as the cooperative learning model as much as 5 data although the types are different. Theey are jigsaw cooperative type, a TTWdewi type cooperative (as many as 3 data), and an IOC type cooperative. In addition to cooperative learning models, innovative learning models developed or applied in research articles/reports in this research data include SAVI, PAIKEM, scientific models, gender-based character education, metacognition models, inkaber, multi-intelligence, mind mapping, snowball throwing, lesson study, CTL, CIRC, discovery learning, and PBL.

Previous research provided evidence that the application of the Jigsaw model can improve the ability to understand the contents of the short story (Gustiana et al., 2023; Saini et al., 2020). Similar research states that the application of the Jigsaw learning model can improve students' understanding of the content of short stories because students are more active and enthusiastic in participating in classroom learning (Harahap et al., 2019; Shih & Reynolds, 2015). Another research stated that there are differences in motivation and learning outcomes between groups of students with the Think Talk Write learning model and students with conventional learning models (Akihary & Apituley, 2022; Siwi et al., 2021). The results of Dewi's research formulate the conclusion that there is an increase in speaking ability in role-playing activities after a class action is carried out by applying the inside-outside circle (IOC) type cooperative model. The formulation of the above conclusions is in line with previous research which states that the IOC type cooperative model can improve students' speaking skills in drama learning (Dewi, 2017; Nasir, 2015). According to Mardika, based on the results of her research, learning Indonesian using the Think Talk Write type of cooperative learning model can improve students' intensive reading skills. This opinion is also following the previous research results which concludes that the application of the Think Talk Write type of cooperative learning model affects students' narrative writing skills (Juliana et al., 2024; Nihlah & Meilana, 2023). The two research results are also supported by the similar results research which concludes that the TTW learning model affects writing skills in Indonesian for 2nd-grade elementary school students (Arista & Putra, 2019; Kurniaman et al., 2018). There is one data that applies the SAVI learning model, the results of the study stated that students' poetry reading skills increased by using the SAVI learning model (Koeswanti, 2021; Ningrum et al., 2022). The learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning objectives. The SAVI learning model is learning that utilizes students' senses (Iskandar et al., 2016; Ismawanti et al., 2022).

Thus, students must utilize all senses in learning learning materials. The term SAVI is an abbreviation of Somatic (body movement), Auditory (a combination of listening,

speaking, presenting, arguing, responding), Visualization (demonstrating or reading), and Intellectually (thinking ability) (Koeswanti, 2021; Ningrum et al., 2022). This SAVI learning model combines physical movement with intellectual activity and the use of all senses. There was one data that applies the PAIKEM learning model, namely the research of Lestari et al. (2015). The research design in qualitative research formulates the conclusion that the application of the PAIKEM model in Indonesian subjects at MIN Krangean, in general, is following the theory. However, in practice, the application of the PAIKEM model at MIN Krangean is based on the character of students so that learning objectives can be achieved effectively. The PAIKEM learning model has been proven to increase activity and learning outcomes in various subjects. Another result by previous research also provides evidence related to the application of the PAIKEM learning model in Mathematics (Horbo et al., 2024; P. S. Siregar et al., 2017). Besides that, similar research proved that the PAIKEM model affected science learning outcomes for 5th-grade elementary school students (Huda et al., 2022; Uslan et al., 2021). Social studies activities and learning outcomes can be improved with the PAIKEM model (Adijaya, 2023; Lazim et al., 2018). Other research also proves the urgency of implementing the PAIKEM model in improving the quality of Islamic religious learning (Muzakki & Nurdin, 2022; Puskainah et al., 2022). Even in learning Arabic, the PAIKEM model can be applied. Even for students, the PAIKEM model can be used to improve their learning outcomes.

In this study, two research data were found using the CTL model. Previous research was designed in the form of quasi-experimental research and concluded that the contextual learning model had an effect on students' narrative writing learning achievement (Astutik & Yuwana, 2021; Jubhari et al., 2022). Similar research was designed in the form of development research and concluded that teachers were able to create interactive multimedia learning with the CTL model (Geni et al., 2020; Utari et al., 2023). This CTL learning model has also been widely applied in improving activity and learning outcomes in other courses and in higher education units. Previous research has proven that the CTL learning model can improve the learning outcomes of PGSD students in basic social studies concepts (Octaviyantari et al., 2020; Sukmawati et al., 2021). The results of previous research state that the CTL learning model assisted by environmental miniature media can improve social studies learning outcomes (Samsudin & Raharjo, 2023; Syaifuddin & Nurlaela, 2021). Similar research prove that they have applied the CTL model to improve mathematics learning outcomes (Chityadewi, 2019; Suryawati & Osman, 2017). Other research apply the CTL learning model to improve students' reading comprehension in English (Ernawati et al., 2022; Haerazi et al., 2019). Science learning outcomes can also be improved with the CTL learning model (Fathurrahman, 2024; Samsudin & Raharjo, 2023). Even to improve statistical learning outcomes, this CTL learning model can be applied.

As stated in earlier, there are 12 learning methods developed or applied in research articles/reports. Of the 12 learning methods, there are some that are the same, namely the role-playing method with 5 data and the SQ3R and PQ4R methods with 3 and 2 data, respectively. In addition to these three methods, innovative learning methods developed or applied in research articles/reports in this research data include the SQ4R method and the speed-reading method. This role-playing method is most widely applied in speaking learning. This has been proven by previous research with experimental research all proving that the role-playing method has an effect on students' speaking skills (Huda et al., 2022; Ristianisa & Suhardi, 2021). This conclusion is also supported by the results of similar research with classroom action research concluding that learning with the role-playing method can improve the understanding of drama material for elementary school students in grade 4 (Budiarto, 2019; Do & Nguyen, 2017). In addition to improving students' speaking skills, this role-playing method is also used for other purposes. Previous research have proven that the role-

playing method can improve students' social skills (Pujiati, 2015; Yuniati & Rohmadheny, 2020). Previous research from the results of the study that the role- playing method can improve students' social studies activities and learning outcomes (Manan et al., 2023; Putra et al., 2021). Similar research stated that the role-playing method can develop the cognitive development of children aged 5-6 years (Hamzah et al., 2023; Meilina et al., 2021). Even to reduce student errors in solving Social Arithmetic problems, this role-playing method can also be used (Soebagyo et al., 2022; Topîrceanu, 2017).

Discussions

This The SQ3R (Survey, Question, Read, Recite, and Review) method is very appropriate to be used as a method of reading material. This method refers to the steps in managing language learning activities from planning, implementing, to evaluating learning activities. In general, learning with this method can be done through the following steps: investigating (Survey), asking (Question), Reading (Read), Saying again (Recite), and Repeating (review). Before reading, students conduct a reading survey to get general ideas, then ask various questions whose answers are contained in the reading, they are easier to understand the contents of the reading. Furthermore, by trying to express in their own words the important points, students will remember them longer. Through the application of this SQ3R learning method, students will become more active in learning activities, become active readers and are directed directly at the essence or main contents implied in the text. Students are conditioned on how to read which can develop their metacognitive by reading study materials carefully and carefully (Anggraini et al., 2018; Oktaviani & Kaltsum, 2023).

The main objectives of applying the SQ3R method are (1) to improve understanding of the reading content, and (2) to maintain that understanding in the longer term. The advantage of this SQ3R method is that it can remember longer because using this technique can encourage a person to better understand what he is reading which is focused on the subject in a book or reading text. The SQ3R method is proven to improve students' reading skills and can improve student learning outcomes in Indonesian subjects (Sakinah & Ibrahim, 2023; Yesika et al., 2020). The SQ4R learning method is a development of the SQ3R method by adding reflect elements. The steps are (1) survey, observing the reading text and noting the main idea of each paragraph; (2) question, making questions (why, how, and from where) about reading; (3) read, read the text and find the answer; (4) reflect, provide examples of reading material and imagine the relevant actual context; (5) recite, consider the answers found (note-discuss together); (6) review, review thoroughly (Aljawarneh, 2020; Porcu, 2020). Previous research stated that the use of the SQ4R method has a positive effect on students' reading skills (Biringkanae, 2018; Suardani et al., 2013). In line with previous research, other research have also proven this influence (Basar & Gürbüz, 2017). Unlike the two researchers, similar research conducted classroom action research to improve students' reading comprehension in English and Arabic (Bakhtiar, 2018; Erlina, 2018). With development research, previosu research developed reading comprehension teaching materials for 4th-grade elementary school students (Khafidhoh et al., 2023; Komalasari et al., 2020). The PQ4R method is in line with the SQ4R method. The difference lies in the first letter. The letter /p/on the PQ4R is a preview which means skimming. This method has been applied by Rikmasari and Lestari (2018) in classroom action research which concluded that to improve students' reading comprehension in Indonesian language learning, the PQ4R method can be applied (Avivah et al., 2022; Rikmasari & Lestari, 2018). Similar research also with classroom action research have applied this PQ4R method to improve students' critical thinking skills in high school biology subjects (Jaenudin et al., 2020; Kusuma et al., 2018). Previous research applied the PQ4R method to improve students' understanding of mathematical concepts (Lutvaidah, 2016; Novalia & Noer, 2019). With development

research, produces teaching materials that are valid, practical, and effective with this PQ4R method. The implementation of innovative learning models such as SAVI and PAIKEM has succeeded in increasing student involvement in the learning process. With variations in teaching methods, students become more active and directly involved in learning. This study was only conducted in several elementary schools, so the results may not be generalizable to all elementary schools in Indonesia. Further research should be conducted with a wider scope. Teachers need to receive adequate training in implementing innovative learning models and methods. Thus, they can adopt teaching strategies that are appropriate to student needs and classroom conditions.

4. CONCLUSION

An elementary school teachers should realize innovative Indonesian language learning models (ILLM) by using learning models, learning methods, and/or innovative learning media. In addition, ILLM can be in the form of SAVI models, PAIKEM models, CTL models, or other models. Innovative Indonesian language learning methods can be in the form of role-playing methods, SQ3R methods, SQ4R methods, PQ4R methods, or other methods. Innovative Indonesian language learning media can be in the form of animated video media, pop-up book media, digital storytelling media, or other media.

5. ACKNOWLEDGE

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