Implementation of Indonesian Language The learning Based on Information and Communication Technology in Improving Senior High School Students’ Achievement in Surakarta

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Abstract. The study focuses on the Indonesian language the learning based ICT to completely improve senior high school students’ achievement. ICT has an important role in the Indonesian language the learning method development about to its purpose in improving students’ achievement, especially at senior high school level. This development expectedly can produce an appropriate model for the Indonesian language the learning in senior high school. Besides, Indonesian language the learning based ICT expectedly will change students’ behavior and mindset positively, like competitive, tolerant, critical and creative. Consequently, a proper information technology usage is a skill required in Indonesian language skill development in this time.

1. Introduction
Nowadays, Indonesia has become one of the languages with the highest number of speakers in the world. Hence, Indonesian language the learning from elementary school into senior high school needs to be well-conducted to improve Indonesian people’s grade on Indonesian language subject [1]. The weaknesses of Indonesian language the learning in school is to focus on traditionally Indonesian structure and doesn’t consider to apply it in the learning process. The learning process should get students used to communicate by using excellent and correct Indonesian language. Students have knowledge related to language application in society, how to analyze language errors and how the Indonesian language should be used [2]. This the learning is more applicative, meaningful and encourages students to be critical.

The Indonesian language is a means of oral and written communication. Communication refers to understanding, and expressing information, idea, and feeling as well as developing science, technology and culture with utilizing the Indonesian language. Communication skill in the comprehensive sense deals with discourse [3]. Similar to the educational context, Indonesian language functions as a means of communication in accordance with accessing information. Additionally, in the daily context, it functions as a means of maintaining an interpersonal relationship, information exchange and enjoying language aesthetic within the culture.
More specifically, the Indonesian language is now an official language in ASEAN and must be mastered by students in some schools in countries contributing ASEAN. The Indonesian language is considered essential as a means or media for understanding, transferring and developing science, technology, art, and culture as well as for maintaining a relationship with other countries [4]. By the learning, the Indonesian language, one's insight, and knowledge will be open broader. Consequently, the education the Indonesian language becomes essential about information proliferation.

Regarding the importance of Indonesian language proficiency, generally for Indonesian people and specifically for senior high school students, the Indonesian language is programmed in schools regarding elementary school, junior high school, top high school levels. In elementary school, the Indonesian language is an essential subject with the employment of the thematic model. In junior and senior high schools, the Indonesian language is accounted as an essential subject and assessed in national examination (UN).

As a reality, experience, and observation of Indonesian language the learning process in the class, it shows that there were a high number of students who were not active. Besides, teachers, still, do not entirely perform their tasks. This is also supported by Madya [5] who states that “defining factors of the learning success that language teachers in junior and senior high schools didn’t perform their elves as the real teachers.”

A significant problem of this is teaching technique employed. Teachers still focus on materials in textbooks without considering students' thought, feeling, and achievements [6]. During the learning process, teachers do not exploit their skills, so students are not able to achieve the required competencies for taking advance Indonesian language. Most of the students, yet, do not maximally learn the Indonesian language in communication level. Students are only able to learn, to read, to memorize vocabularies, to write, and to memorize Indonesian language standard [7]. Besides, students still cannot use and apply the Indonesian language effectively in daily communication with considering the context taken place and using an excellent oral or written the Indonesian language. One the alternative way to overcome those problems is to maximize the learning process in school and home. As a result, students can keep the learning the Indonesian language wherever they are. Information and communication technology development become higher-increased. It gives influences in all aspects of human life like social life, communication, and education. Technology utilization in school is beneficial, especially teaching and the learning the process. The need for a concept and mechanism of teaching and the teaching based on ICT (Information and Communication Technology) cannot be avoided to support education.

The learning concept based on ICT (Information and Communication Technology) results in education transformation process, from traditional into conventional one with digitalizing contents and systems [9]. In education, ICT utilization has its strengths related to the learning effectivity and flexibility. The effectivity indicates that learning becomes more effective or more understandable with many references which can find out my self. The flexibility refers to no limitations of space and time, and students can learn everywhere and every time. Developing the Indonesian language the learning model based ICT (Information and Communication Technology) expectedly can produce the learning output (students) who can communicate with proper and correct Indonesian language regarding oral and written.

2. Method
The study conducted was descriptive qualitative, as proposed by Sutopo [10] that descriptive qualitative regarding case study refers to particularly and profoundly describing the condition, what is happening according to the present situation where the investigation is taken place. The primary source of data was the Indonesian language the learning based ICT process in senior high schools in Surakarta. The Technique of data collection was observation taken place in senior high school student selected as the location of research. Besides, interviewing some informants were conducted to support data analysis. The Technique of data analysis adopted Miles & Huberman [11] theory related to flow
model of analysis. In this analysis, there were three stages, including data reduction, data display, and conclusion. Data validity utilized the technique of data triangulation.

3. Discussion

ICT deals with utilizing electronic tools, especially computer, to save, to analyze and to distribute every information related to words, number and figures [12]. ICT includes information technology and communication technology. Information technology refers to everything related to process, technology usage as a tool, manipulation and maintaining information. Communication technology indicates everything pertaining to tools used for processing and transferring data from one device to the others. Thus, information and communication technology generally refers to every activity related to processing, manipulating and transferring information among media.

The principal of technology usage in ICT implementation is related to many things. The effectiveness and efficiency in management are one of them. ICT utilization must pay attention to the benefit of technology in the learning process. The usage expectedly makes the learning process useful, so getting knowledge is easy concerning time and affordable in terms of cost [13]. By employing ICT, the learning also becomes more meaningful for teacher and students due to its optimality. Moreover, the strengths of education based ICT include a full scope, up to date, modern, openness and interesting. It indicates that ICT utilization in education can encourage students to be more curious because education becomes more interesting.

Based on this phenomenon, ICT expectedly can stimulate students’ imagination and creativity in the learning process. While creativity is stimulated, students’ skill in is also improved. With different students’ interests and backgrounds, ICT can encourage students, who have an excellent academic record, to increase their creativity and students, who have pretty good academic records, to grow their creativity [14]. Consequently, students with creativity will be fast in overcoming problems. Therefore, ICT can be applied to students with different cognitive levels, but it has to be done with appropriate media and materials.

In education with higher-increased, ICT utilization is really required. Many benefits can be achieved by teachers, students and the school itself. On the one hand, students are more comfortable to contribute to the learning process because most of them, including children, are happier to practice than to comprehend theory [15]. On the other hand, a teacher will be more comfortable to teach students and to deliver the learning materials with innovation based multimedia and ICT. Moreover, the benefit for both teachers, as a giver, and students, as a recipient of materials or transfer, do not need to meet face to face. If teachers cannot come to class, they can give assignment or materials through ICT, like e-the learning, email, or software based ICT. In consequent, students and teachers can be more comfortable in arranging report because of employing a computer, in which it is useful to check some errors. Besides, teachers and students will be more comfortable in finding some the learning source to enrich their knowledge related to certain the learning materials efficiently and creatively, such as texts, audios or audiovisuals from the internet. The learning based ICT can be executed more exciting and up to date by showing figures and sound, so students become more enthusiastic and interested in the teaching [8].

The learning based ICT is very useful in supporting the learning process and student achievement and also gives many positive impacts. However, the implementation of the teaching based ICT shows the negative result. The learning activity can only be conducted in school with excellent facilities, infrastructure, and human resources. The School without those features like school in the village, the learning based ICT cannot be realized. Moreover, education-based ICT should facilitate students with available computers to make the learning process conducted smoothly and successfully.

Nevertheless, another situation sometimes gives negative impact on students concerning uncontrollably internet usage. This results in students’ interest which more focus on playing the game or watching a video than the learning. In consequence, students become not concentrate on education
and materials given by a teacher. Therefore, much control from teacher and internet restriction are required [16].

ICT is a product of creativity of a human to fulfill some necessities of life more effectively and efficiently. ICT is now utilized by a human to meet their needs and desires. For example, internet (as one of the ICT devices) is very influential in the learning activities conducted in school. Most of the learning activities in school now cannot be separated from the internet [17]. The Internet helps teachers and students to get the learning source, materials, media, etc. Internet now provides so many facilities for education. Hence, the learning process can be conducted online by using websites based texts, email, social media or another interactive multimedia facilities. Therefore, teachers and students can communicate well across time and space, so the learning process can be conducted maximally and well-measured following the learning plan arranged.

There are many studies and researches related to computer and internet utilization for a language the learning activities. It indicated that teachers need to do the learning innovation by utilizing the equipment as the learning media [18]. The learning model based ICT can be well-conducted if any the aspects are prepared well. One of the aspects which cannot be avoided is teachers’ skill in recognizing some programs related to technology used. Besides, hardware and software are available to conduct the learning effectively and efficiently.

ICT utilization for language skill the learning not only focuses on teaching and the learning process but also can be done to create the learning media. For example, Rosita [19], a student of Indonesian Language and Literature Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia, is able to account her research paper entitled “Pengembangan Software pelatihan Keterampilan membaca cepat sebagai Upaya meningkatkan Kecepatan Efektif Mambaca (KEM) Siswa Sekolah Menengah Pertama (KEM) Siswa Sekolah Menengah Pertama (Development of Fast Reading Skill Training Software as an Effort to Improve Effective Reading Speed (KEM) of Junior High School Students),” a result is a software for reading skill training in audio-visual provided in an exciting and interactive way by the employment of Macromedia Flash 8 program. The testing result shows that there are 18 (96.84%) of 19 students who give positive responses. As the discussion above related to language skills, the learning model for reading power can be conducted with using technology device whether it is interactive or not. The design of the learning model is not different from another the learning model. However, it is different in teaching and learning activities. Besides, ICT can be utilized to improve students’ writing skill. This has been conducted by Purnawarman [20], a lecturer of English language Education, Faculty of Language and Art, Universitas Pendidikan Indonesian, in Writing IV subject. The learning model deployed offline and online systems. Online activities include ten meetings by mailing list, facilities provided by yahoo groups, in which lecturer as a moderator.

On the Indonesian language the learning in senior high school, the step taken is giving students the assignment to use the internet and some available websites as much as possible related to searching, reading, reviewing and downloading news articles concerning the learning materials given. After getting some articles, students made a draft and submitted it through email or other the learning program based ICT. From those drafts sent, students have to give comments to another students’ drafts. Then, students correct their drafts based on others’ comments. Next, students submit revised draft attached by comments. From this activities, students do discussion related to writing product and its comments. Offline discussion based ICT can be conducted every time and doesn't depend on meeting in class, so it eases students and teachers to interact with one another. Offline discussion activities entirely must be restricted concerning time. Besides, teachers give students time to write their final draft with considering offline discussion result [9]. Those are writing steps of Indonesian language subjects in senior high school level.

By the learning steps of writing on Indonesian language subject in senior high school, students can directly experience collaborative the learning, peer-evaluation, and ICT utilization. Thus, students expectedly can receive some opinions from any point of views, have tolerant attitudes and values as well as the critical thinking skill. These characters can be constructed in the learning based ICT, and students' achievement will simultaneously increase. The learning process with the learning model
which stimulates positive behavior, critical thinking and creative thinking for students needs to be well-arranged by teacher [21]. With the learning innovation in Indonesian language subject based ICT, students expectedly can perceive the learning process. Besides, the learning based ICT also will be active by considering Indonesian culture as a priority.

4. Conclusion
ICT utilization in the learning process of language skills regarding listening, speaking, reading and writing was shown in not only teaching and the learning process but also producing the learning media. ICT can be utilized in many aspects of Indonesian language the learning in senior high school. The benefit of ICT utilization can be perceived by teachers and students in the Indonesian language the learning process. There are many positive impacts from the learning based ICT, including to construct positive behavior and to think, spending more effective and efficient time, being competitive, liberal, critical and creative thinking, etc. The existence of ICT in the Indonesian language the learning generally can support the learning process and result, in which in the end it will increase senior high school students’ achievement in many aspects.

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