DEVELOPMENT OF DIGITAL-BASED MEDIA FOR THE LEARNING OF INDONESIAN LANGUAGE AND LITERATURE

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Abstract

This article discusses the development of digital media for learning Indonesian language. This article is the result of research using the literature research method. The results of the research show that: (1) the use of media in learning Indonesian includes: students need digital skills, digital-based media has proven to have an impact on learning Indonesian, digital-based media minimizes limitations (space, time, and distance), digital-based media can add vocabulary for students, and the use of digital-based media provides stimulus and motivation to students; (2) the development of digital-based media in learning Indonesian, namely: teachers must innovate such as developing digital-based media, digital-based media must be specifically designed, it is necessary to develop digital-based media using Indonesian or in learning Indonesian, digital-based media has a positive impact and negative; and (3) there is a development research model that is suitable for developing digital-based media in learning Indonesian, namely: the Dick & Carey model, or the ADDIE model. This article recommends that teachers use digital-based media in learning Indonesian, and can use the development research model that has been presented.

Keywords: Indonesian Language, Digital, Media, Research and Development Model

Abstrak

Artikel ini membahas perkembangan media digital untuk pembelajaran bahasa Indonesia di Indonesia. Artikel ini merupakan hasil penelitian dengan menggunakan metode studi literatur. Hasil penelitian menunjukkan bahwa (1) penggunaan media dalam pembelajaran bahasa Indonesia meliputi: siswa membutuhkan keterampilan digital, media berbasis digital terbukti berdampak pada pembelajaran bahasa Indonesia, media berbasis digital meminimalkan keterbatasan (ruang, waktu, dan jarak), media berbasis digital dapat menambah kosakata bagi siswa, dan penggunaan media berbasis digital memberikan stimulus dan motivasi kepada siswa; (2) guru harus berinovasi mengembangkan media berbasis digital dalam pembelajaran bahasa Indonesia, seperti merancang khusus media berbasis digital, mengembangkan media berbasis digital berbahasa Indonesia atau dalam pembelajaran bahasa Indonesia, serta media berbasis digital memberikan dampak positif dan negatif; dan (3) terdapat model penelitian pengembangan yang cocok untuk mengembangkan media berbasis digital dalam pembelajaran bahasa Indonesia, yaitu model Dick & Carey atau model ADDIE. Artikel ini merekomendasikan agar guru menggunakan media berbasis digital dalam pembelajaran bahasa Indonesia dan dapat menggunakan model penelitian pengembangan yang telah disajikan..

Kata Kunci: Bahasa Indonesia, Digital, Media, Model Penelitian dan Pengembangan.

INTRODUCTION

Indonesian language learning is carried out with the aim that students have four skills, namely listening, speaking, reading, and writing. These four skills are used as basic competencies developed in learning Indonesian. Supriano (2017) said the four skills are interconnected and support the three main areas of learning Indonesian, namely language

learning, literature learning, and literacy development. These three domains are not carried out separately because in Indonesian language lessons discuss ways of speaking, literature, and literacy based on the applicable curriculum.

The process of learning Indonesian requires the media to support the implementation and achievement of goals. This is because the media is part of education as a system. Sugiyono (2017) argues that education is a system that has various interrelated components, namely input quality, classrooms, curriculum, educational facilities, students, teachers, evaluation, and graduate quality. Learning media is included in the curriculum component, as well as the educational facilities component. According to Supriano (2017), competency development for Indonesian language graduates (listening, reading, viewing, speaking and writing) is carried out through various media (text, visual, multimodal, audio, etc.).

Advances in science, technology and art (science and technology) are a source of digital-based information that is very abundant and spreads quickly. The very rapid development of science and technology is capable of having a major influence and dominating all sectors of people's lives, including the education sector (Ayu & Rahma Amelia, 2020; Widiastini, 2021). Therefore, teachers should use digital technology-based media to support the learning process, especially in the field of Indonesian.

Based on the description above, this article discusses the development of digital media in learning Indonesian. The purposes of this research are (1) the use of digital-based media in learning Indonesian; (2) development of digital-based Indonesian learning media; and (3) a research model for developing digital-based Indonesian learning media.

METHOD

The research method used is descriptive qualitative. Descriptive research is a research method that seeks to describe the object or subject being studied objectively and aims to describe facts in a systematic and distinctive way (Azwar, 2010; Zellatifanny & Mudjiyanto, 2018). The objects or facts that are clearly described in this research are the urgency of using and developing digital media in learning Indonesian as well as the development research model that is considered appropriate for the development of learning

media. Sources of data used in this research are documents in the form of books, articles, and websites.

Teknik pengumpulan data yang digunakan adalah studi literatur. Studi pustaka adalah kegiatan mengumpulkan bahan-bahan yang berkaitan dengan penelitian yang berasal dari buku, jurnal ilmiah, literatur, dan publikasi lain yang layak dijadikan sebagai sumber penelitian yang akan diteliti oleh penulis, yaitu dengan cara mendeskripsikan dan mendeskripsikan data melalui beberapa pendapat ahli (Moto, 2019). Pengumpulan data dilakukan dengan mencari literatur yang dapat dijadikan sebagai sumber data, mencatat hal-hal penting sesuai dengan masalah penelitian, dan membuat kesimpulan terkait fakta yang ditemukan. Analisis data dalam penelitian ini menggunakan teknik analisis Miles dan Huberman, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan (Miles & Huberman, 1994; Wandi et al., 2013). Namun dalam penelitian ini, pengumpulan dan reduksi data dilakukan secara bersamaan, yaitu dengan mencatat hal-hal yang penting. Kemudian menyajikan data dengan cara menjelaskan atau menarasikan sehingga diperoleh kesimpulan yang menjawab pertanyaan penelitian.

RESULT AND DISCUSSION

The rapid development of science and technology has an impact on the easy dissemination of information, both true and false information (hoaxes). This development is a challenge for teachers to use digital media in the learning process so that the information received by students contains subject matter and is useful for education. Sukaryanti, et al. (2021) argues that the use of digital media can be an alternative and a solution so that students are more active in the learning process, one of which is by utilizing Android. The use of digital-based media in the learning process is also an impact of the Covid-19 pandemic which has hit since March 2020 so that learning has changed to online and learning from home (König et al., 2020).

The use of media in the learning process provides several benefits, namely (1) clarifying the presentation of learning messages so that they are not too verbal, (2) overcoming the limitations of space, time, and sensory abilities, (3) overcoming the limitations of students' passive attitudes, (4) making human experience from abstract to concrete, (5) providing stimulation to students to learn actively, and (6) increasing student

motivation so that they can increase learning achievement. Wahid (2018) argues that basically learning media has an urgency to make it easier for teachers to teach, clarify the presentation of messages and information, expedite and improve children's learning processes and outcomes, increase and direct children's attention, generate motivation to learn in children, and there are many other benefits. learning media that can be found for the continuity of the learning process. Thus, the urgency of using media in the learning process has a very significant position, even the role of the media is parallel to the method in a learning process. This is because the methods and media have synergy in supporting the learning process which is carried out according to needs.

Media in the learning process consists of various types. Yaumi (2017, p. 25) classifies media into six types, namely print media, exhibition media, audio media, visual media, multimedia, as well as computer and network media. Leshin, Pollock, & Reigeluth in (Hamid et al., 2020) classify learning media into five types as follows.

1. Media based on living things (humans, animals, plants), such as teachers, instructors, tutors, field trips, observing animals or plants, etc.
2. Print-based media, such as manuals, practice books, worksheets, modules, bulletins, scientific magazines, comics, diaries, posters, etc.
3. Visual-based media, such as charts, graphs, maps, transparencies, slides, etc.
4. Audio-visual-based media, such as videos, films, slide-tape, television, YouTube, etc.
5. Computer-based media, such as computer-assisted interactive learning videos, hypertext, web-based learning, learning support applications (GeoGebra, Mathlab, SPSS, Autograph, etc.).

From the description above it can be concluded that there are four types of learning media, namely (1) print or visual media, such as leaflets, books, modules, brochures, and all learning aids that only display text and images; (2) audio media, such as radio, mp3, and all learning aids that only display sound; (3) audio-visual media, such as videos, films, animations, and all learning aids that display sound and visuals simultaneously; and (4) interactive multimedia, such as Adobe Flash, Flashcard, PowerPoint, GeoGebra, and other computer system software designed to be able to display sound, images, and contain activities that must be carried out by the user in order for the application to be useful.

Digital media is included in interactive multimedia because it utilizes digital technology in the manufacture, development and use of media in the learning process.

Digital media is not a new thing in the world of education in the 21st century. Various studies have used digital media to optimize learning efforts and achieve learning goals. Meyers et al. (2013) revealed that the current reality requires students to be skilled at using technological tools, understand norms, and practice appropriately so that the introduction of technology begins with the use of digital-based media in the learning process at school. Research Lee et al. (2021) proved that computer-based multimedia has a better effect on language learning. Computer-based media is developed based on rational or real forms so that it makes it easier for students to understand the material.

Thus, the use of digital-based media provides many benefits for students. The urgency of using digital-based media in learning Indonesian, namely (1) the development of digital technology is increasing rapidly so that students need digital skills which begin with the use of digital-based media in the learning process; (2) digital-based media has proven to have an effect on Indonesian language learning because it can be designed to present material in a more rational or real form; (3) digital-based media minimizes the limitations of space, time, and even distance if the media utilizes the internet, such as online learning media; (4) digital-based media can increase students' vocabulary because generally every digital-based media uses English as the user's language so students will indirectly learn two languages (Indonesian and English) when using it; and (5) the use of digital-based media provides stimulus and motivation to students that digital is not only used for communication or games, but can also be used as a learning medium.

Aspects that can influence innovation and need to be considered in developing it, namely (1) novelty, meaning that activities, processes, products or scientific findings do not yet exist in certain societies and social systems; (2) reinvention, meaning that the innovation recycling process is modified according to the needs of the community as users so that it is more easily accepted; (3) relative benefits, meaning that innovation provides economic benefits and raises the public's view of those who will use the innovation; (4) effective, meaning that innovation is adapted to the needs and value systems of the people who will implement it; (5) complicated, meaning that innovation will be accepted by society if it is easy to use; (6) trials, meaning that every innovation that the community

wants to implement must be tried first so that the value of its benefits is known; and (7) observable, meaning that the benefits and uses of an innovation can be known through careful observation (Nurdyansyah & Widodo, 2015; Prawiradilaga, 2014).

Thus, the development of digital media in learning Indonesian is considered important to do. The urgency of developing digital-based media in learning Indonesian, namely (1) teachers must innovate, such as developing digital-based media to facilitate the process of achieving learning objectives; (2) digital-based media must be specifically designed to suit learning outcomes, student characteristics, and digital skill needs; (3) generally digital-based media use English as the language of instruction so that it is necessary to develop digital-based media that use Indonesian or in learning Indonesian; and (4) digital-based media has positive and negative impacts so that it is necessary to develop digital-based media specifically designed by teachers to minimize negative impacts and optimize positive impacts.

Research and development is a method or type of research that aims to produce a product as an innovation in a certain field, then test the feasibility and effectiveness of the product to ensure the accuracy of its use. Appropriateness is very important in development research because development research is one way to innovate learning. Santyasa (2009) describes four characteristics of educational development research, namely (1) researching research findings, namely the discovery of problems related to innovation or application of technology; (2) product development, namely the existence of a product development process in the form of models, approaches, methods, media, teaching materials, and others as supporting factors for learning effectiveness; (3) field trials, namely product evaluation processes from expert validation and field trials; and (4) revision, namely the process of repairing or perfecting the product based on the results of the assessment from the field test. Thus, it is concluded that a formal research can be declared as developmental research if it fulfills these four characteristics.

One model that is familiar and can be used in the development of learning products is ADDIE. The ADDIE model stands for its five development steps, namely Analysis, Design, Development, Implementation, and Evaluation.

In development research, instruments are needed to measure the achievement of indicators. Learning media development instruments refer to indicators or characteristics

of good media selection. The purpose of choosing these indicators or characteristics is so that the learning media developed are suitable for use at certain target users and have usefulness or effectiveness. Apart from referring to the indicators of the research object, the determination of the research instrument is also adjusted to the research procedure. In product development research expert validation activities, a validator questionnaire is required. In field trial activities using instruments that are in accordance with the objectives of measuring the research object. The following is an example of a validator questionnaire grid for learning media.

Table 1. Examples of Validator Questionnaire Grids for Learning Media

No.	Aspect	Indicator
1	media language	according to user characteristics;
		clear or unambiguous;
		refers to good and correct Indonesian language rules;
		etc.
2	media display	the use of colors that are attractive but not confusing (if visual, audio-visual, or multimedia);
		proper proportion of letters and images (if visual, audio visual, or multimedia);
		clarity or intelligibility of sound (if audio, audio visual, or multimedia);
		proper voice intonation (if audio, audio visual, or multimedia);
		clear instructions for use (if multimedia);
		etc.
3	material	in accordance with learning objectives;
		according to user characteristics;
		contains activities that activate users;
		etc.
4	usability	practical or easy to use by users;
		efficient cost estimation;
		effective use of time;
		flexible (can be used in any conditions and anywhere);
		can be used on a large number of users or on a large scale; and
		has added value (such as: providing motivation, increasing interest, etc.)

Table 1 is an example of a validator questionnaire grid for learning media in general so that researchers can modify the available aspects or indicators according to the research object, the type of media developed, the usability offered, and the characteristics of the users.

CONCLUSION

Media development in learning Indonesian language includes (1) students need digital skills which begin with the use of digital-based media in the learning process; (2) digital-based media has proven to have an effect on Indonesian language learning because it can be designed to present material in a more rational or real form; (3) digital-based media minimizes the limitations of space, time and distance; (4) digital-based media can increase students' vocabulary; and (5) the use of digital-based media provides stimulus and motivation to students. The urgency of developing digital-based media in learning Indonesian, namely (1) teachers must innovate, such as developing digital-based media to facilitate the process of achieving learning objectives; (2) digital-based media must be specifically designed to suit learning outcomes, student characteristics, and digital skill needs; (3) generally, digital-based media uses English as the language of instruction so it is necessary to develop digital-based media that uses Indonesian or in learning Indonesian; and (4) digital-based media has positive and negative impacts so that it is necessary to develop digital-based media specifically designed by teachers to minimize negative impacts and optimize positive impacts. Media development can be done through research and development which has examples of models that are considered appropriate for developing media, namely: the Dick & Carey model or the ADDIE model.

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