Analysis of Indonesian Language Learning Obstacles in Primary Schools

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Abstract: Learning Indonesian in elementary schools can help students get to know themselves, their culture and other cultures, express ideas, participate in society, and discover and use the analytical and imaginative abilities that are present in them. In the implementation of Indonesian language learning there are many gaps, so it is less able to achieve the specified learning objectives to the maximum. This research was conducted in class 5 of Totosari Elementary School No. 102 Surakarta, Indonesia. The purpose of this research is to explore obstacles in the process of learning Indonesian in elementary schools. This research uses a case study approach. Data collection was carried out by observing the Indonesian learning process, interviewing, and examining the average student test scores. The collected data were analyzed using interactive analysis according to Miles and Huberman. The results of his research are 1) The teacher has not used the media in the learning process especially Indonesian Language learning; 2) Learning is carried out is still conventional; 3) Students in learning tend to memorize subject matter. Through learning innovations that are in accordance with the characteristics of elementary school students are expected to be able to create meaningful learning.

Keywords: *Obstacles, Indonesian, language learning, elementary school.*

Introduction

Education is a conscious effort of humans in understanding themselves and their environment or human efforts in understanding interactions between the macro and micro cosmos. Therefore education must be able to grow and foster awareness of the meaning of human existence for the environment and surrounding nature (Hude, Febrianti & Cece, 2019). Along with community needs in an effort to meet the needs of life, education will continue to grow and develop. Education functions as a facilitator to provide basic understanding to humans so they can be productive in managing the surrounding environment. Education must be driven in a more productive direction, namely to create something to stimulate people to be creative and productive, especially in meeting the needs of life both physical and non-physical. In accordance with the opinion of Sadiman, Rahardjo, Haryono and Rahardjito (2011) stated that the learning process must be designed systematically by focusing attention on students. Learning is planned based on the needs and characteristics of students and directed towards changing student behavior in accordance with the objectives to be achieved.

In achieving learning objectives a conducive learning environment is needed. According to Sanjaya (2010, p. 162) states that "the learning process is a communication process. In the communication process always involves three main components, namely the sender component of the message (teacher), the component of the recipient of the message (students), and the message component itself which is usually in the form of subject matter". Sometimes in the process of learning communication fails. This means that the subject matter or message delivered by the teacher cannot be received by students optimally, meaning that not all subject matter can be understood properly by students, even students who are worse off because the recipient of the message misunderstood the contents of the message conveyed.

According to Badan Standar Nasional Pendidikan (2006) the purpose of learning Indonesian in primary schools for students is to develop Indonesian language skills. The purpose of learning Indonesian is in accordance with the skills, needs and interests, while for the teacher is to develop the potential of Indonesian students' language, and be more independent in determining language teaching materials in accordance with the conditions of the school environment

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and the ability of students. In fact, based on observation, Indonesian language learning is less able to support the achievement of Indonesian language learning goals. The problem lies in the methods used in learning, teaching materials used and the use of instructional media. The choice of one particular learning method will affect the type of learning media that is appropriate, although there are still many other aspects that must be considered in choosing the media. Even so, it can be said that one of the main functions of learning media is as a tool in the learning process that also affects the climate, conditions and environment created by the teacher (Azhar, 2015).

Learning Indonesian in elementary schools must pay attention to students' ways of thinking from concrete to abstract. The main characteristics of elementary school students are that they display individual differences in many aspects and fields, among them, differences in intelligence, abilities in cognitive and language, personality development and physical development of children. The more self-aware aside from having desires, certain feelings also the growth of certain interests, the ability to think is still at the perspective level and dependence on adults decreases and requires less adult protection. Therefore, every teacher must have skills in choosing teaching strategies for each type of learning activity. Thus, by choosing the right learning strategy in each type of learning activity, it is expected that the achievement of learning objectives can be met (Laki, 2018). The instructor's role is more closely related to the success of students, especially those related to the ability of teachers in setting learning strategies.

The world of education always develops along with the development of the world. Likewise with educational facilities and infrastructure that are more adequate and more complete. So learning can be done optimally. Likewise, the media used in the teaching and learning process are increasingly complex. Technological developments eventually spread to the world of education. Many schools now use this technology to facilitate learning in schools. Technology in learning can be a means of learning, methods / media and as a source of learning for students (Rahman, Munawar & Berman, 2014).

As a means of technology is a tool to facilitate learning. As a method / media technology as an innovator so that learning becomes more interesting. While as a source of learning technology, it becomes one of the providers of information for students. Among the many learning technologies one of them is interactive multimedia. As one of the media, interactive multimedia is one of the learning technologies that has advantages that are good enough for the implementation of learning (Lia, 2015).

The use of appropriate learning media is expected to stimulate students' thoughts, concerns and interests so that the learning process can run smoothly and pleasantly. This was also stated by Soewarno, Hasmiana and Faiza (2016) who stated that "not all students have the same ability and media should be effectively used if it does not depend on the ability of children". The use of communication media can not only simplify and streamline the learning process, but also can make the learning process more interesting. In this era of globalization, the learning program also seems unable to provide satisfactory results. This can be seen when the learning process takes place, the classroom atmosphere seems tense and boring. The teacher is busy delivering the material without wanting to know about the students understanding or not. Most teachers in teaching are always monotonous or don't do variations. Many teachers who are technology illiterate are less able to use media in the learning process. This is in line with research by Garcia, Quiroz, Santos, Gonzalez and Fernanz (2007, p. 615) which states "the growing concern of teachers to improve their classroom theory together with the revolution in content and methods brought about by new information technology combine to offer students more attractive, efficient and enjoyable forms for study". Furthermore Yuen & Liu (2011) stated that "cognitive models in interactive multimedia authoring (IMA) affect student cognition in object-oriented programming". The above research as one of the benefits of using media which is oriented towards concrete to abstract ways of thinking.

Learning Indonesian in elementary schools needs to be optimized. According to Resmini, Churiyah and Sundori (2006, p. 49) states "language is a communication tool, through language, humans can communicate with each other, share experiences, learn from each other, and improve intellectual abilities". Therefore, learning language is essentially learning communication. Learning is directed to improve learning skills in communication, both oral and written. According to Izzan (2010, p.24) that "language teaching involves three disciplines of linguistics, psychology, and education". Linguistics provides information about language in general and certain languages. Psychology describes how people learn something, in the science of education allows someone to gather all the information into a way or method that is suitable for use in class so as to facilitate the process of learning and teaching language by students. Based on the phenomena and problems in learning Indonesian in elementary schools above, this research can formulate the obstacles in learning Indonesian in elementary schools. The purpose of the study was to explore the obstacles of learning Indonesian in elementary schools.

Methodology

Research Goal

The purpose of this study was to determine the obstacles in learning Indonesian in elementary schools. This research uses a case study approach. In general, the purpose of this study is to explore obstacles in the process of learning Indonesian in elementary schools. While specifically, the objectives of this study are: 1) knowing how the Indonesian

learning process happens in the classroom; 2) know the strategies, methods, or models used by the teacher in teaching in the classroom; 3) knowing how students respond and are enthusiastic in participating in learning in class; and 4) find out the obstacles or obstacles experienced by teachers and students in learning Indonesian.

Sample and Data Collection

This research was carried out in Totosari Elementary School No. 102 Surakarta, Indonesia. Activities in research include research preparation, data collection and processing, and preparation of research reports. This research use descriptive qualitative approach. Data collection techniques used in this study was participatory observation techniques, in-depth interviews, and document analysis using the instrument as a guide for observation, interviews, and document analysis. The observation used in this study is direct observation, which is called direct observation which plays a passive role. This observation was carried out in a planned and controlled manner. Researchers make observations on learning activities. This observation activity was also completed with blanks, check list entries, and other prepared lists. The interview was conducted in a structured manner. Interviews were conducted with the teacher and several grade 5 students. Document analysis was carried out during the research activities. Documents used in this study include: syllabus, learning implementation plan, minimum completeness criteria, and a list of students' Indonesian test scores. The instrument used in data collection is an instrument that has been validated. The collected data is validated using triangulation techniques to determine the relevance and matching of the data. The analysis technique used in this study is an analysis technique that uses an interactive analysis model.

Data analysis

The analysis technique used in this study is an analysis technique that uses an interactive analysis model. According to Miles and Huberman (2009) states that "interactive analysis models have four components, namely: (1) data collection, (2) data reduction, (2) data presentation, and (3) drawing conclusions (verification) ". The validity of the data in this study was obtained through triangulation of techniques, and peer review through discussion. Technical triangulation is obtained by comparing the data from learning observations, in-depth interviews, and document analysis conducted by researchers so as to find the similarity and truth of the data taken. Peer examination is carried out by conducting discussions with colleagues who are considered to have knowledge of the problem under study. So the data obtained is data that has proven its truth.

Findings / Results

Based on observations made by researchers in grade 5 found that there are still many problems in learning Indonesian. Interviews with grade 5 teachers were conducted to find out various obstacles that occurred in learning Indonesian. Some questions raised in the interview include: 1) How do you teach material in Indonesian to students? The result is "I teach Indonesian Language material in accordance with the existing handbooks. The material that I recorded for students is also in accordance with the handbook used "; 2) What methods, models, strategies or media do you use to explain the material in Indonesian? The result is "In delivering material I rarely use methods, models, strategies, or the media. I more often explain the material with lectures and questions and answers "; 3) What are the conditions of learning that occur when you deliver material in Indonesian in class? The result is "Learning goes well, students listen and record what I write on the board"; 4) What are some obstacles or obstacles that you experience when learning Indonesian? The result is "The obstacles that I experienced in learning Indonesian, among others, I did not understand and understand ways to use learning media, especially IT based media. That limitation is what causes the teaching to only use conventional methods, namely lectures and questions and answers. In addition, I assume that the material in Indonesian is not difficult material, so I focus more on other subjects that contain difficult material, such as mathematics and natural sciences". Based on the results of in-depth interviews conducted by researchers with the 5th grade teacher it is known that there are many obstacles experienced by teachers in learning Indonesian in class 5 including: 1) Teachers are less able to use IT-based learning support facilities for Indonesian language learning. That is because the teacher is only oriented to the achievement of each basic competency with the limited time available; 2) There is still the assumption of the teacher that Indonesian language lessons are easy lessons so that it does not need to be made a priority in the delivery of learning in class; 3) Teachers are more likely to focus on other subjects. So that in the delivery of material in the Indonesian language lessons, the teacher only conveys the points and deliver them at a glance. Of course this results in the understanding and achievement of students in low Indonesian language lessons. Interviews conducted on grade 5 students were also conducted to find out various obstacles experienced by students in learning Indonesian. Some questions were raised in the interview, including: 1) What do you think about the teaching style of the teacher in the classroom? The result is "The teacher in teaching is very monotonous, the teacher only explains the material and we are only told to listen and record what the teacher says"; 2) How do you feel when the teacher teaches in class? The result is "We feel that learning is very boring because teachers do not innovate in learning"; 3) What methods, models, strategies or media have the teacher used in explaining material in Indonesian? The result is "Teachers rarely use methods, models, strategies, or media in learning especially Indonesian. The teacher only lectures and questions and answers "; 4) What are the obstacles or obstacles you face in learning Indonesian? The result is "Indonesian Language Learning that is carried out in the classroom is very boring, because in such learning

students are only told to listen and take notes on what the teacher has to say. In addition, the teacher has never used the media in learning especially Indonesian, so the learning that took place was less interesting for us. When explaining the material in Indonesian, the teacher is not able to explain the material in full and in detail, so this causes us to often not understand and not understand the material presented by the teacher. Based on the results of interviews conducted by researchers with 5th grade students it is known that: 1) Learning conducted by grade 5 teachers looks boring because in learning, students only listen and accept what is conveyed by the teacher; 2) Students feel that learning Indonesian is difficult because of the lack of teachers in explaining the material in Indonesian well and deeply; 3) The teacher is less innovative because in delivering the material only uses the lecture and question and answer method. Teachers have not been able to use methods, models, or learning media.

Based on the analysis of documents in the form of syllabus, lesson plans, minimum completeness criteria, and a list of Indonesian test scores that have been done, the results are "several documents such as syllabus, lesson plans, and minimal completeness criteria, teachers just simply search the internet then print so no documents have been found that were actually created by the teacher himself. In addition, many lists of Indonesian scores have not yet been filled out or completed and many repeat scores are also empty. Of course this becomes a problem because it shows that Indonesian Language is not a priority in delivering lessons so teachers rarely give assignments to students and rarely hold tests. In addition, the student's Indonesian test scores are still low, so there are still many students who score less than the specified KKM ". Some of the obstacles that researchers found can be stated that the obstacles that occur are caused by several factors, both factors caused by teachers and students. So this has an impact on low student grades. This can be seen in the following table and diagram:

Table 1. Results of Indonesian Language Test Results Grade 5 Students

Student Number	Score Obtained	Score
1	40	80,0
2	32	64,0
3	24	48,0
4	25	50,0
5	31	62,0
6	35	70,0
7	32	64,0
8	32	64,0
9	44	88,0
10	38	76,0
11	26	52,0
12	30	60,0
13	30	60,0
14	30	60,0
15	22	44,0
16	23	46,0
17	45	90,0
18	22	44,0
19	24	48,0
20	24	48,0
21	44	88,0
22	22	44,0
23	26	52,0
	Total Score	1394,0
	Average	60,6

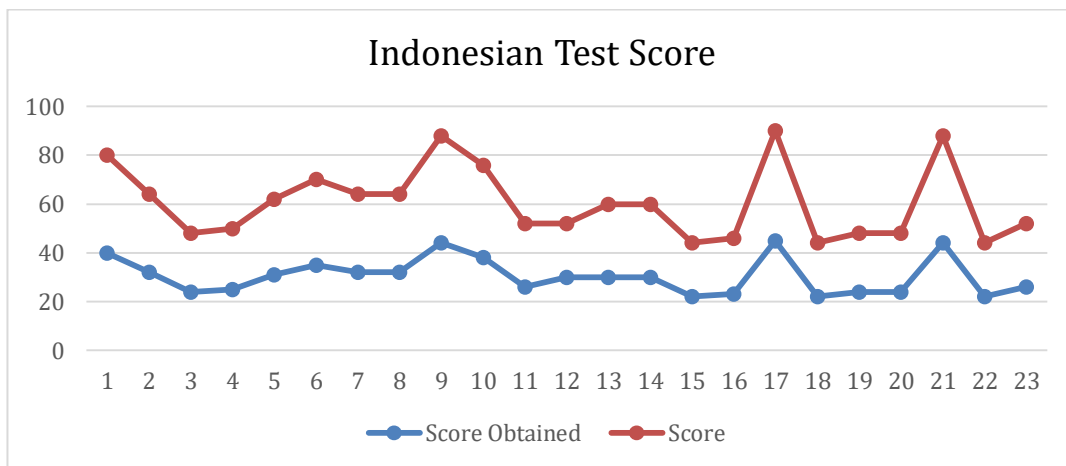Based on the results of the test scores can be presented in the diagram below:

Figure 1. Class Diagram of Indonesian Language test scores for grade 5 students

Based on the tables and diagrams above, it can be concluded that the average results of Indonesian Language test scores of grade 5 students is 60.6 with an average completeness of students is 26.08% and the average of students' completeness is 73.91%. This proves that the level of student understanding of Indonesian material delivered by the teacher is very low. Thus, there is a congruence between the results of interviews conducted with teachers, students, and the results of the Indonesian students' grade 5 test results.

Discussion and Conclusions

This research is focused on describing the obstacles in learning Indonesian in grade 5 elementary school. The material in Indonesian becomes less optimal because the teacher in delivering material to students only uses the lecture and storytelling method. Students only listen to explanations from the teacher and do not look active in class, so the learning that takes place is still teacher centered. These findings indicate that the selection of teaching methods by teachers is still not appropriate. This is in line with research conducted by Ixganda and Suwahyo (2015) which states that "the teaching methods of teachers are still not good and not appropriate". This can be seen in the image below:

Figure 2. Learning Indonesian in class 5

This is in line with Wahyuhastufi (2016) which states that "teachers experience obstacles in the use of learning media which are still lacking in availability and application of learning methods that are less varied". Another problem found is the difficulty experienced by the teacher in delivering subject matter. This can be proven in learning activities that take place on the rhymes material. In ongoing learning, it appears that the teacher does not use any learning media in delivering rhymes to grade 5 elementary school students. Learning that takes place is only dominated by lecture and story telling methods, causing students to look bored and finally the material delivered cannot be well received by students. In addition, in delivering material about rhymes, teachers only use textbooks, so learning seems less exciting. This is not in line with research by Ruhyana (2016, p. 115) which states that "learning that can develop proportional reasoning is not classical learning but full learning activities that involve all students to take part".

In addition, related teaching and learning activities that take place are still passive and still oriented to teacher centered. Teacher-oriented learning causes no involvement of students in the learning process that takes place. This is in line with the opinion of Muhana (2004, p. 60) which states that "so far more students have learned memorization rather than practice". So that no group discussion or group work activities were found during the learning process. This

is supported by research conducted by Suryani (2010, p. 33) which states "conditions where children with average or above average intelligence abilities, but have disabilities or failures in learning related to obstacles in the learning process". Reinforced by Purnami & Susiati (2015, p. 18) which states "student learning difficulties are not always caused by low intelligence, but can also be caused by other factors outside of intelligence. Thus, a high IQ does not necessarily guarantee learning success ".

The teacher has demands to be able to deliver Indonesian material with limited time and quite a lot of material. In addition, the use of learning methods in Indonesian language learning also has not varied. In addition to factors from the teacher there are also factors from students that is not all students are ready to participate in learning and students are less enthusiastic about Indonesian subjects. Based on the results of student test scores on these Indonesian subjects, there needs to be a solution to be able to overcome various existing problems. The solution is the learning that teachers do in class needs to be supported with appropriate media or teaching aids. One type of media that can be used is to use interactive learning multimedia which is a medium that has complete media such as sound, text, images, animation, video that can add to and stimulate students' interest and enthusiasm in learning. The use of interactive learning multimedia in the learning process can be used as a solution to overcome various obstacles that occur. In creating an interactive learning multimedia program that has a lot of features and content is needed so that the interactive multimedia created can attract students' interest and attention. In addition, the program must also be easy to operate so that students do not experience difficulties in using it. One program that can be used is by using Adobe Flash. This program has the privilege of being able to present a variety of media, namely sound, text, animation, images, and videos that are easier, can be designed according to the needs of the school because this program has many features and content that can be used to design multimedia learning interactive. This is also reinforced by research conducted by Nurdiyanti & Suryanto (2010) which states that "through the use of media it is able to increase the attractiveness of students to participate in learning".

Based on the results of research that has been done, it can be concluded that there are some obstacles in learning Indonesian in elementary schools. The obstacles that occur are caused by several factors, namely factors from teachers and students. Barriers experienced by teachers in learning Indonesian include: 1) Teachers are less able to use IT-based learning support facilities for Indonesian lessons; 2) There is still an assumption from the teacher that learning Indonesian is an easy subject; 3) Teachers are more likely to focus on other subjects. In addition there are also factors that come from students, including: 1) Learning done by teachers looks boring; 2) Students feel that learning Indonesian is a difficult subject; 3) Teachers are less innovative in learning. The results of Indonesian students' test scores also showed the same thing. Many students have not been able to reach the KKM that has been set. The average of students completeness is 26.08% and the average of students completeness is 73.91%. Therefore, an innovation in learning is needed so that learning that takes place is more fun, inspires students, can improve student learning outcomes.

Suggestion

Based on the results of the study, the following suggestions can be presented:

- Problems found can be further developed by researchers to further deepen similar research.

- Problems found can be an incentive for teachers to want to learn and deepen knowledge about teaching and create an atmosphere of learning that is fun, activates students, and is meaningful.

- Research results can be a stimulus for teachers to further improve the skills, proficiency and quality of teaching.

- Research results can be used to encourage other researchers to conduct similar research in the future, with more complete and detailed variables and research results.

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