Indonesian Language Learning Feasibility At Vocational High Schools

Nurmalina, Syahrul R. Atmazaki, Harris Effendi Thahar

Abstract: The examination and diagnosis of the feasibility of learning Indonesian at Vocational High Schools form the purpose of conducting this study. The feasibility of Indonesian language learning is assessed based on aspects of the education component consisting of 1) objectives, 2) students, 3) teachers, 4) teaching materials, 5) environment. The descriptive qualitative is the research design entailed in this study with the literature review method. The results signified that the feasibility of Indonesian language learning objectives in vocational schools was more dominant in the activity of writing job application letters; vocational school students do not regard it as the most inconsequential subject apart from Math and other natural sciences ones; Teachers teaching are less professional; the teaching materials used have low quality; and the school environment does not support the improvement of Indonesian language learning. In conclusion, feasibility is restricted to the formality of learning Indonesian in many vocational schools.

Index Terms: Indonesian language learning; vocational high school.

1 INTRODUCTION

In Indonesia, in addition to being the language of instruction in the world of informal and formal education in Indonesia, Indonesian is also used as a compulsory subject from elementary to secondary school levels. In fact, in tertiary institutions, Indonesian is used as a wide-ranging course that must be taken by the students (RI Law No. 12 of 2012 concerning higher education, article 35 paragraph 3). Outlandishly, some facts strongly indicated that the Indonesian students still require particular and extraordinary guidance in mastering the language, Indonesian. For example, in addition to the results of the Indonesian language national examination which have been falling ever since 2015 - 2018 (Ministry of Education and Culture data), the students’ reasoning or critical and creative thinking towards Indonesian questions posed was also lacking and even deficient. This is supported by several studies conducted by the OECD through the PISA (Program for International Student Assessment), TIMMS, and also PIRLS which illustrated that for the fields of Mathematics, Natural Sciences and Languages, only 5% of Indonesian students who were capable of answering the questions linked to reasoning or logic. Meanwhile, 95% were in the middle level, that is, they could only answer the posed questions relating to memorization (Mahsun, 2014). The phenomenon designated that the squat and stumpy quality of Indonesian language learning in schools. The premier cause started from the curriculum, teachers, students, infrastructure, to the environment (Suwarno, 2006). This research was limited to the study of the feasibility of learning Indonesian at schools must be fully maximized. This study aims to assess the feasibility of learning Indonesian which is conducted in Vocational High Schools. The accessibility of Indonesian Language learning is assessed based on the aspects of the education component consisting of 1) objectives, 2) students, 3) educators, 4) tools, 5) environment (Suwarno, 2006). This research was limited to the analysis of objectives, student responses, teacher conditions, textbooks or teaching materials, and environments that can support Indonesian language learning.

2. METHOD

This study entailed the type of library research obtaining the existing information data from various books, documents, and pure library research related to the object of research (Sholeh, 2005). The method used was the descriptive qualitative approach. The data collection was based on the factors supporting the object of the research, and then analyzed these factors to look for their significant and practical roles (Arikunto, 2010).

3. RESULTS AND DISCUSSION

The purpose of the results and discussion is to state your findings and make a interpretations and/or opinions, explain the implications of your findings, and make suggestions for future research. Its main function is to answer the questions posed in the introduction, explain how the results support the answers and, how the answers fit in with existing knowledge on the topic. The discussion is considered the heart of the paper and usually requires several writing attempts.

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1. Objectives of Learning Indonesian Language in Vocational High Schools

Vocational education aims to prepare students to enter the world of work in certain fields of expertise and the world of work to get a skilled workforce in accordance with the needs of the world of work and industry (Suwandi 2006: 17). In learning Indonesian, one of the learning objectives is to have functional and communicative skills competencies (Tanig, 2009: 28-30). Functional proficiency competencies include participatory skills, interactional skills, and academic skills. Therefore, in the Indonesian language textbooks, these aspects should be fulfilled. In this case, the book should aim to make students skilled in language, namely listening, writing, reading, and speaking.

2. Response to Indonesian Language Subjects

The attitude of students considered it easy to learn Indonesian. Indonesian language lessons are considered the same as the Indonesian language used daily. In fact, what is used daily is certainly far different from language learning. It is not uncommon for our students to underestimate so often they are not too enthusiastic to study or study the Indonesian language until finally getting a bad grade in this subject. This attitude of underestimating the results can be seen in several research results, such as Muslimin (2006), Prima (2012), Abid (2015), Riyanti (2017), and Wijaya (2017). Language signifies as one's national identity. This has become very ironic because among the younger generation today, the national identity has started to be porous alias Sponge Bob and will soon be eroded by the times (Hikmat & Solihati, 2013). Oddly, there is also a sense of language shame and as an Indonesian in the Indonesian community in international relations.

3. Teaching Materials

Indonesian language learning in the 2013 curriculum has long been oriented to the text-based learning, so language learning takes into account the context of the language use situation itself. Text-based learning will provide students with insights into various texts, one of which is literary text (short text, novel text, poetry text, and drama text). However, related to the revision, there was anxiety from teachers or educators when teaching various Indonesian texts. These concerns include differences in terms in the structure of the text, changes in the names of some types of text, as well as the removal or addition of material from the types of texts. For example in high school (SMA), in the 2013 Curriculum, Complex Procedure Text was studied in class X, but in Curriculum 2013 (Revised), the material was omitted from class X and put back in class XI under the name Procedure Text. At class XI, there were additional materials, namely, lecture texts and proposals that were not previously available in the 2013 Curriculum. Meanwhile, in class XII, news text and ad text material that were previously in the 2013 Curriculum were removed and replaced with job application letters, articles, criticisms, and essays. These changes every now and then perplex the teacher in teaching the material in class. Therefore, teachers call for or require a frame of reference relating to the types of texts to lend a hand to learn in the classroom so that there were essential critical issues shaping the Indonesian language curriculum. As long as the basis refers to the text, the teacher should have been able to handle the teaching of the various types of texts at language classes. Indonesian teaching materials or teaching materials, in general, must be adjusted at every level of education. The goal is that teaching materials are in accordance with the needs of students, teachers, and a curriculum that has been determined (Febriani, 2012). This is where the importance of connecting language with the context of its use (Sumarti, 2010) culture. In addition, students must also have vocabulary and knowledge about the world (knowledge of the world) in order to write what is observed (Kartamarhiaja, 2000; Alwi, 2000; Van Dijk, 1997). If a student has that, he will not run out of sentences to pour ideas based on observed data.

The facts occurring regarding the Indonesian language teaching materials presented to the Vocational School have not yet demonstrated the quality that is worthy of being made into teaching material. The results of Mulyaningstih’s research (2010), about the quality of Indonesian vocational school textbooks, show that the material presented to students in vocational schools has low quality. The book is not balanced in presenting the four language skills. Reading and listening skills are still very dominant. The theme of the subject is less extensive and in-depth, and the inappropriate language used with Indonesian language rules. The teaching material should pay attention to the suitability of the curriculum with the subject matter, according to the level of education, and the development of students (Iskandarwassid and Sunendar, 2009: 219) If not, the teaching material is not worth mentioning as teaching material. Because, learning material is everything that becomes the contents of the curriculum that must be mastered by students in accordance with basic competencies in the context of achieving the competency standards of each subject in a particular educational unit (Sanjaya, 2010: 14). The other discrepancies are also found in making questions in Indonesian subjects in vocational schools. The results of research, according to Winata et.al (2014) elucidated that there are some discrepancies in the application of Indonesian language rules in writing questions. This is evident in the rules of spelling (use of letters and punctuation), application of structure (word formation and sentence formulation), and application of diction.

4. Indonesian Language Teacher

Sorraya (2014) described that the obstacle in learning Indonesian in Vocational High Schools is that the learning model conducted by teachers is not optimal. Teachers in teaching are still oriented towards the target material without the practice that results in weak interaction between teachers and students (Sudarti, 2017). In addition, there are obstacles for teachers to apply text-based learning according to the 2013 curriculum. This is caused by problems faced by students in speaking uncomfortable situations and conditions, mastery of the material, and the use of learning models (Marian and Setiadi, 2015). Bearing in mind the Ristekdikti Government Regulation Number 55 Year 2017 it states that “Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal, basic and secondary education.” However, there are many teachers who do not master and are able to teach Indonesian language learning materials, let alone literary material (Suhertuti 2017). Thus, teachers are considered to lack competence and are considered not creative in the learning process at school so it tends to be boring. This course will cause learning difficulties for students. Learning difficulties of
students in the process of learning Indonesian are very evenly
distributed in various components of learning materials, both
for linguistic and literary competencies (Basuki et al., 2017).

4. CONCLUSIONS
The feasibility of the Indonesian language learning in most
vocational schools in Indonesia is only limited to formalities.
The results showed that the feasibility of Indonesian language
learning objectives in vocational schools was more dominant
in the activity of writing job application letters; vocational
school students do not consider the Indonesian language
learning important; Teachers who teach are less professional;
teaching materials used have low quality; and the school
environment does not support the improvement of Indonesian
language learning. Thus, it is only natural that there are many
students who fail to take the National Examination, especially
in Indonesian subjects. If this remains ignored, Indonesian
Language subjects in educational institutions, especially in
vocational schools, will no longer be compulsory subjects for
students. Because considering some existing research also
found that there was a tendency for students to be more proud
of using foreign languages compared to Indonesian. As luck
would have it, the use of official language was often neglected
in the some formal institutions, offices and even education and
or schools and environment.

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