

EFFORT FOR ENHANCING THE EFFECTIVENESS OF TEACHING HISTORY OF BAHASA INDONESIA TO D3 ELECTRICAL ENGINEERING STUDENTS OF SHIPBUILDING INSTITUTE OF POLYTECHNIC SURABAYA YEAR 2016/2017 WITH INTERACTIVE LECTURING METHOD WITH VIDEO AS MEDIA

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Abstrak

Pertemuan awal perkuliahan Bahasa Indonesia di PPNS, sesuai RPS materi yang disampaikan adalah sejarah Bahasa Indonesia. Hal tersebut menyebabkan minat mahasiswa untuk mengikuti perkuliahan sangat rendah khususnya pada kelas D3 Teknik Kelistrikan. Dalam diskusi dengan peneliti, dosen pengampu menyampaikan permasalahan pada kelas tersebut sejak pertemuan pertama mirip dengan tahun-tahun sebelumnya. Berdasarkan permasalahan yang ada maka peneliti melakukan penelitian tindakan untuk meningkatkan efektivitas pembelajaran sejarah Bahasa Indonesia pada kelas tersebut. Sejarah sering dianggap tidak menarik bagi mahasiswa, apalagi ketika belajar sejarah berkaitan dengan Bahasa Indonesia. Melalui pembelajaran sejarah Bahasa Indonesia diharapkan mahasiswa dapat memiliki rasa kebanggaan terhadap bahasanya sendiri. Kebanggaan terhadap penggunaan Bahasa Indonesia ini dirasa penting mengingat Indonesia sudah masuk era globalisasi. Bahkan berkaitan dengan Globalisasi, PPNS telah memasukan Bahasa Inggris hampir diseluruh semester. Metode ceramah sering disebut sebagai metode konvensional karena metode ceramah sudah sejak lama digunakan. Dengan hadirnya berbagai metode pembelajaran tidak serta merta dapat menghilangkan penggunaan metode ceramah. Dalam penelitian ini peneliti memberikan saran penggunaan media berupa video sebagai pendukung penguatan metode ceramah interaktif yang digunakan oleh pengajar. Berdasarkan teori diketahui jika tingkat daya serap peserta didik yang belajar dengan audio visual lebih baik daripada yang hanya secara audio saja. Berdasarkan teori tersebut dan setelah dilakukan dua siklus tindakan pada pembelajaran sejarah bahasa kelas D3 TKK didapatkan perbaikan kualitas pembelajaran yang dirasakan oleh pengajar maupun mahasiswa.

Kata Kunci: pembelajaran, sejarah, bahasa, ceramah, interaktif, video

Abstract

At the first meeting of Bahasa Indonesia lecture, according to the RPS, the material presented is the Bahasa Indonesia's history. This has caused students' interest to follow the lectures are very low, especially in class D3 Electrical Engineering. In discussions with researchers, lecturers give problems for students at the first meeting similar to previous years. Based on the existing problems, the researchers conducted a study measures to improve the effectiveness of teaching the history of Bahasa Indonesia in the classroom. History is often considered unattractive by students, especially when learning related to Bahasa Indonesia's history. Through learning the history of Bahasa Indonesia students are expected to have a sense of pride in their own language. Pride in using Bahasa Indonesia is important considering that Indonesia has entered the era of globalization. Even in relation to globalization, SHIPS have included English subject almost in all semes-

ter. Lecturing method often referred to as the conventional method because this method has been long used. Despite the presence of a variety of learning methods at this time, lecturing method can not be easily eliminated. In this study, researcher advice the use of media such as video to support and strengthening the interactive lecturing method used by the lecturer. Based on a theory, known that the level of learners' understanding / absorption who learn by audio-visual is better than using audio only. Based on this theory, and after two cycles of action in the history of language learning, D3Electrical Engineering class obtained improvements in the quality of learning perceived by teachers and students.

Keywords: *learning, history, language, lectures, interactive, video*

1. INTRODUCTION

Shipbuilding Institute of Polytechnic Surabaya's lecturers in implementing the teaching-learning process, often complain that the student intake is low. The level of intelligence is often associated with noisy behavior or low motivation during lectures. Constraints like that often happen, especially at the level of diploma 3. Generally diploma three is still become the last option for high intake registrant. Highschool graduates usually choose diploma 4 as the primary choice for admission to SHIPS.

Bahasa Indonesia is a general courses given to students of Diploma 3 Electrical Engineering in first semester. In the academic year of 2016/2017, Diploma 3 Electrical Engineering class taught by Nyoman Swarta. He often complain about problems mentioned before. As a partner, researchers want to contribute to solve the problems that are often repeated every year.

According to the explanation, problems that occur in the classroom is not only because of the low intake of students but can also be caused by low student interest in learning Bahasa Indonesia, especially in Bahasa Indonesia's history. History is often considered boring. This is even more unappealing to students when studying the history related to Bahasa Indonesia. Studying the history of Bahasa as an introductory in Bahasa Indonesia subject is very important. Through learning the history of Bahasa Indonesia, students are expected to have a sense of pride in their own language. Pride in using Bahasa Indonesia is very necessary because Indonesia have entered the era of globalization. Students without pride for Bahasa Indonesia certainly can result in impairment of nationalism which means failure of the development of character.

The existence of package at the Polytechnic system is also a problem for the Bahasa Indonesia's lecturers as general courses. Bahasa Indonesia's lecturer have to think very long if it were not about to graduate students. The solution lies in lecturers' creativity when managing classes. Lecturers can choose various methods or approaches in accordance with the material to be presented in the classroom. For some lecturers, the use of variety of learning methods with certain media are still rare. This is due to the assumption that the student is already an adult so they do not need to be taught with diverse variety of methods and media. They assume that the students should be taught by lecturing method only. Moedjiono said that the majority of lecturer's community still use lecturing method in learning process and the implementation of interactive lecturing method is still rare (Moedjiono, 2003).

Based on the background of the problems mentioned above, can be formulated problems and goals to be achieved in this study as follows. The first is the improvement of the quality of Bahasa Indonesia's history learning process using interactive lecturing method with the help of video use. The second is to improve the outcomes quality of Bahasa Indonesia's history teaching using interactive lecturing method with video help, and the third is the obstacles encountered in increasing the quality of Bahasa Indonesia's history teaching using interactive lecturing method and how to overcome them.

The description of Bahasa Indonesia's history will be discussed from three aspects, Bahasa Indonesia's origin, and the birth of Bahasa Indonesia as the national language and as an official

language. The first opinion about Bahasa Indonesia's origin is expressed by Syahroni. Bahasa Indonesia comes from Malay language. Malay language has been used as lingua franca in Nusantara since the first century of modern calendar, or at least in the form of everyday communication (Syahroni, Dewi, & Mahmudi, 2013).

Minto Rahayu also has the same opinion with Syahroni. Here is an opinion from Minto Rahayu about the origin of Bahasa Indonesia. "Our language called Bahasa Indonesia, derived from Malay, which is one of the local languages in the Nusantara" (Rahayu, 2009). In addition to Syahroni and Minto Rahayu opinions, Nurul Hidayah also express her opinion. Nurul Hidayah's opinion strengthen the other two opinions. She said that Bahasa Indonesia developed from Malay language (Hidayah, 2016). Based on expert opinions mentioned above, can be known the origin of Bahasa Indonesia. In this research, it has been acknowledged that the Indonesian language came from the Malay language, one of the local languages of Nusantara which has been used as a lingua franca.

Malay language as the lingua franca has been commonly used as a means of communicating in Nusantara over the years. It is influenced by Malay culture that likes to wander and can not be separated from the growing influence of Srivijaya kingdom at that time. The following will be discussed by some experts regarding the development of the Malay language as the local language as well as the national language.

Syahroni and colleagues gave their opinion about the national language. In his book, he said: "Establishment of Bahasa Indonesia as national identity originated from the Youth Pledge on October 28, 1928. At the Second National Congress in Jakarta" (Syahroni et al., 2013).

Then there is the opinion of Fahrurrozi and Wicaksono. They believe about the birth of Bahasa Indonesia as the national language as follows. Establishment of Bahasa Indonesia as national language happens on October 28, 1928 (Fahrurrozi & Wicaksono, 2016).

The following state institutions also have a similar opinion about the birth of the Bahasa Indonesia as the national language. In addition to the national language, Indonesia's Language Development Board and the Ministry of Education and Culture also includes the contents of the Youth Pledge (Sumpah Pemuda). Bahasa Indonesia was born on October 28, 1928. At that time, youths from various places in Nusantara gather and organize youth meetings and pledged (1) We the sons and daughters of Indonesia, acknowledge one motherland Indonesia, (2) We the sons and daughters of Indonesia, acknowledge one nation, the nation of Indonesia, (3) We the sons and daughters of Indonesia, respect the language of unity, Bahasa Indonesia. This pledge known as the Youth Pledge (Sumpah Pemuda) (Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan, 2017).

Complementing the previous opinion, Prihatini has an opinion about the Youth Pledge. Prihatini said that Bahasa Indonesia was born on October 28, 1928. Youth representatives from all over Nusantara at the time gathered at the meeting and vowed according to the contents the Youth Pledge. The third element of the Youth Pledge (to uphold the national language, Bahasa Indonesia) be a statement of intent that Bahasa Indonesia is the language of unity for the people of Indonesia (Prihatini, 2015).

About the country's official language, Prihatini gives her opinion. Bahasa Indonesia is declared as Indonesia's official language on August 18, 1945, at the time of Indonesia's constitution ratification. (Prihatini, 2015). Juridically Bahasa Indonesia was born on August 18, 1945 (Martaulina, 2015). De jure, Bahasa Indonesia appear in 1945. That is, after the Bahasa Indonesia formally regulated in the 1945 Constitution Chapter XV Article 36 (Wibowo, 2003). The contents of Bahasa Indonesia's history lectures have been described in general. Next will be described about the learning methods of interactive lecturing that used as an alternative solution to problems in this study.

The lecturing method is to deliver the subject matter orally. This method is not bad if the user is well prepared, supported by devices and media, as well as pay attention to the limits of its use

(Sudjana, 2004). On understanding the lecturing method, a second opinion came from Muhaimin MA, and colleagues. The lecturing method is a combination of rote lectures, discussions and question and answer (Muhammad, 2014). This opinion completes the definition of lecturing method.

The lecturing method is considered appropriate in the 70s. This is because the school has not been able to provide facilities and other means of support at that time. The learning process carried out by the lecturer talks and the students just listen. In the era of the 2000s the frequency of use of the lecturing method may be only 10-20% (A.Z., 2010). Mulyana A. Z. statement need to be responded positively by teachers, including lecturers. Lecturers can still use the lecturing method, but there should be an innovative way to do it, one of them is interactive lecturing

Interactive lecturing method is a way of teaching that accompanied by questions and answers. According to Yahya, interactive lecturing method is a way to deliver information verbally by learning resources to the participants that accompanied by a question and answer or interaction with the learners (Syefrinando, 2012).

Another opinion came from Onny. According to Onny, interactive lecturing method is a technique of lecturing by using a combination of methods or varied. Interactive lecturing conducted is participatory (brainstorming, discussions, plenary, assignments, case studies, etc.). Additionally, interactive lecturing method is a method that tend to involve participants through their feedback or comparison with the opinions and experiences of learners (Syefrinando, 2012).

Absorptive capacity of learning materials was influenced by the way used to obtain the material. The level of use of senses were associated with the absorption of information that have different degrees. Absorptive capacity learners' learning material who learn by reading is 10%, 20% by hearing, 30% by seeing, and 50% by seeing and hearing. If students are able to talk about the information / learning materials, the absorption rate is 70% and if they can talk and perform it, the absorption rate rises to 90%. This was conveyed by Vernon A. Magnesen (DePorter, Reardon, & Singer-Nourie, 2010)

Based on the Vernon's concept, it is known that learning using audiovisual technology will improve learning ability by 50% than without the use of media. So as to enrich the experience and maintain the motivation of learners, lecturers required in order to deliver learning materials in a clear, meaningful and if necessary use the media that is able to simplify the process of acquiring information from the learning process so that it becomes easier. (Nugraha & Winiarti, 2014).

Learning media has three definition. Those definition are: a) message carrier technology that can be used for learning; b) Physical facilities to deliver learning materials such as books, movies, video, slides, etc.; c) Communication facilities, print and audio-visual form, including its hardware technology (Susilana & Riyana, 2009). Based on the definition of learning media, video can also be a learning medium.

One of the facilities that can be used as learning medium is video. Busyaery and colleagues explain that the video is the audio-visual media that have become public and can be used as a source of knowledge and information (Busyaeri, Udin, & Zaenuddin, 2016).

Audio-visual media is a media that have an element of sound as well as a graphic element. This media type has a better capability for covering voice and image (Djamarah & Zain, 2002). This opinion is strengthened by the opinions Busyaeri and colleagues. Audio-visual media is the medium to send learning messages. Audio-visual media has two elements which is audio and visual. The existence of the audio elements can make the students capable of receiving messages through auditory learning, while the visual elements allow learning messages delivered through visualization (Busyaeri et al., 2016).

According to Rudi Bretz, audio-visual media consist of moving and silent motion media (Wibawanto, 2017). Slightly different from Wibawanto's opinion, Busyaeri split the audio-visual media in terms of pure audio visual and impure audio visual (Busyaeri et al., 2016). Silent audio-visual media can

be a slide, sound, or book. Meanwhile moving audio-visual media can be video, CD, or television. As a comparison in this study, the following is a study of Mahtum and Rachman..They said that the method that still used in the teaching of the Quran and Hadith on reading nun sukun/ tanwin are lecturing method, small group discussions and question and answer.This teaching method has not provide maximum results and tend to make students become passive and bored to learn. This causes the lack of students' enthusiasm to learn and eventually lead to student learning outcomes are not optimal (Mahtum & Rachman, 2012). Based on these results it is necessary to make innovations in the form of lectures accompanied by interatif and appropriate supporting media. Sudaryanto's research is taken as comparison in terms of material. According to him, character education can be done in learning language and literature in schools (Sudaryanto, 2016). Based on this thinking, at the college level, Bahasa Indonesia's history has also become very important in character education's goals.

2. RESEARCH METHOD

This research is conducted in Shipbuilding Institute of Polytechnic Surabaya, located at Teknik Kimia Street, ITS, Sukolilo, Surabaya.This polytechnic has 14 study programs, 10 programs for Diploma 4 and 4 programs for Diploma 3. Researchers will only use Diploma 3 of Electrical Engineering as research object. The total students is 30 students consisting of 28 men and 2 women. This class' Bahasa Indonesia subject's lecturer is Mr. Nyoman Swarta, which also became researcher's partner.Researchers choose that class because there are problems that will be researched.

The research was conducted for five months, from August 2016 to December 2016. The research is in the form of classroom action research.The basic process of action research was based on planning, act and observe, and reflections on the activities already conducted (Madya, 2006). Researchers cooperate with lecturer as a partner in conducting research to devise a concerted action. Thereafter on the implementation of the action. Furthermore, also conducted observations of all the events that occur in the classroom. After the research conducted, reflection on actions taken was held.

The strategy in this research is qualitative descriptive. Qualitative descriptive research is a research's procedure that produce data in the form of oral or written, instead of numeric data.The data obtained are described and analyzed and then concluded.Sources of data in this research is as follows.Places and events, which is classrooms M103 of Shipbuilding Institute of Polytechnic Surabaya and Diploma 3 of Electrical Engineering learn Bahasa Indonesia in the first semester.Informants in this research are lecturers and students.The documents are Bahasa Indonesia's history learning material, Bahasa Indonesia's history video, work of students, interviews, learning plans that were made by faculty, curriculum applicable in SHIPS, and a list of student grades.

The data collection is done by observation, interviews, questionnaires, and tasks. Data validity test used is the triangulation method, triangulation of data sources, and informant's review. This research uses interactive analysis technique that consists of data reduction, data presentation, and verification. Inference is done in stages by the end of each cycle. Verification is done so that the conclusions from the data displayed can be accounted for.

3. RESULT AND STUDY

Researchers have conducted a preliminary survey and found deficiencies in learning Bahasa Indonesia's history. Learning is done conventionally, and it can be said without the help of media. Students become not interested in learning so that the quality of the learning process and results are low.

Researchers and lecturer designed an interactive lecturing method, using video as media to improve the quality of process and learning outcomes which is conducted in two cycles.In cycle

1, there are many weaknesses in lecturer, students, media, and the environment. Lecturer and researchers repair the vulnerabilities in cycle 2. Implementation of cycle 2 is better than cycle 1. Lecturer gives test in any action to determine the development of students' understanding to Bahasa Indonesia's history. The test about Bahasa Indonesia's history at the end of cycle 2 are the result of student achievement. Based on such measures, the researchers discuss the following matters.

3.1 Quality Improvement in Bahasa Indonesia's History Learning Process

Improvement in the process of learning the history of Bahasa Indonesia using interactive lecturing method with the help of video can be seen from the following indicators.

- a. All students become focus when lecturer interacts with students, especially when viewing video. In cycle 1, students' concentration got a bit of disturbance because interactive lecture delivered by lecturer was incompatible with the video. Students' interest is also visible when a student asked about the video that will be used as media. Based on the questionnaire in cycle 2, students who claimed interested to learn Bahasa Indonesia's history using video and feel its better than the previous lecturing method reach 90% (27 people).
- b. Students are becoming more focused on learning. On cycle 1, students still looks not focus on learning. Students' focus percentage showed that only 40% (12 people) of students who focus on learning. On cycle 2, students' focus percentage rise to 90% (27 people). Students' focus percentage can be seen from the table below.

Table1: Students' focus percentage in learning process

Students' Condition	Indicator	Percentage	
		Cycle 1	Cycle 2
Focus on learning.	Do not disturb learning process (daydreaming, playing, talk with another student, etc.).	40%	90%

- c. Students become more active in learning process. On cycle 1, students' participation percentage only show 10% (3 people). On cycle 2, students' participation percentage rise to 70% (21 people). Students' participation percentage can be seen from the table below.

Table2: Students' participation percentage in learning process

Students' condition	Indicator	Percentage	
		Cycle 1	Cycle 2
Active in learning process.	Dare to ask questions and give opinions in learning process.	10%	70%

- d. Increased quality of teaching. Lecturer started to gives a warning, award, and approaches students to increase the quality of the learning process. Lecturer gives more attention to students with learning difficulties.
- e. Time is used effectively. All learning activities have been prepared in advance by calculating the allocation of time required.

3.2 Quality Improvement in Bahasa Indonesia's History Learning Result

Students' achievements in Bahasa Indonesia's history competence is obtained from the given test. For that reason, lecturer arranges test in each cycle. Students are invited to have a dialogue with

the lecturer based on video then answer related questions. According to the curriculum in SHIPS, students are passed when their score is 63.0 or more. Bahasa Indonesia' history test in cycle 1 have 10 multiple choice questions. 60% (18 people) of the students passed the test, meanwhile 40% (12 people) of the students failed. In cycle 2, 100% (30 people) of the students passed the test. Students' work result can be seen from the table below

Table 5: Students' work result percentage in Bahasa Indonesia's history test

Students' condition	Indicator	Percentage	
		Cycle 1	Cycle 2
Able to answer question about Bahasa Indonesia's history	Reach minimum score of 63.0	60%	100%

3.3 Constraints Faced and How to Overcome It

Internal factors that become constraint are as follows.

- a. Students are difficult to focus when learning. In cycle 1, many students disturb the learning process after more than 30 minutes it has been underway. The disturbance such as daydreaming, talking with friends, playing, and many more, but the lecturer has not give any warning. In cycle 2, lecturer began to give warning to students who do not focus on learning. Lecturer went around the classroom during a lesson to monitor all the students. Even lecturer told students to change seats. That action proven to improve students' focus.
- b. Few students were active in learning. Students are not actively ask and argue because lecturer do not give stimulus. Giving compliments proven to motivate students to be active.
- c. The learning results in cycle 1 is unsatisfactory. Lecturer handle it with made an approach to students whose score is below standard and give them guidance to strengthening their understanding outside the lecture schedule.
- d. Wireless LCD does not work so had to use VGA cable to display video. The sound from the laptop is still less loud. Researchers handle this problems by preparing a VGA cable and active speaker to use.
- e. Bahasa Indonesia's history's learning video still not fit with lecture demand. Actually, lecturer and researchers have set video criteria that are used as learning media. That critearia are: (1) the video is intended for all ages; (2) does not contain element of pornography, violence, or romance; (3) The duration is not too long (5-15 minutes); (4) full of dialogue and monologue. In the implementation, it turns out the video used is different with the material delivered by lecturer. In cycle 2, lecturer handle it by choosing suitable video to use.
- f. The learning environment is not conducive. Disturbance comes from people outside the classroom. It can be solved by closing the classroom door before the learning begins.

External factors that become constraint are as follows

- a. The time that researchers get for doing this research is very limited. Lecturer only allow a maximum of 2 cycles of action. This is based on the vastness of the course material in Bahasa Indonesia subject. Initially, researchers planned to invite students to do the test outside lecture hour but got difficulty to set the time. Finally, the researchers took the decision to give the test at the end of the learning.
- b. Implementation of the second cycle is in conjunction with a workshop accreditation. Researchers divided the tasks so that the whole process can be accomplished.

4. CONCLUSION

The conclusions that can be drawn from this study are as follows. First, an increase in the quality of learning the history of Bahasa Indonesia by interactive lecturing method using video. This can be

seen from the achievement indicators of students' interest, students' focus, students' participation, the quality of teaching, and effective time usage. Second, an increase in the quality of learning outcomes of Bahasa Indonesia's history using interactive lecturing method with the help of video. Students' understanding percentage on Bahasa Indonesia's history increased to 100% (30 people), which means that all student is passed. Lastly, the obstacles encountered in efforts to improve the effectiveness of learning the history of Bahasa Indonesia using interactive lecturing method with the help of video can be solved. These constraints divided to internal and external factor. The obstacles were overcome gradually thanks to cooperation between researchers, lecturer, and college authorities. Suggestions given from this study are as follows:

- a. Lecturers can use interactive lecturing method with video as an alternative in learning process.
- b. Lecturers can introduce this interactive lecturing method with video to other lecturers so that they can use it in teaching.
- c. Lecturers can search for other learning alternatives that are likely to attract students towards learning.
- d. Institutions need to complete the campus' facilities and infrastructure to support learning.
- e. Institutions need to motivate lecturers to constantly increase their performance by reforming the education and teaching method.

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