

Problematics of Indonesian Language Teaching to Grade V Students at SDN Kelayan Selatan 9 Banjarmasin City

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Abstract. The purpose of this research is to describe (1) the form of Indonesian language teaching problematics, (2) factors causing Indonesian language teaching problematics, and (3) strategies to overcome Indonesian language teaching problematics in grade V students of SDN Kelayan Selatan 9. This research uses descriptive qualitative methods. The data sources of this research are primary data from observations, interviews, questionnaires and secondary data obtained from various reference sources. The results showed that the problematics of Indonesian language teaching to grade V of SDN Kelayan Selatan 9 Banjarmasin City: (1) The form of the problem; teachers have difficulty managing the class, choosing learning media, and developing teaching materials that are suitable for student characteristics. Students' lack of understanding, motivation and attention are also obstacles in learning Indonesian. (2) Factors causing the problems; internal factors of teachers' lack of professional skills and external factors of lack of educational resources. (3) Strategies to overcome problems; conducting training for teachers, collaborative teaching strategies, continuous evaluation of learning objectives, materials, and methods, as well as utilization of local resources and cooperation with related parties.

Keywords: *problems, Indonesian language teaching, problematic factors, teaching strategies*

1 Introduction

Indonesian language is one of the subjects in schools, both at primary and secondary school levels. The teaching pattern of each teacher towards Indonesian language subject itself is very varied, some still maintain the old teaching pattern by involving the use of lectures, blackboards, textbooks, and exercises in classroom learning. In addition, some teachers have also implemented more innovative teaching patterns by integrating technology, student-centered learning methods, and experiences that are relevant to the real world.

Rohani (Adib, 2019) states that in order for the teaching process to run well, preparation is needed first. These preparations include creating teaching strategies and designs. These two things are the duties of a teacher in starting the teaching process. Teachers are expected to be able to create effective teaching strategies and designs as optimally as possible, because the main task and responsibility of a teacher is to manage teaching to be more effective, efficient, dynamic and positive.

In Indonesian language learning, this problem is quite complicated, Alimuddin (1992) states that the development of Indonesian language teaching in schools has often received serious attention from various parties. This proves that the optimal achievement of the objectives of Indonesian language teaching itself has not been achieved. This fact is due to the lack of realization of the importance of maintaining the spirit of Indonesian language learning as a whole.

Indonesian language learning is considered to be something that is difficult to teach and learn by students. Learning is more dominant only in the nature of providing information and providing knowledge. In addition, teachers more often carry out learning in the form of giving only performance tasks. Thus, it is necessary to optimize teacher creativity in order to carry out the learning process while still prioritizing the interaction between teachers and students, so that learning objectives can be achieved properly, (Esnita, 2021).

The implementation of Indonesian language teaching in class V of SDN Kelayan Selatan 9 still uses the old method, this can be seen from how the teacher teaches Indonesian in class which only gives

assignments through the package book for students to answer. Therefore, this is a problem that is considered serious because it hampers students' enthusiasm in participating in classroom learning. The impact of this problem is the lack of interest in learning Indonesian, plus teaching patterns that are already considered irrelevant to be applied in this day and age. This is one of the special concerns that must be solved or given a solution that can attract students' sympathy to find out more about Indonesian language learning itself.

Departing from research conducted by Kurniawan, et.al (2020) discussing the problematics of learning Indonesian in the low grades of SDN Kaliurip, Kemiri District, Purworejo Regency, Central Java, the results obtained that the problems faced by teachers are low-grade students who still have difficulty in listening, speaking, and writing. Teacher problems are caused by a lack of time for professional activities where teachers in their daily lives come to school, deliver material, and go home.

In line with research that also has relevance related to the problems of learning Indonesian, namely research conducted by Failasufa, et.al (2022) regarding the problems of Indonesian language which is less attractive to students. This study states that the problem of learning Indonesian is caused by several factors and ways of learning carried out by educators, thus causing a serious impact on interest in learning Indonesian lessons. There are several factors that become learning problems, including factors that come from within students, namely students who are lazy in learning, cool with themselves and their friends, and do not pay attention to the educator's explanation. While factors originating from the school environment include the lack of supporting facilities for students in learning, as well as the lack of intense additional guidance for students. On the other hand, family environmental factors also influence such as financial conditions that are lacking in meeting children's learning needs, lack of parents' participation in paying attention to their children's academic development, and lack of parental motivation in guiding their children at home.

Based on the results of observations made by researchers in class V of SDN Kelayan Selatan 9, several problems were found in the classroom such as a mismatch in teaching methods, lack of enthusiasm for student learning, and lack of student interest in learning. In addition, interviews were also conducted with homeroom teachers V A and V B regarding Indonesian language teaching which focuses more on teachers and textbooks. In this regard, it is rational to research the problematic nature of Indonesian language teaching at SDN Kelayan Selatan 9 in Banjarmasin City in order to gain new understanding and knowledge about Indonesian language teaching at the primary level, especially at SDN Kelayan Selatan 9. This can motivate related parties to participate in improvement efforts.

2 Method

This research was conducted at SDN Kelayan Selatan 9, Banjarmasin City. The subjects in this study were V A and V B homeroom teachers. This research uses qualitative research with a qualitative descriptive approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior; the approach is directed at the setting and the individual as a whole (Abdussamad, 2021). Primary data collection techniques with observation, interviews, and questionnaires and secondary data collection techniques through various research references, journals, books, and data analysis sources related to research. Observations were made to the Teachers of Class V A and V B to find out the form of Indonesian language teaching problems. Meanwhile, interviews were conducted to find out what were the problematic factors of Indonesian language teaching and strategies to overcome Indonesian language teaching problems in grade V students of SDN Kelayan Selatan 9. The questionnaire was used to strengthen and complete the research results. The data collection procedures used are observation sheets, interviews, and questionnaires. The data analysis technique used is the Miles and Huberman analysis technique (Sugiyono, 2022) in the form of data reduction, data presentation, and conclusion drawing. The data validity plan was carried out using source triangulation techniques.

3. Results and Discussion

A. Problematics of Indonesian Language Teaching for Fifth Grade Students at SDN Kelayan Selatan 9

The problematic form of teachers in teaching Indonesian to fifth grade students of SDN Kelayan Selatan 9 was found as follows.

1) Teacher Problematics

Based on the results of observations made in examining the problematic forms of teaching Indonesian to fifth grade students at SDN Kelayan Selatan 9, several problems experienced by teachers were found. Teachers of Grades V A and V B of SDN Kelayan Selatan 9 have difficulty in classroom management in involving students because of the diverse discipline of students. In addition, difficulties in using Indonesian language learning media are also problematic because of the different characteristics of students. Meanwhile, in the case of delivering Indonesian language material, teachers do not feel they are experiencing difficulties.

2) Problems in Learning

The problem of students' lack of understanding of learning materials is not a problem that we have only recently seen, this also happens to grade V students of SDN Kelayan Selatan 9 when following the course of Indonesian language learning in the classroom. In addition, teachers of classes V A and V B of SDN Kelayan Selatan 9 also feel that students' lack of motivation in learning Indonesian is a serious problem, because it can be an obstacle in achieving learning objectives. Regarding the problem of students' lack of motivation, on the other hand, the teacher noticed that students tend to pay less attention to what is delivered in front of the class, so that in the end they do not understand the content or meaning of the lesson.

3) Problems with learning objectives, materials and methods

Problems experienced by grade V A and V B teachers at SDN Kelayan Selatan 9 in teaching Indonesian include difficulties in developing teaching materials because they have to adjust to different student characteristics. This problem is considered quite complex, because teaching material is a component that must be studied, examined, studied and used as material that will be mastered by students. In addition to the problem of developing teaching materials, teachers of grades V A and V B of SDN Kelayan Selatan 9 also face problems regarding the use of learning methods, teachers find it difficult to use varied learning methods due to differences in student learning styles, so that the teaching takes place casually. The selection of methods also determines the success of learning, but the problem is that not all teachers can use methods in Indonesian learning to cover each student's different learning styles. In the formulation of focused and clear learning objectives in Indonesian language learning, class V A and V B teachers do not feel that this is a problem in teaching, because there is a reference to the teacher's book in formulating learning objectives. This is considered normal, because teachers already understand how the learning environment of grade V students at SDN Kelayan Selatan 9 is.

4) Problems with learning objectives, materials and methods

Problems experienced by grade V A and V B teachers at SDN Kelayan Selatan 9 in teaching Indonesian include difficulties in developing teaching materials because they have to adjust to the different characteristics of students. This problem is considered quite complex, because teaching material is a component that must be studied, examined, studied and used as material that will be mastered by students. In addition to the problem of developing teaching materials, teachers of grades V A and V B of SDN Kelayan Selatan 9 also face problems regarding the use of learning methods, teachers find it difficult to use varied learning methods due to differences in student learning styles, so that the teaching takes place casually. The selection of methods also determines the success of learning, but the problem is that not all teachers can use methods in Indonesian learning to cover each student's different learning styles. In the formulation of focused and clear learning objectives in Indonesian language learning, class V A and V B teachers do not feel that this is a problem in teaching, because there is a reference to the teacher's book in formulating learning objectives. This is considered normal, because teachers already understand how the learning environment of grade V students at SDN Kelayan Selatan 9 is.

5) Problems with Educational Facilities and Infrastructure

Educational facilities and infrastructure are a supporting part in the success of teaching, one of the problems of the availability of language laboratories at SDN Kelayan Selatan 9 was also mentioned by class V A and V B teachers of SDN obtained based on observation results. This is also a problem because the facilities and infrastructure supporting learning are aspects that cannot be ruled out. Indeed, the school currently has internet access with the installation of wifi and the availability of LCD projectors. However, this is still considered insufficient in maximizing Indonesian language learning to students.

B. Causal Factors of Indonesian Language Teaching Problems among Fifth Grade Students at SDN Kelayan Selatan 9

Based on the teaching problems that have been found, there are several factors that cause problems in teaching Indonesian to fifth grade students of SDN Kelayan 9 Banjarmasin. These factors consist of internal factors and external factors. Internal problems of Indonesian language teaching are factors that come from within the individual or the expertise possessed by the teacher. Some of the problems of Indonesian language teaching that occur at SDN Kelayan Selatan 9, namely the teacher's problems in conducting classroom management and the use of Indonesian language learning media in utilizing educational technology as a learning medium along with the times. In addition, the problems of objectives, materials and methods of Indonesian language learning are also internal problems where teachers find it difficult to compile Indonesian language teaching materials and have difficulty using various Indonesian language learning methods.

External problems of Indonesian language teaching refer to everything outside the control of the teacher's ability, this is one part that contributes to the problematic factors of Indonesian language teaching faced. Some of the problems of Indonesian language teaching that occur at SDN Kelayan Selatan 9 include, problems in learning are also influenced by students' lack of understanding of Indonesian language learning, students' lack of motivation for Indonesian language learning, and students' lack of attention when listening to Indonesian.

C. Strategies for Overcoming Problems in Teaching Indonesian to Fifth Grade Students at SDN Kelayan Selatan 9

In overcoming the problems of teaching Indonesian to fifth grade students at SDN Kelayan Selatan 9, the strategies used by the school are described in detail below.

1) Strategies for Overcoming Teacher Problems

Providing training and professional development especially in Indonesian language teaching because providing regular professional development training can improve teaching skills, classroom management, and the use of learning media. In addition, the teachers also expect support both emotionally and socially from those involved in achieving the desired learning goals.

2) Strategies for Overcoming Problems in Learning

Teaching strategies by collaborating students in discussion rooms can be used as a solution to build social skills and deepen students' understanding of the material. Meanwhile, it was also explained that student-centered teaching strategies can be used to adapt their learning styles, interests and needs to create a more engaging learning environment for all students. It is also important to reprimand students when they are not paying attention or talking during the lesson.

3) Strategies for Overcoming Problems with Learning Objectives, Materials and Methods

Attend self-development training to help improve skills in planning and delivering Indonesian language learning to be more effective. In addition to training, continuous evaluation and adjustments must be made to learning objectives, materials and methods on a regular basis. By evaluating each lesson, we can identify what needs to be changed or adjusted in Indonesian language learning to improve learning effectiveness.

4) Strategies for Overcoming Problems with Educational Facilities and Infrastructure

Utilizing local resources in the school environment and school grounds, collaborating with organizations or companies in donating or providing the necessary learning facilities and infrastructure. Thus, this can be used as a way or alternative solution that can be used in overcoming the problem of the lack of educational facilities and infrastructure in Indonesian language teaching at school.

4. Conclusion

Indonesian language teaching at SDN Kelayan Selatan 9 faces various problems, including teacher difficulties in classroom management and the use of learning media, lack of student understanding and motivation in learning, difficulties in developing teaching materials and using appropriate learning methods, and limited educational facilities and infrastructure.

Problems in teaching Indonesian to fifth grade students at SDN Kelayan Selatan 9 are caused by internal and external factors. Internal factors include teachers' difficulties in classroom management, use of learning media, preparation of teaching materials, and choice of learning methods. Meanwhile, external factors include students' lack of understanding, motivation and attention, as well as limited educational facilities and infrastructure such as the lack of a language laboratory.

Strategies to overcome the problems of Indonesian language teaching at SDN Kelayan Selatan 9 can be done in various ways: (1) teacher problems, can be done by attending regular training and professional development as well as emotional and social support from related parties, (2) problems in learning, can be done by forming discussion rooms and student centered approaches to deepen students' understanding of the material, (3) problems with learning objectives, materials, and methods, it is recommended to attend self-development training, continuous evaluation, and adjustments to learning carried out continuously.

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