INDONESIAN LANGUAGE LEARNING AT MEDAN TOURISM POLYTECHNIC

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Abstract--Digital learning media is the main tool for the ongoing teaching and learning process in the current pandemic. Because of that, the use of digital-based learning media is very effective in using an online (virtual) learning system that is following the absolute needs in the learning process. Related to this, this study is aimed to (1) describe the benefits of using digital learning media at the Medan Tourism Polytechnic, (2) explain the effectiveness of using digital learning media at the Medan Tourism Polytechnic. The use of this learning media uses quantitative research in the form of classroom action research with pretest and posttest involving 32 students. The result shows that digital-based learning media is very useful to support lectures and media. In terms of effectiveness, digital learning media is very effective to use because it can improve student learning outcomes in the very good category. Thus, digital learning media is very useful and effective to be used in lectures for Indonesian language courses.

Keywords: Indonesian, Learning Media, Digital.

INTRODUCTION

In essence, the teaching and learning process (PBM) is a communication process. As a communication process, PBM requires three important components, namely (1) messages to be delivered or learning content, (2) communicators or teachers, (3) and communicants or students. To convey messages or learning content, communicators need learning media. This also applies to communicants. To understand, apply, or convey the messages by the communicator quickly, precisely, and simply, the communicant needs learning media.

The role of media in learning is not in doubt. Several studies show that learning media has a significant effect in increasing motivation or interest, processes or activities, and learning outcomes. It can be seen, for example, in Zabir's research (2017) which found that learning media is influenced the learning motivation of students at SMPN 1 Lanrisang, Pinrang Regency. The influence is very high, especially in the aspects of (1) an interesting desire in learning, (2) encouragement and needs in learning, and (3) a conducive environment. Furthermore, related to the learning process or activity, the results of research by Novalia, Ali Karim, and Efendi (2016) found that there was an increase in the process or activity of students in learning speaking skills. The process can be seen from the comparison between cycle I and cycle II. Next, related to the influence of media on improving learning outcomes, Aisah (2010) reports that there is a significant (positive) media influence on learning outcomes (Students of MAN Lhokseumawe). Aisah emphasized that if the use of media tends to be good, student learning outcomes will be good; On the other hand, if the use of media is not good, the learning outcomes will be less good (low).

The effectiveness and influence of the media in increasing motivation, process, and learning outcomes does not mean that all media can be used for all learning. For this reason, the media used must consider some things: (1) its suitability with the objectives to be achieved, (2) its accuracy to support the learning content facts, concepts, principles, or generalizations, (3) practicality, flexibility, and durability, (4) skills to use them, (5) target grouping, and (6) technical quality (Azhar, 2013:74).

In learning, the media acts as an introduction, facilitates, attracts attention, makes time

effective, increases participant involvement, opens space for learning anywhere and anytime, and speeds up and makes it easier to achieve goals. The roles of the media, ideally have been carried out, but in reality, based on the survey results, have not been fully realized. The era of technology, communication, and information or the digital era that is happening today makes it very possible for the role of the media to run optimally.

Learning that leads to complete mastery of knowledge and skills, such as learning Indonesian, requires appropriate learning media. One of the appropriate learning media fulfilling the roles above is digital media. The selection of the right media will increase student involvement in the lecture process so that students can improve their competence. Increased competence is needed to achieve results following the established plan.

The importance of Indonesian language learning media is revealed from the results of direct and indirect interviews with students and lecturers who teach Indonesian courses. The results of indirect interviews (questionnaires) with Medan Tourism Polytechnic students who are taking Indonesian Language courses show their responses to the lectures that have already taken place. The responses show that (1) 12.96% of students feel happy in the lecture process; (2) 85.19% stated that learning was less interesting; (3) 88.89 students stated that the learning process was monotonous because learning innovation did not follow the development of science and technology; (4) 68.52% of students stated that lecturers rarely use lecture media; (5) 87.04% of students stated that they are rarely involved in reciprocal interactions in class; (6) 88.90 media have been used in lectures, but lectures are still one-way in nature, have not activated various learning resources.

The explanation above states that the majority of students do not feel happy attending lectures because the learning is less interesting, monotonous, rarely uses media, their involvement in class interactions is low, and learning is still one-way. These problems must be addressed by, among other things, the use of digital media that can trigger students to enjoy lectures because they are interested in the material being studied, lectures are not monotonous, there is maximum class interaction, and lectures are no longer centered on the lecturer, but on a variety of subjects. learning resources channeled through learning media. Digital learning media is believed to be very important and supports the lecture process for Medan Tourism Polytechnic students.

LITERATURE REVIEW
a. Understanding Learning Media

The word Media comes from the Latin medius, which means middle, intermediary, or introduction. In addition, the word media also comes from Latin which is the plural form of the word medium, which means an intermediary or introduction, namely an intermediary or introduction to the source of the message with the recipient of the message (Sadiman, 2007: 6).

Arief S. Sadiman, et al. (2006: 7) states that the media is an intermediary or messenger from the sender to the recipient of the message so that it can stimulate the thoughts, feelings, and interests, and attention of learners in such a way that the learning process occurs. In essence, the media is a means that can expand the human ability to hear, see at the limits of distance, space, and time.

b. Indonesian Language Course

Indonesian Language Course is a lesson that develops students' ability to speak Indonesian properly and correctly because mastery of the Indonesian language can be used as a measure of one's nationalism as the Indonesian nation. In addition, this course also aims to
develop students' abilities in organizing ideas or concepts to be communicated to other parties so that continuous interaction between ideas is established and results in an effective knowledge transfer and management process. This Indonesian language course is a compulsory subject, in addition to the Religion, Pancasila, and Citizenship courses. These courses are mandatory for all students (Law No. 12 of 2012).

RESEARCH METHOD

This study uses a survey method with observation techniques (collection of questionnaires and tests). The subjects in this study were 32 students of the D-3 Catering Management Study Program, Medan Tourism Polytechnic FY 2020-2021. Data were collected through tests, namely pretest, and posttest. The competency measured is public speaking as one of the competencies of the Indonesian Language Course. Data were analyzed by comparing the results of the pretest and posttest.

FINDINGS AND DISCUSSION

Digital learning media in Indonesian language learning during the Tourism Polytechnic period is very useful for students and educators of course. Digital learning media can be used as a means to increase students' interest in studying Indonesian Language Courses, especially in the Public Speaking competency. Not only that, today's digital learning media can improve the quality of learning, the quality of students, and at the same time improve the quality of educators in the field of technology.

This digital learning media is used by educators in four parts in Indonesian lessons, namely, writing, speaking, listening, and reading, especially skills related to academic texts. The tools used are computers, smartphones, and several other technology-based tools that are growing rapidly and affecting the Indonesian language learning process in the classroom. As for some of the media used, such as multimedia, multimodal, e-learning, power point, and many more media used in learning Indonesian language courses. In the following, the results of learning by utilizing digital media in Indonesian language learning are presented.

Table 1 Pretes Score of Politeknik Pariwisata Medan Students

No	Student	Scoree	No.	Student	Score
1.	Mhs-001	65	17.	Mhs-017	60
2.	Mhs-002	55	18.	Mhs-018	55
3.	Mhs-003	70	19.	Mhs-019	70
4.	Mhs-004	55	20.	Mhs-020	55
5.	Mhs-005	65	21.	Mhs-021	65
6.	Mhs-006	55	22.	Mhs-022	55
7.	Mhs-007	65	23.	Mhs-023	65
8.	Mhs-008	50	24.	Mhs-024	55
9.	Mhs-009	55	25.	Mhs-025	65
10.	Mhs-010	65	26.	Mhs-026	55
11.	Mhs-011	60	27.	Mhs-027	65
12.	Mhs-012	50	28.	Mhs-028	55
13.	Mhs-013	50	29.	Mhs-029	65
14.	Mhs-014	60	30.	Mhs-030	60
15.	Mhs-015	70	31.	Mhs-031	45
16.	Mhs-016	55	32.	Mhs-032	45
Total score				1880	
Average		58,75			

Table 1 above shows that the ability of students in Indonesian language courses before digital media was used was on average 58.75. This indicates that the student has not reached the minimum competency set. However, after applying digital media, student competence has increased. This can be seen in table 2 below.

Table 2 Postes Score of Politeknik Pariwisata Medan Students

No	Student	Score	No.	Student	Score
1.	Mhs-001	95	17.	Mhs-017	85
2.	Mhs-002	90	18.	Mhs-018	90
3.	Mhs-003	95	19.	Mhs-019	85
4.	Mhs-004	90	20.	Mhs-020	95
5.	Mhs-005	80	21.	Mhs-021	90
6.	Mhs-006	95	22.	Mhs-022	85
7.	Mhs-007	95	23.	Mhs-023	95
8.	Mhs-008	90	24.	Mhs-024	95
9.	Mhs-009	88	25.	Mhs-025	95
10.	Mhs-010	89	26.	Mhs-026	85
11.	Mhs-011	88	27.	Mhs-027	85
12.	Mhs-012	90	28.	Mhs-028	95
13.	Mhs-013	90	29.	Mhs-029	85
14.	Mhs-014	90	30.	Mhs-030	95
15.	Mhs-015	90	31.	Mhs-031	90
16.	Mhs-016	90	32.	Mhs-032	75
Total Score				**2870**	
Average				**89,68**	

The comparison of students' abilities before and after the application of digital media is very significant. In particular, it can be stated that a. the average score (mean) of Indonesian students learning outcomes before the implementation of digital-based learning media was 58.75, while the learning outcomes after digital media were applied were 89.68; b. there was an increase in students' Indonesian learning outcomes after digital media was applied with a difference of 30.93 (range between 58.75-89.68); c. the lowest score obtained by students at the time of the pretest was 45 and the highest score was 70; d. the lowest score obtained by students after the implementation of digital media was 75 and the highest score was 95.

More clearly, the acquisition of a student's ability score in learning Indonesian by utilizing digital media is shown in table 3 below.

Table 3 Frequency Distribution of Indonesian Learning Outcomes

Pretes			Postes		
45-49	2	6,25%	74-77	1	3,1%
50-54	3	9,38%	78-81	5	15,6%
55-59	11	34,3%	82-85	9	28,1%
60-64	4	12,5%	86-89	0	0%
65-69	9	28,1%	90-93	12	37,5%
70-74	3	9,3%	94-97	5	15%
Σ	32	100%	Σ	32	100%

Furthermore, based on the effectiveness test, digital learning media is effective in improving students' abilities in Indonesian language courses. This can be seen from the average score obtained, which is 89.68 after digital media was applied compared to 58.75% before digital media was applied.

In the utilization and use of this learning media, at first, the lecturer explained the competencies to be achieved in Indonesian language courses, interactive discussions, exchange of suggestions, and reinforcement. Then, on the utilization and use of digital learning media to

facilitate and motivate students through digital-based learning. Not only that, the use of digital learning media can also be used by lecturers to give assignments and exams to students at a predetermined time limit to make students time discipline. The majority of students followed the course of learning Indonesian well from the beginning of the meeting to the end of the meeting. The results obtained are students can do the assignments and exams given well.

Not only that, the use of digital learning media is one part of learning so it is closely related to student achievement and learning methods. The media in question is media that help students achieve learning goals and the media is adapted to the development of information technology in the era of the industrial revolution 4.0, namely the use of web-based e-learning media, blended learning, e-learning, and others.

Learning Indonesian in the era of the industrial revolution 4.0 uses digital media and digitization as computer components that are used to compile learning media following the Indonesian language subject matter to achieve CPL goals. Before being used, there are stages in the use of this digital media, namely the planning stage, the organizing stage, the implementation stage, and the stage of assessing the quality of the learning media that has been prepared.

CONCLUSION

Digital learning media are several materials, tools, media, instructions, and guidelines used in the learning process. Through digital learning media, the teaching and learning process is more effective and efficient. This digital media makes learning Indonesian at the Medan Tourism Polytechnic more interactive, innovative so that the learning process and results can be achieved optimally. Digital media is very important, especially in today's conditions.

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