

ENHANCEMENT OF INDONESIAN SKILLS AND STUDENT CHARACTER THROUGH APPROPRIATE APPROACH

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Abstract. The loss of the supervising role in learning Indonesian language skills in elementary school (SD) is a factor causing the difficulty of students communicating both orally and in writing. In an effort to solve the problem, the researcher gives an alternative problem solving skill in Indonesian language through guidance approach. The purpose of this study is to find out whether the guidance approach can improve the skills of Indonesian primary school students. **method:** The research method used is Collaborative Action Research which is divided into four cycles with the research participants are the students of class I B SDN Cirangrang with the number of 34 students. The instruments used were student worksheets, observation sheets, and spontaneous interviews. The results showed that the guidance approach can improve the skills of Indonesian language. **Conclusions:** This is evident from the increased language skills in students' width, and changes in the character of the students. Therefore, the guidance approach can be used as an alternative as an effort to improve the Indonesian language skills of students in elementary school.

Keywords: Indonesian language skills, Guidance approach

INTRODUCTION

Teaching Indonesian in elementary school (SD) is not easy work, because there are four aspects of language skills that must be mastered by students, namely: listening, speaking, writing and reading. Indonesian lesson is intended for students to have the ability to speak Indonesian and have the ability to think and reason well so it can be delivered through a good language as well.

Although many opinions on the importance of developing the potential in elementary school and low-class educators know that students still exist in the early age range that requires guidance to be able to develop its potential by giving them the opportunity to gain experience directly, but in reality there are still many educators are difficult to apply, even though they know the importance of it to the child. This is because the learning system is still centered on the teacher who became one of the difficult factors to develop student potential. In addition, the process of learning in low classes this time is still too academic. This can be seen from the learning given sometimes

still in the form of subjects is not a theme, where students are required to be able to read and write and count well, although in fact there are still students who still can not read, write and count because not follow the previous education, education kindergarten, and because students are weak in capturing learning materials. However, students are directly invited to read and understand the reading. Thus, there are still many aspects of child development that have not received optimal attention such as courage to speak in public, courage to express opinions, and self-development. In other words, aspects of student personality development are neglected. The result is that students are stressed out by the burden of learning materials, and the unevenness of the learning experience acquired by the students, and the uncontrolled character of the students' characters.

Identified characters of students who are not mature and not independent. Among them are crying when they encounter obstacles in completing tasks assigned by teachers, some even



looking for their parents (mother) with the intention of asking for help. There are also students who always ask the teachers about the little things they can actually do just get the strengthening of teachers. These students usually do the task while standing on the teacher's desk or moving from their seats to the front desk in order to get closer to the teacher. This of course interferes with other students' learning activities.

The role of teachers as in the guidance of students in elementary school in essence can not be separated by the learning process or in other words 'integrated'. If the role of the teacher as a supervisor should be integrated in elementary school learning can work well, then the readiness of learning and personal maturity of children will greatly support the success in the next education. The success of the teacher guiding the students in the first grade becomes the determinant for the student's success in completing the learning process in elementary school.

According to Dinkmeyer and Caldwell (in Setiawati & Chudari, 2007), there are several factors that distinguish between primary and secondary school counseling: first, guidance in primary schools emphasizes the role of teachers in the counseling function; second, the focus of guidance in primary schools emphasizes the development of self-understanding, problem solving and ability to relate effectively with others; thirdly, the guidance in primary schools involves more parents because of the importance of parental influence in the life of the child during elementary school; fourth, the guidance in primary school should understand the child's life uniquely; fifth, the guidance program in the primary school should care about the basic needs of children such as the need to mature in understanding and acceptance, and understand the advantages and disadvantages of self, sixth, guidance programs in primary school should be convinced that elementary age is a very important stage in the stages of child development.

I. METHOD

The research method used in this research is collaborative action research method

(Collaborative Action Research). The use of action research methods in this study is based on research considerations directed to the guidance approach to improve the intelligence of low-grade students. While the approach used in this study is a qualitative and quantitative approach. The use of qualitative approach is to obtain qualitative data from the results of observation and interview while quantitative approach is an approach that allows data recording and processing of research results significantly in the form of numbers, thus facilitating the process of analysis and interpretation by using statistical calculations. Quantitative approach is used because it needs research data about guidance approach to improve students' language skills.

This research was conducted at SD Negeri Cirangrang Kota Bandung. The subjects of this study are teachers and students of class I B SDN Cirangrang with the number of 34 students consisting of 20 male students and 14 female students with an age range between 6 - 7 years. The reason for choosing first grade is because the age of first grade students, including at an early age that still requires guidance.

II. DISCUSSION

Learning of language skills is sometimes regarded as a difficult thing, because it must master the four aspects of language simultaneously in every learning, but so far the students seemed to feel enjoy and cool in experiencing changes in learning. They always give a positive response to every lesson they receive. It was also proven from the observation that was done with the result of the increasing of Indonesian language skills of the students. To find out the extent to which improvements occur, the researcher also assessed through observing an increase in language skills that occurred during group activities. The group observation is done by observing students individually. That is, observation is done only by observing two students in each group. This is done because considering the limited time that researchers have if they have to observe all the students greeting



each group there. So the research objectives can be achieved, and researchers can be more focused and intensive in implementing learning than to observe the entire group. As for the determination of the subject of observation and the group itself which consists of students who have advantages, is a proposal given by the teacher to the researcher, considering the teacher is the person most know the characteristics of students in the classroom. Here is an overview of the improvements explained through the formation of tables and graphs of skills improvement in Indonesian language.

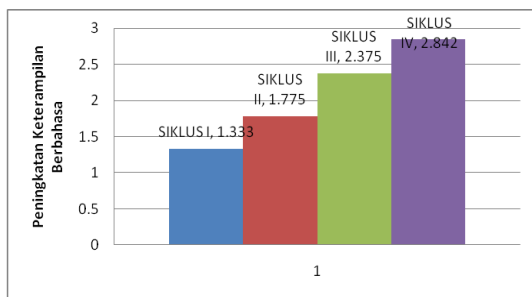


Fig. 1. Graph Improved Language Skills

Overall, the increasing of Indonesian language skills which so far can be achieved well not only gives influence to the language skill aspect, but also the aspect of the character of the students who participate in improving in line with the improvement of students' language skills. In the early-cycle cycle, when the students' language skills have not been able to see an improvement, the character of the student is still not much visible. But after a few more cycles, as students 'language skills increase, students' characters start to change significantly. It can also be seen in the following picture:

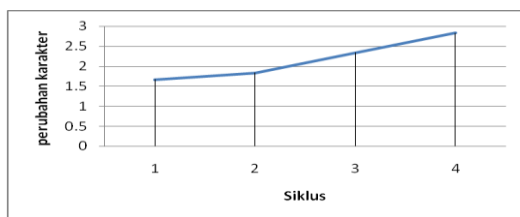


Fig. 1 Graph Changes in Student Discipline Character

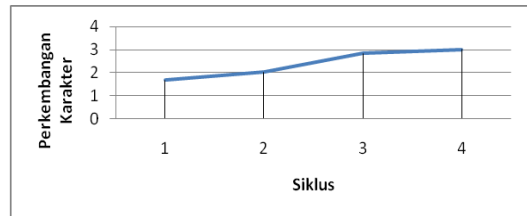


Fig. 3. Graph Changes in Students Hard Working Character

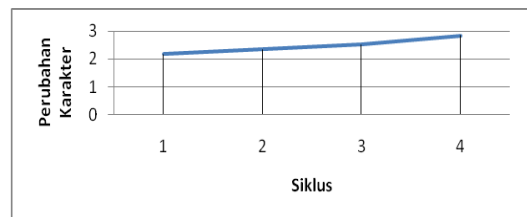


Fig. 4. Graph Changes in Student Responsibility Character

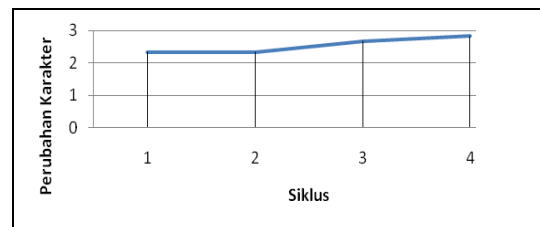


Fig. 5. Graph Change the modesty of the students

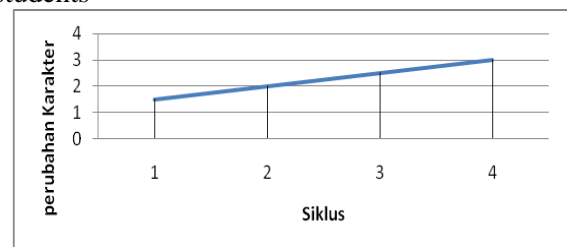


Fig. 6. Graph Character Changes in Student Cooperation

Language as a means to communicate with each other students can develop the potential that exists in each of them. Based on the above explanation, it can be seen that the understanding of Indonesian language learning in elementary schools, based on the curriculum shows the language is very important as a tool to

communicate and develop the basic potential of each student, and in accordance with the direction of the goals listed in the learning program.

At the time of the group there are still many students who fuss and out of his group to see the work of other groups or even mejahili other friends. But it is still understandable considering the elementary school children who are in low class physical development is in a state of optimal development. This means that children of elementary age still like to move, play to optimize physical development. So it's not too weird or a problem, when the child feels uncomfortable in his seat. Adults can sit for hours, while elementary school children can sit quietly for at least 30 minutes. To overcome a child who can not sit in his seat, should not be too prohibited. But sometimes it is a necessity, the need to channel its physical development, the need that must also be met by the teacher. This is "the character and needs of elementary school children: happy to play, happy to move, happy to work in groups, and happy to do their own (<http://www.sekolahdasar.net/2016>). This is where the importance of the role of the teacher as a facilitator to be able to accommodate the needs of students in learning, so that students do not feel bored and tired of the situation.

The improvements that occur after the application of the guidance approach are: (1) improvement in the learning objectives: the goals aim at the whole aspect of child development not only the cognitive aspects, according to the level of development and individual characteristics, are directed toward the learning outcomes and changes in the positive character of the students , (2) improvements in learning materials: learning materials are more varied, according to the capacity, interests and learning needs of children, accommodates contextual student experiences, (3) improvements in learning methods: attention to background and progress of student learning, implemented in various themes and activities, teachers facilitate learning and child learning activities, available learning options for children, flexible and use of play methods, (4) relationships and ways of interaction of teachers with children:

same for all children, open, warm, respect children, reasonable treatment and not excessive, understand ca (5) improvements in the attention and special treatment of the child in need: attention to the personal characteristics and character of the child, understanding the underlying causes of the problem, the child's ability to take initiative, respecting the child's opinions and initiatives, responsive to the child's experience , adjusting learning activities with children who are slow and / or fast learning, support the development and learning of children, (6) improvement in learning: for the progress and improvement of development and learning of children, in accordance with areas of child development and learning, vary, , involving the child as the subject of the appraisal, involving the parent as a source of assessment information, (7) improvements in the provision and use of learning media and learning tools: aligned with the child's developmental level, learning capacity, and socio-cultural context, varies, not physically harmful da (8) improvements in classroom management and management: enabling children to learn individually, in groups and in class, activity schedules are logically and balanced for the sake of learning, minimizing waiting times, involving (9) improvement in relationships and cooperation with parents: treating parents as equal partners in educating children, paying attention to parents' wishes and preferences, seeking to receive and receive inputs - parents' feedback on children's progress and learning, brainstorming with parents on how to facilitate children's learning activities, allowing parents to participate and contribute to learning activities.

III. CONCLUSIONS

Based on the results of classroom action research conducted collaboratively between researchers and teachers who have been implemented through several cycles and based on all the discussion and analysis that has been done, can be concluded as follows; The guidance approaches examined through collaborative classroom action learning have succeeded in improving the Indonesian language skills of



children in the lower classes. With the conceptualized learning in the present study, it can make teachers look at children as people who have ability, free to make mistakes. Furthermore, the teacher provides guidance so that the child finds his mistake and fix it himself. This is what mebuat a change in the character of students in the guidance approach Because the language is a communication tool, then by saying positive that can be words of motivation for students, making communication between teachers with students to be fluent and self-material teachers quickly understood students. So during the learning process teachers adjust to the child's environment so that the results in accordance with the events and circumstances faced by everyday children. So in the activity it changes behavior because of learning even in a simple level. Thus the aspects of language skills before and during teacher learning are modeled, because child language errors can be caused by a mistake by the teacher as a language model.

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