

Learning Media Based on Development of ICT (Information Communication Technology) in Increasing Student Motivation and Learning Outcomes in Indonesian Language Subject

Siti Rohana Hariana Intiana¹, Arina Amalia Prihartini², Fitriana Handayani³, Kharul Faridi⁴

Faculty of Teacher Training and Education, Indonesian Language and Literature Study, Mataram University, Indonesia

Faculty of Islamic Contemporary Studies, Master of Education, Sultan Zainal Abidin Univerisity, Malaysia

Email: ¹rohana@unram.ac.id, ²myamalia27815@gmail.com

Abstract – The objective of this study is to demonstrate the advantages of utilizing ICT (Information and Communication Technology) learning tools in the context of studying Indonesian Language Subject and to examine its impact on student motivation and academic performance. With the advent of the Fourth Industrial Revolution, traditional ways of learning are no longer necessary, particularly when it comes to selecting educational resources. Due to technological advancements, learning media has evolved into digital formats that cater to many elements of education. This educational approach is commonly referred to as ICT-based learning, which stands for information and communication technology-based learning. It enables students to study from any location, unrestricted by the confines of traditional classroom settings, in order to access the most up-to-date material. The use of educational media significantly impacts the student learning process by facilitating learning activities, enhancing motivation, and improving student learning outcomes. The research methodology employed in this study is a comprehensive literature review. The data gathering process involved using Google Scholars to select publications that focused on ICT (Information and Communication Technology) learning media in Indonesian language learning and its impact on student motivation and learning results. The outcome of this study is an Indonesian language acquisition model that may be implemented by incorporating the Indonesian language learning model (listening, speaking, reading, and writing) with ICT media (computers, internet, multimedia). Research has demonstrated that the implementation of ICT-based learning has a positive impact on student motivation and learning outcomes, as seen by improvements in average student grades and increased passion for learning. In order to achieve success and overcome barriers, the use of ICT in learning must undergo a process that includes planning, development, evaluation, and revision stages. This process involves the participation of numerous educational actors.

Keywords: ICT, Indonesian Language Subject, Academic Performance, Learning Outcomes, Student Motivation

Abstrak – Tujuan dari penelitian ini adalah untuk menunjukkan manfaat penerapan perangkat pembelajaran ICT (Teknologi Informasi dan Komunikasi) dalam konteks pembelajaran Mata Pelajaran Bahasa Indonesia, dan untuk menguji dampaknya terhadap motivasi dan proses belajar siswa. Dengan dimulainya Revolusi Industri Keempat, cara-cara pembelajaran tradisional tidak lagi diperlukan, khususnya dalam hal pemilihan sumber pembelajaran. Karena kemajuan teknologi, media pembelajaran telah berkembang menjadi format digital yang melayani banyak elemen pendidikan. Pendekatan pendidikan ini biasa disebut dengan pembelajaran berbasis ICT yang merupakan singkatan dari pembelajaran berbasis teknologi informasi dan komunikasi. Hal ini memungkinkan siswa untuk belajar dari lokasi mana pun, tidak dibatasi oleh batasan ruang kelas tradisional, untuk mengakses materi terbaru. Penggunaan media pendidikan memberikan dampak yang signifikan terhadap proses belajar siswa dengan memperlancar kegiatan belajar, meningkatkan motivasi, dan meningkatkan hasil belajar siswa. Metodologi penelitian yang digunakan dalam penelitian ini adalah tinjauan pustaka yang komprehensif. Proses pengumpulan data dilakukan dengan menggunakan Google Scholars untuk memilih publikasi yang berfokus pada media pembelajaran ICT (Information and Communication Technology) dalam pembelajaran bahasa Indonesia dan dampaknya terhadap motivasi dan hasil belajar siswa. Luaran dari penelitian ini adalah suatu model pemerolehan bahasa Indonesia yang dapat dilaksanakan dengan menggabungkan model pembelajaran bahasa Indonesia (menyimak, berbicara, membaca, dan menulis) dengan media ICT (komputer, internet, multimedia). Penelitian menunjukkan bahwa penerapan pembelajaran berbasis TIK memberikan dampak positif terhadap motivasi dan hasil belajar siswa, terlihat dari peningkatan rata-rata nilai siswa dan peningkatan semangat belajar. Untuk mencapai keberhasilan dan mengatasi hambatan, pemanfaatan TIK dalam pembelajaran harus melalui proses yang meliputi tahap perencanaan, pengembangan, evaluasi, dan revisi. Proses ini melibatkan partisipasi banyak aktor pendidikan.

Kata Kunci: TIK, Mata Pelajaran Bahasa Indonesia, Prestasi Akademik, Hasil Belajar, Motivasi Siswa

1. INTRODUCTION

Language is an instrument of communication that individuals utilize in their daily interactions. Language facilitates the communication of persons' intentions, objectives, aspirations, and emotions. Every society worldwide consistently acquires proficiency in multiple languages, including their native language as well as foreign languages. Language acquisition is an essential requirement for all societies worldwide, as it enables effective communication and mutual comprehension among individuals.

Employing proper language is crucial for promoting education, as it enables pupils to comprehend lesson content more simply. Education, learning, and language are interconnected and indivisible. Since one component will have an impact on the success of the other components. Indonesian Language is a core subject taught in elementary, middle, and high schools. In order to successfully complete their education, students are required to pass a National Examination, which includes Indonesian as one of the courses.

The primary objective of Indonesian language subjects is to enhance students' proficiency in oral and written communication, enabling them to effectively engage with other academic disciplines. Additionally, these subjects foster critical thinking skills across various domains of life and cultivate a deep respect for Indonesian language as the national language, as well as an appreciation for Indonesian literary works. Indonesian language serves multiple purposes in people's lives, including being the official state language, the language used for instruction in educational institutions, the language used in communication, development, and government activities, and the language used in knowledge and the utilization of modern technology (Andayani, 2015: 1). Language and education are intricately interconnected. Education is synonymous with the process of acquiring knowledge and skills through formal instruction in educational institutions.

Teaching methods and learning media are crucial components in the process of teaching and learning. These two characteristics are interconnected. The selection of a specific instructional approach will impact the kind of suitable educational materials. According to Hamalik (1986), the utilization of instructional materials during the educational process can create fresh desires and interests, stimulate motivation and engagement in learning activities, and even have psychological effects on pupils (Arsyad, 2013: 19). Utilizing suitable educational media significantly enhances the efficiency of the learning process and the dissemination of educational content (Arsyad, 2013).

Learning media refers to any medium that may successfully transfer messages from planned sources, creating an optimal learning environment for users to efficiently engage in the learning process (Munadi, 2008: 8). ICT, short for Information and Communication Technology, refers to a system that encompasses technology and communication tools. It serves as a medium for teaching and learning. Utilizing ICT for learning purposes is a cutting-edge form of educational media. As said before, the study of the Indonesian language is often perceived as uninteresting. Therefore, Information and Communication Technology (ICT) might serve as an alternate medium for learning. This article will examine the advantages of using ICT-based learning material for learning the Indonesian language.

In addition, learning has transitioned into the digital age, where the broader population, particularly users of Information and Communication Technology (ICT), have a tendency to acquire information through ICT platforms regardless of location or time, whether online or offline. Today's communication technology has evolved to serve multiple functions, including communication, learning, video playback, audio playback, and more. The user's text is empty. Indonesian language is an indigenous language that should be preserved and studied, particularly by students, as proficiency in the language is essential not only for technical competence but also for effective communication in the professional realm. Presently, the predominant mode of learning relies solely on books as the primary source for acquiring knowledge pertaining to Indonesian language subjects. Purwanto published a paper in 2016.

Effective and groundbreaking learning is inherently intertwined with the utilization of media. Utilizing media in education is a viable approach to address a range of issues pertaining to the efficacy of student learning. Employing appropriate media enhances students' engagement with the study material. By utilizing media, students' curiosity and drive can be heightened, leading to improved concentration and, ideally, a more effective learning process. Ultimately, this approach aims to enhance students' comprehension of the subject matter. Hence, the use of instructional materials is crucial in the process of education. This research will specifically examine the structure of ICT learning media production and its influence on enhancing student motivation and improving learning results in Indonesian language disciplines.

2. METHODOLOGY

This study employs a literature review, which encompasses qualitative research methods, to broaden the range of data sources that can be selected. Whereas, content analysis is employed in the data analysis technique, which results in secondary data. This study employs Google Scholar as a source of high-quality academic publications. The journals that were chosen were those that examined the impact of ICT (Information Communication Technology) learning media on student motivation and learning outcomes in the context of Indonesian language learning.

A literature review is a systematic method used to gather and analyses relevant sources of information pertaining to a specific subject. The objective of conducting literature research is to utilize the acquired material in order clarify a specific study (Herliandry et al., 2020). A literature review seeks to analyze and synthesize the existing knowledge pertaining to the study issue in order to identify gaps that can be explored in the research (Ulhaq, 2020). This technique was selected to incorporate relevant sources and information pertaining to the chosen research topic, while also serving as a knowledge base aligned with the scientific focus of this study.

3. RESULTS AND DISCUSSION

Developing Indonesian Language Learning Media using ICT

Indonesian language as a mandatory subject in every school curriculum focuses on social aspects such as honest character, caring, love of the country, national spirit, democratic, creative, polite, self-confident as well as aspects of knowledge and skills which include text-based learning, namely the integration of listening skills, speaking, reading, writing, and critical thinking. The primary focus of Indonesian language learning is to develop proficiency in comprehending and producing diverse types of texts. This involves fully understanding and creating selected texts, as well as constructing and deconstructing them. Through these activities, students gain experience, comprehension, the ability to differentiate, analyses, evaluate, compile, study, and edit texts. The text was authored by Winda in 2016.

Meanwhile, Maulida and Ridwan (2022) state in their research that the Indonesian language acquisition model encompasses four essential skills: listening, speaking, reading, and writing. The listening learning approach comprises recounting narratives, chain whispering, Direct Listening Activities (hearing directly), recognizing pivotal terms, and completing the story. The speaking learning model is comprised of numerous components, specifically the listening component, the in the news component, and the who and what am I component. In addition, the reading learning model encompasses other models such as the directed reading thinking activity model, the K-W-L model, the PORPE model, and the ECOLA model. The writing learning model comprises various components, specifically: the brainstorming model, brain writing, roundtable model, Brown model, and suggestion model. Meanwhile, ICT media learning models include computer, internet, and multimedia media.

Indonesian language is frequently regarded as a subject that lacks interest. Furthermore, the educational method that exclusively focuses on in-person interactions is a conventional teaching approach that is sluggish and failing to keep pace with contemporary advancements. Hence, it is fitting for information and communication technology (ICT) to be used as a foundation for current and relevant education. According to a study conducted by Pakpahan & Fitriani (2020), technology

has enabled individuals to communicate with others in many ways, even without being physically present in the same room. The "Digital Reports 2020," released in January 2020, confirmed that nearly 64 percent of Indonesia's population had access to the internet. The report also revealed that the number of internet users in Indonesia had reached 175.4 million, out of a total population of approximately 272.1 million. This represents a 17 percent increase, equivalent to 25 million users, compared to the previous year Pakpahan and Fitriani's work in 2020. Therefore, the utilization of ICT in education in Indonesia is deemed suitable for implementation in educational establishments.

Information and communication technology (ICT) refers to technology that is used to facilitate communication and transmit information. ICT, or Information and Communication Technology, refers to the use of various methods, tools, or technologies to store, retrieve, process, transmit, and receive digital data or information. ICT, or Information and Communication Technology, refers to technology that facilitates the communication process and the transmission of information from the sender to the recipient. Information Technology encompasses all aspects pertaining to the processing, utilization, manipulation, administration, and transmission of information across different mediums. Communication technology encompasses the utilization of technologies for the purpose of processing and transmitting data between devices. Information and Communication Technology (ICT) refers to the electronic devices, both hardware and software, as well as the various activities involved in processing, manipulating, managing, and transferring information between different forms of media.

ICT serves as a bridge between educators and learners, facilitating the learning process. ICT can also act as a teacher or tutorial. In addition, ICT serves as an inexhaustible repository of information that can be accessed from any location and at any time. When integrated with other forms of media, such as video, ICT can serve as a valuable asset in instructional games (Winda, 2016).

While not all forms of learning may be associated with ICT learning media, there are various Indonesian language learning models that focus on language skills and can be integrated with ICT-based learning media, namely at the basic level (Maulida & Ridwan, 2022). As an illustration, the instructional approach for listening to narrative recitations employs computer and internet-based media such as CDs and audio cassettes. Additionally, contemporary media platforms like Spotify offer podcasts that are accessible through the internet. Students attentively listen to the audio and thereafter recount the information they have acquired. Then for speaking skills, the teacher can display a flash media/power point type yes/no quiz with material about characters, events, students get a role and act out each character, the other group listens and answers the character being played until they get the identity of the character being played.

There are two specific models for incorporating ICT into the process of learning to read. The first is the K-W-L model, which utilizes PowerPoint media to present the material, along with reading examples. The second model is the ECOLA model, which involves using internet media to facilitate learning. In this model, students are asked to search and browse for relevant materials and readings, which they can then read. Engage in a critical analysis and provide a comprehensive assessment of the key ideas they have acquired. There are two learning models, the brown and suggestion models, that can be utilized alongside ICT to improve writing skills. Brown's learning media encompasses various forms of multimedia, including visual, audio, project, and motion media. These media formats present puzzle pieces that students can manipulate and use to construct a narrative based on the acquired visuals. The medium utilized in the suggestion model can encompass multimedia and the internet. Specifically, this involves presenting songs that are subsequently analyzed in written form by students, drawing upon their comprehension (Maulida & Ridwan, 2022).

Meanwhile, the project-based learning paradigm in the ICT-based Indonesian language editing course was successfully explored by Oktaviani & Marlina (2021). During this class, collaborative editing was conducted in groups utilising the Google Classroom platform. The teacher monitors the students' editing process and evaluates the outcomes, offering feedback on the revisions. The outcomes of applying this ICT-based project-based learning model were able to improve the editing abilities of level IV students of the UNJ Language and Literature Education

Study Program as indicated by the post test results which increased following the deployment of the new learning media. The implementation of an ICT-based project-based learning paradigm enhances the attractiveness of the editing process for students, rendering it more convenient than conventional editing approaches. Additionally, the collaborative editing process is regarded as a means to enhance productivity and efficiency.

Integrating information and communication technologies is essential for enhancing the diversity and eliminating monotony in the process of learning Indonesian language. Many elementary schools have included Information and Communication Technology (ICT) into their curriculum, ranging from elementary to high school levels. During the pandemic, Muhammadiyah Elementary School 1 Krembung utilized articulate storyline software for interactive learning. This software enables the creation of learning media that can be accessed through links or applications on mobile devices, allowing students to access information at their convenience (Saputri & Tirtoni, 2021).

This is distinct in an online classroom setting. Several trials were conducted comparing learning cycles that did not utilize any form of media with those that did. The findings demonstrated that the utilization of ICT media in the learning cycle resulted in a noticeable enhancement in the mean student learning score. In Nursamsu's (2017) study, it was found that schools that utilized ICT more frequently experienced greater improvements in student learning outcomes, which aligns with the findings of this research.

Mubarok et al (2023) conducted a similar study at Gresik Elementary School 157, where they utilized ICT-based learning media such as PowerPoint and animated films to teach Indonesian language focusing on basic sentence material. Practically, utilizing ICT media simplifies the transmission of information pertaining to this subject matter. Teachers utilize learning platforms and videos accessible on the YouTube platform. During the implementation phase, teachers are provided with sufficient laptop resources and a dedicated multimedia room equipped with a television to enhance the learning process. The teacher can utilize animated videos to present the major ideas expressed by the events in the story, using narrative prose. The utilization of multimedia learning media, namely PowerPoint presentations, has been empirically demonstrated to enhance students' learning experiences by incorporating diverse visual components such as images, graphics, and text to convey information in a more captivating and lucid manner. Moreover, the utilization of video information sourced from diverse channels enhances students' inquisitiveness and engagement. By employing diverse forms of digital learning media, the process of education in schools, particularly in the context of Indonesian language education, which has historically been perceived as unengaging, will be transformed into an engaging and captivating learning experience. Students have access to a wide range of information, including general knowledge and study material, through the internet, television, social media, and other electronic media. Utilizing electronic information in educational activities offers advantages not only to individuals in the learning process, but also enables teachers to enhance the quality of their instruction (Romadhani & Prasetyo, 2020).

ICT-Based Learning Media in Improving Student Learning Outcomes And Learning Motivation

To effectively address the educational problems of the digital age, instructors and students in the 21st century need to possess the skills to communicate and adjust to the latest technological advancements. In addition, as time advances, new challenges arise that require the use of advanced cognitive abilities to find solutions.

The utilization of ICT in education plays a significant role and serves a crucial purpose in a field that now faces constraints in terms of space and time. An effective solution to this problem is the implementation of e-learning. Since the onset of the Covid-19 pandemic, numerous educational institutions, including both schools and colleges, have adopted this learning model. E-learning refers to the use of communication and information technologies to enhance and facilitate the learning process. There are multiple types of technology that can be utilized, including online and offline computer applications, presentation technology like Microsoft PowerPoint or projectors, the World Wide Web, web-conferences, multimedia materials such as photos or animations, tools for

evaluating student work, games, and numerous others. Possible communication media options include WhatsApp, Google Classroom, YouTube, and the Zoom application. These platforms can facilitate effective teaching and learning processes (Sawitri et al., 2019; Pakpahan & Fitriani, 2020). Through the utilization of technology in education, pupils are no longer required to remain silent in the classroom while receiving information directly from a teacher. This type of learning can also reduce the amount of time needed for learning, as well as saving funds that would otherwise be required for a study program or educational program. Nevertheless, the purpose of technology is not to substitute, but rather to enhance traditional learning approaches. In this instance, the purpose is to transmit information, facilitate communication, provide instruction, and enhance training through the creation and advancement of educational technology.

Hartoyo (2010) believed that the primary goals of incorporating ICT-based learning media in educational institutions encompass expanding access to learning opportunities and enhancing students' adaptability in the learning process. Furthermore, it aims to elevate the overall quality of education by fostering the development of essential skills and competencies required by students in their respective fields of study, profession, or future careers. Additionally, it seeks to cater to the diverse learning styles of students and optimize cost-effectiveness, particularly in secondary education. Pakpahan & Fitriani's remark supports the notion that the use of ICT in teaching and learning allows for interactive communication between teachers and students, hence enhancing students' motivation to finish tasks effectively. Furthermore, the learning materials are supplemented with engaging videos sourced from YouTube and other channels to enhance the learning experience, in accordance with the specified timeframe.

The use of multimedia resources in the educational process is achieved through the utilization of interactive learning modules that captivate students' attention. This includes the implementation of flash technology, audio explanations, and the integration of features that promote active student engagement. Moreover, the integration of internet media in the educational process is anticipated to facilitate students in accessing the necessary information, hence potentially enhancing their motivation to actively pursue the required knowledge and information.

Multiple studies have demonstrated that the use of ICT in education has a beneficial effect on students' enthusiasm and drive to learn. Yakovleva's research demonstrates that information and communication technology (ICT) possesses the essential characteristics to enhance students' motivating worlds. These findings align with the research conducted by Nursamsu (2017) and Bahri et al (2018), which demonstrate that the utilization of ICT media has effectively enhanced students' average learning outcomes. Greater utilization of ICT correlates with a more significant improvement in student learning outcomes. In Oktaviani & Marlina's (2021) study, the implementation of the ICT-based project-based learning model yielded consistent outcomes. The study focused on level IV students enrolled in the Language and Literature Education Study Program at the State University of Jakarta. The research demonstrated that the students' editing skills improved significantly, as evidenced by the post-test results, which showed a noticeable increase following the introduction of the new learning media.

In Mubarak et al.'s (2023) study, the utilization of multimedia learning media in the form of PowerPoint presentations was found to enhance students' learning experiences. This was attributed to the incorporation of diverse visual elements, such as images, graphics, and text, which made the presentation of information more engaging and comprehensible. Moreover, the utilization of video information sourced from diverse channels enhances students' inquisitiveness and engagement. According to Yakovleva & Goltsova (2016), the use of multimedia presentations that incorporate both images and sound effectively captures the attention of elementary school pupils. These presentations not only provide information but also elicit an emotional response. The utilization of emerging technology in education has a profound effect on student motivation as it offers a distinct, pioneering, and captivating learning experience for students. When planning a presentation, the instructor should prioritize its capacity to convey information rapidly and clearly. These factors might enhance students' curiosity and boost their willingness to learn.

Issues in the Implementation of ICT-Based Learning

As novel techniques are progressively introduced and utilized, it is inevitable that several issues arise. This phenomenon is a natural progression from the traditional education system, where teachers primarily used physical teaching materials like books and blackboards, to the adoption of various technologies. These technologies include presenting material through slides, playing videos, searching for learning resources online, and utilizing platforms like Google Class, Zoom, and other media that facilitate remote learning.

The integration of ICT in the educational process is hindered by many difficulties that impede its efficient functioning. The use of ICT in teaching at Banyak Panyed Junior High School 1 and Karang Baru Junior High School 2, Aceh Tamiang Regency, has been found to generate student interest and active participation compared to traditional teaching methods. However, the implementation of ICT-based learning faces challenges, particularly in terms of insufficient computer and infocus resources, which hinder the effective implementation of ICT-based teaching (Nursamsu & Kusnafizal, 2017).

Pakpahan & Fitriani further stated that the university was ill-equipped to facilitate information and communication technology in the learning process. Challenges to implementing ICT in the education sector arise from the uneven distribution of infrastructure that facilitates the use of ICT. This issue must be promptly addressed by the authorities, as the absence of supporting infrastructure renders the application of ICT in the education sector unattainable (Sawitri et al., 2019).

In addition to that, the availability of internet is not uniformly distributed and remains quite costly in many locations. Despite the increasing affordability of Internet connection, there are still numerous regions in Indonesia that lack telephone infrastructure. Indeed, certain locations still lack a sufficient energy infrastructure. Meanwhile, individuals who now possess an electricity infrastructure continue to face limitations due to insufficient supply, making it impossible to prevent intermittent power outages.

Another challenge that necessitates resolution is the lack of readiness among human resources to effectively incorporate ICT into the learning process. This lack of readiness is the result of learning practices that disregard the critical role that ICT plays in enhancing the quality of education. Aside from that, instructors have a tendency to be content with the provided material, which discourages them from searching the Internet for additional information despite the fact that the facilities and infrastructure already support the application of ICT. Teachers play a crucial role in utilizing ICT-based learning media, according to the findings at RRI Cisalak Elementary School. However, not all instructors have shifted from the lecture method to ICT-based learning media; this is because not all classrooms are equipped with adequate facilities and equipment. In addition, a number of educators continue to encounter challenges when it comes to using computers, laptops, LCDs, audiovisual devices, and internet browsing (Lestari, 2018). Additionally, Sawitri (2019) found that educators lack confidence in their ability to utilize ICT to implement the PBM process. Instructors fear that they will fall short of their current standards regarding the use of ICT, which is strongly advised. Inadequate teacher competence in incorporating ICT into pedagogical practice, as evidenced by a lack of computer-using knowledge and skills, a lack of enthusiasm for changes and integration with computer-based learning in the classroom, and teachers' resistance to adopting new strategies, specifically the integration of ICT in Learning Process.

The ability of teachers, lecturers or teaching staff to integrate and utilize information technology into learning is not evenly distributed. In fact, there are quite a few educational staff who have not been touched by technology. This situation causes the process of delivering learning material to be hampered. For this reason, efforts need to be made to improve the abilities of teachers, lecturers or teaching staff. The availability of time for teachers, lecturers or teaching staff must be directed at mastering technology because the technology learning process requires sufficient time. The busyness of handling several subjects/subjects and various other activities outside the main task should be minimized in order to be able to schedule and spend time to deepen knowledge in using technology and how to integrate it into learning (Yaumi, 2011).

Furthermore, it was discovered that educators had encountered difficulties in effectively employing ICT to systematically foster students' motivation to learn. At that juncture, particularly

those in foundational education, pupils lack the capability to autonomously utilize information and communication technologies for educational purposes (Yakovleva & Goltsova, 2016). Hence, according to Yakovleva and Goltsova (2016), it is the responsibility of instructors to establish the learning environment, encompassing delivery methods, technology utilization, and presentation styles. This includes determining the number of breaks that will occur between units of video materials, photographs, and the initial ten minutes of instruction.

Secondly, the lack of alignment between advancements in educational theories and progress in information technology continues to hinder the implementation of ICT-based learning. Consequently, these two fields function autonomously, with information technologists' aspiration to incorporate technology into the learning process impeded by the absence of learning theories in information technology. Conversely, educators frequently encounter obstacles in their endeavors to formulate learning theories due to their inadequate understanding and proficiency with information technology. The development of learning through the application of ICT should not occur in isolation. Adapting a standardized curriculum to incorporate ICT media requires careful consideration throughout the stages of design, development, evaluation, and revision.

4. CONCLUSION

Instructional approaches and educational resources are critical components of the learning process. ICT, which stands for information and communication technology, is a system that facilitates the use of ICT as a learning medium during the course of instruction. This is due to the fact that ICT-based learning media can significantly simplify, enliven, and entertain the teaching and learning process, making it suitable for application in Indonesian language courses that have traditionally been regarded as tedious. Information and communication technologies must be integrated into the Indonesian language curriculum in order to boost student motivation and academic achievement. By integrating ICT media (computers, the internet, and multimedia) with the Indonesian language learning model (comprising listening, speaking, reading, and writing skills), it is possible to implement a learning model. Learning models that can be implemented encompass the following: enhancing listening skills through the use of computers (e.g., PowerPoint) and the internet; improving reading skills through the utilization of computers (e.g., Flash and the internet) to browse reading examples; and fostering writing skills through the application of computer media (e.g., displaying virtual puzzles for re-interpretation) and multimedia (technologically-driven film performances). Educators may employ a variety of multimedia tools—PowerPoint, AutoPlay Media Studio 8, Articulate Storyline, and others—to impart information in a more diverse fashion. Furthermore, they may utilize interactive videos sourced from the internet to further students' understanding through illustrative instances.

Utilizing this media will increase the interest of students in the learning process. This is further substantiated by prior research, which, drawing from studies on the utilization of information technology, demonstrates that information technology positively influences learning support. This is supported by the rise in student engagement and the mean academic performance subsequent to the implementation of ICT media. The integration of diverse media platforms enhances students' educational experiences by employing visual components, including text, images, and illustrations, to convey information in a more engaging and comprehensible manner. In addition, learning through the use of ICT enables discussions and learning beyond the classroom, allowing students to autonomously investigate a greater quantity of material at a more convenient time and location. Therefore, it is necessary for information technology to be implemented in formal education at all levels, from elementary to tertiary, in order to facilitate the learning process.

Nevertheless, challenges frequently arise during the shift from traditional to digital learning, which are associated with the institution's preparedness to support the learning process. Infrastructure supporting the teaching and learning process, inconsistent internet accessibility, and teachers' limited proficiency with technology are a few of the issues that cannot be avoided. Due to the fact that not all subjects have equal access to online resources, some instructors continue to employ traditional teaching methods. Furthermore, an additional significant concern pertains to the preparedness of personnel, specifically educators, to oversee educational processes utilizing ICT.

Numerous educators are quite at ease with traditional learning approaches and lack the confidence to implement novel techniques. Subsequently, advancements in educational theories lag behind developments in the field of information technology, thereby impeding the implementation of learning through ICT.

Although ICT learning encounters numerous challenges, it yields substantial advantages for both educators and learners, as it enhances student motivation and improves learning outcomes. As a result, further enhancements are required to the implementation of this type of learning. Without a well-defined strategy, the use of ICT cannot be implemented promptly in order to improve the efficiency and effectiveness of learning. In their study, Yakovleva and Goltsova (2016) assert that educators are responsible for developing the curriculum, beginning with the mode of instruction, delivery to students, presentation, and technology integration. This includes factors such as the number of breaks throughout the process, the duration of the introductory segment, the number of video and photo breaks, and more.

Developing learning through the implementation of ICT requires the completion of the following phases: design, development, evaluation, and revision. This is because not all educational institutions are capable of implementing this approach to learning to an equivalent degree of excellence. It is imperative that the government, educators, and the entire education sector redefine the objectives, requirements, and attributes of teaching personnel, students, and overcome any potential technical barriers. The efficacy of integrating information and communication technology (ICT) into the learning process is contingent upon several key elements. These include the level of engagement between instructors and learners, the proficiency of personnel, specifically educators in technological matters, the state of infrastructure and equitable internet access, and well-developed curriculum design that incorporates an integrated ICT framework.

REFERENCES

- Andayani. (2015). *Problema dan Aksioma dalam Metodologi Pembelajaran*. Bahasa Indonesia. Yogyakarta: Deepublish.
- Anitah W, Sri, dkk. (2009).
- Azhar Arsyad. 2013. *Media Pembelajaran*. Jakarta: Rajagrafindo Persada.
- Bahri Arsad, dkk. 2018 "Penggunaan Media Berbasis AutoPlay Media Studio 8 Untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa: Sebuah Inovasi Media Pembelajaran" *Proceeding Biology Education Conference*, 15 (1): 394-402.
- Oktaviani Reni & N.L Marlina. 2021. "Pengembangan Model Pembelajaran Project Based Learning Pada Mata Kuliah Penyuntingan Bahasa Indonesia Berbasis Teknologi Informasi Dan Komunikasi". *Metalingua Jurnal Bahasa dan Sastra*, 6 (2): 85-92.
- Hamalik, Oemar. 1986. *Media Pendidikan*. Bandung : Alumni.
- Hartoyo. 2010. *Teknologi Informasi dan Komunikasi (TIK) dalam Pembelajaran Bahasa*. Semarang: Penerbit Pelita Insani.
- Herliandry L.D. et.al. 2020. "Pembelajaran pada masa pandemi covid-19". *Jurnal Teknologi Pendidikan*, 22 (1): 65-70.
- Komar, J. Et.al. 2022. "Information and Communication Technology As An Enabler For Implementing Nonlinear Pedagogy In Physical Education: Effects On Student's Exploration And Motivation". *Asian Journal of Sport and Exercise Psychology*, 2:44-49.
- Lestari, I.D. 2018. "Peranan Guru Dalam Penggunaan Media Pembelajaran Berbasis Information and Communication Technology (ICT) di SDN RRI Cislak" *Jurnal SAP*, 3 (2): 137-142.
- Maulida, U & Muhamad Ridwan. 2022. "Model Pembelajaran Bahasa Indonesia Berbasis ICT" *Jurnal Stai Bina Madani*, 5 (1): 25-35.
- Mubarok dkk. 2023. "Analisis Penggunaan Media Pembelajaran Berbasis Information Communication Technology (ICT) Dalam Membaca Tingkat Lanjut Siswa SD" *Jurnal Ilmiah Pendidikan Dasar*, 8 (2): 6217-5238.
- Munadi. 2008. *Media Pembelajaran Sebuah Pendekatan Baru*. Jakarta: Gaung Persada Perss.
- Nursamsu & Teuku Kusnafizal. 2017. "Implementasi Pembelajaran Berbasis ICT (Information and Communication Technology) Sebagai Alat Bantu Komputer Multimedia untuk Meningkatkan Kompetensi Guru Serta Prestasi Belajar Siswa" *Jurnal Pendidikan Biologi*, 6 (3): 351-355.
- Pakpahan, R & Yuni Fitriani. 2020. "Analisa Pemanfaatan Teknologi Informasi Dalam Pembelajaran Jarak Jauh di Tengah Pandemi Virus Corona Covid-19" *Journal of Information System, Applied, Management, Accounting and Research*, 4 (2): 30-36.

- Purwanto, A., & Hanief, S. (2016). Multimedia Pembelajaran Bahasa Indonesia Untuk Mahasiswa Berbasis Animasi. *Jurnal Semasteknomedia Online*, 4, 6–7. https://eprints.uny.ac.id/31466/1/Buku_AA_tahun_2015.pdf#page=204
- Romadani, A.T.F & Danang Prasetyo. 2020. “Analisa Pemanfaatan Teknologi Informasi Dalam Pembelajaran Jarak Jauh Di Tengah Pandemi Virus Corona Covid-19”. *Jurnal Edukasi Khatulistiwa Pembelajaran Bahasa*, 5 (4): 54-61.
- Sawitri, E dkk. 2019. “Hambatan dan tantangan pembelajaran berbasis teknologi informasi dan komunikasi” *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang* 03 Mei 2019: 202-213.
- Winda, N. 2016. “Implementasi Kurikulum 2013 Dalam Pembelajaran Bahasa Indonesia Berbasis Teknologi Informasi Dan Komunikasi” *Jurnal Bahasa, Sastra, dan Pengajarannya*. 1 (1): 87-94.
- Yaumi, M. 2011. “Integrasi Teknologi Informasi dan Komunikasi Dalam Pembelajaran”. *Jurnal Lentera Pendidikan*, 14 (1): 88-102.
- Yakovleva, Y.V. & Natalya V G. 2016. “Information And Communication Technologies as A Means Ofdeveloping Pupils’ Learning Motivation In Elementary School”. *Procedia - Social and Behavioral Sciences* 233 (2016) 428 – 432.
- Zed. Mestika. 2008. *Metode Penelitian Kepustakaan*. Jakarta: Yayasan Obor Indonesia.
- Saputri, O.F.W & Feri Tirtoni. 202. “Pengaruh Penggunaan Media Pembelajaran Berbasis ICT Terhadap Hasil Belajar Pkn Kelas V Sd Muhammadiyah 1 Krembung Pada Masa Pandemi” *Jurnal Ilmiah FKIP Universitas Mandiri*, 7 (2): 628-637.
- Ulhaq, Zulvikar Syambani dan Mayu Rahmayanti 2020, “Panduan Penulisan Literatur Review”, Universitas Islam Negeri Maulana Malik Ibrahim Malang