

Implementation of Integrated Approach on Indonesian Language Teaching

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Abstract: One of the demands today is to emphasize the element of diversity, thorough and integration in teaching and learning activities. The integration as one approach to the teaching of Indonesian language can trigger the creation of active teaching, innovative, creative and fun. This is one solution to improve the quality of Indonesian language teaching in high school, especially in the city of Makassar. This study is a qualitative research, aimed at assessing the implementation of the integration approach in the preparation of Indonesian language plan. The research mainly focused on the high school level in the city of Makassar. Determination place of this research used purposive sampling technique. The method of data collection is observation, interviews and documentation. Data analyzed by using the data reduction, presentation and verification. The findings in this study are in the preparation of Indonesian learning plan in accordance with the integration approach. Patterns of integration itself, always preceded and dominated by aspects of speech. In contrast, most aspects of language programmed less by Indonesian teachers. Aspects of language never combined with literary although very attractive taught at the high school level-based multi-ethnic as the city of Makassar.

Key words: Integrated approach, learning plan, Indonesian language, high school, learning

INTRODUCTION

The demands of today's society to quality education continues to grow. Quality education is the topic of conversation everywhere is primarily concerned with the quality of graduates from different levels of education. One of the efforts the government is elaborating a curriculum of Competency Based Curriculum (CBC) became Education Unit Level Curriculum (EULC). The development of this curriculum involved spur increased teacher competence. In fact, lately all the teachers in various educational units tested competence in comprehensively. Teachers are categorized has not been an adequate standard of competence will be given education and training.

The achievement of quality education was highly correlated with the ability of teachers and students using the Indonesian language, both orally and in writing. This is in accordance with the opinion of Baedhowi that the quality of Indonesian consumption is one indicator to show the quality of Indonesian human resources. This is consistent with the purpose of teaching Indonesian language, namely the students appreciate and be proud of the Indonesian language as the national language and the language of the country, students understand Indonesian terms of form, meaning and function and use it appropriately and creatively for a variety of purposes and circumstances, the student has the ability to use Indonesian to improve intellectual ability, emotional maturity and social maturity, students

have discipline in thinking, language or speech and writing, the student is able to enjoy and take advantage of literary works to develop personality, expanding horizons of life and increase their knowledge and language skills, students appreciate and be proud of Indonesian literature as a cultural treasure and human intellectual Indonesia.

In relation to the above, confirmed by Zainuddin (2008) that almost all of the activities that occur in the educational process because of their interaction with the language. So, the Indonesian language besides acting as a means of assessment of other disciplines as well as a compulsory subject in schools starting level of basic education to college. However, at the level of primary and secondary education in general, students do not put the Indonesian language as favorite subjects. The fact is evident in the results of the national final examination less encouraging from year to year. Similarly, the interest of high school students to study the Indonesian language currency is very low compared to the Natural Sciences. This proved by 114 high schools in the city of Makassar and divided into 23 official high schools and 91 private high schools but none has a language department. Conversely when entering higher education is precisely interest high school graduates choose Indonesian education department from year to year is very high. This can be evidenced in college in the city of Makassar opening Indonesian Department of Education that Makassar State University, Muhammadiyah University, Bosowa University, University of Sawerigading and the University of Pancasakti.

Based on the above phenomenon, it should be a study in depth why the Indonesian language at the high school level are not in demand by the students. As policy-makers, curriculum designers, local governments and teachers Indonesian-level education units need to be equally thought of increasing the quantity and quality of teaching the Indonesian language. According to Widodo (2008) the Indonesian language teaching takes place what it is today, less appeal for students and it is monotonous, so teaching stuck in an atmosphere of rigid and boring. Therefore, teachers need to implement active learning, innovative, creative and fun.

Except as stated above, the process of teaching the Indonesian language rated results inadequate, both in terms of quantity and quality. It can be seen proof from year to year the National Examination of Indonesian language has not reached a satisfactory standard. At the high school level there are still many students do not graduate because of the value of Indonesian language obtained under the standard passing grade. Therefore, a matter that is not surprising that in a society still appears a sharp criticism that the condition of Indonesian language teaching today is alarming. To this end, the value of Indonesian language national examination is on the order of the lowest in comparison with other subjects.

To solve the above problems, the teachers demanded the Indonesian language creative and innovative in teaching pack which can accommodate the achievement of linguistic competence, language skills and literature through the integration approach. Based on this, the Indonesian language teaching today should consider, understand and apply a variety of approaches, namely the communicative approach, alignment and process skills.

One approach that recommended to be applied in the Indonesian language teaching is based on competency-based curriculum and education unit level curriculum is the integrative approach. The integration defined as assimilation to whole unify, rounded and compact (DE., 1995). According to Trianto (2010) an integration approach is an approach to teaching that allows students, either individually or in groups, actively searching, digging and find concepts and scientific principles of holistic, meaningful and authentic (Hernawan, 2007), also described three definitions about Integration approach. They are an approach to teaching that connects some subjects that reflect the real world in accordance with their capabilities and development of students, a way to develop the knowledge and skills of students simultaneously and assembles and incorporates a number of concepts in different subjects with the hope

that students will learn better and meaningful. Through the integration approach, students can gain direct experience that can add strength to accept, store and apply the concepts they have learned. Approach to integration in the Indonesian language teaching can package with a theme related to other disciplines that easily understood by the students. Similarly, the integration approach that can involve all aspects of materials, media, infrastructure, evaluation and a synergistic environment.

Related to Indonesian language teaching, the Integration approach means bringing together the various aspects of teaching the Indonesian language to form a coherent, whole and intact is realistic natural language use in the community. According to Purwanto and Jenia (1997), the integration approach that teaches the language as a whole and not the pieces alone. This opinion expressed in accordance with Syafi'ie the integration approach is the development and presentation of Indonesian subject matter as a whole in the teaching activities. The thorough question here is to involve all components of Indonesian language teaching, namely components of language skills, language and literature. The integration called cohesion internally. While the integration of externally that the material content of other subjects used as reading materials (discourse) in the Indonesian language teaching but remember the only reading material as a means of teaching. Students are not required to master the nature of the content of reading as well as studying other subjects.

Research on the integration elements in the Indonesian language teaching has investigated by Munir (2004) entitled "Study of Teaching Strategies Aspects of Integrated Language Skills with integrated Teaching orientation in Class 2 at SMU Makassar". Later research by Tolla (2005) entitled "Study of Effectiveness of Strategies Teaching Aspects of Integrated Language Skills SMPN 1 Makassar" also proves the effectiveness of the integration approach.

Based on the above, the researcher conclude that the approach is the integration of planning, presenting and evaluating the Indonesian language teaching that involves the integration of internally and externally in a teaching activity. Internal integration intended by the author of the various components of the Indonesian language teaching materials taught in an integrated manner in the teaching activities. Indonesian component of subject matter covers listening, speaking, reading, writing and language. External aspect is something influential aspect in teaching objectives teaching materials sourced from outside the Indonesian itself. External aspect is the researcher of talents, interests, needs,

character, social, cultural, school environment and the potential of the region. Packaging an integrated language teaching calls for unity and cohesion in the teaching process to achieve the goals set. It is intended that the Indonesian language teaching more meaningful and achieve goals. Definition of integration approach is the teaching of Indonesian policy that disaggregated, both internally and externally. Implementation of alignment approach in accordance with the demands of Indonesian curriculum subjects ranging basic education level to the college level. Implementation of the integration approach began to be emphasized effect in primary and secondary level curriculum that since 1994 until now.

The goals of this study are to describe the implementation of the integration approach in the preparation of lesson plans, teaching and evaluation on the subjects of Indonesian at the high school in the city of Makassar. The study expected to provide a new contribution to the development and improvement of the quality of teaching the Indonesian language.

MATERIALS AND METHODS

This type of research is a qualitative form with case studies approach conducted in high school at Makassar. The determination of this research based on a specific purpose (Sugiyono, 2010). As the qualitative study, I am as research do acting as the instrument by using the tools in the data collection, namely the format of observations, the format of the interview, diaries and study the documentation. The procedure of collecting data in this study done through a phase that is collection of data through documentation, the collection of data through observation teaching and learning process, data collection through interviews. Data analysis is done by arranging the data in a systematic way, either in the form of data written and unwritten. The data that collected further identified, classified and reduced in accordance components required by the researcher (Moleong, 2010).

RESULTS AND DISCUSSION

The preparation of learning plans on Indonesian language subject in the city of Makassar do the high school through the organization subject teachers council. Alignment grooves found in the preparation of Indonesian learning plan as follows in Table 1.

The data shows that in the preparation of lesson plans on the Indonesian language in the second semester of the academic year 2011/2012 at class 11 high school in the city of Makassar, there are 17 Basic Competencies (BC) taught by the teacher. Each competency has a

Table 1: Lesson pan in the Indonesian language

Basic competency	Flow itegration in learning Indonesian planning at high school in Makassar
BC-1	Speaking-listening-writing
BC-2	Speaking-reading-listening-writing
BC-3	Speaking-listening-writing
BC-4	Speaking-reading-structure-writing
BC-5	Speaking-listening-reading-structure-writing
BC-6	Speaking-listening-writing
BC-7	Speaking-reading-structure-writing
BC-8	Speaking-reading-listening-writing
BC-9	Speaking-listening-reading-writing
BC-10	Speaking-listening-literature-writing
BC-11	Speaking-literature-listening-reading-writing
BC-12	Speaking-literature-listening-reading
BC-13	Speaking-literature-listening-reading
BC-14	Speaking-literature-listening-reading
BC-15	Speaking-literature-reading-writing
BC-16	Speaking-literature-listening-writing-reading
BC-17	Speaking-literature-writing-listening

Indonesian language teacher learning plan of high school in Makassar City, year of 2011/2012

groove integration of different, both in terms of a number of aspects of language teaching is involved or the type of material and order aspects of teaching the Indonesian language. The unique thing found in the groove of the Indonesian language learning plan in the learning activities are all planned basic competence always begins with aspects of speaking skills. Similarly, it found that none of the basic competencies that integrate all aspects of language teaching (language skills, language and literature) simultaneously. More unique is again found that none of the basic competencies that combine aspects of language and literature. Frequency aspect of Indonesian language teaching (skills of listening, speaking, reading, writing, language and literature) programmed by Indonesian teachers in class 11 sec-semester high school level need to expose to Makassar City. It aims to determine the aspect ratio of the programmed language teaching. Similarly, can find aspects of teaching Indonesian who became the center of attention and emphasis in the Indonesian language teaching today. More details are in Fig. 1.

Based on the data above proves that the aspect of speaking skills is a program of activities of the Indonesian language teaching is the most dominant in the preparation of lesson planning Indonesian in 11 class the sec semester of high school in the city of Makassar. In contrast, most aspects of language have received less attention in the preparation of lesson planning. Through this fact can emphasize that it is in accordance with the demands in the implementation of the curriculum that applies today. Similarly emphasized that aspect of language skills getting more servings than aspects of language. Behind all of this, it appears a problem in the preparation of the national final examination that turned out to aspects of Indonesian language that have received

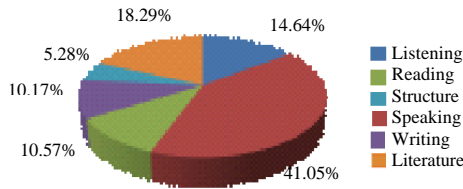


Fig. 1: Frequency of Indonesian language teaching aspect

less attention in the preparation of Indonesian language plan. The fact remains the dominant appeared in drafting a matter of national final examination which compiled by the national education standards agency ministry of national education (MEC., 2004, 2005).

Through the preparation of lesson plans prepared by Indonesian high school teacher in the city of Makassar, it can say that it reflects the application of the integration approach, particularly integrated internally. The integration of externally is not straightforward because the teacher does not list the themes on each basic competency. This is in accordance with the demands of the curriculum and the curriculum in 2013 which in principle is indeed the teacher given the freedom to choose and integrate the themes in the implementation of teaching and learning activities in accordance with the state of the school or the students taught situation.

The steps in the implementation of integration approaches applied at the site research include the planning, implementation and evaluation. In application, this approach adopts various models of teaching in accordance with the criteria of integration approach that combines the application of a concept of a number of subjects through the relationship of purpose, content, skills, activities and attitudes. An integrative model is a model teaching lessons among subjects marked their integration goals, abilities, attitudes about certain topics in their entirety.

The planning process includes syllabus teaching and lesson plans which contain at least the purpose of teaching, teaching materials, teaching methods, learning resources and assessment of learning outcomes (Regulation No. 19 of 2005 Article 20). Furthermore, emphasized that the syllabus is planned to teach on a particular group of subjects that include competence standard, basic competence, teaching materials, teaching activities, indicators of achievement of competencies, assessment, allocation of time and learning resources. Teaching program plan is a plan that describes the procedures and organization of teaching to achieve a basic competence (Kokom, 2011).

In accordance with the Ministerial Regulation No. 41, the year 2007 on processing Standards explained that

teaching program plan derived from the syllabus for directing learner activities in an effort to reach basic competence. Every teacher in the educational unit obliged to prepare lesson plans in a complete and systematic manner that teaching takes place in an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity and independence in accordance with their talents, interests and physical and psychological development of learners.

Teachers write lesson plans for every basic competence that can implement in one or more meetings. Master designed a piece of the teaching program plan for each meeting tailored to scheduling in the education unit. It should present teaching program plan components, namely:

- The identity of subjects including education unit, class, semester, a program of study, subject or theme of the lesson, the number of meetings (Rusman and Pd, 2011)
- Competency Standards abbreviated SK is minimum capability qualification of learners that illustrate mastery of the knowledge, attitudes and skills achieve in each class and/or the semester on a subject (Susilo, 2008)
- Basic competence abbreviated BC is the ability to master a number of students in certain subjects as a reference to the development of competence indicators in a lesson (Susilo, 2008)
- Indicators of achievement of competencies is a behavior can measure and/or observed to demonstrate achievement of certain basic competencies that the valuing reference subjects (Susilo, 2008). Indicators of achievement of competencies formulated using operational verb that can be observed and measured, which includes knowledge, attitudes and skills
- Teaching purposes describe the process and the expected result learning achieved by learners in accordance with the basic competencies (Rusman and Pd, 2011)
- Teaching materials includes facts, concepts, principles and relevant procedure and written in the form of grains in accordance with the formulation of indicators of achievement of competencies

Teaching methods used by teachers to create an atmosphere of learning and teaching process so that learners achieve basic competence or set of indicators that have been set (Rusman and Pd, 2011). This is suitable with Punyabukkana *et al.* (2017) research that active

learning is the most preferable, interesting and least difficult teaching method among students. Choosing teaching methods adapted to situation and conditions of learners as well as the characteristics of each indicator and competencies to achieve in each lesson. Preparation of the teaching program plan must pay attention to the steps of the preparation starts from teaching program plan include identity, purpose teaching, teaching material, teaching, steps teaching activity, learning resources and assessment. Each component has a direction of development of each but all of a unity.

CONCLUSION

The preparation of lesson plans based on the approach of integration has been progressing well, particularly internally integrated. It said internally because in general each basic competency combines more than two aspects of teaching Indonesian and has a groove alignment different in each group learning activities. Externally, the theme of the discourse is not stated explicitly because teachers have to adapt to the characteristics of students and the condition of school students. Aspects of speaking skills always found in the early part of teaching and learning activities. The most dominant aspect speaks programmed by teachers while most aspects of language have received less attention in the preparation of lesson planning. Aspects of language are never mixed with the literary aspects of the integration of these two aspects though very interesting and challenging activities taught in the Indonesian language teaching at the high school level, multiethnic background as in the city of Makassar. Through the integration of these two aspects can be taught to the same standard and does not standard variety in the activities of the Indonesian language teaching, so that, students did not saturate in following the teaching and learning activities.

SUGGESTIONS

Based on the research above, it can be suggested several things, namely, it expected that Indonesian language teacher at the high school level at Makassar City in order to implement the integration approach because it can stimulate the development of student competence. Indonesian language teacher at high school in Makassar city is expected to always examine and implement the integration approach in the preparation of lesson plans, implementation of teaching and learning activities and evaluation so that an increase in the quality of teaching the Indonesian language. Indonesian language teacher at high school in Makassar City in order

to get used to combining aspects of language with literature in the Indonesian language teaching activities in the classroom as well as to foster the use of Indonesian non-standard variety and raw. Indonesian language teacher at high school level should be able to design teaching materials Indonesian language based integrated approach because it can expand students' vocabulary knowledge and vocabulary.

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