

Revitalization Indonesian Language Learning in Higher Education: Evaluation Quality and Its Implications to Student Academic Competence

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ABSTRACT

Mastery of Indonesian is component essential in support competence communication students in the environment education high , good in context academic and professional . This research aim For evaluate effectiveness learning eye Indonesian language courses through approach studies case study focused on one study program at a university institutions college high . Approach methodology used covers interview in-depth , observation activity classroom learning , as well as review document learning . Findings studies indicates existence strength in practice teaching , especially in aspect interaction between lecturers and students who are taking place in a way constructive . However Thus , research this also identifies a number of challenges , especially in matter development material learning and its interrelationships with need current students . Therefore that , update more curriculum contextual as well as implementation method more learning interactive recommended use increase quality Indonesian language teaching . This study give contribution conceptual and practical in effort improvement quality Indonesian language learning at the elementary level education tall .

Keywords: *Learning Evaluation, Indonesian Language, Learning Quality*

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INTRODUCTION

Indonesian language education in universities tall own a very vital role in development skills communication students . Good command of Indonesian No only important in context academic , but also has very significant role in the world of work . As national language , Indonesian plays a role function central in various aspect life , good in communication oral and writing. This language used in activity everyday , including in interaction professional , writing reports and communication between institutions . Mulyasa (2017) revealed that Indonesian is not only just tool communication , but also a means For convey knowledge and culture , which is very supportive development intellectual students . As also stated by Sihombing (2020), good and correct Indonesian is very necessary For form character and professionalism student in the world of work .

In context education height , eyes Indonesian language lectures should be No only focus on grammar mastery or skills write basic , but also on development ability effective communication . Course This expected can equip student with skills speaking , writing , and communicate in situation professionals who frequently they meet after graduation. Skills good communication is very necessary , considering ability This be one of determinant main success individual in face challenges in the world of work are increasingly complex (Rahman & Yusuf, 2020). Therefore that , eyes studying This No only functioning For introduce theories language , but also for prepare students to be able to apply Language in a way practical in life professional them in the future . As expressed by Yulianti (2018), good Indonesian language learning can strengthen skills communication students , so that they can more believe self in face challenge professional .

However however , although Indonesian language learning has important goals , quality his learning often become spotlight . Research conducted by Purnamasari (2020) shows that there is a number of weakness in implementation Indonesian language learning in many college high , especially related with method teaching used , relevance teaching materials , as well as level involvement student in the learning process . Many lecturers still use method teaching traditional which tends to focuses on the lecture , which results student not enough active in participate in class . In addition , the teaching materials delivered often not Enough applicable , and not yet fully covers need student in facing the world of work . This is in line with findings revealed by Suherman (2021) who stated that learning Indonesian often trapped in less method varied and less skills - oriented practical skills needed in the world of work .

In facing the challenge said , it is important For do evaluation on the process of learning Indonesian in universities high . Evaluation This aim For identify existing strengths and weaknesses , as well For find solutions that can increase quality learning . This research use method studies case For evaluate quality learning eye Indonesian language lectures for students . Study methods case chosen Because can give a clearer picture in-depth and contextual about dynamics learning that takes place in class , as well factors that influence effectiveness Indonesian language teaching (Tufte, 2015). With analyze one study program in a way special , expected can obtained more insight detailed about management and quality applied learning . This research focus on analysis learning Indonesian in one of the study programs at university high , which allows researchers For see in a way direct various dynamics existing learning .

main purpose from study This is For evaluate quality Indonesian language learning in universities high , with focus on development skills communication students . With use approach studies case , research This will analyze aspects that influence the teaching and learning process , starting from from curriculum and teaching materials up to method teaching methods used by lecturers . This research expected can give contribution for development more curriculum relevant and effective , and recommendation For increase quality more Indonesian language learning applicable for students , especially in context preparation they facing the world of work . In line with findings previously , research this

will also identify need for method reform more teaching innovative and based technology For support a better learning process interactive and practical (Dewi, 2019).

METHOD

This research use approach studies case with objective For get deep understanding about quality learning Indonesian in one of the study programs at university high . Approach studies case selected so that researchers can dig phenomenon in a way comprehensive and detailed inside context existing learning . Subject study consists of from students who are currently follow eye Indonesian language lectures in the Bachelor of Science study program Nursing . Selection subject This aim For get outlook about experience they in follow Indonesian language learning , which is expected can give relevant and descriptive information reality on the ground .

For data collection , research This use three instrument main , namely interviews , observations classes , and documentation . Semi- structured interviews done with lecturer guardian eye Indonesian language lectures and a number of student For dig experience they in the learning process . Interview This give chance for researchers For get more perspective in about challenges and successes experienced by lecturers and student during learning taking place . In addition , observations class done in a way directly on some session learning For evaluate interaction between lecturers and students , as well as evaluate quality material presented . Observation This give description direct about dynamics learning that is not can achieved only through interviews . Documentation is also used For analyze teaching materials , syllabus , and assignments given during eye studying taking place . Through documentation this , researcher can evaluate suitability between teaching materials with objective learning that has been set .

Procedure data collection was carried out in a way systematic during one semester, with interview implemented Good to student and lecturers throughout time lectures . Observation class done on several session learning For get comprehensive overview about implementation Indonesian language learning . In addition , documentation teaching materials are carried out with review syllabus and teaching materials used by lecturers in lectures . Collected data from various instrument the Then analyzed in a way qualitative use approach analysis thematic analysis thematic in interviews and observations aim For identify themes main thing that appears related with quality learning Indonesian. Meanwhile that , documentation analyzed For evaluate suitability teaching materials with objective existing learning and curriculum . With Thus , research This can give comprehensive overview about quality Indonesian language learning in universities high and gives recommendation For future improvements .

FINDING AND DISCUSSION

From the results research conducted , found that in teaching Indonesian for Bachelor of Nursing student at Bina Sehat University PPNI Mojokerto, lecturer compiled 14 topics taught during one semester. Topics This covers essence explanatory language role important Language as tool communication and disclosure media idea in various field

science , including nursing (Kurniawan, 2020). Furthermore , the function and position of Indonesian as the national language also becomes attention , with focus on implementation in the academic and professional world (Rahman, 2018). Students are also equipped with with knowledge about barrel scientific and diverse language , which is important For formulate idea in a way precise and systematic in writing scientific (Santosa, 2021). Preparation presentation oral , sentence effective , and development paragraph become component important in mastery skills good and clear communication (Mulyana , 2019). In addition , the theme essay , outline essays , and writing article scientific conceptual become part important in equip student with ability write appropriately with rules academic (Dewi, 2017). Other topics that don't lost important is understanding about quotes , system references , spelling , and punctuation read , which is fundamental aspects in writing work quality scientific writing (Yunita , 2022). Summaries , overviews , and abstracts are also taught For help student in summarize and present information in a way clear and structured (Prasetyo , 2020). Planning it is very necessary in learning Because become guidelines in implementation learning (Zainudin, 2022).

In an attempt increase skills productive students , in particular in speaking and writing , lecturer organize class with share student to in groups based on order topic learning Indonesian . Every group given two task main , namely presentation and writing article , which aims For hone ability communication verbally and in writing simultaneous . Emphasis on skills productive This in accordance with theory learning that states that practice speaking and writing in a way structured can increase understanding student to the material studied , as well as strengthen ability they in disclose idea in a way effective (Sukardi , 2019). Presentation group give chance for student For develop skills speak in context scientific , while writing article allows student For express ideas in a systematic and organized , following rules writing good and correct academic practice (Dewi & Sari, 2021). With Thus , the learning model This No only focus on theory language , but also on development skills essential practical in the professional world , including in the field nursing (Mulyana , 2020). In addition , the task This give room for student For collaborate , improve ability Work the same , and apply principles effective communication in context academic (Santosa, 2022).

For ensure achievement objective maximum learning , lecturer prepare rubrics that refer to skills speaking and writing , which will used For evaluate performance student in presentation and writing article scientific . This rubric designed in a way details with consider aspects important in communication verbally , such as clarity delivery , mastery materials , as well as ability For answer question in a way critical (Mulyana , 2020). In addition , the rubric For writing article scientific also includes elements important like structure systematic writing , depth analysis , use credible sources , as well as compliance to rules good and correct Indonesian (Dewi & Sari , 2021). As In addition , the lecturer also provides formats and examples. article scientific conceptual For guide student in write relevant articles with standard academic . Guidance and guidance lecturers are really needed students in finish his duties (Zainudin, 2024). With the existence of formats and examples this , student expected can understand and follow guidelines correct writing ,

start from compilation title until technique proper citations and references (Santosa, 2022). Approach This No only give clear directions for students, but also helps they in develop skills essential writing in the academic and professional world, especially in the field of nursing (Kurniawan, 2020). Through use clear rubrics and examples applicable articles, learning process can more structured and directed, so that student capable produce work quality scientific.

Evaluation results to task presentation show existence significant difference in level participation students in class. In one side, there is group very active students in interact, good through question and constructive input, showing level deep understanding to material presented. Participation This No only enrich discussion, but also creates environment dynamic learning, where students can each other share insights and ideas. Discoveries of new ideas followed with guidance lecturer will strengthen the meaning obtained student so that can stored longer (Zainudin, 2023). Activeness This in line with principle that productive discussion can strengthen understanding concept and improve skills think critical (Mulyana, 2019).

However, on the other hand, classes were also found that tended to passive, where students looks reluctant For play a role active in discussion. This is become challenge alone for lecturer, because less students participate Possible No fully understand material or feel not enough believe self For convey opinion. For that, is necessary more encouragement intensive so that students more involved in the learning process. The approach that can be carried out, among other things, providing chance For speak in form discussion group small, giving bait come back in a way constructive, or apply method more learning interactive For push courage student in speaking (Rahman, 2018). Improving involvement active students are very important, because skills talking and thinking critical is an integral part of competencies that must be owned by students, especially in the field of nursing, where effective communication is very influential in practice professional (Dewi, 2020).

Besides that, one of the weaknesses found is limitations in implementation method more teaching interactive and based technology, so that can give room for student For interact in a way direct with material use technology in the middle rapid development technology information that can make things easier learning Indonesian language in a more interesting and effective.

Implementation more methods diverse, including utilization technology in learning, becoming important For increase quality Indonesian language learning in the future. Teaching materials in Indonesian language learning in universities tall Not yet fully reflect need students who will entering the world of work. Although Indonesian language learning is expected can increase ability speaking student in context academic, the material taught Still tend focused on theory base language and writing academic. This is make skills communication practical, such as communication professionalism and ability presentation in front of public, no get enough attention in learning. Nugraha (2022) in his research state that Indonesian language teaching materials in many college tall Still Not yet accommodate skills communication practical skills that are really needed in the world of work. In fact,

these skills this is very important For success career student after graduating, remembering importance ability speaking in front of general , convey clear and effective presentation , and communicate in a way professional with various party in environment Work .

Challenge This need attention Serious in effort update curriculum Indonesian language learning . According to Nugraha (2022), the existing curriculum moment This need changed to be more applicable and relevant with need industry and the world of work . This covering addition materials that focus on development skills communication practical , such as training presentation , writing report professional , as well as ability communicate in situation diverse work . A more comprehensive curriculum applicable No only will increase Power competition students in the job market , but also provide they more skills holistic in face challenges of the professional world .

With thus , the update Indonesian language curriculum that integrates skills communication practical become step important things to do quick conducted by the college high . This is will ensure that student No only control Language in a way theory , but also ready For use Language in various context professionals who will they face it after graduation.

CONCLUSION

Based on findings research , can concluded that Indonesian language learning in universities tall own great potential in increase skills communication students , however there is a number of weaknesses that need to be addressed repaired . Therefore Therefore , it is recommended that teaching Indonesian be more directed at more methods interactive and based technology , as well as compilation more teaching materials relevant with needs of the world of work (Sari, 2021). In addition , the increase skills lecturer in manage class and use method more teaching Variation is also very necessary . This study also recommends that it be carried out evaluation sustainable to curriculum and methods teaching For ensure more learning effective and applicable.

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