

Exploring the Use of Media in Teaching Indonesian Language Subject in Elementary School

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Abstract

The use of learning media plays a crucial role in improving the effectiveness of Indonesian language instruction in elementary schools. This study aims to explore the application of various learning media in teaching Indonesian language subject at the elementary level, along with the challenges faced by teachers. The research employs a qualitative descriptive approach, involving elementary school teachers as subjects. Data were collected through observation, interviews, and document analysis, and analyzed using thematic analysis. The findings indicate that the media used by the elementary teachers are audio, video and audiovisual media. However, several challenges were identified, including limited access to technology, lack of teacher training, and inadequate learning materials. Addressing these issues requires improved teacher competency, sufficient technological infrastructure, and better curriculum integration. The study highlights the importance of selecting appropriate media to support language skills development of students.

Keywords: Elementary school, Teaching Indonesian language subject, Using Media in Teaching

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INTRODUCTION

Teaching Indonesian language at the elementary school level has an essential role in building and developing students' language skills, including aspects of listening, speaking, reading, and writing. Indonesian language as a core subject not only plays a role in developing language skills but also builds critical thinking skills and an understanding of national cultural values. However, various educational evaluations show that the quality of Indonesian language learning at the elementary level still faces various challenges, both in terms of teacher competence, the use of learning media, and the approaches used. This has a direct impact on the low literacy achievement of students.

In the context of elementary school education, the use of teaching media has great potential to improve the quality of education and student engagement. One way that can increase the effectiveness of learning is by utilizing appropriate learning media. The use of appropriate media not only helps deliver material to be more interesting but also increases students' understanding and motivation in learning (Fadilah, 2019; Ardhi et.al., 2024).

The use of media helps teachers in delivering contents of learning materials that have not been seen by the students, for example the snow. By using media, students who have not seen the snow can imagine its shape. Teaching abstract things can be more interesting and got more attention from the students when teaching by using media (Hanif, 2019; Damayanti et al., 2025). Teachers can increase and direct students' attention so as to motivate them, and can overcome sensory, spatial, and temporal limitations, as well as provide uniformity of observation and perception, and can also be used as a control for the direction and speed of learning (Supartini, 2016; Hardianto et.al., 2024; Panduwinata & Az-Zahro, 2024).

Media have influenced the level of students' comprehension. By using media, the students not only listen to the teacher explanation, but also can see the images or videos played. Students can understand the materials easier (Rakhman, 2023). In its implementation, there are various challenges faced by teachers in optimizing learning media, such as limited access to technology, lack of training for teachers, and media availability that is not fully aligned with the curriculum. Schools located in areas with limited infrastructure often experience barriers in utilizing technology-based media, such as animated videos, podcasts, and interactive applications (Nuramelyah et al., 2023). In addition, not all teachers are competent in selecting and implementing effective learning media.

The use of media in teaching also has negative effects if the teacher cannot use it effectively. In choosing the media, teachers must be able to select the appropriate media for a specific topic, because not all topics can be explained using learning media, and not all learning media are capable of clarifying a concept (Supartini, 2016). Copyright infringement and plagiarism can also occur when teachers use online material without permission (Lestari & Wardhani, 2024).

In conducting research related to barriers and strategies for utilizing media in Indonesian language learning at the elementary school level, several relevant studies can be highlighted. One of them is a study conducted by Mala and Hamzah, which discusses the challenges in teaching Indonesian at elementary schools. This study focuses on identifying the challenges faced by teachers in the teaching process and providing solutions to overcome them (Mala & Hamzah, 2024). The study mentions that the lack of access to adequate learning media is one of the significant barriers.

Another challenge in using media for teaching is the limitation of time and resources, which often prevents teachers from implementing more innovative learning methods. Research shows that limited time can restrict the depth of learning experiences when using teaching media, while varying levels of student attention and interest also affect the effectiveness of media use in learning (Cahya & Purnanto, 2023). To solve problems in using media for teaching in elementary schools, including integrating interactive and engaging learning media into the curriculum, ensuring accessibility, and providing training for teachers to effectively utilize these tools, especially during distance learning (Lumbantobing, et.al., 2023).

Research on the obstacles and strategies for utilizing media in Indonesian language learning at the elementary school level has not been studied in detail. Existing research has mostly discussed the challenges of using media in teaching, rather than discussing strategies for overcoming these challenges. Furthermore, similar research has focused on the selection and development of appropriate learning media. The selection of learning media is a crucial step in ensuring

effective teaching. Media must be age-appropriate, engaging, and aligned with the curriculum. For example, video media has been proven to significantly enhance students' understanding of concepts and information retention, making it a valuable tool for elementary school instruction (Alwi & Agustia, 2024). Similarly, interactive media, such as animations and educational games, can increase student participation and motivation (Rahmawati, 2023).

The urgency of this research lies in the importance of optimal strategies in the application of learning media to improve the effectiveness of Indonesian language subject learning in elementary schools. Therefore, this study aims to identify the types of learning media that have been applied, explore the obstacles faced by teachers in the application of media, and develop recommendations for strategies for using media that are more effective and in accordance with student needs.

RESEARCH METHOD

This is descriptive qualitative research focusing to explore the use of learning media in the process of teaching Indonesian language subject in elementary schools. The main focus of the research is to observe, identify and describe the implementation of learning media used, as well as the challenges faced by educators in its application. The scope of this research includes various types of learning media applied in Indonesian language subject. The object of the research consists of learning media used by teachers in developing students' language skills, both in the aspects of listening, speaking, reading, and writing.

This research was conducted in state elementary schools in West Pontianak which is 22 numbers. The research subject is the elementary school teachers who teach Indonesian language subjects. The teachers who participated in this study were selected purposively at random from 22 different schools. Two teachers were selected from each school based on the criteria of having taught for at least two years and having used a variety of learning media in Indonesian language subject.

Data collection in this study is conducted through observation, interview, and documentation study. Observation is conducted to directly observe the use of media in teaching and learning activities. The researcher join in the class which the participant's teach twice and record the activities in the class. Then, the researcher writes down the media used by the teachers and the obstacles found in the implementation of the media.

Interviews are conducted with teachers to obtain information about their experiences in using learning media, obstacles faced, and strategies used to overcome these obstacles. In addition, documentation studies are conducted by collecting data related to teaching materials and lesson plans used by teachers.

Data analysis in this study applied thematic analysis techniques. Defines thematic analysis techniques as the method for identifying, analyzing, and reporting the data (Atmazaki et.al, 2023; Braun & Clark, 2006). They are 6 stages in thematic analysis techniques, i.e. familiarizing with data. Generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Researcher transcript the data from interview and read the result of transcript to find out the pattern. Then, the researcher finds out the interesting point of the interview. The points are arranged into potential themes. The themes are reviewed and refined to decide whether the themes are used in the result. The researcher assures the

themes answering the research questions. Finally, the researcher connects the result to the previous findings of relevant research.

RESULTS AND DISCUSSION

This research has a purpose to find out types of teaching media that have been applied, explore the obstacles faced by teachers in the application of media, and develop recommendations for strategies for using media that are more effective and in accordance with student needs.

1. Types of teaching media

It was found that various types of learning media have been applied in learning Indonesian in elementary schools. The learning media used include audio, visual and audiovisual media. Each type of media has its own advantages in helping students understand the material being taught. Various types of media enable customized educational experiences, accommodate different learning preferences, and improve overall academic performance (Handini, et. Al., 2024).

In the listening aspect, audio media such as podcasts and voice recordings help students in practicing their concentration and understanding of spoken language. Some teachers using podcasts with folklore, fairy tales, and interview content to improve students' listening skills in a more interesting and interactive way. Podcasts effectively helped improve the learners' listening skills. Specifically, the students overcame the common difficulties that hinder their English listening comprehension, such as limited vocabulary, unfamiliar grammar, poor comprehensive listening ability, and pronunciation challenges (Thi, 2024).

In speaking skills, the use of media such as hand puppets, picture cards and animated videos is proven to increase students' confidence in expressing their opinions orally. Teachers report that students are more active in speaking when they are given the task to role-play using hand puppets, which also helps them develop vocabulary and good sentence structure.

In learning to read, the use of visual media such as flashcards and big books greatly helps students in recognizing letters, syllables and understanding the meaning of reading. Students who learn with flashcards find it easier to recognize difficult words than those who only use plain textbooks. In higher grades, storybooks and comics are used to improve reading comprehension as well as students' interest in the teaching material.

In writing, media such as picture series and pop-up books help students to organize text in a more structured way. Teachers who used picture series reported that students found it easier to develop ideas and write stories based on the pictures they saw. This proves that interesting visualizations can motivate students to practice writing more creatively.

2. The obstacles faced by teachers in the application of media

The results show that the use of learning media has a positive impact in improving students' language skills in elementary schools. This finding is in line with research conducted by Nuramelyah et al. (2023), which states that technology-based media such as animated films significantly improve students' listening skills. Similarly, a

study by Lestari and Fatonah (2021) found that the use of podcasts in listening learning can improve students' focus and their understanding of spoken language.

On the reading aspect, this study also supports Rahman and Haryanto's (2014) findings, which show that the use of flashcards can help low-grade students recognize syllables and read more fluently. Storybooks and comics are also proven to increase students' interest in reading and enrich their vocabulary. Marwati and Basri (2018) found that the use of storybooks in reading learning can significantly improve students' reading comprehension.

In speaking skills, the use of hand puppets and posters has a positive impact in increasing students' courage in speaking in front of the class. This finding is in line with research conducted by Sofi and Praheto (2023), which showed that interactive media such as hand puppets were able to improve students' speaking skills more effectively than conventional methods.

However, in addition to the benefits, this study also revealed some challenges faced by teachers in implementing learning media. The main obstacle found is the limited technology in schools, especially in remote areas, which makes it difficult to implement digital-based media such as animated videos and interactive applications. Teachers in areas with limited technological infrastructure have to find other alternatives, such as the use of printed images and simple teaching aids.

In addition, the lack of training for teachers in utilizing learning media is also a major challenge. Many teachers report that they have not received sufficient training on how to select and apply learning media that are appropriate to students' characteristics. As a result, some media that can actually support learning are not optimally utilized. Bua (2022) also mentioned that teacher training in the utilization of learning media is still an aspect that needs attention to make the integration of media in learning more effective.

School budget limitations are also an obstacle in providing quality learning media. Many schools have difficulty in purchasing supporting devices, such as projectors, computers, or high-quality books. Therefore, teachers often have to innovate by making simple learning media but still effective in improving students' understanding.

3. Strategies for using media that are more effective and in accordance with student needs

To overcome these obstacles, several strategies are needed to optimize the use of learning media. One solution that can be implemented is continuous teacher training in the utilization of learning media. Teachers who have skills in using various types of media will more easily adapt learning according to school conditions and student needs.

In addition, the development of local-based learning media is also an alternative that can be applied. For example, teachers can use materials available around the school to make simple learning media. This approach has been proven effective in some areas that have limited access to modern technology.

Supporting from the government and educational institutions is also needed to improve technology infrastructure in schools. With better access to digital learning media, it is expected that Indonesian language learning in elementary schools can be more innovative and interactive.

The results of this study provide insights for teachers, principals and policy makers in developing more effective learning strategies. By understanding how learning media can improve students' language skills, teachers can choose the media that best suits their students' needs as well as their school conditions.

In addition, this study also provides recommendations so that teacher training in the utilization of learning media can be given more attention. Teachers who receive regular training will be better prepared to integrate various media into the learning process.

Furthermore, this study also highlights the importance of developing media that are more affordable and in line with the curriculum. With learning media that is more accessible and easier to use, it is expected that every student can get the maximum benefit in the teaching and learning process. The appropriate strategies can be designed to optimize the teaching and learning process. The use of media that suits students' needs not only improves their language skills but also helps to create a more interactive and enjoyable learning experience.

The findings of this study demonstrate the significant role of instructional media in supporting Indonesian language learning at the elementary level. When interpreted in light of prior research, these findings align with previous studies that emphasize the importance of integrating diverse media formats to accommodate students' different learning needs and enhance language acquisition. Studies such as those by McNamara, D. S., & Shapiro, A. M. (2005) and Lee, E., & Hannafin, M. J. (2016) reinforce the notion that media not only facilitate comprehension but also promote engagement and motivation, particularly when tailored to the specific skills being developed. This study further confirms that interactive and contextualized media—whether visual, audio, or audiovisual—can improve learning experiences and foster active student participation in the classroom.

However, several limitations emerged during the study that warrant critical reflection. One of the primary constraints is the unequal access to adequate infrastructure, especially in schools located in remote or under-resourced areas. These conditions often hinder the use of digital or more sophisticated media tools, compelling teachers to rely on simpler, sometimes less effective, alternatives. Additionally, there is a notable gap in teachers' preparedness to utilize various types of media optimally, often due to the lack of targeted training and limited professional development opportunities. Financial constraints also restrict schools' ability to procure or develop quality learning media, forcing educators to improvise with limited materials. These limitations indicate the need for systemic improvements to support effective media use across different learning contexts.

While the results of this study are context-specific to Indonesian elementary schools, particularly those with limited resources, the challenges and potential solutions identified may be relevant in other regions facing similar educational conditions. However, caution is needed when generalizing the findings, as factors such as curriculum standards, teacher competencies, and local policies may vary widely. Still, the implications drawn from this research are meaningful for various stakeholders. Teachers are encouraged to continue adapting and selecting instructional media based on students' developmental stages and contextual realities. Policymakers and school administrators are called to prioritize funding for educational resources and teacher training, particularly in disadvantaged settings. Furthermore, this study highlights the need for future research that explores the

long-term impact of media use in literacy development and the adaptation of localized or low-cost media strategies to enrich classroom instruction.

Overall, the discussion remains firmly aligned with the research's original aim, namely to explore the application of instructional media in the teaching of Indonesian and to offer practical guidance for improvement. By understanding both the benefits and constraints of media use in real classroom situations, educators and policymakers can move toward more inclusive, responsive, and sustainable teaching practices that support student learning in meaningful ways.

CONCLUSION

This research finds that the learning media used by the elementary teachers in west Pontianak are audio, visual, and audiovisual media. Audio is used in listening skill, visual is used in speaking and reading skill, and audiovisual is used in writing skill. The use of media has a positive impact in improving students' language skills. The obstacles found in implementing media for teaching are limited technology in schools, the lack of training for teachers in utilizing learning media, and school budget limitations. To overcome the obstacles, the strategies use are giving the training to the teachers, developing the local-based media, and finding support from the government.

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