

## **THE ROLE OF THE TEACHER AS A FACILITATOR IN THE USE OF INDONESIAN IN ELEMENTARY SCHOOL**

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### **Abstract**

*This study discusses the role of the teacher as a facilitator of the use of Indonesian in the learning process. The teacher is a very important person in the world of education in the teaching and learning process as a mediator, facilitator, and leader in the classroom. Teachers and students must be able to communicate well as the principle of communication between teachers and students so that learning runs well. Even during a pandemic like now. Teachers are required to be more varied and wise in learning and to form closeness with students. The focus of this research is how the teacher's role as a facilitator of the use of Indonesian in Elementary School. Study on the use of Video Calls in Class 1 Learning at Muhammadiyah Elementary School Plus Salatiga. This study used interview, documentation, and observation techniques with two teachers, two students, and two student guardians. This research uses descriptive qualitative research methods. In the first grade students of Muhammadiyah Plus Salatiga elementary school, Indonesian language learning is on the theme of one learning two, namely Understanding Guidance Sentences.*

**Keywords :** *facilitator, learning process, language learning*

### **A. INTRODUCTION**

Education is very important for future generations. Humans know that education is a long-term and important form of investment for a human being (Suprehin, 2015). Education has proven to be able to provide a place of respect and a change in status for humans, of course for those who want to change by going to school. The main factor in education is of course a teacher. They are always digested and imitated by their students.

The teacher is an educator. All of his behavior and actions must reflect someone who can be an example for his students. The teacher has become an idol symbol for their students. The philosophy of the teacher as someone who must be digested and imitated is deeply embedded in the heart of the students. These are not just words or dreams, but come true. Even what a teacher says will always be obeyed and obeyed by all students. These symbols must be translated by a teacher so that he can provide guidance properly and become an example worthy of emulation.

In real life, the teacher can become a facilitator, especially in certain schools, especially elementary schools. Its role is so important in efforts to educate the nation's children. Directing and guiding from those who cannot read at all until students understand and understand the meaning and purpose of life. As a facilitator, a teacher plays a role in providing services so that students easily receive and understand lesson materials. As with the learning objectives, namely evaluating students' abilities in cognitive aspects, affective aspects, and psychomotor aspects of subjects in elementary schools (Afandi, Chamalah, & Puspita, 2013). Besides, teachers must always compile their lesson plans so that they can provide a pleasant attraction for students or it can be said that a teacher is considered successful if they can satisfy and please students and also for themselves (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015). A teacher also has a very big role in designing the success of learning (Setyawati, 2015). The goal is none other than so that the learning process can run more effectively and efficiently

A teacher is very noble. As professional workers in educating their students, as well as preachers to be a good example. Even teachers must straighten out and teach their students to behave. The work can be counted as eight hours a day, but at home, it turns out that a lot of office work becomes homework and has to be done. Not to mention that you still have to learn to prepare material to be taught in the morning. So being a teacher can apply to learn regardless of time and period as stated by Suardi (2018: 7) that the learning process is experienced throughout a person's life and can apply anywhere and anytime.

Teachers seem tireless in devoting themselves to the country. They don't care about welfare, unthinkable or not. Their only goal is to mediate and provide facilitators for their students to be able to wake up their dreams into a reality. Free them from ignorance or illiteracy.

There is a theory related to the teacher as a facilitator, namely the theory of the role of the teacher as a facilitator by Wina Sanjaya. This theory is complementary to one another. According to Sanjaya (2008), the role of the teacher as a facilitator is to provide services to facilitate students in the learning process. As a facilitator, the teacher is obliged to provide services and provide learning facilities and infrastructure for students so that the learning process can run well and smoothly.

Teachers play an important role in teaching using Indonesian as a function of Indonesian as a medium in education. They teach not only with words but with a feeling of approach as a parent in school. Starting with the simplest communication, namely vocabulary, types of words, and guiding words into simple sentences, inviting students to communicate using Indonesian. This is very

important, especially for educators or teachers so that students can use Indonesian as a means or medium of communication in their daily lives, both at school and at home. This is reflected in the Indonesian language whose position as a function of language, namely as a medium of communication, a means of self-expression, a means of self-control, and the media where social integration and adaptation is achieved (Lamuddin Finoza, 2005).

Language is a symbol of the identity of a nation in communicating with other countries. Every nation in the world has a different language. Each of them has certain characteristics and also has a long history of being able to become the language of the State. Likewise with Indonesian. The peak of recognition of Indonesian as a unifying language was during the Youth Pledge on October 28, 1928.

Language in its development in Indonesia has three language groups, namely the language of unity and the state language, regional languages, and foreign languages. All three have their respective functions and roles. Indonesian has a role as the language of unity and the language of the State, the regional language as a symbol of regional identity and pride, and the foreign language are English which functions as the language of communication with foreign countries.

As the language of the State, Indonesian has an important role in the growth and development of the communication process. This is stated in the 1945 constitution, chapter XV, article 36 which reads that the State language is the Indonesian language. This constitutional foundation further strengthens the position of Indonesian as the official language in-state activities. As it is known, the function of Indonesian in its position as the language of the State, namely, 1) Indonesian as the official language of the state, 2) Indonesian as a medium of instruction in the world of education, 3) Indonesian as a liaison at the National level for the benefit of planning procedures and the implementation of national development and governance, and 4) Indonesian Language as the development of National Culture, Science and Technology (science and technology) (L. Finoza, 2005).

About it as a medium of instruction in the world of education, Indonesian acts as the official language of instruction in educational institutions, ranging from kindergarten, elementary, junior high, high school, and tertiary education. Especially in tertiary institutions, Indonesian is the language of communication and plays an active role in learning. Activities in higher education, whether lecturers, students, and academics communicate using Indonesian. As well as the purpose of learning Indonesian is to educate students and the public to be able to communicate using Indonesian, respect and feel proud, able to understand, appreciate, and use it in life (Wintala, 2015). Students should have proficiency in

Indonesian, as well as the goal of language proficiency, namely communicating with community members clearly and regularly (Kerap, 1993)

Currently, social media must be developed and need innovation as a medium of learning. With the pandemic, learning has to innovate, one of which is a video call as stated by Pratiwi (2017) that teachers must have innovations, one of today's technologies has made it easier for someone to communicate directly (face-to-face) even though at a long distance namely the use of video calls in learning.

Muhammadiyah Primary School Plus Salatiga is committed to efforts to educate its students. The pandemic period is not an obstacle in efforts to serve and provide good service to students in learning. Various methods are used to teach and provide knowledge and can be understood by students. Google classroom, zoom meetings, video calls, video learning, and so on. All of that is expected to provide convenience in learning.

Some of the previous studies related to this research, namely Sri Widati (2019) which conveyed the importance of being a good teacher in every lesson. Mastering the material and trying to improve his abilities. Meanwhile, Rahmawati and Suryadi's research (2019) shows that the role of the teacher as a facilitator influences the effectiveness of student learning.

Based on the description above, this study focuses on "The Role of Teachers as Facilitators of the Use of Indonesian in Elementary School" (Study of the use of Video Calls in Class 1 Learning at SD Muhammadiyah Plus Salatiga).

## **B. RESEARCH METHODOLOGY**

This study aims to answer how the teacher's role as a facilitator of the use of Indonesian in elementary school. (Study on the use of Video Calls in Learning at SD Muhammadiyah Plus Salatiga). This research is quantitative descriptive. The population in this study were two teachers, two students, and two guardians of the Muhammadiyah Elementary School Plus Salatiga. The method used in this research is using interview, observation, and documentation techniques.

## **C. RESULT AND DISCUSSION**

Muhammadiyah Elementary School is an Islamic school with character. Muhammadiyah Elementary School is a monumental charity business as the forerunner to the development of Muhammadiyah in the City of Salatiga. This school has produced many cadres. Since the 90s the Muhammadiyah Regional Leadership has thought of a solution but has always failed. In response to such conditions, finally in 2002 Muhammadiyah Regional Leadership (PDM) held a meeting with the leaders to determine a decision between the two options, namely

to close or be developed revolutionarily by converting it to superior elementary school, with all the consequences and funding, the leadership decided on the second option, which was developed revolutionarily by changing the name. Muhammadiyah Elementary School became Muhammadiyah Elementary School (Plus) Salatiga or shortened SD Muhammadiyah Plus Salatiga.

The development of SD Muhammadiyah (Plus) during the first 3 years had a lot of interest from the parents of students to be accepted at SD Muhammadiyah (Plus), so that registration was only open for about 2 hours (already refused the registrant). Muhammadiyah SD Plus Salatiga is located in Grogol, Dukuh Village, Sidomukti Subdistrict, with a land area of 5900 m<sup>2</sup>. With the vision of "The center of" faith and devotion "and" science and technology "excellence with nationalism and environmental caring based. Meanwhile, SD Muhammadiyah Plus has a mission, namely 1) To grow an attitude of being independent in worship. 2) To form a personality that is polite in attitude, mannered in saying, and emphatic. 3) To appreciate and form the character of students. 4) To develop local culture and students' creativity. 5) To create, grow clean and healthy culture and keep the living environment. 6) To grow self-study. 7) To develop discipline and highly achieved. 8) To dig, grow, and publish students' potential. 9) To give basic skills of Information Technology and Foreign Language. And 10) To achieve international standard school

#### A. The role of the teacher as a facilitator of student learning

According to Sanjaya's (2008) theory, the role of the teacher as a facilitator is to provide services to students. Teachers are obliged to provide services and provide learning facilities and infrastructure to students so that the learning process becomes smooth. In essence, a teacher must be a good facilitator. As facilitators, they always play an active role in providing facilities in the process of learning activities, planning goals, interpreting learning activities, and teachers must carry out evaluations and assessments so that the implementation of teaching and learning interactions runs smoothly and pleasantly. The teacher is also the main actor in the implementation of the learning process as a teacher, manager, and other roles (Idzhar, 2016). They are the main facilitators for students in learning.

Teachers of SD Muhammadiyah Plus are always ready to serve in student learning. Not only complete facilities for the place, but in reality, the facilities are also provided by the teachers in learning. In a pandemic like this time, teachers give extra time, not just learning in general, but more than that. In the beginning, learning starts at 07.00 until 14.00. During the pandemic, they provide extra or additional time, namely in the afternoon and evening, according to the agreement with their parents because of their relationship with

the media, namely cellphones. This is intended to facilitate and provide facilities for students in learning. They can carry out learning in the afternoon and evening because the cellphone facility as a learning medium is still carried by their parents. Most of their parents come home from work in the afternoons and evenings.

This learning has been going on during the pandemic and is running smoothly. During the learning process, there were no significant obstacles. Only at the beginning of a meeting with students must always be accompanied by parents. That's because every new student gets to know their teacher. Besides, there are also general disturbances, namely the signal that is not good and disturbed by sound when it rains.

In the first grade students of Muhammadiyah Plus Salatiga elementary school, Indonesian language learning is on the theme of one learning two, namely Understanding Guidance Sentences. In this learning using the picture method, then the teacher teaches and gives examples of making sentences that match the picture instructions. This learning uses video calls, each face to face with only two students, making it easier to learn. In addition to making examples according to the picture instructions, the teacher also gives examples of other sentences. In the end, students were asked to make example sentences in their language. Only then evaluated, how much the student's understanding ability.

#### B. The role of the teacher as a facilitator of the use of Indonesian in student learning

The Muhammadiyah Plus Salatiga Elementary School teachers always use Indonesian as an introduction in learning. This makes it very easy because the average student already uses Indonesian when communicating in their own homes. Of course, this is not an obstacle and makes it easier to communicate and interact in learning. Indonesian has become an everyday language because they live in an urban setting that requires communication using Indonesian.

The role of teachers in introducing, loving, and applying the use of Indonesian in learning is very important, as stated by Wintala (2015) that the benefits and objectives of learning Indonesian are intended so that students are proficient in using Indonesian as a medium in communication. Teachers certainly play an active role in this, especially so that students are proficient in communicating using Indonesian in every lesson at school. Every teacher must foster a sense of pride in students for the use of Indonesian.

#### C. Use of Video Calls in classroom learning 1

The results of interviews conducted with two teachers and five students during learning using video calls, namely

*IK (Class Teacher 1)*

Learning during a pandemic is easiest using video calls. Students can concentrate on learning. We can meet face to face and know student activities. Usually, during the video call, the lesson is divided into two students. You have to be patient because it takes a long time. In contrast to Zoom Meeting, the advantages of loading students are many. However, we don't know whether all the students paid attention or not.

*EW (Class 1 Teacher)*

The use of video calls during learning makes it easier for me to learn. I can find out the students and their abilities. The problem is that the teacher must have extra time because not all learning is done during the day. Can be in the afternoon and evening according to the agreement because the cellphone is still brought by parents and has not come home from work.

*DW Guardian of Class 1 Students*

Children say they are happier because they can face the teacher directly. If you don't know, you can immediately ask. Meanwhile, using Zoom Meeting is not certain, even embarrassed by many friends.

*EW Guardian of Class 1 Students*

My child is shy. So using video calls and just the two of you during learning can motivate it. He was happy to be able to directly ask questions and deposit memorization with the teacher. If you use the zoom, my child is not interested and sometimes plays alone, so he doesn't learn.

*MS Class 1 students*

I am different from class students. Because the teacher used two students' video calls. I am not ashamed and easy to learn.

*NAP Grade 1 student*

I don't understand if I use zoom meetings, because I have many friends. My teacher doesn't pay attention to me either. Sometimes I become lazy to follow it.

Based on the results of the interview above, it can be concluded that the use of video calls in class 1 elementary school learning is more effective than

using other social media. Students can face-to-face and interact directly with the teacher because it uses the two-student video call method. Teachers and students can immediately pay attention to each other because each meeting using video calls only consists of two students and one teacher. Besides, the support of parents in accompanying them makes it easier for them to interact in learning.

According to Sanjaya (2008), the role of the teacher as a facilitator is to provide services to facilitate students in the learning process. As a facilitator, the teacher is obliged to provide services and provide learning facilities and infrastructure for students so that the learning process can run well and smoothly. Next will be described as follows:

1. The teacher provides services

In online learning due to the pandemic, Muhammadiyah Plus Primary School Teachers discuss and provide leeway to students. Discussions are carried out in determining online learning. Guardians of students are given complete freedom to choose the time for their children to study, especially for those who work from morning to night.

The flexibility of choice is given so that the teaching and learning process using video call media can be carried out and all students can participate in it. The time given to students is 08.00 to 12.00, for those who work there is an afternoon class at 14.00 or evening class at 07.30. The teachers are happy to facilitate students so that all can take part in learning.

2. The teacher provides facilities and infrastructure

Muhammadiyah Plus Salatiga elementary school teachers, before learning begins, have prepared learning tools in advances such as the Learning Syllabus, Curriculum, Learning Implementation Plan (RPP), Evaluation, and Assessment. The device is a foothold in determining the material in the learning. In class 1 video call media, the learning device is adjusted to the subject matter.

In real learning, Muhammadiyah Plus Elementary School teachers provide facilities in the form of methods, media, and learning equipment. Media and equipment will be prepared and adapted to the material to be taught to make it easier for students to understand Facilities and infrastructure are prepared for learning using video calls so that students can understand it smoothly and easily during learning.

## **D. CONCLUSION**

Teachers of SD Muhammadiyah Plus are always ready to serve in student learning. Not only complete facilities for the place, but in reality, the facilities are also provided by the teachers in learning. They provide extra time according to the agreement with the parents of students. Muhammadiyah Plus Salatiga Elementary School teachers always use Indonesian as an introduction in learning. This makes it very easy because the average student already uses Indonesian when communicating in their own homes.

According to Sanjaya (2008), the role of the teacher as a facilitator is to provide services to facilitate students in the learning process. Teachers provide services in online learning due to the pandemic era Muhammadiyah Plus Primary School teachers discuss and provide leeway to students. Discussions are carried out in determining online learning. Guardians of students are given complete freedom to choose the time for their children to study. The teacher provides facilities and infrastructure. Muhammadiyah Plus Salatiga elementary school teachers, before learning begins, have prepared learning tools in advances such as the Learning Syllabus, Curriculum, Learning Implementation Plan (RPP), Evaluation, and Assessment. The device is a foothold in determining the material in the learning. In class 1 video call media, the learning device is adjusted to the subject matter.

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