

Conference Paper

The Need to Develop a Fast-track-based Bahasa Indonesia Learning Model in Higher Education Institutions

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Abstract

Research on the theme of the development of a Bahasa Indonesia fast-track-based learning model has never been done by other researchers. This study focuses on the involvement of lecturers and students by prioritizing the improvement of the quality and quantity of learning through various learning tracks that can accelerate the students' understanding and learning outcomes. This research is an exploratory study that aims to: (1) describe the condition of Bahasa Indonesia learning in colleges; and (2) describe the need for the best Bahasa Indonesia learning model for lecturers and students. The research subjects in this study were the lecturers and students of the colleges in Pontianak city. The methods used to collect the data were documentation, observation, a questionnaire, and interviews. The collected data were then analyzed using a descriptive method. The results of this study are as follows: (1) the learning quality of Bahasa Indonesia in Pontianak city is not yet maximal due to the use of conventional methods and the lack of a feasible learning model; (2) there is a need for the fittest Bahasa Indonesia learning model for both lecturers and students in order to enhance contribution, participation, and improvement in the application of a track-based learning model.

Keywords: Bahasa Indonesia, development, fast track, learning model.

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1. Introduction

According to the purpose of higher education in Act No.12 of 2012 which is reflected in the learning of Bahasa Indonesia/general education, learning Bahasa Indonesia can provide information, challenges, and encouragement, enrich experiences, improve mental and social sensitivity, develop self-confidence and the ability to formulate, dig up, and process information, and improve the courage to take decisions that have become the nature of language learning [1]. The results of the survey found are as follows: (a) aspects of writing papers such as spelling, vocabulary, sentences, and paragraphs should be improved; (b) aspects of learning development such as procedures, presentations, discussions, learning challenges, evaluation, and media are

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not yet maximized; and (c) less innovative learning methods, and it is not yet a serious concern.

The main development in this fast-track study is that the students who win the "Fast Track" competition, whether in a group or individually, will automatically qualify for earning points. Bonus points for various eligible learning challenges will gain points in every meeting. This fast track makes it easier for the lecturers and the students to immediately know the scores/results of the lectures. Based on the background, this researcher attempts to reveal the learning conditions and the needs of the students and lecturers in the development of a fast-track-based Bahasa Indonesia learning model in Pontianak city colleges. The novelty in this research is that it acts as an effort to internalize the students' involvement with various quick lists to obtain a quick assessment through the fast-track scoreboard specially designed for the Bahasa Indonesia learning model.

2. Methods

2.1. Bahasa Indonesia learning model

The main characteristics of a learning model include basic approaches and theories, objectives, learning steps, a social system, reaction principles, and a support system [2-4]. Learning model represents the plan and patterns of lecturers' and students' activity that show the interaction among related elements in the learning [5]. In line with the previous opinion, Parrish proposed a learning model that is related to the learning focus, instructional design, assessment and feedback, curriculum content, teaching strategies, technology, sociological considerations, and students' involvement [6].

Bahasa Indonesia is a general basic course in every university [7-9]. It aims to make the students develop their potential, particularly in scientific writing, including cognitive, affective, and psychomotor abilities, to become language scientists, professionals, and intelligent people, with personality, character, and creativity, based on the discipline, skill, and professionalism he/she adopts along with loyalty, pride, and awareness of language.

2.2. Fast track

Fast track is a comprehensive intervention program designed to reduce behavioral problems, and lead to academic, behavioral, and social improvements in learning [10,

11]. Since the beginning of its application, this learning method has improved students' pass rates and reduced the gap between individual and group learning with a focus on learning objectives. Fast-track-based learning has a positive effect on emotional/internal behavior in relation to reading, achievement, external behavior, and social outcomes, improved assessment and teaching on the basis of adequate and concrete, equity, quality, and learning achievement.

Fast track is a prominent feature of the learning process. Fast-track winners, both groups and individuals, will automatically qualify for additional points for initial scores with the highest points such as excellent, good, and fair and challenge bonus of various learning tracks such as the best learning strategies, best learning media, best participation, best yells, best groups, best students and so on, then it can be said to be eligible to get points in every meeting [12].

2.3. Research methods

The research method used was research and development categorized as an educational research. Gall and Borg defined educational R&D that the term *product* refers to procedures and processes [13]. There are 10 steps in the R&D cycles in education [13]. 10 steps above could be simplified into four stages only [14]: (1) exploration or preliminary stage, (2) model development stage, (3) model testing stage, and (4) dissemination and model implementation.

The research subjects included: (1) writers of learning models, and (2) collaborators, including the lecturers of Bahasa Indonesia, policymakers, and students. The documents used were teaching materials, instructional media, evaluation devices, lesson plans, and other relevant documents)

The main data collection technique applied, was in-depth, standardized, observed, and controlled interviews [15]. The analysis process conducted done by analyzing, studying, and reviewing related documents. The data validity was tested using triangulation, member checking, and peer review through discussion.

2.4. Research objectives

The current conditions for learning Bahasa Indonesia are far from maximal: its existence and feasibility are fair, decreasing activities, lack of innovation, it cannot yet improve innovation and interest, not yet effective, and Renewal is required. Needs of a model for Bahasa Indonesia learning for lecturers is it should be taught in all universities and study programs, with a view to improving students' skills in writing

scientific works, implementing linguistic, speaking and scientific writing skills. The use of a learning model is viewed as not yet optimal, contribution of students' reading activities in scientific speaking and writing, the learning model is not sufficiently widespread, the adjustments are made by related lecturers, the learning model is not publicly spread out, the adjustments are made by related lecturers, and fast track is in integrated assessment that is currently not being applied. There is a need for a model for Bahasa Indonesia learning for students is it should be taught in all universities and study programs, with a view to improving students' skills in writing scientific works. Linguistic skills need to be revised, and everyone believes there is a need to implement a learning model, as it is considered the most difficult subject, and an up-to-date learning model would reduce boredom, and is needed for effective group and personal learning and assessment transparency.

3. Results

Based on the implementation of the study, it is found that Bahasa Indonesia is an important subject and needs to be taught in all universities. The optimization process is done by (a) being brave in breaking old habits and changing the learning curriculum so that learning will be more optimal; more innovations applied can strengthen the existence of the subject of Bahasa Indonesia; (b) Bahasa Indonesia teaching in the universities can be done by linguistic institutions so that the teaching process can be more effective and optimal; (c) cultivating reading Indonesian texts, so that the students can be inspired by the use of Bahasa Indonesia in both verbal and written forms; (D) Bahasa Indonesia teaching should be tailored to the study programs.

Table 1 present that some crucial problems can also be identified. They are (a) the absence of a fast-track-based Bahasa Indonesia learning model; (b) the absence of a model that integrates the full participation of the students and the lecturers; (C) there is no action to improve the students' ability in scientific speaking, reading, and writing.

Based on the analysis of the needs of lecturers and students that showed on Table 2, it can be concluded that: (a) it is very important to run Bahasa Indonesia as an obligatory course in the universities; (b) the learning model of Bahasa Indonesia assists students in their scientific reading activities aimed at enhancing their productivity in scientific speaking and writing, and is compiled by the relevant lecturers in accordance with the development of science; (c) an innovative learning procedure, fast-track-based learning, needs to be applied as a solution to students' saturation from the lecturing method and activities in the Bahasa Indonesia course, which is usually

TABLE 1: Conditions of Bahasa Indonesia learning so far.

No.	Conditions	Universities in Pontianak City			
		Universitas Tanjungpura	Universitas Muhammadiyah	IKIP PGRI	IAIN
1	Day, Date, and Time	Tuesday 22nd December 2016, 09.30	Monday 19th December 2016, 10.30	Friday 18th December 2016, 09.20	Wednesday 9th December 2016, 14.50
2	Study Program	Physics and Chemical Education	Biology and Early Childhood Education	Mathematics and ICT Education	Islamic Education
3	Learning Model	Student Active Learning, CTL, and Case Study	Discussion and Assignment	scientific learning	It is varied, based on competencies
4	Implementation	Lack of innovation and active participation	Lack of innovation and monotonous	Monotonous and not yet running well	Centralized
5	Existence and Feasibility	Fair and requires some renewals	Unable to improve interest and motivation	Fair and needs more creativity and innovation	Not yet maximal

monotonous and less varied, along with training students to work together in solving the problems found.

The most vital issue is that students do not yet have the adequate ability in scientific writing and presentations. This is a serious obstacle for them in expressing their ideas both in the form of scientific writing and presentations. In terms of asking or responding to questions, they do not seem to dominate the implementation of Bahasa Indonesian lecture. They tend to be more passive and just appreciate or accept others' opinions. In group presentation activities, only a few students are willing to present the work of their groups. Only some of them are able to play a dominant part and contribute actively to Bahasa Indonesia classes.

4. Conclusion

Based on the conditions of Bahasa Indonesia learning so far, it is found that the learning process is still far from maximal, the number of activities is significantly limited, there is a lack of innovation, and it has not yet been possible to capture students' interest and motivation, thereby making learning less effective. The need for the development of a fast-track Bahasa Indonesia learning model should be immediately met by all study programs in the universities, in the hope that this will be able to provide the students with sufficient skills in scientific reading, writing, and speaking, and therefore there will also be many opportunities to build familiarity, identify their needs, sources,

TABLE 2: Need for Bahasa Indonesia learning model.

	University	perception of Bahasa Indonesia/ learning model/ fast-track method
1	Universitas Tanjungpura	Improving linguistic skills, knowledge of writing papers, and creating better scientific works
		Smoothing the learning process, more active learning, exciting atmosphere, and understandable learning objectives
		Providing opportunities to be more active, getting appreciation or additional points and scores in various learning tracks
2	Universitas Muhammadiyah	Guiding the students to master linguistic rules used in verbal, written forms
		Helping in understanding process, learning to dare to ask and deliver opinions, and interesting learning and objectives are achieved
		Building familiarity, identification of needs, obstacles, objective formulations, compilation, implementation, and evaluation
3	IKIP PGRI	Self-building through proper scientific speaking and writing behaviors, improving the quality and quantity of Bahasa Indonesia learning
		Helping, smoothing the learning process, more active learning, comfortable learning atmosphere, and fit objectives based on expected indicators
		providing opportunities to be active, getting motivation and appreciation in form of additional points and scores in various learning tracks
4	IAIN	It is expected to speak properly and politely, improving the understanding of scientific writing, and creating scientific papers
		Smoothing the learning process, the learning runs well according to the time allotment, the students are more active, excited and not bored
		Providing opportunities to understand and know the scores immediately without reducing the learning quality and quantity

obstacles, objective formulation, compilation, implementation, and evaluation through appreciation.

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