

INNOVATION OF TECHNOLOGY-BASED INDONESIAN LANGUAGE LEARNING MEDIA AT STATE JUNIOR HIGH SCHOOL 5, BENGKULU CITY

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Abstract: This study aims to analyze the form of technology-based learning media innovation applied in Indonesian language learning at SMP Negeri 5 Bengkulu City, as well as its impact on the effectiveness of the teaching and learning process. The research method used is descriptive qualitative with observation, interview, and documentation techniques. The results of the study indicate that Indonesian language teachers have integrated various technology-based learning media such as Liveworksheet, Google Classroom, and interactive learning videos. The use of this media increases student participation, enriches learning resources, and supports independent learning. The obstacles faced include limited internet networks and lack of technology training for teachers. This study concludes that technology-based media innovation plays an important role in improving the quality of Indonesian language learning, but it requires infrastructure support and continuous development of teacher competencies.

Keywords: *Media Innovation, Learning Technology, Indonesian Language, SMP Negeri 5 Bengkulu*

INTRODUCTION

The development of information and communication technology (ICT) has brought significant changes to the world of education. In this digital era, education is no longer limited to physical classrooms, but can also be done through digital media that allows learning to occur anytime and anywhere. One of the major impacts of the development of ICT is the demand to integrate technology into the learning process, including in learning Indonesian. The use of technology-based learning media provides various advantages that are not only limited to easy access to information, but also to increasing interaction between teachers and students, as well as the presentation of more interesting and interactive materials.

In this context, (Arifin et al., 2020) stated that technology-based learning media can enrich students' learning experiences by providing various resources that can be accessed flexibly. This gives students the opportunity to better understand the material in a more interesting and innovative way, through various existing digital learning platforms.

(Arifin et al., 2020) also noted that the diversity of media used in learning can add variety to the learning process, which in turn can improve student understanding. With a variety of media options, students do not only rely on verbal explanations from teachers, but can engage directly with the subject matter through applications, videos, and various other forms of media that are more interactive and contextual. However, although technology has a lot of potential to support learning, the reality in the field shows that not all educational institutions are able to adopt technology optimally. Some of the challenges faced by schools in implementing learning technology include limited facilities, lack of training for teachers, and inadequate infrastructure. At SMP Negeri 5

Kota Bengkulu, although there have been efforts to integrate technology into learning, there are still several obstacles that need to be overcome to maximize the use of technology in the classroom.

At SMP Negeri 5 Bengkulu City, the use of technology in learning Indonesian is very important considering the demands of the times that require students to have good digital skills. However, in its implementation, not all students can access technology easily. Some students face obstacles such as a lack of adequate devices or unstable internet connection problems in some areas, which makes the use of technology-based media less than optimal (Hidayati et al., 2020).

For example, in learning Indonesian, teachers at SMP Negeri 5 are required to be able to present innovations that are relevant to the needs of today's digital generation. Therefore, the use of technology-based learning media in teaching Indonesian is not only an option, but a necessity that must be met. Indonesian language learning, which initially used conventional methods such as lectures and manual assignments, has now begun to shift to using technology-based media such as Google Classroom, Liveworksheet, and learning videos. This media innovation is expected to increase students' interest and understanding of Indonesian language learning materials which are sometimes considered difficult and boring.

Various learning applications such as Liveworksheet allow students to interact directly with learning questions that are tailored to certain topics, increasing the appeal of learning with more active methods. Google Classroom also functions as a platform that makes it easier for teachers to distribute materials, collect assignments, and provide feedback to students more efficiently. The use of learning videos as supporting media can also help students understand the concept of Indonesian through interesting visualizations (Hidayati et al., 2020).

This study aims to identify the forms of technology-based learning media innovation used by Indonesian teachers at SMP Negeri 5 Bengkulu City, and to analyze the impact of using these media on learning effectiveness. In addition, this study will also explore the obstacles faced by teachers and students in implementing technology in Indonesian language learning.

This study adopts a qualitative approach to obtain a deeper picture of the use of technology-based learning media. With this approach, it is hoped that more specific information can be found regarding the positive impacts and obstacles faced in implementing technology in classroom learning (Id et al., 2023).

More specifically, this study will answer three main objectives. First, to identify the forms of media innovation applied by Indonesian teachers at SMP Negeri 5 Bengkulu City. This includes media such as interactive learning applications, the use of online learning platforms, and the use of learning videos. Second, this study will analyze the impact of the use of these media on the effectiveness of Indonesian language learning, both in terms of increasing student understanding, student involvement, and achievement of learning outcomes. Third, this study will also identify the obstacles faced in the application of technology, such as technical problems related to devices or internet connections, as well as the lack of training for teachers in using technology-based learning applications. This study is expected to provide an important contribution in identifying solutions to overcome existing obstacles and providing recommendations to maximize the use of technology in Indonesian language learning at SMP Negeri 5 Kota Bengkulu.

LITERATURE REVIEW

Innovation in learning media, especially technology-based ones, has become one of the important elements in improving the quality of education in this digital era. The use of technology in the learning process has a significant impact on students' learning methods, especially in learning Indonesian at the junior high school level. This article discusses the importance of technology-based learning media innovation, as well as its implementation at SMP Negeri 5 Kota Bengkulu.

Definition of Learning Media

According to (Ikhsan et al., 2012), learning media is anything that can be used to convey messages in learning, which can stimulate students' attention, interest, and abilities in the learning process. Learning media functions to make it easier for students to understand the material being taught and develop their creativity. The use of appropriate media can increase learning efficiency and help achieve educational goals.

In the context of Indonesian, innovative learning media is very important to foster students' interest and skills in reading, writing, speaking, and listening. The media used can be books, audio, video, applications, and other digital platforms that support the active learning process.

Technology in Learning

The development of information and communication technology (ICT) has provided new opportunities in the world of education. Integration of technology in learning has the potential to enjoy students' learning experiences. According to (Prasojo et al., 2018), technology provides convenience in accessing information, increasing interaction between teachers and students, and accelerating the fulfillment of materials. Technology-based allows students to learn independently, access various learning resources, and collaborate on learning online.

The use of technology in Indonesian language learning media can include various forms, such as learning applications, e-learning platforms, video tutorials, and learning gamification. All of these technologies function to provide a more interesting and relevant learning experience to students' daily lives, especially at SMP Negeri 5 Kota Bengkulu.

Innovation of Technology-Based Learning Media at SMP Negeri 5 Kota Bengkulu

At SMP Negeri 5 Kota Bengkulu, the implementation of technology-based learning media innovation has shown significant development. One of the learning media implemented is a digital-based learning application, such as the use of the bold learning platform and website-based applications that support Indonesian language teaching. According to (Setyoko et al., 2023), the use of this application provides an opportunity for students to learn interactively and is not limited by time and space.

Indonesian language teachers at SMP Negeri 5 Kota Bengkulu utilize various applications such as Google Classroom, Kahoot, and Liveworksheet, which allow students to learn Indonesian more actively. The use of these platforms also makes it easier for students to access learning materials, hold discussions, and work on assignments related to Indonesian language skills. In addition, the application of technology-based media is also supported by the use of multimedia such as learning videos and podcasts that help students understand the material more deeply and interestingly. This is in accordance with the opinion of (Gilakjani, 2012) who stated that

the use of multimedia in learning can increase motivation and make it easier for students to understand difficult concepts.

Challenges in Implementing Technology-Based Learning Media

Although the use of technology-based learning media has many benefits, there are several challenges that must be faced by teachers and students. One of the biggest challenges is limited access to technology. Some students at SMP Negeri 5 Kota Bengkulu still have difficulty in accessing the technological devices needed for online learning. This can hinder them from participating in learning optimally, especially in areas with limited internet infrastructure.

In addition, not all teachers have adequate skills in using technology effectively. Therefore, training for teachers is very important to improve their competence in integrating technology in learning. According to (Zein, 2017), proper training for teachers can improve their understanding and skills in using technology in learning, which in turn can improve the quality of education.

The development and utilization of technology-based learning media at SMP Negeri 5 Kota Bengkulu is in line with the results of research published in *Media Didaktika*. One of them is a study by (Amiyah et al., 2024)) entitled "Development of Heyzine Flipbook-Based E-Modules in Learning to Write Biographical Texts for Class X". This study shows that interactive digital media, such as Flipbook-based e-modules, can increase students' interest and ability in writing, because they provide a more interesting and easily accessible learning experience for students. This is in line with the use of platforms such as Google Classroom and Liveworksheet at SMP Negeri 5 Kota Bengkulu which are designed to improve students' writing and reading skills through interactive digital media.

In addition, the use of digital media in developing scientific writing skills is also reinforced in the article "Utilization of Digital Media in Learning to Write Scientific Papers" by ,(Ulfah, n.d.) which shows that the use of AI-based technology and other digital platforms can help students access learning resources, process information critically, and produce more systematic written works. This is very relevant to Indonesian language learning at SMP Negeri 5 Kota Bengkulu, which integrates learning videos, podcasts, and interactive applications to encourage students to actively write and think critically in digital-based learning.

Innovation in technology-based learning media at SMP Negeri 5 Kota Bengkulu has made a major contribution to improving the quality of Indonesian language learning. Although challenges in terms of technology access and teacher skills still exist, the use of technology-based media provides opportunities to create more interactive, interesting, and relevant learning with the times. In the future, it is hoped that the implementation of technology in Indonesian language learning can continue to be improved to create a smarter and more skilled generation in facing global challenges.

RESEARCH METHODS

This study is included in the category of descriptive qualitative research that aims to systematically describe the form and impact of technology-based learning media innovation at SMP Negeri 5 Kota Bengkulu. This study focuses on how the use of technology-based learning media in the teaching and learning process in the classroom, as well as its impact on student understanding and teaching effectiveness.

a. Research Subjects

The research subjects consisted of Indonesian language teachers and students of grades VII and VIII of SMP Negeri 5 Kota Bengkulu. Indonesian language teachers were chosen because they have a central role in the implementation of technology based learning media, while students of grades VII and VIII were chosen as informants because they are the main users of the media in learning activities.

b. Data Collection Techniques

The data in this study were collected through several techniques as follows:

1. Direct observation of the learning process taking place in the classroom. This observation aims to see how technology-based learning media is applied and how interactions between teachers and students occur during teaching and learning activities.
2. Semi-structured interviews with teachers and students. This interview provides a deeper picture of the experiences, opinions, and responses of teachers and students regarding the use of technology-based learning media. Interviews were conducted by providing space for informants to express their views openly, but still directed to the focus of the research.
3. Documentation of learning devices and media used in the teaching and learning process. This documentation includes photos or notes related to technology-based learning media used, as well as materials delivered in class.

c. Data Analysis Techniques

The collected data were analyzed using the interactive data analysis model proposed by (Miles and Huberman, 2014.), which includes three main stages:

1. Data Reduction: The process of filtering and simplifying raw data obtained from observations, interviews, and documentation.
2. Data Presentation: Presentation of data in narrative form that describes the main findings from the results of observations and interviews.
3. Drawing Conclusions/Verification: At this stage, researchers draw conclusions based on the data that has been presented, and verify these conclusions to ensure their truth.

FINDINGS AND DISCUSSIONS

In the increasingly developing digital era, the use of technology in education is very important. Schools in Indonesia, including SMP Negeri 5 Kota Bengkulu, are increasingly adopting technology in learning to improve the quality of education and student engagement. The use of various technology-based media in Indonesian language learning is one of the strategies implemented to create a more interesting and effective learning experience. Therefore, this study aims to analyze the forms of learning media innovations applied by Indonesian language teachers, their impact on learning, and the obstacles faced in implementing the technology.

Based on the results of observations and interviews with students and Indonesian language teachers at SMP Negeri 5 Kota Bengkulu, various innovations in technology-based learning media were found to be used in the teaching and learning process. These media are designed to support the achievement of learning objectives and are adjusted to the characteristics of the material being taught. In addition, this study also covers the impacts felt by students and teachers from the application of this technology, as well as the obstacles that are still faced in its implementation.

a. Forms of Learning Media Innovation

The results of observations at SMP Negeri 5 Kota Bengkulu show that Indonesian language teachers have implemented various technology-based learning media to support more effective and interesting learning. Some of the media used include:

1. Liveworksheet: This media is used to provide interactive digital-based practice questions. Liveworksheet allows students to work on questions directly through the devices they have, with feedback features that can be received immediately. This makes the learning process more interactive and helps students monitor the development of their understanding.
2. Google Classroom: This platform is used as a medium for collecting assignments and distributing materials. Google Classroom makes it easier for teachers to provide materials and assignments to students, and allows students to access them anytime and anywhere. In addition, Google Classroom also facilitates the process of evaluating student assignments with integrated features.
3. YouTube and Learning Videos: This video media is used to support students' understanding of various types of texts, such as short stories, poems, and procedural texts. Interesting learning videos can present explanations visually and audibly, which makes the material easier to understand and interesting for students.
4. Kahoot and Quizizz: Both of these applications are used for learning evaluation with a game-based learning approach. Both of these platforms allow students to take quizzes interactively in a fun format. By using game-based learning, students can feel more challenged and involved in learning.

The use of various media is very much adjusted to the learning objectives and characteristics of the Indonesian language material being taught. By utilizing technology, learning becomes more interesting and can reach a wider range of aspects, both in terms of access and delivery methods.

b. Impact of Media Innovation on Learning

From the results of interviews with students and teachers, it is known that the implementation of technology-based learning media has a significant positive impact on the quality of learning. Some of the positive impacts that can be seen include:

1. Increasing Student Engagement: One of the biggest impacts is increasing student engagement in the learning process. Technology-based learning media, such as Liveworksheet, Quizizz, and Kahoot, provide a more interesting and interactive learning experience. Students not only receive material passively, but also actively participate in various learning activities.
2. Facilitating Access to Materials: The use of digital platforms, such as Google Classroom and learning videos on YouTube, allows students to access learning materials anytime and anywhere. This is very helpful for students who may have difficulty following face-to-face learning, either due to time constraints or distance.
3. Improving Digital Literacy Skills: In the digital era like today, digital literacy skills are very important. By utilizing various technology-based learning platforms, students become more skilled in using digital devices and online learning applications. This not only improves academic skills but also prepares students to be better prepared to face the challenges of the digital world in the future.
4. Encourage Independent Learning: One of the great advantages of implementing technology in learning is that it encourages students to learn independently. Students can repeat the material as needed, making it more flexible and in

accordance with their individual learning styles. This independent learning is very important in increasing student independence in the learning process.

One student stated:

"I am more enthusiastic about learning Indonesian because assignments and practice questions are sent via Google Classroom, I can do them while looking for references on the internet."

Meanwhile, an Indonesian teacher added:

"With media such as Liveworksheet and Quizizz, students become more active and learning does not feel monotonous."

This quote shows that technology not only makes learning more fun, but also increases students' active involvement, which in turn improves the quality of their learning outcomes.

c. Constraints in Implementing Technology

Although it has many positive impacts, the implementation of technology-based learning media also faces a number of constraints that need to be considered. Some of the constraints found in the field include:

1. **Technical Constraints:** One of the most common problems faced is an unstable internet connection in some areas where students live. Several students reported difficulty in accessing online learning materials due to an unstable internet network. This can hinder the learning process and make it difficult for students to follow lessons optimally.
2. **Limited Facilities:** Many students do not have adequate devices, such as laptops or smartphones with sufficient specifications to participate in technology-based learning. The limitations of these devices make it difficult for students to access various learning platforms smoothly. Especially for students who live in areas with limited facilities, this is a significant obstacle in implementing technology-based learning media optimally.
3. **Lack of Training and Mastery of Technology by Teachers:** Although teachers have tried to utilize various technology-based learning media, many of them are not yet accustomed to or are not yet proficient in using certain applications. One teacher said that they found it difficult to create interactive media due to the lack of training provided. This shows that although technology can provide great benefits, teacher mastery of technology is also very important to ensure effective implementation.

One teacher said:

"Sometimes I have difficulty making interactive media because I am not used to certain applications. We need training from the school."

This statement shows the importance of more intensive training and support for teachers to maximize the use of technology in learning. Without adequate skills, even though learning media is available, the effectiveness of its use can be hampered.

Based on the results of observations and interviews, it can be concluded that the implementation of technology-based learning media innovations at SMP Negeri 5 Kota Bengkulu has had a positive impact on increasing student engagement and motivation to learn. Media such as Liveworksheet, Google Classroom, YouTube, Kahoot, and Quizizz have made the learning process easier, expanded access to materials, and improved students' digital literacy. However, technical constraints, limited facilities, and lack of training for teachers are still challenges in implementing technology optimally. For this

reason, further support, both in the form of facilities and training, is needed to maximize the use of technology in **learning in schools**.

CONCLUSIONS

This study concludes that innovation of technology-based Indonesian language learning media at SMP Negeri 5 Bengkulu City has been implemented through the use of various digital platforms such as Liveworksheet, Google Classroom, and learning videos. This innovation has been proven to be able to increase student participation, enrich learning methods, and encourage learning independence. However, to optimize its implementation, support is needed in the form of adequate technological infrastructure, training for teachers, and school policies that are adaptive to changing times. The development of technology-based learning media should be a joint commitment between teachers, schools, and the government so that the quality of Indonesian language learning is increasingly good and relevant to the demands of the 21st century.

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