Empowering An Integrated Approach : How Does Teacher Preparing Indonesian Language Planning?

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Abstract: This study aims to explore the application of an integrated approach in preparing learning plans for Indonesian language subjects at the senior high school level. The research method was qualitative in the form of a case study carried out at some schools in Makassar. The subjects of this research were Indonesian language teachers who were determined purposively. Data collection methods were observation, interviews, and documentation. Data were analyzed using (1) reduction, (2) presentation, and (3) verification techniques. The findings show that empowering the integrated approach always begins, and this was dominated by the speaking aspect rather than the other skills such as reading, writing, and listening skills. On the other hand, linguistic aspects are least programmed by Indonesian language teachers. Linguistic aspects are never combined with literature, even though it is very interesting to teach at the high school level on a multi-ethnic basis. It can be concluded that the Indonesian language is taught by using an integrated approach, which can reshape the students' speaking competency. This approach is implemented in the lesson plan to enhance the Indonesian learning process.

Introduction

The demand for quality education continues to develop in the world. The quality of education is a topic of discussion everywhere, and I possess in-depth knowledge of implementation processes (Bruggeman et al., 2021), especially regarding the quality of graduates from various levels of education. One of the government's efforts is to elaborate on the curriculum from the past to the current curriculum in Indonesia. This curriculum development also spurs increased teacher competency. Recently, all teachers in various educational units have had their competency tested comprehensively. Teachers who are categorized as having inadequate competency standards will be given education and training.

Achieving quality education is closely related to the ability of teachers and students to use Indonesian, both orally and in writing. The quality of Indonesian language use is an indicator of the quality of Indonesian human resources (Logli, 2016). This is in accordance with the objectives of teaching Indonesian, namely (1) students respect and take pride in Indonesian as a unified (national) language and state language; (2) students understand Indonesian in terms of form, meaning, and function, and use it appropriately and creatively for various purposes, needs and circumstances; (3) students can use Indonesian to improve intellectual abilities, emotional maturity, and social maturity; (4) students have a disciplined attitude in thinking, language/speaking, and writing; (5) students can enjoy and utilize literary

works to develop their personality, broaden their outlook on life, and improve their knowledge and language skills; (6) students appreciate and take pride in Indonesian literature as a cultural and intellectual treasure of Indonesian people.

Almost all activities that occur in the educational process are due to interaction (Bulunuz, 2013), with language (Sayekti et al., 2022). So, apart from being a means of studying other scientific disciplines, Indonesian is also a mandatory subject in schools from elementary to tertiary education levels. However, at the primary and secondary education levels, students generally do not place Indonesian as their favorite subject. This reality can be seen in the results of the National Final Examination, which are less than encouraging from year to year. Brown (2001 in Amalia, 2019) states an integrated approach is a comprehensive language learning method that incorporates reading, listening, speaking, and writing abilities within an integrated course (Misra et al., 2016). The integrated language teaching technique is considered to be a highly effective strategy for total language acquisition since it encourages the practical application of learned skills in authentic situations for the purpose of communication (Aljiffri, 2010).

An integrated language teaching package requires unity and coherence in the teaching process to achieve the stated goals (Asdar et al., 2024). This is intended to make Indonesian language teaching more meaningful and achieve targets. The integrated approach is a policy approach for teaching Indonesian that is not internally and externally disaggregated. The implementation of the integrated approach is in accordance with the demands of the Indonesian language subject curriculum from the primary education level to the tertiary level. Preparation of Indonesian language learning planning at the high school level includes a set of lesson plans that contain at least teaching objectives, teaching materials, teaching methods, learning resources, and an assessment of learning outcomes. Every teacher in an educational unit is obliged to prepare lesson plans completely and systematically so that teaching takes place in an interactive, inspiring, fun, challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence in accordance with their talents, interests and physical and psychological development of students (Sujarwo et al., 2019; Imran et al., 2022).

Some findings supported this study, stating that when it comes to science education, the utilization of integration is an unavoidable necessity. A student develops a sense of enjoyment in scientific study when they can mentally integrate the concepts and recognize the fundamental interconnectedness of science as a whole (Kaur, 2019). The implementation of integrative methods can enhance students' reading comprehension skills in the subject of Bahasa Indonesia (Asdar et al, 2023). The other previous study highlighted that the determination of basic competencies to be achieved in integrated learning can be easily done using a matrix table of basic competencies (Budhayanti et al., 2022). Integrated skills learning is the most successful approach for fostering the development of the 4Cs: communication, cooperation, critical thinking, and creativity (Pardede, 2020).

The implementation of the integrated approach began to be emphasized at the primary and secondary levels, namely from the 1994 curriculum until now. Based on this, the problem is posed: how to prepare the lesson plan for Indonesian language subjects at the high school level based on an integrated approach. Based on observation results, researchers found that senior high school students' interest in studying Indonesian is very low compared to Natural Sciences. This is proven by 114 high schools of Makassar, 23 high schools, and 91 private high schools, none of which have a language department. On the other hand, when entering higher education, senior high school graduates' interest in choosing the Indonesian Language Education Department is very high from year to year. This can be proven in higher education

institutions in Makassar that have opened Indonesian Language Education Departments, namely the State University of Makassar, Muhammadiyah University of Makassar, Bosowa University, Sawerigading University, and Pancasakti University.

Based on the phenomenon, it is necessary to conduct an in-depth study of why Indonesian language subjects are not in demand among students at the high school level. As policy makers, in this case, curriculum designers, local governments, school principals, and Indonesian language teachers at the educational unit level need to think together about increasing the quantity and quality of Indonesian language teaching. The current Indonesian language teaching process takes place as is, lacks appeal for students, and is monotonous, so teaching is stuck in a stiff and boring atmosphere. Therefore, teachers must implement active, innovative, creative, and fun teaching.

Apart from what was stated above, the results of the Indonesian language teaching process were considered to be inadequate, both in terms of quantity and quality. This can be seen as evidence from year to year that the national examination scores for Indonesian language subjects have not reached a satisfactory standard. At the high school level, it is still found that many students do not graduate because the grades obtained in Indonesian language subjects are below the standard passing grade. Therefore, it is not surprising that there is still sharp criticism among society that the current condition of Indonesian language teaching is worrying. Recently, the national examination scores for Indonesian language subjects were at the lowest level compared to other subjects.

To overcome the problems above, Indonesian language teachers are required to be creative and innovative in packaging teaching that can accommodate the achievement of linguistic competence, language skills, and literature through an integrated approach. Based on this, teaching Indonesians today must still pay attention to, understand, and apply various approaches, namely the communicative approach, integration, and process skills. This research aims to explore the application of an integrated approach in preparing learning planning for Indonesian language subjects at the senior high school level of Makassar. Research is expected to make new contributions to developing and improving the quality of Indonesian language teaching.

Research Method

This method of research was qualitative in the form of a case study carried out at some schools in Makassar. The location of this research was determined based on certain objectives (purposive) (Creswell, 2013). In this qualitative research, the researchers acted as an instrument by using tools to collect data, namely (1) observation format, (2) interview format, (3) diary notes, and (4) documentation study (Taylor et al., 2016). This study employed multiple-step cluster sampling schools to determine the study sample. A territory was selected using simple random sampling from each of the fourteen zones (sub-districts) into which it was separated. The fourteen areas consist of Tamalanrea, Biringkanaya, Manggala, Panakkukang, Ujung Tanah, Bontoala, Wajo, Ujung Pandang, Makassar, Rappocini, Tamalate, Mamajang, and Mariso Sub-districts in Makassar. The study sample was selected via simple random sampling from schools in the fourteen sub-districts. This study randomly selected 150 private and state senior high schools in Makassar (Badan Pusat Statistik Kota Makassar). There were 7 Indonesian language teachers as respondents from senior high schools in Makassar.

The data collection procedure in this research was carried out in stages, namely (1) Data collection through documentation, (2) Data collection through teaching and learning observations, and (3) Data collection through interviews. This methodology facilitated a

comprehensive investigation of the participants' experiences and perceptions. Online interviews were done via WhatsApp Video Call from January to March 2024, ensuring convenience for participants. The interview questions were meticulously crafted to explore the requisite digital skills for proficient language test construction, the obstacles encountered by teachers in acquiring these skills, and the approaches for professional growth in this domain. Interrogations were conducted in Indonesian to facilitate respondents' unambiguous comprehension.

Testing the validity of the data was carried out by (1) extending observations of the implementation of the Indonesian language teaching and learning process, (2) the researchers' perseverance in carrying out the research, (3) the researchers carried out data triangulation techniques from different sources, (4) the researchers discussed the data obtained using colleagues, instructors, lecturers in accordance with the discipline of Indonesian language education, and supervisors of Indonesian language subjects at high school level in Makassar, and (5) researchers conducted member checks from data providers. Data were analyzed using (1) reduction (2) presentation and (3) verification techniques (Richards & Hemphill, 2018).

Results and Discussion

The findings might offer insights into the broader implications of language planning at the policy level. It could discuss how teachers' planning strategies align with national language policies and how these policies impact classroom practice. For practicing teachers, the study might provide actionable insights on better preparing and planning their language lessons. This could involve adopting more student-centered approaches, using authentic materials, or incorporating cultural elements into language teaching. Preparing learning plans for Indonesian language subjects at the High School level is carried out through the Subject Teachers' Deliberation (MGMP). The flow of integration found in preparing Indonesian language lesson plans is as follows.

Table1. Lesson Plan for Indonesian Language Teachers in Senior High School

Basic Competency (BC)	Flow of Integration in Planning Indonesian Language Learning at the High School Level in Makassar
BC-1	speaking ▼ listening ▼ writing
BC-2	speaking ▼ reading ▼ listening ▼ writing
BC-3	speaking ▼ listening ▼ writing
BC-4	speaking ▼ reading ▼ language ▼ writing
BC-5	speaking▼ listening ▼ ◀ reading → language▼
BC-6	writing
BC-7	speaking ▼ listening ▼ writing
BC-8	speaking ▼ reading ▼ language ▼ writing
BC-9	speaking▼ reading ▼ listening ▼ writing
BC-10	speaking ▼ listening ▼ reading ▼ writing
BC-11	speaking▼ listening▼ literature ▼ writing
BC-12	speaking ▼ literature▼ listening ▼ reading ▼ writing
BC-13	speaking ▼ literature ▼ listening ▼ reading
BC-14	speaking ▼ literature ▼ listening ▼ reading
BC-15	speaking ▼ literature ▼ listening ▼ reading
BC-16	speaking▼ literature ▼ reading ▼ writing
BC-17	speaking ▼ literature ▼ listening ▼ writing ▼ reading
	speaking ▼ literature ▼ writing ▼ listening

The data above shows the preparation of lesson plans for Indonesian language subjects for the entire semester. Each basic competency has a different integration flow, varying in terms of the number of language teaching aspects involved, as well as the type and sequence of Indonesian teaching materials. A notable observation is that in the preparation of Indonesian language learning plans, all basic competencies consistently begin with aspects of speaking skills. Additionally, no basic competency combines all aspects of language teaching—such as language skills, linguistics, and literature—simultaneously. Furthermore, it is particularly unique that no basic competency integrates both linguistic and literary aspects. The frequency of Indonesian language teaching aspects (listening, speaking, reading, writing, linguistic, and literary skills) programmed by Indonesian language teachers in class XI, even the semester senior high school level in Makassar, needs to be explained. This aims to find and compare aspects of language teaching that are programmed. Likewise, The researchers can find out which aspects of Indonesian language teaching are the center of attention and emphasis in Indonesian language teaching. More details can be seen in the following figure.
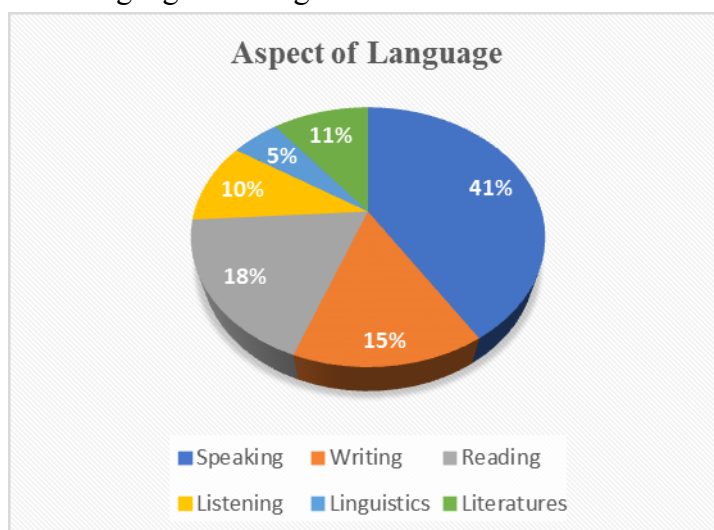

Figure 1. The Aspects of Language Skills

Based on the data above, it proves that the aspect of speaking skills is the most dominant Indonesian language teaching activity program in preparing Indonesian language lesson plans in class XI of senior high schools of Makassar. On the other hand, linguistic aspects receive the least attention in preparing learning plans. Through this fact, it can be emphasized that this is in accordance with the demands of implementing the current curriculum. Likewise, it is emphasized that the language skill aspect gets a higher portion than the linguistic aspect.

Based on data from interviews with some respondents who have been teaching the Indonesian language in senior high schools in Makassar. The most common Indonesian language teaching activity program used to prepare Indonesian language lesson plans in senior high schools in Makassar employs an integrated approach to emphasize speaking skills. They can be seen some results of the interview as follows:

> *"The students' dependence on their language poses a substantial obstacle in the classroom when implementing integrated skills in learning Indonesia. Those not only impact their ability to communicate but also instill reluctance in students to explore the language out of apprehension of committing errors." (Interview of Teacher 1).*

According to T1's statement as an informant, implemented integrated skills are essential in learning the Indonesian language for senior high school students and have a good impact on exploring their comprehension.

In the next session, the researchers continued to interview the respondents to ask about the students' interest in learning the Indonesian language in the classroom. The interview was applied as follows:

> *"If students consider speaking activities as unenjoyable, there is a possibility that they may be interested in participating in these activities while they are learning. Teaching speaking to the students can provide a good atmosphere for teachers. So that speaking skill is the most dominant and essential for students"(Interview of T3)".*

Based on the results of the interview with Teacher 3, I commend that the ability to talk effectively is of the highest priority for students. If they perceive their speaking activities as unenjoyable, there is a chance that they will become interested in and actively engage in these activities.

> *"I believe it is crucial because, as educators, we are obligated to adhere to the prescribed curriculum. During the lesson plan, we provide the students with information regarding the specific competency standard that will be attained through the topic being taught. For instance, in the context of speaking, it is expected that individuals engage in discussion and demonstrate comprehension of the speaking materials".(Interview of T4).*

According to the data provided, the teacher emphasized the importance of adhering to the lesson plan, which includes the learning objective as one of its components. Through careful observation, the teacher curated a selection of visual aids for the speaking class. Subsequently, she elucidated that the primary aim of this activity was to comprehend the subject matter of the conversation.

> *"Indeed, it is undeniable that not all persons participate actively in a classroom environment, is that correct? I must acknowledge that not all young individuals are actively engaged. Several factors influence their level of participation. One of the variables, as mentioned before, is motivation to participate in speaking opportunities or mingle with their classmates. In addition, as a result of the abundance of high-achieving students, those with high motivation could observe their peers' proficiency in speaking." (Interview of T6).*
> *"Shy students may be reluctant to actively participate in verbal exercises. The unwillingness to engage can restrict the opportunities for verbal language exercise, impeding progress in fluency and skills of competency communication." (Interview of T5).*

To obtain data on the integrated approach that the teacher implemented in the class of all senior high school students in Makassar, the researchers were going to ask about the kinds of skills of an integrated approach in preparing lesson plans. The statements of respondents can be seen as follows:

> *"Besides mastering reading, writing, and listening, studying and speaking in class is very useful; we can learn to speak in Indonesian without being confused. It also makes you sleepy because we do not always stay when class is running well, so most students like it so much if the teacher applies an integrated approach; it means all skills are used, but the dominant skill is speaking skill." (Interview of T7).*

According to Teacher 7's statement, the majority of students greatly appreciate it when teachers implement an integrated approach, which involves utilizing several skills, with a particular emphasis on speaking skills. In addition to acquiring proficiency in reading, writing, and listening, studying and speaking in class is highly beneficial. The planning of the teaching and learning process involved the teacher organizing the learning process. This includes comprehending the foundations of education, implementing learning theories, selecting appropriate strategies based on the learners' characteristics, and creating a lesson plan based on the chosen strategy.

Based on the results of the interview that had been mentioned previously, most of the respondents stated that when creating Indonesian language lesson plans for senior high schools in Makassar using an integrated approach, the speaking skills component is the most

common activity in the classroom. when studying Indonesian using integrated skills. These not only affect students' communication skills but also cause reluctance in highly motivated students who see their peers' fluency in speech. Since most students do not always stay in class when things are going well, it would be greatly appreciated if the teacher used an integrated approach.

Empowering Integrated Approach

Most students highly value when teachers adopt an integrated approach (Bahri & Florentinus, 2020), which involves utilizing several skills, with a specific focus on speaking skills. Studying speaking in class is particularly useful as it complements the development of reading, writing, and listening skills. It can be said that the preparation of learning plans prepared by high school Indonesian language teachers reflects the implementation of an integrated approach, especially internal integration. External integration is not clearly visible because the teacher does not include a theme for each basic competency. This is in accordance with the demands of the 2013 curriculum and MBKM curriculum, which, in essence, means that teachers are given the freedom to choose and integrate these themes in the implementation of teaching and learning activities according to the school conditions or the situation of the students being taught.

An integrated approach must be unity and coherence in the language teaching process (Asdar et al., 2024). This is to enhance the effectiveness of Indonesian language instruction and accomplish specific objectives. The integrated approach is a comprehensive teaching policy for Indonesian language instruction that is not internally and externally fragmented. The application of the integrated method aligns with the requirements of the Indonesian language subject curriculum throughout all levels of education, from primary to tertiary. Some findings supporting this study conveyed that As a result of the integrated lesson, the students had a more favorable perception of the subject matter, leading to improved language understanding and performance (Amalia, 2019). The implementation of the integrative thematic learning approach in planning, implementation, and assessment of the webbed-type integrative thematic learning approach has met the standards (Muslihah et al., 2021).

These findings were in line with the other studies that conveyed that the integrated skill instruction methodology had a significant impact on the performance of participants in the experimental group in linked language skills, specifically reading and writing (Aljiffri, 2010). The findings demonstrated that the incorporation of thematic learning, utilizing the paradigm of webbed curricula, had a substantial impact on enhancing students' reading comprehension abilities about informational content (Puspita et al., 2020). Students who utilize the webbed-type integrated learning model have less powerful cognitive abilities compared to students who employ an integrated linked-type learning model within a cohort of students with a field-dependent learning style (Asri et al., 2018).

Furthermore, some of the findings mentioned above indicated that there were no observations on aspects of speaking skills and competencies when an integrated approach was applied in the curriculum or learning process. A unique finding in this study emerged while formulating an Indonesian language curriculum for teaching and learning activities. The study revealed that the core skills expected to be emphasized consistently involve enhancing spoken communication (speaking) skills for Senior High School students in Makassar. This is consistent with another study that highlighted the superiority of the communicative technique over the traditional Grammar-Translation Method (GTM) for teaching English at the higher secondary level in Pakistan. The empirical study conducted by Ahmad (2013) demonstrated that Pakistani learners could improve their communicative proficiency when provided with appropriate settings.

As the instructor designs suitable learning experiences, it becomes evident that not all curriculum topics can be thoroughly examined cohesively. The incorporation of language learning skills should be connected to the project and may be more effectively taught using specialized concrete resources that promote the development of speaking concepts in the Indonesian language. Effective communication and information sharing are essential for the production of meaning (Suryadi & Erlangga, 2024), and the development and refinement of skills and procedures.

Shaping the Students' Speaking Competency

Competency in using language as a medium of communication is typically a determining factor of success in learning language-speaking classes. Success in language learning is achieved when learners can effectively utilize the language to articulate their ideas, emotions, and thoughts through monologues or dialogues. Alternatively, success can be observed when learners are capable of expressing their intentions or engaging in conversations with others (Manurung, 2015). Teachers are encouraged to enhance their students' understanding of interactional communication, which can improve language learners' strategic competence and oral communicative skills (Rabab'ah, 2016). To enhance students' speaking abilities, instructors can tailor their teaching methods to offer more effective assistance to learners during the process of acquiring language (Sholikhah & Isnaini, 2024).

Enhance classroom instruction as educators, thereby cultivating superior teaching methodologies through more targeted course planning. It also assists students in adapting their learning methodologies to gain public speaking skills more efficiently (Lee & Liang, 2012). A materials development technique has been implemented, leading to the creation of a lesson plan and a prototype for one unit of instructional materials based on needs analysis (Andi & Arafah, 2017). To reshape the students' competency for communicating their opinions, establish effective interpersonal connections, and cultivate their capacity to learn proficiently (Syafyeni & Fatimah, 2023). Notable advancements in the students' speaking competence (Mayasari & Afifah, 2018). They can enhance their speaking competency with increased confidence, fluency, and accuracy. The students who previously experienced shyness, nervousness, feelings of inferiority, and fear of making mistakes have exhibited some alterations (Prancisca, 2015).

The students develop the ability to express themselves, engage in discussions, and interact with their peers or instructor, both as a group and individually, with increasing confidence in speaking. During the teaching-learning process, the students engage in extensive conversation, resulting in a transformation of the class ambiance into a dynamic and active state. To foster the development of learners' speaking skills, it is essential for them to not only gain the necessary knowledge for oral communication (Rezeki et al., 2022), but also be provided with appropriate environments where they may actively practice their skills and implement effective techniques (Sabnani & Renandya, 2019).

Contrarily another study conveyed that teachers encountered more difficult tasks in integrating lesson plan objectives with assessment, offering pertinent inquiries to direct student tasks, and offering a diverse range of evaluations and high-quality assignments that surpass the language structures focused on in the classroom (Enama, 2021). Consequently, a competent teacher ought to gather the specifics of every activity in the form of lesson plans. These plans will direct the teacher-student interactions and determine the level of information required for each lesson plan. Developing a teaching plan will help the instructor and student maintain focus on their objectives, the strategies they will employ, and the desired outcomes (Syamsuddin & Afgani, 2019).

Furthermore, the findings show that empowering an integrated approach that focuses on developing speaking skills is the primary component besides the other skills (reading, writing, and listening), linguistics, and literature of the Indonesian language instruction program for senior high school students in Makassar, Indonesia. This fact highlights that it aligns with the requirements for implementing the existing curriculum. Similarly, it is emphasized that the language skill aspect receives a greater proportion than the linguistic aspect. Once the students have acquired the linguistic structures, they must engage in pair practice to establish a connection between the language forms (vocabulary and pronunciation) and their ability to be used in actual communication (Syamsuddin & Afgani, 2019).

Meanwhile, the process of language teaching and learning through an integrated approach is intrinsically complex, dynamic, and unpredictable due to the different perspectives, beliefs, anticipations, and cultural backgrounds that students and teachers bring from their external environments. These elements have a significant impact on the process of constructing and negotiating knowledge. The main goals of this educational program are to help language learners improve their proficiency in the language and to motivate them to view learning language as a useful investment for both the present and future. Hence, the information that students gain in the classroom and school should function as valuable resources for them to actively engage in real-life communicative encounters (Widodo, 2016).

Conclusion

The findings show that the integrated approach consistently begins with an emphasis on speaking skills, rather than on other skills such as reading, writing, and listening. Conversely, linguistic aspects are the least emphasized by Indonesian language teachers. Linguistic aspects are never combined with literature, even though integrating them can be very engaging for high school students, particularly in a multi-ethnic context. It can be concluded that teaching the Indonesian language using an integrated approach can enhance students' speaking competency. This approach is implemented in the lesson plan to improve the Indonesian learning process.

Recommendation

The study recommends that teachers and policymakers apply the research that might advocate for more support and resources for teachers, emphasizing the need for professional development in language planning and the implementation of policies that foster effective language instruction in multilingual settings.

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|1064

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