



LEARNING INDONESIAN LANGUAGE MAIN IDEAS MATERIAL USING STICKY NOTES TEACHING MEDIA

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Abstract

The aim of this research is to describe the learning outcomes of Indonesian language learning main idea material using teaching media *sticky note*. Qualitative descriptive research method with up to 30 students. The research location is the Madrasah Ibtidaiyah STAIN Madina teacher education study program. The results of the research description regarding learning Indonesian main idea material using teaching media *sticy note* are: Students who can express the main idea "contains the core problem of a paragraph" are 78%, and 88% of the students can express the main idea "Has supporting sentences or explanatory sentences", expressed "The main idea is stated clearly (not complicated)" as much as 80%, expressed the main idea "There is only one main idea in a paragraph" as much as 83%.

Keywords: Indonesian language learning; basic idea material, teaching media, *sticy note*

Abstrak

Adapun tujuan penelitian ini adalah untuk mendeskripsikan hasil pembelajaran pembelajaran bahasa indonesia materi ide pokok dengan menggunakan media ajar *sticky note*. Metode penelitian dekripsi kualitatif dengan jumlah sampe 30 siswa. Lokasi penelitian adalah Program studi pendidikan guru madrasah Ibtidaiyah STAIN Madina. Adapun hasil deskripsi penelitian tentang pembelajaran Bahasa Indonesia materi ide pokok dengan menggunakan media ajar *sticy note* adalah: Mahasiswa yang dapat menuangkan ide pokok "mengandung inti permasalahan dari sebuah paragraph" sebanyak 78%, menuangkan ide pokok "Memiliki kalimat pendukung atau kalimat penjelas" sebanyak 88%. menuangkan "Ide pokok dinyatakan secara jelas (tidak berbelit-belit)" sebanyak 80%, menuangkan ide pokok "Hanya ada satu ide pokok dalam sebuah paragraph". sebanyak 83%.

Kata kunci: pembelajaran bahasa Indonesia; materi ide pokok, media ajar, *sticy note*

INTRODUCTION

Education is an important part of human life because through it humans can gain knowledge. To improve the quality of intelligent human resources, education is one of the most important things in the knowledge of the Indonesian people. Learning Indonesian is a process that aims to make students become more familiar with each other. The aim of this process is to build their understanding of the function of language as a tool for communicating and expressing thoughts, ideas, opinions and agreements verbally and in writing. An obstacle often faced by students is that it is not easy to find the main idea. as well as the learning media

provided to students, is not appropriate. Indonesian language learning is learning that must be collaborated with teaching media. So that it can produce maximum learning results. For this reason, it is hoped that the sticky note teaching media can have maximum impact on improving student learning outcomes. Even though many people know that Indonesian language lectures are very important, students nowadays don't like them. This may be due to a lack of student motivation and attention. Students believe that they can already speak Indonesian because this subject has been studied since the first grade of elementary school, which makes it only a complement and most importantly the main course of the program. However, this idea is incorrect because their understanding of their ability to speak Indonesian is only within the limits of the language used in everyday life, not the scientific language that should be taught at universities.

In essence, learning Indonesian teaches students good and correct language skills in accordance with its goals and functions (Khair, 2018: 89). Learning Indonesian is an important subject taught from elementary school to college and aims to make students proficient in the language. This learning method is applied in an integrated manner and adapted to the way students see and experience their world. Indonesian language learning aims to improve students' oral and written communication skills.

Learning objectives are needed to make it easier for teachers to plan lessons and activities, assess learning outcomes, and give students instructions on how to complete learning activities. In the 2013 curriculum, students' reasoning abilities are very low, so Indonesian language learning is used to improve this ability. According to Cahyani (Khair, 2018: 88), the objectives are as follows: 1) Students are able to communicate well and correctly according to ethics effectively and efficiently; 2) Students are proud and respect Indonesian as the language of unity and state; 3) Students understand and use Indonesian according to the situation and purpose; and 4) Students are able to improve their intellectual, emotional and social abilities through learning Indonesian.

The main idea is the idea or idea that is the main point of development of the paragraph. Another name for a main idea is main idea. The main idea is found in the main sentence. Each paragraph has only one main idea. The main sentence is not the same as the first sentence. The main sentence can be in the first sentence, it can be in the last sentence, or it can even be in the first and last sentences (Kresnoadi, 2022). When readers want to guess the content of a reading, what they see is the main idea which is the core of the entire content of the reading. The main idea is found in each paragraph. Finding the main idea will make it easier for someone to understand the text they are reading (Santika, et al., 2019). A thought or suggestion that the author conveys to the reader is called the main idea. The purpose of the main idea is to explain the essence or problem of a paragraph. Through identifying the main idea, someone can find out the main idea of a paragraph. This is because the main idea of a paragraph is the soul of each paragraph or the essence of what is explained in a paragraph (Atik in Santika, et al., 2019).

Thus, it can be stated that the idea on which a paragraph is composed is called the main idea. The development of the main idea is carried out with more detailed sentences (supporting/explanatory ideas) which make the paragraph well structured and complete. The characteristics of the main idea according to Kresnoadi (2022) can be explained as follows.

- a. Contains the main problem of a paragraph.
- b. Have supporting sentences or explanatory sentences.

- c. The main idea is stated clearly (not complicated).
- d. There is only one main idea in a paragraph.

How to find the main idea in a paragraph according to Kresnoadi (2022) can be explained as follows.

- a. Read the entire paragraph carefully

Be careful and concentrate in reading a paragraph well.

- b. Pay attention to the first sentence to the end

Paragraphs that consist of several sentences must be carefully considered when reading them. Try not to miss any sentences in the paragraph when reading it.

- c. Read each sentence

In a paragraph, the main idea can be located at the beginning, at the end, or at the beginning and end of the paragraph.

- d. Highlight the main idea

After finding the main idea in the paragraph, immediately mark it so you don't forget it. and Mark important info

If there is important information in the paragraph, there's no harm in marking it. For example, these markings can also be asked again on questions in the next number that use the same paragraph.

RESEARCH METHODS

Researchers used a qualitative descriptive research design. Qualitative research examines the condition of natural objects (Sugiono, 2012: 1). Research subjects and objects are sources of research data. Data collection methods are used by researchers to obtain qualitative information from respondents (Sujarweni, 2014: 74). Data about the research problem was collected as the aim of this research. To make data analysis easier for researchers, the data to be processed must be collected first. Therefore, data collection methods must be used. This research uses observation, interviews and documentation to collect data. This research uses qualitative descriptive analysis methods to process the data. The procedures used in the analysis model include (a) reduction, presentation, description, classification and drawing conclusions.

RESEARCH RESULT

The results of learning Indonesian are the main idea material using teaching media *sticky note* with PGMI STAIN Madina students are:

No	NPM	Name	Mark
1	22160005	Pirdaus Siregar	75
2	22160015	Sri Wahyuni	69
3	22160024	Also Hamidah	80
4	22160025	Icy Lassie Rahmah Ramadhani	85
5	22160028	Fazlur Rahman	79
6	22160033	Reski Wahyuni Hasibuan	83
7	22160035	Ali Zul Fikri	86
8	22160036	Juliana Syafitri	85

9	22160037	Nur Kholilah Pulungan	80
10	22160038	Riski Padilah	82
11	22160056	Aisyah Please	80
12	22160061	Nur Azizah Pulungan	85
13	22160064	Nurlelawati Simanungkalit	83
14	22160066	Isti Rahma	86
15	22160068	Risk Melinda	86
16	22160075	Ananda Aulia Princess Nasution	85
17	22160079	Hotmarito Please	79
18	22160085	Majidah Nasution	83
19	22160087	May Efriyana	86
20	22160088	Aspa Ariani Siregar	85
21	22160089	Rina Dwiyani Please	80
22	22160091	Muhammad Pauzan	83
23	22160094	Khalimatus Sakdiah	85
24	22160099	Asrul Anwar	79
25	22160101	Nurasiah	83
26	22160102	Nur Asiah	86
27	22160103	Muhammad Ismail Marzuki	85
28	22160105	Sri Wahyuni	79
29	22160106	Princess Fadillah	83
30	22160107	Abdur Rahman	86
Amount			2471
Average			82,36

Based on the research results, it is known that learning Indonesian is the main idea material using teaching media *sticky note* with PGMI STAIN Madina students in the Good category, with a score of 82.36.

The results of the research description regarding learning Indonesian main idea material using teaching media *sticy note* is:

1. Students who can express the main idea "contain the core problem of a paragraph" are 78%.
2. Students who can express the main idea "have supporting sentences or explanatory sentences" are 88%.
3. Students who were able to state "The main idea is stated clearly (not complicated)" were 80%.
4. Students who can pour the main idea "There is only one main idea in a paragraph". by 83%.

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