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The Effectiveness of the Direct Instruction Model to Increase Teacher Competencies in Applying Indonesian Language Teaching Methods

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Abstract: This research aims to analyze the effectiveness of using the direct instruction (DI) learning model in improving the competency of PBSI UMK lecturers by applying Indonesian language teaching methods to the integrated thematic RPP design with a focus on Indonesian language learning. Nine PBSI UMK lecturers were selected as the sample using a purposive sampling technique from the total population. This research uses quantitative methods with a one-group pretest-posttest experimental design model. From the results of this posttest, it was found that the average lecturer score was 75.45. A significance test was also carried out on the pretest and posttest scores of the class teacher's abilities. From the results of the Wilcoxon significance test for the two paired data, it was found that the p value was <0.05, so Ho is rejected. Based on the results of the statistical test analysis of two correlated samples, it can be concluded from the results of this research that the DI learning model is effective in increasing the competency of PBSI UMK lecturers in applying Indonesian language teaching methods.

Keywords: Model Direct Instruction, Indonesian language, lecture

1. Introduction

The 2013 Curriculum (K13) for the implementation of education and teaching in Indonesia immediately requires teachers to re-learn the various learning tool design concepts contained in it. Basically, K13 is a further application of previous curricula such as KBK and KTSP 2006, namely that they are both oriented towards achieving students' basic competencies. However, K13 is more integrated with three other competencies, namely professional, social, and personality competencies, when studying at the undergraduate level (S1). Class teachers who have these four competencies should be able to implement educational programs according to the K–13 design. However, it cannot be denied that there are still many class teachers who have not been able to implement this. This has an impact on achieving learning goals in elementary school; students do not learn well, and their learning outcomes are not good. The situation gets worse if the academic qualifications of the class teacher come from a scientific discipline background other than basic education, which must master a minimum of five compulsory subjects and integrated learning in elementary school.

According to (Awliyah, et al. 2021; Tamarudin, 2020; Widianto & Fathurohman, 2019), language is an important factor and must be mastered by humans. Because of this importance, one of the languages is used as the language of instruction in education, and language skills should be learned from an early age. If you are fluent in mastering the language, a child will have no difficulty getting important messages, information, and expressions spoken by the teacher in classroom learning activities. Based on the results of the initial study carried out by the research team at SDN 1 Dersalam Kudus, findings were obtained regarding the problem of the lack of ability of class teachers to apply language teaching methods to focus on Indonesian language learning. This problem is also compounded by the inability of class teachers to apply learning concepts that are in accordance with the 2013 Curriculum, such as the discovery of various new terms that are still quite "foreign" to them in the Indonesian Language Subject Syllabus. This becomes even more complicated when class teachers at SDN 1 Dersalam Kudus have to apply Indonesian language teaching strategies to the design of integrated thematic learning strategies in elementary schools that use a scientific approach. One of the

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contributing factors is the absence of accurate information received by the majority of class teachers regarding the implementation of K13, such as having never received training on K13.

In connection with this problem, class teachers only apply general types of learning methods, not specific types of teaching methods, to focus on learning Indonesian, which is one of the most important parts of language teaching strategies. In fact, according to (Tarigan, Darmuki, Hariyadi, Fathurohman, 2011), language teaching methods are skill- and process-oriented, which require students to be able to read, speak, understand, translate, and recognize the applications of the language and literature being studied. Therefore, the use of language learning methods must be in accordance with the value structure and activities in the language learning sequence (Darmuki et al., 2021; Hartani & Fathurohman, 2018; Purnaningtyas, et. al 2020; Kara, et. al 2020). So, whatever method is used in language teaching, it is clear that the main goal is for students to be skilled or able to speak, not skilled in areas outside of language, so that special teaching methods are needed in the learning application (Hidayati, 2020; Angelia, et. al 2020; Arukah, et. al 2020, October; Arukah, et. al (2020).

Learning Indonesian is one of the five mandatory subjects that must be studied in elementary school. Therefore, classroom teachers in elementary schools should have the competence to be able to apply various language teaching strategies, which include creatively educational language learning methods, approaches, and techniques related to Indonesian language subjects in SD/MI (Permendiknas Number 16 of the Year Number 16 of 2007). The use of techniques, strategies, methods, and models used by teachers in the learning process is currently increasingly varied in the world of education. Likewise for learning language skills such as listening, speaking, reading, and writing. In a learning model, there is syntagmatic, which is used as a reference in the learning process (Ahsin, et. al 2020; Dewanti, et. al 2020; Endiawan, et. al 2020; Puspasari & Setyaningsih, 2020).

According to (Brown, 2007), many important variables influence a person's second language learning process; the same applies to elementary school-age students. It is very important for a classroom teacher in elementary school to have the ability to understand several of these variables, because they are the main factors that influence the principles of language teaching and learning. The first variable is learner characteristics; then there are linguistic factors, learning process, age and acquisition, instructional variables, context, and learning objectives. In the learning process, it is important for a language teacher to have good competence in applying appropriate language teaching methods to each language learning material.

The language teaching method is the teacher's way of implementing priority levels in language learning strategies as a complete and integrated thing prepared by a teacher to plan the teaching, which includes the syllabus, approach, teacher style, learning techniques, and teaching materials (Hidayati, 2021; Fathurohman & Setiawan, 2020; Fathurohman & Purbasari, 2020; Fathurohman, et. al 2019). There are ten main methods of language teaching formulated by Tarigan, namely: (1) grammar translation method; (2) direct method; (3) audiolingual method; (4) cognitive approach method; (5) multiple approach method; (6) total physical response method; (7) natural methods; (8) community language learning methods; (9) silent method; and (10) suggested method (2011: 246-247).

1.1 Literature Review

The research conducted by the author used several study reviews as a theoretical basis and also as a comparison with previous research that had been conducted. The study review conducted for this research involved several different sources. The previous research that served as a reference was research on the learning outcomes of language research methodology for PBSI semester 3 students. Therefore, the researcher carried out study steps on several previous studies in the form of articles and journals available via the internet. The comparison in this research will focus on the practical drill method used. Based on the research that has been carried out, several studies that discussed the film media method for improving reading skills were found to be relevant, namely: The first was conducted by Jati Indah (Kusumaning et al. 2018), entitled "Effectiveness of Using the Practical Drill Method in Learning Kanji.". Based on the percentage carried out, the ability to learn kanji using practical drills has increased from previous results. So it can be concluded that the practical drill method can be an alternative to overcome problems with the results of kanji learning. The two studies were conducted by (Muhammad, 2021) entitled "Application of the Drill Practical Method to Improve the Ability to Write Advertisements in Class V Students at SDN Bendo." The results of the research show that the practical drill method is effective in improving writing skills in fifth grade students at SDN Bendo, Rembang district. The results of the research show that (1) the results of observations on the teacher's activities in implementing learning activities to write advertising essays using the drill and practice method show that the initial cycle average was 2.36 in the first cycle to 2.40 after the second cycle was implemented; it was 4.16; there was an increase of 1.76. (2) The results of observations on student activities during the implementation of advertising essay writing learning activities using the drill and practice method averaged 4.60% in the first cycle to 7.70% after the second cycle was carried out at 9.15%, an increase of 9.15%. 1.45%. (3) The results of the training and practice learning activities in writing advertising essays show that the level of mastery of students' skills in writing scripts at the beginning of the cycle was 9.09% in cycle I to 18.18% after the implementation of cycle II, which was 54.54%, an increase of 36.36%. The third research is from Adiwisastra Miftah Farid (2015), entitled "Designing an Interactive Quiz Game as Multimedia Drill Practical Learning to Improve Student Learning Outcomes." The research results show that the use of drill-and-practice multimedia learning techniques through interactive quizzes can improve student learning achievement. After conducting an assessment using a questionnaire,

almost all students gave positive responses to this drill and practice multimedia learning model. They consider that this type of learning is beneficial, interesting, and able to improve student learning outcomes.

2. Methodology

Implementation of this research using quantitative methods with an experimental design model of one group pretest posttest design (Sugiyono 2014). The experiment was conducted by comparing the observations with the faculty's abilities. The first observation was done by giving a pretest to the faculty's ability to use Indonesian language teaching methods before (O1) was trained with the learning model DI. Next, the second observation is done by providing a posttest to the lecturer's abilities in using Indonesian language learning methods after (O2) has been trained in learning models DI. (direct instruction). Sampling is done using purposive sampling techniques, because the subjects of research are chosen based on a specific purpose, i.e., to select a group of subjects based on certain characteristics that are assessed to have a correlation with the characteristics of the population to be studied. As for the sample of this study, as many as nine UMK PBSI lecturers were taken from the entire population. The free variable in this research is the direct instruction learning model, and the bound variable is the ability to use Indonesian language teaching methods. The instruments used to gather research data are the Teacher Skill Assignment Sheet, Applying Language Teaching Methods in Integrated Indonesian Language Learning Focus. Thematic RPP Plan and the Teachers Skill Evaluation Sheet Applied Language Learning Methods for Integrated Tema RPP before and after being trained using the DI (direct instruction) learning model. The instrument is an evaluation sheet of the teaching evaluation device that contains elements of Indonesian language teaching methods in its evaluation component. The data collection technique used in this research is a test technique, pretest-posttest. In addition, the posttest is performed on the ability of the teacher to apply the teaching method of the Indonesian language before the pretest is trained using the learning model DI (direct instruction). The standard assessment on the teacher's ability to apply methods of teaching the Indonesian language before and after (pretext-posttest) is practiced using the Learning Model DI (direct instruction), which refers to the Instrument for Assessing the Performance of Teachers (APKG) with scores ranging from 0-55 = bad; 56-69 = good enough; 70-79 = well; and 80-100 = very good. Further, the values of each lecturer's abilities on both data were analyzed using a statistical test of two related samples to gauge their significance. The statistical test used is a Wilcoxon nonparametric test, given the limited number of samples (N<30), assuming the data is not normally distributed.

The procedure for this study consists of the following stages: The planning phase begins with the preparation of the learning device used in the treatment phase. The preparation phase includes preparing research proposals, preparing learning devices in the form of the Semester Program Plan, the Learning Implementation Plan (RPP) using the PBL learning model, and preparing the data collection instrument. The treatment stage is the phase of giving treatment to the subject. This phase involves preparing a research proposal, and preparing research instruments (the semester program plan and RPP). The learning process in the classroom is given treatment by applying the lecture method, and in the experimental class, the application of the PBB learning model is given treatment. The observation is performed by three people to monitor the implementation of the PBL learning model with the observation sheet instrument, followed by a post-test.

3. Results and Discussion

The results of the pretest conducted on the competency of PBSI UMK class lecturers in applying language teaching methods in the Integrated Thematic RPP design with a focus on Indonesian language learning before being given treatment in the form of intensive training using the DI (direct instruction) learning model showed an average of X1 = 60.91, in the quite good category. Next, the posttest was given to FKIP UMK lecturers after being given treatment in the form of intensive training using the DI (direct instruction) learning model. The intensive training was carried out in two stages, with an allocated implementation time of two days.
The first stage of training was carried out by providing in-depth material on the theory of the ten main methods of language teaching. For the second stage, intensive training was carried out by providing assistance to PBSI lecturers to apply language teaching methods to the integrated thematic RPP design with a focus on Indonesian language learning.

After being given treatment using the DI (direct instruction) learning model in an intensive training class using language teaching methods, the class teachers were given a test. The test is carried out in the form of an assignment to prepare a design for an integrated thematic RPP learning tool focused on Indonesian language learning, which includes one of the Indonesian language teaching methods in the learning strategy for each class taught. From the results of this posttest, the average score of PBSI lecturers has shown results in the good category, namely with an average score of X2 = 75.45. To be clearer, the following is a description of the scores per individual from the pretest and posttest results.

Table 1: Pretest dan Posttest Score Data on Teacher Ability (N=11)

No.	Sample (N)/ Teacher	Pretest Score (X1)	Posttest Score (X2)
1.	001	60	75
2.	002	60	75
3.	003	65	80
4.	004	60	75
5.	005	60	75
6.	006	60	80
7.	007	60	75
8.	008	60	70
9.	009	60	70
10.	010	65	85
11.	011	60	70
	Amount	810	830
	Avarage score / mean	X1= 60,91	X2= 75,45

Next, the value of each teacher's ability in these two data was analyzed using the Wilcoxon statistical test to find the level of significance.

Table 2: Data Analysis of Pretest and Posttest Scores on Teacher Ability

		N	Mean rank	Sum of rank	Z	Asymp. Sig. (2-tailed)
Post Test Score – Pretest Score	Negative Ranks	0 a	.00	.00	-2.944 a	.003
	Positive Ranks	11 b	6.00	66.00		

Based on the results of the analysis of the pretest and posttest scores on the teacher's ability to apply language teaching methods to the design of the Integrated Thematic Learning Implementation Plan (RPP) with a Focus on Indonesian Language Learning, the results of the statistical analysis show a value of $p=0.003$, which states that $p<0.05$, so Ho is rejected. Thus, the direct instruction learning model is effectively used to increase the competence of elementary school teachers in applying language teaching methods.

The use of the direct instruction (DI) learning model is a treatment used in a research activity with a one-group pretest-posttest experimental design model. The experiment was carried out through intensive training activities for nine PBSI UMK lecturers. Specifically, the aim of this research is to increase the competence of PBSI UMK lecturers in applying language teaching methods to the design of integrated thematic RPP tools focused on Indonesian language learning through the DI (direct instruction) learning model.

However, before being trained using the DI (direct instruction) learning model, a pretest was carried out on the competency of eleven class teachers in applying language teaching methods to the Integrated Thematic RPP tool with a focus on Indonesian language learning. The pretest results showed that the average score for class teachers' abilities only reached 60.91 in the quite good category.

The DI (direct instruction) learning model treatment in this experimental research activity was carried out in two meetings. The first meeting was at the material deepening stage, and the second meeting was at the mentoring stage to apply the language teaching method designed for the integrated thematic RPP tool with a focus on Indonesian language learning. All stages of this treatment are carried out in accordance with the steps in the DI (direct instruction) learning model, namely the modeling steps. The following is the explanation.

First, the research team demonstrated the behavior to be achieved as a result of learning, namely providing in-depth material about the ten main methods of language teaching. In this material-deepening activity, the researcher acts as a resource person in training activities on the use of language teaching methods. The training materials were prepared by researchers in a paper with the content of the ten main methods of language teaching, namely: (1) grammar translation method; (2) direct method; (3) audiolingual method; (4) cognitive approach method; (5) multiple approach method; (6) total physical response method; (7) natural methods; (8) community language learning methods; (9) silent method; and (10) suggestopedia method. This modeling technique uses a modified lecture technique, namely the presentation of material combined with question-and-answer activities. Questions and answers regarding the problem of applying methods in language learning in classes taught by each class teacher. Second, deepening the material regarding the ten

main methods of language teaching that have been demonstrated by the research team is linked to experiences and other actions that have been carried out by class teachers and other relevant examples. These are several learning implementation problems related to the application of language teaching methods to the design of integrated thematic lesson plans focused on Indonesian language learning.

Third, the research team demonstrated or provided examples of the steps in determining the teaching method for one of the language learning materials. The researcher provides an example of the format for preparing an integrated thematic RPP with a focus on Indonesian language learning, which in its learning strategy includes a language teaching method that is relevant to the learning material. The researcher carried out this stage by explaining the application steps for choosing the right language teaching method, including it in the lesson plan design, and implementing it in the learning activity steps. This stage was continued in the implementation of the second day of treatment, namely assistance in applying the language teaching method designed for the integrated thematic RPP tool with a focus on Indonesian language learning. At this stage, the class teacher carries out the assignment of drafting the RPP tool according to the steps that have been demonstrated by the researcher in a clear, structured, and sequential manner, accompanied by an explanation of what the class teacher must do after each step has been completed.

Fourth, this stage has included evaluating assignment results for posttest score data. Class teachers need to remember the steps they see, from the presentation of the material to the examples demonstrated by the researcher, as a resource. This is so that the class teacher can imitate it correctly in the design of the integrated thematic RPP tool focused on Indonesian language learning. Next, the results of the lecturer's assignments are assessed and presented as posttest score data in this research. From the results of this posttest, it was found that the average lecturer score was 75.45. A significance test was also carried out on the pretest and posttest scores of the class teacher's abilities. From the results of the Wilcoxon significance test for the two paired data, it was found that the p value was <0.05, so Ho is rejected. Thus, the direct instruction (DI) learning model is effectively used to increase the competency of elementary school teachers in applying language teaching methods.

According to the results of research conducted by (Bagus & Mardiana, 2018; Mujiwanto & Fathurohman 2019; Purwanti, et. al 2020; Satria, et. al 2020), the direct instruction (DI) approach is a direct learning model that refers to the teaching style of a teacher who is actively involved in conveying lesson content to students and teaches directly to the entire class. In this case, the teacher functions as an effective model who provides demonstrations or examples of subject matter concepts to his students. The learning pattern in the training class using language teaching methods carried out by researchers for PBSI UMK lecturers is a pattern that is in harmony with the language learning process, which requires effective two-way communication. Through the DI learning model, researchers can present material directly, interact with questions and answers, and provide maximum assistance to class teachers.

Modeling is the main approach in this DI (direct instruction) learning model, (Suprijono, 2009; Septaningsih, et. al 2020; Setianti, et. al 2019; Sofia, et. al 2020). Modeling means demonstrating a procedure to students, which can take the form of presenting material along with examples. Direct instruction is in line with the direct method or direct method in language teaching. In this case, the teacher acts as a model, providing examples directly to the students. This is also what researchers have done to lecturers when providing treatment regarding the use of language teaching methods.

Thus, based on the results of research on "The Effectiveness of the Direct Instruction Model for Increasing Lecturer Competence in Applying Language Teaching Methods in Elementary Schools," it can be concluded that the use of the direct instruction learning model is very effective for increasing the competency of elementary school teachers in applying language teaching methods. This is shown by the score obtained from the pretest results for the ability of class teachers before being given treatment using the direct instruction learning model: only an average of 60.91, and only two class teachers got the highest score, namely 65. After being given treatment using the direct instruction learning model, they obtained an average of 75.45, and there were three class teachers who got scores above 75, namely 80 and 85.

From the results of a literature study of several relevant previous studies, the research team also found that research on the effectiveness of the direct instruction learning model for increasing the competence of elementary school teachers in applying language teaching methods has never been carried out. So, the findings of this research are something new in the research literature in the field of teaching improvement in elementary schools. Therefore, research on the effectiveness of the direct instruction learning model to improve the competence of elementary school teachers in applying this language teaching method is expected to provide benefits and contributions for future researchers wishing to research similar problems. Likewise, for the user community, primary school education, and educators in primary schools, it is hoped that the results of this research will be a relevant and important contribution to improving the ability to teach languages in primary schools.

4. Conclusion

Based on the discussion and results of research data analysis, the conclusions from this implementation are: (1) the competence of PBSI UMK lecturers in applying language teaching methods in the Integrated Thematic RPP design with a focus on Indonesian Language Learning before being trained using the direct instruction learning model only obtained

an average score of 61 with quite good category; (2) the competence of PBSI UMK lecturers in applying language teaching methods in the Integrated Thematic RPP design with a focus on Indonesian Language Learning after being trained using the direct instruction (DI) learning model has improved, as shown by the average score of 75.45 which is in the good category; and (3) the direct instruction (DI) learning model is effectively used to increase the competency of PBSI UMK lecturers in applying Indonesian language teaching methods in the Integrated Thematic RPP design with a Focus on Indonesian Language Learning.

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