

LEARNING METHOD SELF DIRECTED LEARNING BASED OF ICT: USED GAME ANDROID CHARACTER FOR INDONESIAN LANGUAGE LEARNING

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Abstract

In Indonesia, the game is still a flagship icon compared with teaching materials, especially in the culture of the city. The city's cultural community is characterized by (1) orientation to the future life; (2) More rational, pragmatic and hedonistic; (3) Cherish the time; (4) Working with calculating and careful planning; (5) Communication mostly relies on the use of communication technology equipments; (6) It takes less time to do chores; (7) Following the pop culture or something that are famous; (8) Professionals in the work; (9) Tend to be individualist; (10) Tend to follow the western culture: hedonistic, materialistic and pragmatic. Indonesian learning is still dominated by the perceived saturation of most students and university students in Indonesia. Assumptions that arise because the school or campuses have not been able to implement sustainability learning, fun and renewable. And then, the use of the learning method SDL (Self Directed Learning) in learning Indonesian implement learning systems independently. Learning system independently can develop students and university students actively. Active learning will make students more familiar with the material that they obtained. In this learning, Android Game Characters can be given to the children in kindergarten. They can get through the game to learn how to read. For teenagers in high school to university students, they can get through vocabulary games and Indonesian vocabulary. Then, to meet and follow the rapid global flow Self Directed Learning method with the use of ICT-based Learning Android Game Characters in learning Indonesian worth checking out and implemented by educators (teachers or lecturers) in Indonesia.

Key words: *Self Directed Learning, ICT, Android Game, Learning Indonesian*

I. Introduction

The advances of science and technology in particular in the era of technology have created a new tradition and culture in the society. The influence of the technology development has a role that cannot be underestimated. especially in the social life, including in education. According to the view of John Dewey (1957) education is a process of formation as a basic skill fundamental, which concerning to the ability of thinking (intellectual) or the power sense (emotions) human (in Jalaludin & Abdullah Idi, 2011). Indonesia's education system has changed which leads to a better paradigm. One of the shift paradigm is the way to send letter. From manually is now already can be sent via e-mail. It is certainly better. The other example is Ojek. Few years ago, Ojek driver used to have to waiting for the passengers at ojekbase, now with the convenience of technology. Some creator, create "ojek online". Including GoJek, Grab taxi, or grab bike.

Unfortunately, education system in Indonesia is not much different with 30-40 years ago, the system is still the ancient and static. But when we observed, the paradigm of learners already changed, it become a modern society.

The paradigm of student currently tends to shift toward hedonism. It is shown by the rise of young children who have been understanding about the large number the type of game, which appear on the internet and they can download anything as they can. Based on that, technology is now already a requirement on students life, who have been economically affordable and geographically. So, for its application, may they are much more familiar than the teacher. Most of teachers, can not accept the function of the game against for the student. According to the student, the game could damage student more interest with their learning. Whereas, through the game, students can get a real joy. When they work on assignments in class, once completed and correct most of all, they just get the best value from the teachers, and only as a compliment. Meanwhile, in the game world, students feel a challenge given the prize will culminate in their brains can be in the presence of his friends. A paradigm of the established and applies in a system may be malfunctioning if the paradigm is still applied to a system that has undergone a change. The anomaly that is experiencing a paradigm tend to cause the crisis. The crisis will insist on the occurrence of the scientific revolution that gave birth to the new paradigm in order to overcome the crisis that occurred (Kuhn, 2002). In Indonesia, the game is still the pre-eminent icon compared to learning material especially in urban culture. On the society and culture of the city is characterized by (1) orientation of life into the future; (2) a more rational, pragmatic and hedonistic; (3) very much appreciate the time; (4) work with a full calculation and careful planning; (5) the communication of many resting on the use of communications technology equipment; (6) have less time to do homework; (7) following the pop culture or something who are famous; (8) professional in the work; (9) Likely an individualistic; (10) tend to follow Western culture which is hedonistic, materialistic and pragmatic (Nata Abuddin, 2010:203-217). The emerging culture of the result of the rapid development of globalization that has already penetrated into the world of education. According to Anthony Giddens (1990), an expert on modern sociology, describes "Modernity refers to modes of

social life or organizations which emerged in Europe from about the twentieth century onwards and which subsequently became more or less worldwide in their influence." A modernization of the connect each time period with a geographical time, the main characteristics of this process was not revealed.

The change of paradigm in education is a manifestation of Indonesia, from the impact of globalization, even more itfastly than predicted. One of highly visible education paradigm is, the students are more prefer to play games than learning. Underlying these researchers to combining the teaching material with the game. Researchers combining aspects which can be made of students excited and pleased with the learning material tends to make them tired. The application of ICT-based learning method of self directed learning with Android Games utilization characteristic for learning the language of Indonesia is expected to improve the understanding of students towards learning materials and students ' curiosity towards the subject matter the language of Indonesia.

II. Method

This research is descriptive research. The data in this research in the form of ICT-based learning media forms with the method of Self Directed Learning (SDL). This data can be found on the data source in the form of the Android game character as a media to learning Indonesian language. Data collection is carried by the method of documentation associated with the learning media in the form of the android game. Data analysis was carried with a qualitative descriptive analysis. Furthermore, the results of the analysis are presented with a formal description.

III. Result and Discussion

Indonesian Language Learning in Globalization

Indonesian native speaker tends to be static in the use of the vocabulary of Indonesian language. Some of Indonesian people feeling against of Indonesia language, vocabulary and its usage. This is the the task for the observers, especially (teachers and professors) of language of Indonesia, to bail out the young generation of Indonesia. Indirectly, the pedagogical teachers and professors should be improved as well as the media of instruction which must be able to compete with

the advances of technology. The concept of conventional learning is now increasingly undesirable longer and tend to be boring. Pupils and students tend to play mobile behind the bench without noting his old teacher or who was giving materials conventionally. In this regard, school or College, especially a teacher or lecturer should be able to provide learning that is more beneficial to students by providing the latest learning model and the more advanced. Thus the learning process more interesting. According to law No. 20 of 2003 on the national education system (Sisdiknas) which became the legal basis for the Organization of the national education system and reform school as a vehicle forming a reliable HUMAN RESOURCES expected to be creating the next generation of quality who can keep the nation identity through language, then the Government organises an international school, which is expected to help improve the quality of education. However, such a process is already prepared is hampered by several other factors. The factors that make the nation of Indonesia left behind from other Nations, particularly Asian Nations, the fellow may be low quality human resources, educational programs that are irrelevant, not appropriate progress, and the morality of the nation which is not controlled. This occurs because most of the people of the nation are only working to bring in money, self-interest, and his group (Suyanto, 2002). Not only that, the teaching language of Indonesia, actually not underestimated. Opportunities owned by Indonesia's language are very important in facing globalization. By leveraging technology, the development of the language of Indonesia can be socialized to people quickly, so the use of static languages spoken in the community could be minimized. According to Effendi (2007), Indonesia language development is a series of events planned in Indonesia language standardize. so the language of the rule more fully in Indonesia and more capable of being a means of communication among others in the areas of knowledge, science, and art.

Indonesia Language learning is currently dominated by mostly saturation assumption students in Indonesia. the supposition arises because the school has not been able to implement the sustainability learning fun and renewable. Therefore, in this era of globalization Indonesia language learning should be highlighted more in the direction of modernity to assist students in understanding the subject matter. By

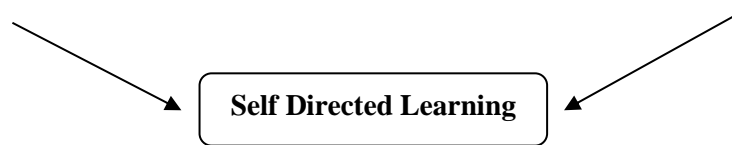
utilizing new technology and renewable then expected Indonesian language learning is no longer a tedious and can follow the advances of of globalization.

Self Directed Learning in ICT-based Method of Learning

Self Directed Learning (SDL) type of learning that is based on the student or college student (student centered). The learning method is based on the SDL John Dewey's view that each individual has an unlimited potential to grow and develop. Development of potential students or students in learning methods SDL can last well if students as learners have full responsibility towards their learning activities, or the teacher can point to meaningful learning. In outline, the process of learning in SDL are divided into three, namely, planing, monitoring, and evaluating (Song & Hill, 2007). Stages of planing (planing), students plan the activity (observation and observation) at a time and a place where students feel comfortable to learn. Then, phase monitoring, observing students and observing their learning. At this stage many challenges to obtaining meaningful learning. In the evaluating phase (evaluation) of the students evaluate the lessons and knowledge that owned then the teacher gives feedback and combines the knowledge of students with one another to achieve a true understanding. SDL method then underwent further development as expressed by the Garrison in Song & Hill (2007). He looked at the SDL as a personal attribute in the learning process. SDL is focused in the use of resources, learning strategies, and motivating students in learning. As for the scheme of SDL methode developed by the Garrison as in Figure 01.

Figure 01. Self Directed Learning methode according to Garrison in Song & Hill (2007)





On the other hand, Knowles in the Saha (2006) put forth six stages of self directed learning. Description of the six stages of SDL by Knowles include 1) setting an atmosphere of learning, 2) diagnose of needs in learning, 3) formulation of learning objectives, 4) identification of learners ability and learning resources within the learning, 5) implementation and selection of appropriate learning strategies, and 6) student assessment (Saha, 2006). In addition to the sixth stages, Knowles also involves several sources to be used, either learners or teachers (teacher or lecturer) in conducting the stage, i.e. a sixth of contract learning (learning contracts or learning plans). The sixth phase linear raised by Knowles was later perfected by Hiemstra (Sunarto, 2008), in which the steps learning SDL are divided into 6 steps: 1) pre planning (early learning activities), 2) creates a positive learning environment, learning plans developed) 3, 4) identify appropriate learning activities, 5) learning and carry out monitoring, 6) evaluate individual learning outcomes. Learning the syntax of SDL on top is very appropriate to the characteristics of the subjects the language of Indonesia in connection with the use of the scientific method (the scientific method).

The impact of use the SDL methods of language learning in Indonesia, is applying the learning system independently. This independent learning systems can develop students actively. Active learning will make students more familiar with the material acquired. However, actively learning requires an increased interest in learning of students so that students can learn effectively and quality. ICT (information and communication technology) is one of the approaches and methods used to improve quality and effectiveness (Dryden and Vos, 2003).

Self Directed Learning collaborative-based ICT would be able to improve the quality and effectiveness of student learning independently, so that students can take advantage of technology devices correctly and appropriately. The task of the teacher is directing the ICT into the teaching material that will be presented to

students. The role of ICT in learning will enhance the spirit of student learning, because in this era of globalization of the technology can already enjoyed by various circles extensively. According to Suryadi (2007), in addition to help create a conducive learning conditions for students, the important role of information and communication technologies in the learning process is to provide a set of media and online tools to facilitate and expedite the work of the students, and of course gives skills in the use of technology (advanced skill).

Language Learning of Philosophy of Humanism

This theory comes as influenced by developments in psychology. that is the psychology of humanism. The main goal of this theory is to improve students ' ability to thrive in a society. Meanwhile, the purposes of the theory of humanism according to Coombs (1981):

- 1) The lesson is compiled based on the needs and goals of students.
- 2) Gives the opportunity to students to actualize himself and to foster a belief in himself.
- 3) The lesson prepared for acquiring basic skills (academic, personal, interpersonal, communication, and economic) based on the needs of individual students.
- 4) select and decide the learning activity on an individual basis and are able to apply it.
- 5) Recognize the importance of human feelings, values, and perceptions.
- 6) Develop a challenging learning atmosphere and understandable.
- 7) Develop student responsibility, develop an attitude of sincere, respect or appreciate others, and skilled in resolving conflicts.

Android Game Character for Education

Android game character for education is a new technology that will help develop method of ICT, in education. Android game is become a media learning that utilizes ICT. through the facilities of the games to deliver the learning material. practice reserved and delivery material implied can be applied in the form of a game. use of games in learning, can make students feel happy, while studying it,

and curiosity of the students has increased. Based on the observations of the researchers, games can create curiosity and curiosity of someone on the rise. Curiously, much needed students in getting a teaching material. so far, a curiosity of the students towards in the learning material is very low.

This is due, because they get bored, to the way of delivery of the material. It is still conventional. The other learning methods can be given, to support and enhance the understanding of the material. Then, the students are required to more active, and will be independently. The game can be made using game maker application and download it by the following site. (1) Learned to read : for young learners, (2) (marbel game) for pre school learners, (3) for the primary school learners, (4) (Who Want To be A Millionaire) for junior school, (5) (Indonesian Grammar Premium) for senior high school, (6) Crossword Puzzle) for collage student. The site that gives the service is <http://downloads.tomsguide.com/Maker-Game,0301-2400.html> and/or <https://www.yoyogames.com/studio/download>.

In case of difficulty to make it, there are already android gaming services for the creation are certainly priced accordingly, such services can be booked through the following sites https://projects.co.id/public/browse_services/view/061911/jasa-making-gameandroid-ios-computer or <http://myzaenalekasic14.blogspot.co.id/>.

However, if this game is included in the education system, it would be prevent the other game that does not rewarding. Therefore, the researchers gave the character in android game to provide the benefits in learning process, especially, Indonesian language learning.

Android game character can be given to a starting age of five years. Children in this age can learn to read through the game. For junior high school, or senior high school, up to college students, They can learn Indonesian vocabulary using the games.

Although “bahasa Indonesia” is national language of Indonesia, but many words forgotten by the native speakers. So, in this android game character, the gamers can learn how to read, and learn some vocabulary of Bahasa Indones that applied in the game, for young lerners. As in the picture below.

Picture 01. Read learning game for age under five years



The characters in the game are given android, because they will get a positive character in each level, to support the curriculum applied in Indonesia. In addition, the granting of these characters will be useful to suppress the excessive use of the game, and to avoid the attitude of hedonism that this now becomes a trending topic in the middle of each media education. Hedonism is the view that teaching or pleasure or enjoyment is the purpose of life and human action (Musni Umar, 2013).

In addition to examples of games, there are several examples of the android game which can be used in learning the language of Indonesia. Some of the games in question are as follows.

Picture 02. Game for Kindergarten (Marble Game)



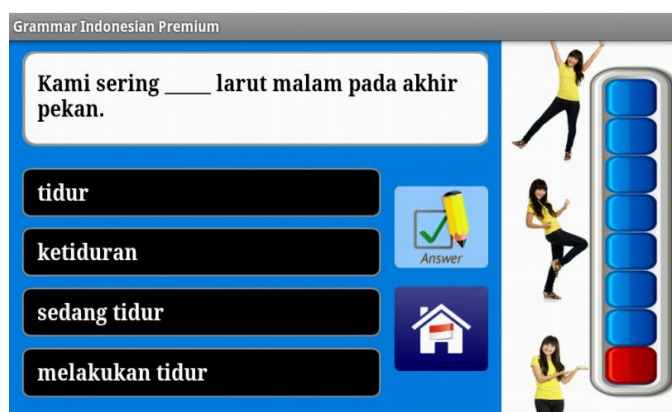
Picture 03. Game for Elementary School (Marble Game)



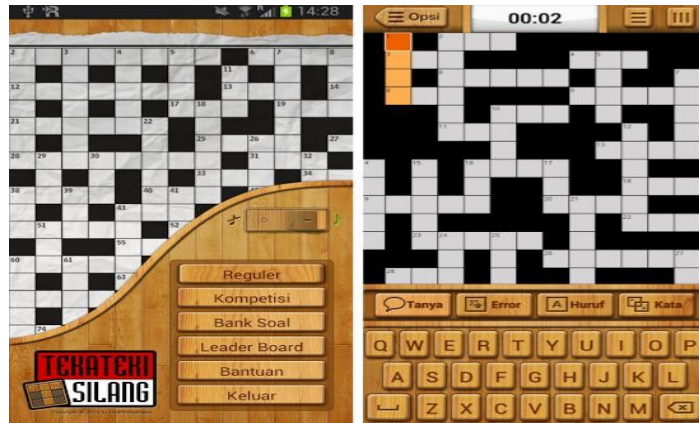
Picture 04. Game for Junior High School (Who Want To be A Millionaire)



Picture 05. Game for Senior High School (Game Grammar Indonesian Premium)



Picture 06. Game for college student (Game Teka-Teki Silang)



IV. Conclusion

In this case, to follow the currents of globalization develops fast, and to develop the linguistic learning, so, we need more renewables methode, in education. Especially, Indonesian language learning.

In addition to learning the new system, the education system in Indonesia should start to removing the old paradigm that domineer on the text only, without looking at the psychology of the child. Globalization is a natural selection that can be kill a system that could not follow it. The best way to make use of technology, without compromising the value of the character that has been owned by Indonesia. Because of that, the role of education is increasingly necessary, however a concern if the given learning still conventionally, then proes learning in classrooms will be more boring. When the influence from other countries that led to the hedonistic, materialistic, and increasingly consumerist is striking. Then to meet and follow the development of globasisasi, Self learning methods Self-directed Learning with ICT-based utilization Game Android Character in the Indonesia language learning is worth to try, and applied by educators who are in Indonesia, either teachers or lecturers.

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