

Problems of Learning Media in Indonesian Language Subject at SMA Negeri 6 Kota Gorontalo

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ABSTRACT

This study aimed to describe the problems of Indonesian language learning media at SMA Negeri 6 Kota Gorontalo, encompassing: (1) types of available and used media, (2) media condition and feasibility, (3) student perceptions, and (4) obstacles faced by the teacher. The study employed a descriptive design with a mixed methods approach of the sequential explanatory type, in which quantitative data collection and analysis were conducted first, followed by qualitative data to deepen and explain the quantitative results. Data were collected through a Likert-scale questionnaire (N=60 students), structured classroom observation, and semi-structured in-depth interviews. Quantitative analysis applied descriptive statistics (mean and percentage), while qualitative analysis employed the Miles and Huberman interactive model with source and technique triangulation. The results showed: (1) media used included LCD/projector, PowerPoint, textbooks, student worksheets (LKPD), internet applications, and sticky notes; (2) media condition was generally adequate with a mean quality score of 4.08 out of 5 (Good category), although internet accessibility scored only 3.12; (3) student perceptions were positive, with 95% of respondents in the Good and Very Good categories, and the learning effectiveness indicator averaged 4.26; and (4) the main obstacles were multidimensional, including unstable internet networks, limited devices, absence of a language laboratory, and minimal institutional policy. The study concludes that integrated solutions encompassing technical, pedagogical, and institutional aspects are necessary.

Informasi Artikel

Kata Kunci:

Media pembelajaran;
Bahasa Indonesia;
Problematika;
SMA.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan problematika media pembelajaran Bahasa Indonesia di SMA Negeri 6 Kota Gorontalo, mencakup: (1) jenis media yang tersedia dan digunakan, (2) kondisi dan kelayakan media, (3) persepsi siswa, serta (4) hambatan yang dihadapi guru. Penelitian menggunakan desain deskriptif dengan metode campuran (mixed methods) tipe sequential explanatory. Data dikumpulkan melalui angket skala Likert (N=60 siswa), observasi kelas terstruktur, dan wawancara mendalam semi-terstruktur. Hasil penelitian menunjukkan: (1) media yang digunakan mencakup LCD/proyektor, PowerPoint, buku teks, LKPD, aplikasi internet, dan sticky note; (2) kondisi media secara umum layak pakai dengan rata-rata skor kualitas 4,08 dari skala 5, meskipun aksesibilitas internet hanya memperoleh skor 3,12; (3) persepsi siswa tergolong positif dengan 95% responden pada kategori Baik dan Sangat Baik; serta (4) hambatan utama meliputi ketidakstabilan jaringan internet, keterbatasan perangkat, absennya laboratorium bahasa, dan minimnya kebijakan institusional. Simpulan penelitian menegaskan perlunya solusi terintegrasi yang mencakup aspek teknis, pedagogis, dan institusional.

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1. Introduction

Learning media constitutes one of the crucial components in the teaching and learning process, functioning as an intermediary between teacher and students in conveying messages or subject matter. Etymologically, the term media derives from the Latin word *medius*, meaning 'middle' or 'intermediary'. Gagne and Briggs (in Arsyad, 2014) defined learning media as components of learning resources or physical vehicles containing instructional material in the students' environment that can stimulate them to learn. Hamalik (2011) complemented this definition by stating that learning media encompasses the tools, methods, and techniques used to improve the effectiveness of communication and interaction between teacher and students in the educational process.

In the context of Indonesian language learning, media plays a strategic role in developing four language skills: listening, speaking, reading, and writing (Tarigan, 2008). Levie and Lentz (in Arsyad, 2014) elaborated the main functions of learning media into four dimensions: attention function (attracting and directing student attention), affective function (arousing student emotions and attitudes), cognitive function (facilitating the attainment of comprehension and information retention goals), and compensatory function (assisting students who are slow in understanding lesson content). Arsyad (2014) added that effective learning media can bridge limitations of space, time, and sensory capacity in the learning process. Therefore, the availability and quality of learning media are important indicators in determining the educational quality of a school.

Learning media can be classified into two broad groups. Seels and Glasgow (in Arsyad, 2014) distinguished between traditional media—including still visual media, audio media, print media, and realia—and advanced technology media based on telecommunications or microprocessors. In the specific context of Indonesian language, Nurgiyantoro (2010) elaborated usage based on language skills: audio media such as poetry recordings and podcasts for listening; visual media such as authentic texts, newspapers, and magazines for reading; and audiovisual media such as short films and news videos for integrating multiple skills simultaneously.

In the current era of information and communication technology development, learning media continues to transform from conventional to digital-based media. This transformation aligns with the rapid development of digital technology that has changed the landscape of education globally (Prinanda, 2025; Hulu, 2023). However, the success of digital media adoption depends greatly on teacher readiness, availability of infrastructure, and adequate policy support.

Field conditions often reveal a gap between idealism and reality. Susilana and Riyana (2009) identified several factors causing learning media problems, including limited school budgets, low technological competence of teachers, inadequate infrastructure, and minimal maintenance of existing media.

Musfiqon (2012) underscored that these obstacles are multidimensional, encompassing technical dimensions such as hardware failures and internet connectivity issues, pedagogical dimensions such as media mismatches with subject matter characteristics, and institutional dimensions such as weak school policies and support. Prinanda (2025) identified two groups of inhibiting factors: internal factors (teacher pedagogical competence, resistance to change, and lack of motivation) and external factors (access to technology, institutional support, and network infrastructure). Sihombing et al. (2023) confirmed that teachers' limited ability to design and operate ICT-based media is one of the most significant root problems. Hulu (2023) emphasized that the rapid pace of technological development poses a particular challenge for teachers who began their service before 2000, while also stressing the importance of the government's role in providing continuous digital training and equitable technology access.

This problematic condition is also experienced by schools in regions outside Java, including Gorontalo Province. SMA Negeri 6 Kota Gorontalo is one of the public schools striving to improve learning quality, including in Indonesian language subjects. With only one Indonesian language teacher handling all classes, the challenge of managing and utilizing learning media becomes considerably greater. This situation motivated the researchers to examine more deeply the learning media problems in Indonesian language instruction at that school.

Based on this background, the study was formulated to address four main questions: (1) the types of learning media available and used; (2) the condition of media in terms of feasibility and readiness for use; (3) student perceptions of media availability and condition; and (4) obstacles faced by the teacher regarding learning media.

2. Research Method

This study employed a descriptive design with a mixed methods approach of the sequential explanatory type (Creswell, 2014). In this design, quantitative data collection and analysis were conducted first, followed by qualitative data to deepen and explain the quantitative findings. The sequential explanatory design was chosen based on the need to not only measure student perceptions in a structured manner through a questionnaire, but also to understand in depth the obstacles and adaptive strategies of the teacher through interviews. The use of mixed methods enables cross-method triangulation, thereby ensuring greater validity of findings (Creswell, 2014).

The study was conducted at SMA Negeri 6 Kota Gorontalo during the 2025/2026 academic year. Research subjects consisted of 60 students as questionnaire respondents and one Indonesian language teacher as an interview informant. Respondents were selected using total sampling for students in the classes taught by the teacher, while the interview informant was selected purposively because there was only one Indonesian

language teacher at the school.

Data were collected through three complementary techniques. First, a student questionnaire with 22 statement items covering five indicators: (A) media availability (items A1–A5), (B) media quality and condition (items B1–B4), (C) learning effectiveness (items C1–C6), (D) obstacles (items D1–D4), and (E) student needs (items E1–E3). The questionnaire used a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Second, a structured classroom observation sheet with 25 observation items designed to record the actual use of media in instruction. Observations were conducted over more than one learning session to ensure representativeness. Third, a semi-structured interview guide with 21 questions covering five main themes: media use, technical obstacles, pedagogical obstacles, institutional obstacles, and teacher adaptive strategies.

Quantitative data analysis employed descriptive statistics, including calculation of mean scores per item and per indicator, as well as frequency distributions and percentages. Mean scores were categorized into four categories: Very Good (score ≥ 4.20), Good (3.40–4.19), Adequate (2.60–3.39), and Poor (< 2.60). Qualitative data analysis used the interactive model of Miles and Huberman (1994), encompassing three stages: data reduction, data presentation, and conclusion drawing. Data validity was ensured through source triangulation and technique triangulation. Integration of quantitative and qualitative data was conducted at the interpretation stage, where qualitative findings were used to explain and deepen the quantitative findings.

3. Result and Discussion

3.1 Types of Learning Media Available and Used

Based on the results of interviews with the Indonesian language teacher and supported by classroom observation data, several types of learning media were identified as being routinely used in Indonesian language instruction at SMA Negeri 6 Kota Gorontalo. These media can be classified into six categories as presented in Table 1.

Table 1 Types of Indonesian Language Learning Media at SMAN 6 Kota Gorontalo

No.	Media Category	Type of Media	Frequency of Use
1	Digital Presentation Media	LCD/Projector, PowerPoint, Canva	Every session
2	Internet-Based Media	Google, Online KBBI, YouTube, Digital source books	Frequent (conditional)
3	Print Media	Textbooks, Student Worksheets (LKPD)	Every session
4	Interactive Digital Media	Quizizz	Rarely/not routine

5	Creative Support Media	Sticky note, Whiteboard	Conditional
6	Visit-Based Media	Library books (direct visits)	Alternative/conditional

These findings indicate that digital projector-based and internet-based media serve as the backbone of instruction. The teacher stated that learning materials had been designed in PowerPoint format, making the LCD a primary need. This aligns with Suryani et al. (2018), who found that digital presentation media is the most dominant medium used in senior high schools in Indonesia.

Questionnaire data on Indicator A (Media Availability) showed an indicator mean of 3.82 (Good category). Items A1 (media variety) and A4 (availability of projector and laptop) received the highest scores of 4.20 each, indicating that students perceived basic media availability as sufficiently adequate. However, Item A3 (internet accessibility) received the lowest score of 3.12, reflecting unresolved network issues.

Classroom observations revealed that the teacher integrated several types of media within a single learning session (multimodal). In an observed session on biographical texts, the teacher used a combination of PowerPoint as the main visual medium, a textbook as a written reference, and internet sources (Online KBBI and Google) as support. The integration pattern aligns with Budiman (2022), who showed that utilization of various digital platforms in Indonesian language learning can create a more interactive learning environment and strengthen student engagement. Furthermore, Nasution and Sari (2024) demonstrated that the use of Canva and Wordwall-based media significantly increased student interest and learning outcomes compared to textbook use alone.

3.2 Condition of Learning Media in Terms of Feasibility and Readiness for Use

Indicator B (Media Quality and Condition) on the student questionnaire obtained a mean of 4.08, falling into the Good category. Detailed scores per item are presented in Table 2.

Table 2 Mean Scores for Indicator B: Media Quality and Condition (N=60)

Code	Statement	Mean	Category
B1	Projector and electronic devices always function properly	4,12	Good
B2	Text and visual displays are clearly legible from the seat	4,25	Very Good
B3	Audio quality (sound, video) is clearly audible throughout the classroom	4,25	Very Good
B4	Media rarely experiences breakdowns or technical disruptions	3,70	Good
Indicator B Mean		4,08	Good

These results indicate that the physical condition of media available at SMAN 6 Gorontalo is generally usable. Scores B2

and B3, both reaching 4.25, show that students found the visual and audio display quality satisfactory, linked to the provision of LCD in each classroom as mentioned by the teacher during interviews.

However, the lower score for B4 (3.70) reflects occasional technical disruptions, primarily occurring with internet-dependent media such as Quizizz and Google. The teacher stated: 'When the school's internet network does not support learning, the delivery of subject matter becomes inadequate.' This is reinforced by questionnaire data showing that Item A3 (internet accessibility) scored only 3.12, the lowest score among all items. In terms of institutional support, the school has shown commitment by providing LCD in each classroom and is in the process of upgrading the internet network to reach classrooms at the back of the school building, with funding sourced from School Operational Assistance (BOS) funds, consistent with Kristanto (2016).

3.3 Student Perceptions of Learning Media Availability and Condition

Analysis of questionnaire data from 60 respondents yielded a total mean score of 86.73 out of a maximum of 110 (79% of the ideal value). The distribution of student perceptions based on individual mean scores is presented in Table 3.

Table 2 Distribution of Student Perceptions of Learning Media (N=60)

Category	Mean Range	Number of Students	Percentage
Very Good	≥ 4,20	17	28,3%
Good	3,40 – 4,19	40	66,7%
Adequate	2,60 – 3,39	3	5,0%
Poor	< 2,60	0	0,0%
Total		60	100%

Table 3 shows that the majority of students (95%) had positive perceptions (Good and Very Good) of Indonesian language learning media. No students gave a Poor rating, and only 3 students (5%) were in the Adequate category. The indicator receiving the highest score was C (Learning Effectiveness) with a mean of 4.26. Items C2 (increased learning motivation with engaging media) and C3 (media helps comprehend literary/news texts) received the highest scores of 4.37 each. This finding is consistent with Hikmah and Haryadi (2022), who confirmed that audiovisual-based media significantly increased student interest and active participation. Similarly, Daniar et al. (2022) found that game application-based learning media received very positive responses from 81% of students and achieved an effectiveness rate of 82%.

Indicator E (Student Needs) also received a high score of 4.15. Item E1 on the expectation for digital media availability (videos, podcasts, applications) scored 4.30, signaling a gap between the current condition and students' hopes for more modern and varied media. Conversely, Indicator D (Obstacles) received the lowest mean of 3.32 (Adequate category), indicating that

students acknowledge the existence of learning obstacles due to media limitations

Table 4 Recapitulation of Mean Scores per Indicator of the Student Questionnaire

Indicator	Aspect	Mean	Category
A	Media Availability	3,82	Good
B	Media Quality and Condition	4,08	Good
C	Learning Effectiveness	4,26	Very Good
D	Obstacles	3,32	Adequate
E	Student Needs	4,15	Good
Overall Mean		3,93	Good

3.4 Obstacles Faced by the Teacher in Utilizing Learning Media

Based on in-depth interviews and classroom observations, five categories of obstacles were identified that the Indonesian language teacher faces in utilizing learning media.

First, Internet Network Infrastructure Obstacles. The most dominant obstacle mentioned by the teacher was the instability of the school's internet network, particularly in classrooms located at the back of the building. This directly impacts the use of internet-based media such as Quizizz, Google, and other digital learning resources. The teacher resorted to using personal hotspot as an emergency solution. This reflects Prinanda's (2025) finding that network instability is the most dominant technical obstacle in Indonesian schools, especially in regions with limited internet access.

Second, Limited Device Obstacles. Although the school has provided LCD in each classroom, the teacher revealed that there were conditions in which the limited LCD facilities became obstacles, particularly before comprehensive procurement was completed, confirming the B4 score of 3.70 in the questionnaire.

Third, Obstacles in Listening and Speaking Skills. The teacher stated that listening and speaking skills were the most affected by media limitations. This was due to the relatively low student motivation in these skills, and specific supporting media (such as a language laboratory) was not yet available at the school. This aligns with Simanullang (2022), who identified that teacher-centered Indonesian language instruction with minimal media results in low student learning outcomes. Hadana et al. (2023) further highlighted that when technology-based media such as Canva is optimally implemented, the learning environment becomes more conducive and interactive, overcoming student boredom.

Fourth, Institutional Policy Obstacles. The school did not yet have specific policies or programs to encourage learning media innovation. Media needs are submitted not individually by the teacher but through a meeting mechanism facilitated by the Vice Principal for Facilities and Infrastructure. This can hinder rapid responses to specific media needs. Hulu (2023) emphasized that the government has a strategic role in addressing these problems through the provision of digital training, financial support, and

the encouragement of technology innovation.

Fifth, Impact on Time Management and Learning Quality. The teacher acknowledged that media limitations affect the quality of student material reception. Although no structured observation had been previously conducted, the teacher noticed a clear difference in student comprehension and engagement between sessions when media functioned optimally and when media experienced technical problems. These findings are consistent with Naz and Akbar (2008), who identified technical and infrastructure barriers as the most dominant factors in learning media problems in developing countries.

4. Conclusion

Based on the analysis of questionnaire data, classroom observations, and in-depth interviews, this study produced four main conclusions.

First, Indonesian language learning media available and used at SMAN 6 Gorontalo include digital presentation media (LCD/projector, PowerPoint), internet-based media (Google, Online KBBI, YouTube), print media (textbooks, LKPD), interactive digital media (Quizizz), and creative support media (sticky notes). This combination reflects the teacher's effort to integrate multimodal approaches in instruction.

Second, the general condition of learning media is usable, with a mean quality and condition score of 4.08 (Good). However, internet accessibility (score 3.12) and consistency of media function (score 3.70) still require attention and improvement. The school has demonstrated commitment by allocating BOS funds for LCD procurement in each classroom and is upgrading the network infrastructure.

Third, student perceptions of learning media are positive, with 95% of students in the Good and Very Good categories. The learning effectiveness indicator received the highest appreciation (mean 4.26), indicating that the existing media contributes to improving student motivation and comprehension. However, students expressed strong hopes for the availability of more modern and varied digital media.

Fourth, the main obstacles faced by the teacher include unstable internet networks, limited devices under certain conditions, the absence of a language laboratory for developing listening and speaking skills, and the lack of school policies specifically promoting learning media innovation. In line with Prinanda (2025), Sihombing et al. (2023), and Hulu (2023), this study confirms that teachers' problems in learning media use are not only technical but also pedagogical and institutional. Therefore, solutions must be multidimensional, encompassing improving teacher competence through technology-based training, providing equitable infrastructure, and school policies that encourage innovation. The study recommends that the school prioritize comprehensive internet network infrastructure improvement, allocate a dedicated budget for interactive digital media procurement, and establish policies supporting learning

media innovation. At the teacher level, continuous training in digital technology utilization should be regularly facilitated.

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