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HOW TEACHER CREATIVITY BRINGS TO INDONESIAN LANGUAGE TEACHING INNOVATIONS IN THE MULTIMEDIA ERA

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Abstract

Teacher creativity determines the success of teaching Indonesian through innovative activities, especially in the multi-media era, which has become part of teaching for all subject areas. For this reason, we have conducted a literature search on several data found by experts in teaching Indonesian language education, both sourced from national and international journal publications and other sources that support Indonesian language teaching programs through creativity and innovation by involving multi-media. So that we can use the data in answering the questions and objectives of this study, we first examined the data by involving a phenomenology-based approach, an approach that seeks to explore as much data as possible to obtain comprehensive, high-quality answers to the study problem. Based on the exposure and discussion of our findings after understanding that teachers' creativity in teaching Indonesian will determine learning outcomes combined with innovative learning methods and strategies in line with the demands of the current multi-media era. Thus, the results of this study will become an essential input in supporting the study and development of teaching Indonesian as the national language in Indonesia in the technological era.
Keywords: Teacher Creativity, Indonesian Language, Teaching Innovation, Era Multi-Media.

Abstrak

Kreativitas guru menentukan keberhasilan pengajaran bahasa Indonesia melalui kegiatan inovatif, terutama di era multimedia, yang telah menjadi bagian dari pengajaran untuk semua mata pelajaran. Untuk itu, kami telah melakukan penelusuran literatur terhadap beberapa data yang ditemukan oleh para pakar pendidikan bahasa Indonesia, baik yang bersumber dari publikasi jurnal nasional maupun internasional serta sumber lain yang mendukung program pengajaran bahasa Indonesia melalui kreativitas dan inovasi dengan melibatkan multimedia. Agar kami dapat menggunakan data dalam menjawab pertanyaan dan tujuan penelitian ini, pertama-tama kami meneliti data dengan melibatkan pendekatan berbasis fenomenologi, suatu pendekatan yang berusaha menggali data sebanyak mungkin untuk mendapatkan jawaban yang komprehensif dan berkualitas tinggi pada masalah studi ini. Berdasarkan paparan dan pembahasan temuan, kami memahami bahwa

kreativitas guru dalam mengajar bahasa Indonesia akan menentukan hasil belajar siswa yang tinggi jika dikombinasikan dengan metode dan strategi pembelajaran yang inovatif sesuai dengan tuntutan era multimedia saat ini. Dengan demikian, hasil penelitian ini akan menjadi masukan penting dalam mendukung kajian dan pengembangan pengajaran bahasa Indonesia sebagai bahasa nasional di Indonesia di era teknologi.

Kata Kunci: *Kreativitas Guru, Bahasa Indonesia, Inovasi Pengajaran, dan Era Multimedia.*

INTRODUCTION

Innovation is part of education and teaching, which is now increasingly being carried out since the world of education involves educational technology or multi-media as an essential learning resource which is now present through instructive teaching services for students from elementary to postgraduate levels.[1] This is done to improve student learning outcomes without any more bargaining. Previously, the attributes of innovation in educational services, including language teaching, including Indonesian, have been increasingly described as a method generally needed by the millennial world of education. Language skills in adaptability, flexibility, and workability are considered fundamental to meet the needs of teaching and working in an increasingly challenging world with all its competition.[2] Also, this part of the emphasis on the advancement of multi-media and innovative technology has been associated with more comprehensive achievements in student guidance where the ability and quality of learning outcomes of the national language are considered and given more importance as the identity of a nation in the nuances of comprehensive school education than a school elementary school to high school since technological innovation entered the world of educational services.[3]

In this Indonesian language education environment, the innovation of school instructors began to receive greater attention after the emergence of technology.[4] The late curriculum directives expressed the assumption for more major teaching innovations in the teaching of national languages to react to the need for a qualified workforce in the 21st century, a large part of the world community is already determined to improve and advance

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[1] Syahrial Asrial dkk., "Multimedia innovation 4.0 in education: E-modul ethnoconstructivism," *Universal Journal of Educational Research* 7, no. 10 (2019): 2098–2107. Purniadi Putra dkk., "ETNOPEDAGOGIC STUDIES IN CHARACTER EDUCATION IN THE MILLINNEAL ERA: CASE STUDY MIN 1 SAMBAS," *Al-Bidayah : Jurnal Pendidikan Dasar Islam* 12, no. 2 (2020): 237–52, https://doi.org/10.14421/al-bidayah.v12i2.547.

[2] Inge Bakkenes, Jan D. Vermunt, dan Theo Wubbels, "Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers," *Learning and instruction* 20, no. 6 (2010): 533–48. Hayatun Nisa, Aslan Aslan, dan Sri Sunantri, "UPAYA GURU PAI DALAM KURIKULUM 2013 DALAM PERSIAPAN PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SEKOLAH DASAR NEGERI 16 SUNGAI RINGIN," *JURNAL PENDIDIKAN DASAR* 9, no. 2 (17 Desember 2021): 219–26, https://doi.org/10.46368/jpd.v9i2.331. Aslan Aslan, "MAKNA KURIKULUM TERHADAP TEORI TENTANG BELAJAR PADA PERUBAHAN PERILAKU ANAK DIDIK," *Cross-Border : Jurnal Kajian Perbatasan Antarnegara, Diplomasi Dan Hubungan Internasional* 1, no. 2 (2018): 56–65.

[3] F. Arie Pratama dkk., "Learning Innovation Using the Zahir Application in Improving Understanding of Accounting Materials," dalam *Journal of Physics: Conference Series*, vol. 1477 (IOP Publishing, 2020), 032018. Liliana Liliana, Purniadi Putra, dan Aslan Aslan, "THE STRATEGY OF TADZKIRAH IN IMPLEMENTING CHARACTERS AT MAN INSAN CENDEKIA SAMBAS," *EDUKASI: Jurnal Pendidikan Islam* 9, no. 1 (4 Januari 2021): 1–17. Syamsuri Syamsuri, Kaspullah Kaspullah, dan Aslan Aslan, "THE UNDERSTANDING STRATEGY OF WORSHIP TO EXCEPTIONAL CHILDREN," *EDUKASI: Jurnal Pendidikan Islam* 9, no. 1 (4 Januari 2021): 18–31.

[4] Michael Fullan, "Research into educational innovation," dalam *The management of educational institutions* (Routledge, 2018), 245–61.

school education programs for all levels.[5] The greatness and excitement of students for elementary schools, for example, encourages a rich, constantly changing quality and enlightening Indonesian language education program to be achieved through more innovative and productive language teaching. The performance process that supports this system also proves that imaginative use and innovation must start from a learning environment that can be accessed utilizing an internet connection both inside and outside language education programs.[6]

In addition, public authorities state that innovative multi-media technology performance practices can help generate and convey students' creativity, expand their capacity to solve problems, think freely, and work agilely with language skills both nationally and internationally. This sets the focal point of the public education plan, which states that educators should be concerned with tracking down the most effective and productive ways to help their students and the obligation to find ways that will last and be sustainable in innovation change.[7] Public authorities generally assume that primary school staff must be inventive and creative in preparing students with language skills and running schools to become agents of change in the nation's education.[8]

However, this paper will explore the findings of innovations in teaching Indonesian language education that recommends that these innovations and creativity support ideas and answer the authors by noting imaginary differences that develop within an undeniable framework.[9] For example, the author will illustrate the peculiarities of empowering creativity and innovation in a technology-driven Indonesian language teaching framework centered on measurable evidence. Efforts to improve Indonesian Language and Literature quality can be made by implementing learning innovations, including technological tools or multi-media information communication technology in schools from elementary to secondary and even universities.[10]

METHOD

In this methodology section, the author describes the course of this study, from the formulation of the problem to the final report of the study findings. So we reiterate that the core purpose of this study is to understand how teachers' creativity can innovatively teach

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[5] Alain García Vazquez dkk., "Image-guided surgical e-learning in the post-COVID-19 pandemic era: what is next?," *Journal of Laparoendoscopic & Advanced Surgical Techniques* 30, no. 9 (2020): 993–97.

[6] Irma Kunnari dan Liisa Ilomäki, "Reframing teachers' work for educational innovation," *Innovations in Education and Teaching International* 53, no. 2 (2016): 167–78. Akhmad Hasan, Aslan Aslan, dan Ubabuddin Ubabuddin, "KURIKULUM PAI TEMATIK DALAM PEMBENTUKAN AKHLAQ ANAK SHOLEH PADA USIA DINI;," *Cross-Border* 4, no. 2 (6 Juli 2021): 180–88. Novi Cahya Dewi, Aslan Aslan, dan Muhammad Suhardi, "GAYA KEPEMIMPINAN KEPALA SEKOLAH TAMAN KANAK-KANAK," *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)* 4, no. 2 (2020): 159–64.

[7] Kunnari dan Ilomäki, "Reframing teachers' work for educational innovation."

[8] Lara Varpio dkk., "Is transferring an educational innovation actually a process of transformation?," *Advances in Health Sciences Education* 17, no. 3 (2012): 357–67.

[9] Mochamad Subhan Zein, "Preparing elementary English teachers: Innovations at pre-service level," *Australian Journal of Teacher Education (Online)* 40, no. 6 (2015): 104–20.

[10] Abdullahi Yusuf Usman, "Using information and communication technology (ICT) to enhance the teaching and learning of Arabic and Islamic studies in Nigeria," *Journal of Teaching and Education* 2, no. 3 (2013).

Indonesian using appropriate multimedia to teach Indonesian.[11] To answer this problem, we have collected various findings from national and international language teaching experts in the form of findings published in scientific journals, books, and academics actively discussing Indonesian language teaching issues and multi-media technology.[12] To answer this problem, the first effort is to examine the data. We do this with a phenomenological approach, exploring data from as many angles as possible to get findings that can understand how teacher creativity can bring success in teaching Indonesian as the national language in Indonesia by involving various technologies. Following this sense, namely multimedia-based teaching. In analyzing, we analyzed coding data, evaluated data, interpreted the data as broadly as possible, only we were able to draw relevant conclusions to answer questions with high validity and reliability.[13] We designed the answer we have chosen in a literature review: qualitative data in descriptive form. This is following the model developed in various literature reviews, especially language purchases, both Indonesian and foreign languages. This study will review various literature sources to provide a solid and broad understanding in enriching the repertoire of technology-based Indonesian language learning. We get the data by technological search, namely, keyword search in various data search engines. This is the procedure for carrying out this review from the beginning to the final report.[14]

RESULTS AND DISCUSSION
Essential Learning Indonesian

In essence, learning the Indonesian language and literature in schools aims to foster student, teacher, administrative, and school principal awareness of the Indonesian language and literature as a means of communication and a unifying tool for this nation.[15] This concern, in turn, is expected to increase our positive attitude towards the Indonesian language and Indonesian literature, both as a symbol of national identity and pride, national unity and integrity, generating a sense of human solidarity and as a means of strengthening national unity and integrity.[16] In this paper, the author will outline the things that need to be done by all of us as teachers and observers of the problem of learning the Indonesian language and literature to create or create an atmosphere of learning Indonesian language and literature that is innovative and creative efficient.

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[11] Jeffrey A. Gliner, George A. Morgan, dan Nancy L. Leech, *Research methods in applied settings: An integrated approach to design and analysis* (Routledge, 2011).

[12] Abd Syakur, H. M. Zainuddin, dan M. Afif Hasan, "Needs Analysis English For Specific Purposes (ESP) For Vocational Pharmacy Students," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 3, no. 2 (2020): 724–33.

[13] Lala Septem Riza dkk., "A concept and implementation of instructional interactive multimedia for deaf students based on inquiry-based learning model," *Journal of Engineering Science and Technology* 13, no. 7 (2018): 2016–35.

[14] Vaughan Bell dan Dorothy Wade, "Mental health of clinical staff working in high-risk epidemic and pandemic health emergencies a rapid review of the evidence and living meta-analysis," *Social psychiatry and psychiatric epidemiology*, 2020, 1–11.

[15] Julie Dearden, *English as a medium of instruction-a growing global phenomenon* (British Council, 2014).

[16] Nita Novianti, "Teaching Character Education to College Students Using Bildungsromans.," *International Journal of Instruction* 10, no. 4 (2017): 255–72. Eliyah Eliyah, Imam Muttaqin, dan Aslan Aslan, "Pengaruh Ekspektasi Guru Terhadap Prestasi Belajar Peserta Didik Kelas VI Semester I Di Madrasah Ibtidaiyah (MI) Al-Mu'awwanah Jombang," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (8 September 2021): 1–12, https://doi.org/10.54069/attadrib.v4i1.116.

The relationship between language and Indonesian literature is like two sides of a coin. Both are interdependent, cannot be separated or stand-alone.[17] Language itself is not neutral because before becoming an element of the building of literary works, the language already has its meaning (meaning) based on first-level language conventions through heuristic reading. The low interest of students to study Indonesian subjects at school is caused by four things: a. Curriculum Uniformity, the center compiles only one kind of curriculum. The curriculum applies to all regions of Indonesia, including remote and underdeveloped areas. Schools and teachers are not given the option or possibility to develop a curriculum according to the potential and wealth of the region, which is different from other regions.[18] In addition, the material discussed is very much. Teachers must implement the curriculum following the curriculum targets and be completed in learning. These things cause the death and sinking of the creativity and innovation of teachers learning teacher-Center.

Challenge in teaching and learning Indonesian

The learning system in the study room, in general, is the Teacher-Center model (focusing on educators), not the student center.[19] This learning model, of course, causes common intuition. Educators will more often than not just exchange their information at this time. This strategy is tiring for the teacher, and the students are tiring, the connection is low, the students are just spectators and memorizers. The administrative Burden of instructors and educators have been busy with their managerial arrangements. Managerial weight should be reduced, then, at that time, replaced with the task of reading books that help to learn.[20]

The presence of most of the reading books turned out to have a significant impact on the understanding of educators and students. Educators who have extensive information will significantly affect student progress. He can provide guidance and assistance for his students to progress and be creative. Instructors who prefer not to increase their horizons can gain less commitment to student progress. Large Class The more significant the number of students in a class, the less appropriate the learning exercise. The simpler the class, the more interesting the learning exercises.[21] With small classes, educators can focus entirely on students. Learning techniques must be possible in various ways that are intelligent, dynamic, and inventive. Students can be fully engaged with learning. Of the four things described above, coincidences

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[17] Michael Tomasello dkk., "Two key steps in the evolution of human cooperation: The interdependence hypothesis," *Current anthropology* 53, no. 6 (2012): 673–92.

[18] Jakhongir Shaturaev, "INDIGENT CONDITION IN EDUCATION AND LOW ACADEMIC OUTCOMES IN PUBLIC EDUCATION SYSTEM OF INDONESIA AND UZBEKISTAN," *Архив научных исследований* 1, no. 1 (2021). Aslan Aslan, *HIDDEN CURRICULUM* (Pena Indis, 2019). Aslan dan Wahyudin, *Kurikulum dalam Tantangan Perubahan* (Medan: Bookies Indonesia, 2020), https://scholar.google.com/scholar?oi=bibs&hl=en&cluster=17745790780728460138.

[19] Joy Lesnick dkk., "A Study of Chicago New Teacher Center Induction Coaching in Chicago Public Schools: 2009-2010.," *Consortium on Chicago School Research*, 2010.

[20] Herbert A. Simon, *Administrative behavior* (Simon and Schuster, 2013).

[21] Linda Suskie, *Assessing student learning: A common sense guide* (John Wiley & Sons, 2018). Aslan Aslan dan Agus Setiawan, "InternalIzatIon of Value educatIon In temajuk-melano malaysIa Boundary school," *Edukasia: Jurnal Penelitian Pendidikan Islam* 14, no. 2 (2019).

that impact students' low interest in learning are focus b, c, and d. while point "a" related to educational programs becomes a public issue.[22]

Imaginative directed exploration concentrates entirely on the setting in which it is being developed and focuses primarily on the potential barriers it creates, on enhancing student innovation, but on the opportunities and abilities of the instructor to try things out and apply them.[23] Inventive practice in the classroom as the experts see it. This suggests that the environment in which education takes place is of critical concern as discovery occurs. Therefore, it is surprising that in this test group, the voices of educators, people who are generally prepared to comment on this environment, are not given much consideration.

Teaching Indonesian as a vocation, but having its own space, explicit standards, beliefs, qualities, and teaching methods, is certainly not a separate action but essential for a multimedia-based learning framework.[24] In that capacity, a project demonstrating a language may be represented by several different organizations and activities with similar hierarchical standards. This is especially evident because of the teaching of the Indonesian language, which has become a significant and vital undertaking throughout the country in recent years, regardless of whether the spread of this teaching system is a favorable event.[25] However, Indonesian as a unified language is generally accepted, providing financial, instructive, and social benefits. This paper will begin with an exhaustive exploration of the evidence for Indonesian language education studies, outline the speculations and techniques that have guided the discipline over the long term, present the instructive and educational plans that change that emerges with each new advance in the field. Then, at that point, examine current best practices in Indonesian language teaching and how these practices are carried out across teachers and students in the country.[26]

The right approach to learning Indonesian

This paper will then explain the consequences of exploration led by creator organizations working in Indonesian language education, particularly regarding the development of educational plans.[27] This examination centers specifically around the region setting but is relevant to the rest of Indonesian as an unfamiliar language setting as a whole and Indonesian settings in particular. A Brief History of Language Teaching: Advances in theory and methodology of core structures in Indonesian cited most recently are structures, in which they put forward approaches, plans, and systems components as a way of describing and assessing various techniques. Language teaching appears – and sometimes disappears –

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[22] Elizabeth F. Barkley dan Claire H. Major, *Student engagement techniques: A handbook for college faculty* (John Wiley & Sons, 2020).

[23] Jennifer L. Fisette, "Exploring how girls navigate their embodied identities in physical education," *Physical Education and Sport Pedagogy* 16, no. 2 (2011): 179–96.

[24] Isti Gandana dan Graham Parr, "Professional identity, curriculum and teaching Intercultural Communication: an Indonesian case study," *Language, Culture and Curriculum* 26, no. 3 (2013): 229–46.

[25] Budi Setyono dan Handoyo Puji Widodo, "The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis," *Intercultural Education* 30, no. 4 (2019): 383–97.

[26] Paulus Kuswandono, "The journey of becoming a teacher: Indonesian pre-service teachers reflecting on their professional learning" (PhD Thesis, Monash University Melbourne, Australia, 2013).

[27] Carlos M. Palacios, "Volunteer tourism, development and education in a postcolonial world: Conceiving global connections beyond aid," *Journal of sustainable tourism* 18, no. 7 (2010): 861–78.

over the long term. They state that "a technique is hypothetically linked to a methodology, hierarchically defined by plans, and essentially recognized in the system.[28]

It is beyond the scope of this paper to dissect in depth the strategies that represent language as suggested by this model; Suffice it here to consider that most recognized techniques arise from and are based on hypothetical standards, structured within informative frameworks that are applied in the classroom teaching methods.[29] Greek and Latin education rely on learning directed language structures and remembering jargon in the Western world. Because this methodology is valuable in empowering one to parse from a second language to a local language, in this strategy, foreign dialects are educated in the first language, emphasizing learning separate jargon words and studying complex linguistics through boredom-free settings and text investigation.[30] This technique is still popular today in various Indonesian teaching settings because it "does not require a lot of special skills on experimental instructors on punctuation and interpretation rules are not difficult to develop and can be fairly assessed." Unfortunately, Grammar Translation does not help students print in unfamiliar dialects.

The Direct Method, which was also used for 100 years in the north, relied on the belief that later languages could be learned in the same way as the first dialects were picked up,[31] do not use the local language in the study room, valuable and ordinary accentuation of jargon and syntax, inductive punctuation education through demonstration and practice and consideration is given to the perception and hearing of discourse.

Due to the difficulty of doing the Direct Method in the classroom, it became undesirable during the 1920s.[32] However, an essential component of the Direct Method reappeared in the etymology-based Audiolingual strategy of the 1940s. International Journal of Organizational Innovation 25 This strategy has been around for a long time, and its transformation can be found in today's language learning spaces. It has been described as relying heavily on mimicry and retention, generally as discourse exercises and examples being repeated and rehearsed to "learn" punctuation structures. Learning is seen as a matter of setting tendencies; As a result, errors are corrected immediately, and appropriate reactions are supported quickly.[33] This usually, however, does not provide students with the ability to transfer their capacities outside the classroom into actual correspondence events. During the 1970s and 1980s, the idea of informative ability became prominent in language teaching.

Progress in teaching Indonesian with innovative and communicative methods can be seen as an effort to improve students' skills for language education purposes and recognize

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[28] George Chadwick, *A systems view of planning: towards a theory of the urban and regional planning process* (Elsevier, 2013).

[29] Neil Richards dan Woodrow Hartzog, "The Pathologies of Digital Consent," *Wash. UL Rev.* 96 (2018): 1461.

[30] Nadirah Nadirah dkk., "INTERACTIVE MULTIMEDIA IN EFL CLASSROOM: A STUDY OF TEACHING READING COMPREHENSION AT JUNIOR HIGH SCHOOL IN INDONESIA," *Journal of advanced english studies* 3, no. 2 (2020): 131–45.

[31] Michael Posa, Cecilia Cantu, dan Russ Tedrake, "A direct method for trajectory optimization of rigid bodies through contact," *The International Journal of Robotics Research* 33, no. 1 (2014): 69–81.

[32] Dick Allwright, *Observation in the language classroom* (Routledge, 2014).

[33] Luis Miguel Dos Santos, "The Discussion of Communicative Language Teaching Approach in Language Classrooms.," *Journal of Education and e-Learning Research* 7, no. 2 (2020): 104–9.

the relationship between language and communication.[34] The teaching constraints of English as a foreign language in Indonesia: The context of the school-based curriculum. *Sosiohumanika*. Although this method can be described in various designs and must be seen in practically unlimited class groups and enterprise systems, learning based on multi-media technology innovations is generally described as high quality because it focuses on all areas of language skills. In addition, this teaching on a credible language is introduced and used in an innovative environment and adjusts both familiarity and accuracy in students' language-creating abilities.[35] In addition, this method also prepares students to use language profitably and responsively in untrained and correct settings as indicated by their needs. They utilized language teachers as facilitators and guides in student-focused learning spaces rather than omniscient regulators in a climate educators emphasize. This allows students to become dynamic members of a cooperative and helpful learning process. These multi-media method standards and procedures can appear in various methodologies that have been used, suggested, implemented, and assessed recently.[36]

An assignment-based education plan shows how a student needs to manage his or her national language as far as task targets and manage the planned development of academic efforts to achieve his or her learning goals. Another variation of this method is content instruction, in which explicit substance learning occurs through subsequent language. Multi-media methods should be viewed in a scientific setting (for example, students study science in Indonesian), and this program refers to an advanced setting. Furthermore, this method allows the coordination of language skills (tuning, speaking, reading, and writing) in improving students' open skills. Thus, students can fulfill applicable language goals and needs.[37] Another methodology that incorporates multi-media standards is "experiential learning." This includes giving students key meetings where they discover language standards through experimentation, offering students opportunities to use language as they grapple with the critical thinking complexities of substantial encounters. In experiential learning, rather than just finding out about the theme, students are directly involved with the topic, and "generally there is some real contribution to the specifics.[38]

With the most recent innovative rapid advances – and will undoubtedly continue to occur in the multimedia-enhanced language learning environment that has become an integral part of language teaching across educational institutions.[39] Technological innovations offer many entry points for teaching and learning Indonesian. Processing of media and Internet technology, video and sound media, and computerized data, among others, brings a variety of

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[34] Karim Mattarima dan Abdul Rahim Hamdan, "The teaching constraints of English as a foreign language in Indonesia: The context of school based curriculum," *Sosiohumanika* 4, no. 2 (2011). Prasetyono Hendriarto dkk., "The Relevance of Inquiry-Based Learning in Basic Reading Skills Exercises for Improving Student Learning Outcomes in Madrasah Ibtidaiyah," *At-Tajdid : Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 01 (15 Juni 2021): 28–41, https://doi.org/10.24127/att.v5i01.1473.

[35] David Marsh dkk., "European framework for CLIL teacher education," 2012.

[36] Farahiza Zaihan Azizan, "Blended learning in higher education institution in Malaysia," dalam *Proceedings of regional conference on knowledge integration in ICT*, vol. 10, 2010, 454–66.

[37] Tom B. Brown dkk., "Language models are few-shot learners," *arXiv preprint arXiv:2005.14165*, 2020.

[38] Reza Zabihi, "The role of cognitive and affective factors in measures of L2 writing," *Written Communication* 35, no. 1 (2018): 32–57.

[39] Timothy Beatley, *Biophilic cities: integrating nature into urban design and planning* (Island Press, 2011).

language-representing materials and tools into almost every area of a language course. The introductory part of the informative prospectus can be accessed anywhere students learn through multi-media teaching. For example, there are multiple entry points for collaboration with other students. The information and communication provided, the different learning styles and systems are a concerted student effort to move forward. With student independence upheld, student choices need to be fulfilled to learn autonomy. Innovative technology is very encouraging, considering its effective existence for many students. Good in using the internet with social media and the like.[40]

However, when developed with the right strategies, open education plans face many obstacles that hinder effective implementation. These issues arise in instructors, students, learning frameworks, and multi-media development.[41] Teachers may face problems to the extent that they experience confusion about the components of multi-media use, lack of preparation or entry restrictions for retraining in multi-media methods, lack of skills and confidence in the language capacity of the national language, and lack of time in students' plans for collaboration. To get the opportunity done to encourage the practice of using multi-media. Students may also have Indonesian language skills that are too low to participate in fast learning, but they can also show little practice in the multi-media aspects of learning Indonesian for authentic communication and information acquisition activities.[42]

Not all problems related to the implementation of multi-media can be ascribed to teachers and students. Several problems emerged from the idea of the learning framework, such as substantially large class sizes, standards in non-speaking developed countries, Indonesia still presenting multi-media in small classes. In addition, given that public service teaching can formally state that open methodologies are used, there may be a reliance on punctuation-based assessment, prompting teachers and students to continue highlighting traditional methods that rarely work. In addition, there may be a lack of financial and regulatory assistance for instructors and agencies seeking to make essential improvements to achieve a complete education plan. Finally, multi-media as a strategy itself is less clearly characterized than other conventional techniques.[43]

Curriculum With Innovation

Technological innovation in the curriculum teaching Indonesian has accelerated the spread of Indonesian language education to the countries described above. As a result, they empower international students to develop Indonesian language skills.[44] Meanwhile, in their home country of Indonesia, they are as efficient as they can learn even though there is no multi-media. In this case, analysts and experts must jointly look for inventive ways to overcome this problem, the difficulty of getting a multi-media solution. Reducing barriers

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[40] Charles R. Graham, Wendy Woodfield, dan J. Buckley Harrison, "A framework for institutional adoption and implementation of blended learning in higher education," *The internet and higher education* 18 (2013): 4–14.

[41] Graham, Woodfield, dan Harrison.

[42] Fabrice Hénard dan Deborah Roseveare, "Fostering quality teaching in higher education: Policies and practices," *An IMHE Guide for Higher Education Institutions*, 2012, 7–11.

[43] Noah Raford, "Online foresight platforms: Evidence for their impact on scenario planning & strategic foresight," *Technological Forecasting and Social Change* 97 (2015): 65–76.

[44] Zein, "Preparing elementary English teachers."

inherent in Indonesian language teaching arrangements, among others, is a summary of examinations conducted by teachers and students in school institutions. In this effort, Indonesian language teaching professionals have planned, implemented, and evaluated various innovative and creative techniques to meet the needs of Indonesian students while at the same time reducing at least one of the barriers that usually stand for the use of informative prospectuses in Indonesia language teaching.[45] Implementing the task-based syllabus as mentioned above, one multi-media must be seen in the technology-based teaching of Indonesian towards an innovative curriculum.

CONCLUSION

At the end of this section, the author would like to report the conclusions of the results of this study where we have carried out a series of studies that aim to gain a critical understanding of how teachers can move towards an Indonesian language innovation teaching in the technological era which has become the goal of many personal and business activities. Education, especially teaching Indonesian. We believe with the exposure of the data found after trying to answer this royal question through evidence from various existing studies.

Record pointing tuning result and discussion. Our first point is to report on learning Indonesian. As the national language, students in Indonesia are required to learn it from elementary school to high school with the help of teachers who are expected to be able to have high creativity to give birth to learning innovations in an era where Rudi has become the solution to many human activities, not least in teaching Indonesian. The next point is that we summarize the challenges faced in learning Indonesian, including the low ability to adopt various learning approaches and the agility required of teachers and students to use various technology applications, which significantly benefit teaching English. The following finding is that multi-media has now been used as a learning solution in Indonesia, which has provided extraordinary changes in terms of teaching with all existing devices used so far, such as laptops, smartphones, and various other media on Android. It is all used to gain understanding and the expected acceleration of learning.

Furthermore, how does multi-media become a learning solution, mainly Indonesian, as in other learning such as foreign languages? The next is the right approach to use in learning Indonesian, so here we have explored as much data as possible and believe that the uniqueness of the Indonesian language does require the development of a careful learning plan where Indonesian is also studied in several other countries, and this makes Indonesian turned out to be a language that can be learned with the help of technology. Next is how innovation changes the Indonesian language learning curriculum where Indonesian, like other world English languages, begins with curriculum development and innovation. So he is closely related to preparing curriculum documents to give birth to a learning innovation oriented towards accelerating results. We believe that in addition to the advantages of this data, it also has many limitations and weaknesses, so for that, we expect input of support and improvements to improve quality after similar paydays in the future.

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[45] Sudarmo Sudarmo dkk., "The Future of Instruction Media in Indonesian Education: Systematic Review," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 2 (31 Agustus 2021): 1302–11, https://doi.org/10.35445/alishlah.v13i2.542.

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