MOBILE DEVICES IN INDONESIAN LANGUAGE LEARNING ON MULTI GRADERS AT ELEMENTARY SCHOOLS

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ABSTRACT

The objectives of this study were (1) to measure the transformation of mobile learning devices in elementary schools in multi grade classes, (2) to examine the visibility of the development of Podcast devices for Indonesian language learning in multi grade elementary schools and (3) to assess the probability of using video technology tools on demand (VOD) on Indonesian language learning in elementary schools in multi grade classes. The method used is ethnographic study with triangulation of data in the form of interviews, the results of observations and technology assessment for Indonesian language learning in multi grade-based elementary schools using Mobile devices. The results of this study are (1) Mobile learning devices, especially television can be used for multi grade learning, (2) podcast device development also has the opportunity to be further developed, and (3) tools for learning are more related to the process of developing mobile devices in schools basic. Conclusions from this study, the development of Mobile devices for Indonesian Language in Elementary Schools needs to be done, taking into account the visibility of the learning device. It is recommended to the stakeholders to optimize the Indonesian Language device for multi grade class.

Keywords: *Indonesian Language Learning in Primary Schools, Multi grade, visibility studies, information and communication technology device*

INTRODUCTION

Indonesian in elementary school is an integral part of thematic learning in elementary schools. The process of developing Indonesian language in elementary schools on the basis of actual themes in the community requires a process of technology development that has the principles of effective and accurate to transform ideas and insights. Coll , et all (2018: 186) states developing learning devices in the network, it is necessary to develop information and communication technology-based learning tools that have the ability in terms of coordination and skills in terms of synchronization of software and hardware. This is what must be considered by application developers to do business in software and hardware development.

The transformation of the development of Mobile devices has given rise to significant changes in human culture and lifestyle. In this case, the development of devices with high mobility is able to bring in a world without borders *(borderless)*. To compile a learning device for information and communication technology, an individual even though learning to be able to adjust to global challenges that demand increased skills in terms of making information movements faster than things before communication and information devices with high mobility develop rapidly in the wider community. Kazakoff , et all(2018: 430) states that teach Information and Communication Technology, even though an individual is able to learn to adjust to the surrounding environment which demands diversity of information and self-

correction about the accuracy in receiving the information.

In another perspective, the development of information and communication technology has given rise to the development of tools in learning for the digital world. Developing learning tools currently have several things, namely (1) tools for learning in the network, (2) tools for teaching individuals and communities from information retardation and (3) tools used to teach individuals to be more creative in using Information Technology and Communication in the 21st century to develop creative industries that are developing rapidly and rapidly. The location of the challenges of the 21st century is more directed at increasing the ability and skills to compile data and facts that develop in the community to be taken into a public policy, especially for the lack of teachers who are alternative problem solving is multi grade learning.

The current development of information and communication technology on the one hand can give birth to various forms of communication flow. For the world of education at the level of education units in primary schools, learning is more focused on increasing independence in developing various learning tools that support the creation of a conducive and ideal teaching and learning environment. This research was preceded by research from Kazakoff , et all (2018: 430) states that develop ideal teaching tools, the learning process is more directed at improving the quality and quality of human resources to improve independence in socialization and improve skills to develop various learning steps which in turn are expected to be able to develop the skills and skills of an individual in terms of socialization of ideas and distribution of hardware and software in accordance with the principle of independence of a student. This result is supported by research from Coll, et all (2018: 186) which states In the development of learning tools in primary schools based on information communication technology, an integral part of this is *hardware* development and *software* .

The third study came from Presscott , et all (2018: 498) states that Indonesian Language Learning in elementary schools despite having a perspective on the development of information and communication technology that is currently developing in Indonesian society. The growth of users of information and communication technology devices has a significant increase. Based on the above research, this research focuses on innovations that continues to grow both in terms of hardware, software or a signal which includes the development of *smartphone* technology based on satellite communication designed for message communication.

Literature Review
Development Of Indonesian Language Learning In 21st Century On The Development Of Multi Grade Learning Processes

Information and communication technology devices in the 21st century require improvements in quality and quantity. Presscott , et all (2018: 498) states the ideal level of developing information technology devices in the 21st century, despite taking into account the location of the target areas for developing information and communication technology devices. In the fact that occurred in the development process, what is commonly encountered is the extent of the geographical setting with various locations that make the development of information and communication technology devices even though they are developed following a software development process that requires a long time and requires special

skills to synchronize learning devices to achieve optimal results in line with expectations of device and application development. In terms of information and communication technology development, it still needs to focus on devices that have high mobility.

Development Process In Indonesian Language Learning In Primary Schools For Multi Grade Learning

The process of developing Indonesian language material in elementary schools requires development on a massive scale. This is increasingly closely related if it is associated with the process of developing learning innovations that touch the skills in re-conditions of ideas that develop in the community. Coll , et all (2018: 186) states development of learning tools, various devices although optimized to be arranged as a learning process that prioritizes the ability to communicate ideas and ideas in order to create the ideal skills in developing learning tools. For this reason, it is necessary to develop learning tools and evaluation instruments Coll , et all (2018: 186) states in terms of developing learning devices and software applied in integrated computer systems . Communication devices that have skills inuploading and downloading on a massive scale.

METHOD

This research is an ethnographic research, which reveals the development of hardware and software that currently dominates the development of information and communication technology today. The development of hardware and software is adjusted to the location of the region. The research locations took in 5 locations namely Ponorogo Regency , Trenggalek Regency, Tulungagung Regency , Kediri Regency and Kediri City. From research, data based on interviews, observation and literature analysis were processed by triangulation method . With Indonesian language-based learning in elementary schools, it is expected to utilize high mobility-based communication tools that touch areas that have been in isolation of information and communication technology devices.

RESULTS
Development Of Indonesian Language Learning Devices In Primary Schools For Multi Grade Based On Information And Communication Technology

To develop the learning process, individuals who have the opportunity to develop the learning process while focusing on the skills to study the process of developing information and communication technology in the elementary school environment. To develop a maximum learning process, adequate time and infrastructure are needed. This is in line with the opinion of Hong, et all (2016: 572) which although focused is the use of social media which is currently growing so fast.

The development and use of social media are so fast despite paying attention to the learning process that prioritizes the development of information and communication technology that is in line with the IT development process. To develop the learning process, the individuals involved are associated with the process of developing learning that maximizes the opportunities and potential to develop the learning process maximally. Social media is currently the result of the development of the learning process that prioritizes the development of the process and assessment of meaning. In this case, the process and development of meaning although prioritizing the process of building social media that has the opportunity to be developed more

optimally. The development of multi grade learning even though emphasizes the process of developing ideas and culture. This is even though it is focused on developing schemes and ideas related to the knowledge of an individual. In line with the opinion of Hong, et all (2016: 572)developing a multi grade learning process, an individual even though taught in the development of learning steps that are closely related to the current process of social media development, which requires the development of further teaching materials.

In terms of the development process, social media is transformed as a form of developing opinions and ideas related to the process of forming character education values, which touch more on public services. According to Lam, et all (2017: 3) multi grade class although prioritizing the process of individual development and the formation of sustainable character values. For the formation of the values of character education, it is necessary to design character learning that prioritizes the process of forming spiritual values. The values that exist in multi grade learning focus more on the nuances of character education which is more aimed at forming students who have dignity in terms of building character education.

This is an integral part of the process of forming character education values in multi grade learning. For multi grade learning, although it emphasizes the formation of action patterns and speech patterns that are marked by the creation of opportunities to make changes to the phenomena that occur. For this reason social media has a significant role in the process of forming character education values. According to Lam, et all (2017: 3) multi grade learning, social media that is controlled by various features has benefits in terms of the process of developing character education values. For the process of developing character

education, an individual is taught even though the formation of values and ideas are closely related to Indonesian culture that has insight into character education.

To develop the values of character education, Jani, et all (2018: 1130) states multi grade learning process based on technology and social media devices. This is closely related to the process of developing individuals who have needs as a student. In this case, social media has benefits in the process of developing multi grade learning. The process of developing Indonesian language tools in elementary schools requires optimal development. When viewed from visibility, the learning development process. Social media devices need to develop a learning process that prioritizes the use of multi grade learning in primary schools on thematic language-based Indonesian materials in elementary schools.

Development Of Devices Pod-Cast For Indonesian Language Learning In Primary Schools In Multi Grade Learning

McCutcheon , et al (2015: 256) stated that Digital Native is the generation that is designed to develop the learning process optimally and in line with the rate of development of information and communication technology, digital generation native tend to be able to utilize the communication tools that already exist, even at a later stage, the generation of digital native has the skills to develop devices and build applications that are useful for developing Mobile Learning applications .

Zucker (2017: 2) argues that Pod-Cast- based teaching is a teaching tool that has benefits in terms of developing optimal learning, in this case learning tools that are closely related to the development of Mobile Learning despite being associated with technological development in social media that develops with fast. In this case,

the progress to develop the learning process will be easier along with the flow of the times that demand changes in governance and learning design to create generations that have optimal ability in developing learning. To develop the learning process, a student even though he is able to develop himself and the community to make the teaching and learning process take place more quickly and accurately.

Zucker (2017: 4) argues that the development of Mobile-based devices is closely related to the development of devices for Pod-Cast. In terms of developing *mobile* devices, an individual is taught to develop an ideal learning process. For the process of developing *Mobile Learning* , a developer even though has the skills and skills in developing ideas and ideas related to the process of developing Mobile learning related to the limits of space and time and has opportunities in developing learning capacity. To develop mobile learning, an individual even though has the capability to develop the learning process. To develop capabilities, pod-cast- based teaching media are needed that are related to multi grade learning.

Zacharis (2015: 45) states Development of multi grade learning tools, also must focus on *Online* and *offline* learning which is more appropriately referred to as network learning. In blended learning learning , an individual even though taught to be able to teach the process of developing ideas and ideas that are optimal for the continuation of the learning process. To develop the learning process, data and related facts even though they are sorted and drawn a conclusion of meaning. In this case, the process for developing *blended* based learning *learning* despite the focus on individuals and ideas that are closely related to the development of Indonesian culture. For the development of the learning process, it is necessary to develop ideas

and ideas that adjust to the availability of time and ideas in accordance with the development of ideas and ideas.

Zucker (2017: 2) argues that Development of learning tools although focusing on Pod-Cast based *blender* learning skills. In the development of learning based on *blender learning*, an individual, although focused on developing cognitive aspects and social aspects. To develop *blended* -based learning, an individual, although focused on the process of developing ideas in accordance with the development of scientific ideas, in this case the development of ideas and social behavior. To develop the process, it is necessary to develop *blender* learning based learning that prioritizes the process of actualizing ideas and ideas that play an active role in the scientific development process of a student. To develop the learning process with a blender learning style, pod-cast media is needed in multiple classes. Development of Pod -based learning tools Cast is a learning tool that puts forward the process of developing distance learning in multigame classes.

Development Of Video On Demand Application In Indonesian Language Learning Primary School For Multigame Classes

According to Keogh, et al (2017: 298) suggests that information and communication technology has created opportunities in the decision making process. In the current era, more decision-making processes at the point of building a better civilization or commonly referred to as the development of information and communication technology for skills. In addition, the process of developing information and communication technology at this time despite being encouraged in the process of developing teaching tools that have benefits in the development of teaching

and learning processes in primary schools.

Indonesian Language Learning in Primary Schools is no exception having a unique and strategic position in the development of the learning process. On the one hand, the process of developing instructional materials is more focused on individual career development and the environment that has a real contribution to job creation. Besides this, the development of Indonesian language learning in elementary schools despite focusing on developing speech patterns and action patterns. For the development of the learning process, various things are designed in such a way as to have an active role in the process of learning Indonesian in elementary schools. Jenner (2017: 304) argues that developing it requires the development of identity and individuals.

Video on demand applications are applications that have benefits in terms of developing the absorptive capacity of the information. Jenner (2017: 305) argues multigame learning, video on demand applications are more focused on developing skills in designing speech acts and logic. This application has the benefit of teaching tricks to teach multigame in an optimal and comprehensive social environment. Another thing that is the starting point of the development of diversity is the process of forming a student's identity and individual. This is the process of the individual's self-maturation. Besides this, the ability to develop students' academic potential. To develop thinking and reasoning processes, video on demand applications focus more on individual and community development. Community development in the big data era is an era that provides opportunities for multigame learning to apply *blended* learning principles Indonesian language *learning* material in Primary Schools. In general, this process will be passed along with the development of

identity and environment.

Indonesian Language Learning in elementary schools currently requires a device that is closely related to the skill of the users of the device, which is closely related to the ability of the application developer. Jenner (2017: 304) argues in this case, the dominant factor for developing learning tools related to Indonesian literature is the ability to develop devices that are closely related to the community. In this case, the application developer, despite studying various factors, especially learning which is closely related to the availability of the number of teachers, in this case multi grade learning is part of the application development process that is closely related to the development of learning mobility. The use of information and communication technology devices that have the ability to assess the actual development of data and facts.

CONCLUSIONS AND SUGGESTIONS
Conclusion

Multi grade-based learning, at the ideal level is learning that puts forward the process of actualizing ideas and meanings related to the learning process. To develop a multi grade learning process, the individuals involved in participating in the development process are related to multi grade learning. To develop the learning process, the individual is taught in the process of utilizing modules combined with the teaching and learning process in multi grade classes. The basis of utilizing multi grade-based learning has the aim of enabling governance in the process of learning Indonesian in elementary schools to be more optimal and measurable for the development process of multi grade learning

Suggestion

The development of Indonesian language learning tools in primary schools at the ideal level focuses on developing the skills of a student in carrying out the

process of communication and feedback on various characteristics of students. To develop the learning process, a student is taught about the use of information and communication technology that supports the development of the individual. For this reason, in the case of developing multi grade learning in Indonesian in elementary schools, while paying attention to high mobility is a major requirement in the development of information and communication technology today. The process of developing learning for multi grade classes even though it is balanced with regulations and rules that can be used to develop the learning process in multi grade classes. To develop the learning process, individual and environmental studies are needed.

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