

## Teacher Views on Text Learning *Microblog* Assisted Observation Reports For High Schools

Dewi Jayana<sup>1</sup>, Dharma Yunita Siregar<sup>2</sup>

<sup>1,2</sup>STIKes Payung Negeri Aceh Darussalam

[dewijayana3@gmail.com](mailto:dewijayana3@gmail.com), [dharmayunita8@gmail.com](mailto:dharmayunita8@gmail.com)

Article Information	ABSTRACT
<b>History</b> Accept: 30 April 2025 Revised: 20 May 2025 Approved: 26 May 2025	Learning by utilizing technology such as microblog in learning is believed to provide comfort and flexibility, more effective and efficient learning opportunities and experiences, improve the personal and institutional quality of students because the material studied is more interesting and not boring. This study aims to find out the expression of the teacher's views on learning the text of the observation report assisted by microblog. This study uses a descriptive qualitative method. The design of this study aims to reveal the views of Indonesian teachers regarding digital learning, the forms of activities, the methods used, and the difficulties encountered during the implementation of Indonesian language learning at school. Data collection was carried out via a Google form which was distributed to Indonesian language teachers in senior high schools. Data analysis using interactive model Miles and Huberman. The results of the study show: 1) all Indonesian teachers have the view that microblog-assisted learning is very important to implement, 2) Indonesian language learning activities especially in the text of the observation report assisted by microblog can make teachers' creativity unlimited and support a better learning process for students. The benefit of this research is that students become more active and interested in participating in learning.
<b>Keywords</b> <i>Taboo language, Pamali, Gajahan village</i>	



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### 1. INTRODUCTION

Learning is a process of human intelligence, maturity and independence carried out by individuals, groups and institutions. The implementation of the Indonesian language learning process in schools still tends to be teacher-centered. According to Darmika et al. (2017: 2) The teaching and learning process basically consists of conveying information to the recipient of the message. Learning Indonesian is part of the educational process in schools. Teachers can no longer be relied upon as the main source of learning, but they are needed as facilitators, guiding students to become intelligent human beings and admired figures (Sufanti, et al, 2019).

The teacher is a very strategic element of education because it is a key factor in the teaching and learning process (Ramadhani & Zulela, 2020). The teacher uses interesting technology to convey the presentation of the material presented and forwards questions and answers to students. This makes students active and creative in their learning. Teachers must be able to develop learning innovations (Prihatini & Sugiarti, 2022). Students with poor learning outcomes do not play an active role in understanding the content of learning,

and student achievement in learning Indonesian is still low. There is no denying that highly dynamic approaches to education are not successful, and advances in technology and an increasingly sophisticated society are changing students' learning styles. The presence of internet technology allows students to use it for independent learning. According to the author, learning by using technology such as *microblogs* in learning is believed to provide comfort and flexibility, more effective and efficient learning opportunities and experiences, improve the personal and institutional quality of students because the material studied is more interesting and not boring. The purpose of the *microblog* is so that when students forget what they are learning, students can access what they want to learn again.

Taufiqulloh (2017) states that independent learning is a form of successful learning with the aim of achieving something you want. This is in line with Littelwood (1996, in Lai Chun, 2017) which states that independent learning is a student who wants to achieve the acquisition of abilities and skills with the aim of being involved in directed learning through collective student experience. In addition, it can build students' self-confidence in uncovering facts because they have studied independently (Campbell et al., 2018) and develop problem-solving skills in other fields (Rahman et al., 2018). However, based on the results of research conducted by Lestari, (2018), Karademir et al. (2020) that learning Indonesian is carried out differently between theory and practice, and the problems faced by teachers are related to the views of teachers who do not know about scientific activities activities with digital practice and the methods that must be used. This needs to be studied as an effort to improve the quality of Indonesian language learning provides many benefits to be implemented, then the quality of Indonesian language learning is closely related to teacher performance in schools (Dogan & Simsar, 2018). Thus, the purpose of this study was to reveal teachers' views on Indonesian language learning, especially in the text of reports on observations assisted by *microblogs*, in carrying out learning in high schools (SMA).

## 2. METHODS

This study used a qualitative approach with a descriptive research type. Descriptive research with a qualitative approach aims to describe an object or phenomenon naturally or as it is without giving treatment (Sukmadinata, 2015). The design of this study aims to reveal the views of Indonesian teachers regarding digital learning, the forms of activities, the methods used, and the difficulties encountered during the implementation of Indonesian language learning at school. The selection of research respondents used a purposive sampling technique or selection of data sources using several criteria and considerations (Sugiyono, 2016; Leavy, 2017). The criteria and considerations for selecting the respondents were 1) Indonesian teachers who teach in class X high school (SMA), 2) Indonesian teachers who have taught for more than five years, 3) Indonesian teachers who hold at least a bachelor's degree and 4) Indonesian language teachers who have experience participating in Indonesian

language learning training/workshops. Following are the profiles of the five respondents in this study.

**Table 1.**  
**respondents demographics**

<b>Respondents</b>	<b>Gender</b>	<b>Last education</b>
<b>Respondents 1</b>	Female	S1
<b>Respondents 2</b>	Female	S1
<b>Respondents 3</b>	Female	S1
<b>Respondents 4</b>	Female	S1
<b>Respondents 5</b>	Female	S1
<b>Respondents 6</b>	Female	S1
<b>Respondents 7</b>	Female	S1
<b>Respondents 8</b>	Male	S1
<b>Respondents 9</b>	Female	S1
<b>Respondents 10</b>	Female	S1
<b>Respondents 11</b>	Female	S1

Data collection uses a semi-structured interview technique because it includes in-depth interviews that use interview guidelines to get more open answers from respondents as needed (Sugiyono, 2016; Leavy, 2017).

This research instrument uses a google form with 10 questions asked. Data analysis techniques use the Miles & Huberman interactive model, including: "data collection, data condensation, data presentation, and drawing conclusions" (Miles et al., 2014). Data from google forms in text form then enters the data condensation stage. The data condensation stage is carried out to select, simplify, and summarize the data needed to provide a clearer picture of the research results. Research data is made easier to understand by researchers and others. The data given by the respondents were then analyzed and presented in a descriptive form. Conclusions in the form of answers to research questions that have been compiled by researchers.

### **3. Findings and Discussion**

Authors should discuss the results and how they can be interpreted from the perspective of previous studies and of the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted. The following components should be covered in the discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what/how)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?

#### **A. Facilities and infrastructure at school.**

Facilities and infrastructure in schools are closely related to the effectiveness of learning carried out by teachers in schools. Therefore, it is necessary to know

the teacher's view of the facilities in the school, as explained by the respondents as follows;

Pertanyaan    Jawaban **11**    Setelan

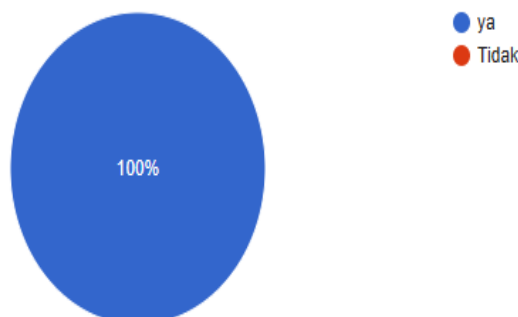
Apa saja sarana dan prasarana yang di sediakan sekolah untuk guru?

11 jawaban

- Ruang kelas, ruang ibadah, ruang UKS, lapangan, jamban, media dan alat pembelajaran
- Ruang kerja, alat tulis, alat peraga
- Bangunan dll
- buku,bahan ajar, perpustakaan, alat tulis
- Sumber ajar dan alat pembelajaran
- Kelas,Seperti infokus untuk pembelajaran dll
- Buku Pelajaran, buku pengayaan, buku penunjang lainnya, ATK, laptop, printer, infocus, dan kelengkapan bahan ajar lainnya
- Alat tulis, wifi, proyektor, perpustakaan, labor, dll
- Gedung sekolah, ruang kelas, perpustakaan, laboratorium, toilet dan kantor

Picture. 1.

It can be seen in the picture that the facilities provided at the school are adequate, however, there are still respondents who only answer the building. Regarding technology facilities in schools, all respondents answered yes.



Picture. 2

Santi et al, (2021) explained that there are several useful measures for the success of the teaching and learning process. In other words, the teaching and learning process becomes efficient. Institutions that support teachers, students, curriculum or the teaching and learning process itself. One of the factors is the educational institution. This is the most important part in supporting student success which is known as student achievement because it is related to the world of education. Furthermore, on the utilization of the facilities provided at the school, the respondents stated that they had used them as best they could. However, there was 1 respondent who stated that they were still experiencing problems in utilizing the facility. The difficulties faced by the teacher color the Indonesian language learning process. All

respondents in this study were of the view that the problems encountered were related to the tools and materials when implementing Indonesian language learning. The obstacles faced by respondents are as follows;

The screenshot shows a survey interface with three tabs: 'Pertanyaan', 'Jawaban' (selected), and 'Setelan'. The question is 'Kendala apa saja yang dihadapi dalam memanfaatkan fasilitas dari sekolah?' (What are the obstacles in utilizing school facilities?). Below the question, it says '11 jawaban' (11 answers). The answers are listed in a scrollable box:

- Kekurangan alat dan fasilitas
- Jaringan internet
- Pemeliharaan dan pemanfaatan oleh guru tidak merata terutama TIK
- Untuk fasilitas TIK tidak dapat digunakan jika listrik mati
- Sinyal
- Sarana penunjang yang masih kurang
- Keterbatasan dalam menggunakan fasilitas
- Paling kendala seperti Wifi tdk stabil
- terkadang ada guru yang kurang mengerti teknologi, sehingga salah dalam penggunaannya dan membuat sarana yang disediakan pihak sekolah cepat rusak

Picture. 3

The screenshot shows a survey interface with three tabs: 'Pertanyaan', 'Jawaban' (selected), and 'Setelan'. The question is 'Apa yang menjadi kendala guru dalam memanfaatkan teknologi informasi/ microblog dalam proses pembelajaran teks laporan hasil observasi?' (What are the obstacles for teachers in utilizing information technology/ microblog in the learning process of text reports of observation results?). Below the question, it says '11 jawaban' (11 answers). The answers are listed in a scrollable box:

- Kurang nya fasilitas yang disediakan seperti wifi
- Kurangnya menguasai teknologi, jaringan internet tidak stabil
- Tidak semua guru mahir IT
- Kendala yang dihadapi adalah saat jaringan kurang stabil, sehingga menghambat proses pemanfaatan sumber belajar tersebut
- Sinyal jelek
- Membuat peserta didik agar lebih memahaminya
- Terkendala sinyal internet sehingga menghambat proses pembelajaran
- Sinyal
- Kendala ditemukan pada guru-guru yang masih gagap teknologi, atau peserta didik yang tidak memiliki

Picture. 4

At present there are still many teachers who are reluctant to use electronics in learning because they still lack knowledge of technology. Teachers who are in accordance with the conditions of globalization in this digital era are teachers who are able to master and control technological-minded changes (Ramadhani, 2020).

#### B. The Teacher's View of the Text Material of the Microblog Assisted Observation Report in Schools

Utilizing digital technology in learning is believed to be able to help the learning process become better and more interesting. As explained by the following respondents:

Pertanyaan Jawaban 11 Setelan

Bagaimana proses pembelajaran teks laporan hasil observasi dengan memanfaatkan teknologi informasi seperti berbantuan *microblog*? apakah dapat menunjang pembelajaran siswa menjadi lebih baik?

11 jawaban

Sangat membantu karena pembelajaran menjadi lebih menarik dan menjadikan kreatifitas guru tanpa batas, siswa juga lebih mudah dalam memahami inti dari pembelajaran, sehingga pembelajaran menjadi lebih aktif dan meningkatkan empati siswa belajar lebih menyenangkan

Tidak pernah menggunakan teknologi. Pasti menunjang

Iya sangat menunjang menjadi lebih baik

Iya, siswa lebih semangat dalam mengikuti proses belajar

Ya

Iya

Materi lebih mudah dipahami, sehingga memudahkan siswa dalam pengerjaan tugas observasi menjadi lebih baik

Sangat akan lebih baik dengan adanya bantuan teknologi sehingga pembelajaran pun akan menjadi mudah

Picture. 5

Pertanyaan Jawaban 11 Setelan

Bagaimana proses pembelajaran teks laporan hasil observasi dengan memanfaatkan teknologi informasi seperti berbantuan *microblog*? apakah dapat menunjang pembelajaran siswa menjadi lebih baik?

11 jawaban

Ya

Iya

Materi lebih mudah dipahami, sehingga memudahkan siswa dalam pengerjaan tugas observasi menjadi lebih baik

Sangat akan lebih baik dengan adanya bantuan teknologi sehingga pembelajaran pun akan menjadi mudah dipahami siswa

Peserta didik dapat membuat teks laporan hasil observasi di *microblog*, dan tentu saja ini bisa menunjang pembelajaran dengan baik.

belum pernah menggunakan *microblog*

Kontennya lebih mudah di buat  
Ya, dapat menunjang menjadi lebih baik

Picture. 6

It can be seen that all respondents use digital technology as a medium in learning observational report texts such as *microblogs*. There was 1 respondent who explained when the teacher explained a text material of the observation report assisted by a *microblog* with an attractive appearance and design that would support students' understanding of the material being studied. Furthermore, the teacher's view of the learning process of the observation report text assisted by *microblog*, the average respondent explained as follows;

Pertanyaan Jawaban 11 Setelan

Apa saja manfaat dari penggunaan teknologi informasi seperti *microblog* sebagai sumber belajar teks laporan hasil observasi bagi guru?

11 jawaban

Manfaat yang di dapat hasil belajar siswa jadi lebih baik

Dapat mempermudah penyampaian materi

Membantu guru menentukan sumber belajar dan laporan hasilnya

Salah satu manfaatnya, siswa dapat mengenal sumber belajar baru

Guru jadi lebih mudah

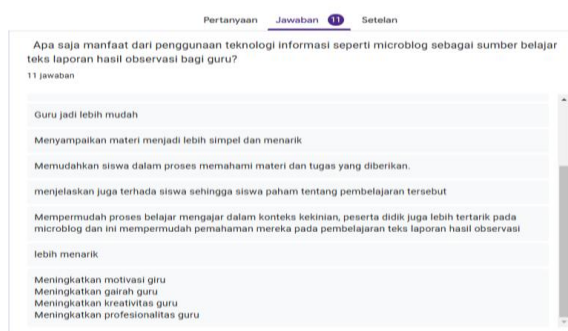
Menyampaikan materi menjadi lebih simpel dan menarik

Memudahkan siswa dalam proses memahami materi dan tugas yang diberikan.

menjelaskan juga terhad siswa sehingga siswa paham tentang pembelajaran tersebut

Mempermudah proses belajar mengajar dalam konteks kekinian, peserta didik juga lebih tertarik pada *microblog* dan ini mempermudah pemahaman mereka pada pembelajaran teks laporan hasil observasi

Picture 7



Picture 8

Based on the answers from all respondents, it can be concluded that the text material of the observation reports developed with the help of *microblogs* can support the learning process and student learning outcomes for the better. As explained by the respondents; "It's very helpful because learning becomes more interesting and makes teacher creativity limitless, students also find it easier to understand the essence of learning, so learning becomes more active and increasing student empathy makes learning more fun". "The material is easier to understand, making it easier for students to do better observation assignments" "Students can make text reports on observations on *microblogs*, and of course this can support learning well".

"The content is easier to make, Yes, it can support it to be better" Prajana & Astuti (2020), explains that the use of digital media and technology can make it easier for teachers to carry out a learning activity.

#### 4. Conclusion

Based on the data that has been found from this study, the conclusion is that the teacher is the most important object in a lesson, therefore everything that will be done in learning depends on what a teacher does. The success or failure of a lesson is determined by the teacher, such as what media, methods, techniques and teaching materials are used by the teacher to be developed for students. As well as the teacher's view of the microblog used in learning. The teacher really agreed because the students were very interested in the learning which made students more active and learning was not boring.

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