

# Optimizing Indonesian Language Learning for Civil Engineering Student in Semarang State Polytechnic

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## Abstract

*The main aim of learning Indonesian at state polytechnic is to provide scientific transformation and productively improve Indonesian language skills consisting of speaking skills and writing skills for academic purposes. The purpose of writing this article is to present the results of identification and scientific research regarding the optimization of project-based learning for General Indonesian Language Subjects in the Civil Engineering Department of the Semarang State Polytechnic. The method used in this article is an exploratory study with a qualitative descriptive approach. The data presented in this scientific article comes from various empirical experiences obtained by the author while working in the world of education and teaching at the Semarang State Polytechnic and a comprehensive literature study. The results of this research are (1) learning Indonesian within the Semarang State Polytechnic is an inseparable part of comprehensive lecture activities; (2) optimization of Indonesian language learning at state polytechnics needs to be carried out seriously and consistently; (3) learning Indonesian is able to increase the productive competence of students of the Civil Engineering Department in speaking Indonesian in the context of speaking skills and writing skills for academic purposes*

## Keywords:

Optimization of Learning, Indonesian, speaking and writing skills.

## INTRODUCTION

The national language in Indonesia has a strong legal basis because it is written in Article 36 of the 1945 Constitution. The provisions and position of Indonesian as the national language have been owned by Indonesian since the inception of the Youth Pledge on October 28 1928. This position is possible because of the Malay language which underlies Indonesian. has been used as a lingua franca for hundreds of years in almost all regions of Indonesia. The position of Indonesian as a national language functions as (1) a symbol of national pride, (2) a symbol of national identity, (3) a tool for unifying various ethnic groups, and (4) a tool for interregional and intercultural communication. Apart from that, based on its position as a state language, Bahasa Indonesia functions as (1) the official state language, (2) the language of instruction in the world of education, (3) a means of communication at the national level, and (4) a tool for developing culture, science, and technology. technology. Indonesian has an important role in the lives of Indonesian people which includes various aspects such as social, cultural and educational (Putri, 2020).

As a symbol of national pride, the Indonesian language is a reflection of the socio-cultural values of the Indonesian nation. The Indonesian nation expresses its self-esteem and cultural values through the Indonesian language.

As the language of instruction in the world of education, Indonesian is used not only to convey knowledge orally but also to write teaching materials and other educational documents. Indonesian, which is always used as the language of instruction in the world of education, can bridge students from various ethnic groups. The use of Indonesian in academic spaces will make education run more effectively and students' skills will be more optimal (Purnamasari & Wijoyo, 2023). Therefore, learning Indonesian has become mandatory learning in formal education as mandated by law which is explained through the curriculum, from elementary to tertiary level. Optimization of Indonesian language learning must always be improved and developed so that students' productive skills can be better than before.

Indonesian language learning in tertiary institutions has a very important role as a means of providing proactive educational activities and an Indonesian national personality. Indonesian language learning in tertiary institutions is carried out based on Minister of Education and Culture Regulation Number 43 of 2006 which states that Indonesian language learning is mandatory in all study programs in College. This is a process of cultivating attitudes, knowledge and skills for students to understand and solve problems, including the process of understanding problems with listening and reading skills, as well as speaking and writing skills productively and communicatively. The aim of learning Indonesian at state universities is of course not only for students to pass the exam, but also for them to be able to communicate using Indonesian well and correctly. Students must be able to perform productive language skills consisting of speaking skills and writing skills for academic purposes (Yulianti et al., 2019). They are guided in language skills so they are able to understand the language which can increase their knowledge and experience, so they are able to communicate well and correctly.

Optimizing the learning of Indonesian language courses must be carried out seriously and consistently in the Civil Engineering Department of the Semarang State Polytechnic. This must be actualized in the form of theoretical and practical learning in accordance with the learning objectives and learning achievement targets that have been formulated. Every state polytechnic student definitely needs adequate Indonesian language skills, regardless of their major. Lecturers must have a variety of learning approaches and innovative methods to improve the learning abilities of state polytechnic students, which are leading vocational schools. The creative learning approach is very relevant to use as a model for developing creativity that is integrated in Indonesian language learning in vocational education (Isgandhi, 2015).

## **METHOD**

This research is an exploratory study that uses a qualitative approach with descriptive analysis methods. Qualitative methods are used to understand a phenomenon related to the background of the research subject in depth (Moleong, 2017). The data discussed in this scientific article is about optimizing Indonesian language learning in the Semarang State Polytechnic Civil Engineering Department and the educational urgency that accompanies it. The data sources that the author uses in this educational research are various sources of empirical studies and experiences in learning as well as library data from reference studies, both books and journal articles that are relevant to this research. The choice of using descriptive qualitative was adapted to the research object and research objectives which were carried out in a natural setting without any intervention from the author as researcher.

## **RESULTS AND DISCUSSIONS**

Well-prepared Education is the spirit of civilization and progress of a nation. For this reason, various efforts need to be made to create quality education and be able to form a young generation with a national ideology, namely Pancasila. One thing that is able to reflect learning based on national ideology and foster a sense of nationalism is learning Indonesian from elementary school to tertiary level, including at state polytechnics which are vocational education. Indonesian language learning carried out at the Semarang State Polytechnic vocational education is more applicable, the teaching material is directly applied according to the competency needs of graduates. Thus, Indonesian language learning is directed at teaching materials that support graduate competencies so that it is not theoretical, but more applied Indonesian language learning. Indonesian language learning continues to emphasize good and correct scientific language skills with the presentation of customary writing in accordance with applicable rules and guidelines (Suastra & Menggo, 2020). Students must be trained to be able to perform in the realm of productive skills in Indonesian, by improving their speaking and writing skills.

The urgency of learning Indonesian within the Semarang State Polytechnic is an embodiment of a systematic college curriculum and the cultivation of a sense of love for the country. The increasingly developing curriculum has a positive impact on various subjects to develop educational activities, including Indonesian. The curriculum mandate emphasizes students taking an active role in learning and applying the knowledge gained at lectures in the community. Apart from that, learning Indonesian is also able to instill nationalist values in students. Indonesian is national identity. Using Indonesian means having a high spirit of nationalism towards the Republic of Indonesia through Indonesian. The use of Indonesian must be a national movement because Indonesian has strengthened the unity and unity of the Indonesian nation. We must love the Indonesian language as Indonesian citizens. Love

for Indonesian means knowing, understanding, loving and using Indonesian in accordance with the rules of good and correct use of Indonesian (Desmirasari & Oktavia, 2022). Good use of language means that it is in accordance with EYD rules and standard grammar enforced by the Indonesian people through the Indonesian Language Agency (formerly called the Language Center). Then use good language, meaning we have to use Indonesian communicatively according to our social, religious, cultural, educational and environmental contexts. Indonesian language intelligence must really be instilled in students of Civil Engineering Department The Semarang State Polytechnic.

Optimizing Indonesian language learning at the Semarang State Polytechnic to provide Indonesian language learning with the latest theories, case studies and direct, applicable practice. The learning carried out must be communicative and interactive because it will be a special note for students. Communicative learning is carried out through a face-to-face process or the use of digital references through reading sources and interactive videos that refer to planned teaching materials. In this learning, students (students) are given the freedom to think critically, creatively, competitively, and be oriented towards solving problems and producing innovative work. Good language learning must emphasize the use of language to communicate in real situations. This learning can be done through various activities, such as discussions, role plays, simulations, and group projects (Marzuki & Kuliahana, 2021). The communicative and interactive approach allows students to learn language more independently and creatively. They will not only learn grammar and vocabulary, but also how to use language to convey their ideas, feelings and experiences.

Learning Indonesian at state polytechnic vocational schools is able to provide meaningful learning experiences to students before entering the industrial world. There are at least two skills emphasized in MKU Indonesian lectures, namely speaking skills and writing skills which are productive skills. For example, vocational students are required to be skilled in public speaking (public speaking) in the realm of education and industry. Having good communication skills is something that students need to have, especially state polytechnic vocational students. This is because students are expected to be able to enter the world of work, which means having to work together with other team members. By having good communication skills, students will be helped because this will demonstrate good communication skills to other people (Budiantoro, 2019). That way, activities needed to communicate with other people such as negotiations, discussions or meetings, and work presentations will run better

Furthermore, in the realm of scientific writing, for example, students from the Civil Engineering Department of the Semarang State Polytechnic are also required to be able to write communicatively, scientifically and in accordance with linguistic rules. At any time they can be faced with various paper assignments, writing articles, and later writing a final assignment or thesis. To fulfill this, of course students need knowledge of Indonesian so that the resulting writing is coherent and has high readability. The aim of holding Indonesian

language courses at Indonesian universities is specifically so that students, as prospective professionals, are skilled in using Indonesian properly and correctly, both orally and in writing as a means of expressing scientific ideas (Amelia & Solikhah, 2024). Academically, students are expected to be able to compose a simple scientific work in good form and content at the end of the Indonesian language course, using good and correct Indonesian; Apart from that, students are expected to be able to utilize their skills in language to develop themselves throughout their lives (either through sign, spoken or written language), both while still at college and later when entering work in industry.

Learning Indonesian is also a reflection and real evidence for improving the self-quality of vocational students. A person's language style, both spoken and written, can indirectly reflect a person's self-quality (Mailida, 2023). We certainly cannot translate the Indonesian terms good and correct in a narrow way, because good does not necessarily mean right and right does not necessarily mean good. A person's ability to speak/communicate well is related to his ability to understand when, where, and with whom he is communicating, while a person's ability to speak/communicate correctly is related to the rules and systems in language, such as grammatical elements, EYD, and other sign systems in language

The Vocational universities, which are reflected in state polytechnics as a place for students to seek knowledge and increase their knowledge, can accommodate students to use Indonesian according to the rules in productive skills in the form of academic speaking and scientific writing, such as writing scientific articles or proposals (Puspitasari, 2017). The existence of MKU Indonesian language learning at state polytechnics is intended to make students talented, skilled and able to use Indonesian appropriately, effectively, both orally and in writing. Optimization that can be done to develop Indonesian language skills is by regularly practicing speaking, writing and reading in Indonesian to enrich vocabulary and improve understanding. It is hoped that they will understand the meaning of learning Indonesian and be ready to enter the industrial world with the education they received while studying at the Semarang State Polytechnic.

## **CONCLUSION**

Learning Indonesian for vocational students at state polytechnics plays an important role in developing communication skills that are effective and relevant to the world of work. Indonesian is the main tool for interacting with colleagues and clients in the world of work. Students who diligently study Indonesian make it possible to understand local culture and thus build better relationships with the community. The ability to speak Indonesian can increase opportunities for local, national or international employment in various fields. Students must also be actively involved in real projects that are relevant to the world of work to improve their understanding and practical and productive skills in the Indonesian

language domain. Fluent and accurate use of Indonesian allows students to communicate effectively in the work environment.

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