

# Meaningful learning model in the field of Indonesian language studies

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ARTICLE INFO	ABSTRACT						
<p><b>Keywords:</b> Meaningful learning, Indonesian language</p>	<p>Teachers and students typically follow specific activity patterns in the teaching and learning process. Presented below is an example of a teaching model known as "Meaningful Learning Model," which adopts a constructivist view in the acquisition of knowledge and skills. Constructivism arises from recognizing the strong influence of prior learning on the meaning students grasp. Its focus is on understanding. Meaningfulness is chosen as an approach because of its close association with every aspect of the curriculum: (1) the goals to be achieved, (2) the educational experiences to achieve those goals, (3) the organization of those educational experiences, and (4) the evaluation steps to determine the success criteria for achieving those goals. There is interconnectedness and coherence among these four aspects, each motivated by meaningfulness, which serves as a driving force theory.</p>						
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## 1. Introduction

Teachers and students typically follow specific activity patterns in the teaching and learning process. Below is an example of a teaching model known as the "Meaningful Learning Model (Kärki et al., 2018)," which adopts a constructivist view in acquiring knowledge and skills. Constructivism arises from recognizing the strong influence of prior learning on the meaning students grasp. Its focus is on understanding.

Meaningfulness is chosen as an approach because of its close association with every aspect of the curriculum: (1) the goals to be achieved, (2) the educational experiences to achieve those goals, (3) the organization of those educational experiences, and (4) the evaluation steps to determine the success criteria for achieving those goals. There is interconnectedness and coherence among these four aspects, each motivated by meaningfulness, which serves as a driving force theory.

This meaningfulness approach is closely aligned with the core principles of constructivism. Both emphasize the importance of learners associating new experiences, phenomena, and facts into their existing systems of understanding. They both underscore the assimilation of new experiences into concepts or understandings already possessed by students. Both assume that learning processes involve active engagement from students.

A characteristic of the meaningful learning model is that teachers play a crucial role in identifying lesson materials and teaching methods that fail to engage students. Educators

must address these issues promptly when students exhibit boredom or disinterest. Effective teaching (Dyson et al., 2009) requires adapting materials and approaches to ensure students remain motivated and attentive, fostering an environment conducive to active participation and learning.

Students consistently process ideas, concepts, and skills in a dynamic learning environment (Attewell & Savill-Smith, 2004). This active participation is fundamental to their development, encouraging them to think critically and interact meaningfully with the material. Learning becomes a collaborative and productive activity where students play an active role in constructing their knowledge. Learning involves more than just receiving information; it is about interpreting and making sense of the material. Students must think rationally to connect new ideas to their existing knowledge base. This approach shifts the focus from the passive transmission of facts to an active, interpretive process that deepens comprehension.

Prior knowledge and experiences significantly influence how students interpret and learn new materials. Teachers must consider what students already know and integrate these elements into their lesson plans. By building upon existing knowledge, educators can create connections that make new concepts more accessible and meaningful. Teaching methods that promote the negotiation of ideas are key to achieving shared understanding between teachers and students. This process involves open communication, where ideas are exchanged and clarified until mutual comprehension is reached. Such methods empower students to take ownership of their learning while ensuring teachers align their instruction with their needs.

The knowledge that is actively learned is better retained and easier to recall. Students are more likely to remember and apply newly acquired content when actively engaging. This application extends to both novel and routine situations, demonstrating the versatility and practicality of what they have learned. Newly learned material is most effective when it is actively integrated with existing knowledge (Abe et al., 2005). This adjustment helps students form a cohesive understanding of the subject, enabling them to see connections and patterns that enhance their comprehension. The teaching-learning process thrives when it relates to students' prior knowledge and experiences. By drawing connections between what students already know and the new material, teachers can create a learning environment that feels relevant and engaging, fostering deeper understanding.

An effective teaching model capitalizes on the positive aspects of subjects as perceived by students. Teachers should identify elements that are interesting, enjoyable, and easy for students to grasp, using these as entry points to spark curiosity and engagement. This strategy makes learning a more enjoyable and rewarding experience.

At the same time, this teaching model provides strategies to tackle the negative aspects of subjects that students may find difficult or boring. By acknowledging and addressing these challenges, teachers can help students overcome their struggles and develop a more positive attitude toward learning, ensuring a balanced and comprehensive educational experience.

## **2. Research Methodology**

Effective teaching begins by building on students' prior knowledge. Teachers can start lessons by tapping into what students already know, utilizing storytelling or reviewing techniques to activate their existing knowledge base (Fisher & Frey, 2014). Another approach is to begin with what interests students, incorporating engaging activities such as stories, demonstrations, discussions, or presentations to capture their attention and make learning relevant (Guthrie & Wigfield, 2000). Providing stimuli, such as songs, poetry, tools, current events, or personal opinions, can further inspire curiosity and set the stage for learning (Beauchamp, 2016).

During the presentation and processing phase, teachers present new subject matter or skills while ensuring the material is comprehensible. Techniques that enhance understanding, such as scaffolding or visualization, are key to this stage (Vygotsky, 1978). Teachers should also establish connections between students' prior knowledge and the new material, creating a coherent learning experience that deepens comprehension (Bransford, Brown, & Cocking, 2000).

Reinforcement involves actively engaging students in learning and reinforcing new material. Techniques such as group work, hands-on activities, or reflective exercises help students internalize new information (Piaget, 1952). Emphasizing the relationship between old and new knowledge enhances retention and facilitates meaningful learning (Ausubel, 1968).

Lastly, formative assessment plays a crucial role in evaluating learning progress. Teachers should develop tools, such as quizzes, peer reviews, or observation checklists, to measure student understanding effectively (Black & Wiliam, 1998). Selecting assessment techniques aligned with expected outcomes ensures meaningful feedback. The results should be used to identify student weaknesses and address instructional gaps, enabling continuous improvement for both students and teachers (Sadler, 1989).

### **3. Findings**

#### *a. Example of Indonesian Language Learning Development*

The following examples outline the stages of the learning process, consisting of (1) preparation, (2) presentation and processing, (3) reinforcement, and (4) formative assessment. The input stage is not detailed, assuming that teachers qualified to teach Indonesian language in secondary schools already understand the curriculum well, consider student background, pay attention to the learning environment, master the material to be presented in the teaching-learning process, utilize available facilities, and are aware of constraints they face. The output stage is formulated in learning objectives where students can comprehend and analyze the content of a text and answer questions about it.

#### *b. Learning Stage*

To begin the lesson, students are invited to share their general knowledge, experiences, or impressions related to editorial-type texts. This activation of prior knowledge is a critical step in fostering engagement and contextual understanding. When students connect new material to their existing knowledge base, they are more likely to comprehend and retain the information (Bransford, Brown, & Cocking, 2000). Encouraging students to discuss their experiences with editorial texts, such as those they have encountered in newspapers, magazines, or online platforms, provides a framework for understanding the text's purpose and audience.

Teachers can guide this discussion by asking questions about where editorial texts are typically found, their writing style, the type of content they address, and the perspectives they often adopt. For instance, students might identify editorials in major news outlets, noting their persuasive language, structured arguments, and opinion-driven narratives. Such inquiries not only clarify the text's genre but also help students anticipate the reading experience and the critical thinking skills required to analyze it (Berardo, 2006). This preparatory step is rooted in schema theory, which suggests that activating background knowledge aids comprehension by providing a cognitive structure to integrate new information (Anderson & Pearson, 1984).

Additionally, discussing the perspectives commonly found in editorials helps students recognize the presence of bias or subjectivity in these texts. This awareness is vital for developing media literacy, as it equips students to critically evaluate the arguments and evidence presented. The process of exploring text characteristics and context aligns with the communicative approach to language teaching, which emphasizes the importance of authentic materials and real-world applications (Richards & Rodgers, 2001).

### *c. Presentation and Processing*

The activity begins with students taking turns reading aloud an editorial prepared by the teacher, with each student responsible for reading one paragraph. This shared reading practice fosters a collaborative learning environment and helps students develop confidence in their oral reading skills. By listening to their peers, students can also observe different reading styles and pronunciations, which may enhance their comprehension and speaking abilities. The teacher's role is to guide the session, ensuring smooth transitions and providing support if any student encounters difficulties.

After the shared reading, students are given an opportunity to read the text silently on their own. This step allows them to process the content at their own pace, reinforcing comprehension. The teacher then facilitates a discussion by inviting students to share their thoughts or comments about the material. This discussion encourages critical thinking, as students analyze and interpret the text, express their opinions, and engage in meaningful dialogue. By listening to diverse perspectives, students gain a deeper understanding of the text and improve their ability to articulate ideas.

The final step involves each student answering written questions related to the text. These questions are designed to assess their understanding, reinforce key concepts, and encourage them to think critically about the editorial's themes and arguments. Writing down their responses helps students organize their thoughts and develop their ability to construct clear, coherent answers. This phase not only solidifies their comprehension of the material but also hones their writing and analytical skills, preparing them for more advanced academic tasks.

### *d. Reinforcement*

The activity begins with students summarizing the text into two or three concise paragraphs. This task encourages them to identify the main ideas and key points of the text while practicing their ability to condense information. Summarization is a critical skill that helps students develop a deeper understanding of the material by focusing on its essential elements. After completing their summaries, some students are invited to read their work aloud to the class. This sharing process fosters confidence in public speaking and provides an

opportunity for peer learning as students hear how others interpret and condense the same text.

After listening to the summaries, the class engages in a feedback session. This collaborative activity allows students to evaluate their peers' work constructively, highlighting strengths and offering suggestions for improvement. Such feedback sessions help students develop critical thinking and evaluative skills as they assess clarity, accuracy, and completeness in the summaries. Additionally, providing and receiving feedback encourages a supportive learning environment where students can learn from each other and refine their skills.

To further support the learning process, the teacher collects the students' written summaries for review. This step enables the teacher to provide individualized feedback, identifying areas where students excel and where they may need additional guidance. Finally, the teacher assigns homework, such as cutting out or copying an editorial, to reinforce the skills practiced in class. This independent task encourages students to explore real-world texts, apply their summarization skills to new material, and engage with content beyond the classroom.

#### *e. Assessment*

The activity begins with students receiving a short editorial consisting of two or three paragraphs. This choice of material offers a concise yet rich text for analysis, providing students with an opportunity to engage with current and thought-provoking content. Editorials, often opinion-based and persuasive, challenge students to consider different viewpoints and develop their critical thinking skills. This initial step ensures that students have access to manageable and meaningful text, which serves as the foundation for subsequent tasks.

After reading the editorial, students answer questions related to its content. This step is designed to assess their comprehension and analytical abilities. The questions may focus on identifying the main idea, understanding the author's intent, or evaluating the arguments presented in the text. By engaging with targeted questions, students are encouraged to think critically and develop a deeper understanding of the editorial's themes and perspectives.

In the final stage, students summarize the content of the editorial in one or two sentences. They take turns reading their summaries aloud, with the teacher inviting comments from their peers. This practice fosters concise expression and helps students articulate their understanding clearly. The interactive nature of this task encourages active listening and constructive feedback, further enhancing students' interpretative and communication skills.

The use of short editorials in classroom activities aligns with research emphasizing the importance of authentic materials in language learning. According to Berardo (2006), authentic texts, such as editorials, provide learners with real-world language use and expose them to contemporary issues, enhancing their motivation and engagement. Similarly, Guariento and Morley (2001) argue that authentic materials help bridge the gap between classroom learning and practical language use, fostering a more meaningful learning experience.

However, the activity described diverges from traditional comprehension exercises, which often prioritize textual analysis over personal expression. By incorporating summarization and peer feedback, the approach reflects principles of communicative

language teaching (CLT), which emphasize interaction and student-centered learning (Richards & Rodgers, 2001). The inclusion of peer comments also aligns with Vygotsky's (1978) social constructivist theory, highlighting the role of collaboration in cognitive development.

On the other hand, critics of authentic materials in language learning, such as Swan (2005), caution that texts like editorials may pose challenges for less proficient learners due to complex language or cultural references. While this activity mitigates such concerns by selecting short, manageable editorials, the balance between accessibility and authenticity remains a consideration.

#### **4. Conclusion**

In the field of education, language learning is an effort to equip learners with the skills to use language as a tool for understanding, absorbing, and applying various information in the fields of science and technology, training logical and systematic thinking, expressing opinions, and potentially serving as a national identity and unifier. Language learning models have been extensively documented, developed, and used as references by teachers in school teaching-learning. In order to enrich existing language learning models, this meaningful learning model is offered as an alternative model in Indonesian language learning.

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