Indonesian Language Teaching And Education among the Millennial Generation

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Abstrak

Para peneliti sedang meneliti bagaimana dan faktor-faktor apa saja yang dapat membantu kaum milenial belajar bahasa Indonesia dengan benar dan memadai. Pada akhirnya, bahasa Indonesia tidak hanya diajarkan di kelas tetapi juga dipahami dan dicintai serta menjadi identitas bagi para remaja milenial. Penelitian ini akan dilakukan dengan menggunakan pendekatan kualitatif sebagai metodenya. Data penelitian ini diperoleh melalui berbagai hasil penelitian sebelumnya dan penelitian-penelitian yang masih berkaitan dengan penelitian ini. Model pembelajaran milenial menuntut guru untuk memiliki kompetensi kepribadian, sosial, pendidikan, dan profesional yang berkaitan dengan bidang kebahasaan. Siswa adalah individu yang kompleks tentang perkembangan fisik, emosional, spiritual, moral, budaya, sosial, dan intelektual. Langkah yang tepat antara lain penggunaan media yang benar dalam mendidik generasi milenial melalui alat elektronik dan internet. Banyak tantangan dalam mendidik generasi milenial, seperti menjaga nilai-nilai generasi muda milenial dan karakter positif untuk pendidikan. Terakhir, pendidik juga perlu mengembangkan sikap kaum milenial ini dalam sikap kritisnya melalui pemberian materi dan penggunaan media yang tepat.
Kata Kunci: Pendidikan Bahasa Indonesia, Generasi Milenial, Revolusi Industri.

Abstract

Researchers are researching how and what factors can help millennial learn Indonesian correctly and adequately. In the end, Indonesian is not only taught in classes but also understood and loved and becomes an identity for millennial teenagers. This research will be carried out using a qualitative approach as the method. The data of this research were obtained through various results of previous studies and studies that are still related and related to this research. The millennial learning model requires teachers to have personality, social, educational, and professional competencies related to the linguistic field. Students are complex individuals about physical, emotional, spiritual, moral, cultural, social, and intellectual development. The proper steps include the correct use of media in educating the millennial generation through electronic tools and the internet. There are many challenges in educating the millennial generation, such as maintaining millennial youth's values and positive characteristics for education. Finally, educators also need to develop the attitude of these millennial in their critical attitude through the provision of materials and the use of appropriate media.
Keywords: Indonesian Language Education, Millennial Generation, Industrial Revolution

INTRODUCTION

Language is the most effective communication tool to convey ideas, thoughts, intentions, and goals to others. A language is also a unifying tool for the nation because language is agreed upon by a group that aims to understand the intent and purpose of the interlocutor quickly and precisely and facilitate communication between individuals or groups Balbay, (2019); Fegert et al., (2020). Language is a symbol system in the form of sound and is arbitrary, used by a speech community to work together, communicate, and identify themselves. In addition, language is one of the main aspects of culture because language has the most critical role in people's lives to get to know each other, both nationally and internationally (Christensen et al., 2016).

Indonesian is the official language used by all people living in Indonesia. Law Number 24 the Year 2009 article 29 paragraph (1) states that Indonesian must be used as instruction in national education. Indonesian is the identity as well as the identity of the Indonesian nation. Indonesian plays an essential role in all aspects of life (Rasna et al., 2020). Indonesian is a means of communication and a unifying tool for the Indonesian nation, which has 746 regional languages with 17,508 islands (Hamied & Musthafa, 2019).

But at this time, the development of the Indonesian language is quite worrying. This is because the productive society at this time is the millennial generation. Today's millennial generation is learning more foreign languages and prokem languages. Because if you use a foreign language and the prokem language, someone will feel cool and more trendy than using Indonesian (Susanty et al., 2021). Millennials tend to choose ready-to-eat foods and drinks that will negatively impact them. The Industrial Era 4.0, which has an extensive and unlimited range of information, makes the millennial generation vying to display the latest trends (Dilistan Shipman, 2020).

Millennials who are more "technology literate" will always connect everything in the digital world. In today's digital era, the government and society need to carry out Indonesian language education so that it does not erode regional languages and is not eroded by foreign languages (Suroso et al., 2021). The use of good and correct Indonesian is critical for teenagers to know. This is so that the Indonesian language, the national language, the language of unity, and the language of instruction in education can still exist and not lose their existence by foreign languages and slang (Siregar, 2021). The increasing use of foreign languages and slang among teenagers makes the existence of the Indonesian language decline. Therefore, the influence of slang on the use of good and correct Indonesian among teenagers should receive attention (MAR, 2016)

It is necessary to teach good and correct Indonesian language education to millennials to overcome this problem. Due to its unique nature, it is essential to make adjustments in providing knowledge to this millennial generation (Santosa, 2017). Education for the millennial generation has the character of utilizing the results of digital technology in learning with cybernetic systems. The face-to-face learning system is still relevant but must utilize technological devices not to be left behind by the times (Łobaziewicz, 2017). The advantages of using cyber systems make the learning process able to take place continuously, without strict space and time limits. This model can also be used for learning Indonesian, including literature, with an online learning system (online/e-learning). A combination of face-to-face and online learning systems can be used for regular classes or blended learning (Kadiyono et al., 2020). The combined learning system combines face-to-face learning and virtual learning (e-learning). The online system, because it is a regular class whose students have to come to school, can be applied for assignments or interactions at separate times (Sherwood et al., 2018).

Conventional learning models whose media still use the old system, such as pictures or writings pasted on the board, transparent along with OHP, tape recorders, even without media and only lectures, must, of course, be adjusted to be attractive to the millennial generation (Sivarajah et al., 2019). In the industrial era 4.0, the problems of learning Indonesian for the millennial generation are even more complex. The impact of technology on the use of the Indonesian language is also increasingly widespread, both from the positive side

and the negative side (Tabroni et al., 2022). These challenges are indeed related to the task of teachers in learning Indonesian at school. Learning Indonesian in the industrial era 4.0 must align with the times (Nurjanah et al., 2020).

Through the explanation above, the researcher seeks to examine how and what factors can help millennials learn Indonesian correctly and adequately. Finally, Indonesian is not only taught in classes, but also understood and loved, and identity for these millennial teenagers.

LITERATURE REVIEW

Indonesian Language

According to Bajari & Kuswarno, (2020) language is a human means for thinking which is the initial source of human understanding and knowledge, as a symbol of compassion, language has enabled humans to understand what is around them and led them to have knowledge and expertise. According to the inscription, language is the identity of a country as a means of communication. When interacting, expressing ideas and opinions, and other social relationships, everyone needs language. Therefore, it can be concluded that language is necessary for people in a country to communicate.

According to Swadesh, (2017), language is a means of communication between members of society in sound symbols produced by human speech. The definition of language includes two areas. First, the sound produced by the speech apparatus and the meaning or meaning implied in the sound stream itself. The sound is a vibration that stimulates our hearing instruments. Second, meaning is the content contained in the sound current that causes a reaction to what we hear. Henceforth, the flow of sound is called the flow of speech (Yule, 2020).

According to the Kemendikbud, the Indonesian language was born on October 28, 1928. At that time, youths from various corners of the archipelago gathered in Youth density and vowed (1) to shed one blood, the land of Indonesia, (2) to have one nation, the Indonesian people, and (3) uphold the language of unity, Indonesian. This youth pledge is known as the Youth Pledge. The third element of the Youth Pledge is a statement of determination that Indonesian is the language of the Indonesian nation's unity. In 1928, Indonesian was confirmed its position as the national language. The Indonesian language was declared its position as the state language on August 18, 1945, because, at that time, the 1945 Constitution was ratified as the Constitution of the Republic of Indonesia (Drake, 2019)

The 1945 Constitution states that the state language is Indonesian (Chapter XV, Article 36). The decision of the Second Indonesian Language Congress in 1954 in Medan, among other things, stated that the Indonesian language was derived from the Malay language. Indonesian language grew and developed from the Malay language, which since ancient times has been used as a language of communication (lingua franca) not only in the Archipelago but also in almost all of Southeast Asia (Fogg, 2015)

Millennial Generation

According to Setiyani et al., (2020), the millennial generation is a modern generation living at the turn of the millennium. Simultaneously, digital technology has begun to penetrate into all aspects of life in this era. The millennial generation, also called generation Y, was born around 1980 to 2000. So, it can be said that the millennial generation is today's young generation, currently around 15-34 years old. This age range corresponds to the average age of students currently studying in college, approximately 19–34 years (Febriyanti & Ihsani, 2019).

According to Wiradendi Wolor, (2020), the generation born in the 1960-70-80s is the generation that has experienced such a surprising technological leap in this century. Some of this generation have enjoyed petromax lamps and oil lamps and enjoying light bulbs, TL lamps, and LEDs. The generation that has enjoyed the boisterous sound of a typewriter, while at the same time their fingers are still nimble enjoying the keyboard from a laptop. This is the last generation to record songs from the radio with a tape recorder while

also enjoying the convenience of downloading songs from their gadgets. It can be concluded that this generation has easy access to technology and can enjoy fast food (Hardika et al., 2020).

According to Kim & Yang, (2020), the millennial generation is the google generation, net generation, echo boomers, and dumbest generation. Therefore, the millennial generation can be characterized by the increasing use of communication tools, media, and information technology used, for example, the internet, MP3 players, YouTube, Facebook, Instagram, etc. Millennials are innovators because they seek, learn, and work in an innovative environment that relies heavily on technology to make changes in various aspects of their lives.

METHOD

This research will be carried out using a qualitative approach as the method (Ramlo, 2015). The data of this research were obtained through various results of previous studies and studies that are still related and related to this research. The data that has been successfully obtained will be analyzed so that the results expected by researchers can be found.

RESULT AND DISCUSSION

The Role of Language Teachers for Millennial Teens

Although the millennial generation is very familiar with digital-based information technology, including accessing learning resources, the teacher's role in learning Indonesian is still crucial and needed. While still in the realm of schooling, the role of the teacher is not only as a teacher but what must be realized is the role of the teacher as an educator. The concept between teaching and education should not be equated so that the functions and duties of teachers have a firm footing. The emergence of "character education" and not "character teaching" certainly has reasons.

Suppose the role of the teacher is more emphasized in the realm of knowledge (cognitive) and skills (psychomotor). In that case, the role of the educator is further expanded towards inculcating a positive attitude (affective). The most formidable challenge for teachers in dealing with the millennial generation lies in teaching an attitude or character. The millennial generation lives in a very open information age. The values that must be instilled in education are met with intense resistance through digital media content. The teacher's role in teaching attitudes or values is small compared to students' freedom outside the classroom. The millennial generation can access the internet network and communicate with the outside world throughout the day.

Millennials are also familiar with the tradition of writing statuses and commenting on social media. Many of them have been entangled in legal cases because of the use of language that is considered disrespectful, insulting, harassing, defaming, instilling hostility, spreading lies, and the like. This is where the role of the Indonesian language teacher becomes strategically related to language politeness. Language teachers not only present learning materials as outlined in the curriculum but also convey to students that the language used in social media has legal consequences, including self-image consequences due to status uploads that should not be known to others. If there is a proverb "the tongue is sharper than a sword" in speech, now on social media, it applies "the tip of your finger is as sharp as a sword".

Changing the curriculum from time to time never eliminates the role of the teacher as a figure who transforms noble attitudes or character. The mandate related to national education from time to time is to form a person devoted to God Almighty and has a noble character. Long before Indonesia's independence, namely in the 1920s, the nation's founders were already involved in the Cultural Polemic, which was to find the format or character of the Indonesian country after independence.

After the language teacher's role in attitude cultivation is in complete awareness, then step on to the learning system. In the industrial era 4.0, language learning for the millennial generation requires the presence

of teachers who can prepare students to enter society or further study through various activities. One thing that must be done is to build competence and a tradition of critical thinking. Language teachers are required to foster a crucial attitude of students. Various information that starts from the facts of the text must be accompanied by discussion. Different learning materials encourage students' critical, creative, and innovative characters. Teachers need to choose from sharing current issues in society. The problem is structured in the text as issues-arguments and conclusions (Schwieger & Ladwig, 2018).

Actual problems or hot issues can be obtained through the internet network through trending topics. Many issues will be discussed on the internet or online. The students or students are invited to choose challenging material, and it is even possible to find contradictory information or material so that it is interesting to discuss. The teacher's role in guiding students is to direct them to choose sources critically and interestingly. Various alternatives in solving problems need to be put forward so that students are not stuck in a single solution. By having multiple solutions to the issues discussed, they will be more accommodating and collaborative in solving problems. The point of discussion is not seeking victory but solving issues together.

Language Learning Media for Millennials

Learning media is a must if you want to enter the millennial world. The presence of the media is not just supported, and it can even be the primary learning material. The means for presenting media can use a mobile phone or gadget, computer, laptop, modem, network, and various other devices. Devices that are never separated from students' lives must be used for learning facilities to dominate their positive use. Schools need to provide a localized internet network to access it in the learning area.

There are various types of media for language learning in the millennial era. First, motion audio-visual media, for example, films and animations presented through television or other equipment. This media gives "life" concretely because it can be heard and seen along with their movements. Learning materials for speeches, role-playing, reading poetry, reading news, and advertising can be directly presented through these media. Tutorial models about making or doing something are also widely available on the internet. Everything is done by the experts directly. Students are invited to use these various media, but they can produce their own. In other words, students' existence can move from consumers to producers. Their gadgets can be used to create the media in sufficient time.

The second media, silent visual media, includes slides, printed pages, and photos. This type of media is already somewhat less popular among young millennials. However, this media can still be used because each region has a different character, especially internet access. Appropriate media is related to situations and conditions in other areas. Third, semi-motion audio, for example, writing that can move and make sound, generally from a modified PowerPoint. Fourth, audio media, for example, telephone, audiotape, and radio. Fifth, print media, for example, modules and books. Sixth is the environment as a learning medium.

The various media above can clarify the presentation of the material so that it is not verbal. The existence of an LCD to play movies, for example, can make it easier for teachers to explain the material. Media is used to support learning and influence in achieving goals. The students are invited to think critically about the reality in their lives. For example, the presentation of a video of river silting is used as discussion material so that students can solve the case. Playing a video of a traffic jam situation can give birth to a creative attitude of students to write imaginative stories related to it. The stories written can lead to innovative solutions to solve congestion problems.

The use of media in learning Indonesian can meet the needs of students regarding the type of audio, visual, and kinesthetic learning of students. The millennial learning model requires teachers to have personality, social, educational, and professional competencies related to the linguistic field. Students are complex individuals about physical, emotional, spiritual, moral, cultural, social, and intellectual development (Febriani et al., 2021).

Educational Challenges in Teaching Millennials

Teachers or educators in the era of the industrial revolution 4.0 are required to improve understanding and skills in media literacy, understand the information to be given to students and find solutions to solve problems. Ready or not, teachers in various parts of the world have entered an industrial revolution that demands skills in technology. Industrial revolution 4.0 continues several previous revolutions since human and animal power was replaced by steam engine power.

The invention of the power plant marked the industrial revolution 2.0. The presence of electric power in the 2.0 industrial revolution triggered the birth of telephone technology, means of transportation such as cars to airplanes. Meanwhile, revolution 3.0 was marked by computer technology, internet networks, and digitalization, which fundamentally changed the human generation's industrial world, culture, and lifestyle. We have entered the industrial revolution 4.0, marked by super-sophisticated computers and artificial intelligence. Industrial revolution 4.0 is characterized by Artificial Intelligence, Robotics, the Internet of Things, Autonomous Vehicles, Biotechnology, and Nanotechnology.

The learning problem for millennials, as mentioned above, is the teacher's ability to follow and apply the latest technology. Often students are more proficient in operating technological devices with various programs and applications. Teachers can be left behind in their abilities compared to students because they are a generation whose age is far above the students. In this context, the involvement of students in designing learning, especially the provision of media, becomes essential. The position of the teacher as a motivator and learning facilitator for students is vital to put forward. In other words, the teacher is a learning partner because, in practice, it can be left behind with the student's abilities.

The provision of technology is undoubtedly related to the economy. Indonesia is a vast country, and economic capacity is not evenly distributed among its citizens. Learning for millennials who use technology tools, both for teachers and students, can be constrained by economic factors, especially those who live far from urban areas. Not all teachers and students can access the internet because they don't have the device yet. This problem must, of course, be returned to the concept of appropriate use, meaning that education should not depend entirely on one particular system or device.

Students can freely access media or learning resources to make the teacher's task more manageable. But, on the other hand, there can be an assessment in the millennial generation that the presence of teachers is not essential. The values of respect for teachers can be shifted. The occurrence of students talking about teachers in disrespectful language even criticizing social media may be due to this factor. The problem of language impoliteness, uploading photos or scenes that are not in line with the educational mission, is common.

The regular school system is still essential because the educational mission is easier to instill face-to-face. Technology and the media in it are tools, not subjects. Time discipline problems for students can decrease when everything is available online. Time will continue to evolve. Millennial learning problems are in line with the times themselves. The positive side must be prioritized and the negative side consistently suppressed (Hopkins et al., 2018).

Important Education for Today's Millennial Generation

An essential function of education is to grow students to think critically consciously. This function will later make them citizens and community members who can mature themselves in thinking critically, logically, and read developments that occur in society. Education is not just teaching materials or mere material. However, through teaching materials, teachers should build critical awareness of students.

The idea of an education that liberates or frees learning is a concept that must be associated with critical awareness. Education is not just transferring knowledge or knowledge from a teacher to students. Education should liberate and develop students' understanding of oppression, especially structured oppression. This awareness is the focus of education. Various problems must be an inseparable part of the educational mission

to solve these problems. A caring and critical attitude is not born immediately but is an attitude that is accustomed to or trained on an ongoing basis in the world of education. In other words, attitude learning must be instilled from an early age.

The era of the industrial revolution 4.0 is a fact that has happened. The millennial generation has entered a century full of technological leaps. The roots of tradition compete with the origins of technology. This is what happens in the life of the millennial generation. The teacher's role is to balance the roots of life through learning spaces. Various life problems are solved because school is essentially a laboratory of life.

The demands of education to make students think critically, creatively, and innovatively are becoming increasingly urgent. Critical thinking is parsed down to the root of the problem with the proper analysis. Creative thinking is creating new alternatives in solving problems. Innovative thinking is determining fresh and relevant choices with existing conditions. For Indonesian language teachers, the issue of critical, creative, and innovative thinking for students is focused on the ability of students' expressive power to convey these problems to other parties. The demands on language teachers were initially focused on the world of discourse, both spoken and written. Still, at a later stage, the role of language teachers is to encourage the world of discourse to be implemented in real life.

The abilities needed by the millennial generation in facing the industrial era 4.0 include problem-solving, adaptability, communication, collaboration, leadership, creativity, and innovation. The role of educators is to give birth to a generation that continues to be long-life learners to respond to the challenges of the times credibly, according to scientific rules, and uphold ethics and values.

Teachers in the era of the industrial revolution 4.0 are also required to improve their understanding ability, express themselves through media literacy, understand the information to be conveyed to students, and analyze to solve problems. Related to that, the teacher's ability to build cross-cultural social contacts is also important (Hashim, 2018).

CONCLUSION

The emergence of the industrial revolution coincided with the arrival of the millennial generation. This can be seen from the difficulty of this generation in carrying out their daily activities without using electronic devices. This generation also experienced a leap in technology which was relatively high. This has led to extreme cultural developments among teenagers, including language development among millennials. This study found that it was necessary to take appropriate steps such as the correct use of media in teaching and educating the millennial generation through electronic tools and the internet. There are many challenges in educating the millennial generation, such as maintaining the values and positive characteristics of millennial youth for education. Finally, educators also need to develop the attitude of these millennials in their critical attitude through the provision of materials and the use of appropriate media.

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