Website Utilization of Indonesian Learning Material as a Media for Disabled Students in Creating Scientific Works

by Cahyo Hasanudin

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Abstrak. *The learning material website of Indonesian language contained materials of Indonesian language course. This website was very useful for students as additional learning material. Therefore, this study aimed to investigate the components of website as Indonesian learning materials. This study was literature study with primary and secondary data sources. Result of study showed that website of Indonesian language contained the access of main menu, material menu, and media menu. It could be concluded that website of Indonesian language could be utilized as learning media for disabled students in compiling scientific works.*

Keywords: Disabled students, Indonesian language website, learning media, scientific works

1. INTRODUCTION

Disabled students are them who are studying at the final academic level or university with disability. This condition causes them to have physical or sensory limitations (Wahyuni et al., 2023) that influence their involvement in academic and non-academic activities (Wardah, 2019). These limitations make disabled students to be difficult in finding appropriate learning process (Salah et al., 2020). The limitations have different characteristics (Amanullah, 2022), so, the disabled students need educational services to adjust their learning needs (Sukadari, 2020).

Students with disabilities are studying with limited condition; however they have an obligation to master academic skill such as the ability to create qualified scientific works. In line with it, Safitri et al. (2021) argue that students are part of academic who must have good skill in writing scientific works. This skill is a critical element to develop them in developed era of knowledge (Marampa et al., 2024). It enables them to communicate an idea, information, and result of research or latest studies in line with the principles of creating scientific works (Widiyastuti et al., 2023).

Scientific work is idea, thought, and intellectual work which is prepared by following standard of scientific development in producing scientific result of study (Hermawan, 2019). Writing scientific works includes various activities which involve feelings, thoughts, imagination, belief, and will (Choirudin, 2022). In university, creating scientific article is a requirement for students to graduate (Husin, 2024). However, they are also asked to compile scientific works as course assignments (Arifudin, 2023). Preparing scientific works is not only academic assignment; students are also able to convey their thoughts, ideas, and findings in it.

Nowadays, students' writing culture is still low (Heriyudananta, 2021). It is because student's motivation is low, so they have no interest to create scientific works (Pebriana & Pahrul, 2022). They find difficulties in writing scientific works because they do not understand the research being studied, do not have motivation in writing, and have lack of references (Tismanto in Mandailina et al. 2023). Therefore, they need interesting learning motivation to improve their learning outcomes (Ripai & Ropiah, 2023). They are able to reduce the difficulties in writing scientific works and improve their motivation to write by utilizing interesting learning innovation.

The interesting learning innovation can increase students' motivation in creating scientific works. This innovation can be realized by changing learning components, materials, model, and media (Hasanudin et al, 2021). Learning media is one of learning innovation design (Azzahra & Sya, 2023) which is used to build efficient and effective learning process (Hamka in Daniyati et al., 2023). Moreover, learning media can be utilized to improve students' learning motivation (Nurfadhillah, 2021). They are able to select various learning media (Megawati, 2021), such as website-based learning media which can be used to improve skill to write scientific works (Suprayogi et al., 2021).

Students are able to boost their skill to write scientific works by utilizing website. Febianti & Wahyuni (2020) conduct a research about the increase of writing skill using blog media. Its results show that blog media is effective in increasing students' writing skill and motivation to produce English papers. In line with it, Ansoriyah (2020) reveals that website media has a great influence on writing skill of scientific works. One of website which can be used to improve student's skill to write scientific works is the website of Indonesian learning materials.

Website-based media has ever been studied by Khakim et al. (2021) in which it is implemented as learning material for students in compiling scientific works. In this research, the researchers use website as learning media to create papers. Its results focus on the development of website-based materials to create papers. However, this development is not referred for disabled students. Therefore, this study utilizes website of Indonesian learning materials to fulfill educational services for disabled students.

Furthermore, a study conducted by Pratama (2021) concerns on the development of Indonesian learning media using website. In the learning process, the researchers utilize website-based learning media. Its results reveal that website-based media for Indonesian language learning is appropriate, so it can be a media to motivate and make students not to be bored. However, it has not explained whether Indonesian learning media can be used by students with disabilities. In addition, this learning media is only focused on the materials of Indonesian language; it does not include the material of creating scientific works. Therefore, this study focuses on the website utilization of Indonesian learning material as a media to facilitate disabled students in creating scientific works.

Based on previous research, this study investigates the website of Indonesian learning materials as a media for disabled students in creating scientific works. The aims of this study are 1) to investigate the website of Indonesian learning materials as media for disabled students in creating scientific works, and 2) to investigate the influence of Indonesian learning material website on the disabled students' skill to create scientific works.

2. THEORETICAL REVIEW

a. Website of Indonesian Learning Materials

The website of Indonesian learning material is website-based learning materials for Indonesian language which includes nine main materials. Those materials are displayed into several menus. Each main material has the menu of material, summary, exercise, evaluation, and references which makes the disabled student's learning process to be easier. The students can access the website of Indonesian learning material using the link https://bahanajarbahasaindonesia.net/.

The website of Indonesian learning material contains the material of 1) *Kedudukan Bahasa Indonesia*, 2) *Penalaran dan Karangan*, 3) *Bahasa Indonesia Ragam Ilmiah*, 4) *Membaca Kritis untuk Menulis*, 5) *Menulis Daftar Rujukan, Kutipan, dan Teknik Parafrasa*,

6) *Menulis Akademik*, 7) *Menyusun Proposal*, 8) *Berpidato dalam Situasi Akademik*, and 9) *Presentasi ilmiah*. Those materials can be utilized by disabled students to increase their understanding of Indonesian language position and the variety of Indonesian language. Moreover, it can be used as learning media in academic writing, creating scientific works, making proposal, public speaking, and scientific presentation.

The website of Indonesian learning material presents the materials in written forms. Furthermore, it is also presented in form of videos, PowerPoint presentation, audio media, and Augmented Reality which can be scanned using certain scanner for Indonesian learning materials. Therefore, this website provides access for disabled students in learning Indonesian language course by adjusting to their own characteristics.

b. Learning Media

Learning media is used in the learning process to make students easier in understanding materials effectively. It is a media which can be used effectively and efficiently in the teaching and learning process in line with learning objectives (Rahmi & Samsudi, 2020). In the learning process, teacher uses media as a tool to convey the materials for students (Wulandari et al., 2023). In addition, Wiratmojo & Sasonohardjo in Junaidi (2019) argue that the use of learning media will increase the effectiveness of material delivering in the learning process. It makes media to be mostly implemented in the learning process (Hasiru et al., 2021).

Learning media is applied because it has many advantages which support the learning process. It becomes a solution when students are getting bored to learn (Tofano in Yudha & Sundhari, 2021). It creates enjoyable learning circumstances, so it can improve learning motivation (Rasagama, 2020). The effective and efficient learning media enables students to learn based on their ability (Rejeki et al., 2020). It is able to increase their motivation and academic skill (Kelana et al., 2020).

c. Disabled Students

Disabled students are the students who have difficulties and limitation, so they need special educational access which is different from other students in general. This is because their obstacles make disabled students to find difficulties in learning (Setiawati, 2020). These difficulties happen because they have physical, social, mental, and emotional limitations (Fakhiratunnisa et al., 2022). However, they are able to obtain better achievement than normal students (Naution et al., 2023) by identifying their learning interest, learning materials, and appropriate learning styles (Aslamiyah & Harsiwi, 2024).

The difficulties of disabled students influence their learning accessibility such as difficult to hear/deaf (Anditiasari, 2020), difficult to interact with social environment (Mahandi et al., 2022), difficult to speak and see (Silitonga et al., 2023). Those difficulties become characteristics of disabled students compared to the normal one (Rouf, 2021). Moreover, those difficulties hinder their accessibility and mobility in learning process (Ariani, 2020).

d. Scientific Works

Scientific work is a writing which contains academic values that have been determined by the structure of writing, accuracy of information, material content, and method of presenting data (Haris et al., 2023). This work describes the result of imagination and thought that have been confirmed by other parties, tested for authenticity, and accepted to be written scientifically (Mahaly et al., 2024). It can be said that a writing can be considered as scientific writing when it is based on data and facts, both in terms of theory and empirical experiences (Febrian et al., 2023).

3. RESEARCH METHODOLOGY

This study was literature study which had primary and secondary data. The primary data was obtained from data of website. The secondary data was taken from articles, international books, and national books.

4. RESULT AND FINDINGS

In the digital era, access of qualified learning source is getting important, especially for disabled students who have obstacles in learning process. The website of Indonesian learning material becomes an innovative solution to provide learning materials that can be accessed easily; it is designed to fulfill all students' needs. By providing various interactive contents and comprehensive guidelines, this website not only supports the understanding of Indonesian language, but it also facilitates students in creating qualified scientific works. This utilization creates inclusive learning circumstances and supports disabled students. The way to utilize Indonesian learning materials can be explained as follows:

1. Main Menu Access of Website

As a provider of learning materials, the website of Indonesian learning material contains 9 materials. They are 1) *kedudukan bahasa Indonesia*, 2) *penalaran dan karangan*, 3) *bahasa Indonesia ragam ilmiah*, 4) *membaca kritis untuk menulis*, 5) *menulis daftar rujukan, kutipan, dan teknik parafrasa*, 6) *menulis akademik*, 7) *menyusun proposal*, 8) *berpidato dalam situasi akademik*, and 9) *presentasi ilmiah*. To access the material, the students have to click the title in the main menu of website as viewed in figure 1.

Figure 1. List of Learning Materials

The development of each learning material in the website is adjusted to the course learning outcomes. It is in line with Yayuk (2019) who say that compiling learning material need to contain the course learning outcomes and its indicators. The learning outcome is the goal of learning process when it has been done.

2. **Access of Material Menu**

Each learning material has the menu of material, summary, exercise, evaluation, and references. The material menu contains the content of each title of material. The summary menu contains resume of material. The exercise menu contains questions to assess students' understanding. The evaluation menu is used to evaluate students about the learning material.

The reference menu contains sources of literature used in the learning materials. The menu can be viewed in figure 2.

Figure 2. Menus of Material

The materials of Indonesian learning website not only present the discussion of it, but it also provides exercise and evaluation. The exercise and evaluation can be a tool to train students' understanding about learning materials. According to Mahirah (2017), evaluation can investigate students' success after joining learning process.

3. Access of Learning Media

Materials in the website of Indonesian language learning are equipped with learning media based on students' needs. This media contains learning videos, Augmented Reality, slides, and audio. Those various media are intended to make students with various conditions to be able to learn each learning material in the website of Indonesian language learning.

Media in each material is utilized in different ways. The way to access learning video is by clicking the YouTube icon. It can be viewed in figure 3.

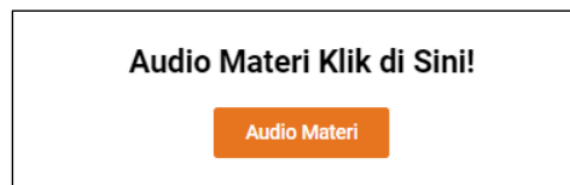**Figure 3. Display of learning video**

The way to utilize slides is by reading it directly or downloading it first. It can be viewed in figure 4.

Figure 4. Display of slide media

The way to utilize audio is by clicking the button "*Audio Materi*" [Audio Material]. It can be viewed in figure 5.

Figure 5. Display of audio learning media

The way to utilize Augmented Reality is by downloading scanner application to scan the barcode as stated in instructions for use. After that, the camera has to be directed into Augmented Reality in each learning outcome. It can be viewed in figure 6.

Figure 6. Display of Augmented Reality

Each learning media in this website has its own function. Video is used to convey materials in form of audio visual because video is the combination of picture and audio. Video makes the students as if they are in direct learning (face-to-face learning); in fact, they have online class. The slides in PowerPoint Presentation contain more concise material. The audio media has a function to deliver the materials in spoken language, so the students can learn the material by listening to it. In addition, Augmented Reality has a function to provide visualization related to learning material. The presence of learning media with various functions is able to facilitate students in understanding material. According to Silmi and Hamid (2023), learning media helps students to understand the concept, to improve memory and retention, and motivate them in the learning process.

5. CONCLUSION AND SUGGESTION

This website provides inclusive and interactive access for disabled students in obtaining qualified learning sources which can be accessed easily. The existence of structured learning materials is in line with learning outcomes. The various media (videos, Augmented Reality, slides, and audio) in this website facilitates students in creating qualified scientific works. The exercise and evaluation menus in each material are able to support autonomous learning process and assess students' understanding. This website becomes an effective and inclusive

tool in facilitating disabled students to obtain their academic goals. In utilizing website of Indonesian language learning, the lecturer has to provide more personal assistance for disabled students, so they can optimize the use of existing features. The lecturer is suggested to be active in monitoring students' progress using evaluation menu provided in the website.

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PAGE 1

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PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13