



PROCEEDING

INTERNATIONAL SEMINAR
ON LANGUAGES AND ARTS
(ISLA)-5

Faculty of Languages and Arts
Universitas Negeri Padang

Padang, 19-20 October 2016

Theme:

Positioning Technology and Theories
in Studies and Pedagogical Application
of Language, Art, and Culture

Editors:

Wan Ahmad Jaafar Wan Yahaya
Abdulcader M. Ayo
Naoshi Uda
M. Zaim
Jufrizal
Zulfadhli
Yos Sudarman

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FBS UNP

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Faculty of Languages and Arts
Universitas Negeri Padang

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FOREWORDS

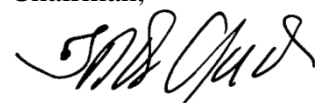
On behalf of the committee, please allow us to say Welcome to The Fifth International Seminar on Languages and Arts (ISLA)-5, in Padang, West Sumatera. We do expect that everything is all right and our activities run well. This is the fifth one of the international seminar annually held by Faculty of Languages and Arts, Universitas Negeri Padang. It is highly believed that all members of committee and editors, as well had worked hard to read and review the papers before they were printed in the form this Proceeding. Now, it is the time for us to serve with the proceeding in order that our hard works can be read, learnt, and scientifically criticized, then. Have this proceeding help you well!

We know that the scientific-academic responsibility should be practically actualized in order that the quick development of technologies and theories on language, art, and culture are useful academic and humanistic affairs. Faculty of Languages and Arts, Universitas Negeri Padang believes that the answer for the responsibility should be drawn based on relevant academic-scientific works. Accordingly, it is on the right '*line*' to have scientific-academic information and discussion on how to bring the technologies and theories of language, art, and culture into further researches and pedagogical applications by means of specific topics presented in the formal discussion and seminar. These are all essential and useful to build humanistic characters and honest-civil societies in this modern-global era. Therefore, Faculty of Languages and Arts, Universitas Negeri Padang, intentionally organizes The 5th International Seminar on Languages and Art (ISLA-5) under the theme: "***Positioning Technology and Theories in Studies and Pedagogical Application of Language, Art, and Culture***". This international seminar aims at exploring, describing, informing, and promoting the appropriate uses of modern technologies and current theories in studies and pedagogical application of language, art, and culture. In addition, the seminar is also supposed to discuss and to draw the recommendations for better uses and appropriate application of technologies and theories in the qualified researches and in the learning on language, art, and culture.

The steering and organizing committee had kindly invited speakers for plenary sessions and had received and selected papers presented for parallel sessions from abroad and many institutions in Indonesia. We do warmly appreciate all speakers and would like to thank all participants who are attending and actively participating in this two-day seminar. This academic works and seminar cannot run well without your valuable contribution, active participation, and critical-argumentative ideas. We would like to inform you also that this seminar is one of the activities held as the *Dies Natalie* ceremonies in 2016. Thus, we would like to thank Rector and leaderships of Universitas Negeri Padang for valuable helps and motivation given. In addition, a lot of thank is addressed to the leadership of *Bank Nagari*, *PT Semen Padang*, *PT Adhi Karya*, and other sponsors which have particular and significant helps for the success of this seminar.

To all of you, once again, thank you very much for everything and have a nice seminar in this town, Padang, the capital of West Sumatera, *the mother land of Minangkabau*!

Padang, 19 October 2016
The Organizing Committee
Chairman,



Indrayuda, M. Pd., Ph.D.

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THE POSITION OF TEACHERS CAN NOT BE REPLACED BY INSTRUCTIONAL MEDIA

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Abstract: The teacher's role is very important during the learning process, especially in learning Indonesian. Teachers are required to master the rules of Indonesian well and correctly and creatively during the learning takes place. It is intended that the student has an appeal and a strong interest to bahasa skills. If the students' interest in learning and communicating acceleration has occurred, then the permanent teachers took part as an innovative container during the learning takes place. Therefore, teachers should have the power concept as a prop during the learning power and remain creative in developing learning strategies Indonesian. Teacher's creativity in learning activities vary depending on the level of language skills, namely listening, speaking, reading, and writing. Therefore, teachers should have the power concept as the power prop for learning and creative in developing Indonesian learning strategies in order to create an integrative learning. necessary revolution integrative learning strategies against Indonesian skills to enable the acceleration in Indonesian language learning communicative and interactive. The teacher needs to integrate as well as the harmony and balance between the literary aspects and aspects of language that in the four language skills. It also requires a coherent collaboration between teachers and students and teachers with parents.

Keywords: *Learning Process; Competency and Posistion of Teacher; Instructional Media*

A. INTRODUCTION

Learning is an activity that involves the role of the individual and the means to instruments the intended instructional objectives. Instructional objectives, is now prevalent into a spectrum in three instructional objectives, as has been stated by Bloom, the learning objectives in the field of cognitive, affective, and psychomotor (in Waldijan, 1984). On learning activities, that are to achieve the learning goals, there are other forms of activity that should not be, there must be learning it, namely, what is called the communication activities in learning. With the communication, automated the instructional process in schools involves the role of some parties, which on the side of science communication is also called the communication element of instruction. Elements of instructional communication, which ultimately translates as the principal element of learning that teachers, students, and instructional-tools in particular, that in the next period is added to the material elements, methods, and assessment.

B. THEORICAL REVIEW

1. Qualifying Teachers as Agents of Learning

Speaking of competence "this" and "that", where competence was necessarily inherent in a teacher, today is not a new matter anymore. It will sound unfamiliar, if a teacher today, do not have the required competence in the profession. The requirements to become a teacher "recognized" when the past and present, is already different.

In the past, possible recognition of social status in the teaching profession, can sustain by relying on school education for teacher or teacher training colleges that educate the educators. In short, teacher educator sertification of profession is a guarantee at the time. The existence of teachers as educators recognized the community rely on the certificate is sometimes never disturbed. For as the saying goes, "once a teacher, she is still a teacher". It is certainly reasonable to happen, because there may be people working teachers in the past is still small compared with the number of learners who have to get an education. The ratio of teachers with school-age children once is very lame. That is why the teaching

profession is very limited in quantity, highly appreciated and dieluk-elukkan, although the professionalism still below expected standardizes.

But at the present time, the social justification for the teaching profession, not just paid by the public as the past. Due to the changing times to a more stringent in terms of competition in any field, the professionalism of qualified teachers is an absolute requirement. Status of eligible to become teachers can no longer be given only with a sertification from degree of education and training. As the field of other professions demanding higher quality standards, the teaching profession must also adjust to these demands.

In terms of humanist, where the figure of a teacher at school, in class, in the sight of students, as well as in the public gaze, humanity can still be projected as being individual and social beings. However, because of the demands of duty and his profession as a "teacher" who need its existence is recognized and appreciated responsibilities jawabya, then the government has since long ago merpentimbangkan to make rules nominally about the teaching profession (including lecturers) for the sake of the preservation of professionalism in the teaching profession and lecturers the. The existence of the seriousness of the government's commitment in question, can be referred to the Government Regulation No. 19, 2005 on Satandar National Pendidikan (SNP), which in part has underlined his idea about the problem of qualification and competence of a teacher in a national education.

In the above government regulations that it, stated explicitly that the main qualification of a teacher, which is expected user education in society, is a instructional agent. What is meant by instructional agent that must be attached to the person of a teacher, is the ability of teachers as educators. What is meant by teacher as an educator here, is a teacher who can facilitate instructional activities (facilitator), providing motivation to learners (motivator), and able also to give inspiration (inspiration) learning to the learners learn. As for the ability of teachers instructional agent that can be realized in the four following competencies: (1) pedagogical competence, (2) personal competence, (3) professional competence, and (4) social competence.

2. Competence of Teachers as Professional Responsibility

The term "competence" is a term that describes a "capability" one, according to their expertise. That is why, in many professions, if the "competence means fitness or ability", which means the ability is a skill. In the same spirit, competence can be defined as an ability to perform specific job acquired through education and training (Dediknas, 2001).

If the limits of competence currently exist in the area of education and training, the teacher who have the competence can not be longer than competence "teacher so shit". Competent teacher is teacher who is generated from teacher education and teacher training. So no longer relevant today, to give recognition to those teacher who are considered capable of doing something like teacher, but the ability was not achieved through education and training.

In contrast, qualified teachers it must necessarily he who has completed a range of education and training in the teacher training. That is why, even more so because socialized government, primarily through the Law on Undang-undang Guru dan Dosen No. 14 of 2005, that for the teaching profession (when is now), can only be done by someone who has academic qualifications, competence, and educator's certificate, in accordance with the requirements for each and certain types of education. If the job is a, the academy also qualified teacher qualifications, teacher competence has been educator certified.

In accordance with Government Regulation No. 16, 2007 on Academic Qualification Standards and Competence of teachers , then there are four competencies required for the teaching profession at this time are:

a. Pedagogical Competency

The definition of pedagogical Competency is the ability of teachers to learning, which is associated with the understanding of the nature, characteristics and development of students, as well as an understanding of the concepts of education and learning that will help students in learning. Tim Broad-Based Education. (2002) also added that teachers' understanding of the concept of education and learning that will help him to be able to apply appropriate teaching methods, including the selection of materials and appropriate learning resources. With the selection of methods, materials, and appropriate

learning resources will certainly be able to improve the ability of students in achieving better instructional outcomes.b.

b. Professional Competency

Profession is a position or a job that requires special expertise in the field of work of the profession. A job in a particular professional field, also can not be done by any people, namely those who are not educated and trained specifically in the field of work that profession. A profession that demands the job "professional" signifies two things that are inherent in a person: (1) professional attached as appearances portraying profession; and (2) are attached as a professional responsibility to do the work according to their profession. So profession means a professional teacher teacher's responsibility in accordance with the appearance of a teacher.

c. Personal Competency

Personal competence of teachers according Mulyana (2006) will include personality intact, virtuous, honest, mature, faithful, moral, ability to actualize themselves, such as discipline, responsibility, sensitive, objective, flexible, knowledgeable, and able to communicate with others , In the teacher's personality also include the ability of teachers to develop the profession such as creative thinking, critical, reflective, like lifelong learning, and able to take a firm decision and appropriate. However, according to another Mulyana, personal competence of teachers in Indonesia seems to be less developed through education in the education and training of teachers. Personal competence of teachers in Indonesia almost grown autodidact, in order early adopted, namely socio-cultural values of eastern and nationality, in which is covered niali-religious values, which sometimes does not currently hold buffeted by the currents of modernization and globalization. In fact, in addition to master the science, technology, and other support skills, a teacher is required to have an attitude and a personality that can be used as a model for students and and members of the public.

d. Social Competency

Social competence of a teacher basically covers aspects ability to empathize with others, tolerant, positive personality, which should be attached to each other competencies, and able to cooperate with others. According Maimunah (2002), social competence, it is a social intelligence, which is part of the nine alternative intelligence were identified by Gardner. All intelligence is owned by someone. Only, perhaps some of them prominent intelligence, while others are ordinary or even less. However credible intelligence that some alternatives that can work simultaneously united and when one was thinking or doing something.

3. Instructional Media as Media Information/Communication Learning

a. Definition of Instructional Media

Media is the plural of "medium", which means the intermediary. In the process of communication in the learning, the media is only one of the four components that must be present in the flow of communication / information in the instruction. Components other than the media is the source of information from / student, information materials, and students as recipients of information, is a type of media information / learning. If only one of the four components of the communication / learning information does not exist, may be the communication process / delivery of information in the learning impaired. In other words, the interaction of the interdependency between the four components of the communication / information should be learning to walk in harmony.

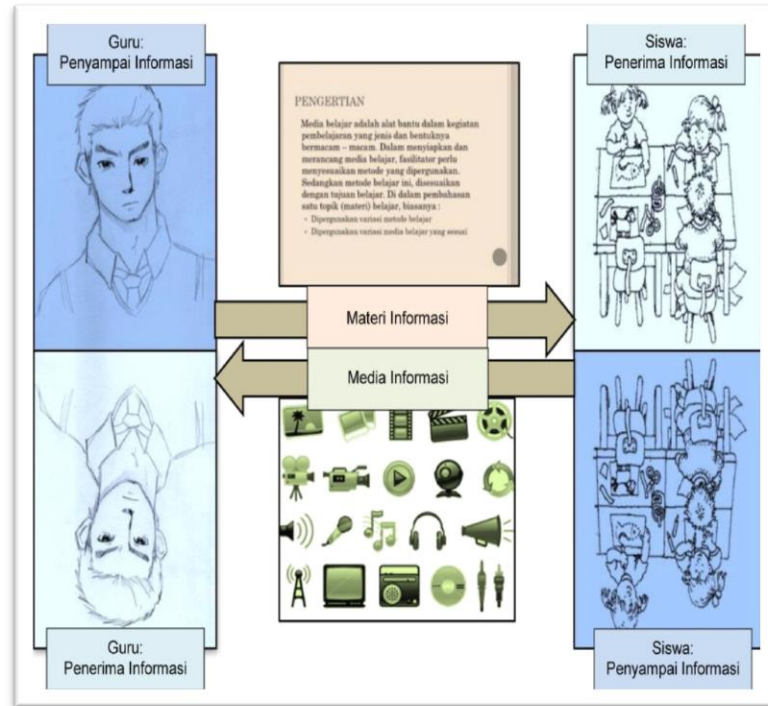


Figure 1,
Instructional Media Components

b. Benefits of Media in Learning

It is universally, the benefits of media in learning is certainly to facilitate their reciprocal links between teachers and students, and with the subject matter presented / discussed. The purpose is to bring the benefits of the use of media to help students learn optimally. However, in particular the benefits of learning media has been stated by Kemp and Dayton (in Sadiman Arief S., et al., 1986), namely:

- (1) Media can conveying instructional materials that can be made uniform. That is, may have diverse interpretations about something. Through the medium of instruction, different interpretation can be reduced and uniformly delivered to students.
- (2) With the media, the learning process becomes more interesting. That is, the media, the information submitted may be heard (audio) and can be seen (visual), so as to describe the principles, concepts, processes, or procedures for learning from the abstract to the concrete. From incomplete to be more complete.
- (3) With the media, the learning process becomes more interactive. That is, if the media selected and designed properly, then the media can help teachers and students perform two-way communication active and interactive. So, without the media, the teacher might be inclined to talk "one direction" to the students.
- (4) Amount of the time of learning and teaching can be reduced, due to the frequency of deliver lessons tanpa media, it is often the case, spend a lot of time to explain the teaching materials. Though the time spent does not need that much, if they take advantage of learning media well.
- (5) The quality of student learning can be improved. That is, with the use of media, it not only makes the learning process more efficient, but also help students absorb the teaching material in more depth and intact.

- (6) The instructional process can happen anywhere and anytime. This means that by using the media, the media learning can be designed to order for students time of learning anywhere and anytime they want, regardless of the presence of teachers.
- (7) Building a students' positive attitude toward learning can be improved. Because the instructional media used, the learning process becomes more interesting. And this can increase the joy and appreciation of students towards science and the search process science pengetahuan; and
- (8) The teacher's role may change to a more positive and productive. That is with the media, then the teacher does not need to repeat the explanation and reduced verbal explanation (oral), Master can afford a lot more attention to the aspects of motivation, reinforcement, guidance, and so on.

C. DISCUSSION

Talking about the capabilities that are already attached to himself a teacher, which is associated with the media, then the discussion is now up on how the teacher positioned himself against the media, which is increasingly sophisticated, and seemed to be able to take some of the teacher's role in teaching, or maybe the whole role it can be modified with the media. But with the presence of media sophistication that can penetrate the boundaries of time and human civilization, then so much of the view of experts who have given thought and restrictions, on how exactly the teacher's position and the position of the media, when they met in the learning.

By looking back in terms of the learning media on the position of auxiliary equipment and teaching and learning activities in schools, then in that position, will be a tug of war between the dominance of the teacher as the main subject instruction to the role of media as a learning tool. That is, if you want instruction to work effectively and efficiently, the issue of where the dominant party in the present of instruction, whether teachers or the media, it is critical to the success of the teaching and learning activities.

Although today, excited about the benefits of using media in teaching and learning activities remain little-known, but the last few years, many experts were again questioned "The extent to which learning media can play a role, to support learning membelajarkan it?" Because if it is returned to the original concept tentnag media and the initial concept of the teacher, and then compared, it is clear, if there are several roles that can be compared between them and a few other roles much different. As said by Dientje B. Rumampak (1988: 21) which states that the principles in the use of such media is the fairness in the utilization of instructional media. Media is not a versatile tool to replace all of the role of teachers in teaching. There are several characteristics of the figure of a teacher who can not be replaced media. Maybe the media are effective in delivering course material with a design that can be prepared contents and technical use, but still learning media as passive tools. As also stated by Mulyana (2006) that was precisely at that as a driving teacher learning that cause dynamic learning or not. In other words, the authorities must drive learning in the teacher's hands and not in the media. Under these conditions, the media remains as a learning tool, and not the one and only factor that menentukan success of the teaching and learning activities. By the same token, it's the truth teacher as critical success factors of the learning.

Through the picture below, can be visualized, in any case there is a difference between the ability of teachers and the media, particularly related to learning in class, as in Figure 2 below it:

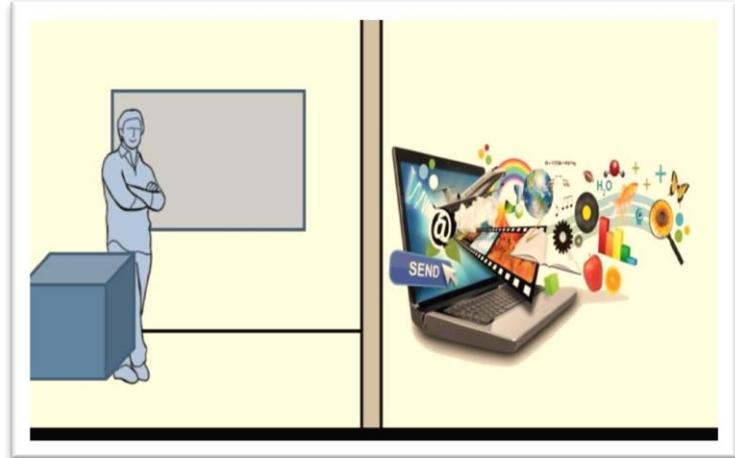


Figure 2,
Comparison of The Role
of Teachers and Media

No.	Elements to consider	Teacher	Media
1.	Delivering the Message	Yes	Yes
2.	Supporting for Methods	Yes	Yes
3.	Supporting for atmosphere of learning	Yes	Yes
4.	Being a learning center	Yes	Yes
5.	provide reinforcement	Yes	yes and no
6.	Responding to feedback	Yes	yes and no
7.	provide motivation	Yes	no
8.	driving force of instruction	Yes	no
9.	provides assessment	Yes	no

Noting the comparison between the teacher's role and the role of the media as in the picture above, then be a statement that excessive and unreasonable, if "media is supporting the only ones who determine the success of teaching and learning activities". Or in the same sense, "All the teacher's role in teaching, can be replaced by media". The reason the author states that if the two statements above are not logical, because essentially the teacher's role can not be equated with the media. Or none of the media that can replace all of the teacher's role. If explored until the more fundamental concept, the media remains passive inanimate object, while teachers are dynamic creatures. So on the basis of the dynamic nature of that, then however the role of the media will not be able to replace all of the teacher's role. Perhaps roles related to technical and instructional design can be recognized. However, the role of the teacher of humanity, obviously can not be replaced by any media

From the illustration shown in Figure 1 above, may explain some of the things that can be done by teachers, but can not be done by the media in learning are:

1. Teacher must be able to Provide Reinforcement and Feedback;

While the Media between "Yes and No" can be its

Referred to provide reinforcement in instruction is the provision of any form of response, either verbal or non-verbal, the teacher to student behavior, whose purpose is to provide feedback for his actions, as a way to encourage or shape correction on students, and can also be used as a way to motivate other students to do the same thing as is done by the students given last reinforcement (Sanjaya, 2009: 37). Meanwhile, according to Hasibuan (2008: 58), teachers who provide reinforcement can be defined by the behavior of the teachers responded positively to a student's behavior, the purpose of which is to provide reinforcement so that these behaviors arise again in the future. Because of conditioning by reinforcement learning is related to the intent looping positive behavior of students in learning, the very role for the strengthening of that, it is in the hands of teachers. Although the media is considered to provide

reinforcement and feedback, for example with interactive media run manually, it still exerts the process of strengthening and feedback with the media is not automatic (autorun) and unsustainable. on the basis of the initiative of strengthening and giving the feedback. Perhaps the writer can also say, that teachers can do strengthening, sometimes as a manipulation of the state, which at the time was not given the strengthening of the real facts. Could be, there are techniques and tactics for the time teachers pretend to give praise, encouragement, and other incentives, as a form of manipulation of circumstances, so that in the next period, study participants felt that it boosted the teachers' positive and replicable.

2. Teacher must be able to Motivating, Drive of the Instruction, and Provide an Assessment.

While the Media "no" to Provide Its.

What is meant by motivation in learning is the impact that learning is a need and desire to go to, so the motivation in a person would move the person to achieve the objectives of the required or desired. According to Mc. Donald in quotation Saiful Bahri Djamarah (2000), suggests that motivation is an energy change in a person characterized by the onset of affective, affective cause a reaction, so that one can strive to achieve a desired goal. Therefore, a form of motivation is a process of inner or psychological process, which happens to a person, which greatly influence the direction of a person's actions. This motivation can be internal factors that influence external factors (environmental) others. If motivation as internal factors, then the motivation will be attached to each carriage person, in accordance with the level of education, past experience, needs and desires. If dikaitkan with the media, then the nature of the "static" media that there is no initiative, and should be supported by the user's ability to run, has made the position of the media can not be proactive and initiative to motivate learning. Although there are learning activities with the media to lure the spirit of a person to learn, or maybe he will be motivated, but still, it is not the real motivation that could happen. Moreover, it is associated with motivation it is psychological in nature, and should need encouragement from others that are psychological as well. Therefore, the media obviously can not provide motivation in learning unless it is being used by the media gfulu in order to motivate students to learn.

Another thing that also can not be done by independent media is moving learning activities and provide an assessment in learning. Encourage learning, clearly connected with the will to make the learning can take place interesting and enthusiastic invitation. This can only be done by teachers and not by other parties such as the media. Teachers without the media, may be able to move with all its capabilities humanisnya learning in teaching. He can do improvised, thinking way out of learning faltered, and might give correct judgment and wise. While the media, tanpa no teacher, then he remains as a medium that can not do anything. Although at this time there is media with a virtual intelligence such as robots, such media still can not move unless programmed learning activities. And the ability to program in certain media to be able to move the learning activities are also limited. The same also applies to the assessment, in which the media may only provide quantitative measurements and calculations in the form of a row score. Scores not necessarily be defined by values. Because in terms of rate, has included a variety of considerations, both rationally and emotionally. So for any secanggih media, only programmed rationally, then to give an assessment to consider the emotional, certainly will not be done until whenever.

C. CONCLUSION

The teacher is not everything, to succeed the teaching and learning activities. But otherwise the media will not mean anything if it is not driven or enabled by the teacher. Therefore, the synergy between the teachers and the media it is necessary for the success of the earlier lesson. So learning is the key word in the hands of teachers, both he as a motivator, motivator, or giver reinforcement. While the media are still learning as auxiliary equipment, which is not likely to act and assess their own work, as well as assess and act on their own against kegiatan student learning. By re-position the media, remains as a learning tool, it is in the hands of the teacher is the essence of real learning center. None of the media that can replace all of the teacher's role. Even if there is a portion of the media's role to replace the role of teachers, the media still need the assistance of a teacher. So learning media is not everything within reach kesuksesan learning. That sebabnya authors say that the study conducted by teachers wisely is learning the use of the

media as appropriate. Would be contradictory, if many elements of learning to rely on the media. When in fact the media itself merely as a tool, and continues to be some elements that support learning activities. Once the song, which is the main element dalam teacher learning, and not on learning media.

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