

Professional Competence of Indonesian Language Teachers in Senior High Schools: Perspectives of Senior High School Students

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ABSTRAK

Permasalahan yang muncul saat ini adalah kurangnya minat siswa untuk memasuki perguruan tinggi jurusan Bahasa Indonesia. Data mencatat 67,70% tidak memahami makna dalam Bahasa Indonesia, 75,45% siswa kurang berminat untuk memasuki jurusan Bahasa Indonesia. Penelitian ini mendesak untuk dikaji, karena terdapat kesenjangan antara harapan dan kenyataan di lapangan. Maka tujuan penelitian untuk menganalisis hubungan antara pengetahuan pendidikan dengan pemahaman siswa dalam proses pembelajaran. Metode dalam penelitian ini kuantitatif dengan jenis survei. Sampel penelitian 756 orang. Teknik pengambilan sampel adalah random sampling tanpa mempertimbangkan latar belakang responden. Teknik pengumpulan data dengan instrumen. Instrumen yang digunakan telah dikembangkan dan dinyatakan valid dengan jumlah item sebanyak 80 item. Instrumen dinilai dengan Skala Likert poin-poin 5. Instrumen disebarkan menggunakan link google form. Teknik analisis dengan statistik deskriptif dengan bantuan SPSS Versi 29.0 dengan melihat mean, persentase dan standar deviasi serta melihat hubungannya. Hasil penelitian menemukan bahwa tingkat pengetahuan dan pemahaman pendidik terhadap konten dalam pelajaran bahasa Indonesia berada pada kategori tinggi. Ditemukan pula bahwa hubungan antara kompetensi pendidik bahasa Indonesia dalam pemahaman dan pengetahuan berada pada kategori tinggi dan signifikan dalam penguasaan konten pembelajaran bahasa Indonesia di sekolah menengah atas. Kesimpulan, kompetensi profesional guru sudah maksimal dalam hal penguasaan bahasa Indonesia, namun dalam pelaksanaannya masih minim.

ABSTRACT

The current problem is the lack of interest of students to enter Indonesian language colleges. There are 67.70% do not understand the meaning of Indonesian, 75.45% are less interested in majoring in Indonesian. There is a gap between expectations and reality in the field. The purpose of the study was to analyse the relationship between teacher knowledge and student understanding in the learning process. Quantitative method with survey type. The research sample was 756 people. The sampling technique was random sampling. Data collection technique with instruments. The instrument has been developed and is valid with a total of 80 items. The instrument is assessed on a Likert Scale of 1-5 points. The instrument is distributed using a google link from. The analysis technique with descriptive statistics with the help of SPSS Version 29.0 by looking at the mean, percentage, standard deviation and seeing the relationship. The results found that the level of knowledge and understanding of teachers regarding Indonesian language lesson content is in the high category. It was also found that the relationship between Indonesian language teacher competence in understanding and knowledge is in the high and significant category and in mastering Indonesian language learning content in high schools. The conclusion is that the professional competence of teachers is good, but in its implementation, it is still minimal.

1. INTRODUCTION

Current development of the 21st century implies a new problem that has emerged in the context of learning Indonesian in Indonesian society. Indonesian language teachers in schools currently have quite a big challenge related to Indonesian language competence in attracting students' interest in learning the meaning of Indonesian (Budiarto et al., 2024; Asmayawati et al., 2024; Ariyatun et al., 2024). The data shows that teacher competence in mastering Indonesian language material is below standard and there is minimal understanding of the meaning of Indonesian and often not optimal implementation (Yusop et al., 2022; Ika Sari et al., 2024; Herlinawati et al., 2024). Data shows that around 64.80% of students feel they do not understand many meanings in Indonesian, and 75,45% of students in senior high schools show low interest in continuing their education to major in Indonesian (Santos de Sousa et al., 2023). This creates a gap between the government's expectations to improve the quality of education and the reality on the ground, where many students who should have the potential to have a career in this field are not interested in studying it further (Beynaghi et al., 2024; Bobrowicz et al., 2024).

Previous research has shown that although teachers have good knowledge of the material, they often have difficulty in delivering the material in a way that is interesting and effective for students (Hainora Hamzah et al., 2022; Ghani et al., 2021). Limitations in the teaching methods used by teachers can be one of the factors that affect student understanding. In addition, the lack of training and professional development for teachers can also have an impact on their ability to teach and interact with students (González-pérez & Ramírez-montoya, 2022; Mgaiwa & Milinga, 2024). In this context, it is important to understand that students are active learners who construct their own knowledge through experience and interaction with their environment. Therefore, the role of teachers as facilitators in the learning process is very crucial (Svellingen et al., 2021; Ghazal et al., 2020). The gap between students' knowledge and understanding in learning Indonesian suggests the need for further research to understand the factors that influence this. One factor that may contribute is student motivation. Research shows that students who are highly motivated tend to be more successful in learning compared to students who are less motivated (Vieira Costa et al., 2024). Thus, it is important to explore how teachers' educational knowledge can influence students' understanding and their interest in learning Indonesian. The urgency of this research is very high, considering the importance of teacher competence in improving the quality of education in Indonesia (Al Husaeni et al., 2024). By understanding the relationship between educational knowledge and students' understanding in the learning process, it is hoped that effective solutions can be found to increase students' interest in learning Indonesian (Susilawati et al., 2024).

Previous studies have shown that even though teachers have good knowledge of the material, they often have difficulty in delivering the material in a way that is interesting and effective for students. Limitations in the teaching methods used by teachers can be one of the factors that affect student understanding (Jeronen et al., 2017). In addition, the lack of training and professional development for teachers can also impact their ability to teach and interact with students. In this context, it is important to understand that students are active learners who construct their own knowledge through experience and interaction with their environment (Cheung et al., 2021; Production et al., 2021). Therefore, the role of teachers as facilitators in the learning process is crucial. The gap between students' knowledge and understanding in learning Indonesian suggests the need for further research to understand the factors that influence this (Bogren et al., 2022). One factor that may contribute is student motivation, research shows that students who are highly motivated tend to be more successful in learning compared to students who are less motivated. Thus, it is important to explore how teachers' educational knowledge can affect students' understanding and their interest in learning Indonesian. The urgency of this research is very high, considering the importance of teacher competence in improving the quality of education in Indonesia. By understanding the relationship between educational knowledge and students' understanding in the learning process, it is expected that effective solutions can be found to increase students' interest in learning Indonesian (Utami et al., 2024). This study aims to analyze the relationship between teachers' educational knowledge and students' understanding in learning Indonesian, and to identify the factors that influence this relationship (Fitria et al., 2024).

Furthermore, the challenges faced in learning Indonesian do not only lie in the teaching aspect, but also in the interests and motivations of students. In today's digital era, students are exposed to various sources of information that can influence the way they learn and interact with the language (Ramalingam et al., 2022). Therefore, it is important for teachers to adapt their teaching methods to suit the needs and interests of students. The use of technology in learning, such as social media and learning applications, can be an effective tool to increase student engagement. However, this also requires a deep understanding from teachers on how to utilize such technology effectively in the context of learning Indonesian (Badruddin, 2024). In addition, collaboration between schools and universities can also be a strategic step to improve the quality of education. By involving education students in the learning process at school, it is

hoped that a positive synergy can be created between theory and practice. Students can provide new and innovative perspectives in teaching, while teachers can share their experiences and knowledge (Kalnbalkite et al., 2023). In this context, this study is expected to provide deeper insight into the relationship between teachers' educational knowledge and students' understanding, as well as the factors that influence both. Thus, the results of this study will not only be useful for curriculum development and teacher training, but also for improving the quality of Indonesian education as a whole.

Theories related to understanding and teaching Indonesian in higher education include various approaches that emphasize the importance of the interaction between knowledge, understanding, and socio-cultural context (Adiyono et al., 2024). One relevant theory is Constructivism Theory, proposed by Jean Piaget and Lev Vygotsky, this theory emphasizes that learning is an active process in which students construct their own knowledge through experience and interaction with the environment. In the context of learning Indonesian, the constructivism approach encourages teachers to create a learning environment that allows students to be actively involved in the learning process, either through discussion, collaboration, or independent exploration (Mallek et al., 2024). Thus, students are not only recipients of information, but also active participants in constructing their understanding of language and culture. In addition, Social Learning Theory proposed by Albert Bandura also provides an important perspective in this context (Liu et al., 2024). This theory emphasizes that learning occurs through observing and imitating the behavior of others. In learning Indonesian, teachers can act as models who demonstrate good and correct language use, as well as the cultural values contained therein (Hasumi & Chiu, 2024). By observing and imitating the behavior of teachers, students can internalize the necessary language knowledge and skills. Therefore, it is important for teachers to not only have good knowledge of the material, but also the ability to be good role models for students. Integrated Learning Theory can also be applied in this context, where teaching Indonesian is integrated with other subjects, such as art, history, and social sciences. This approach not only makes learning more interesting, but also helps students understand the relevance of Indonesian in a broader context (Aravantinos et al., 2024). By linking language learning to real experiences and social contexts, students can more easily understand and appreciate language as a means of communication and cultural expression. In order to improve students' understanding of Bahasa Indonesia, it is also important to consider motivational and interest factors (Fernandes et al., 2024). The Self-Determination Motivation Theory proposed by Deci and Ryan emphasizes the importance of the need for autonomy, competence, and relatedness in motivating students. In the context of learning Bahasa Indonesia, teachers need to create a learning atmosphere that supports these needs, so that students feel motivated to learn and actively participate in the learning process (Zahroh et al., 2023).

The gap between students' knowledge and understanding in learning Indonesian language shows the need for further research to understand the factors that influence this. One factor that may contribute is the teaching method applied by the teacher. If the teaching method used is not in accordance with the needs and characteristics of the students, then the students will have difficulty in understanding the material being taught. In addition, the student's motivation factor also plays an important role in determining their interest and success in learning. Previous research shows that students who are highly motivated tend to be more successful in learning compared to students who are less motivated. The urgency of this research is very high, considering the importance of teacher competence in improving the quality of education in Indonesia. By understanding the relationship between educational knowledge and student understanding in the learning process, it is hoped that effective solutions can be found to increase student interest in learning Indonesian language.

This study aims to analyze the relationship between teachers' educational knowledge and student understanding in learning Indonesian language, as well as to identify the factors that influence this relationship. Thus, the results of this study are expected to contribute to the development of curriculum and training for teachers, as well as improving the quality of Indonesian language learning in high schools. Through this research, it is expected that more effective strategies can be found in teaching Indonesian, so that students not only understand the material, but are also interested in studying it further. In addition, this research also aims to provide recommendations for related parties, such as the government and educational institutions, in an effort to improve the quality of Indonesian language education in Indonesia. Thus, this research is not only relevant to the development of science, but also has practical implications that can be applied in the field.

2. METHOD

The quantitative research method with a survey type is a very effective approach to collect the data needed to analyse the competence of Indonesian language teachers in high schools, as well as to

understand students' perspectives on learning Indonesian (Budianto et al., 2023; Izzulhaq et al., 2024). In this study, researchers used a sample of 756 students from various high schools in Indonesia. The selection of this large sample aims to ensure that the results of the study can be generalized and reflect broader conditions in the student population. The sampling technique used is random sampling, where students are selected randomly without considering their educational or demographic background. This is important to reduce bias and ensure that each student has an equal opportunity to be involved in the study, so that the data obtained can be considered representative.

The data collection technique in this study was carried out by distributing a questionnaire that had been systematically designed. This questionnaire consists of 80 question items covering various aspects of students' knowledge and understanding of Indonesian language learning materials. Each question item is assessed using a Likert scale ranging from 1 to 5, where 1 indicates strong disagreement and 5 indicates strong agreement. This scale is designed to measure the level of knowledge, understanding, and attitudes of students towards learning Indonesian. The questionnaire was distributed online through the Google Form platform, which allows students to fill in and submit their answers easily. The use of this digital platform not only speeds up the data collection process but also increases the level of student participation, given the ease of access offered by information technology. Table 1 shows the research instrument indicators and distribution.

Table 1. Research Instrument Indicators and Distribution

Indicators	Number of Items
Students' Knowledge and Understanding.	11 Item
Indonesian Language Lessons.	13 Item
Language Curriculum.	14 Item
English Curriculum Objectives.	12 Item
Language Learning Strategies.	11 Item
Language Learning Outcomes.	12 Item
Standard Competencies	13 Item
Own Domain.	13 Item

Before the questionnaire was distributed, the researcher conducted validity and reliability tests to ensure that the instruments used could measure what should be measured. The validity test was carried out by involving experts in the field of Indonesian language education to assess the suitability of the question items in the questionnaire. Meanwhile, the reliability test was carried out using Cronbach's Alpha, where a value above 0.7 is considered adequate to indicate that the instrument is consistent in measuring the variables studied. The results of the validity and reliability tests show that the questionnaire used in this study has a high level of validity and reliability, so it can be used to collect data from respondents.

Data analysis techniques. The data analysis techniques used in this study are descriptive analysis and inferential analysis. Descriptive analysis aims to provide an overview of the characteristics of respondents and the results obtained from the questionnaire. In this analysis, researchers calculate the average value, percentage, and standard deviation of each question item. The results of this descriptive analysis provide useful information about the level of knowledge and understanding of students towards the Indonesian language, as well as assist researchers in identifying patterns that emerge from the data collected. In addition to descriptive analysis, this study also uses inferential analysis to test the established hypotheses with the help of SPSS Version 29.0 (Wang et al., 2024). In this context, inferential analysis is conducted to identify the relationship between educational knowledge variables and student understanding. Researchers use statistical techniques such as Pearson correlation to measure the strength and direction of the relationship between the two variables.

The results of this inferential analysis are expected to provide deeper insight into the factors that influence students' understanding of the Indonesian language, as well as provide recommendations for improving the quality of teaching in high schools. In conducting data analysis, researchers also consider other factors that may influence the results of the study, such as students' educational background, learning experience, and motivation. By considering these variables, researchers can provide a more comprehensive interpretation of the data obtained. In addition, researchers also conducted regression analysis to identify the most significant factors in influencing students' understanding of the Indonesian language. This regression analysis allows researchers to see the contribution of each independent variable to the dependent variable, so that it can provide a clearer picture of the relationship between educational knowledge and student understanding.

3. RESULT AND DISCUSSION

Result

Of the total 756 students sampled, the data shows that the majority of students have a fairly good understanding of the Indonesian language subject matter. Descriptive analysis also revealed that there are a number of indicators that show the level of knowledge and understanding of students in Indonesian language lessons, such as knowledge of the curriculum, learning strategies, and learning outcomes obtained. In the prerequisite test, the analysis ensures that the data used meets the requirements for further analysis. The results of the normality test show that the data has a distribution that is close to normal, as indicated by a p-value greater than 0.05. In addition, a homogeneity test was also carried out to ensure that the variance between data groups is homogeneous. The results of the homogeneity test show that the variance between groups is not significantly different, so the assumption of homogeneity is met.

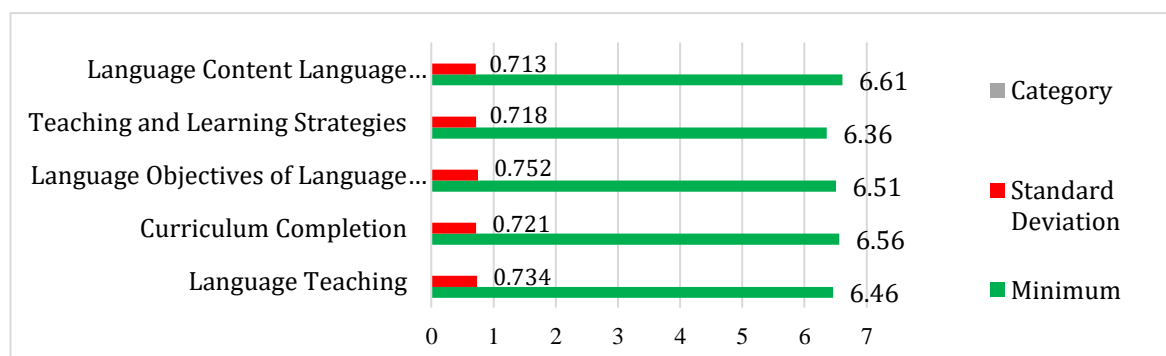


Figure 1. Analysis of Average Level of Knowledge and Understanding of Indonesian Language Students

Based on the analysis presented in Figure 1, there is a deep understanding of the level of knowledge and understanding of Indonesian language students. The graph shows various aspects that contribute to student learning outcomes, including language instruction, curriculum completion, language objectives of the curriculum, teaching and learning strategies, language content, and language learning outcomes and evaluation. The average scores shown in the graph range from 6.36 to 6.61, indicating that in general, students have a fairly good understanding of the material being taught. However, variations in these average scores also indicate differences in the level of understanding among students, which can be influenced by various factors such as the teaching methods used, student engagement in the learning process, and the relevance of the content taught to their needs. The standard deviations listed in this analysis, which range from 0.713 to 0.752, provide an overview of the distribution of data around the average. The relatively low standard deviation value indicates that most students have similar levels of understanding, although there are still some students who may have difficulty in understanding the material. This indicates the need for a more personalized approach to teaching, where teachers can identify students who need additional help and provide appropriate support. In addition, it is important to evaluate the teaching strategies used, so that they can be adjusted to the needs and characteristics of students.

The aspect of curriculum completion is also an important factor in this analysis. Good curriculum completion can contribute to a deeper understanding of the Indonesian language. Therefore, it is important for educational institutions to ensure that the curriculum implemented is relevant and accessible to all students. Thus, students do not only learn to fulfill academic requirements, but can also apply their language knowledge in the context of everyday life. The objectives of the language curriculum must also be clear and measurable, so that students can understand what is expected of them. This will help students to be more focused in learning and achieve the desired results. In addition, varied teaching and learning strategies can increase student engagement, so that they are more motivated to learn. For example, the use of technology in language learning can make the learning process more interesting and interactive. Finally, language learning outcomes and evaluations are important indicators of teaching effectiveness. Evaluations conducted periodically can provide useful feedback for teachers and students, as well as assist in planning future learning. Thus, this analysis not only provides an overview of the level of student knowledge and understanding, but also identifies areas that need to be improved to improve the overall quality of Indonesian language education. Through a holistic and student-focused approach, it is hoped that understanding and mastery of Indonesian among students can continue to improve.

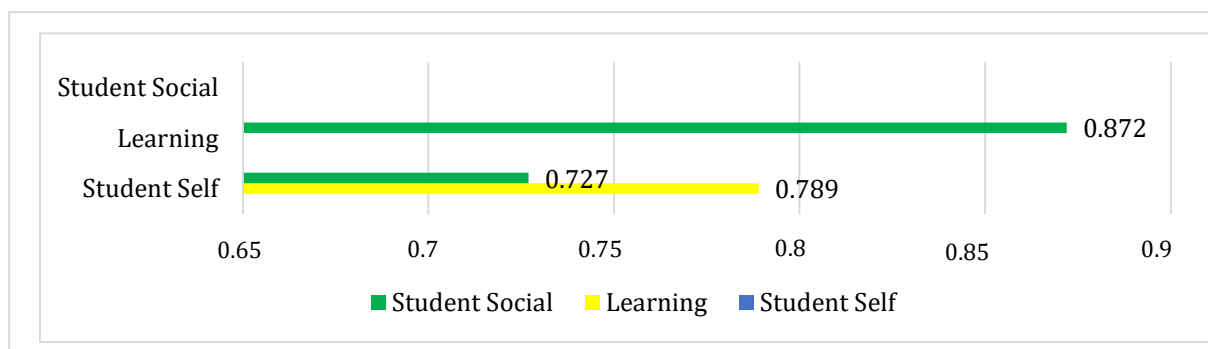


Figure 2. Relationship between Self, Learning and Student Social

Figure 2 illustrates the relationship between the concepts of Self, Learning, and Social Students. In the graph, there are numerical values that indicate the strength of the relationship between each variable. For example, a value of 0.789 indicates a fairly strong relationship between Student Self and Learning, while a value of 0.872 indicates a stronger relationship between Student Learning and Social. This shows that the better a student's self-understanding and development, the higher their ability to learn, which in turn contributes to better social interactions. These values reflect the importance of all three elements in an educational context. A strong self allows students to be more confident in the learning process, which ultimately increases their involvement in social activities. Conversely, good social interactions can enrich the learning experience, creating an environment that supports personal and academic growth. In other words, there is a clear synergy between how students see themselves, how they learn, and how they interact with others. The importance of this relationship is not only relevant in an academic context, but also in the development of students' character and social skills. In an increasingly connected world, the ability to collaborate and communicate well is becoming increasingly important. Therefore, educational institutions need to pay attention to these three aspects holistically. By creating an environment that supports self-development, effective learning, and positive social interactions, students can reach their full potential. Overall, Figure 2 emphasizes that education is not just about transferring knowledge, but also about building character and social skills. By understanding and optimizing the relationship between Self, Learning, and Social, we can create a richer and more meaningful educational experience for students. This is a critical step in preparing them for the challenges of the real world, where the ability to learn, adapt, and interact with others is essential. Therefore, it is important for educators and policymakers to consider how they can support the development of all three aspects in the curriculum and extracurricular activities. With an integrated approach, we can help students become not only good learners, but also individuals who are able to contribute positively to society.

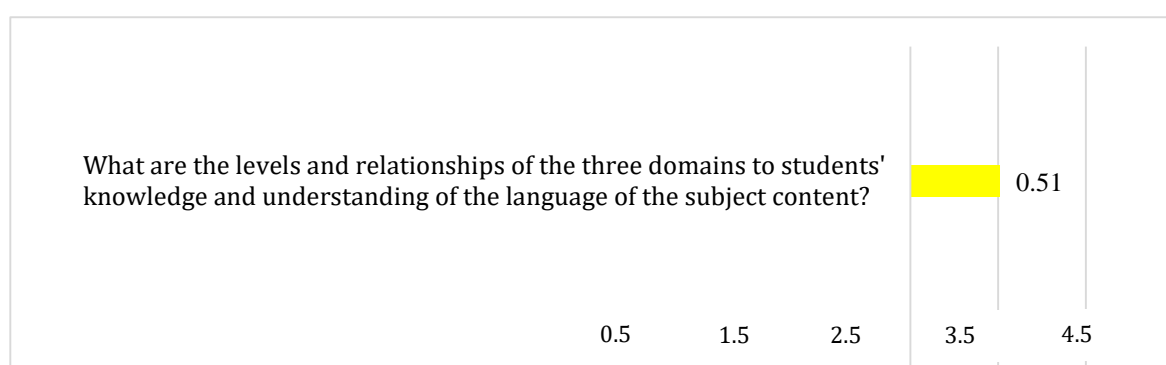


Figure 3. Interpretation of Research Results

Figure 3 shows there is an in-depth analysis of the significant relationship between language knowledge and comprehension factors with various domains that influence student competence. This study proposes four hypotheses (H1 to H4) which are all accepted at a very high level of significance ($p < 0.01$). H1 shows that there is a significant relationship between language knowledge and comprehension with the social and learning domains. This indicates that students' ability to understand language not only affects academic aspects, but also their social interactions and learning processes. Furthermore, H2 highlights the relationship between language knowledge and comprehension with the self-domain. This

shows that good language comprehension can increase students' self-awareness, which in turn can affect their motivation and confidence in learning. H3 underlines the importance of the relationship between language knowledge and professional competence. In this context, good language skills are key to achieving the competencies needed in the professional world, which is very relevant in today's era of globalization. H4 emphasizes the relationship between language knowledge and comprehension with students' competency standards.

This study shows that students who have a strong language comprehension tend to meet or even exceed the established competency standards. This shows that good language proficiency is not only important for academic success, but also for students' readiness to face challenges in the world of work. Overall, the results of this study provide valuable insights into the importance of developing language skills in the context of education. Good knowledge and understanding of language can serve as a strong foundation for students to develop other skills needed in learning and interacting with their social environment. This study also emphasizes the need for a more holistic approach in education, where language development is not only seen as a separate subject, but as an integral element that influences various aspects of student development. Thus, the results of this study can be a reference for educators and policy makers to design a more effective curriculum, which does not only focus on language proficiency, but also on the development of students' social and professional competencies. This will help create a generation that is not only academically intelligent, but also ready to contribute positively to society. This study confirms that investing in the development of students' language skills is an investment in their future, both in the context of education and career.

Discussion

It was found that the competence of understanding and mastering Indonesian language is very important for the academic and social development of Indonesian students. The results of the analysis showed that students generally have a fairly good understanding of the material taught in high school, with a mean of 6.36-6.61. However, the variation in this mean score indicates differences in the level of understanding between students, which can be influenced by various factors, such as the teaching methods used, student involvement in the learning process, and the relevance of the content taught to their needs. One of the factors that contributes to student understanding is the completion of the Indonesian language curriculum. This is in line with the findings of previous studies which stated that the role of teachers in implementing the Indonesian language curriculum is in the good category and brings positive value to the progress of students in Indonesia (Putra et al., 2024; Hakim et al., 2024; Fikra & Darmalaksana, 2022). Good curriculum completion can help students to understand Indonesian more deeply. Therefore, it is important for educational institutions to ensure that the curriculum implemented is relevant and accessible to all students. Thus, students not only learn to meet academic requirements, but can also apply their language knowledge in the context of everyday life. The objectives of the language curriculum must also be clear and measurable, so that students can understand what is expected of them. This will help students to be more focused in learning and achieve the desired results. In addition, varied teaching and learning strategies can increase student engagement, so that they are more motivated to learn. For example, the use of technology in language learning can make the learning process more interesting and interactive. By utilizing digital devices, students can engage in more dynamic learning activities, which in turn can improve their understanding of the material. Evaluation of language learning outcomes and assessments are also important indicators of teaching effectiveness.

Evaluations conducted periodically can provide useful feedback for teachers and students, as well as assist in planning future learning. In the context of the relationship between language comprehension and social aspects, the analysis shows that there is a significant relationship between language knowledge and comprehension with the social and learning domains. This shows that students' ability to understand language not only affects academic aspects, but also their social interactions. Students who have a good understanding of language tend to be more confident in communicating with others, which can strengthen their social relationships. In addition, a good understanding of language can also increase students' self-awareness, which in turn can affect their motivation and confidence in learning. The importance of teacher and student language proficiency cannot be ignored in society. In today's era of globalization, good language skills are the key to achieving the competencies needed in the world of work. The results of the analysis show that students who have a good understanding of language tend to meet or even exceed the established competency standards. This shows that good language proficiency is not only important for academic success in school and college, but also for students' readiness to face challenges in the world of work (Shadiev & Wang, 2022; Maral, 2024; Ridho et al., 2024).

Therefore, the results of this study provide valuable insights into the importance of developing language skills in an educational context. Good language proficiency and understanding can be a strong

foundation for students to develop other skills needed in learning and interacting with their social environment. This study also emphasizes the need for a more holistic approach in education, where language development is not only seen as a separate subject, but as an integral element that influences various aspects of student development. In order to create a generation that is not only academically intelligent, but also ready to contribute positively to society, it is important for educators and policy makers to design a more effective curriculum. The curriculum must not only focus on language proficiency, but also on developing students' social and professional competencies. With an integrated approach, we can help students become not only good learners, but also individuals who are able to contribute positively to society. In its implementation, educators need to evaluate the teaching strategies used. This is important to ensure that the methods applied are in accordance with the needs and characteristics of students. By understanding the differences in students' levels of understanding, teachers can provide more targeted support to those who need additional assistance. A more personalized approach to teaching can help students who have difficulty to better understand the material being taught. In addition, it is also important to involve students in the learning process.

Student involvement can increase their motivation to learn and help them feel more responsible for their own learning. By creating a supportive learning environment, where students feel comfortable asking questions and participating, we can improve their understanding of the Indonesian language. Overall, this analysis not only provides an overview of the level of students' knowledge and understanding of the Indonesian language, but also identifies areas that need to be improved to improve the quality of Indonesian language education as a whole. Through a holistic and student-focused approach, it is hoped that students' understanding and mastery of the Indonesian language can continue to increase, so that they are ready to face future challenges, both in academic and professional contexts. Thus, investing in the development of students' language skills is an investment in their future, both in educational and career contexts (Bankins et al., 2024).

The implications of this study are very significant for the development of students' knowledge, especially in the development of students' language competence and social skills. Students who have good self-understanding tend to be more confident in their learning process, which in turn increases their involvement in social activities. Education does not only focus on the transfer of knowledge, but also on the development of students' character and social skills in understanding the meaning of the Indonesian language. The ability to communicate well is becoming increasingly important. Therefore, educational institutions need to pay attention to these three aspects holistically. The importance of developing Indonesian language skills as a foundation for students' professional competence. The significant relationship between language knowledge and understanding with various domains that affect students' competence in the school environment and society. Good language understanding not only contributes to academic success but also prepares students to face challenges in the world of work. In today's era of globalization, good language skills are key to achieving the competency standards required in various professional fields.

Therefore, the development of language skills should be seen as an integral part of the educational curriculum, not as a separate subject. Another implication of this study is the need for a more personalized teaching approach. Given the varying levels of student understanding, it is important for educators to identify students who need additional assistance and provide appropriate support. Evaluation of the teaching strategies used is also very important to ensure that the methods applied are relevant to the needs and characteristics of students. For example, the use of technology in language learning can make the learning process more interesting and interactive, thereby increasing students' motivation to learn. In addition, this study emphasizes the importance of completing a good curriculum. A curriculum that is relevant and accessible to all students will help them not only meet academic requirements but also apply their language knowledge in everyday life contexts. The objectives of the language curriculum must be clear and measurable, so that students can understand what is expected of them.

4. CONCLUSION

The conclusion of this study is that understanding and mastery of Indonesian language is an important aspect in students' academic and social development. It was found that students have a fairly good understanding of the material taught, with a mean score ranging from 6.36-6.61. However, there is a variation in the mean score that reflects differences in the level of understanding between students, which can be influenced by various factors, such as the teaching methods used, student involvement in the learning process, and the relevance of the content taught to their needs. One factor that contributes to student understanding is a good curriculum completion, which can help students understand Indonesian

more deeply. Therefore, it is important for educational institutions to ensure that the Indonesian language curriculum implemented is relevant and accessible to all students, so that they not only learn to meet academic requirements, but can also apply their language knowledge in the context of everyday life.

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