



Language learning model exploration in the transformation era

Setyawan Pujiono^{a1}, Universitas Negeri Yogyakarta, Jl. Colombo No.1, Karang Malang, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia, setyawan_p@uny.ac.id

Maman Suryaman^b, Universitas Negeri Yogyakarta, Jl. Colombo No.1, Karang Malang, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia.

Suggested Citation:

Pujiono, S. & Suryaman, M. (2024). Language learning model exploration in the transformation era. *Contemporary Educational Research Journal*, 14(3), 142-153. <https://doi.org/10.18844/cerj.v14i3.9470>

Received from March 1, 2024; revised from June 11, 2024; accepted from August 16, 2024.

Selection and peer review under the responsibility of Assoc.Prof. Dr. Deniz Ozcan, Samsun Ondokuz Mayıs University, Turkey.

©2024 by the authors. Licensee *United World Innovation Research and Publishing Center*, North Nicosia, Cyprus. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

©iThenticate Similarity Rate: 4%

Abstract

The key to successful learning is strongly influenced by the use of an effective learning model. Redesigning language learning models is necessary for teachers so that they can contribute positively to the achievement of student competencies in the 21st century. In this regard, this study aimed to describe the exploration of language learning models in high-ranking schools in Yogyakarta. The focus of this research was on the use of learning models in the planning and implementation of language learning by teachers. The subjects of this qualitative descriptive research were the Indonesian Language teachers in Yogyakarta. Data were obtained through documentation, observation, and interviews. Data analysis techniques included identification, classification, reduction, and conclusion. The results show that teachers prepare a learning model planning in the form of lesson plans in learning texts on official letters and non-fiction. The lesson plans are equipped with the model components such as learning syntax, support systems media, and instructional impacts, that is basic competencies and objectives. The implementation of the language learning models in Yogyakarta is varied and able to create an active, critical, and creative learning atmosphere.

Keywords: Language; learning; learning model; transformation

* ADDRESS FOR CORRESPONDENCE: Setyawan Pujiono, Universitas Negeri Yogyakarta, Jl. Colombo No.1, Karang Malang, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia. E-mail address: setyawan_p@uny.ac.id

1. INTRODUCTION

Indonesian Language learning has a strategic role in supporting the success of students in learning various disciplines. Through Indonesian Language learning, language competency, as well as communication and social competencies are developed. Language competency becomes an important factor in developing competencies in other disciplines, such as science, mathematics, arts, communication, and culture (Brown & Lee 2015; Oxford, 1996).

Language learning difficulties among junior high school students may be caused by many factors, including poor quality textbooks; the teacher's view of language learning as a process of mastering knowledge of language; and the implementation of learning models that have not been varied (Willis et al., 2023; Tong et al., 2022). Problems related to the use of inappropriate learning models can cause students to be less active, critical, communicative, and creative when learning language (Tancredi et al., 2024). Research related to the use of models in learning is important considering the significant impact of models on learning effectiveness (Borich, 2017; Orlich et al., 2010; O'Malley, 1990).

Such problems will be resolved when the learning components are managed properly. The learning components generally include students, teachers, objectives, materials, models, media, and evaluation. The seven components have an inseparable relationship with one another. However, certain components require proper thinking, reference, and knowledge base in their implementation. One such component is the learning model that is the focus of this research.

Learning procedures are related to a series of learning activities planned by educators to achieve learning objectives and create an effective learning experience. The learning procedure includes object formulation, content selection, task analysis, learning design (related to models and media), and evaluation process (Feng et al., 2024). For this reason, the success of learning is more determined by design factors or learning models and the learning process (Mustadi, 2013).

Poor planning and preparation of learning will lead to failure in achieving the learning objectives. For this reason, the planning of learning requires the right approach so that in its implementation, successful efforts to create student abilities or competencies can be achieved. In addition, at the implementation level, this is not managed due to various factors, such as the lack of facilities and infrastructure, limited teacher knowledge, lack of teacher participation in training, and the low level of improvement efforts for good learning practices. As a result, teachers often simplify learning through a one-way approach. Students are only asked to read what is in the textbook, do the exercises in the textbook, and finally compare their works with the teacher's. Such a model is greatly irrelevant to the goals of education in the 21st Century. The skills that students need allow them to be critical, creative, and innovative learners through language activities to support life in the current 4.0 era.

Studies and experiences have shown that a great variety of models or methods are important for effective teaching. Hence, teachers must acquire various learning models. However, the latest data show that teachers still use narrow-minded learning models. For this reason, the learning model must be adjusted with the students' learning characters, as well as the learning materials and learning environment (Joyce & Weil, 1986; Brady, 1992; Shand et al., 2024)

The implementation of the 2013 Curriculum for Junior High School, based on the Regulation of the Minister of Education and Culture Number 35 of 2018 on the Process Standards, uses five learning models that are expected to shape scientific and social behaviors, as well as develop curiosity. These five models are the Discovery or inquiry learning model, Problem-Based Learning Model, Project-Based Learning Model, Contextual Learning Model, and Cooperative Learning Model (STAD, Jigsaw, Group Investigation, make a Match, Teams Games Tournaments, Think Pair Share). Therefore, to overcome the problems in language learning, research on the exploration of the use of learning models by teachers is highly necessary. This study

is intended to provide an adequate prescription of learning models, especially for teachers, so that they no longer have difficulties in designing quality language learning based on the 2013 Curriculum.

Based on the results of the document review and initial field observations on Indonesian Language learning, it is found that: (1) teachers only rely their planning on the joint lesson plans; (2) teachers neither redesign nor make any adjustments to said lesson plans, (3) the lesson plans only use the scientific model with no operational elaboration in the relevant syntax; (4) the learning stages in the lesson plans do not address the planned indicators; and (5) the assessment has yet to measure the students' abilities to support the 21st-century competencies. Likewise in the learning implementation, no learning model is developed specifically. Especially in online learning today, available platforms or modes are very limited. As a result, learning becomes uninteresting to students, whether in the model, media, or the learning material.

1.1. Literature review

1.1.1. Language teaching methods

The model or method of language teaching based on the theories can be grouped into three forms. The first group is the language-centered methods, which refer to teaching methods that are centered on language forms as the subject of study, such as the audiolingual method. The second group is the learner-centered methods, which are learning methods that are centered on the wants, needs, and situations of students, such as communicative language teaching. The final one is the learning-centered methods, which are learning methods that are centered on cognitive language processes such as the natural approach (Kumaravadivelu, 2012; Brown, 2010; Richards & Rodgers, 1999).

The learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve learning objectives (Sani, 2016; Burden & Byrd, 1999). The learning model has five basic elements, namely (1) syntax as the operational steps of learning, (2) social system, namely the atmosphere and norms that apply in learning, (3) principles of reaction, or how teachers should view, treat, and responding to students, (4) support systems, all facilities, materials, tools, or learning environments that support learning, and (5) learning outcomes obtained directly based on the targeted goals (instructional effects) and outside the targeted ones (nurturant effects) (Joyce & Weil, 1986).

1.1.2. Competencies in the transformation era

The orientation of learning objectives in the 21st century is for students to develop their critical and creative thinking skills. To realize these goals, there needs to be proper and relevant learning methods that are in line with students' characteristics. The indicators for achieving language competency can be more specific with relevant learning methods. Therefore, the main factor of the success in using certain learning models is highly determined by the teacher's abilities to plan and apply learning models that are oriented toward the achievement of effective learning as a process for improving awareness and understanding (Kumaradivelu, 2012; Richards 2006; Farrell 2011; Walsh, 2003).

The language learning process should consider the quality of all learning aspects, which include the language competency that students must acquire, as well as the learning methods or models, the learning tasks, and the learning resources. The learning model can be beneficial in activating and increasing confidence among students to allow an enjoyable learning process (Brown & Lee 2015; Kumaravadivelu, 2006; Joyce et al., 2009).

1.2. Purpose of study

Based on the background of the problem above, this study aims to explore the implementation of language learning models that are used by Indonesian Language subject teachers in Yogyakarta.

2. METHOD AND MATERIALS

The research method of this study is descriptive qualitative. The descriptive qualitative method refers to studies that reveal descriptive data in the form of written words from the observed subjects and behaviors.

2.1. Participants and context

The research locations were junior high schools, with research subjects of Indonesian Language subject teachers for Grade 7 and Grade 8 from SMP N 5 and SMP N 9 Yogyakarta. These schools were selected due to their academic and non-academic achievements. In addition, the community's trust to put their children in these schools is very high. The high-ranking school status is indicated by the results of the final examination in 2018, which ranked fifth-best in the Yogyakarta Special Region province. The object of this study was the implementation of language learning models in the Indonesian Language subject.

2.2. Data collection instrument

The data collection instrument in this study was observation with participation, interviews, and documentation. The participatory observation technique was used in the classroom during the Indonesian Language subject learning. The observation was focused on the planning and implementation of the Indonesian Language learning model. Interviews were conducted with teachers and students to examine the implementation of Indonesian Language learning models. Documentation was done to strengthen the physical evidence of the learning models used by teachers in the classroom. The research data were verbal or qualitative. The data analysis of the research findings was presented in a descriptive analysis based on the stages of identification, classification, reduction, and conclusion.

3. RESULTS

The results and discussion on the use of learning models in the Indonesian Language subject in high-ranking schools in Yogyakarta focus on the Indonesian Language learning model from the planning and implementation of the learning process applied by teachers, as presented below.

3.1. Language learning model planning

Learning design is an important factor in the success of the language learning process. The learning design should be developed by balancing the knowledge content and the language function for active communication, both oral and written. The learning design or planning is one of the activities done by teachers to prepare using the language learning model.

Based on the document analysis teachers of the Indonesian Language subject conduct learning model planning in the lesson plan, both in descriptions and in the learning stages (syntax). The teacher plans one learning model type to be applied to one type of text. Therefore, the teacher has made learning model planning in the lesson plans prepared before implementing learning.

The optimal use of learning instruments by teachers will give a maximum result (Cipto, 2018). However, teacher's awareness of developing the learning instrument is still limited. This is because teachers are too reliant on the existing learning resources and do not check whether the learning resources are by the student's characteristics.

The implementation of the 2013 Curriculum in Junior High Schools is according to the regulation of the Minister of Education and Culture No. 35 in the Year 2018 on process standards of using various learning models that are expected to build scientific and social behaviors as well as develop curiosity. The learning models based on the 2013 Curriculum are Discovery-Based Learning, Problem-Based Learning, Project-Based Learning, Contextual, and Cooperative Learning (Student Teams Achievement Division, Jigsaw, Group Investigation, make a Match, Teams Games Tournaments, Think Pair Share, among others).

Good learning planning will affect student learning achievement. Hence, the planning of language learning should accommodate the student's learning needs and should be prepared based on needs analysis, learning objectives, learning models, and expected communicative competence. The success of using a language in communication is closely correlated with the mastery of the communicative competence of the language users. The socio-cultural aspect also supports the development of students' communicative competence. To

achieve this communicative competence, new and more appropriate methods are needed as the old methods (traditional and structural) are no longer relevant (Mustadi, 2013). Table 1 presents the learning model design for high-ranking schools based on the lesson plans developed by teachers.

Table 1
Planning of language learning model

Meeting	Class	Model Planning at SMP 5		Model Planning at SMP N 9	
		Lesson Plan		Lesson Plan	
		Text	Model	Text	Model
M-1	VII	Official Letters	PjBL	Non-Fiction	DL
	VIII	Non-Fiction	PBL	Non-Fiction	DL
M-2	VII	Official Letters	PjBL	Non-Fiction	DL
	VIII	Non-Fiction	PBL	Non-Fiction	DL
M-3	VII	Official Letters	PjBL	Non-Fiction	PBL
	VIII	Non-Fiction	SL	Non-Fiction	PBL
M-4	VII	Official Letters	PjBL	Non-Fiction	PBL
	VIII	Non-Fiction	SL	Non-Fiction	PBL
M-5	VII	Non-Fiction	PjBL	Official Letters	PBL
	VIII	Non-Fiction	PBL	Official Letters	PjBL
M-6	VII	Non-Fiction	PjBL	Official Letters	DL
	VIII	Non-Fiction	PjBL	Official Letters	PjBL

Information:

PjBL : Project Based Learning

PBL : Problem Based Learning

DL: Discovery Learning

SL : Scientific Learning

The learning model planning for Indonesian language subjects at high-ranking schools in Yogyakarta was represented in lesson plans. Lesson plans contain procedures and organization of learning to achieve the basic competencies set in the Content Standards and described in the syllabus. Lesson plans function as a reference for teachers to teach so that teaching-learning processes may run effectively.

Based on the results of this study, the seventh and eighth-grade teachers prepared lesson plans as a planning step in determining the learning model used during the teaching-learning processes. The lesson plans already contained the learning model used. Moreover, they were also completed with learning activities and learning steps that would be carried out by both the teacher and students. In addition, the lesson plans developed by the teachers contained learning materials, learning objectives, learning media, and assessments.

Furthermore, it was found that the seventh-grade teachers did not develop their lesson plans. Based on the information obtained during interviews with the seventh-grade teachers, they rather used lesson plans prepared with colleagues at the MGMP/Teacher Forum. On the other hand, the eighth-grade teachers chose to develop lesson plans at the beginning of each semester to fulfill the administrative requirement. However, during the process, they only made small changes to the previous lesson plans.

Based on the lesson plan documentation obtained from seventh and eighth-grade teachers, the lesson plans contained the learning models suggested by the 2013 Curriculum. In the implementation, the 2013 Curriculum put students at the center of teaching-learning processes. Students were required to be more active during the processes. Moreover, as mentioned in the Regulation of the Minister of Education and Culture No. 22 Year 2016, some learning models may be implemented by teachers to motivate students' active participation during learning.

The learning model selected by the teachers to be put in the lesson plans was Problem-Based Learning. This model was reflected in the learning syntax written in the lesson plans. One of the syntaxes written in the lesson plans was to examine the structure and language in letters that include 1) Building students' orientation to problems, this activity required the students to read and study learning materials related to structure and

language use in formal letters; 2) Organizing students, this activity required students to identify questions related to the learning materials; 3) Guiding individual and group investigations, this activity required students to collect information and analyze the structure of official letters; 4) Developing and presenting the work, this activity required students to make groups and discuss the language characteristics and structure of official letters before they presented and drew a conclusion about their work; and 5) Analyzing and evaluating the problem-solving process, this activity required students to analyze inputs, responses, and suggestions from the teachers. Besides, the students were asked to answer questions on structure and language used in official letters to comprehend the materials better.

Based on the order of syntax in the lesson plans described above, the learning syntax is by the selected learning model. The steps in the syntax of the Problem-Based Learning model are (1) Proposing problems or building students' orientation to problems, (2) Organizing students for learning, (3) Guiding individual and group investigations, (4) Developing and presenting work, (5) Analyzing and evaluating the problem-solving process.

Besides syntagmatic, other elements must exist from a learning model, such as social principles, reaction principles, support systems, as well as instructional and accompanying impacts. Based on the theory described previously, the social system is written in the lesson plans. The reaction principle in the problem-based learning model refers to the activity where teachers act as the facilitator for students. In terms of the supporting system, teachers mention the learning media used, for example, LCD projectors and laptops. About the instructional impacts, the achievement is written in the indicators and learning objectives. Then, to the accompanying impacts, student learning achievement is not stated in the lesson plans.

The syntax of learning planning using the Problem-Based Learning model for other materials and basic competencies is almost the same as what was described above. However, the learning activities should be adjusted to the learning materials and expected basic competency. The indicators of competencies and learning objectives are formulated by teachers by the basic competencies of the 2013 Curriculum.

Based on the analysis of the results of the interviews, the seventh-grade teacher designed learning activities for official letter materials to be used with the Project Based Learning model. The learning stages designed by teachers include: 1) The teacher asks students to carefully read the letters (this activity represents the syntax of project determination); 2) The teacher divides the class into several groups (this activity represents the syntax of planning the steps for completing the project); 3) The teacher allows students discuss to prepare for the presentation of the result of analysis (this activity represents the syntax of project implementation schedule); 4) the students prepare presentations (this activity represents the syntax of presenting project results). The fifth and sixth syntaxes, monitoring activities and evaluating project results, were not planned by the teachers.

The comparison between planning (based on interviews) and planning in lesson plans shows different results. The stages of learning in lesson plans for a basic competency of analyzing official letters were carried out in four meetings using the same learning model but different learning materials. The first learning material was related to analyzing the language and structure of official letters. The second material was identifying the characteristics of language and structure used in official letters. The third material was writing official letters using appropriate structure and language.

Based on the analysis of lesson plans, the eighth-grade teachers wrote two learning models, namely Discovery Learning and Problem-Based Learning. The use of both learning models was further explored, and the findings are explained as follows. *First*, the Discovery Learning model was designed for persuasive text materials of Basic Competency 4.13 (Summarizing the contents of suggestions, invitations, directions, considerations about various positive things, actual problems from persuasive texts (environment, social conditions, and/or cultural diversity) that are heard and read) and Basic Competency 3. 14 (Examining the structure and language used in persuasive texts in the form of suggestions, invitations, and considerations about various actual problems (environment, social conditions, and/or cultural diversity, etc.) from various sources that are heard and read).

Below are the examples of syntax with the Discovery Learning model about Basic competency 4.13 (Summarizing the contents of suggestions, invitations, directions, considerations about various positive things, actual problems from persuasion texts (environment, social conditions, and/or cultural diversity) that are heard and read). The learning activities in the Discovery Learning model are presented below.

- | No. | Learning Activities in the Discovery Learning Model |
|------------|--|
| 1. | Students read persuasive texts. |
| 2. | Students ask things related to steps for concluding persuasive texts. |
| 3. | Students collect data on persuasive expression in a persuasive text. |
| 4. | Students discuss and complete worksheets about steps to conclude persuasive texts. The teacher helps students who find problems. |
| 5. | Each group presents the result of the discussion in front of the class. |
| 6. | Other groups should respond to the results of the discussion. |
| 7. | Students listen to the explanation given by the teacher about the results of the discussion. |
| 8. | Students submit the results of the group discussion. |

The syntax of the Discovery Learning model includes 1) stimulus which is represented in the first learning step, 2) problem statement which is represented in the second learning step, 3) data collection which is represented in the third learning step, 4) data processing which is represented in the fourth learning step, 5) verification which is represented in the fourth and fifth learning steps, 6) generalization which is represented in the fifth learning step. This means that all the learning steps in lesson plans developed by the eighth-grade teachers are correct and meet the required syntax.

Second, the Problem-Based Learning model was proposed to be used to teach non-fiction book material as stated in Basic Competency 3.17 (Exploring and finding information from fiction and non-fiction books Read) and Basic Competency 3.18 (Examining Elements of Fiction and non-fiction books Read). This model was chosen by the teacher because it was by the learning material and was able to explore the background knowledge possessed by the students. The implementation of this model is further explained in the activities below.

- | No. | Learning Activities in Problem-Based Learning Model |
|------------|--|
| 1. | Students carefully read the sample book, read the source, and listen to the teacher's explanation about how to analyze the elements of fiction books. |
| 2. | Students identify the questions about how to analyze fiction elements. |
| 3. | Students collect relevant information to answer previously identified questions by reading other sources (conducting group discussions or other activities to find solutions to the problem). |
| 4. | Students are asked to discuss and draw conclusions about how to analyze the elements of fiction books, make correlations about other concepts and problems, and present the results of the discussion. |
| 5. | Students analyze the input, responses, and suggestions from the teacher. |

The comparison results show that the syntax in the lesson plans is the same as that of the Problem-Based Learning model. The description of the learning steps in the lesson plans is in line with the learning syntax theory of Problem-Based Learning, i.e., 1) building students' orientation to problems, 2) organizing students, 3) guiding individual and group investigations, 4) developing and presenting work, and 5) analyzing and evaluating problem-solving processes.

The implementation of the Problem-Based Learning model allows students to perform various abilities such as (1) obtaining ideas and solutions (2) identifying the relevant information available for the problem; 3) identifying learning problems (finding information and necessary things); 4) identifying resources or doing consultation; 5) assigning tasks to different groups of members (i.e., share learning problems); 6) collecting information (do self-learning). Using PBL strategies is important to facilitate students to support each other (Aliyu, 2020).

In addition, there are other elements of the existing learning model based on the principle of reaction. In the lesson plans, the teacher treats students as the center of learning activities, while the teacher acts as a facilitator. Based on the support system, the teacher includes supporting media such as an LCD projector and laptop, which will be used during the learning activities. Based on the instructional impacts, the outcomes are listed in the achievement indicators and learning objectives. Based on the accompanying impacts, other learning outcomes through the learning process are not explicitly stated in the lesson plan.

3.2. The implementation of the language learning model

There are five types of models found in the implementation of the language learning model at SMP N 5 Yogyakarta by seventh and eighth-grade teachers in twelve meetings. One of the learning models used by the teachers is Project-Based Learning. The model and the basic competencies taught by the teacher are the same as what are mentioned in the lesson plan, although in practice the syntax applied by the teachers to the learning model is not carried out entirely.

The implementation of the learning model of language competence at SMP N 9 Yogyakarta by seventh and eighth-grade teachers uses a 2013 Curriculum and Joyce & Weil’s (1986) learning models but it is not the same as what is described in the lesson plans. The learning model used by the teachers has four models in 12 meetings. In practice, the teachers sometimes apply learning models different from the plans; it is adjusted to the conditions of the class at that time.

The use of learning models can help teachers plan the learning designs. The variations in learning styles and strategies of each student will affect the learning model used (Alghamdi, 2024). Variations in the ethnicity or background of students will also affect the learning management in the classroom. The learning model used by the teacher is primarily for student self-development (Joyce et al., 2009; Widharyanto & Binawan, 2020). Table 2 shows the use of learning models by the teachers in high-ranking schools in the Special Region of Yogyakarta.

Table 2
The implementation of the Indonesian language learning model

Meeting	Class	SMP N 5 YOGYAKARTA		SMP N 9 YOGYAKARTA	
		IMPLEMENTATION		IMPLEMENTATION	
		Text	Model	Text	Model
M-1	VII	Letter	PjBL	Non-fiction	DL
	VIII	Non-fiction	PBL	Non-fiction	DL
M-2	VII	Letter	PjBL	Non-fiction	DL
	VIII	Non-fiction	PBL	Non-fiction	DL
M-3	VII	Official Letter	PjBL	Non-fiction	DI
	VIII	Non-fiction	CS	Non-fiction	PjBL
M-4	VII	Official Letter	PjBL	Non-fiction	PjBL
	VIII	Non-fiction	CL	Letter	PBL
M-5	VII	Non-fiction	DI	Letter	PBL
	VIII	Non-fiction	PBL	Letter	PBL
M-6	VII	Non-fiction	DL	Letter	PBL
	VIII	Non-fiction	CL	-	-

Information:

- PjBL : Project Based Learning
- PBL : Problem-Based Learning
- DL : Discovery Learning
- CS : Conceptual System
- DL : Direct Instruction
- DI : Direct Instruction
- CL : Cooperative Learning

Based on the data, in teaching letters, the teachers used the Project-Based Learning and Problem-Based Learning models. Based on field notes for official letter material, the syntax of the Project-Based Learning model consisted of six steps, namely 1) preparing the project, 2) designing the project, 3) making a schedule, 4) monitoring the project, 5) testing the results, and 6) conducting an evaluation. At each meeting, the

teachers only used four steps adjusted to the material and time. Teachers also used the PBL in writing letters by observing, identifying, discussing, and correcting products.

In non-fiction text learning, the teachers used Problem-Based Learning, Cooperative Learning, Discovery Learning, Direct Instruction, and Conceptual Systems. Three models were the recommendations from the Ministry of Education and Culture, while two other models were based on Joyce's theory (2009). The teachers also used learning syntax according to each model used. In general, the teachers used the steps of the learning model continuously in the next meeting if they still taught the same material. It means that some of the steps for learning with the Basic Competencies of knowledge were then continued to the next step on the Basic Competencies of skills.

In addition, based on the results of the field note analysis confirmed by open questions, the teachers also applied four other components of the learning model: 1) the support system is media and learning materials in the form of LCD, PPT, laptops, textbooks, notebooks, drama script sheets, and blackboards; 2) the social system found in student-centered learning is that students actively ask and answer teacher questions and the attention to teachers is based on the high curiosity, the active role of students, and loyalty to the teachers. Student cooperation is also indicated in every learning through group work such as staging a drama; 3) the model component of the teacher reaction principle treats students as the learning center and the teacher acts as a facilitator, which can be noticed in the practice of staging dramas, group discussions, presentations and reading letters and writing official letters using laptops; and 4) the instructional impact is the achievement of competence in each Basic competency indicator and learning objective, while the accompanying impact in students is that they are eager to make progress, able to learn and work independently, and able to think logically.

The learning model selected by the teacher in learning affects the student's acceptance of the material being taught. Therefore, the teacher must understand the students' conditions so that the selected learning model is appropriate and achieves the learning objectives. Based on the analysis results of the lesson plans developed by the Indonesian Language teachers at high-ranking schools in Yogyakarta, the teachers planned a learning model by the 2013 Curriculum. In addition, they used learning models developed based on Bruce Joyce's theory.

Based on the field notes and documentation of the learning process that lasted for two months, the research in the seventh and eighth grades of SMP N 5 and SMP N 9 Yogyakarta found five learning models applied by teachers in the classroom. The three models are suggested by the 2013 Curriculum, and the other two are from Bruce Joyce's theory. The 2013 Curriculum learning model used by the teacher is problem-based learning, project-based learning, and cooperative learning, while the Bruce Joyce learning model includes direct instruction and conceptual systems. The seventh-grade teachers use direct instruction, project-based learning, and discovery learning models. Eight-grade teachers apply cooperative learning, problem-based learning, and discovery learning. Teachers have used a learning model with a learning syntax adapted to the learning material. However, regarding the identification results of the use of learning models when based on the planning, not all teachers apply the model according to the lesson plans.

4. DISCUSSION

Raising student awareness in learning by solely using strategies or methods is not enough. Teachers and students also benefit from reflection on various factors that affect their learning (Wael et al., 2018). One of these factors is the use of learning models at high-ranking schools in Yogyakarta, which affect the attitudes, interests, knowledge, and experiences of students during learning activities.

The implementation of the learning model can have a positive and negative influence on students. However, it is claimed positive if it can bring up or change the students' attitude for the better. In this study, everything that is positive and accepted by students is a student response. The success of learning is indicated by students with a positive attitude, learning motivation, and critical thinking (Hosnan, 2014; Ariyana et al., 2018).

The use of the learning model can provide student response in the form of changes to be more enthusiastic about the material presented. Learning models can generate new desires and interests, motivate, stimulate learning activities, and affect the psychology of students (Zohar, 1999). Also, it supports teachers and students in the learning process. Teachers are facilitated in delivering material, and students are assisted in comprehending materials based on stages.

The implementation of the language learning models based on the 2013 Curriculum recommendation and Bruce Joyce's theory can develop and encourage positive attitudes toward learning. A new learning atmosphere can be created by the teachers so that it makes students interested and motivated in learning. In brief, the use of language learning models in high-ranking schools in Yogyakarta has varied and has been able to create an active, critical, and creative learning atmosphere.

5. CONCLUSION

Some conclusions can be drawn from this study. First, the Indonesian language teachers have planned the learning model stated in the lesson plans. The teachers write the learning model in the lesson plans according to the suggestions in the 2013 Curriculum, that is, using Problem-Based Learning, Project-Based Learning, and Cooperative Learning with a scientific approach. In the lesson plans, the learning models are equipped with syntax that can be noticed implicitly in the core learning activities and with a learning model component, namely a support system in the form of tools and materials used in learning. The lesson plans have not mentioned the other four components of the learning model, such as the social system, reaction principle, instructional impact, and accompaniment impact. In addition, the results of the use of learning model variations from Bruce Joyce's theory or others have not been shown in the planning.

Second, the use of learning models by Indonesian language teachers based on the learning syntax developed in twelve meetings includes Problem-Based Learning, Cooperative Learning, and Conceptual System and Direct Instructions. The identification of the five models is based on the learning syntax used by the teachers, although some are incomplete. In addition, teachers sometimes do not apply the methods that have been mentioned in the lesson plans because the learning atmosphere becomes more innovative.

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

Funding: This research received no external funding.

REFERENCES

- Afandi, M., Chamalah, E., Wardani, O. P., & Gunarto, H. (2013). Model dan metode pembelajaran. *Semarang: Unissula*, 16.
https://www.academia.edu/download/55856965/9230susun_isi_dan_daftar_pustaka_buku_model_edit_.pdf
- Alghamdi, A. (2024). Exploring the typology of reasoning influencing university teachers' language teaching and learning strategies. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1), 51.
<https://link.springer.com/article/10.1186/s40862-024-00273-1>
- Aliyu, M. M. (2020). Exploring the Nature of Undergraduates' Peer Collaboration in a PBL Writing Process. *International Journal of Language Education*, 4(1), 11-23. <https://eric.ed.gov/?id=EJ1249908>
- Ariyana, Y., Pudjiastuti, A., Bestary, R., & Zamroni, Z. (2018). Buku pegangan pembelajaran berorientasi pada keterampilan berpikir tingkat tinggi: prigram peningkatan kompetensi pembelajaran berbasis zonasi.
<https://repositori.kemdikbud.go.id/11316/>
- Borich, G.D. (2017). *Effective Teaching Methods: Research-Based Practice*. 9th Edition. Boston: Pearson Education.

- Pujiono, S. & Suryaman, M. (2024). Language learning model exploration in the transformation era. *Contemporary Educational Research Journal*, 14(3), 142-153. <https://doi.org/10.18844/cej.v14i3.9470>
- Brady. (1992). *Curriculum Development in Australia 4th ed*, Sydney: Prentice-Hall.
- Brown, H. D. (2010). *Prinsip Pembelajaran dan Pengajaran Bahasa*. Boston: Pearson Education.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson. <https://thuvienso.hoasen.edu.vn/handle/123456789/11518>
- Cipto, C. (2018). Developing of Writing Exposition-Text Teaching Kits Based on Problem-Based Learning Approach for Junior High School Students. *Jurnal Lingtera*, 5(2), 179-188. <https://journal.uny.ac.id/index.php/ljtp/article/view/6908>
- Farrell, T. S. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, 39(1), 54-62. <https://www.sciencedirect.com/science/article/pii/S0346251X11000133>
- Feng, S., Yu, L., & Liu, F. (2024). Scoring method of English composition integrating deep learning in higher vocational colleges. *Scientific Reports*, 14(1), 7287. <https://www.nature.com/articles/s41598-024-57419-x>
- Hosnan, M. (2014). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21: Kunci sukses implementasi kurikulum 2013*. Ghalia Indonesia.
- Joyce, B. & Weil, M. (1986). *Models of Teaching*. New Jersey: Prentice-Hall, Inc.
- Joyce, B., Weil, M., & Calhoun, E. (2009). Model-model pengajaran edisi delapan. *Pustaka Belajar*, Yogyakarta.
- Kumaravadivelu, B. (2006). Understanding language teaching: From method to postmethod.
- Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9780203832530/language-teacher-education-global-society-kumaravadivelu>
- Mustadi, A. (2013). Teori pendidikan bahasa dan perkembangan bahasa peserta didik. Yogyakarta: Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.
- O'Malley, J. M. (1990). Learning strategies in second language acquisition. *Cambridge UP*. [https://books.google.com/books?hl=en&lr=&id=0TIq53s326EC&oi=fnd&pg=PR8&dq=O%E2%80%99Malley.+J.M.+%26+Anna+Uhl+Chamot.+\(1990\)+Learning+Strategies+in+Second+Language+Acquisition.+Cambridge:+Cambridge+University+Press.++&ots=6X4fSw2cbz&sig=PBgFd176K3bAbTW0qFj8FHwLTQ](https://books.google.com/books?hl=en&lr=&id=0TIq53s326EC&oi=fnd&pg=PR8&dq=O%E2%80%99Malley.+J.M.+%26+Anna+Uhl+Chamot.+(1990)+Learning+Strategies+in+Second+Language+Acquisition.+Cambridge:+Cambridge+University+Press.++&ots=6X4fSw2cbz&sig=PBgFd176K3bAbTW0qFj8FHwLTQ)
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S. T., & Brown, A. H. (2010). *Teaching strategies: A guide to effective instruction*. Wadsworth, Cengage Learning. <http://dspace.khazar.org/bitstream/20.500.12323/4233/1/Teaching%20Strategies%20A%20Guide%20to%20Effective%20Instruction%20%2C%20Ninth%20Edition%20by%20Donald%20C.%20Orlich%20%20Robert%20J.%20Harder%20%20Richard%20C.%20Callahan%20%20Michael%20S.%20Trevisan%20%20Abbie%20H.%20Brown%20%28z-lib.org%29.pdf>
- Oxford, R. L. (1996). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers.
- Permendikbud No. 35 Tahun 2018 Tentang Perubahan Atas Permendikbud No. 58 Tahun 2014 Tentang Kurikulum 2013 SMP/MTs.
- Permendikbud Nomor 22 Tahun (2016). Tentang Standar Proses Pendidikan Dasar dan Menengah. Kementerian Pendidikan dan Kebudayaan.
- Richards, J. C. & Rodgers, T. S. (1999). *Approaches and Methods In Language Teaching*. Cambridge: Cambridge University Press.
- Richards, K. (2006). 'Being the teacher': Identity and classroom conversation. *Applied linguistics*, 27(1), 51-77. <https://academic.oup.com/applij/article-abstract/27/1/51/183417>
- Sani, R.A. (2016). *Pembelajaran Sainifik untuk Implementasi Kurikulum 2013*. Jakarta: Bumi Aksara.

- Pujiono, S. & Suryaman, M. (2024). Language learning model exploration in the transformation era. *Contemporary Educational Research Journal*, 14(3), 142-153. <https://doi.org/10.18844/cej.v14i3.9470>
- Shand, J., Oakley, G., & Purvis, E. (2024). Learning environments for the English learning area: perspectives of secondary students who struggle with writing. *The Australian Journal of Language and Literacy*, 1-16. <https://link.springer.com/article/10.1007/s44020-024-00067-5>
- Tancredi, H., Graham, L. J., & Killingly, C. (2024). Improving the accessibility of subject English for students with language and/or attention difficulties. *The Australian Educational Researcher*, 1-27. <https://link.springer.com/article/10.1007/s13384-024-00728-x>
- Tong, X., Deng, Q., & Tong, S. X. (2022). Syntactic awareness matters: uncovering reading comprehension difficulties in Hong Kong Chinese-English bilingual children. *Annals of Dyslexia*, 72(3), 532-551. <https://link.springer.com/article/10.1007/s11881-022-00268-y>
- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring Students' Learning Strategies in Speaking Performance. *International Journal of Language Education*, 2(1), 65-71. <https://eric.ed.gov/?id=EJ1249871>
- Walsh, S. (2003). Developing interactional awareness in the second language classroom through teacher self-evaluation. *Language awareness*, 12(2), 124-142. <https://www.tandfonline.com/doi/abs/10.1080/09658410308667071>
- Widharyanto, B., & Binawan, H. (2020). Learning style and language learning strategies of students from various ethnics in Indonesia. *Cakrawala Pendidikan*, 39(2), 480-492. <http://download.garuda.kemdikbud.go.id/article.php?article=1692273&val=445&title=LEARNING%20STYLE%20AND%20LANGUAGE%20LEARNING%20STRATEGIES%20OF%20STUDENTS%20FROM%20VARIOUS%20ETHNICS%20IN%20INDONESIA>
- Willis, J., He, G., & Christensen, N. (2023). Using classroom observation data for deep professional learning: Perspectives from Brisbane and Beijing. *Australian Educational Leader*, 45(4), 38-43. <https://search.informit.org/doi/abs/10.3316/informit.453347469929448>
- Zohar, A. (1999). Teachers' metacognitive knowledge and the instruction of higher-order thinking. *Teaching and Teacher Education*, 15(4), 413-429. <https://www.sciencedirect.com/science/article/pii/S0742051X98000638>