



INDONESIAN LANGUAGE LEARNING STRATEGIES TO IMPROVE ELEMENTARY SCHOOL STUDENTS' ACTIVENESS: A LITERATURE STUDY

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Article Info	Abstract
<p>Article history: <i>Received:</i> 2026-04-24 <i>Revised:</i> 2026-04-27 <i>Accepted:</i> 2026-05-01</p> <p>Keynote: cheating; morals; honesty.</p> <p>This is an open-access article under the CC BY-SA license. Copyright © 2026 by Author. Published by Yayasan Mujtahidin Sajimah Selong (Musa Foundation), Indonesia.</p>	<p>Student learning activeness is an important indicator of successful learning in elementary schools, particularly in Indonesian language subjects that require active student participation. However, in practice, learning is still often teacher-centered, resulting in limited student engagement and participation. This study aims to analyze and compare various learning strategies in improving students' learning activeness. This study employs a qualitative approach using a literature review method. The data were collected from relevant scientific articles published between 2021 and 2025 and analyzed descriptively to identify patterns and differences among learning strategies. The results indicate that various learning strategies, such as Problem Based Learning (PBL), digital learning media, Auditory, Intellectually, Repetition (AIR) model, and interactive methods, are effective in enhancing students' learning activeness. Among these, PBL demonstrates the most consistent effectiveness as it promotes active participation, critical thinking, and deeper conceptual understanding. Meanwhile, digital learning media mainly contribute to increasing students' motivation and interest in learning. In conclusion, students' learning activeness can be improved through the implementation of varied and student-centered learning strategies. Therefore, teachers are encouraged to combine different approaches to create a more active, engaging, and meaningful learning process.</p>

INTRODUCTION

Student learning engagement is a crucial indicator of the success of the learning process in elementary schools. Engagement is not only about physical involvement but also encompasses cognitive and affective aspects, such as the ability to think, ask questions, and participate in learning activities. In Indonesian language learning, student engagement plays a crucial role because it directly relates to mastery of language skills, which require active student involvement (Ririn Puspitasari, 2024).

However, in practice, Indonesian language learning is still often dominated by a teacher-centered approach (teacher-centered), so students tend to be passive and less engaged in the learning process. This condition results in low student participation and less than optimal learning outcomes (Lili Transliova, Trisnawati Hutagaung, Yuliana Sari, 2023). Therefore, learning strategies are needed that can encourage active student involvement in the learning process.

Various previous studies have shown that the use of appropriate learning strategies plays a role in increasing student engagement. One approach proven effective is Problem-Based Learning (PBL), which can increase both activeness and learning outcomes through contextual problem-solving activities (Oktavia Nur Indaryati, Muhammad Abduh, 2023). Furthermore, the integration of digital learning media such as Educaplay and Wordwall has been shown to increase student motivation and engagement through interactive learning experiences. Furthermore, the implementation of the Auditory, Intellectual, and Repetition (AIR) model and interactive learning methods also contribute positively to encouraging student engagement (Diniharja Kustiwa, Luthfi Hamdani Maulana, 2025).

However, these studies generally focus on a single learning strategy in isolation. Few studies have comprehensively compared these strategies to determine their relative effectiveness in improving student learning engagement. These findings indicate limitations in the literature that require further exploration through further research.

The theoretical basis of this research is based on constructivism theory, which holds that knowledge is not simply received but actively constructed by students through their learning experiences. Therefore, implementing student-centered learning is believed to be more effective in encouraging active learning.

Although various studies have proven that strategies such as Problem Based Learning (PBL), digital learning media, model Auditory, Intellectually, Repetition (AIR), and interactive methods are able to increase student engagement, these studies still tend to be fragmented and do not provide structured comparisons based on a clear analytical framework. Learning engagement is generally treated as a general concept without a breakdown into cognitive, affective, and behavioral dimensions, so that the specific contributions of each strategy cannot be comprehensively mapped. Furthermore, existing literature studies are still dominated by a descriptive approach and have not produced a critical synthesis capable of integrating the findings into a complete theoretical construct. This condition indicates an urgent need for studies that not only inventory, but also compare and synthesize various learning strategies systematically using structured indicators of engagement. Therefore, this study is important to fill this gap by presenting a more in-depth comparative analysis, so that it can provide theoretical contributions in clarifying the concept of learning engagement as well as practical contributions as a basis for teachers in designing more effective Indonesian language learning that is oriented towards active student involvement.

Based on this, this study aims to explore and compare various learning strategies to increase student activeness in Indonesian language subjects in elementary schools, while identifying the most effective approach to be implemented.

METHOD

This research employs a qualitative approach through a literature review method. This approach was used because the research focuses on examining and comparing

various learning strategies to increase student engagement, drawing on findings from previous research.

Search for articles using helpublish or perishwhich is linked to Google Scholar to facilitate the author, the criteria that the author set when searching for data are, the selected articles are open access, the year range is from 2022-2026. Articles are selected based on similarity of title and relevance of discussion. There are 7 data according to the keywords "Indonesian language learning strategies for elementary school, Indonesian language learning for elementary school to increase activeness". To maintain quality and reproducibility, the Reporting Guidelines use the Meta-Analysis (PRISMA) guidelines through three stages: identification, screening, and feasibility assessment (Budiarto Tedja et.al., 2024).

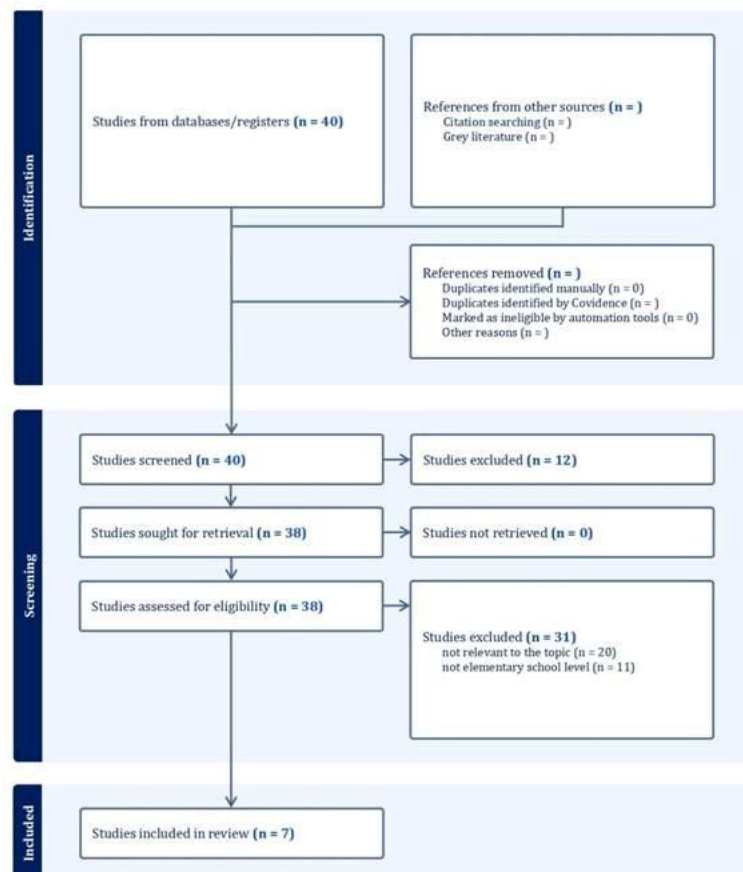


Figure 1 PrismFlow Diagram

The illustration shows that of the 40 articles obtained from the Publish or Perish database and Google Scholar, no duplicate documents were identified through Covidence. Of the 40 articles, 12 were excluded, leaving 38 articles in the second stage. full text review 31 articles have been released, 7 articles are still in the next stage. included

Data was obtained through a review activity that began with reading various relevant sources, analyzing, and noting important information from each selected article. Next, the data obtained was grouped based on the type of learning strategy used, such as

the learning model. Problem Based Learning (PBL), learning media, AIR model, and interactive methods (Abdillah, Mappayompa, Joko Sabtohadhi, 2024).

Data processing was conducted using a qualitative descriptive approach through a process of comparing the results of various studies to identify trends, patterns, similarities, and differences. These findings were then summarized in a synthesis to provide an understanding of the most optimal learning strategies for increasing student learning engagement (Purwanto, 2022).

RESULTS AND DISCUSSION

Based on a literature review of seven relevant articles, we obtained an overview of various learning strategies used to encourage increased student engagement in Indonesian language learning in elementary schools. The results of this review are summarized in Table 1 below.

Penulis dan Tahun Terbit	Judul Artikel	Hasil Kajian Literatur	
		Metode	Temuan Penelitian
Irma Puspitasari Kalake, Yuni Gayatri, dan Ni Luh Putu Sari Murthi (2025)	Penerapan Model Problem Based Learning (PBL) untuk Meningkatkan Keaktifan Belajar Peserta Didik pada Pembelajaran Bahasa Indonesia Materi Kosakata Kelas 4 SD Al Falah Assalam	Quantitative	The use of the PBL model significantly contributed to increasing student engagement and optimizing learning outcomes. This was evident in increased student engagement, achievement of learning outcomes that met the Minimum Competency (KKM), and strong presentation skills. Furthermore, students demonstrated a positive response, demonstrated by increased interest and ease in understanding the learning material.
Ririn Puspitasari, Nyamik Rahayu Sesanti (2024)	Penerapan Media Pembelajaran Berbantuan Educaplay	Classroom Action Research	The research results show that the use of Educaplay-assisted



	untuk Meningkatkan Keaktifan Peserta Didik Kelas 4 pada Mata Pelajaran Bahasa Indonesia di SDN Pisangcandi 1 Malang		learning media can increase student engagement, reduce boredom, and enhance motivation and understanding of the material. Educaplay is an effective alternative media for creating more interactive and enjoyable learning. Its drawbacks include the need for technological support and teacher readiness to operate digital media, making its implementation not always easy in all school contexts.
Shella Tasya Hidayatul Adkia, Ikha Listyarini, Windyati, Arfilia Wijayanti (2024)	Analisis Keaktifan Siswa Terhadap Model PBL pada Mata Pelajaran Bahasa Indonesia Kelas IV SD Islam Al Madina Semarang	Qualitative	Research shows that implementing PBL makes students more active, as indicated by increased enthusiasm, increased questioning, and increased participation in learning. Furthermore, student activeness is also influenced by internal and external factors such as motivation, learning methods, and the media used.
Oktavia Nur Indaryati, Muhammad Abduh, Sri Lestari (2024)	Penerapan Model PBL untuk Meningkatkan Keaktifan dan Hasil Belajar pada Siswa Kelas IV SD	Classroom Action Research	This research was conducted to optimize student engagement and learning outcomes by implementing the Problem-Based



			Learning (PBL) model. The results showed significant improvements in both aspects after the model was used in learning. PBL has proven effective in developing student-centered learning, fostering active engagement and strengthening conceptual understanding.
Ludfil Khakim, Endang Wuryandini, Sri Wahyuni (2023)	Peningkatan Aktivitas dan Hasil Belajar Bahasa Indonesia Berbasis Games Wordwall Interaktif Pada Peserta Didik Kelas IV SD Negeri Gaji 1	Classroom Action Research	The research results showed significant improvements in students' activity, affective, psychomotor, and cognitive aspects during each learning cycle. The use of wordwalls was deemed effective in creating a more engaging learning experience, thereby increasing student participation and optimizing learning outcomes. However, its implementation still faces challenges due to its reliance on technological support, which is not readily available in all school environments.
Nadilla Sabri, Natriani Syam, St. Maryam M (2024)	Penerapan Model Pembelajaran <i>Auditory, Intellectually, Repetition (AIR)</i> untuk Meningkatkan Keaktifan	Classroom Action Research	The results of the Auditory, Intellectual, and Repetition (AIR) model demonstrate a progressive increase in student



	Belajar Bahasa Indonesia Siswa Kelas IV UPTD SD Negeri 89 Parepare		engagement, from a low initial level to a high level in the next stage. This model is considered effective in optimizing the learning process while encouraging active student participation in learning activities.
Septiana Wulandari, Helmia Tasti Adri (2025)	Strategi Meningkatkan Keaktifan Siswa Kelas IV Dalam Pembelajaran Bahasa Indonesia Tentang Teks Argumentasi Melalui Metode Interaktif	Classroom Action Research	This study focused on the use of interactive methods to increase student engagement in learning argumentative texts. The results showed significant improvement, from a low initial level to an increase in each cycle, until most students met the Minimum Competency Criteria (KKM) standard. The interactive approach was shown to significantly increase student participation, focus, and engagement in learning activities.

Based on Table 1, it can be seen that the various learning strategies implemented in the study tended to increase student learning engagement. This improvement was evident not only in participation but also in students' courage to express opinions, involvement in discussions, and improved learning outcomes. This demonstrates that learning engagement is an important indicator that can be directly influenced by the selection of appropriate learning strategies. However, these findings also indicate that the level of engagement that emerges is not always the same, but rather depends on the characteristics of the strategy used, particularly in encouraging student cognitive engagement.

Upon closer examination, Problem-Based Learning (PBL) is the most dominant and consistently used strategy in numerous studies. Its implementation has been proven to significantly increase student learning engagement. The problem-based approach employed encourages students to actively engage in thinking, discussion, and the expression of ideas (Shella Tasya Hidayatul Adkia, Ikha Listyarini, Windyati, 2024). Thus, the increased engagement is not only physical but also involves in-depth cognitive processes. This is a key advantage of PBL compared to other strategies that tend to emphasize only the participatory aspect.

Furthermore, the PBL model not only encourages active participation but also contributes to improved student learning outcomes. These findings indicate that high levels of learning engagement are associated with a better understanding of concepts. Compared to other learning strategies, PBL focuses not only on student engagement but also on developing critical thinking and problem-solving skills. Therefore, PBL can be viewed as a strategy that not only improves active participation but also the overall quality of the learning process.

On the other hand, the integration of technology-based learning media, such as Educaplay and Wordwall, plays a role in increasing student engagement by providing a more interactive and engaging learning experience. These media have proven effective in increasing student motivation and interest in learning (Putri Widyowati et al., 2023). However, upon critical analysis, the resulting increase in activeness is predominantly affective. This means that students become more interested and enthusiastic, but this does not necessarily translate into increased in-depth thinking processes. Furthermore, reliance on technological facilities is also a limitation that needs to be considered in its implementation.

Meanwhile, the AIR learning model demonstrates that student engagement can be fostered through a systematic process, including listening, thinking, and repetition. This approach is effective in strengthening conceptual understanding because it provides students with the opportunity to process information gradually. However, this model tends to lack sufficient room for exploration if not combined with other, more open-ended and problem-solving strategies (Sabri et al., 2024).

Interactive learning methods demonstrate that student engagement can be enhanced through intense teacher-student interaction. Good interaction can create a more lively learning environment and encourage student participation (Irma Puspitasari Kalake, Yuni Gayatri, 2023). However, the success of this method depends heavily on the teacher's competence in classroom management. Without effective management, interactions can be uneven and involve only a portion of the student body.

When compared as a whole, each strategy has its own contribution in increasing student learning activity. However, based on the consistency of the findings in Table 1, the model *Problem Based Learning* (PBL) demonstrates more comprehensive advantages because it integrates various aspects of learning, from active learning and conceptual



understanding to critical thinking skills. Furthermore, PBL is more flexible because it doesn't rely on technology, allowing it to be applied in a variety of learning situations. However, its effectiveness still depends on the teacher's readiness to design contextual and structured learning.

From a theoretical perspective, these findings can be explained through constructivism theory, which asserts that knowledge is not passively transferred but rather actively constructed by students through learning experiences and interactions. This view aligns with the thinking of Jean Piaget, who emphasized the processes of assimilation and accommodation in forming cognitive structures, and Lev Vygotsky, who highlighted the importance of social interaction and *zone of proximal development* in learning development (Nurul Azmi Apriyanti, Ade Nurul Ashifa, 2024). Within this framework, an effective learning strategy is one that facilitates cognitive engagement, social interaction, and contextual experiences in an integrated manner. PBL demonstrates the strongest alignment with this principle because it provides space for students to construct knowledge through solving real-world problems, while integrating individual thinking processes and social collaboration. Meanwhile, digital media, the AIR model, and interactive methods serve as supports that strengthen certain aspects of the knowledge construction process, such as motivation, repetition, and interaction, but are not fully optimal without the presence of problem-based activities that require deeper cognitive elaboration.

Thus, the theoretical contribution of this study lies in the affirmation that active learning is not simply understood as physical activity or participation, but rather as a process of knowledge construction that involves cognitive, social, and contextual aspects in an integrated manner. Therefore, effective learning requires teachers to choose not only engaging strategies but also strategies that encourage students to actively and meaningfully construct understanding.

CONCLUSION

This study shows that student learning activity can be improved through the application of various learning strategies that are oriented towards active student involvement. *Problem Based Learning* (PBL) demonstrates the most consistent effectiveness because it integrates active learning, critical thinking, and conceptual understanding. Meanwhile, learning media and other methods play a supporting role in increasing student motivation and engagement.

Therefore, teachers need to develop flexible learning by combining various models, methods, and media. PBL can be used as a primary strategy, combined with interactive approaches, to make learning more active, meaningful, and tailored to students' needs

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