

Application of Learning Applications in Indonesian Language Learning Class VII in Junior High School

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ARTICLE INFO	ABSTRACT
Received: 18 August 2025 Revised: 31 December 2025 Accepted: 15 March 2026 Keywords: Learning apps, Indonesian language	This research aims to explore the application of learning applications in Indonesian language learning in class VII at the junior high school level. A case study approach was used to gain an in-depth understanding of teacher perceptions regarding the use of learning applications. Data was collected through in-depth interviews with teachers, classroom observations, and documentation studies of teaching materials. The research results show that teachers have positive perceptions of the use of learning applications, recognizing the convenience and increased interactivity they offer. This application helps teachers convey material in a more interesting and effective way. Students also reported increased interest and motivation in learning, as well as ease in understanding the material through the interactive and visual features provided by the application. However, several challenges were identified, including unstable internet connection issues and limited device access for students. Teachers also feel the need to receive further training to optimize the use of applications. Overall, this research concludes that the application of learning applications has a positive impact on the effectiveness of Indonesian language learning in class VII at the junior high school level. How to Cite: Aprial, P. S. (2026) Application of Learning Applications in Indonesian Language Learning Class VII in Junior High School. <i>Indonesian Journal of Pedagogy and Research Development</i>, 2(1), 1-6. https://doi.org/10.66272/5g116s51

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1. INTRODUCTION

The development of information and communication technology has brought significant changes in the field of education. One of the innovations that has emerged is the use of learning applications (learning apps) as a means of supporting the teaching and learning process. Learning applications offer various conveniences, such as broader access to learning materials, interactive delivery methods, and flexibility in time and place of study (Murat & Alias, 2020). This is in line with the demands of the 21st century which require the integration of technology in education to improve the quality of learning and student learning outcomes.

Indonesian language learning as a compulsory subject at the Junior High School (SMP) and Madrasah Tsanawiyah (MTS) levels cannot be separated from this dynamic. Indonesian, as the national language, has an important role in shaping national identity as well as being an effective communication tool (Antari, 2019). Therefore, Indonesian language teaching needs to be continuously adapted to the times, one of which is by utilizing digital technology in order to answer the challenges and needs of students today (Soedarto, 2018).

The application of learning applications in Indonesian language learning in class VII SMP/MTS is expected to make a positive contribution to the learning process. Susanti, Suryati, N., & Astuti (2021) revealed that LearningApps.org provides more interesting and interactive teaching materials, and facilitates a deeper understanding of language and literature concepts. In addition, the use of learning applications is also expected to increase student motivation, develop

digital skills, and support more independent and collaborative learning (Arifin & Abduh, 2021). One of the studies on the use of LearningApps.org, such as Wahyuni, Ikhtiarti, Rini, & Amien (2022), found that the use of LearningApps.org in French language learning can increase vocabulary and student motivation.

This study aims to examine the application of learning applications (LearningApps.org) in Indonesian language learning in class VII SMP. This study uses a qualitative approach to explore the experiences, perceptions, and views of teachers and students regarding the use of learning applications. Thus, this study is expected to provide a comprehensive picture of the effectiveness and challenges in the application of learning applications, as well as recommendations for the development and implementation of more optimal learning applications in the future.

2. METHODS

The development of information and communication technology has brought significant changes in the field of education. One of the innovations that has emerged is the use of learning applications (learning apps) as a means of supporting the teaching and learning process. Learning applications offer various conveniences, such as broader access to learning materials, interactive delivery methods, and flexibility in time and place of study (Murat & Alias, 2020). This is in line with the demands of the 21st century which require the integration of technology in education to improve the quality of learning and student learning outcomes. Indonesian language learning as a compulsory subject at the Junior High School (SMP) and Madrasah Tsanawiyah (MTS) levels cannot be separated from this dynamic. Indonesian, as the national language, has an important role in shaping national identity as well as being an effective communication tool (Antari, 2019). Therefore, Indonesian language teaching needs to be continuously adapted to the times, one of which is by utilizing digital technology in order to answer the challenges and needs of students today (Soedarto, 2018). The application of learning applications in Indonesian language learning in class VII SMP/MTS is expected to make a positive contribution to the learning process. Susanti, Suryati, N., & Astuti (2021) revealed that LearningApps.org provides more interesting and interactive teaching materials, and facilitates a deeper understanding of language and literature concepts. In addition, the use of learning applications is also expected to increase student motivation, develop digital skills, and support more independent and collaborative learning (Arifin & Abduh, 2021). One of the studies on the use of LearningApps.org, such as Wahyuni, Ikhtiarti, Rini, & Amien (2022), found that the use of LearningApps.org in French language learning can increase vocabulary and student motivation. This study aims to examine the application of learning applications (LearningApps.org) in Indonesian language learning in class VII SMP. This study uses a qualitative approach to explore the experiences, perceptions, and views of teachers and students regarding the use of learning applications. Thus, this study is expected to provide a comprehensive picture of the effectiveness and challenges in the application of learning applications, as well as recommendations for the development and implementation of more optimal learning applications in the future.

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3. RESULTS

Teacher Perceptions of Learning Applications

Based on interviews, teachers have positive perceptions of the use of learning applications. Teachers revealed that learning applications make it easier for them to deliver material in a more interesting and interactive way. However, teachers also face technical challenges such as internet connection and require further training in using learning applications. Below are the results of interviews with Teacher 1 and Teacher 2 regarding perceptions of the application, learning effectiveness, and challenges faced.

"This learning application is certainly very helpful in creating more interesting materials. I see that the students are more enthusiastic and active when learning using the application. The challenge is the internet which is sometimes unstable, and further training is needed to be more fluent in using the learning application", Teacher 1.

"Using the application makes it easier to convey material. The students understand the material more easily. The difficulty is that some students do not have adequate devices, and have to take turns with friends who have good devices", Teacher 2.

Based on the interviews, teachers revealed that they have positive perceptions of the use of learning applications. They acknowledge that this application makes it easier for them to deliver material in a more interesting and interactive way. First, increasing learning attractiveness. Teachers stated that learning applications provide features that allow teachers to create more interesting teaching materials.



Figure 1. Design of Learning Application

Examples of features that are often used are videos, images, animations, and interactive questions or quizzes. This is in accordance with the research of Wardani, Toenlioë, & Wedi (2018) that by using these features, teachers can present lessons in a more visual and dynamic way, which helps attract students' attention and makes learning more fun.

Second, higher interactivity. Learning applications allow for greater interaction between teachers and students. For example, through the discussion forum feature, students can directly ask the teacher if there is something they do not understand (Marjuni & Harun, 2019). In

addition, teachers can also provide feedback on the spot, which helps accelerate the learning process and student understanding.



Figure 2. Exercise or Interactive Quiz in the Learning Application

Third, flexibility in material delivery. Teachers also appreciate the flexibility offered by learning applications. Referring to the research of Haniko, Mayliza, Lubis, Sappaile, Hanim, & Farlina (2023); Puspitarini (2022), teachers can upload learning materials anytime and from anywhere, and update content easily. This allows teachers to always provide materials that are the latest and relevant to the curriculum.

By presenting material visually and interactively, students find it easier to understand the concepts being taught. The use of multimedia, such as videos and animations, helps explain complex material in a simpler and more interesting way (Praheto, Andayani, Rohmadi, & Wardani, 2017). Thus, it can be said that the utilization of learning applications helps students understand the material better.

4. DISCUSSIONS

Learning applications often have display features for interactive questions or quizzes and rewards for students that can increase student motivation to learn. Students become more interested and motivated to attend lessons and complete the given assignments (Intang & Hamsiah, 2021). Learning applications are often equipped with evaluation tools that allow teachers to conduct assessments more quickly and efficiently (Sudianto & Samsu, 2019). For example, online quizzes can directly provide results and feedback to students, so they can immediately know their shortcomings and correct them.

The challenges faced by teachers in utilizing learning applications are technical problems and the need for training for teachers. One of the main obstacles faced by teachers is the problem of internet connection which is not always stable. In some cases, internet interference can hinder the learning process, especially if the application requires a strong and stable internet connection. This problem often occurs in areas with inadequate technological infrastructure. In addition to internet connection, device availability is also a problem. Not all students have access to devices that support learning applications, such as computers, tablets, or smartphones (Styawati, Ariany, Alita, & Susanto, 2020). This can create a gap in access to learning materials. Teachers realize that they need further training to be able to utilize learning applications optimally. Some teachers feel not fully confident in using all the features available in the application, and they need guidance and technical support to overcome problems that may arise (Sulistiani, Rahmanto, Putra, & Fahrizqi, 2021).

5. CONCLUSION

This study shows that the application of LearningApps.org learning applications in Indonesian language learning in class VII at the SMP/MTS level has a positive impact on learning effectiveness, student learning motivation, and understanding of material. However, there are several challenges that need to be addressed, such as technical issues and the need for training for

teachers. The suggestion from this study is that teachers need to be given adequate training to optimize the use of learning applications. Relevant parties need to ensure the availability of adequate devices and internet connections. Combine conventional methods and technology to achieve optimal learning outcomes.

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