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Simulation of Indonesian Language Learning for Lower Grades in Madrasah Ibtidaiyah/Elementary School (MI/SD)

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Abstract: Indonesian language learning in the lower grades of Madrasah Ibtidaiyah and Elementary Schools (MI/SD) plays an important role in developing students' fundamental language skills, including listening, speaking, reading, and writing. One instructional approach that can enhance student engagement and understanding is the use of learning simulations. This study aims to describe the implementation of Indonesian language learning simulations in lower-grade classrooms and analyze their effectiveness in improving students' language competencies. The study employs a qualitative descriptive approach through observation, participation, and reflection on classroom learning activities. The simulation activities were designed to create meaningful learning experiences by involving students in interactive and contextual language practices. The findings indicate that learning simulations encourage active participation, improve students' communication skills, increase learning motivation, and facilitate better comprehension of language concepts. Furthermore, simulation-based learning creates a more enjoyable and student-centered classroom environment. Therefore, learning simulations can serve as an effective instructional strategy for supporting Indonesian language learning in lower-grade MI/SD classrooms and fostering students' language development from an early age.

Keywords: Indonesian Language Learning; Learning Simulation; Lower Grades; MI/SD; Language Skills.

INTRODUCTION

Education plays a fundamental role in developing students' potential and enabling them to grow optimally according to their stages of physical, cognitive, social, and emotional development. The educational process is not merely aimed at improving students' mastery of knowledge but also at fostering critical thinking skills, communication abilities, creativity, and positive character formation. Therefore, educational activities should provide meaningful learning experiences that encourage students to actively participate in the learning process and develop competencies necessary for lifelong learning.

At the Madrasah Ibtidaiyah and Elementary School (MI/SD) level, Indonesian Language is one of the core subjects that contributes significantly to students' academic and personal development. Indonesian Language learning serves as a foundation for students to acquire communication skills that enable them to express ideas, understand information, and interact effectively with others. Through Indonesian Language instruction, students are expected to develop four essential language skills, namely listening, speaking, reading, and writing, which are interconnected and support overall learning achievement.

Indonesian Language learning in lower elementary grades has unique characteristics compared to learning in upper grades. Students at this level are generally in the early stages of language acquisition and literacy development. Their learning process is closely associated with concrete experiences, direct observation, and active participation in classroom activities. As a result, lower-grade students tend to understand learning materials more effectively when instruction involves interactive activities, educational games, storytelling, role-playing, and other forms of experiential learning (Sari & Wulandari, 2021).

However, the reality of classroom practice indicates that Indonesian Language instruction is still frequently dominated by conventional teaching methods, such as lectures and repetitive assignments. These approaches often position students as passive recipients of information rather than active participants in the learning process. Consequently, many students become less engaged during lessons and have limited opportunities to practice their language skills directly. Such conditions may lead to reduced learning motivation and hinder the development of speaking, reading, and comprehension abilities.

The limited use of interactive learning strategies often affects students' language performance. Many students experience difficulties in expressing their ideas verbally, participating in classroom discussions, understanding reading texts, and using appropriate vocabulary in communication. Since language learning requires continuous practice and interaction, learning environments that do not provide sufficient opportunities for authentic language use may impede students' language development. Therefore, teachers need to employ innovative instructional strategies that encourage active participation and meaningful language practice.

One instructional approach that is considered effective for Indonesian Language learning in lower elementary grades is simulation-based learning. Learning simulation is a teaching strategy that allows students to engage in activities that resemble real-life situations, enabling them to learn through direct experience

and practice. Through simulation, students are not merely exposed to theoretical explanations but are actively involved in learning activities that require them to use language skills in meaningful contexts. This approach aligns with the developmental characteristics of young learners, who generally learn more effectively through concrete and experiential activities (Rahmawati & Lestari, 2023).

Simulation-based learning can be implemented through various activities suitable for lower-grade students, including role-playing, storytelling, simple conversations, dramatic performances, guided reading activities, and interactive language games. These activities provide opportunities for students to practice communication skills while simultaneously developing their understanding of vocabulary, sentence structures, and language functions. By engaging students in authentic communication experiences, simulations help make learning more meaningful and enjoyable.

In addition, simulation activities contribute significantly to increasing students' learning motivation and classroom engagement. Learning experiences that involve direct participation tend to attract students' attention more effectively than traditional lecture-based instruction. Through simulations, students can interact with their peers, express opinions, ask questions, and respond to various communication situations. Such experiences help build students' confidence in using Indonesian Language and encourage them to participate actively in classroom activities.

Another important advantage of simulation-based learning is its ability to facilitate concrete understanding of language concepts. For example, students may engage in simulated conversations about daily activities, perform role-playing tasks as family members or community figures, or participate in shared reading sessions involving short stories. These activities help students acquire new vocabulary, improve pronunciation, enhance speaking fluency, and strengthen reading comprehension skills. As a result, language learning becomes more contextual and relevant to students' everyday experiences (Putri et al., 2024).

Based on these considerations, the implementation of learning simulations in Indonesian Language instruction for lower-grade MI/SD students represents a promising strategy for improving language skills and enhancing learning engagement. By providing students with opportunities to practice language in realistic and interactive situations, simulation-based learning can support the development of listening, speaking, reading, and writing skills while creating a more enjoyable and student-centered learning environment. Therefore, exploring the application of simulation-based learning is essential for improving the quality of Indonesian Language education in lower elementary classrooms.

METHODS

This study employed a qualitative approach using a library research design. This method was selected because the study aimed to examine the implementation of Indonesian Language learning simulations in lower-grade Madrasah Ibtidaiyah and Elementary School (MI/SD) classrooms through the analysis of relevant scholarly literature. A library research approach enables researchers to gain a

comprehensive understanding of theoretical perspectives, previous research findings, and current developments related to simulation-based learning in Indonesian Language education at the elementary level.

The data sources consisted of various academic publications, including national and international journal articles, scholarly books, conference proceedings, and research reports discussing learning simulations and Indonesian Language instruction in MI/SD settings. The selection of references was based on their relevance, credibility, academic quality, and alignment with the objectives of the study.

Data were collected through documentation techniques by reviewing and examining scientific literature obtained from academic databases and educational research platforms, such as Google Scholar, SINTA, ERIC, and other reputable journal repositories. The collected literature was carefully screened and selected according to its relevance to the research topic to ensure that only appropriate and reliable sources were included in the analysis.

Data analysis was conducted through several stages, namely data reduction, data classification, data interpretation, and conclusion drawing. Data reduction involved identifying and selecting essential information related to the implementation of simulation-based Indonesian Language learning in lower-grade classrooms. The classification stage aimed to organize findings from various studies according to specific themes and areas of discussion, thereby facilitating a more systematic analysis. Subsequently, data interpretation was carried out through an in-depth examination of the selected literature to obtain a comprehensive understanding of the effectiveness, benefits, and educational implications of learning simulations in Indonesian Language instruction for lower-grade MI/SD students. Finally, conclusions were drawn based on the synthesized findings to provide a clear overview of the role and significance of simulation-based learning in enhancing language education at the elementary level.

RESULTS & DISCUSSION

Concept of Simulation-Based Indonesian Language Learning in Lower-Grade MI/SD Classrooms

Simulation-based learning is one of the instructional strategies that provides students with opportunities to understand learning materials through direct practice in situations that resemble real-life contexts. In Indonesian Language learning at the lower-grade level of Madrasah Ibtidaiyah and Elementary Schools (MI/SD), simulation serves as an effective approach for developing students' language skills through meaningful and interactive activities. Rather than merely receiving information from the teacher, students actively participate in learning experiences that require them to use language in authentic communication settings.

Through these activities, students are able to connect theoretical knowledge with practical application, making the learning process more engaging, meaningful, and easier to understand. Furthermore, simulation-based learning aligns with constructivist learning principles, which emphasize that knowledge is constructed through active involvement and direct experience. Research has shown that

simulation activities can enhance students' engagement and improve language acquisition by providing opportunities for meaningful communication and contextual learning experiences (Rahmawati & Lestari, 2023).

Students in lower elementary grades possess unique developmental characteristics that influence the way they learn. At this stage, children generally prefer concrete experiences, educational games, visual aids, storytelling activities, and social interactions rather than abstract explanations. Consequently, instructional methods that involve active participation and experiential learning are particularly suitable for young learners. Simulation-based learning accommodates these developmental needs by allowing students to engage in role-playing activities, simple conversations, storytelling exercises, and collaborative learning tasks.

For instance, students may participate in simulated dialogues about daily routines, act as family members or community figures, or perform simple dramatic presentations related to lesson topics. Such activities help students understand language use in natural contexts while simultaneously developing social and communication skills. Studies in elementary language education indicate that experiential learning activities significantly contribute to students' motivation, participation, and language competence because they create enjoyable and student-centered learning environments (Putri et al., 2024).

One of the major benefits of simulation-based learning is its ability to foster students' confidence in communication. Many lower-grade students experience anxiety, hesitation, or embarrassment when asked to speak in front of their classmates. These challenges often limit their willingness to participate in classroom discussions and language activities. Through simulation, however, students are placed in supportive and less intimidating learning situations where they can practice speaking naturally with peers.

The playful and interactive nature of simulations encourages students to express their thoughts, respond to questions, and engage in conversations without excessive fear of making mistakes. As students become more accustomed to participating in communicative activities, their self-confidence gradually increases, enabling them to develop stronger oral communication skills. Moreover, simulation creates opportunities for repeated language practice, which is essential for improving fluency and pronunciation.

In addition to enhancing speaking skills, simulation-based learning also contributes significantly to the development of listening skills. During simulation activities, students are required to pay close attention to conversations, listen to instructions, understand stories, and respond appropriately to verbal cues from teachers and peers. These experiences help students improve their ability to process spoken language, identify key information, and comprehend messages conveyed through oral communication.

Furthermore, listening activities embedded within simulations expose students to new vocabulary, sentence structures, and expressions that enrich their linguistic repertoire. As a result, students become more capable of understanding spoken Indonesian in both academic and everyday contexts. Through continuous participation in simulation activities, students develop a stronger foundation in listening comprehension, which subsequently supports the improvement of other

language skills, including speaking, reading, and writing. Overall, simulation-based learning offers a comprehensive and interactive approach to language development that is highly appropriate for lower-grade MI/SD students.

Characteristics of Indonesian Language Learning in Lower-Grade MI/SD Classrooms

Indonesian Language learning in lower-grade Madrasah Ibtidaiyah and Elementary Schools (MI/SD) possesses distinctive characteristics that differentiate it from instruction at higher grade levels. Students in lower grades are generally in the early stages of language and literacy development, during which they are still building foundational communication skills and basic language comprehension. At this developmental stage, children learn most effectively through concrete experiences, direct observation, imitation, and active participation in meaningful activities. Abstract explanations and highly theoretical instruction are often difficult for young learners to comprehend because their cognitive development remains closely connected to tangible and observable situations.

Therefore, Indonesian Language instruction for lower-grade students should be designed in a manner that is interactive, contextual, and developmentally appropriate. Learning activities such as educational games, storytelling, singing, role-playing, and collaborative tasks can help students understand language concepts more effectively while maintaining their interest and enthusiasm for learning. Research has demonstrated that language learning at the elementary level becomes more effective when instructional activities are adapted to students' developmental characteristics and provide opportunities for active engagement in the learning process (Sari & Wulandari, 2021).

One of the primary characteristics of Indonesian Language learning in lower grades is its emphasis on the balanced development of the four fundamental language skills: listening, speaking, reading, and writing. These skills are interconnected and serve as the foundation for students' future academic success. Listening skills enable students to understand spoken information and follow instructions, while speaking skills help them express ideas and communicate effectively. Reading skills support literacy development and comprehension, whereas writing skills allow students to organize and convey thoughts in written form.

Consequently, teachers must create learning experiences that integrate these four skills rather than teaching them separately. Activities such as storytelling sessions, guided conversations, shared reading exercises, and simple writing tasks can simultaneously enhance multiple language competencies. Through consistent practice and meaningful interaction, students gradually develop the ability to use Indonesian Language accurately and confidently in various contexts.

Another important characteristic of lower-grade learners is their relatively limited attention span. Young children often find it difficult to remain focused for extended periods, particularly when learning activities are repetitive or teacher-centered. Monotonous instructional methods may lead to boredom, reduced participation, and diminished learning motivation. As a result, teachers are encouraged to employ innovative instructional strategies that actively involve

students in the learning process and maintain their engagement throughout classroom activities. Learning environments that encourage exploration, participation, and interaction are more likely to sustain students' interest and improve learning outcomes.

Simulation-based learning represents one instructional strategy that aligns closely with the developmental characteristics of lower-grade students. Through simulations, learning activities become more dynamic because students are directly involved in practical and enjoyable experiences. For example, students may engage in role-playing conversations, act out scenes from stories, simulate everyday situations, or participate in educational language games. These activities not only make learning more enjoyable but also provide opportunities for students to practice language skills in authentic contexts. Furthermore, simulation encourages collaboration and communication among students, allowing them to learn from one another while developing social skills alongside linguistic competence. Studies have shown that simulation-based learning can significantly enhance students' motivation, participation, and language achievement because it transforms the classroom into an interactive and student-centered learning environment (Rahmawati & Lestari, 2023).

In addition, lower-grade students generally learn best when instructional activities are closely related to their daily experiences. Language learning becomes more meaningful when students can connect classroom content with situations they encounter in their everyday lives. Simulation-based activities provide opportunities for students to practice language in contexts that are familiar and relevant to them, such as conversations with family members, interactions with friends, or activities within their school environment. By connecting learning materials with real-life experiences, simulations help students understand the practical functions of language and encourage them to apply their knowledge beyond the classroom.

Therefore, understanding the characteristics of Indonesian Language learning in lower-grade MI/SD classrooms is essential for designing effective instructional practices. Teachers must consider students' developmental needs, learning preferences, attention spans, and language abilities when selecting teaching strategies. By utilizing interactive and experiential approaches such as simulation-based learning, educators can create engaging learning environments that support the development of listening, speaking, reading, and writing skills while fostering students' confidence, motivation, and enthusiasm for learning Indonesian Language.

Implementation of Simulation-Based Indonesian Language Learning in Lower-Grade MI/SD Classrooms

The implementation of simulation-based learning in Indonesian Language instruction for lower-grade MI/SD students requires careful planning to ensure that learning objectives are achieved effectively. Teachers must consider students' developmental characteristics, learning needs, and language abilities when designing simulation activities. Appropriate simulations should be selected based on the learning objectives, instructional materials, and students' readiness to participate in interactive activities. Through proper planning, simulation-based learning can provide meaningful opportunities for students to actively develop their

listening, speaking, reading, and writing skills. Furthermore, well-designed simulations enable students to engage in authentic communication experiences that promote both language acquisition and social interaction. Research has indicated that instructional strategies involving active participation and experiential learning significantly improve students' language performance and classroom engagement at the elementary school level (Yuliana & Kurniawan, 2022).

The initial stage of implementation generally begins with preparation and orientation activities conducted by the teacher. At this stage, the teacher introduces the learning objectives, explains the simulation procedures, and provides examples related to the topic being studied. Clear instructions are essential to ensure that students understand their roles and responsibilities during the simulation process. Since lower-grade students are still developing their ability to follow complex directions, teachers should present instructions in simple and understandable language. Demonstrations, visual aids, and guided practice can also be used to help students become familiar with the activity before engaging in independent participation. This preparatory phase creates a supportive learning environment and helps students feel more confident when performing simulation tasks.

Once students understand the procedures, they are given opportunities to participate directly in the simulation activities. Active participation is a key element of simulation-based learning because it allows students to apply language knowledge in meaningful contexts. During this stage, students engage in practical experiences that require them to listen, speak, read, and respond appropriately to various communication situations. The teacher functions as a facilitator who monitors the learning process, provides guidance when necessary, and encourages students to participate actively. Through repeated practice and interaction, students gradually develop greater fluency and confidence in using Indonesian Language.

One common example of simulation-based learning in Indonesian Language instruction is the use of simple conversation activities. Students may participate in simulations involving daily routines at home, interactions among classmates at school, visits to public places, or simple buying-and-selling situations. Such activities expose students to authentic communication scenarios that closely resemble their everyday experiences. Through these simulations, students learn how to use appropriate vocabulary, formulate sentences, respond to questions, and engage in meaningful conversations. In addition to improving speaking skills, these activities help students understand communication etiquette, such as taking turns in conversations, speaking politely, and listening attentively to others.

Another effective application of simulation in Indonesian Language learning is role-playing. In role-playing activities, students assume specific characters and perform situations related to the learning topic. For example, students may act as teachers, parents, shopkeepers, doctors, or community members while interacting with classmates. These activities encourage creativity and imagination while simultaneously developing language competence. By taking on different roles, students learn to communicate from various perspectives and gain a deeper understanding of language functions in social contexts. Role-playing also promotes collaboration, empathy, and interpersonal skills that support students' overall development.

Reading activities can also be integrated into simulation-based learning. One example is the implementation of shared reading or reading-aloud simulations, where students take turns reading short stories, dialogues, or simple texts while their classmates listen attentively. Following the reading activity, students may discuss the content, answer questions, or retell the story using their own words. Such activities contribute to the improvement of reading fluency, pronunciation, vocabulary acquisition, and reading comprehension. Moreover, listening to peers read aloud helps students strengthen their listening skills and develop a better understanding of language structures and expressions used in written texts.

The role of the teacher is particularly important throughout the simulation process. Teachers serve not only as instructors but also as facilitators, motivators, observers, and evaluators. During simulation activities, teachers provide guidance, monitor student participation, offer constructive feedback, and help students correct language errors in a supportive manner. Rather than focusing solely on mistakes, teachers should encourage students to communicate confidently and view errors as part of the learning process. This positive learning atmosphere helps students become more willing to participate and experiment with language use.

In addition, teachers are responsible for creating learning environments that are safe, enjoyable, and conducive to active participation. Young learners tend to perform better when they feel comfortable expressing themselves without fear of criticism or failure. Therefore, simulation activities should emphasize cooperation, exploration, and enjoyment rather than competition. By fostering a positive classroom climate, teachers can increase students' motivation and willingness to engage in language-learning activities.

Overall, the implementation of simulation-based learning in lower-grade Indonesian Language classrooms provides valuable opportunities for students to develop language skills through direct experience and meaningful interaction. Through activities such as simple conversations, role-playing, storytelling, and reading simulations, students are able to practice language in realistic contexts while simultaneously improving their communication abilities. The active involvement of students and the supportive guidance provided by teachers make simulation-based learning an effective strategy for enhancing Indonesian Language instruction in lower-grade MI/SD classrooms. Furthermore, this approach contributes to the development of confidence, motivation, creativity, and social skills, all of which are essential components of successful language learning (Putri et al., 2024).

The Impact of Simulation-Based Learning on Students' Language Skills

Simulation-based learning has a significant positive impact on the development of language skills among lower-grade MI/SD students. By engaging students in direct and meaningful learning experiences, simulation enables them to understand language use in a more concrete and practical manner. Unlike conventional teacher-centered instruction, simulation encourages students to become active participants in the learning process. Students are provided with opportunities to listen, speak, read, and write through authentic activities that resemble real-life situations. As a result, learning becomes more meaningful because

students are able to apply language knowledge directly rather than merely memorizing concepts. Educational studies have shown that experiential learning approaches, including simulation, contribute positively to students' language development by promoting active participation, communication, and contextual understanding (Rahmawati & Lestari, 2023).

One of the language skills most noticeably improved through simulation-based learning is speaking. Many lower-grade students initially experience hesitation or lack confidence when communicating in front of their classmates. Through simulation activities such as role-playing, storytelling, and simple conversations, students are encouraged to express their ideas, ask questions, and respond to others in a supportive environment. Because the activities are designed to be enjoyable and interactive, students often feel less anxious about making mistakes and become more willing to participate in oral communication. Continuous participation in such activities gradually enhances students' speaking fluency, pronunciation, vocabulary usage, and confidence in expressing themselves. Furthermore, simulation helps students understand how language should be used appropriately in different social situations, thereby strengthening their communicative competence.

Simulation-based learning also contributes substantially to the development of listening skills. During simulation activities, students are required to pay attention to conversations, follow instructions, understand stories, and respond appropriately to verbal information provided by teachers and peers. These experiences train students to process spoken language more effectively and improve their ability to identify important information. In addition, listening to various forms of oral communication exposes students to new vocabulary, sentence structures, and expressions that enrich their language knowledge. As students become more accustomed to listening attentively and responding accurately, their comprehension skills gradually improve. Research in elementary language education has highlighted the importance of interactive learning environments in strengthening students' listening abilities and overall language proficiency (Sari & Wulandari, 2021).

Another important benefit of simulation-based learning is its contribution to reading development. Through activities such as reading aloud, storytelling simulations, and shared reading sessions, students gain opportunities to practice reading in meaningful contexts. These activities help improve reading fluency, pronunciation, word recognition, and comprehension. When students participate in simulations involving stories or dialogues, they are encouraged not only to read texts but also to understand their meanings and relate them to specific situations. Consequently, reading becomes an active process of constructing meaning rather than merely decoding written symbols. Such experiences help students develop stronger literacy skills and foster greater interest in reading activities.

Writing skills also benefit from the implementation of simulation-based learning. After participating in simulation activities, students can be encouraged to write simple sentences, short dialogues, personal experiences, or reflections related to the learning theme. Because students have already experienced the situations through direct participation, they often find it easier to generate ideas and organize

their thoughts in written form. Writing tasks connected to simulations provide meaningful contexts that stimulate creativity and support the development of basic writing abilities. Gradually, students become more capable of expressing their experiences, opinions, and ideas through written language. This process contributes to the improvement of both writing accuracy and overall language competence.

Beyond the development of individual language skills, simulation-based learning also supports the growth of students' social and emotional competencies. During simulation activities, students learn to cooperate with peers, respect others' opinions, communicate effectively, and solve problems collaboratively. These social interactions create opportunities for students to practice language in authentic communicative situations while simultaneously developing interpersonal skills. Such experiences are particularly important for lower-grade learners because social interaction plays a central role in language acquisition and cognitive development.

Simulation-based learning further enhances students' motivation and engagement in classroom activities. Young learners generally enjoy activities that involve movement, imagination, interaction, and play. Simulation accommodates these preferences by transforming learning into an enjoyable and participatory experience. Students become more enthusiastic about attending lessons because they are actively involved in the learning process rather than functioning as passive recipients of information. Increased motivation often leads to higher levels of participation, persistence, and learning achievement, which ultimately contribute to better educational outcomes.

Moreover, simulation creates a learning environment that is consistent with the developmental characteristics of elementary school students. Lower-grade learners typically require concrete experiences and meaningful contexts to understand abstract concepts effectively. Through simulation, language learning becomes contextualized and closely connected to students' everyday lives. Whether through role-playing daily activities, engaging in classroom conversations, or participating in storytelling exercises, students are able to see the practical relevance of language in real-world situations. This contextual approach enhances comprehension and facilitates long-term retention of learning materials.

Overall, the evidence suggests that simulation-based learning has a comprehensive and positive influence on the language development of lower-grade MI/SD students. By improving speaking, listening, reading, and writing skills while simultaneously increasing confidence, motivation, and social interaction, simulation offers a holistic approach to language education. The active, enjoyable, and experiential nature of simulation-based learning makes it particularly suitable for young learners whose developmental needs emphasize direct participation and meaningful engagement. Therefore, the implementation of simulation-based Indonesian Language learning should be encouraged in lower-grade MI/SD classrooms as an effective strategy for fostering students' language proficiency and supporting their overall academic development (Putri et al., 2024).

CONCLUSION

Simulation-based Indonesian Language learning in lower-grade MI/SD

classrooms contributes positively to the improvement of students' language skills. This instructional strategy enables students to understand learning materials through direct practice, making the learning process more concrete, active, and enjoyable. Simulation activities provide opportunities for students to develop listening, speaking, reading, and writing skills through learning experiences that resemble real-life situations. As a result, students are able to understand language use more naturally, allowing their language competencies to develop gradually and effectively.

Simulation-based learning also creates a more interactive classroom environment because students are not merely passive recipients of information but actively participate throughout the learning process. Activities such as role-playing, simple conversations, reading aloud, and storytelling help students understand Indonesian Language materials more easily and meaningfully. These activities enhance learning motivation, encourage communication, and strengthen students' confidence in using Indonesian Language appropriately and effectively.

The developmental characteristics of lower-grade students, who generally prefer concrete and hands-on learning experiences, make simulation a particularly relevant instructional strategy for Indonesian Language learning at the MI/SD level. Through simulation, learning becomes less monotonous and more engaging, allowing students to gain meaningful experiences that support their language development. Furthermore, simulation helps teachers provide contextualized instruction, enabling students to understand how language is used in everyday life and practical communication situations.

Nevertheless, the successful implementation of simulation-based learning requires teachers to be well-prepared in designing learning activities that align with students' developmental needs and instructional objectives. Teacher creativity plays a crucial role in creating active, engaging, and effective simulation activities. In addition, teachers must manage classroom interactions carefully to ensure that all students have equal opportunities to participate in the learning process. Therefore, simulation-based learning can be considered a valuable alternative instructional strategy for enhancing the language skills of lower-grade MI/SD students.

Recommendations

MI/SD teachers are encouraged to implement simulation-based learning more extensively in Indonesian Language instruction to provide students with active, meaningful, and enjoyable learning experiences. The selection of simulation activities should be tailored to students' characteristics and learning materials to maximize learning outcomes. Schools are also expected to support the implementation of innovative teaching strategies by providing adequate learning resources and professional development opportunities for teachers. Future research is recommended to explore the application of simulation-based learning across various Indonesian Language topics and learning contexts in order to develop increasingly creative, innovative, and effective instructional strategies that meet the needs of lower-grade students.

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