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PERCEPTIONS OF INFORMATION SYSTEMS STUDENTS AT UNIVERSITAS MUHAMMADIYAH RIAU TOWARD LEARNING EFFECTIVE SENTENCES

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Abstract

Penelitian ini bertujuan menganalisis persepsi mahasiswa Program Studi Sistem Informasi Universitas Muhammadiyah Riau terhadap pembelajaran kalimat efektif dalam mata kuliah Bahasa Indonesia. Penelitian menggunakan pendekatan survei deskriptif dengan data kuantitatif dan kualitatif. Responden berjumlah 77 mahasiswa yang mengisi angket daring secara sukarela. Instrumen terdiri atas lima pernyataan Likert dan lima pertanyaan terbuka. Uji reliabilitas terhadap 71 respons lengkap menunjukkan Cronbach's Alpha sebesar 0,908. Data kuantitatif dianalisis melalui mean, standar deviasi, dan persentase, sedangkan data kualitatif dianalisis secara tematik. Hasil penelitian menunjukkan persepsi mahasiswa berada pada kategori positif dengan mean 4,08-4,49. Kesulitan utama meliputi pembedaan jenis kalimat efektif, pemilihan diksi, dan penyusunan struktur kalimat. Latihan soal, contoh konkret, dan diskusi interaktif dinilai sebagai metode paling membantu.

Kata kunci: kalimat efektif, persepsi mahasiswa, Bahasa Indonesia, Sistem Informasi

Abstract

This study aimed to analyze the perceptions of students in the Information Systems Study Program at Universitas Muhammadiyah Riau regarding the learning of effective sentences in the Indonesian Language course. The study employed a descriptive survey approach using quantitative and qualitative data. A total of 77 students voluntarily completed an online questionnaire. The instrument consisted of five Likert-scale statements and five open-ended questions. Reliability testing of 71 complete responses yielded a Cronbach's Alpha of 0.908. Quantitative data were analyzed using means, standard deviations, and percentages, while qualitative data were analyzed thematically. The results showed that students' perceptions were in the positive category, with mean scores ranging from 4.08 to 4.49. The main difficulties involved distinguishing types of effective sentences, selecting diction, and constructing sentence structures. Practice exercises, concrete examples, and interactive discussions were considered the most helpful methods.

Keywords: effective sentences, student perception, Indonesian language, Information Systems

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1. Introduction

The ability to use Indonesian accurately, logically, and communicatively is one of the fundamental skills that students need to master. This skill not only supports academic success but also serves as preparation for professional communication. In higher education, the

Indonesian Language course plays a strategic role because it helps students develop ideas, construct arguments, write scientific works, and convey information in accordance with proper and correct Indonesian language conventions [1].

The learning outcomes of the Indonesian Language course generally require students to develop ideas, concepts, and critical thinking in oral and written forms according to their fields of study. In writing, students are expected to select appropriate diction, construct logical sentences, and develop coherent paragraphs. One topic directly related to these outcomes is effective sentences.

Effective sentences are an important topic because they are directly related to the ability to write reports, proposals, scientific articles, technical documentation, and various forms of academic communication. An effective sentence can be understood as a sentence that conveys thoughts, ideas, or information accurately so that readers or listeners understand the message as intended by the writer or speaker [2], [3]. Effective sentences are also characterized by precise word choice, unity of ideas, structural coherence, conciseness, emphasis, logicality, and compliance with spelling conventions.

For students in the Information Systems Study Program, the ability to construct effective sentences has particular relevance. Students in this field deal not only with programming, systems analysis, and data management but are also required to produce written documents such as project reports, software documentation, system proposals, user guides, and research reports. These documents require language that is clear, concise, systematic, and unambiguous.

Several previous studies have shown that mastery of effective sentences is related to the quality of students' writing. Heryani emphasized that the ability to use effective sentences plays a role in writing scientific works [2]. Hidayat and Putri showed that students need to understand structural accuracy and diction when constructing communicative sentences [4]. Zulfadhli et al. also stressed that the ability to write effective sentences is important for clarifying ideas and reducing language errors in academic writing [5]. Nevertheless, studies that specifically examine Information Systems students' perceptions of learning effective sentences in the Indonesian Language course still need to be developed.

Student perceptions are important because they can influence students' engagement, motivation, and acceptance of learning materials. Perception is the process by which individuals receive, process, interpret, and assign meaning to information or experiences obtained from their environment [6], [7]. In learning, students' perceptions of materials, methods, media, assignments, and lecturer competence can influence how they assess the usefulness of a course. Nursyaidah and Siregar found that students' perceptions and language attitudes were related to the implementation of Indonesian Language learning [8], while Saputra et al. showed that the suitability of the material and lecturer competence can shape positive student perceptions [9].

Interactive, applied, and contextually relevant learning tends to encourage more positive perceptions. Wao et al. showed that interactive learning media can improve students' learning experiences [10], while Inggriyani and Putri emphasized that innovative methods and gamification can influence students' motivation and active engagement [11]. In the context of effective sentences, positive perceptions may develop when students recognize the practical benefits of the material for academic writing and professional communication.

The selection of Universitas Muhammadiyah Riau and the Information Systems Study Program as the research context was based on academic and empirical considerations. The researcher had taught the Indonesian Language course in the Information Systems Study Program at Universitas Muhammadiyah Riau during the even semester of 2025 and therefore had direct experience observing students' needs, responses, and challenges when learning effective sentences. This experience indicated that Information Systems students need the ability to construct effective sentences to support the preparation of reports, system documentation, academic assignments, and technical communication. Thus, selecting Information Systems students at Universitas Muhammadiyah Riau as the research participants was considered

relevant for obtaining an empirical description of non-language students' perceptions of learning effective sentences.

Based on this description, this study aimed to analyze the perceptions of students in the Information Systems Study Program at Universitas Muhammadiyah Riau regarding the learning of effective sentences in the Indonesian Language course, identify the difficulties experienced by students, and formulate learning approaches considered helpful for improving students' understanding.

2. Research Method

This study employed a descriptive survey approach using quantitative and qualitative data. The descriptive approach was selected to describe students' perceptions of learning effective sentences in the Indonesian Language course according to field conditions [12]. Quantitative data were used to measure the level of student perceptions through Likert-scale statements, while qualitative data were used to enrich the findings through open-ended responses concerning students' opinions, difficulties, learning methods, material relevance, and suggestions.

The study involved students in the Information Systems Study Program at Universitas Muhammadiyah Riau who had taken or were taking the Indonesian Language course during the even semester of 2025. A total of 77 students voluntarily completed the questionnaire. Because the questionnaire was administered online and depended on students' willingness to participate, the data collection technique was positioned as voluntary responses through an online questionnaire.

The research instrument was an online questionnaire consisting of five closed-ended Likert-scale statements and five open-ended questions. The Likert statements covered the ease of understanding the material, the relevance of the material to Information Systems, the clarity of the lecturer's explanation, the role of exercises and assignments, and the ability to apply effective sentences in assignments or technical reports. A scale of 1 to 5 was used, representing strongly disagree, disagree, neutral, agree, and strongly agree [13].

The instrument did not undergo formal expert validation. However, the internal consistency of the five Likert items was tested using Cronbach's Alpha. Of the 77 responses received, 71 complete and valid Likert responses were analyzed, while six responses containing multiple selections for a Likert item were excluded from the reliability calculation. The reliability test produced a Cronbach's Alpha of 0.908, indicating that the Likert items had very high internal consistency.

Quantitative data were analyzed using descriptive statistics, including the mean, standard deviation, frequency, and percentage. Likert results were interpreted by examining the tendency of the mean scores: scores above 4.00 indicated positive perceptions, scores around 3.00 indicated a neutral tendency, and scores below 3.00 indicated negative perceptions. Evaluation scores entered by respondents in the questionnaire were used as supporting information. The score field contained 55 valid numerical responses, with a mean of 77.25 and a standard deviation of 28.43.

Qualitative data from the open-ended responses were analyzed thematically. The analysis involved reading all responses, coding, grouping themes, calculating the frequency of theme occurrence, and drawing conclusions. Thematic analysis was used to identify patterns in students' experiences and opinions, while the qualitative findings were used to strengthen and clarify the quantitative findings [14].

3. Results and Discussion

The questionnaire was distributed to students in the Information Systems Study Program at Universitas Muhammadiyah Riau and received 77 responses. The quantitative analysis of the

Likert section was conducted on 71 complete and valid responses. The distribution of students' responses to the five Likert items is presented in Figures 1 through 5.

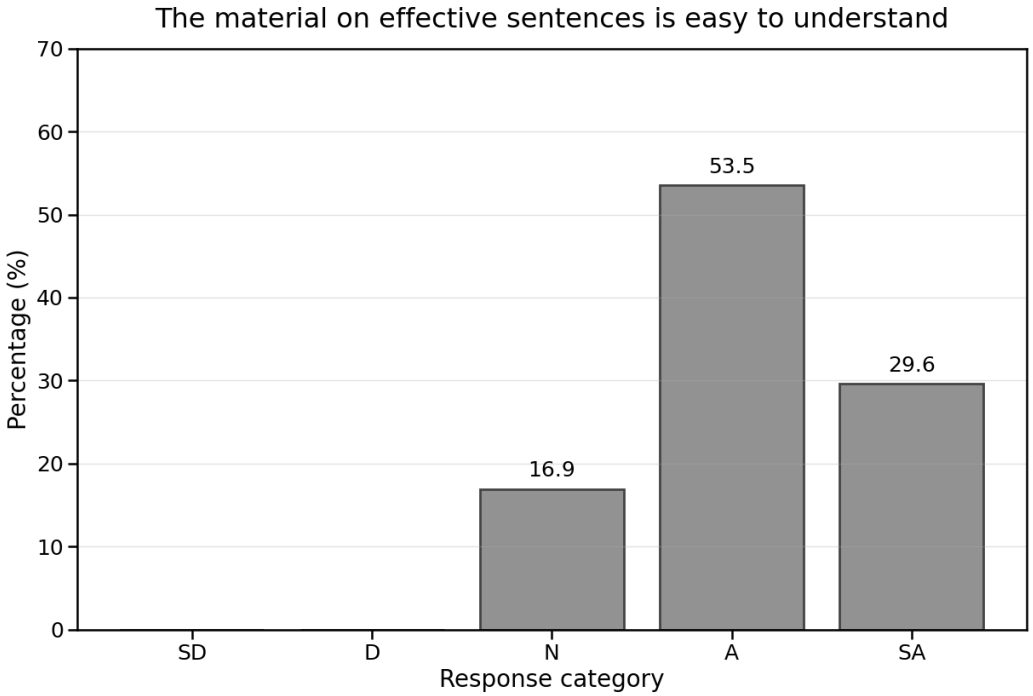


Figure 1. Distribution of responses regarding the ease of understanding effective sentences

Figure 1 shows that most students selected agree and strongly agree for the statement that the material on effective sentences was easy to understand. This finding indicates that the material was accepted by most students, although some respondents remained in the neutral category.

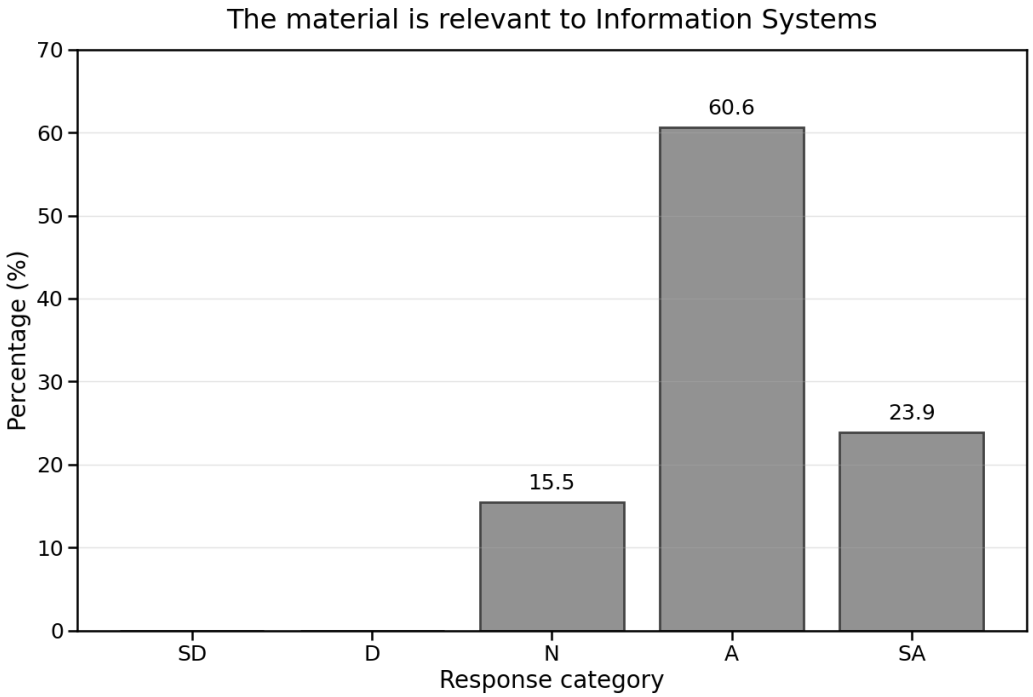


Figure 2. Distribution of responses regarding the relevance of the material to Information Systems

Figure 2 shows that most students considered the material on effective sentences relevant to Information Systems. This relevance was primarily associated with the need to write reports, technical documentation, and academic communications.

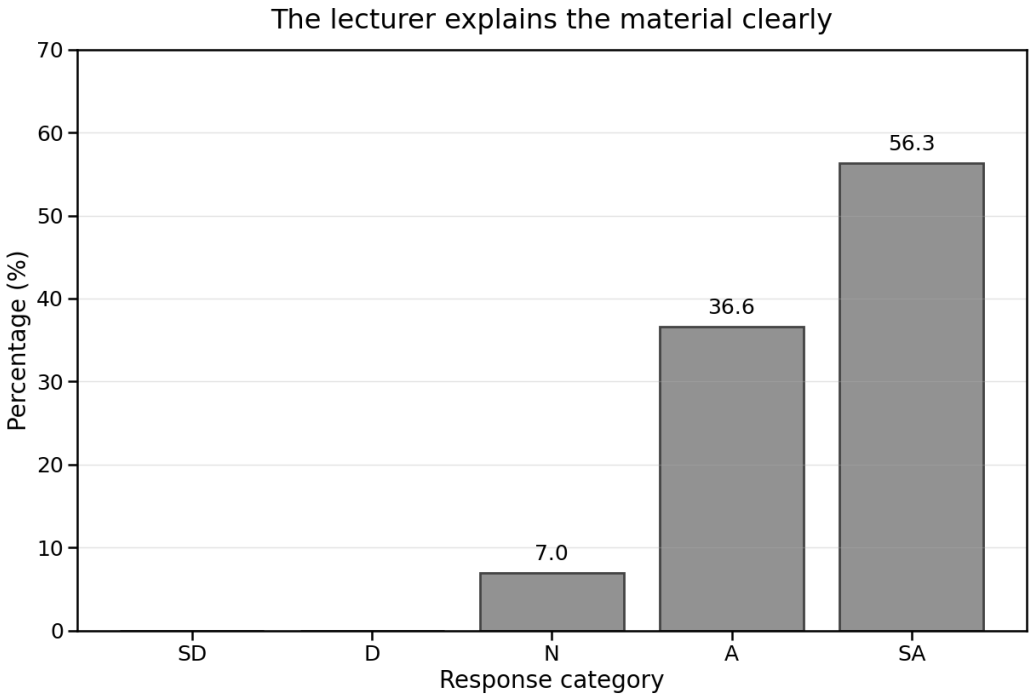


Figure 3. Distribution of responses regarding the clarity of the lecturer's explanation

Figure 3 shows that the clarity of the lecturer's explanation received a highly positive response. Most students selected agree and strongly agree, indicating that clear delivery of the material can be regarded as an important factor in learning effective sentences.

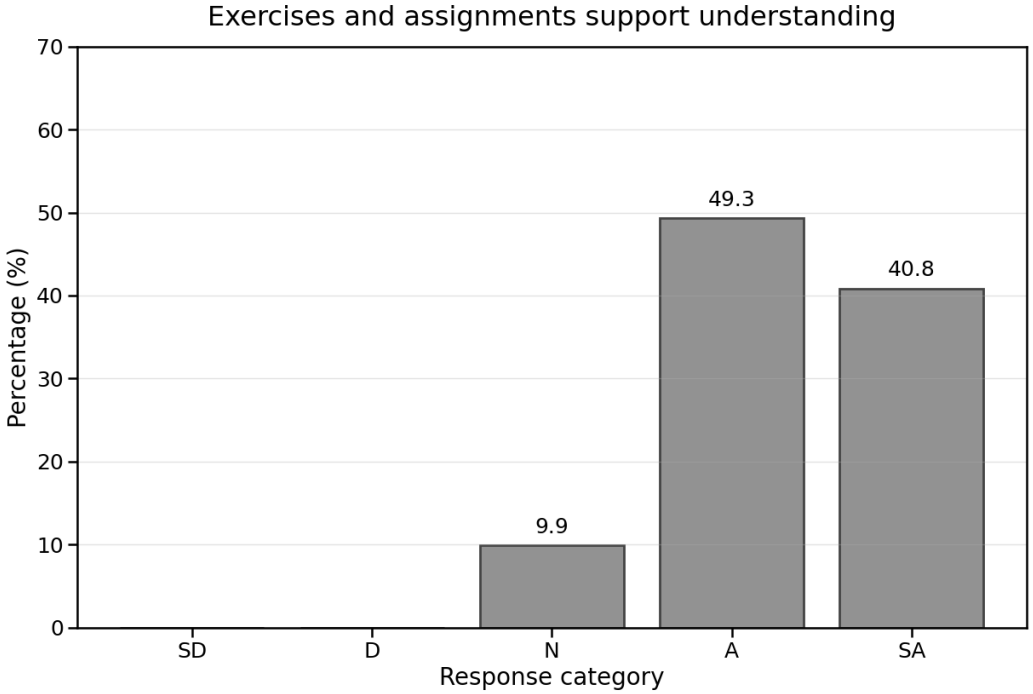


Figure 4. Distribution of responses regarding the role of exercises and assignments in supporting understanding

Figure 4 confirms that exercises and assignments played a major role in helping students understand the material. This indicates that learning effective sentences needs to be supported by repeated practice and examples closely related to students' contexts.

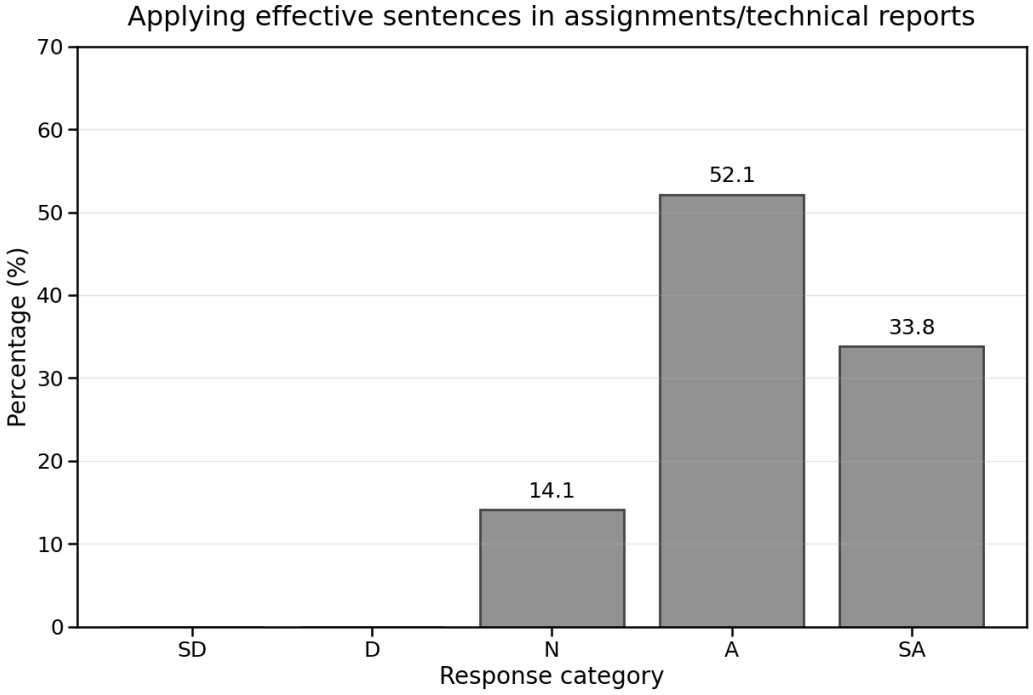


Figure 5. Distribution of responses regarding the ability to apply effective sentences

Figure 5 shows that most students felt able to apply effective sentences in assignments or technical reports. Nevertheless, this result should be understood as students' self-perception rather than a direct measurement of the quality of their writing.

Table 1. Summary of the Quantitative Analysis of Closed-Ended Responses

No.	Statement	Mean	Std. Dev.	SA (%)	A (%)	N (%)	D (%)	SD (%)
1	The material on effective sentences is easy to understand	4.13	0.67	29.6	53.5	16.9	0	0
2	The material is relevant to Information Systems	4.08	0.63	23.9	60.6	15.5	0	0
3	The lecturer explains the material clearly	4.49	0.63	56.3	36.6	7.0	0	0
4	Exercises and assignments help me understand the material	4.31	0.65	40.8	49.3	9.9	0	0
5	I can use effective sentences in technical assignments and reports	4.20	0.67	33.8	52.1	14.1	0	0

Table 1 shows that all items obtained mean scores above 4.00. This indicates that students had positive perceptions of learning effective sentences in the Indonesian Language course. The highest-scoring aspect was the clarity of the lecturer's explanation, while the lowest-scoring aspect was the relevance of the material to Information Systems, although it remained in the positive category.

Table 2. Summary of the Qualitative Analysis of Open-Ended Responses

No.	Category	Main Theme	Frequency	Example of a Short Quotation
1	Opinion	The material is useful and supports the writing of assignments/reports	40	"This material is very useful for reports and assignments."
		The material is clear and easy to understand	25	"The explanation is clear, making it easy to understand."
		Important for academic/technical communication	12	"Effective sentences are important for technical communication."
2	Difficulty	Distinguishing types of effective sentences	28	"It is difficult to distinguish the types of effective sentences."
		Selecting appropriate words/diction	20	"I am sometimes unsure which word is the most appropriate."
		Constructing sentence structures	15	"Sentence structures are often confusing."
		No significant difficulty	14	"I did not experience any difficulty."
3	Method	Practice exercises	30	"Practice exercises are very helpful for understanding the material."
		Concrete examples	25	"Real examples make the material easier to understand."
		Interactive discussions	12	"Discussions help in understanding differences of opinion."
		Direct explanations from the lecturer	10	"Direct explanations from the lecturer are easier to understand."
4	Relevance	Highly relevant to reports, documentation, and communication	50	"This material is relevant because it is useful for documentation."
		Moderately relevant	20	"It is relevant, although it is not

				always used in every assignment."
		Less relevant/unclear	7	"Its relevance to my field is unclear."
5	Suggestion	Provide more real examples	28	"Provide more examples to make the material easier to understand."
		Add more practical exercises	22	"More exercises would help improve understanding."
		Use interactive methods/discussions	15	"Interactive discussions could be more engaging."
		Already good/no suggestions	12	"It is already good; I have no additional suggestions."

Table 2 shows that the dominant theme in the opinion category was the usefulness of effective-sentence material for writing assignments and reports. In the difficulty category, the most frequently reported challenge was distinguishing types of effective sentences, followed by selecting diction and constructing sentence structures. In the method category, practice exercises and concrete examples were the strategies most frequently considered helpful for students' understanding.

The results show that students' perceptions of learning effective sentences were in the positive category. The clarity of the lecturer's explanation obtained the highest score, indicating that the way the lecturer explained the material was an important factor in shaping students' learning experiences. This finding is consistent with Saputra et al., who stated that instructor competence and the suitability of the material can shape positive student perceptions of learning [9].

Exercises and assignments also received high ratings. This indicates that learning effective sentences requires a practice-based approach. Students found the material easier to understand when they were given opportunities to revise ineffective sentences, compare sentence examples, and apply the principles of effective sentences in academic assignments. This finding is consistent with the view that writing skills cannot be mastered solely through theoretical understanding but need to be developed repeatedly through practice and feedback [4], [5].

Although students' perceptions were positive, the variation in the evaluation scores entered by respondents indicates that mastery of the material was not evenly distributed. This is important because positive perceptions do not necessarily correspond to the same level of actual mastery among all students. Therefore, learning effective sentences needs to include gradual exercises, direct feedback, and contextual assignments so that students not only understand the concepts but can also apply them in academic and technical writing.

The score for the relevance of the material to Information Systems was in the positive category but was the lowest among the assessed aspects. This finding may indicate that students understood the general benefits of effective-sentence material, but some had not yet fully recognized its direct connection to Information Systems practice. Therefore, lecturers need to relate the material to written products familiar to students, such as information systems project reports, software documentation, application development proposals, system user guides, and communication among development team members.

The open-ended responses reinforce the quantitative findings. Students requested more real examples, practical exercises, and interactive discussions. This means that Indonesian Language learning in non-language study programs should not focus solely on general language conventions but should also be adapted to the context of students' disciplines. Through this approach, students will not only understand the characteristics of effective sentences but will also be able to use them for technical communication purposes.

This study has several limitations. First, the questionnaire instrument did not undergo formal expert validation, although the internal consistency of the Likert items was tested and showed very high reliability. Second, the data were collected through an online questionnaire; therefore, the responses depended greatly on students' willingness and honesty. Third, the

evaluation scores used as supporting information were entered by respondents in the questionnaire, and not all entries were numerical. Fourth, the study was limited to one study program at one university; therefore, the findings were not intended to be generalized to all Information Systems students.

4. Conclusion

Based on the results, students in the Information Systems Study Program at Universitas Muhammadiyah Riau had positive perceptions of learning effective sentences in the Indonesian Language course. All Likert-scale items obtained mean scores above 4.00, with the highest score for the clarity of the lecturer's explanation and the lowest score for the relevance of the material to Information Systems, although the latter remained in the positive category.

The reliability test showed that the five Likert items had very high internal consistency, with a Cronbach's Alpha of 0.908 based on 71 complete and valid responses. The main difficulties experienced by students included distinguishing types of effective sentences, selecting appropriate diction, and constructing sentence structures. The most helpful learning methods were practice exercises, concrete examples, and interactive discussions. Therefore, learning effective sentences needs to emphasize contextual practice that is closely related to the academic and professional needs of Information Systems students.

Indonesian Language lecturers are advised to add case-based exercises and authentic Information Systems examples from project reports, system documentation, application proposals, user guides, and technical messages. Interactive discussions and feedback on students' sentence errors should ensure that learning extends beyond theory.

Students should practise writing, improve diction, and revise sentence structures in academic assignments. The study program can integrate Indonesian language skills into technical-writing courses to demonstrate the practical function of effective sentences in the field.

Future studies may involve several study programs, conduct comprehensive validity tests, use official grade data, and analyze students' writing to assess effective-sentence use directly.

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