Jurnal Bahasa Indonesia Prima (BIP) E-ISSN : 2684-6780
Vol. 7 No. 2 September 2025 ISSN : 2088-365X

Analysis of the Use of the Halo Bahasa Application PASTI Feature on Knowledge of Indonesian Language Equivalents

Tanti Alfiana[a], Muh. Safar[b], Andi Srimularahmah[c]
[a,b,c]Universitas Muhammadiyah Bone
Corresponding Author:
[a]tantialfiana516@gmail.com

ABSTRACT
This study was motivated by the importance of understanding Indonesian language equivalents for students in improving language literacy. Until now, students still face obstacles in finding the right equivalents due to the limited availability of easily accessible learning resources. To address this issue, this study utilizes the Halo Bahasa PASTI feature as a technology-based learning medium. This study uses a qualitative method with a case study approach. The research subjects are students of SMA Negeri 14 Bone, selected based on ease of access and suitability with the research objectives. Data were collected through knowledge tests, observations, and documentation, then analyzed to describe the application implementation process, students' ability to use it, and students' knowledge of equivalent terms after using the application. The results of the study show that the implementation of the Halo Bahasa PASTI application went quite well. Most students were able to download, install, and operate the application independently, although some still needed further guidance. Students' ability to use the application was relatively good, especially in typing foreign terms, determining the search domain, and finding appropriate equivalents. From the knowledge test results, the majority of students achieved moderate to high scores, so it can be concluded that the use of the application contributed to improving students' understanding of Indonesian term equivalents.

Keywords : Halo Bahasa Application, Term Equivalents, Language Literacy

INTRODUCTION

Language is constantly changing as the society that speaks it evolves. Indonesian language also continues to evolve with the times. The development of Indonesian language, especially in terms of vocabulary and terminology, is influenced by advances in science, technology, and the arts at the global level. One indicator of this development can be seen in the increase in vocabulary. Based on data from the KKLP Perkamusan dan Peristilahan, the number of entries in the KBBI (Big Indonesian Dictionary) has increased from 62.000 in the first edition to 72.000 in the second edition, 78.000 in the third edition, 90.000 in the fourth edition, 112.000 in the fifth edition, to 120.000 in the sixth edition (Badan Pembinaan dan Pengembangan Bahasa, 2024). This increase indicates an expansion of vocabulary in line with the development of science, technology, and the needs of modern society.

One of the reasons for the increase in Indonesian vocabulary is the process of term matching. Term matching is the process of translating and absorbing vocabulary from foreign languages (Tata Istilah, 2019). The process of absorbing foreign languages occurs, among other things, due to the limited vocabulary or terminology in Indonesian (Setiawan, 2015). The presence of equivalent terms is a solution to replace foreign terms while enriching the Indonesian language. The matching process is carried out in accordance with the terms and conditions stipulated in the legislation.

The government has provided Indonesian equivalents for foreign terms, but these efforts have not been fully understood by Indonesian speakers. Many Indonesian speakers tend to use foreign words, terms, and expressions, even though equivalents are available in Indonesian. Previous research conducted Ramadan (2024) shows that students' knowledge and understanding of equivalent terms in Indonesian is still low. Of the 15 foreign terms asked, only 5 words were known by most respondents. Hudaa (2019) confirmed this, finding that people use English terms more often than Indonesian ones. This shows that most Indonesian speakers don't know or understand the equivalents that have been provided as alternatives to foreign terms. That's why we need to pay special attention to knowledge and skills related to Indonesian equivalents (Wiyanti, 2016).

The ease of accessing information through various social media platforms has influenced the language habits of Indonesian speakers. The flow of information dominated by foreign terms has caused many speakers, especially the younger generation, to adopt these terms without knowing their exact equivalents in Indonesian. This condition shows that a lack of knowledge about the equivalents of foreign terms is one of the factors driving the increased use of foreign terms in communication. A similar phenomenon can also be seen among students. Rasyid & Ramadan (2022) note that some students do not yet understand the proper and correct use of Indonesian. In fact, there is a tendency to view English as more important and prestigious than Indonesian. This tendency is further reinforced by the emergence of new terms, especially in the field of information technology, whose Indonesian equivalents are often not understood (Setiawan, 2015). This lack of knowledge makes students prefer to use more popular foreign terms. For example, the term slide is more commonly used than its equivalent, salindia (Yenti dkk., 2018). Similarly, the term caption is more widely known than its official equivalent, takarir (Ramadan, 2024). This illustrates that limited literacy regarding equivalent terms directly contributes to students' tendency to use foreign terms in their daily lives.

Observing this phenomenon, it is unfortunate that Indonesian equivalents are still rarely known and used by the public, especially students. If this condition is left unchecked without any efforts to promote the use of equivalents, foreign terms will continue to dominate and potentially erode the Indonesian language culture. The dominance of foreign terms is also seen as a threat to efforts to preserve the Indonesian language (Harto & Sudarto, 2024). There are concerns that the foundations of national life will be eroded as the use of foreign languages becomes more prevalent in various aspects of life (Setiawan, 2015).

This situation shows that we really need to work on improving people's understanding and awareness of Indonesian term equivalents. One way to do this is by teaching Indonesian speakers about term equivalents (Ramadan, 2024). It's important to do this in schools as

formal educational institutions. In this case, Indonesian language teachers have a strategic role by incorporating the teaching of equivalent terms into the teaching process, even though this material is not yet included in the curriculum. Introducing students to equivalent terms will accustom them to using equivalent terms rather than foreign terms in their learning activities and daily communication (Ramadan, 2024).

Technological developments have opened up opportunities for educators to innovate in learning so that the learning process is more interesting and increases student interest (Hikmah, 2020). One form of utilizing technology in language learning is the application of Mobile Assisted Language Learning (MALL). The MALL theory emphasizes the use of portable information technology devices such as cell phones, laptops, and tablets that can be accessed anytime and anywhere (Widiawati, 2022). This study offers something new by integrating technology as a medium for learning equivalent terms using the Halo Bahasa application, specifically the PASTI feature, compared to previous studies that only focused on researching the ability to find equivalent terms but did not provide solutions. Halo Bahasa is an official product of the Language Development and Guidance Agency, which plays a role in the digital transformation of Indonesian language education (Zahra, 2024). Learning media plays an important role as a means of conveying messages that can stimulate the mind, arouse enthusiasm, attention, and willingness of students, thereby encouraging the learning process (Meliyawati, 2023). In addition, media also supports success in learning activities (Hudaa et al., 2020). The Halo Bahasa application has the advantage of originating from an official institution and providing term equivalents that meet linguistic standards. These advantages make this application relevant for use as a digital learning medium in schools, especially since students are now accustomed to using cell phones for learning and daily activities.

Based on the above description, this study focuses on the use of the Halo Bahasa application, particularly the Term Equivalents (PASTI) feature, in improving understanding and knowledge of Indonesian term equivalents at SMA Negeri 14 Bone.

The research questions in this study include:

1) How is the Halo Bahasa application's PASTI feature implemented as a learning medium for term equivalents in class X at SMAN 14 Bone?

2) How capable are students in class X at SMAN 14 Bone in using the Halo Bahasa application's PASTI feature as a medium for learning term equivalents?

3) How much knowledge and understanding of term equivalents do students in class X at SMAN 14 Bone have after implementing the Halo Bahasa application's PASTI feature as a medium for learning term equivalents?

This study generally aims to determine the utilization of the Halo Bahasa application, particularly the Term Equivalents (PASTI) feature, in improving understanding and knowledge of Indonesian term equivalents at SMA Negeri 14 Bone. The specific objectives include: (1) describing the implementation process of the Halo Bahasa application's PASTI feature as a learning medium; (2) describing students' ability to use the Halo Bahasa application's PASTI feature as a learning medium for term equivalents; (3) describing students' knowledge and understanding of term equivalents after implementing the Halo Bahasa application's PASTI feature as a learning medium for term equivalents.

METHODS

This study uses a qualitative method with a case study approach. A case study design was chosen because this study focuses on one main phenomenon, namely the analysis of the use of the Halo Bahasa PASTI feature as a medium for learning equivalent terms. The case studied in this research is the practice of using the PASTI feature by students. The researcher observed how students used the application, how proficient students were in using the application to learn synonyms, and changes in students' understanding after using the Halo Bahasa application's PASTI feature.

This study was conducted at UPT SMA Negeri 14 Bone in the even semester of the 2024/2025 academic year. The school was selected based on the consideration that the student population at this school was considered representative for assessing the use of the Halo Bahasa PASTI feature. In addition, the school's academic environment supports the application of learning technology, and the school is committed to developing students' literacy skills in accordance with the national curriculum. The implementation of the research has obtained written permission from the school, and the use of documentation and research data still complies with research ethics, namely not revealing the personal identities of students.

The research subjects were determined using purposive sampling, which is the selection of data sources based on specific considerations (Sugiyono, 2019). Class X.1 was chosen as the research subject because, based on initial observations, students in that class had a low level of knowledge of equivalent terms, which was in line with the research requirements. In addition, class X.1 showed a good level of learning readiness, enabling the researcher to observe the implementation optimally. The following table presents the respondent data.

Table 1. Number of Research Subjects

Class	Female	Male
X.1	17	8
	Quantity = 25	

The data collection techniques in this study included observation, testing, and documentation. Observations were conducted to observe the implementation process of the Halo Bahasa PASTI feature as a medium for learning equivalent terms, which included seven aspects, namely the ability to download and install the application, use of the PASTI feature, how to type foreign terms to find their equivalents, determination of the term search domain, identification of equivalent terms, understanding of the information displayed by the PASTI feature, and the time needed by students to find equivalent terms. The basis for observation measurement consists of: 1) Good, meaning that students are able to perform the observed aspects independently, accurately, and without obstacles. 2) Fair, meaning that students are able to perform the observed aspects but still need guidance, or their completion is less than accurate in some parts, but the main objective is achieved. 3) Poor, meaning that students are unable to perform the observed aspect, make basic mistakes, or can only complete the task with intensive assistance. Furthermore, tests were used to measure students' knowledge and understanding of term equivalents after using the application. The test consists of ten

questions about foreign term equivalents, namely *caption*, *stunting*, *typo*, *efficient*, *error*, *slide, workshop, master of ceremony (MC), door prize,* and *outbound.* Documentation is used to supplement the observation and test results data.

The collected data were analyzed using the Miles and Huberman (1992) model, which consists of three stages, namely data reduction, data presentation, and conclusion drawing or verification (Sugiyono, 2019). In the data reduction stage, researchers filtered and summarized the data from observations and tests to focus on matters relevant to the implementation of the Halo Bahasa application. Next, in the data presentation stage, the reduced information was compiled in the form of narrative descriptions and tables to make it easier for researchers to see patterns in the use of the application and the results of students' understanding of equivalent terms. The final stage is drawing conclusions or verification, which is the process of interpreting the meaning of the data presented to answer the research objectives, namely how the implementation of the Halo Bahasa application's PASTI feature is carried out and what its impact is on students' understanding of equivalent terms.

RESULTS

This section presents the research results obtained based on data analysis conducted in accordance with the research objectives. The results presented include key findings related to the implementation process of the Halo Bahasa application as a medium for learning student terminology, students' ability to implement it, and the results of student terminology knowledge tests.

Implementation Process of the Halo Bahasa Application PASTI Feature as a Learning Medium for Term Equivalents

1. Students Download and Install the Halo Bahasa Application
   Students download the Halo Bahasa app from the Play Store and install it on their mobile phones. At this stage, some students' mobile phones do not support the Halo Bahasa app, so they access it through the website https://pasti.kemdikbud.go.id. This phenomenon confirms that the availability of technological facilities is still a major supporting variable in the implementation of application-based learning media.

Figure 1. Students Installing and Downloading the Halo Bahasa Application

2. Students open the Halo Bahasa app and access the Term Equivalents feature (PASTI).
   After downloading and installing the Halo Bahasa app, students open the app and select the Term Equivalents (PASTI) feature to search for term equivalents. At this stage, the

E-ISSN : 2684-6780
ISSN : 2088-365X

majority of students demonstrate a fairly quick ability to adapt. The app's simple navigation structure helps students find the PASTI feature without repeated instructions. As shown in the following image of two students, they immediately understand the app's navigation structure.

Figure 2. Students Using the Halo Bahasa App

3. Students Search for Equivalents of Foreign Terms They Want to Find
   The majority of students did not understand the function of each icon in the PASTI feature, so it took a long time to explain the use of each icon. However, there were still some students who needed repeated explanations. This pattern indicates that digital experience also affects the smoothness of using the PASTI feature. The following are the stages of searching for equivalent terms:
   1) Students type in the foreign term they want to find the equivalent of, in this case the word *"stunting"* then press "load."

Figure 3. Students Typing Foreign Terms

   Some students immediately press "search" so that the synonyms for the searched word do not appear. They do not yet fully understand the difference between the functions of 'load' and "search."
   2) Students select the domain according to the domain of the term they want to search for *"Stunting"* what is meant here is related to nutrition, so the domain chosen is nutrition. As shown in the following figure.

E-ISSN : 2684-6780
ISSN : 2088-365X

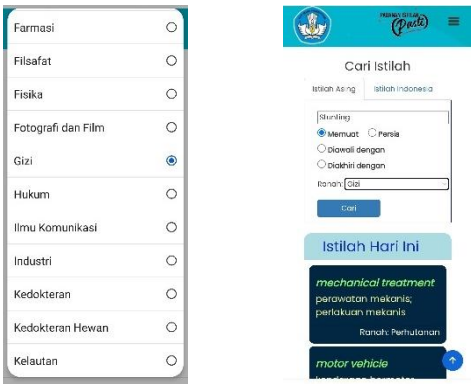


Figure 4. Students Selecting Domains

Some students do not yet understand the rules of terminology, so it takes time to explain these rules to them.

3) Students press "search" and the search results will appear. Then, select the word "Stunting" and the equivalent term and its explanation will appear, as shown in the following image.

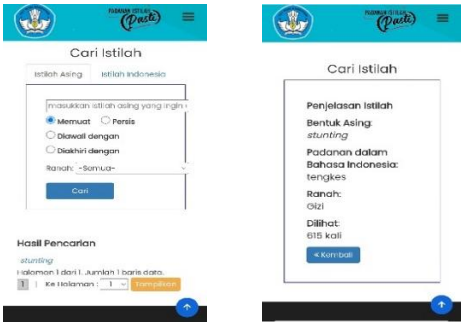


Figure 5. Students Searching for Equivalent Terms

The implementation process shows that the use of the Halo Bahasa PASTI feature application can run effectively with initial assistance and the readiness of the devices used. Analysis of this process reveals two key findings: first, the success of implementation is greatly influenced by the technical condition of the devices used by students. Second, the ability to adapt to the application can develop rapidly once students understand the basic usage flow.

Students' Ability to Use the Halo Bahasa Application with the PASTI Feature as a Medium for Learning Equivalent Terms

During the implementation of the Halo Bahasa application, researchers also conducted observations to measure students' abilities. The aspects measured included seven aspects, namely the ability to download and install the application, use of the PASTI feature, how to type foreign terms to find their equivalents, determination of the search domain for terms, identification of term equivalents, understanding of the information displayed by the PASTI feature, and the time needed by students to find term equivalents. The following data was obtained:

1. Students Can Download and Install the Halo Bahasa app on Their Devices
   Based on the results of data analysis in the first aspect, it was found that 20 students were categorized as good, as they were able to download and install the Halo Bahasa

E-ISSN : 2684-6780
ISSN : 2088-365X

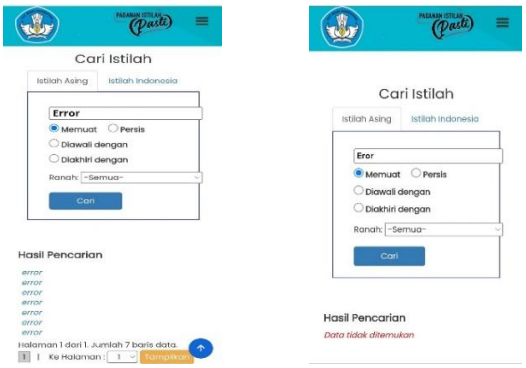
application on their mobile phones. However, there were 5 students who were categorized as fair because they were unable to download and install the application. These students used older versions of *iPhone* and *Android* phones that did not support the Halo Bahasa application. This shows that operational capabilities are not solely determined by student skills, but also by the condition of the tools used.

2. Students Know How to Use the PASTI Feature and Can Use it to Find the Correct Equivalent Terms

   A total of 20 students were categorized as good because they demonstrated an excellent understanding of how to use the Term Equivalents (PASTI) feature on the Halo Bahasa app. These students were able to use the PASTI feature to search for term equivalents independently without encountering any obstacles. Meanwhile, 2 students were categorized as adequate, as they still required further guidance from the researcher. However, after receiving a re-explanation of how to use the PASTI feature, they were able to use it independently. 3 students were categorized as poor, as they required assistance or help from their peers in accessing and using the feature, even after receiving a re-explanation from the researcher. This pattern indicates that students' experience in using the application determines their adaptation speed. Despite initial differences, all students were ultimately able to use the feature according to the procedure.

3. Students Know How to Type Foreign Terms to Find Their Equivalents

   A total of 21 students were in the good category, as they were able to type foreign terms correctly when searching for their equivalents. However, there were 4 students in the poor category, as they still often made typos during the search process. For example, when the researcher asked them to find the equivalent of the word *"Error"* they typed *"Eror"* so the equivalent term did not appear in the application. This can be seen in the following image.



(True) (False)

Figure 6. Typing Foreign Terms

4. Students Can Specify the Domain When Searching for Term Equivalents

   Based on the results of the study, there were 21 students in the good category, who were able to determine the domain during the process of searching for synonyms using the PASTI feature. However, there were 4 students in the poor category, who still had difficulties because they did not understand the domain of the foreign terms for which

they were searching for synonyms. For example, when one student searched for a synonym for the word stunting, several different entries were returned, making it difficult to determine the appropriate synonym. This happened because the student did not specify the domain before pressing "search." These findings show that conceptual knowledge of scientific classification influences the successful use of the PASTI feature.

5. Students Can Identify the Equivalent of the Foreign Term They are Looking For
   Based on the researchers' findings, 21 students in the good category were able to identify the equivalent terms well. However, 4 students performed poorly because they often made mistakes in identifying synonyms, due to their lack of understanding of the domain. For example, when the researchers asked them to find synonyms for the word *stunting*, they did not understand the domain and simply chose synonyms for the word *stunting* at random, such as *pembantutan* from the domain of fisheries, when the researchers had asked for synonyms from the domain of nutrition, such as tengkes.
6. Students Understand the Information Displayed in the PASTI Feature
   All 25 students were able to understand the equivalent terms displayed in the PASTI feature during the search process. However, sometimes errors occurred because many equivalent terms appeared but were from different domains. For example, when researchers asked students to search for synonyms for the word "stunting," many synonyms for that word appeared but in different domains. Therefore, it is important for students to understand the foreign terms they are searching for, including what domain they belong to. For example, the word "stunting" consists of various domains such as biology, nutrition, and communication science, and each domain has different synonyms.
7. Time Required for Students to Search for Term Equivalents Using the PASTI Feature
   In the field, students searched for 10 equivalents of foreign terms using the PASTI feature, then researchers measured the time needed by students to find equivalents as one indicator to answer the research objectives. The following table shows the time needed by students to find 10 equivalents of foreign terms in more detail:

Table 2. Term Match Search Time

No.	Nama Siswa	Durasi Waktu dalam Mencari 10 Padanan Istilah
1.	AA	5 menit
2.	AD	9 menit
3.	AQ	8 menit
4.	AR	12 menit
5.	AS	7 menit
6.	AZ	19 menit
7.	FA	7 menit
8.	GU	5 menit
9.	HH	8 menit
10.	HI	8 menit
11.	IE	10 menit

12.	IR	9 menit
13.	MAD	11 menit
14.	MAG	12 menit
15.	MAL	20 menit
16.	MI	7 menit
17.	MNI	9 menit
18.	NHS	10 menit
19.	NY	12 menit
20.	NZR	12 menit
21.	RA	10 menit
22.	SAR	11 menit
23.	SCR	12 menit
24.	SH	18 menit
25.	SYR	20 menit
Rata-rata (Mean) = 11,28 menit		

Based on the average time required by students to find ten synonyms, they can be grouped into fast, medium, and slow categories, namely 11 students in the fast category with an average time required of < 10 minutes, 10 students in the medium category with an average time of 10-12 minutes, and 4 students in the slow category with > 12 minutes. This variation in time reflects the relationship between ease of navigation and conceptual understanding. Students who have mastered the flow of the application tend to work faster, while students who do not yet understand the functions of the domain require more time.

Students' Knowledge of Synonyms After Implementing the Halo Bahasa Application with PASTI Features as a Learning Medium for Synonyms.

The test was conducted to analyze students' knowledge of equivalent terms after implementing the Halo Bahasa PASTI feature application. There were 10 questions with a scoring system where correct answers received a score of 10 and incorrect answers received a score of 0.

Table 3. Results of the Student Terminology Knowledge Test

No.	Student Name	Question Number										Score Total
		1	2	3	4	5	6	7	8	9	10	
		Skor yang Dicapai										
		10	10	10	10	10	10	10	10	10	10	
1.	AA	10	10	10	10	10	10	10	10	10	10	100
2.	AD	10	10	10	0	10	10	10	10	10	0	80
3.	AQ	10	10	10	10	10	10	10	10	10	10	100
4.	AR	10	10	10	0	10	10	10	10	10	0	80
5.	AS	10	10	10	10	10	0	10	10	10	10	90

6.	AZ	10	10	10	0	10	10	0	10	0	0	60
7.	FA	10	10	10	10	10	10	0	10	10	10	90
8.	GU	10	10	10	10	10	10	10	10	10	10	100
9.	HH	10	10	10	10	10	10	10	10	10	10	100
10.	HI	10	10	10	10	10	10	10	10	0	0	80
11.	IE	10	10	10	10	10	10	10	10	10	10	100
12.	IR	10	10	10	10	10	10	10	10	10	10	100
13.	MAD	10	10	10	0	10	10	10	10	10	0	80
14.	MAG	10	10	10	10	10	10	0	10	10	0	80
15.	MAL	10	0	10	0	10	10	0	10	10	0	60
16.	MI	10	10	10	10	10	10	10	10	10	10	100
17.	MNI	10	10	10	10	10	0	0	10	10	10	80
18.	NHS	10	10	10	0	10	10	10	10	10	10	90
19.	NY	10	10	10	0	10	0	10	10	10	10	80
20.	NZR	10	10	10	10	10	0	0	10	10	10	80
21.	RA	10	10	10	0	10	10	10	10	10	10	90
22.	SAR	10	10	10	10	0	10	10	10	10	0	80
23.	SCR	10	10	10	10	0	10	10	10	10	10	90
24.	SH	10	10	10	0	10	10	0	10	10	0	70
25.	SYR	10	10	10	0	0	10	0	10	10	0	60
Total = 2.120												

Table 4. Frequency Distribution Results

Frequency Distribution	
Low	4 students
Medium	14 students
High	7 students

Based on the results of the term matching comprehension test after students implemented the Halo Bahasa PASTI feature, several types of errors were found in the students' answers. Although the use of the PASTI feature generally helped improve the accuracy of students in choosing term matches, there were still several terms that were answered incorrectly by some students. These errors can be grouped into the following patterns.

1. The Most Correctly Answered Questions

   This category includes questions 1 (*caption*), 2 (*stunting*), 3 (*typo*), and 8 (*MC*). The word caption means ‘a short text accompanying an image, video, or visual media content’. The Indonesian equivalent of this word is *takarir*. The word *stunting* means ‘a growth disorder in children characterized by a body that is shorter than the average for children of the same age’. The Indonesian equivalent of this word is *tengkes*. The word *typo* means ‘typing error’. The Indonesian equivalent of this word is *saltik*. The word

Master of Ceremony (MC) means 'host'. The Indonesian equivalent of this word is *pewara*.

The four terms had an almost perfect success rate, with only one student answering the stunting question incorrectly. The high accuracy indicates that students were already familiar with these terms, having learned their equivalents through the Halo Bahasa PASTI feature. The students' error in answering the *stunting* equivalent was caused by their mistake in choosing the answer; they chose the option *"kerdil"* even though they had already learned the correct answer through the Halo Bahasa PASTI feature.

2. Questions that were mostly answered correctly

   This category includes questions 5 (*error*), 6 (*slide*), and 9 (*door prize*). Question 5 was answered correctly by 22 students, while the remaining 3 students answered incorrectly. They answered the equivalent of the term *"error"* based on the preference commonly used in their social environment, namely they chose the answer option *"kesalahan"* (mistake), even though the correct equivalent of the word *'error'* is *"galat"* (fault). The word *"error"* means 'mistake or error'.

   Question number 6 was answered correctly by only 21 students, while 4 students answered incorrectly because they chose the answer option based on their understanding of the word *slide* as a page or presentation. However, the correct term for *slide* is *salindia.*

   Question number 9 was answered correctly by 23 students, while the remaining 2 students answered incorrectly because they guessed based on familiar general terms, thinking that *door prize* was synonymous with *hadiah* (gift). This is almost correct, but incomplete, as the correct term is *hadiah lawang*. The word door prize means 'a gift given at random'.

3. Questions That Are Often Answered Incorrectly

   This category includes questions 4 (*efficient*), 7 (*workshop*), and 10 (*outbound*). Question 4 was answered correctly by only 15 students, while 10 students answered incorrectly by choosing the answer option *"efisien"* which is a common loanword in Indonesian but is not the established equivalent term. The word *efficient* in Indonesian corresponds to the word *sangkil*, which means 'precise or appropriate in doing something'.

   Question number 7 was answered correctly by 17 students, while the remaining 8 students answered incorrectly. They chose their answers based on their understanding of the word *workshop* as meaning *pelatihan* (training). The meaning of the word *workshop* is 'an activity designed for learning or training'. The equivalent word in Indonesian is *lokakarya*.

   Question number 10 was answered correctly by 15 students and 10 students answered incorrectly, choosing the answer option of *kegiatan luar ruangan* (outdoor activities), which is the meaning of the word *outbound*, namely 'outdoor activities to develop skills'. The equivalent word in Indonesian is *mancakrida*.

The results of the analysis of the students' understanding of equivalent terms above show that students who answered the questions incorrectly generally chose answers based on the meaning of the foreign terms asked in the questions, as well as a tendency for students to

choose loanwords or popular terms that are considered more commonly used in everyday conversation. The main cause is a lack of familiarity with rarely used equivalent terms such as sangkil, galat, and mancakrida. The use of the Halo Bahasa PASTI feature has shown a positive effect in improving students' understanding of equivalent terms, but a deeper understanding of the differences between equivalent terms and loanwords/popular terms still needs to be strengthened in future learning.

DISCUSSION

The results of the study show that most students are able to utilize the Halo Bahasa PASTI feature well. This condition supports the basic principle of Mobile Assisted Language Learning (MALL), which emphasizes that mobile devices provide flexibility, independence, and continuity in language learning. The students' success in downloading, installing, and operating the PASTI feature shows that mobile-based learning can be effectively integrated into their learning activities.

Students' ability to use PASTI features is closely related to their level of digital literacy. This is in line with the concept of digital literacy, which includes technical and cognitive skills to understand and evaluate content (Syah et al., 2019). The findings of this study show that both aspects play a significant role. Students' technical abilities are evident in their fluency in running the application, understanding the flow of feature usage, and independently searching for terms. However, a small number of students face obstacles due to device limitations or lack of experience in using learning applications, thus requiring additional assistance. This confirms that the success of digital literacy is not only determined by personal abilities, but also by adequate support from the digital learning environment.

Students' ability to type foreign terms and determine the search domain also provides an indication of their accuracy in using the application. Students who are able to type correctly and select the appropriate domain are generally able to find equivalents quickly and accurately. Conversely, typing errors or negligence in selecting the domain result in irrelevant search results or display equivalents from other domains. These findings reinforce that digital literacy is not only related to technical skills, but also cognitive abilities in processing information accurately.

In terms of efficiency, most students were able to use the PASTI feature in a relatively short time. This practicality is in line with learning media indicators that emphasize ease of access and ease of use (Daniar et al., 2022). However, some students needed more time to understand how to use the application. This situation indicates the need for repeated practice and gradual adaptation so that all students become familiar with the mechanism of searching for terms through the application.

Variations in student abilities were also evident in the results of knowledge tests after using the PASTI feature. Less popular standard terms such as sangkil, salindia, and mancakrida tended to be answered incorrectly by most students. This is in line with studies on term equivalents, which state that the level of acceptance of an equivalent is greatly influenced by its level of use in society. When loanwords are more dominant in everyday communication, students find it easier to remember and choose these forms as answers even though standard equivalents are available. The PASTI feature makes an important contribution to introducing

term equivalents to students and increasing their awareness of forms that are in accordance with Indonesian language rules.

In addition to internal factors, external factors also influence students' success in utilizing the application. Internet network quality plays an important role in the smoothness of searching for terms. Students with unstable internet connections often experience delays in processing searches and even difficulty accessing the application. Students' technological abilities, including their experience in using other digital applications, also influence their level of fluency in running the application. Device conditions, such as storage capacity and operating system support, also affect the successful use of PASTI features. These factors show that the success of technology-based learning is greatly influenced by the readiness of the digital tools available to students.

In addition to these external factors, this study also found that the Halo Bahasa application has several limitations in practice. The relatively long flow of using the application and the need to go through several stages before entering the PASTI feature make some students feel that the process is impractical. For example, users must go through multiple menus, load new pages, and wait for processing before they can search for term equivalents. For students who are not accustomed to using online service-based applications, this flow feels more complicated than general search applications. In addition, the application sometimes requires system updates to function optimally, so devices with low specifications may experience lag or automatic shutdown. These limitations show that although the PASTI feature is effective as a source of term equivalents, in terms of user experience, simplification of the interface and improved stability are still needed to better suit the needs of beginner learners.

The knowledge test results show a positive correlation between students' ability to operate the application and the scores they achieved. The majority of students were in the medium to high score range, indicating that the PASTI feature helped improve their understanding of equivalent terms. Conversely, students who were less proficient in using the application or encountered technical difficulties scored lower. This confirms that the Halo Bahasa application's PASTI feature is effective as a technology-based learning medium. Not only does it facilitate quick and practical term searches, but this application also trains students to be more careful in choosing equivalents according to their field of use. Thus, the existence of this application contributes to improving language literacy and enriching students' understanding of Indonesian term equivalents. Literacy also provides additional benefits in the form of increased vocabulary, broadened horizons, improved communication skills, and strengthened sensitivity to the meaning of information (Alfajry et al., 2022).

This study is also in line with Ramadan (2024) findings, which reveal that Indonesian language users' understanding of equivalent terms is still relatively low, requiring continuous efforts to promote the use of equivalent terms, especially in educational settings. These findings reinforce the results of this study, which show that students tend to answer some equivalent terms incorrectly, especially those that are rarely used in everyday communication, even though they have used the PASTI feature. This condition indicates that the existence of the application alone is not sufficient to improve understanding evenly if it is not supported by systematic pedagogical interventions. In other words, the PASTI feature

functions as an effective aid, but it needs to be integrated with learning strategies that actively introduce and familiarize students with the use of equivalent terms.

The comparison with previous studies confirms that the main challenge in learning equivalent terms is not solely related to access to digital reference sources, but rather to the level of familiarity and acceptance of standard terms among the public. The results of this study provide additional contributions by showing that the integration of the Halo Bahasa PASTI feature application can be one solution to increase students' awareness and understanding of term equivalents. However, as stated by Ramadhan (2024), this effort needs to be carried out continuously through socialization and reinforcement of material in educational institutions so that the use of term equivalents is truly internalized in students' language practices.

CONCLUSION

The results of this study indicate that the use of the Halo Bahasa application's PASTI feature contributes significantly to improving students' understanding of Indonesian language equivalents. Most students were able to operate the application well, from downloading and installing it to searching for equivalents independently. These findings are in line with the principles of Mobile Assisted Language Learning (MALL), which emphasizes that mobile devices can support flexible language learning. This study reinforces the theoretical view that mobile technology can be an effective alternative in language learning.

From a practical standpoint, the Halo Bahasa app has proven to help students learn equivalent terms more quickly and practically. However, use of the app is not yet optimal due to several limitations, such as an unintuitive user flow, the need for a stable internet connection, and technical barriers on certain devices. These findings have important policy implications, particularly the need to improve digital infrastructure in schools, strengthen digital literacy among students and teachers, and refine the application to make it easier to use in various conditions.

The relationship between the research results and the research objectives is clear. The objective of determining students' ability to use the application and its impact on their understanding of equivalent terms was achieved with an increase in student scores after using the PASTI feature. The majority of students achieved medium to high scores, indicating that the application is effective as a learning medium. However, errors still occur with less popular terms, so it is necessary to get used to using equivalent terms more consistently.

Based on these findings, a number of recommendations can be made for further research. First, research with a broader school coverage is needed to obtain a more comprehensive picture of the effectiveness of the application. Second, research can use experimental designs to compare the learning outcomes between students who use the application and those who do not. Third, it is important to explore user experiences with the application flow so that developers can refine features according to field needs. Fourth, it is necessary to examine effective learning strategies for familiarizing students with the use of equivalent terms in the classroom.

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