

e-Prosiding

SIPB - LEICON

Seminar Internasional Pendidikan Bahasa
Language Education Internasional Conference

Institute Keguruan dan Ilmu Pendidikan (IKIP)
Siliwangi

EDISI

02



ISSN
2615-0379



Kampus
Merdeka
INDONESIA BERBAHAASA



SHOW ME
EDUKASI BERTAMBAH



Undang-Undang Republik Indonesia Nomor 19 Tahun 2002 tentang Hak Cipta

Lingkup Hak Cipta

Pasal 2:

1. Hak Cipta merupakan hak eksklusif bagi pencipta atau Pemegang Hak Cipta untuk mengumumkan atau memperbanyak ciptaannya, yang timbul secara otomatis setelah suatu ciptaan dilahirkan tanpa mengurangi pembatasan menurut peraturan perundang-undangan yang berlaku.

Ketentuan Pidana

Pasal 72:

1. Barang siapa dengan sengaja atau tanpa hak melakukan perbuatan sebagaimana dimaksud dalam pasal 2 ayat (1) atau 49 ayat (1) dan (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/ atau denda paling sedikit Rp 1000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/ atau denda paling banyak Rp 5000.000.000,00 (lima miliar rupiah).
2. Barang siapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak terkait sebagaimana dimaksud dalam ayat (1) dipidana dengan pidana paling lama 5 (lima) tahun dan/ atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).

SIPB - LeiCon II

Literacy Entrepreneurs: Opportunities and Challenges in the Digital Age Education Industry

Desember 2022

Tim Penyusun (Drafting Team)

Dr. Hj. Teti Sobari, M.Pd.

Diena San Fauziya, M.Pd.

Reviewer

Mr. Hasbulloh

H. Ramlee bin Tinkong

Mifctahul Huda

Penyunting (Editor)

Eli Syarifah Aeni, M.Hum.

Yeni Rostikawati, M.Pd.

Dr. Reka Yuda Mahardika, M.Pd.

Yusep Ahmadi F., M.Hum.

Suhud Aryana, M.Pd.

Penata Letak (Layouter)

Indra Permana, S.S., M.Pd.

ISSN 2615-0379

Diterbitkan oleh (Publish by)

Program Studi Pendidikan Bahasa dan Sastra Indonesia

IKIP Siliwangi Bandung

Alamat (Address)

Jalan Terusan Jenderal Sudirman, Cimahi

Telp/Faks: (022) 6658680

Website: ikipsiliwangi.ac.id

Perpustakaan Nasional: Katalog dalam Terbitan (Kdt)

viii + 461 hlm

FOREWORD

Alhamdulillah, our thanks go to the Presence of Allah SWT. Because of His mercy and grace as well as the maximum efforts of our lecturers, researchers and teachers, we can finish this book. This book is a form of our attention to the dynamic world of education, which is always developing and changing. These developments and changes affect the design of the curriculum which is the "heart" of education.

Literacy in Indonesian language and literature education has a very important role in building the progress of the nation. Apart from being a means of communication for the advancement of the nation, Indonesian language and Indonesian literature are also the identity of the Indonesian nation. For this reason, Indonesian language and literature education is absolutely necessary to increase the nation's competitiveness, especially in facing various challenges and competition with the international world. The creative industry plays an important role in the process of developing world literacy. This shows that the creative industry is a path with great potential for the people of Indonesia. Indonesian language and literature education must be able to play an active role in welcoming this era. In the era of the creative industry, our nation is required to be able to communicate using intelligent and agile Indonesian as well as character.

This book is expected to contribute to the implementation of education, in the midst of changing the curriculum by the current government. It is hoped that the thoughts contained in this book will serve as a reference for teachers as implementers of education in the field in promoting and realizing quality education, especially in learning Indonesian Language and Literature.

Cimahi, December 2022

TABLE OF CONTENT

Copyright	ii
Drafting Team	iii
Foreword	iv
Table of Content	v
REGIONAL ASPECT OF MULTILINGUALISM: REVAMPING PROGRESS TOWARDS SDG (Marina Krivenkaya)	1-8
ASSISTING JAPANESE BRAZILIANS' ADAPTATION IN JAPANESE SOCIETY (Kanakubo Noriko)	9-13
EXPRESSIVE SPEECH ACTS MEAN DISPHEMIS IN THE DISCUSSION SHOW ON TELEVISION (Reka Yuda Mahardika, Mimin Sahmini, Redzuan bin Abdul Aziz)	14-23
CODE SWITCHING AND CODE MIXING IN NEWSPAPER HEADLINES (Ade Sugiawan, Agus Abdurrohim , Lestari Purwaningsih)	24-35
HUMANISTIC CONTEXT TO INCREASE BIPA LEARNERS' WRITING SKILLS (Ananda Siti Khoirunnisa)	36-43
LEARNING LITERATURE IN SCHOOLS AS A MEDIA FOR MAINTAINING THE MENTAL HEALTH OF STUDENTS OF SMAN 11 BANDUNG (Budi Setia Pribadi)	44-53
STYLE LANGUAGE ON LYRICS SONG "ASMALIBRATION" WORK SOEGI BORNEAN AS ALTERNATIVE INGREDIENTS teach WRITE POETRY (Dina Hardiani Hilmah S., Ayu Nurani K, Dinda Luciana Puspita)	54-61
UTILIZATION OF THE SIPEBI APPLICATION IN EDIT LINGUISTIC STUDY FOR IKIP SILIWANGI STUDENTS (Eli Syarifah Aeni , Suhud Aryana)	62-74
ANALYSIS OF SYNTACTIC AND SEMANTIC ERROR IN THE WRITING OF INDONESIAN LANGUAGE EDUCATION STUDENTS AT PELITA HARAPAN UNIVERSITY (Ernie Bertha Nababan, Iko Agustina Boangmanalu, Abednego Tri Gumono, Pitaya Rahmadi)	75-89
APPLICATION OF IMAGE SERIES MEDIA TO IMPROVE THE WRITING ABILITY OF STUDENTS OF CLASS V SD KATOLIK 03 ST. JOHN APANGET BARAT (Evi Martika D. Kasiahe)	90-101
DEVELOPMENT OF LOCAL WISDOM CULTURE IN THE LEARNING OF INDONESIAN LITERATURE (Heri Setiawan)	102-112

THE INFLUENCE OF PODCAST APPLICATIONS ON STUDENT INTEREST IN PRODUCING LITERATIONAL CONTENT (Iis Siti Salamah Azzahra, Woro Wuryani)	113-119
ANALYSIS OF THE CHARACTER EDUCATION OF ELEMENTARY STUDENTS IN LEARNING ACTIVITIES (Ilda Hilda Rinjani, Agung Sudiby)	120-129
EFFORTS TO CULTIVATE CHARACTER EDUCATION BY INCREASING THE SUPPLY OF QUALITY TEACHERS: ANALYSIS OF ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS (SDGS) (Imas Rofi'ah)	130-137
THE EFFECTIVENESS OF SOCIOCOGNITIVE MODELS ASSISTED BY INTERACTIVE MULTIMEDIA IN IMPROVING THE ABILITY TO WRITE NARRATIVE TEXTS FOR GRADE 2 ELEMENTARY SCHOOL STUDENTS (Indah Nurmahanani, Yeti Mulyati, Kikit Wiriyanti)	138-149
INFLAME LITERATURE IN THE SCHOOL LITERACY MOVEMENT AT SMKN 1 SOREANG (Muthiani Agustine, R. Ika Mustika)	150-167
IMPLEMENTATION OF CHARACTER EDUCATION IN ELEMENTARY SCHOOL STUDENTS WITH HABILITATION (Irfan Juhari, Eponiah)	168-185
USING THE PREZI APPLICATION IN LEARNING INNOVATION COURSES AS IMPLEMENTATION OF 21ST CENTURY LEARNING (Yesi Maylani Kartiwi, Aurelia Sakti Yani)	186-192
POETRY AND ITS INFLUENCE IN ESTABLISHING PROACTIVE BEHAVIOR OF CHILDREN IN SOCIAL MEDIA (Keni Suantini)	193-207
IMPLEMENTATION OF PROJECT BASED LEARNING IN WRITING SEMANTIC SCIENTIFIC ARTICLES ASSISTED WITH THE EDMODO APPLICATION AS EFFORT TO ENHANCE STUDENT CREATIVITY (Latifah, Woro Wuryani)	208-227
GAMES BASED FUN LEARNING DESIGN TO IMPROVE EARLY CHILDREN'S READING ABILITY (Nisa Haerunisa, R. Ika Mustika)	228-240
AN ANALYSIS OF WATTPAD READER'S INTERESTS USING CYBER LITERATURE (Novita, Widyastuti Purbani)	241-255
DEVELOPMENT OF TEACHING MATERIALS ASSISTED BY GRAPHIC ORGANIZERS TO IMPROVE THE ABILITY TO WRITE EXPLANATORY TEXTS (Nur Suryanah, Wikanengsih)	256-265
VICTIM CULTURE- BLAMING AND THE MARGINALIZATION OF WOMEN IN NEWS TEXT ONLINE MEDIA DETIK.COM: DISCOURSE ANALYSIS OF FEMINIST PERSPECTIVES SARA MILLS (Sofhie Suhartini, Teti Sobari)	266-281

IMPLEMENTATION OF PANCASILA STUDENT PROFILE THROUGH LEARNING INDONESIAN LANGUAGE IN THE INDEPENDENT LEARNING ERA (Via Nugraha, Ratih Sapdiani, Aditya Permana)	282-293
INDEPENDENT CURRICULUM SUPPORTS STUDENTS BECOMING AN ENTREPRENEUR IN THE DIGITALIZATION AGE THROUGH LEARNING “PRESENTING ENTERTAINING INNOVATION NEWS” (Wulan Sri Rejeki , Yana)	294-301
THE IMPLEMENTATION OF <i>KAULINAN BARUDAK</i> IN SUNDA LANGUAGE LEARNING (Yanti Rut Susanti)	302-309
STUDY OF REPORTING ON SCHOOL PRINCIPLES CORRUPTION CASES IN THE INDONESIAN TIMES MEDIA: THEO VAN LEEUWEN'S (Yayu Agustiani)	310-320
NEUROSCIENCE-BASED LEARNING STRATEGIES FOR LEARNING MOTIVATION IN COURSES LEARNING EVALUATION (Yeni Rostikawati, Mekar Ismayani, Alfa Mitri Suhara)	321-331
UTILIZATION OF MOBILE LEARNING MEDIA IN LITERATURE BROWSING MATERIALS TO IMPROVE STUDENT ESSAY WRITING SKILLS (Sary Sukawati, Riana Dwi Lestari)	332-343
DEVELOPMENT OF DIGITAL-BASED MEDIA FOR THE LEARNING OF INDONESIAN LANGUAGE AND LITERATURE (Yufi Safwan Fajar)	344-352
THE ROLE OF LITERACY IN DEVELOPING CRITICAL THINKING ABILITY IN DIGITAL ERA (Yuliana Ana Awa)	353-360
STRATEGIES AND THE ROLE OF TEACHERS IN SHAPING CHARACTER EDUCATION IN SCHOOL-AGE CHILDREN IN AN EDUCATIONAL ENVIRONMENT (Yuyun Yuliana, Annisa Herayani, Nuryuliasih)	361-371
ANALYSIS OF STUDENTS' ABILITY TO PLAN THE LEARNING OF INDONESIAN JUNIOR HIGH SCHOOL (Iko Agustina Boangmanalu, Ernie Bertha Nababan)	372-385
INVESTIGATION FOSSILIZATION AND INTERLANGUAGE LINGUISTICS CLASSROOM STUDENTS 2021 AT STATE-OWNED TEACHER COLLEGE, IN YOGYAKARTA (Ratri Prafitrasari, Ashadi Ashadi)	386-398
APPLICATION OF THE DEMONSTRATION METHOD IN LEARNING TO WRITE COMPLEX PROCEDURE TEXT BASED ON THE GENRE BASIC APPROACH (Abdul Azis, Aswati Asri, Andi Fatimah Yunus)	399-415
IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) TOWARDS INDONESIAN LANGUAGE LEARNING Dina Fitria Handayani ¹ , Annisa Mutia Rahmah ²	416-426

<i>DUA WAJAH IBU</i> BY GUNTUR ALAM: DESCRIPTION OF THE HEART OF A MOTHER BASED ON THE ANALYSIS OF SEMANTIC PHILOSOPHY THEORY OF MICHAEL RIFFATERRE (Abdul Azis, Abd. Rahim)	427-441
CRITICAL DISCOURSE ANALYSIS BUILDS CHARACTER EDUCATION BASED ON PANCASILA IDEOLOGY THROUGH THE PERSPECTIVE OF MICHAEL FOUCAULT IN THE INDEPENDENT CURRICULUM (Sena Junjunan)	442-450
REPRESENTATION OF POLITICAL FLASH IN TAUFIQ ISMAIL POETRY (NORMAN FAIRCLOUGH CRITICAL DISCOURSE ANALYSIS) (Enung Nurhayati, Yoga Gandara Mulyana)	451-461

REGIONAL ASPECT OF MULTILINGUALISM: REVAMPING PROGRESS TOWARDS SDG

Marina Krivenkaya

Moscow Pedagogical State University, Moscow, Russian Federation
a.krivenkaya@mpgu.su

Abstract

The peculiarities of the implementation at the regional level of the pan-European concept of multilingualism take into account the different forms and degree of conjugation of cultures that take shape between nations in a certain territory. The current vector of its development designated by the call "Learn the language of the neighbor" has the goal of taking into account the national specifics and the historical experience of intercultural interaction of peoples living in borderland conditions. This is of particular importance in connection with the ongoing revamping progress towards Sustainable Development Goals (SDG). The author's conclusion on the transformation of the concept of multilingualism is based on an analysis of the Council of Europe's regulatory framework on language policy issues, with an emphasis on the linguo-culturological aspect and features of a cognitive-linguistic approach to the problems of cultural frontier.

Keywords: multilingualism concept, SDG, linguistic repertoire, intercultural communication, cultural frontier

Abstrak

Kekhasan penerapan konsep multibahasa pan-Eropa di tingkat regional memperhatikan perbedaan bentuk dan tingkat konjugasi budaya yang terbentuk antar bangsa di suatu wilayah tertentu. Vektor perkembangannya saat ini yang ditunjuk oleh seruan "Pelajari bahasa tetangga" bertujuan untuk mempertimbangkan kekhasan nasional dan pengalaman sejarah interaksi antar budaya masyarakat yang tinggal di kondisi perbatasan. Hal ini sangat penting sehubungan dengan kemajuan pembenahan yang sedang berlangsung menuju Tujuan Pembangunan Berkelanjutan (SDG). Kesimpulan penulis tentang transformasi konsep multibahasa didasarkan pada analisis kerangka peraturan Dewan Eropa tentang masalah kebijakan bahasa, dengan penekanan pada aspek linguo-kulturalis dan ciri-ciri pendekatan linguistik kognitif terhadap masalah perbatasan budaya.

Kata kunci: konsep multibahasa, SDG, repertoar linguistik, komunikasi antarbudaya, perbatasan budaya

INTRODUCTION

Understanding and speaking a neighbor's language is a basic condition for the existence of different ethnic groups, nations and peoples living in neighboring territories. This is the conclusion reached by the experts of the Language Policy Department of the Council of Europe at the next round of transformation of the concept of multilingualism, according to which the peoples living in the European Union develop. This condition is also important for Indonesia, where there are a large number of ethnic groups and each speaks its own language. The search for practical solutions that could be a worthy response to the call "Learn your neighbor's language" is largely due to the development of the very notion of frontier, the increased interest of researchers in the field of intercultural interaction, regional features of cultural frontier, and cognitive frontier studies. The

concept of multilingualism began with the rationality of bilingualism of European citizens even before the official emergence of the European Union. At the conference "Language Learning in Europe; the Challenge of Diversity" (1988, Strasbourg) the Council of Europe justified a need to develop a project that would include the development of bilingual education. The initiative ended up with elaborating the project, entitled "Language Learning for European Citizenship, 1990-1997" (Trim (2005), 34-38). After the Maastricht Treaty entered into force in 1993 (Consolidated version of the Treaty on European Union (2012)).

Already in the mid-90s, the recommendations of the European Commission showed a tendency to increase the linguistic possibilities of Europeans. Thus, one of the goals proclaimed in the 1995 White Paper on Education was to master the three languages of the Community (White Paper on Teaching and Training... (1995), 44-46). This meant that, irrespective of the chosen specialty, every European was recommended to know at least two more European languages in addition to his or her native one.

By the beginning of the 21st century, the work of the Council of Europe experts led to the creation of the System of language proficiency levels and, as a consequence, to the development of the Common European educational standards. Along with standards, the Council of Europe considered the "Common European Framework of Reference for Languages: learning, teaching, and assessments" (CEFR) as a necessary condition for the successful implementation of the proclaimed policy of linguistic and cultural diversity (Common European Framework... (2001)).

The competitions actualized, on the one hand, the global cultural context of the functioning of languages and, on the other hand, emphasized the communicative-personal component of the common European language policy. It was noted that the concept of multilingualism is aimed at "the positive development of the individual and his/her identity as a result of the acquisition of new linguistic and cultural experiences" (ibid, 1). The developers of the concept explained that multilingualism is not a plurality of languages, which can be understood as knowledge of several languages or the coexistence of several languages in a given society. The goal of language education is not to learn more languages and "keep" them apart from each other, but to form communicative competence on the basis of all knowledge and skills of language experience, where languages are interconnected and interact. The goal of language education is "to develop a linguistic repertoire where there is room for all linguistic skills" (ibid, 4).

In the years that followed, the program's competency framework was developed and teaching kits were produced to help teachers and developers of curricula, courses, and

exam materials that emphasized the intercultural dimension of language learning and proficiency. One of the most popular so far is the 2002 practical guide "Developing the Intercultural Dimension in Language Teaching" (Byram et al. (2002)). A popular example of the translation of the relevant understanding of language education is the training package "Tolerance through Languages (lessons in intercultural communication)" (Tolerance through Languages... (2010)) that was published in 2010 with the support of the Council of Europe and UNESCO.

The completion of this stage of the practical implementation of the concept of multilingualism was the introduction by the Council of Europe of the European Language Portfolio (ELP), consisting of a language passport, a language biography and a dossier, which soon became universally accepted in European countries. Thus, in the first decade of the 21st century, instruments were developed to implement the concept of European multilingualism, a mechanism was launched for Europeans to acquire "practical" multilingualism in the version of compulsory study of two languages and recommended study of three languages, without specifying preferences in the choice of language. The specification of this issue was clarified as the contradictory nature of integration trends in the European Union and the migration crisis of the second decade of this century manifested itself.

METHOD

The implementation at the regional level of the concept of multilingualism is the issue of both the practical need for interaction between multilingual groups and theoretical reflection on the regional specificities of cultural frontiers. The author undertakes the overview on the basis of official documents which enshrine the principles of the concept of multilingualism, textbooks which demonstrate the implementation of these principles, and conclusions of experts and politicians which show the transformation of language policy worldwide in connection with the movement towards the achievement of the SDGs.

RESULT AND DISCUSSION

In the new century, an area steadily in the focus of the Council of Europe is also the right of minorities to the official use of their native language (a regional or minority language) and, most importantly, the right to receive education in their native language. After the document known today as the European Charter for Regional or Minority Languages (ECRML) (adopted in the form of a Convention and opened for signature in November 1992 by the Committee of Ministers) and the adoption in 2005 of the

Declaration by the Council of Europe Ministers of Culture on the Council of Europe Strategy on Intercultural Dialogue, an important step was the publishing of the White Paper on Intercultural Dialogue under the motto "Living Together in Equal Dignity" (approved at the 118th session of the Committee of Ministers for Foreign Affairs of the Council of Europe member states in November 2005). The White Paper was the result of extensive three years of work and extensive consultations with representatives of various local and regional authorities, religious communities, immigrant and cultural communities, and other non-governmental and international organizations.

According to the document, the cultural diversity of contemporary societies should be recognized as a given. At the same time, the White Paper consultations suggested that a transition from multiculturalism to the recognition of the existence of cultural diversity is necessary. Hence, the crucial factor for integration, intercultural communication and social cohesion – the dialogue on the basis of equal dignity and shared values. The paper noted that "ethnic, cultural, religious and linguistic traditions cannot be a basis for preventing individuals from exercising fundamental rights or participating in public life (White Paper on Teaching and Training... (1995), 21).

The focus on the question of which languages Europeans should learn and how this relates to respect for regional languages in the context of the changing geopolitical environment of the region became more pronounced between 2007 and 2013 and is linked to the initiatives taken by the European Commissioner for Multilingualism, Leonard Orban.

As a supporter of the large project "Languages without borders" of the Goethe Institut and dealing with the effective functioning of interpretation and translation services in twenty-three official languages in the European Union, he drew attention to the practical functioning of the EU multilingual language policy in the border areas and in the countries that are on the perimeter of the European Union. In particular, every EU citizen is recommended to learn another European language in addition to his or her native language and English. Especially valuable is the observation that learning a second foreign language at school is done in order to get acquainted with the culture of neighbors (Orban (2006), 6-7). The recommendation to learn a second language did not only apply to the languages of the European Union. The Lifelong Learning Program, launched in 2007, also included the languages of "the EU's main trading partners". Chinese, Japanese, Arabic, Turkish, Russian were included among the promising languages for learning (ibid, 7-8).

EU policy, according to L. Orban, must adapt to the national and regional situation and, if it is necessary to "go local" in order to succeed, it must be done (ibid, 8-9). Orban's

call for "going local" has not been concretized in later years in any unified practice, but its main goal – understanding through learning the local language – is recognized as necessary. In particular, it is included in the content of the curricula on "Global understanding" in European universities. In L. Orban's interpretation the European language portfolio, aimed at promoting the learning of foreign languages, in particular a person's native language plus the other two, should also become an effective tool to ensure the mobility of a worker and the competitiveness of business (ibid, 5-6).

With the onset of the migration crisis, the situation in the field of language teaching in Europe has begun to show both its strengths and its weaknesses more vividly. Unfortunately, both the value-cultural and the economic-pragmatic directions of Europe's language policy reforms, begun at the beginning of the century, are being criticized.

Undoubtedly, it is up to states to determine which languages will be supported and to what extent they will be protected. So far, an overwhelming number of states continue to use, in accordance with the European Charter for Regional or Minority Languages, the wording "historical minorities who have lived on the territory of a state for centuries" (European Charter for Regional or Minority Languages (1998)). However, under this approach, according to Article 1 of the Charter, the category of regional or minority languages does not include the dialects of the state language of the country and the languages of migrants. Moreover, today, with the growing migration crisis, especially in countries experiencing large and diverse migration flows, this approach already requires certain adjustments and transformations. It has become clear that, against the background of the migration crisis, the situation in the field of language teaching in Europe has shown both its strengths and weaknesses more vividly. Consequently, both areas of European language policy reform – the value-cultural one and the economic-pragmatic one – now require improvement.

In an interview entitled "It is necessary to study the language of your neighbors," published on the official portal of the Russian World Foundation, the famous German linguist, Professor Jürgen Trabant, using the example of German language policy, outlined the contradictions of the current pan-European trends (Trabant (2012)). The scholar complains that in the prestigious areas of the media environment, even German is losing its position to English, and multinational corporations do not hire people who do not speak English.

Thus, not only purely linguistic considerations, but also philosophical and political factors play a role in this issue. Therefore, according to the prominent European philosopher of the day, Professor Jan Sokol (Mezinárodní conference... (2013)), language

should be seen not only as a means of identity formation, but also as a political tool. In his public speeches, Jan Sokol stresses the exceptional usefulness, rationality and foresight of studying the languages of neighbors. At the same time, he draws attention to the advisability of studying the languages of the Slavic peoples of Europe.

In fact, the superiority of some languages over others, especially when the latter are the languages of peoples who are historically neighboring, is a dangerous syndrome, a reminder of the rapid penetration of extremist ideas. Therefore, specialized agencies of the UN system, in particular UNESCO, are increasingly calling for equal treatment of the cultural and civilizational and practical value of the so-called "main" and "minor" languages (Mother tongue plus two... (2018)). It is no coincidence that the period between 2022 and 2032 proclaimed by the UN General Assembly as the International Decade of Indigenous Languages, and the events held around the world in the framework of this decade show the intention to use the potential of regional and minority languages more actively, to take into account the historical experience of their speakers in preserving their cultural and linguistic identity.

The experience of peoples living in the crossroads of cultural environments is extremely important in this regard. The variants of inter-linguistic interaction of the frontier, which give us examples of regional peculiarities of cultural and linguistic communication of European peoples, can serve as a guide for the further development of the concept of multilingualism. For example, the emphasized ethno-cultural and linguistic dissociation of the Basques in Spain or the Welsh in Great Britain differs from the experience of historical linguistic and ethno-cultural interaction between Slavs (Serbs, Croats, Montenegrins) and Italians (and partly Austrians) in Istria or, on the other hand, Italians and Germans in Tyrol. The first examples characterize the relations of cultural and linguistic interaction between ethnic groups within a single state, the second, the emergence of specific territories of cross-border linguistic and cultural interaction, where regional affiliation sometimes becomes more important than ethnic affiliation. The borders of the states in these areas have shifted quite often throughout history, and the peoples have developed their own cultural "cross-border" code of interaction. This is also reflected in the languages they speak – a kind of "mix and match" against the background of natural multilingualism (Krivenkaya (2018, 362-363).

The experience of Indonesia in this regard is also extremely important. It is known that Indonesia, with about 10% of the world's languages, is the second most linguistically diverse country in the world. Therefore, intercultural interaction between different territorial groups, and even more so in the context of their borderland, is of great interest

for language policy in the country. It is no coincidence that teaching local languages as school subjects is part of the national educational program.

Bilingual or multilingual regional toponymy, which is found in different places around the world, but most often in areas of historical neighborhood, reflects the peculiarities of intercultural interaction of peoples in the conditions of cultural borderland. It may be a variant of the separation of languages when they are used together, or it may be their penetration into each other and the birth of a special frontier language, which cannot be learned without living in these territories.

CONCLUSION

The development of the concept of multilingualism in the 21st century follows, on the one hand, the expansion of the linguistic competencies of the inhabitants of a common global and regional space, and, on the other hand, the emphasis on the urgent need to preserve real cultural and linguistic diversity. The development vectors of both trends are shaped in full accordance with the challenges of the global world – including the pandemic years, the geopolitical changes of the decade under review, and the revision of the pace of achieving the SDGs.

In the context of global turbulence that touches the humanitarian sphere as well, the unique experience of those countries where natural multilingualism is not only the consequence of territorial diversity with a pronounced regional frontier, but also the consequence of centuries of cohabitation, when languages are preserved through mutual enrichment, becomes especially relevant. This experience is certainly worthy to be taken into account in determining the further vector of the transformation of the concept of multilingualism.

REFERENCES

- Trim, J. (2005). Modern Languages in the Council of Europe 1954-1997. International co-operation in support of lifelong language learning for effective communication, mutual cultural enrichment and democratic citizenship in Europe. Language Policy Division, Council of Europe, Strasbourg. <https://rm.coe.int/modern-languages-in-the-council-of-europe-1954-1997-international-co-o/1680886eae>.
- Consolidated version of the Treaty on European Union. (2012). 2012/C 326/01. https://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506-fd71826e6da6.0023.02/DOC_1&format=PDF.
- White Paper on Intercultural Dialogue. "Living Together As Equals in Dignity" (2008). http://int/t/dg4/intercultural/whitepaper_EN.asp.

- Common European Framework of Reference for Languages: learning, teaching, assessments. (2001). Council of Europe. Strasbourg. Cambridge: Cambridge University Press.
- Byram, M., Gribkova, B., Starkey, H. (2002). Developing the Intercultural Dimension in Language Teaching. A practical introduction for teachers. Language Policy Division, Council of Europe. Strasbourg. <https://rm.coe.int/16802fc1c3>.
- Tolerance through languages (уроки межкультурного общения): Student's Book. (2010). Moscow: Center for the Book Rudomino.
- Orban, L. (2006). Introductory statement – European Parliament Hearing. http://europarl.europa.eu/hearings/commission/2006_enlarg/speeches/speech_orban_en.pdf.
- European Charter for Regional or Minority Languages, (ETS No. 148), entered into force January 3. (1998). <http://hrlibrary.umn.edu/euro/ets148.html>
- Trabant, J. (2012). It's necessary to learn the language of your neighbors. <http://pm.pф/en/publications/140326/>.
- Mezinárodní konference a VII. mezinárodní vědecko-praktický seminář „Mnohojazyčnost a mezi kulturní komunikace: výzvy XXI. století“ v RSVK v Praze. (2013). <http://rsvk.cz/blog/2013/10/11/mezhdunarodnaya-konferentsiya-mnogoyazychie-i-mezhkulturnaya-kommunikatsiya-vyzovy-xxi-veka-v-rtsnk-v-prage/>.
- Mother tongue plus two: recommendation on language learning for all EU member states. (2018). <https://obessu.org/resources/news/mother-tongue-plus-two-recommendation-on-language-learning-for-all-eu-member-states/>.
- Krivenkaya, M. (2018). Borderline of "intercultural dialogue" in translation and reality. "Russistics and Modernity." Ed. Irina Pavlovna Lysakova, Saint-Peterbourg: Severnaya Zvezda. 2. pp. 359-365. (in Russian).

ASSISTING JAPANESE BRAZILIANS' ADAPTATION IN JAPANESE SOCIETY

Kanakubo Noriko

Tsukuba Gakuin University

kanakubo@tsukuba-g.ac.jp

kanakubonoriko@gmail.com

Abstract

Over the course of many years, Japan has come to find itself teeming with long-term residents of diverse national backgrounds. One group that stands out is the Japanese Brazilian community. The focus of this research undertaking is on Japanese Brazilians living in a provincial city. Their numbers, which increased following the revision of the Immigration Control and Refugee Recognition Act, and their successful integration into Japanese society require considerable concern. Through interviews with Japanese Brazilians using the life-story research method, it can be ascertained that interviewees are leading a generally trouble-free life after staying in Japan for a long period of time. There are cases in which interviewees, although lacking in Japanese proficiency, build strong bonds with their family members and Japanese acquaintances to solve life-related problems. Another point common to many interviewees is that they are highly conscious of their children's education and still very eager to understand the Japanese language to improve their own situations. Specialists in Japanese language learning and local governments are working extensively to construct a framework for Japanese language education in local communities. From the point of view of societal welfare, it is essential that access to Japanese language support be maintained for Japanese Brazilians to ensure harmonious acclimation.

Keywords: Japanese Brazilians, Life-Story Research Method, Interviews

Abstrak

Selama bertahun-tahun, Jepang telah menemukan dirinya penuh dengan penduduk jangka panjang dari berbagai latar belakang negara. Salah satu kelompok yang menonjol adalah masyarakat Jepang-Brasil. Fokus dari penelitian ini adalah pada orang Jepang Brasil yang tinggal di kota provinsi. Jumlah mereka, yang meningkat setelah revisi Undang-Undang Kontrol Imigrasi dan Pengakuan Pengungsi, dan keberhasilan integrasi mereka ke dalam masyarakat Jepang memerlukan perhatian yang cukup besar. Melalui wawancara dengan orang Jepang Brazil menggunakan metode penelitian kisah hidup, dapat dipastikan bahwa orang yang diwawancarai menjalani kehidupan yang umumnya bebas masalah setelah tinggal di Jepang dalam jangka waktu yang lama. Ada kasus di mana orang yang diwawancarai, meskipun kurang menguasai bahasa Jepang, membangun ikatan yang kuat dengan anggota keluarga dan kenalan Jepang mereka untuk memecahkan masalah yang berkaitan dengan kehidupan. Poin lain yang umum bagi banyak orang yang diwawancarai adalah bahwa mereka sangat sadar akan pendidikan anak-anak mereka dan masih sangat ingin memahami bahasa Jepang untuk memperbaiki situasi mereka sendiri. Spesialis dalam pembelajaran bahasa Jepang dan pemerintah daerah bekerja secara ekstensif untuk membangun kerangka kerja pendidikan bahasa Jepang di komunitas lokal. Dari sudut pandang kesejahteraan masyarakat, akses ke dukungan bahasa Jepang harus dipertahankan bagi orang Jepang-Brasil untuk memastikan aklimatisasi yang harmonis.

Kata Kunci: Orang Brasil Jepang, Metode Penelitian Kisah Hidup, Wawancara

INTRODUCTION

Japanese Brazilians are focused on this study to see what is going on among foreigners who live in Japanese society long and medium term.

The action of the local government toward the Japanese language assisting system for foreigners is very active these days. It is heavily influenced by government actions. The

Japanese government gave effect to the new law, called the Act on Promotion of Japanese Language Education (Act No. 48 of 2019). The purpose of the law is to provide direction, especially with regard to Japanese language education in Japan. In particular, the fact that local governments, such as prefectures and cities, are now obligated to improve their Japanese-language assisting systems is groundbreaking. In Ibaraki Prefecture, which is located in the northern part of the Kanto region, centered on Tokyo, and has the 10th largest foreign resident population in Japan, the movement is also very active.

With the increasing trend of foreign residents living in Japan for longer periods, it is meaningful to know how foreign residents who have lived in Japan for a long time have lived their lives. Since the 1990s, the number of Japanese-Brazilians has been increasing rapidly in various parts of Japan, and some have already been living in Japan for nearly 30 years. I believe that by learning about their lives, I can make effective proposals for Japanese language assistance in the local area.

METHODS

The purpose of this study is how Japanese Brazilians in Japan solve their daily problems and small tasks with or without Japanese. And a further objective is to understand what Japanese-Brazilians value in their daily lives and what kind of networks they have built with the people around them. To achieve this objective, the life story method is chosen. The unique features of the method can be summarized, there is an interaction between the listener and the teller, “it is the place created by the narrator and the listener that gives birth to the narrator's narrative (KANO(2021, P.94) There are many studies of Japanese Brazilians using life story methods. This study belongs to that stream.

The dates and conditions under which the interviews were conducted were as in Table 1.

Table 1. Interviews with two Japanese Brazilians

collaborators name[※]	Date of Interviews and time length	Other conditions
Ms.WATNABE	July 24, August 11, 2021 (each 1.5hours)	Face to face, Online Semi-structured interviews Recording voice
Ms.MONTEIRO	August 10, Sep.22, 2022 (each 1.5 hours)	Face to face, with a translator Semi-structured interviews Recording voice

※ The collaborator's name is a pseudonym.
The background of the collaborators is also shown as follows.
<Ms. WATANABE>

- 3rd generation of JB, 50s
- Family: a husband, a son
- Experienced many occupations
- Came to Japan in 1992
- Living in Ibaraki prefecture
- Having high Japanese-language ability

<Ms. MONTEIRO>

- The 3rd generation's wife, 60s
- Family : a husband, an independent son
- Worked mostly as a temp, in factories, etc.
- Came to Japan in 1995
- Living in Ibaraki prefecture
- Not enough Japanese proficiency

RESULT AND DISCUSSION

This proceedings presents some of the interview results

1) Ms. WATANABE's life story

It was not from the beginning, but she was able to take advantage of her high Japanese language skills and as she gained experience, she moved on to the next phase of her career. She now has a job at a public institution assisting Japanese-Brazilians living there with their daily lives and procedures. What caught my attention was the reason why she did not move, while many Japanese Brazilians descend to Japan in search of better jobs. Some of the statements she made related to this point include the following.

2010nen ni kennai de hikkoshita no.Demo kodomo mo sugoku ochitsuite gakkō ni iku koto ga dekiteita no ne.

(We moved our house inside Ibaraki prefecture in 2010, my son was in the 1st grade in an elementary school, he didn't have any trouble and was able to spend good days there.)

2011 nen no jishin no toki ni doshimasho tteiuono ato n desu kedo, sono manma de ikimasho tteiu koto ni natte. Mainasu ni kangaenai tteiuuka, ochiko anai de hutsu no seikatsu o shite ikimasho tteiu koto o kangae mashita.

(We had some questions about what to do after the earthquake in 2011, but we decided to go on as we were. We decided not to think negatively, or rather, not to be depressed, but to live a normal life.)

Her remarks indicate that she feels great relief that her son can go to school calmly and that her family can go about their daily lives without major problems. While gaining experience as an interpreter and knowledge about Japan and the Japanese system, he realized that the disadvantages of not knowing about them were great, and at the same time, he often felt sorry for other Japanese-Brazilians who were losing out because they did not know anything about them.

2) Ms. MONTEIRO's life story

Ms. MONTEIRO came with her son (10 years olds), besides her husband came earlier. At the beginning, she couldn't speak any Japanese. She didn't move out to Ibaraki, either.

Watashi maiban chotto hima, hiragana katakana chotto chotto benkyou suru.
Hanasu dekinai yo demo shigoto dekiru. (Ms. MONTEIRO's words)
(I have a little free time every night. I study hiragana, katakana, a little bit.
I can't talk. But I can work.)

Achikochi tenten to shinakatta no wa kodomo ga 5nensei no toki ni kita node gakkou no koto mo atte, tenten to shite itara kodomo no kyoiku nimo eikyo ga deru n janaika to. Kazoku to ite kodomo no kyoiku o mein ni suru tte iu no wa soiu koto. Sukoshi no okane no ii warui wa ki ni shinai. (Translate Mr. MONTEIRO's Portuguese into Japanese)
(The reason I didn't move from place to place was because my child was in the 5th grade, and I thought that moving from one place to another would affect his education. That's what I meant by staying with my family and focusing on my children's education. I don't care if a little money is good or bad.

Her remarks indicate that although she is eager to learn Japanese, she can realistically work without Japanese language skills and has prioritized education for her children. She has grandchildren. She also told us that her grandson can only speak Japanese, and that he is still eager to learn Japanese. She also mentioned many times that she would like to continue to live in Japan for a long time, as she is now able to continue working and live peacefully.

One common thread that emerges from certain parts of their interviews is their prioritization of their children's education. One can imagine that behind this is a vague anxiety about Japanese schools, which they has never experienced themselves. The strong intention to continue to live in Japan peacefully was also observed in common by both groups. Due to differences in fluency in Japanese, there were significant differences between the two persons in terms of the relationship between the Japanese language and their work.

CONCLUSION

I would like to summarize the findings from my interviews with them from the perspective of the construction Japanese assistant system in the local area. Still in Japan, there is no regular system for foreign residents to assist their Japanese learning. It depended on the local government. For example, there are 60 volunteer groups in Ibaraki Prefecture that support Japanese language learning (shown in IIA HP), but they are established in different ways.

Japanese language education for foreigners who have just arrived in Japan tends to be coordinated, but in fact, considering the current situation where the number of foreigners residing in Japan in the mid- to long-term is increasing, it is important to create an environment where they can start learning at any stage of their lives. Furthermore, it is desirable to create a system that is easy to access no matter which area they live in. Considering the positive aspects of the differences in Japanese language ability and experience in Japan, it is one idea to publicly consider a system in which senior Japanese-Brazilians help their juniors and, moreover, senior foreign residents help their juniors. There is no reason to limit the people in charge of the Japanese language support system in a community to native Japanese speakers. Finally, I would like to convey to the many people involved the fact that our interview collaborators place great importance on a peaceful life in Japan.

REFERENCE

- Ibaraki International Association (in Japanese) Japanese language volunteer group in Ibaraki prefecture <https://www.ia-ibaraki.or.jp/consultation/japanese-school/> (Accessed 2022-11-25).
- Immigration Control and Refugee Recognition Act (in English) <https://www.japaneselawtranslation.go.jp/ja/laws/view/3624> (Accessed 2022-11-27) Act on Promotion of Japanese Language Education (in Japanese) https://www.bunka.go.jp/seisaku/bunka_gyosei/shokan_horei/other/suishin_houritsu/index.html (Accessed 2022-11-25).
- Kano Msami(2021), "Iminkazoku no gengo kadai o kangaeru: aru zainichi Nikkei burajiru-jin 2sei no raihuhisutori-kara " Waseda studies in Japanese language education 30: 89-108.

EXPRESSIVE SPEECH ACTS MEAN DYSPHEMISMS IN THE DISCUSSION SHOW ON TELEVISION

Reka Yuda Mahardika¹, Mimin Sahmini², Redzuan bin Abdul Aziz³

^{1,2}IKIP Siliwangi

³Showme Eduwav Berhad, Malaysia

¹ rekayuda@ikipsiliwangi.co.id, ² miminsahmni@ikipsiliwangi.co.id, ³ redzuan2010@gmail.com

Abstract

This research is motivated by several educated figures who convey expressive speech acts using dysphemism in several discussion programs on television. Based on this background, the purpose of this research is to explain how expressive speech acts are represented using dysphemistic language spoken by these learned figures. This study uses a qualitative approach with the theory of speech acts expressed by Brown and Levinson and politeness in Leech's language. Based on the results of the analysis it was found that expressive speech acts with dysphemism were spoken by the debate participants when the discussion turned into a hot debate. The speech act is expressed in sarcasm which violates the maxim of appreciation. Such unethical expressive speech acts have the potential to tarnish the face of the debate opponent and damage the integrity of the speaker himself.

Keywords: Expressive Speech Acts, Ethics, Dysphemism, Politeness Maxims

Abstrak

Penelitian ini dilatarbelakangi oleh beberapa tokoh terpelajar yang menuturkan tindak tutur ekspresif dengan bahasa disfemisme dalam beberapa acara diskusi di televisi. Berdasarkan latar belakang tersebut, tujuan penelitian ini adalah untuk menjelaskan bagaimana representasi tindak tutur ekspresif dengan bahasa disfemisme yang dituturkan para tokoh terpelajar tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan teori tindak tutur yang diutarakan Brown dan Levinson dan kesantunan berbahasa Leech. Berdasarkan hasil analisis ditemukan bahwa tindak tutur ekspresif dengan bahasa disfemisme dituturkan oleh para peserta debat ketika diskusi berubah menjadi perdebatan panas. Tindak tutur tersebut diekspresikan dengan bahasa sarkasme yang melanggar maksim penghargaan. Tindak tutur ekspresif yang tidak beretika tersebut berpotensi mencoreng muka lawan debat serta merusak integritas si penutur itu sendiri.

Kata Kunci: Tindak Tutur Ekspresif, Etika, Disfemisme, Maksim Kesantunan

INTRODUCTION

Discussion is a representation of language skills that must be mastered by educated people. Discussion participants must have competence and ethics when discussing. Zulfikar (2019) describes the ethics of discussion, namely the right intention, the ability to listen, the ability to speak clearly and calmly, have a strong scientific foundation, the ability to speak rhetorically, be fair, and be cooperative. These competencies are the basis that must always be mastered and trained to be applied in all kinds of discussion rooms. This is because, often the nuances of the discussion change to a heated debate, especially if the topic being conveyed is a sensitive matter. In that context, the integrity, manners, and

maturity of a debate participant will be seen. Not infrequently in debates the integrity of educated debate participants is damaged because they are seen as not having the competencies mentioned above. This is because the debate participants show their emotions which are represented by expressive speech acts which mean dysphemism.

In the context of the debate, vocabulary meaning dysphemism should not be spoken because it has a negative effect. Because in an atmosphere of debate, especially when it's hot, ejecting vocabulary that means dysphemism means showing anger and annoyance which can destroy the integrity of the debate participants and audience. This according to Allan & Burridge (1991) occurs because the meaningful vocabulary of dysphemism is the use of language with negative connotations that hurts or disturbs the person being spoken to, being spoken to, and those who are listening. In a debate the participants should be able to communicate in polite language. The goal, according to Jayanti (2019), is for each of them to be able to maintain a positive face with one another.

Debates in public spaces in respectable events on television ideally prioritize scientific and ethical competence. This is because the debate in that context was followed by educated figures and watched by audiences on a massive scale. However, in fact, some educated figures have shown the opposite. They argue without regard to competence and ethics. As a result, they utter vocabulary meaning dysphemism and are trapped in the error of thinking in *argumentum ad hominem*, namely by attacking citizenship status, political affiliation, race, and other things other than the ideas being discussed (Srimayasandy, 2021).

Debates in a television program fall into the category of speech acts. According to Rohmadi (2004) speech acts are speech acts between two or more people that occur in certain speech situations. The speech situation referred to in this study is contained in a debate that occurred in a formal event on several television stations. Meanwhile, hot debates using language with a meaning of dysphemism are included in expressive illocutionary speech acts. Expressive illocutionary types can be defined as speech acts involving feelings and attitudes (Suyono, 1990). Another opinion was put forward by Dardjowidjojo (2005) who explained that expressive speech acts are used to express psychological states such as gratitude, condolences, congratulations, including swearing. Based on the explanation above, debate with dysphemism is included in expressive speech acts because it is expressed to show the expressions of the debaters.

Research on speech acts is an interesting thing to study. There are previous studies that examine this matter, including Kuncara (2013) which examines "Directive Speech Act Translation Analysis in Novels *The Godfather* and Its Translation in Indonesian" which derives its findings from eight directive illocutionary functions: commanding, suggesting, requesting, pleading, forbidding, advising, persuading, and soliciting. Ariyanti (2017) who conducted a study entitled "Humanist Expressive Speech Acts in Learning Interactions at SMA Negeri 1 Batang: Class Discourse Analysis". His research found that the form of direct speech in the imperative mode tends to be spoken more often in the aspect of observing. The function of humanist expressive speech acts tends to be used to criticize or suggest. Humanist expressive speech acts have the characteristics of considering and paying attention to the social context, interactional context, and individual agency. Then Murti (2018) who researched "Expressive Speech Acts in the Film of Honor Behind the Veil of Director Tya Subiakto Satrio". The results of this study indicate that expressive speech acts in the film *Kehoronan di Balik Kehoron* are composed of expressive speech acts in the form of: a) praising, b) thanking, c) saying sorry, d) happiness; and e) complain.

There is relatively much research on speech acts. However, this research has a different position from previous studies. This difference mainly lies in the focus of the study of expressive speech acts with meaning of dysphemism and language politeness violations spoken by learned figures and discussion events. Based on this focus, the purpose of this research is to explain the expressive speech acts with dysphemism which are spoken by educated figures in discussion programs on various television stations.

METHOD

The research used qualitative method with the research instrument itself (Sugiyono, 2017). The approach used is the theory of speech acts and language politeness (Brown and Levinson, 1987; Leech, 1993). The research data was taken from social media Youtube in the form of postings of discussion programs on several television stations which ended in debates with language that is dysphemistic. The speakers studied were debate participants who spoke language with dysphemism meaning. The data collection technique uses the note-taking technique, namely listening to the use of language and then taking notes on the research object (Sudaryanto, 2015). The research procedure is passed through the process of data collection, codification, processing, analysis, and conclusions (Anshori, 2018).

RESULT AND DISCUSSION

Discussion programs attended by educated figures in formal events on television stations should ideally be filled with good language and ethical competence. Even if the discussion turns into an arena for debate, ideally it should still be carried out with good language competence and ethics. Because good language and ethical competence shows good standards of intellect and integrity. However, in the conversational texts carried out by these educated figures, there are inappropriate language and ethical competencies.

Conversational Text 1

Context: Discussion on the topic of religion with sources from two well-educated figures. The first resource person was a lawyer (ES) and the second source was a person who is known to often give lectures related to religion (HK). Both are well-educated figures who are often invited to appear on various television shows. At first the discussion went smoothly and politely, then the tension increased and turned into a heated debate which was marked by the presence of language with a meaning of dysphemism.

ES: He can't think yet (1a). Thinking is being able to distinguish what is different equates to the same. That's thinking.

HK: Ana would like to answer that in Christianity it is called the trinity. Not like genetics. If in Islam there are 99 trinities if that's the case. That shows the nature of God.

ES: So this is stupid again. (1b)

HK: Well, later please. Don't fool people.

HK: Ana wants to teach you.

ES: Teach what? Are you stupid teach kite? You are crazy! (1c)

HK: Listen first!

ES: What scientific debate do you want? Using the Qur'an I answer the Qur'an! Use my logic, Jabanin. But you don't exist!

HK: But your Koran is wrong! (1d)

ES: What's wrong? I read that person wrong.

ES: Yes, the same! You dog! (1e)

Analysis

The debate started to heat up when ES answered HK with the sentence "He can't think yet" (1a). This answer violates the maxim of respect and sympathy which demeans

HK as if he does not yet have high intellectual standards so that he is considered unable to think. HK responds with a logical argument, but ES responds to the argument with a condescending sentence "Well, this is stupid again" (1b) which again violates the maxim of appreciation. The diction "stupid" spoken by ES is a language with a dysphemism meaning because lexically it means "not having knowledge". HK didn't accept ES's answer, who thought he couldn't think and was stupid, so HK protested and asked for time to "teach ES". Hearing HK say the diction "teaches", ES does not accept it because this diction can be interpreted as if HK has more knowledge than ES. ES then answered with sentence (1c) containing the diction of "stupid" and "crazy" sarcasm which clearly means dysphemism because it is swearing or insulting. In KBBI "idiot" means "very stupid" while "crazy" means "mental disorder". The heated debate reached a climax when ES swore at HK with a sentence of sarcasm that was not appropriate to say "your dog!" (1e).

The debate between ES and HK is an example of a debate that violates the maxim of sympathy and respect. Violation of these maxims is represented by choosing sarcasm vocabulary meaning dysphemism such as "stupid", "stupid", "crazy", and "your dog". The vocabulary is inappropriate to say because it can cause the face of the interlocutor to be smudged and cause anger. Even so, HK decided not to continue and chose to leave the discussion.

Conversational Text 2

Conversation Text 2 Context: RG and IS discussed in the Rosi talk show regarding demonstrations in the context of the pros and cons of extending the presidency.

RG: The right of people to speak is allowed. Why can't the right of people to speak to remove the president be allowed? Both are constitutional! Just talk! But all of you are banned, don't step down before your term of office! Why? Just talk too.

IS: Eh, there's nothing to stop it. This man is wrong (1a). Democracy says it's permissible for people to demonstrate. Nothing is wrong. Demonstrations are permissible, they are legal. If he said it was forbidden there wouldn't have been a demonstration yesterday. This is the stupid mindset I said (1b).

Analysis

Debates can take place well provided that each can respect each other by using polite language and good ethics. With this, Iman (Republika, 2010) said debate would be avoided

from long-winded conversations or responses that were slurring and inviting anger. Even though the ethics of debate has become general knowledge and guidelines learned in middle and high schools, some educated figures still argue in impolite and unethical language. Even though Iman (Republika, 2010) explained that dirty words should not be uttered in debates by educated figures who should set an example.

Is as the resource person as well as the people's representative conveyed the diction "dumb" which means "not smart" and "stupid" to RG. This expressive speech act with a sarcasm tone is not appropriate to be spoken in the mass media in a formal discussion room because it can scar the face of the person being addressed. This dysphemism-meaning speech can also undermine the integrity of IS because it will be known as an unethical representative of the people when debating. Because no matter how hot a debate is, an educated figure must still be able to control language and put ethics first. As stated by Goleman (2001) someone who has emotional intelligence will be able to recognize their own feelings and those of others, and be able to manage emotions well in themselves and in others.

Conversational Text 3

Context: a debate took place between a lawyer and members of the DPR regarding the Corruption Eradication Committee, which was considered to be no longer united.

S : Yes, why? This is what you defend!

M : Eh, I'm the accused!

S : That's precisely why I take responsibility for it!

M : eh, I don't respect you!

S : You're crazy! (1a)

(Debate)

R : Bung M, Bung S, yes, I want to say that there are students watching it.

M : yes. Don't show your stupidity. (1b)

R : You are a lawyer, you DPR have shown that we can argue in a civilized manners. So how can you show integrity if you don't even have the proper manners to speak.

Analysis

The word "crazy" spoken by S to M violates the maxim of sympathy and appreciation. This violation has the potential to tarnish M's face because crazy lexically

means "mental disorder" or "impaired memory". Accusing a debate opponent who has the status of a representative of the people as well as an educated figure with a sarcastic diction is certainly an insult. Moreover, the word was spoken in a talk show which was watched massively and also directly watched by students. In addition to humiliating the face of the debating opponent, this insult also undermines the integrity of the speaker who will be considered unethical and educated.

On the other hand, M responds to S's insults with language that is also sarcasm. He answered "Don't show your stupidity," which has the potential to tarnish S's face because he violated the maxim of respect because he thought the other person was showing his "stupidity". Accusing a lawyer with the diction "stupid" which in KBBI lexically means "does not understand quickly" can certainly tarnish his face.

Conversational Text 4

Context: Discussions took place between the director of a BUMN and members of the DPR relating to one thing. Members of the DPR were angry because they thought that the president director had not prepared the meeting materials in full.

AK : Yes, sir, it's good to go out. Because there's no point in meeting here (1a).

You are not playing games with this DPR. President Director: I'm not kidding sir.

AK : So you have to complete the meeting materials. It's really good that you are here. Who put you like this? Is it useless for a nara country like this to understand (1b)? President Director: I was invited to come.

AK : Damn you (1c)!

Analysis

A meaningful speech by AK to the president director (1a). This speech means that the president director's presence at the meeting is not useful because he does not prepare the meeting materials in full. The CEO considered AK not being serious in this meeting. The CEO then responded with an explanation that he was serious in this meeting. However, AK remained in his stance. AK thought the president director was not serious in the meeting because he did not prepare the meeting material completely. AK then said the cynical sentence again (1b) which means the CEO is not responsible for the state. The CEO responded to AK's accusations in neutral language. However, this time AK replied

with an expressive speech act of sarcasm meaning the dysphemism of "brazen!". Insolent diction will certainly tarnish the CEO's face because it has a negative connotation of "disrespectful".

Conversational Text 5

Context: Discussions took place between members of the DPR and students. Students think the DPR does not accept student aspirations.

Student : In this lawsuit there are still many problematic bills that we have asked not to pass. In essence, we gave a motion of no confidence to the DPR.

Student : gentlemen, as the DPR, do not accept our aspirations...

Student : It's a shame, we don't believe it. Today we declare a motion of no confidence in the Council of People's Traitors (1a).

Analysis

The utterance of expressive speech acts means dysphemism arises because students think that the DPR does not accept their aspirations. As representatives of the people, the DPR should ideally not pass bills that are considered problematic by the people. Because they were considered not aspirational, the student representatives finally called the DPR a council of traitors to the people. The diction of traitor has the meaning of sarcasm because lexically it means a person who is disloyal or untrustworthy. With these spoofed acronyms, students regard the DPR as traitors to the people.

Expressive speech acts with language with dysphemism are inappropriate for anyone to say. Moreover, by an educated figure in a formal context that is watched by a massive audience. Because ideally according to Sukanto (Amrozi, 2019) the higher a person's IQ should be the higher his intelligence. However, in discussions that end in heated debates, oftentimes an educated figure is even provoked by his emotions so that they consciously speak language that has a meaning of dysphemism that has the potential to tarnish the face of the opponent in the debate. The impact is not only that the face of the opponent in the debate will be tarnished, but also that his integrity as an educated figure will collapse because he is considered unable to hold back his emotions and is unethical. This fact shows that educated figures with good IQ do not always have good ethics.

An educated figure should not only be required to have IQ (cognitive) intelligence, but also must have emotional intelligence. According to Goleman (Kompas, 2022) people

who have emotional intelligence can be seen from their ability to hold back, empathize, and speak well. This happens because with emotional intelligence, people will have a high sense of introspection so they are not easily angry, selfish, hopeless, and always have a sense of openness (Amrozi, 2019). This is an obligation because educated figures who often appear in the mass media should have a great responsibility to strengthen their integrity as well as educate and provide good guidance to the public.

CONCLUSION

An educated figure should not only be required to have IQ (cognitive) intelligence, but also must have emotional intelligence. According to Goleman (Kompas, 2022) people who have emotional intelligence can be seen from their ability to hold back, empathize, and speak well. This happens because with emotional intelligence, people will have a high sense of introspection so they are not easily angry, selfish, hopeless, and always have a sense of openness (Amrozi, 2019). This is an obligation because educated figures who often appear in the mass media should have a great responsibility to strengthen their integrity as well as educate and provide good guidance to the public.

REFERENCE

- Amrozi, S.R. (2019). "Pemikiran Daniel Goleman dalam Bingkai Pembaharuan Pendidikan Islam di Indonesia". *Jurnal Al Adalah*. Doi: <https://doi.org/10.35719/>.
- Allan, Keith and Burridge, Kate. (1991). *Forbidden Words: Taboo and The Censoring of Language*. New York: Cambridge University Press.
- Ariyanti, L.D. dan Ida Zulaeha. (2017). "Tindak Tutur Ekspresif Humanis dalam Interaksi Pembelajaran di SMA Negeri 1 Batang: Analisis Wacana Kelas". *Seloka* .Vol 6 No 2 (2017). Doi: [10.15294/seloka.v6i2.17272](https://doi.org/10.15294/seloka.v6i2.17272).
- Anshori, Dadang. (2018). "Stigma Negatif Bahasa Korupsi dalam Pemberitaan Media Massa". *Litera*, Volume 17, Nomor 2, Juli 2018.
- Brown, Penelope dan Stephen C. Levinson. (1987). *Politeness: Some Universal in Language Usage*. Cambridge: University Of Cambridge Press.
- Dardjowidjojo, Soenjono. (2005). *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
- Goleman, Daniel. 1995. *Emotional Intelligence*. Terjemahan: Kecerdasan Emosional oleh PT Hermaya. Jakarta: Gramedia.

- Iman, Fauzul. (2010). *Etika Berdebat*. [Online]. Republika.co.id. Tersedia: <https://www.republika.co.id/berita/101963/etika-berdebat>.
- Kompas.com. (2022). *Mengenal Kecerdasan Emosional*. [Online]. Tersedia: <https://edukasi.kompas.com/read/2022/06/10/133201171/mengenalkecerdasan-emosional?page=all>.
- Kuncara dkk. (2013). “Analisis Terjemahan Tindak Tutur Direktif pada Novel *The Godfather* dan Terjemahannya dalam Bahasa Indonesia”. *TransLing Journal: Translation and Linguistics* Vol 1, No 1 (January 2013) pp 1-20. Tersedia: <http://jurnal.pasca.uns.ac.id>.
- Leech, Geoffrey. (1993). *Prinsip-prinsip Pragmatik*. Jakarta : Penerbit Universitas Indonesia (UI-Press).
- Murti, Sri. Dkk. (2018). “Tindak Tutur Ekspresif dalam Film *Kehormatan di Balik Kerudung* Sutradara Tya Subiako Satrio”. *Jurnal Silampari Bisa*. Doi: <https://doi.org/10.31540/silamparibisa.v1i1.7>.
- Rohmadi, Muhammad. (2004). *Pragmatik Teori dan Analisis*. Yogyakarta: Lingkar Media.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Srimayasandy, Syahyuni. (2021). “Kesesatan Logika Argumentasi pada Testimoni di Tayangan Televisi *Homeshopping*”. *Mediasi - Jurnal Kajian dan Terapan Media, Bahasa, Komunikasi* Vol. 2 No.2, Mei 2021.
- Suyono. (1990). *Pragmatik Dasar-dasar dan Pengajaran*. Malang: Yayasan Asih Asah Asuh Malang.
- Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana University.
- Zulfikar, Eko. (2019). “Etika Diskusi dalam Perspektif Al-Qur’an”. *Jurnal Studi Ilmu-Ilmu al-Qur’an dan Hadis* – ISSN: 1411-6855 (p); 2548-4737 (e), Vol. 20, No. 1 (Januari 2019), hlm. 1-23, Doi: 10.14421/qh.2019.2001-01

Sumber Youtube

- CNBC Indonesia. (2022). *Tegang! Detik-Detik Dirut Inalum Diusir Anggota Komisi VII*
- Kalam Kristus. (2022). *Full! Eggi sudjana vs habib kribo | perspektif-jt*
- Kompas TV. (2022). Talk Show ROSI. *Irma suryani VS Rocky Gerung Soal Pro Kontra Perpanjangan Masa Jabatan Presiden*.
- Kompas TV. (2017). Talk Show ROSI. *KPK Tak (Lagi) Kompak*.

CODE SWITCHING AND CODE MIXING IN NEWSPAPER HEADLINES

Ade Sugiawan¹, Agus Abdurrohim², Lestari Purwaningsih³

^{1,2,3} IKIP Siliwangi

¹ sugiawan81@gmail.com, ² ringgoagus1984@gmail.com, ³ lestaripurwaning120375@gmail.com

Abstract

The most important means of communication in the community is language. Therefore, language will never be separated from human life and is always there in every activity and life. The use of language in communication, apart from being determined by linguistic factors, is also determined by non-linguistic or non-language factors, including social factors which are influential factors in language use. Such a view is indeed quite reasonable because basically language is part of a social system. The study of language associated with social factors is a very interesting study. Code switching occurs with each language used still having its own autonomy, done consciously and intentionally for certain reasons. Code mixing is a main code or basic code used that has function and autonomy, while other codes involved in the use of the language are only fragments without function and autonomy as a code. The mass media is a means of communication to deliver messages and aspirations to the public. The emergence of mass media today is very influential on society. The mass media has touched almost every corner of life because of its reach to remote villages. Through the mass media, people can obtain additional knowledge or new information in a relatively short time. Mass media is a means to express or convey ideas.

Keywords: Code Switching, Code Mixing, Headlines of News

Abstrak

Sarana komunikasi yang paling penting pada masyarakat adalah bahasa. Oleh karena itu, bahasa tidak akan pernah lepas dari kehidupan manusia dan selalu ada dalam setiap aktivitas dan kehidupannya. Pemakaian bahasa dalam komunikasi, selain ditentukan oleh faktor-faktor linguistik juga ditentukan oleh faktor-faktor nonlinguistik atau di luar bahasa, antara lain faktor sosial merupakan faktor yang berpengaruh dalam penggunaan bahasa. Pandangan demikian memang cukup beralasan karena pada dasarnya bahasa adalah bagian dari suatu sistem sosial. Kajian tentang bahasa yang dihubungkan dengan faktor sosial merupakan suatu kajian yang sangat menarik. Alih kode terjadi dengan masing-masing bahasa yang digunakan masih memiliki otonomi masing-masing, dilakukan dengan sadar, dan disengaja karena sebab-sebab tertentu. Campur kode adalah sebuah kode utama atau kode dasar yang digunakan memiliki fungsi dan otonomi, sedangkan kode yang lain yang terlibat dalam penggunaan bahasa tersebut hanyalah berupa serpihan saja tanpa fungsi dan otonomi sebagai sebuah kode. Media massa merupakan sarana komunikasi penyampai pesan-pesan dan aspirasi kepada masyarakat. Munculnya media massa saat ini sangat berpengaruh terhadap masyarakat. Media massa telah menyentuh hampir setiap sudut kehidupan karena jangkauannya sampai ke pelosok desa. Melalui media massa, masyarakat dapat memperoleh tambahan ilmu pengetahuan atau informasi baru dalam waktu yang relatif singkat. Media massa merupakan sarana untuk mengungkapkan atau menyampaikan ide.

Kata Kunci: Alih Kode, Campur Kode, Judul Berita Utama

INTRODUCTION

Language is an arbitrary sound symbol system that is used by the community to work together, interact, and identify themselves (Kridalaksana, 1993:21). From this

explanation, it can be said that language must be systemic, in the form of symbols that we see and hear in symbols, as well as the language that is used by the community to communicate. Language is used by humans in all life activities. Thus, language is the most intrinsic thing in human life.

When viewed from the speaker's point of view, language functions as a personal, while from the listener's point of view it functions as a directive. When viewed in terms of speaker and listener contact, its function is to establish a relationship; seen from the topic of speech, serves as a tool to talk about an object; in terms of the code used, serves to talk about the language itself; while in terms of the mandate, it functions as a tool to convey ideas, thoughts, and feelings.

Language is a system, meaning that language is formed by a number of components that are patterned in a fixed and predictable manner. As a system, besides being systematic, language is also systemic. Systematically, language is arranged according to a certain pattern, not arranged randomly or haphazardly. Meanwhile, systemic means that the language system is not a single system, but rather consists of a subsystem, namely the phonology, morphology, syntax, and lexicon subsystems.

Sociolinguistics is a field of science that examines language in its use in society. A major focus in sociolinguistic research is on the relationship between languages and speech communities which include linguistic variations across social groups and across communicative situations. The sociolinguistic perspective allows researchers to document and measure the kinds of variations in language use and language behavior that were previously neglected. Sociolinguistics has revealed the existence of various types of language, which can be seen from the differences in the use of grammar, the way of pronunciation, or the choice of vocabulary. The same type of language can be different when used on different occasions, for example in formal, informal and semi-formal situations, both in spoken and written forms. In addition, there are various types of Indonesian that are utilized by different segments of the Indonesian speaking community, for example, urban, rural, educated and relatively uneducated people, various professions, related to gender, and speakers who are related to each other because of the same interests. Indonesian speakers also show a variety of repertoires (dialects/varieties) of their

language use. Sometimes speakers speak in one way and sometimes in another way, according to what is the intention and purpose for smooth communication.

Code switching can be understood as the ability of bilingual speakers to communicate in the two languages they master without experiencing difficulties. Bilingual speakers in language contact situations usually tend to use forms of language that can integrate the structures of the two languages they master. Code switching by bilingual speakers can also be studied as a reflection of the social structure and cognitive mechanisms that control code switching. Thus, from a linguistic perspective, code switching is part of the phenomenon of language contact with various purposes and interests. Subyakto (in Suwandi; 2010: 87) reveals that code mixing is the use of two or more languages or a variety of languages casually between people we know intimately. In this informal language situation, one can freely mix codes (languages or varieties of languages), especially when there are terms that cannot be expressed in other languages.

The language of the press is one of the varieties of language that has distinctive characteristics, namely short, concise, simple, fluent, clear, straightforward, and interesting. Journalistic language must be based on standard language. He could not ignore the rules of grammar. He should also pay attention to the correct spelling. In vocabulary, journalistic language follows developments in society (Anwar, 1991:1). Based on the explanation above, this study aims to answer questions regarding the analysis of "Code Switching and Code Mixing in Headlines in Newspapers".

METHOD

The type of research used is descriptive qualitative research. The research was conducted to provide an objective description or description of the situation. Descriptive research was conducted to describe the nature or characteristics of a symptom. In practice, this research was carried out in a systematic, directed, and purposeful manner. Data collection is used in accordance with the research objectives. The data collection technique used is the form and meaning of code mixing found in articles in the Radar Bogor newspaper.

The method used in this study is the listening method, which is followed by note-taking techniques. The listening method is a method that is carried out by listening to

the use of the language to be analyzed. In this case, the researcher examined the use of language in the Radar Bogor newspaper as a first step in analyzing the use of code mixing in headlines.

The technique used next is the Proficiency Free Listening Technique (SBLC). In this technique, the researcher does not participate in the use of language, but only acts as an observer. The researcher is not involved in the events of the speech whose language is being studied. The SBLC technique is also called the non-participatory observation method, that is, the researcher is not involved in the group being studied. The data analysis method used in this study is the equivalent method, namely the intralingual equivalent method and the extralingual equivalent method. Both of these methods are used according to the type of data and research objectives, and each has its techniques.

RESULT AND DISCUSSION

This study aims to explain the forms and factors that cause code mixing. The forms of code mixing in the main headings of the October and November 2022 editions of the Radar Bogor newspaper include words, phrases and clauses totaling 10 data. Based on the analysis of the collected data, the results show the forms of code mixing and the factors that cause code mixing. The form of code mixing includes (1) words totaling 8 data and (2) phrases totaling 2 data.

Based on the results of the research, code mixing was found in the form of words and clauses in the news titles in the October and November 2022 editions of the Radar Bogor newspapers. The following is the data and analysis.

1. Words of Code Mixing

The code mixing is said to be code mixing in the form of words because the inserted element is a unit of language that can stand alone and a single morpheme occurs. The inserted word is classified as a free morpheme or basic word because the inserted part can stand alone. Morphemes that are not attached to other morphemes can be directly used in derivatives and have their own meaning. Words can be grouped in different grammatical categories. The code mixing in the form of words found in the news headlines of the October – November 2022 edition of the Radar Bogor newspaper includes 8 data, namely "One Still Hidden, 140 Refugees"; "Bye-Bye BBM Premium, Removed As of January 1,

2023"; "Acute Kidney Disorder Emergency; "Three Bogor Children Died, Study of Kidney Failure Becomes Outbreak"; "Soaring Again, Two Bogor Residents Exposed to Omicron XBB"; "76 Disasters a Week, Seven Bogor Residents Die"; "4,922 Online Stores Selling Dangerous Syrup Drugs"; and "141 Children Die, Criminalize Two Pharmaceutical Companies".

Badudu (1998) states that journalistic language has distinctive characteristics as emphasized above. The explanation of each of the above properties is as follows. 1) Short, meaning that journalistic language must avoid long and wordy explanations; 2) Solid, meaning that the short journalistic language is capable of conveying complete information. Everything the reader needs is contained in it. Applying the 5W + 1H principle, eliminating redundant words, and implementing a word economy; 3) Simple, meaning that as much as possible the language of the press chooses single and simple sentences, not compound sentences that are long, complicated and complex. The sentences used are sentences that are effective, simple, and not excessive in their use. 4) Straightforward, meaning that journalistic language is able to convey the meaning or meaning of information directly by avoiding flowery language. 5) Interesting, meaning using word choices that are still alive, growing, and developing. Avoid dead words.; 6) Clear, meaning that the information conveyed by journalists can easily be understood by the general public or readers. The sentence structure does not give rise to deviations or different meanings, avoiding winged, double or ambiguous expressions. Therefore, journalists should use words that have denotative meaning. However, we often still find news headlines that ignore the rules of good language.

Language is the only human property that can never be separated from all human activities and movements throughout human existence as a cultured and social creature. Because of the attachment and connection of language with humans, while in life in society human activities are not fixed and always changing, language also changes, becomes unstable, and is not static. Therefore, language is called dynamic (Chaer, 2007: 53).

Alwasilah (1985:75-81) suggests seven natures of language as follows: language is systematic, meaning it has or is governed by a system, namely rules or patterns. Every language has two systems, namely the sound system and the meaning system. Language is

arbitrary, meaning it is arbitrary. In giving symbols or each sound, there are no binding provisions depending on the agreement of the user community. Language is vocal speech, which means that the most important medium of language is sound. Language is a symbol, meaning a symbol of human feelings, desires, and hopes. The language refers to itself, meaning that it can be used to analyze the language itself. Language is humane because language is systematic, arbitrary, vowels, symbols, and communication is a reality that belongs to humans. Language is a means of communication, meaning a means of connecting with fellow members of society, with their God, and with the environment.

In applying these six principles, continuous written language is required, editing is required. With various training and editing efforts, perhaps it will be possible to realize the desire of journalists to present a variety of journalistic languages that have taste and satisfy the reader. Language, when viewed from the speaker's point of view, functions as a personal, while from the listener's point of view it functions as a directive. When viewed from the contact point of view, the function of the speaker and listener is to establish a relationship, from the topic of speech, it functions as a tool to talk about an object, from the point of view of the code used, it functions to talk about the language itself, while from the point of view of the message, it functions as a tool to convey ideas, thoughts, and feelings.

Code switching is an event of switching from one code to another in a speech event. Apple (in Chaer and Agustina 2010: 107) says, code switching is a symptom of changing the use of language due to changing situations. In line with the above opinion, Nababan 1976 (in Jendra 2007: 156) says that code switching is a replacement for the use of language or functional variety to another, for example from formal to informal variety or from one dialect to another, and etc. Later, Holmes (2001: 35) clarified that a code-switching reflects the dimensions of social distance, status relations, or the level of formality of the speakers' interaction. Kridalaksana (2005: 7) suggests that the use of other language variations to adapt to other roles or situations or because of other participation is called code switching.

From the above opinion, it can be concluded that code switching is a symptom of switching the use of language to adjust to changes in roles and situations. Code switching can be interpreted as a general term to refer to changes or transitions in the use of two or

more languages. Sobarna (1998: 28) states that code switching can occur between regional languages in a national language which is called code switching into and between native languages (regional or Indonesian) and foreign languages called code switching out.

Code switching according to Suwito in Chaer and Agustina (2010: 114) is divided into two, namely: External code switching, external code switching is code switching that occurs when speakers switch from their native language to a foreign language, for example from Indonesian to English or vice versa. Internal code switching, Internal code switching is code switching that occurs between regional languages in a national language, between dialects in a regional language. Between several varieties and styles contained in a dialect.

Fishman (in Chaer and Agustina, 2010: 143) mentions that language context can affect a person's code switching, depending on who is speaking, in what language, to whom, when, and for what purpose. According to Gumperz (1976), code switching has several functions, namely as a reference for elements that are not or are not understood in the language used, mostly because the speaker does not know a word in another language; It has a directive function, in this case the listener is directly involved, code switching is directed at the listener, the speech participant in this case can think about the direct function of language selection. It has an expressive function, the speaker emphasizes the identity of code-switching through the use of two languages in the same discourse. Serves to show changes in tone in conversation and has a fatigue function. functions as a metalanguage, with the understanding that code switching is used in reviewing a language directly or indirectly; and function in humor and play, this plays a very important role in a bilingual or multilingual society.

Meanwhile, Suwito (1996: 72) suggests several factors causing code switching as follows. A speaker sometimes consciously tries to switch codes to his interlocutor for a purpose. This is done with the intention of changing the situation, for example from a formal situation to an unofficial situation. Conversation. Code switching is done with the intention of compensating for the language used by the interlocutor. The presence of a third speaker. Code switching is done because of the presence of a third person in the speech situation due to different linguistic backgrounds. This is done to neutralize the situation while respecting the presence of the third person. Topics of conversation (topics),

Code switching occurs because the subject matter changes, for example from a formal subject to an informal conversation. To evoke a sense of humor and mere prestige.

Usually, code switching talks will always be followed by code mixing. Ohoiwutun (2007: 72) states that the presence of code switching and code mixing is the result of the ability of community members to speak more than one language. According to Cantone (2007: 13), language mixing or code mixing occurs when a word in language A or utterances containing elements from language A and B is mixed into the context of language B. Code switching can be described as a person's ability to choose a language that according to the interlocutor, situational context, topic of conversation, and so on McKay (2009:58) distinguishes code mixing from loanwords with the following considerations:

- a) Loans sometimes involve several phrases, but are usually limited to a single lexical item. Code mixing involves the difficulty level of lexical and syntactic structures, including words, phrases, clauses, and claims.
- b) Borrowing words can occur even in monolingual interactions, whereas code mixing should occur at a certain level of bilingual competence.
- c) A loan word in a language usually represents a semantic field outside the cultural experience of the borrowing language.
- d) Loan words represent limited utterances, while code mixing occurs due to the creative use of almost all of the vocabulary and grammar of other languages.
- e) Loans represent most nouns and some adjectives and other categories, whereas code mixing can occur at all levels in grammar.

Code mixing and code switching have the same function with the most important function as identity markers. A speaker can use a certain code to express a certain kind of identity he wants. Therefore, it is not surprising that many creative writers use code mixing in their work as a strong expressive source to convey multicultural experiences.

2. Phrase of Code Mixing

Phrase code mixing is a form of code mixing contained in the news headlines of the October-November 2022 edition of the Radar Bogor newspaper. A phrase is a construction consisting of two or more constituents that are able to fill certain syntactic functions contained in a sentence. However, it does not go beyond the limits of the function of

clauses or what can be said as non-predicative phrases or it can also be said that phrases are groups of words that are grammatically equivalent to one word and do not have their own subject and predicate. Code mixing in the news headlines in the Radar Bogor newspaper, namely "Hundreds of IPB Students Trapped in Loans" and "Entangled in Loans of up to Rp.40 Million, Fraud Victims Increase to 333 People".

According to Anwar (in Tubiyono, 2011) there are 19 characteristics of standard journalistic language, namely: 1) according to the spelling that applies; 2) in accordance with the rules of the Indonesian language that apply; 3) do not leave the prefix ber-, except in the news title; 4) use short, complete, and logical sentences; 5) each paragraph consists of two or three sentences and the coherence is maintained; 6) the use of the active form in words and sentences is preferred, the passive form is only necessary, and the use of adjectives is also limited; 7) avoid clichéd expressions, such as meanwhile, need to know, to whom, and so on; 8) the word superfluous is not used; 9) active and passive sentences are not mixed up in one paragraph; 10) foreign words and highly technical scientific terms are not used. If forced to be explained; 11) the use of abbreviations and acronyms is limited. The first time abbreviations and acronyms are used, an explanation of what stands for must be given; 12) the use of short words takes precedence over long words; 13) do not use first person pronouns (I, we), news must use third person pronouns; 14) citations are placed in new paragraphs; 15) do not include your own opinion in the news; 16) the news is presented in the past tense, something that has happened; 17) the word today is used in electronic media and in the evening daily, while the word yesterday is used in the morning daily; 18) everything is explained specifically; and 19) journalistic language is communicative language, easy to understand for readers.

Code mixing occurs when a speaker of a language, for example Indonesian, incorporates elements of his regional language into Indonesian speech. In other words, someone who speaks the main code of the Indonesian language has an autonomous function, while the regional languages involved in the main code are just fragments without function or autonomy as a code, as expressed by Nababan (1991: 32), " A state of another language (speech or discourse) without anything in that language situation which demands mixing of that language.

Furthermore, Nababan explained that the prominent feature of this code-mixing is the informal situation. Meanwhile, in formal language situations, there is rarely code mixing. Even if there is code mixing in such circumstances, this is because there are no appropriate terms or expressions in the language being used, so it is necessary to use words or expressions from a foreign language. In written language, this is stated by italics or underlining the foreign language word or expression in question. Sometimes there is also code mixing when the speaker wants to show off his 'education' or 'position'.

From the opinions of several experts regarding code mixing above, it can be concluded that in code mixing what occurs is the use of one language in which there are fragments of other languages, the form of which can be in the form of words, phrases and clauses. A speaker, for example, who inserts a lot of fragments of other languages into Indonesian, whether local or foreign, can be said to have done code mixing.

Code mixing based on linguistic elements

a) Insertion of elements in the form of words

Words are the smallest independent units that can stand alone and have meaning. Words can be divided into four, namely nouns (nouns), verbs (verbs), adjectives (adjectives), and adverbials (assignments).

b) Insertion of elements in the form of phrases

Phrase is a grammatical unit consisting of two or more words that does not exceed the functional limit of the clause element.

Example: Ask for an extra two weeks

Based on the word class, phrases are divided into:

- (1) Noun phrases, namely phrases that have the same distribution as nouns.
- (2) Verb phrases, namely phrases that have the same distribution as the verb.
- (3) Adjective phrases, namely phrases that have the same distribution as adjectives.
- (4) Adverb phrases, namely phrases that have the same distribution as adverbs.

c) Insertion of hybrid elements

Baster is the result of a combination of two different language elements and forms one meaning. The insertion of elements in the form of baster or a mixture of words becomes fragments of the words it enters. Baster in this study refers to a mixed form

between a foreign language and Indonesian. Tarihoran (2009: 9) distinguishes four types of mongrels, namely (1) prefix + word (2) prefix + phrase (3) word + enclitic (4) phrase + enclitic

d) Insertion of elements in the form of expressions or idioms

The insertion of elements in the form of expressions or idioms, namely the insertion of figurative words from a language into fragments of the core language it enters.

Example: Well, what can I do, better loat and noit. (better late than never)

e) Insertion of elements in the form of clauses

A clause is a grammatical unit in the form of a group of words, at least consisting of a subject and a predicate that has the potential to become a sentence.

Furthermore, Nababan explained that the prominent feature of this code-mixing is the informal situation. Meanwhile, in formal language situations, there is rarely code mixing. Even if there is code mixing in such circumstances, this is because there are no appropriate terms or expressions in the language being used, so it is necessary to use words or expressions from a foreign language. In written language, this is stated by italics or underlining the foreign language word or expression in question. Sometimes there is also code mixing when the speaker wants to show off his 'education' or 'position'.

From the opinions of several experts regarding code mixing above, it can be concluded that in code mixing what occurs is the use of one language in which there are fragments of other languages, the form of which can be in the form of words, phrases and clauses. A speaker, for example, who inserts a lot of fragments of other languages into Indonesian, whether local or foreign, can be said to have done code mixing.

CONCLUSION

Based on the results of the discussion, code mixing research on the news headlines of the October-November 2022 edition of the Radar Bogor newspaper, it can be concluded that the forms of code mixing obtained are word code mixing and phrase code mixing. The code mixing includes the insertion of words and phrases. The sample data used by the researcher were ten newspaper title data. Based on the data analysis of the collected data, the results obtained were eight data word forms, and two data mixed code phrases.

Suggestions from researchers by writing this article are that the findings should be used as material to add insight to readers about the description of code mixing and its implications for learning. Through the Radar Bogor newspaper, it is hoped that it can add to the vocabulary of researchers and readers. Furthermore, other researchers are expected to be able to use this research as a reference material in carrying out further research.

REFERENCE

- Chaer, A. (2007). *Linguistik Umum*. Jakarta: PT Rineka Cipta
- Chaer, A dan Agustina L. (2010). *Sosiolinguistik*. Jakarta: PT Rineka Cipta.
- Keraf, G. (1994). *Komposisi; Sebuah Kemahiran Bahasa*. Ende: Nusa Indah.
- Penggunaan bahasa Indonesia. Unswaganti. *Jurnal Logika*, XVIII(3), 114-119. <http://jurnal.ugj.ac.id/index.php/logika/article/download/220/141>. diunduh 17
- Lapasau, M. dan Arifin, E.Z. (2016). *Sosiolinguistik*. Jakarta: PT Pustaka Mandiri
- Mustikawati, D.A. (2016). Alih kode dan campur kode antara penjual dan pembeli (Analisis pembelajaran berbahasa melalui studi sosiolinguistik). *Jurnal Dimensi Pendidikan dan Pembelajaran*, 3(1), 23–32. <https://doi.org/10.24269/dpp.v2i2.154>
- Rulyandi, Rohmadi, M., & Sulstyo, E.T. (2014). *Alih kode dan campur kode dalam pembelajaran bahasa Indonesia di sma*. *Jurnal Paedagogia*, 17(1), 27–39. <http://jurnal.fkip.uns.ac.id/index.php/paedagogia>
- Simatupang, R. R., Rohmadi, M., & Saddhono, K. (2018). Tuturan dalam pembelajaran bahasa Indonesia (Kajian sosiolinguistik alih kode dan campur kode). *Kajian Linguistik Dan Sastra*, Vol 3, No 2, 119–130. <http://journals.ums.ac.id/index.php/KLS>
- Sudarja, K. (2019). *Alih Kode Dan Campur Kode Dalam Proses Pengajaran Bahasa Indonesia*. *ALFABETA: Jurnal Bahasa, Sastra, Dan Pembelajarannya*, 2(2), 35–49. <https://doi.org/10.33503/alfabeta.v2i2.613>

HUMANISTIC CONTEXT TO INCREASE BIPA LEARNERS' WRITING SKILLS

Ananda Siti Khoirunnisa

Universitas Pendidikan Indonesia
anandasiti.k@upi.edu

Abstract

BIPA learners sometimes find difficulties in writing text. One of the main reasons is that they needed help finding the right context for the text they had to write. Humanistic context can be the answer to that problem to increase learners' writing skills. This context can be applied in BIPA writing learning process to enhance the learners to elaborate on their surroundings or relevant topics based on what they experienced in life. This research was written to describe the use of humanistic context in BIPA learners' learning in Balai Bahasa Universitas Pendidikan Indonesia. The method used is qualitative descriptive research method learners writing text results became the primary data after humanistic context was introduced in class. The results showed that the learners are insignificantly rested in exploring the correlation between text in the learning process with any humanistic context they have experienced. They also notice simple things from their surroundings for their writing topic. In the end, they can write a text with rich content of things they have known and related to genre text they learned. The results of this research can be a stimulus for future research to conduct the BIPA learning process with a humanistic approach.

Keywords: BIPA writing skills, humanistic context, writing learning

Abstrak

Pembelajar BIPA terkadang menemukan kesulitan dalam menulis teks. Salah satu alasan utamanya adalah mereka membutuhkan bantuan untuk menemukan konteks yang tepat untuk teks yang harus mereka tulis. Konteks humanistik dapat menjadi jawaban atas permasalahan tersebut untuk meningkatkan keterampilan menulis peserta didik. Konteks ini dapat diterapkan dalam proses pembelajaran menulis BIPA untuk meningkatkan peserta didik untuk mengelaborasi lingkungan sekitar atau topik yang relevan berdasarkan apa yang mereka alami dalam kehidupan. Penelitian ini ditulis untuk mendeskripsikan penggunaan konteks humanistik dalam pembelajaran pembelajar BIPA di Balai Bahasa Universitas Pendidikan Indonesia. Metode yang digunakan adalah metode penelitian deskriptif kualitatif hasil belajar siswa menulis teks menjadi data primer setelah konteks humanistik diperkenalkan di kelas. Hasil penelitian menunjukkan bahwa peserta didik secara signifikan beristirahat dalam mengeksplorasi korelasi antara teks dalam proses pembelajaran dengan konteks humanistik apapun yang mereka alami. Mereka juga memperhatikan hal-hal sederhana dari lingkungan sekitar mereka untuk topik tulisan mereka. Pada akhirnya, mereka dapat menulis teks dengan konten yang kaya akan hal-hal yang mereka ketahui dan terkait dengan genre teks yang mereka pelajari. Hasil penelitian ini dapat menjadi stimulus bagi penelitian selanjutnya untuk melakukan proses pembelajaran BIPA dengan pendekatan humanistik.

Kata kunci: keterampilan menulis BIPA, konteks humanistik, pembelajaran menulis

INTRODUCTION

Bahasa Indonesia bagi Penutur Asing (BIPA) is bahasa Indonesia language acquisition for foreign speakers. This program has been applied in formal institutions for more than 20 years. By the end of 2020, there are 355 formal institutions that held BIPA programs for foreign speakers in 41 countries outside Indonesia with more than 72.746

BIPA learners (Badan Bahasa Kemdikbud, 2021). Nowadays, there is a significant increase in BIPA learners due to economical aspects that impact foreign coming to Indonesia for work purposes. BIPA as foreign language learning must adopt foreign language learning approaches. In this context, many BIPA teachers elaborate on foreign language learning approaches in class. Every class of BIPA always has a goal to increase learners' competency in Indonesian language which are listening, speaking, reading, and writing. To fulfill these goals, teachers must be creative and innovative when applying learning strategies.

A humanistic approach is one of the learning approaches that combine the learning process with critical thinking through human capability in exploring life. Humanism is a many-faceted philosophy, congenial to this modern age, yet fully aware of history's lessons and the philosophic tradition's richness. Humanism's task is to organize the chief elements of intellectual truth into a consistent and intelligible whole and to make that synthesis a powerful force and reality in the minds and actions of living persons (Lamont, 1997). The correlation between humanism itself with language learning can be seen in those learning processes.

Teacher and learner discuss their perspective about the material context that can be relied on real-life phenomena. A humanistic approach encourages learners to talk about their attitudes, to think about themselves and others, and thus influence the development of positive interaction in classes (Arifi, 2017). The main goal of this approach in foreign language learning for learners is not only to speak or write in Indonesian language but also can express their perspective through the material context in class. Learners have to elaborate their critical thinking in order to achieve great language acquisition in stating an opinion. Moskowitz (1978) gives several instructions to apply a humanistic approach in foreign language learning, which are;

1. Personal growth
2. The development of human values should be ensured
3. The learners should be engaged emotionally as well as intellectually
4. Behaviors that cause anxiety and stress should be avoided
5. Learners should be actively involved in the learners' process
6. Learners can and should take responsibilities for their own learning

Based on the strategies above, teachers must have to follow the steps of the learning process, starting with building context until reflecting on the result of the discussion at the end of class. Praising the affective factors in humanistic theory, if they are followed properly, they will surely result in successful learning, and its absence in practice will fail any latest theory (Nunan, 1991). On the other hand, following the right steps of learning strategies can build the right atmosphere for learners to focus on the main goal of learning itself.

The purpose of this research is to describe how the implementation of a humanistic approach can increase BIPA learners' writing skills. The result of research conducted by Fedorenko (2018) shows that learning processes with a humanistic approach also give a significant impact on learners' foreign language acquisition. Learners can give feedback on material context through questions, comments, elaborations, and justifications. Akter & Al Mamun (2019) result of the research shows that teachers have to consider the affective factors to achieve through a humanistic approach to language teaching. Based on previous results of studies, the important thing of applying the humanistic approach is increasing learners' skills with their own humanistic sense.

METHOD

This research used a descriptive qualitative method. Bogman & Taylor stated that the qualitative method is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior (in Moleong, 2007). Observation is conducted in class to pay close attention to the learner's response during a discussion with the teacher. The data of this research is learners' writing text with a humanistic context. Interpretation data is applied by analyzing learners writing text to find their main statement of context in real life.

RESULT AND DISCUSSION

Teachers in class must have to introduce genre texts in Indonesian language before getting into a discussion about the humanistic context. The success and failure of reaching the target in the learning process depend upon the teacher (Cook, 1996). In this research, the teacher can adapt important elements of the humanistic approach which are reflective,

dialogic, and democratic (Veugelers, 2011). Learning steps that are applied by the researcher in class are stated following below.

Table 1. Learning Steps With a Humanistic Approach

Initial Activity	<ul style="list-style-type: none"> ▪ Teacher and learner discuss the structure of exposition text in Indonesian language.
Main Activity	<ul style="list-style-type: none"> ▪ Teacher gives stimulation context using audio/video. ▪ Teacher and learner discuss the main problem stated in the audio/video. ▪ Teacher asks the learners' perspective about the main problem. ▪ Learners speak about their perspective and position (agree/disagree) on the main problem. ▪ Teacher gives a response and discusses the solution to the main problem with the learner. ▪ Teachers allow learners to write another statement of their perspective using the structure of exposition text in Indonesian language.
Closure Activity	<ul style="list-style-type: none"> ▪ Teachers and learners discuss their findings in a discussion activity about the main problem.

Researchers used these learning steps for BIPA learners' in the upper intermediate level (BIPA 4 & 5). There are 3 BIPA learners in BIPA 4 level and 2 learners in BIPA 5 level. The learning process was conducted in Balai Bahasa Universitas Pendidikan Indonesia as one of the formal institutions that held the BIPA program.

The humanistic context that applied in the main ideas of problems that were discussed in class has significant differences. Real-life problems that researchers choose based on BIPA learners' vocabulary acquisition and their competencies to elaborate the context. Learners were very interested to state their perspectives during the discussion activity. They find any correlation between the main topic and their knowledge or what they have experienced. Teachers also give feedback on their statements and stimulate learners to find solutions together. These solutions can be applied in the future so that learners are ready to face any similar phenomenon in real life. Learners also write their

statements in exposition text. The results of their writing are very impressive. They can explore arguments to strengthen their perspective or solution to the problems. The main topic and arguments they write about problems in the exposition text are stated below.

Table 2. Real-Life Problems and Learners' Statement in Writing Exposition Text

BIPA 4		
Topic	Learner	Learners' Statement
▪ Social media influences communication with others	Learner 1	▪ Social media makes it easier to communicate with others. On the other hand, there are significant disadvantages if people are not wisely using social media.
▪	Learner 2	▪ The disadvantages of using social media can result in very harmful crimes.
▪	Learner 3	▪ Social media can help us to get information also from internet sources. Hence, there are many hoaxes in internet sources that can lead to misinformation.
▪ Bad service in public service institutions	Learner 1	▪ Bad service caused by public service institutions do not pay attention to their quality services.
▪	Learner 2	▪ Citizens have to supervise public institution services to send a complaint form to the institution.
▪	Learner 3	▪ There is a need for socialization by public service institutions to inform citizens of the proper regulation of their services.
BIPA 5		
Topic	Learner	Learners' Statement
▪ The impact of using online loans	Learner 1	▪ Online loans can impact the family economy. Parents can neglect their obligation to manage the family economy to pay loans.

▪	Learner 2	▪ If needed, online loans can be helpful. We still have to remember there are many disadvantages to taking loans.
▪ Bribe action to get a job position in a company	Learner 1	▪ Bribe is one action that will bring many difficulties in the future.
▪	Learner 2	▪ This kind of action can impact the work environment. People who bribe for their position maybe not be capable enough to do their job.

We can see from the table above there are various learners' perspectives stated in their exposition text. They also strengthen their thesis with other arguments. Teachers and learners reflect on their findings to find a solution to the problem. These kinds of real-life problems can imply a humanistic context in the learning process. The other main goals of this humanistic learning are to stimulate the learners' critical thinking and sharpen their language skills in Indonesian language.

The class in a humanistic context should have an interesting context for learners. They can elaborate on critical thinking because they are interested in real-life contexts in material lessons. Teachers have to pay attention to choosing a text to build up in discussion. The teacher behaves as a facilitator while the student is in control of their education (Bentham, 2002). The impact of discussion in class has to find any solutions to problems, good behavior, or new insight to increase learners' understanding. The use of the humanistic approach begins with the thoughts that create an educational experience in today's society, the focus has been shifting from achieving academic goals to self-realization (Javadi & Tahmasbi, 2020). In the end, the success of a humanistic approach in a foreign language can be seen through learners' behavior. We can find how they deal with any real-life problems after learning their context in class.

Learners' personal character will develop during the time of learning. We can't see the results in a very short time. They have to recognize, adapt, and apply any input in the humanistic learning approach step by step. Teachers also get a good impact from this learning approach, the same as what learners get. Humanistic language teaching brings a new view of the language teacher which includes a recognition of the importance of his or

her personal development (Arnold, 1998). The topic or real-life problem selection in the learning process is a realization teacher to find solutions or different perspectives. Teachers have to build their own perspective about the material context so that the discussion activity begins with a problem statement and continues with the teacher's statement.

Humanistic approaches in BIPA learning have a big opportunity to enhance the learner's skill. In this research, BIPA learners have significant improvement in writing because they already build up the context in a discussion activity. Learners do not have hard difficulties stating their thoughts in exposition text. Furthermore, learners also explore new vocabulary from discussion in the learning process. This humanistic approach will enhance many aspects of learners' language skills in Indonesian language.

CONCLUSION

The humanistic approach is related to the discovery of ideas, dialogue between students and teachers, democratic attitudes, and reflective activities in learning. BIPA students will be stimulated to think critically by exploring their thoughts on the contexts of problems that are present in class discussions. BIPA teachers can further explore students' language skills through this learning scheme. The findings of this research are stated below.

1. Learners' responses were very interesting during the discussion activity about real-life problems. They elaborate on any knowledge or experiences and discuss solutions with the teacher.
2. There are various learners' perspectives that can build up solutions to facing real problems in life. Teachers also can get new insights from discussion activities.
3. Learners' writing skills improve because they can write exposition text without any difficulties stating arguments.

This research can be a stimulus for BIPA teachers to explore many learning strategies using a humanistic approach. There is hope that BIPA learning continues to develop by using an approach or learning strategy that makes it easier for learners to master language skills in Indonesian language.

REFERENCES

- Akter, F., & Al Mamun, M. (2019). Study Of Humanistic Education: A Solution To Language Teaching In Bangladesh. *North American Academic Research*, 2(11), pp. 238-250.
- Arifi, Q. (2017). Humanistic Approach In Teaching Foreign Language (From The Teacher Perspective). *European Scientific Journal* 13(35), pp. 194-205.
- Arnold, J. (1998). Towards More Humanistic English Teaching. *ELT JOURNAL* 52, pp. 235-242.
- Badan Bahasa Kemdikbud. (2021). Badan Bahasa Targetkan 100.000 Pemelajar Baru BIPA pada Tahun 2024. Retrieved from: <https://badanbahasa.kemdikbud.go.id/berita-detail/3270/badan-bahasa-targetkan-100.000-pemelajar-baru-bipa-pada-tahun-2024>.
- Bentham, S. (2002). *Psychology and Education*. East Sussex: Routledge.
- Cook, V. (1996). *Second Language Learning and Language Teaching*. London: Edward Arnold.
- Fedorenko, S. (2018). Humanistic Foundations Of Foreign Language Education: Theory And Practice. *Advanced Education*, 5(10), pp. 27–31.
- Javadi, Y., & Tahmasbi, M. (2020). Application of humanism teaching theory and humanistic approach to education in course. *Theory and Practice in Language Studies*, 10(1), pp. 40-48.
- Lamont, C. (1997). *The Philosophy Of Humanism*. New York: Humanist Press.
- Moleong, L. J. (2007). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Moskowitz, G. (1978). *Caring and Sharing in The Foreign Language Class*. Rowley, MA: Newbury House.
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. New Jersey: Prentice Hall International.
- Veugelers, W. (2011). *Education and Humanism: Linking Autonomy and Humanity*. Zuid-Holland: Sense Publishers.

LEARNING LITERATURE IN SCHOOLS AS A MEDIA FOR MAINTAINING THE MENTAL HEALTH OF STUDENTS OF SMAN 11 BANDUNG

Budi Setia Pribadi

IKIP Siliwangi
budisetia419@gmail.com

Abstract

Currently literary learning is a means to pour feelings through a series of words or phrases containing many meanings. The sentence is written that someone who freely devotes the word and mastery of vocabulary is one of the characteristics of a person who has a wide knowledge. Therefore, literary learning in schools needs to be followed by all students to find the right media to forget his feelings. Therefore this paper aims to: 1) knowing the literary learning in school, 2) knowing the interest of students to literary learning in school, 3) knowing the feeling of students when making good literary works, poetry or storiette. The method of research used is qualitative descriptive with literature study techniques and questionnaires.

Keywords: Literature Studies, Mental Health

Abstrak

Saat ini pembelajaran sastra menjadi sarana untuk menuangkan perasaan lewat serangkaian kata atau kalimat yang mengandung banyak makna. Kalimat yang ditulis itulah, seseorang dengan leluasa mencurahkan isi hati dengan elegan dan cerdas karena pemilihan kata dan penguasaan kosakata merupakan salah satu ciri seseorang memiliki pengetahuan yang luas. Oleh sebab itu pembelajaran sastra di sekolah perlu diikuti oleh semua siswa agar mereka menemukan media yang tepat untuk meluapkan perasaannya. Maka dari itu, makalah ini bertujuan untuk: 1) mengetahui pembelajaran sastra di sekolah, 2) mengetahui ketertarikan peserta didik terhadap pembelajaran sastra di sekolah, 3) mengetahui perasaan peserta didik ketika membuat karya sastra baik puisi atau cerpen. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik studi pustaka dan kuesioner.

Kata Kunci: Pembelajaran sastra, Kesehatan Mental

INTRODUCTION

Learning is a process carried out by someone to gain knowledge and insight as well as to improve the quality of himself. In general, learning can be done anywhere, but basically learning is more focused on activities carried out at school. According to Sri Sunarsih (2012: 36) learning is a process of interaction between two human elements, namely the learning community and the learning resources as the implementation of learning. Meanwhile, literature is a work that is born from the feelings and inner experiences of a person which is delegated through words as the medium. A. Teeuw (Hidayat. 2009:2) said that literature is an incarnation of a distinctive language that we

cannot possibly understand properly without understanding the proper conception of language, therefore language and literature are an inseparable unit. Sumardjo (Sukirman, 2021: 19) explains that literature is an expression of the human person in the form of experiences, thoughts, ideas, enthusiasm and beliefs in the form of concrete images that evoke messages with language as the medium. So that it can be concluded that learning and literature is a process carried out by someone in understanding the concept of literature, how to appreciate and introduce literature to students. According to Moody in Waluyo (Waryanti, 2015: 158) the objectives of learning literature are information, conception, perspective and appreciation where the four see literature from various perspectives to enjoy literary works.

Learning literature in schools can be used as a medium or a tool to maintain the mental health of students. This is motivated by the existence of children of the millennial generation or those born in the 2000s who are facing a phenomenon related to their psychological condition which is caused by several factors. Among other things: the influx of foreign cultures entering Indonesia and becoming children's role models, so that they follow all styles from clothing, food, music, to social interactions. Apart from that, technological developments have made it easier for them to access some information and many applications as a means of expressing their creativity. The unstoppable development of social media and the effects of the covid-19 pandemic which requires them to stay at home, carry out all activities alone, are less familiar with the environment and lack of socializing and the last one is bullying or bullying. So that elementary-junior high school aged children are prone to mental disorders such as stress or depression. Therefore learning literature in schools can strive to maintain the mental health of students.

Mental health itself is a condition of a person who feels he has the ability to maximize his own potential, is able to deal with problems in his life and is able to control his emotions when facing pressure. In line with this (Putri, Wibhawa, & Gutama, 2015: 252) said that mental health is as important for humans as physical health in general. With a person's mental health, other aspects of life will work optimally for him. According to Dewi (Ayuningtyas, Misnaniarti, & Rayhani, 2018: 2) the healthy mental condition of each individual cannot be generalized. This condition makes the discussion of mental health more urgent which leads to how to empower individuals, families, and communities to be

able to find, maintain, and optimize their mental health in dealing with everyday life. Based on the results of the 2022 I-NAMHS survey cited <https://ugm.ac.id/id/berita/23086-hasil-survei-i-namhs-satu-dari-tiga-remaja-indonesia-memiliki-masalah-kesehatan-mental> that 1 out of 3 Indonesian teenagers has mental health problems and 1 out of 20 teenagers has mental disorders, which means that mental health is a serious problem and needs to be addressed immediately. Because youth is an important asset for Indonesia to realize a golden Indonesia in 2024. Therefore this article focuses on "Learning Literature in Schools as a Means to Maintain Students' Mental Health" because literature is the most appropriate medium for treating and maintaining adolescent mental health, because they can express all their hearts through poetry, short stories, novels, mini-fiction and so on. In this way, it is hoped that they can control their emotions so they can avoid depression, stress and anxiety. Therefore, it can be concluded that the aims of this research are as follows: 1) knowing the learning of literature in schools; 2) knowing students' interest in learning literature at school; and 3) knowing the feelings of students when creating literary works, either poetry or short stories.

METHOD

This research used descriptive qualitative which aims to describe the results of the research in the form of a questionnaire filled out by students of SMAN 11 Bandung. Qualitative descriptive research focuses on describing research results so that it does not require hypothesis testing. Moleong (2010) states that the qualitative descriptive method is useful for knowing related phenomena experienced by research subjects as a whole so as to produce data in the form of spoken words. While the data collection technique used is a questionnaire given to students of SMAN 11 Bandung. The procedure for this research is as follows: 1. reviewing several articles related to learning literature and mental health; 2. make simple observations to see the mental situation of students; 3. create questions for the questionnaire; 4. distributing questionnaires to students; 5. Analyze the results and conclude the questionnaire

RESULTS AND DISCUSSION

Literature learning is a process that is passed by two elements in the learning process, namely educators and students in order to study literary works and appreciate literary works. Currently learning literature in schools is still based on three competency domains, namely: cognitive, psychomotor, and affective. For literature learning material, it still refers to the 2013 Curriculum and for class X SMA this year it already uses the Merdeka Curriculum.

There are slight differences in learning literature in the two curricula. The 2013 curriculum for learning literature focuses more on literary texts and students' understanding in analyzing the meaning of a literary work. Meanwhile, in the Merdeka Curriculum, students are given freedom of thought. According to Wurianto (2020: 23) studying literature in the Merdeka Curriculum the teacher acts as a class manager, organizes learning reflections, equips students with critical knowledge, organizes assessments, analyzes content philosophically and pragmatically for skills that students must have. Literature learning in the 2006 curriculum has the goal of students mastering competence and appreciating literary works by reading, listening, watching, speaking literature, understanding and discussing literature (Waryanti. 2015: 158). From the differences in each literature learning curriculum in schools, it can be concluded that the progress of learning literature in schools is influenced by several factors, including.

a. Curriculum Content

The curriculum was a set of references that guide the implementation of education (Kusumaningrum, Arifin, & Gunawan, 2017: 17). The development of literature learning in schools is highly dependent on the content of the curriculum, as explained earlier, that the literary material in the school curriculum is not much different from the previous curricula, it's just that each curriculum has its peculiarities. For example, in learning literature in the Merdeka Curriculum, the material and context are almost the same, but what distinguishes it is that there is a character education for Pancasila students in each learning objective and achievement, while the 2013 Curriculum focuses on strengthening character. According to Susilawati and Sarifuddin (2021: 161) the profile of Pancasila students is a profile of graduates who aim to demonstrate the character and competence that are expected to be achieved and strengthen the noble values of Pancasila for students

and stakeholders. In addition, the impact of frequent changes in the curriculum on learning literature results in monotonous learning of literature in schools and this becomes a major problem faced by teachers and students. In this case the teacher is required to carry out innovative, creative and interesting learning so that students are interested and interested in studying literature. For the scope of material taught to students, it is still centered on poetry, short stories, novels and dramas as well as saga which only introduces the physical and inner structure of these works. Examples of literary works introduced from one curriculum to another are still the same, poetry by Sapardi Djoko Damono, WS. Rendra, Taufiq Ismail. Seeing this, the study of literature needs to be packaged properly and adapted to the realities of people's lives so that learning is more interesting.

b. Teacher Competency

Teacher competence is the ability to complete tasks and obligations that are in accordance with the field they are well in charge of. So that the learning process goes well and the learning objectives are achieved. Students are able to understand and master the material well. According to Jamawi (Sudrajat, 2020: 104) teacher competence is a professional description of whether an educator is professional or not because teacher competence influences the success achieved by students. For studying literature at school, of course, a teacher needs to have an understanding of literary works: concepts, theories and their nature. In order for learning to be interesting and learning objectives to be achieved, it is important for teachers of Indonesian language and literature to master literary material, not only its inner structure, but other things that cover the scope of literature.

c. Student Interests

It's not just about the curriculum that changes frequently that causes confusion for all parties, or it's not just about the competence of the teachers who teach. Another obstacle to learning literature is the lack of interest of students. They still think that to create a literary work, for example a poem or short story, they have difficulty putting together words or putting ideas into writing. In addition, they often do not have confidence in their own work. Even though teachers often grow their self-confidence through several treatments, one of which is the use of learning methods that are appropriate to the material and adapted to the conditions of students.

d. Literature Learning in Schools

Currently learning literature at school is quite good, because all teachers who teach Indonesian language and literature at SMAN 11 Bandung have good competence so that learning goes well and is interesting, this can be proven from the results of the questionnaire. Questionnaire participants were students in grades 10-12.

The 50 students who filled out the questionnaire, as many as 64.9% stated that learning literature at school was good, 24.3% said it was very good and 8.1% lacked. This proved that learning literature at school was not a problem. All learning processes went well and almost all students could follow them well.

CONCLUSION

Media development in learning Indonesian language includes (1) students need digital skills which begin with the use of digital-based media in the learning process; (2) digital-based media has proven to have an effect on Indonesian language learning because it can be designed to present material in a more rational or real form; (3) digital-based media. Based on the diagram, it can be concluded that 89.2% of students understand literary material such as poetry, short stories, saga, drama and novels after listening to the teacher's explanation. Therefore, learning literature at school is going well.

d. Student Interest in Learning Literature at School

Currently learning literature at school is quite good, because all teachers who teach Indonesian language and literature at SMAN 11 Bandung have good competence so that learning goes well and is interesting, this can be proven from the results of the questionnaire. Questionnaire participants were students in grades 10-12.

The 50 students who filled out the questionnaire, as many as 64.9% stated that learning literature at school was good, 24.3% said it was very good and 8.1% lacked. This proved that learning literature at school was not a problem. All learning processes went well and almost all students could follow them well. Based on the diagram, it can be concluded that 89.2% of students understand literary material such as poetry, short stories, saga, drama and novels after listening to the teacher's explanation. Therefore, learning literature at school is going well.

e. Student Interest in Learning Literature at School

Learning literature is something that is commonly encountered in Indonesian language lessons from elementary to high school, learning literature cannot be separated from language learning. Because literature and language are a unified whole and cannot be separated. Therefore, so that learning literature can be interesting and not seem monotonous, a teacher needs to innovate, must be creative in carrying out learning in the classroom. A teacher needs to develop interactive learning methods in order to foster interest in students. Based on the results of a questionnaire conducted at SMAN 11 Bandung with the following results:

Based on the diagram, 73% of students said they were interested in creating literary works in the form of poetry or short stories after participating in all literature lessons. From these figures it can be concluded that the understanding of the basic concepts of literary works needs to be provided by teachers with appropriate learning methods so that students can conceptually understand literature so that they can create a literary work based on their understanding.

f. Emotional Conditions of Students in Making a Literary Work

According to the world health organization (Maqdis, Santika & Mujtaba. 2022: 845), health is not only seen from physical illness, but can also include mental and social health conditions. Mental health still has a negative stigma against people with mental disorders. Therefore mental health needs to be handled specifically so that sufferers do not feel alienated from the social environment which can worsen their own mental health. Currently, many teenagers experience mental health disorders, based on a survey conducted by I-NAMHS that 1 in 20 Indonesian teenagers experience depression, stress, trauma, or other health problems. This has created polemics among parents and the government, so that the government and parents need to make various efforts to save the mentality of Indonesian youth.

Because it is in the hands of youth, Indonesia will reach its peak of glory and Indonesia's vision and mission will be realized in 2045. However, in recent years the government and related ministries have tried to overcome this problem in various ways, one of which is providing free counseling services in each region, but those that can only a small portion of teenagers touch service facilities. Therefore, learning literature is one of

the real efforts made by Indonesian language teachers to maintain and treat adolescent mental health by learning literature at school. Because literature is a manifestation of the feelings of the heart that is poured through words. To see the effectiveness of literary works as a medium for maintaining students' mental health, the author conducted a questionnaire some time ago, so here are the results.

As many as 64.9% of students stated that the literary work they made was an expression of the feelings they were feeling at that time. 29.7% stated that the poetry they wrote did not originate from their heart or feelings, but rather the imagination they created, the rest stated that they may or may not know. From these data it can be concluded that most of the poetry or short stories students wrote came from their life stories and inner experiences. So that learning literature at school is a good enough means to express feelings.

Can be explained that as much as 74.4% feel relieved after pouring out their hearts through poetry or short stories. 17.9% answered no and the rest answered other things. From the acquisition of these data, it can be concluded that most students feel relieved after pouring their feelings through poetry and short stories. Therefore, learning literature can help students maintain their mental health, because in learning literature students can express feelings that may have been ingrained and do not get a place to vent that makes them comfortable. So they pour their heart out through literary works which are expressed through a series of words that hold many meanings. Thus they feel relieved and calm after confiding in literary works, in this case poetry and short stories.

In addition, literature learning materials also need development, not only discussing inner and physical structures. But other aspects that enter into the realm of literature and language. For example, pragmatic learning needs to be encouraged or included in the Indonesian language learning curriculum so that students can easily understand the contents of the literary work itself.

From the presentation of the results that have been explained in detail, then learning literature can be used as a medium or means to treat and maintain mental health. Learning literature in schools must be packaged properly, the methods used must be innovative, creative, and interesting so that learning can run well and can be followed by students well. In addition, teachers must be more communicative and interactive with students so that

later they are open and confident in expressing their feelings in a literary work, thus literature as a suggestion for maintaining and caring for students' mental health can function optimally so that adolescents with mental health disorders can be overcome by way like this.

CONCLUSION

1. The current condition of learning literature in schools is still fixated on understanding the physical and inner structure of literary works. However, learning literature in schools is still quite good, because learning is carried out in an innovative, creative and communicative manner so that most students are interested and enthusiastic and take part in learning literature well.
2. After participating in literature lessons at school, the majority of students said they were interested in creating literary works, both in the form of poetry and short stories. Students' interest in creating literary works is due to their understanding of the basic concepts of literary works.
3. The use of literature as a medium to express feelings or express feelings can reduce the burden on the mind, pressure, and control the emotions of students so that they can control or maintain their mental health. Because according to more than 74% of students, they claim to be relieved when writing or creating literary works whose contents come from thoughts, feelings and moods so that students can express their feelings in an elegant way.

REFERENCE

- Ayunintyas, Dumilah., Misnaniarti., & Marisa Rayhani. (2018). Analisis Situasi Kesehatan Mental Pada Masyarakat Di Indonesia dan Strategi Penanggulangannya. UNSRI: JIKM. Jurnal Vol. 9(1). 1-10. ejournal.fkm.unsri.ac.id/index.php/jikm/article/view/241#
- Hidayat, Arif. (2009). Pembelajaran Sastra di Sekolah. STAIN Purwoketo: Insania, Jurnal Vol. 14(2). <https://ejournal.uinsaizu.ac.id/index.php/insania/article/view/327>
- Kusumaningrum, Desi Eri., Imron Arifin., & Imam Gunawan. (2017). Pendampingan Perangkat Pembelajaran Berbasis Kurikulum 2013. Universitas Negeri Malang: Abdimas Pedagog. Jurnal Vol. 1 (1). 16-21, <http://journal2.um.ac.id/index.php/pedagogi/article/view/1946/1135>
- Maqdis, Ayu Ning., Tika Santika & Sahlan Mujtaba. (2022). Konflik Batin Tokoh Utama Dalam Novel Paradigma Karya Sahid Muhammad dan Relevansinya Sebagai Pembelajaran Sastra di SMA. Universitas Pahlawan Tuanku Tambusai: Jurnal Pendidikan dan Konseling. Vol. 4(6), <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/8260>.
- Moleong, L. J. (2010). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Putri, Adisti Wismani., Budhi Wibhawa & Ari Surya Gutama. (2015). Kesehatan Mental Masyarakat Indonesia (Pengetahuan dan Keterbukaan Masyarakat Terhadap Gangguan Kesehatan Mental. UNPAD:Prosiding Penelitian dan Pengabdian Masyarakat. Prosiding Vol. 2(2). 147-300. <http://journal.unpad.ac.id/prosiding/article/view/13535>
- Sudrajat, Jajat. (2020). Kompetensi Guru di Masa Pandemi Covid-19. Universitas Semarang: Jurnal Riset Ekonomi dan Bisnis. Jurnal Vol.13(2). 100-110, journals.usm.ac.id
- Sukirman. (2021). Karya Sastra Media Pendidikan Karakter Bagi Peserta Didik. IAIN Palopo: Konsepsi. Jurnal Vol. 10(1). <https://www.p3i.my.id/index.php/konsepsi/article/view/4>
- Susilawati, Eni., Saleh Sarifuddin & Suyitno Muslim. (2021). Internalisasi Nilai Pancasila dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Belajar. Kemendikbud:Teknodik. Jurnal Vol. 5 (2). <https://jurnalteknodik.kemdikbud.go.id/index.php/jurnalteknodik/article/view/897>
- Waryanti, Endang. (2015). Pembelajaran Sastra Berbasis Karakter. Universitas Nusantara PGRI Kediri: Buana Bastra. Jurnal Vol. 2(2). <https://jurnal.unipasby.ac.id/index.php/bastra/article/view/233>.
- Wurianto, Arif Budi. (2020). Merdeka Belajar dalam Pembelajaran Bahasa dan Sastra Indonesia Sebagai Manifestasi dan Reaktualisasi *Liberal ARTS*. UMJ:Samasta. (Prosiding).

STYLE LANGUAGE ON LYRICS SONG “ASMALIBRATION” WORK SOEGI BORNEAN AS ALTERNATIVE INGREDIENTS TEACH WRITE POETRY

Dina Hardiani Hilmah S.¹, Ayu Nurani K², Dinda Luciana
Puspita³

^{1,2,3} IKIP Siliwangi

¹ dinahardiani7@gmail.com, ² ayunurani.kosasih08@gmail.com, ³
lucianadinda86@gmail.com

Abstract

The purpose of this study is to describe the figurative language of the lyrics of the song "Asmalibration" using stylistic studies US and alternatives teach material in Indonesian, especially writing poetry. The research method used to analyze the lyrics of the song Asmalibration is to use a descriptive method. The approach used in this study is to use a stylistic approach. The data collection technique used in this study was reading and note-taking techniques, namely by listening to songs and reading the lyrics of the songs and then looking to use them as alternatives teaching materials for writing poetry. The results of our analysis are the style of language contained in the lyrics of the song “Asmalibration” includes comparative language styles (geographical figures of speech, associations/parables and personifications) and repetition and can be used as learning about language style at school, especially in Indonesian lessons, in poetry writing material.

Keywords: language styles, song lyrics, stylistic

Abstrak

Penelitian ini bertujuan mendeskripsikan gaya bahasa dari lirik lagu “Asmalibrasi” dengan menggunakan kajian stilistika sebagai alternatif bahan ajar pada mata pelajaran Bahasa Indonesia, khususnya menulis puisi. Metode penelitian yang digunakan untuk menganalisis lirik lagu “Asmalibrasi” adalah metode deskriptif. Pendekatan yang digunakan pada penelitian ini adalah stilistika. Teknik pengumpulan data yang digunakan pada penelitian ini dengan teknik baca dan teknik catat yaitu dengan cara mendengarkan lagu dan membaca lirik pada lagu tersebut kemudian mencari manfaatnya sebagai alternatif bahan ajar menulis puisi. Hasil analisis menunjukkan gaya bahasa yang terdapat pada lirik lagu “Asmalibrasi” diantaranya gaya bahasa perbandingan (majas metafora, asosiasi/perumpamaan dan personifikasi) dan gaya bahasa perulangan (repetisi). Hasil analisis tersebut dapat dijadikan pembelajaran mengenai gaya bahasa di sekolah khususnya pada pelajaran Bahasa Indonesia.

Kata Kunci: Gaya Bahasa, Diksi, Lirik lagu, Bahan Ajar, Stilistika

INTRODUCTION

Literary work is the result of someone's creative work to express experiences or feelings in life. Literary works are the result of thoughts, feeling somebody which awakens power imagination which is more general and free. (Princess, et al . 2 019 :365) work literature has characteristic imagery which functions as entertainment which is fun or as an addition to the inner experience of the reader or listener. That is, works of literature are a discourse which is typical in realizing his expression in language. Thus, language is one of

the most important elements in a literary work. Literary works also have many varieties, one form of work literature which Very seen in terms of language is poetry.

Poetry is a series of words that have an aspect of beauty that contains a message. Poetry according to Prayitno (2013: 3) is Suite say which disclose thought, idea, and feeling to somebody which is arranged with good and beautiful through writing . Besides that, readers are capable of understanding and enjoy writing which reveals a writer. According to Semi (1993: 106) lyrics are poetry short which disclose an emotion. This expression means that the lyrics are a literary work of poetry. Song lyrics too pay attention to the choice of words that create beauty and convey a message. A work of literature of course will give influence to readers or listeners. However , one reader or listener is sometimes mistaken in interpreting words which are used in the lyrics of the song. Therefore, an analysis of the group's song lyrics was carried out on Soegi Bornean music entitled *Asmalibration* with stylistic studies. This stylistic study used to analyze style language which was used on lyrics of the song.

Soegi Bornean is a music group from Semarang which was formed in April 2019. Group band this genre is indie pop, which means style music which put forward election *chords* guitar which sweet style music pop, but against arrangement the tone and writing of the lyrics are different from *mainstream pop songs* in general, usually in the form of acoustic music. Soegi Bornean is a relatively new youth *band* . they _ have one album which was released in 2020 titled *At ma* with a few of its singles. Songs released by this band describe the story of a romance para teenager. Not amazed if group music is a lot preferred by today's youth. The songs they produce have their own characteristics, songs they even accept well in society.

The choice of words used in the lyrics of the song by Soegi Bornean is classified as very white. This can be seen in one of the lyrics of his song entitled *Asmalibration* “ *We can be taksu the passion of the heart seduces the words mixed together* ”. The choice of words is very interesting to learn. Poetry learning ideally has enormous benefits and provides a contribution which is maximum for education in a manner intact. According to Rahmanto (1998: 16) "Learning literature as a whole has four benefits, including: helping language skills, increase cultural knowledge, develop creativity and taste, and support formation character".

In KD 4.8 it is also explained that students are required to be able to present ideas, feelings, opinions in the form of written/oral poetry texts by paying attention to the

elements of the poetry builder. However, in reality, appreciation learning schools are less attractive to students, not because of inappropriate teaching materials or lack of supporting books, but the indifference to the impact of an instant lifestyle. If such a phenomenon keeps continuously going on, right? impact bad and fatal as a result. Through studying this, researchers want to open up space for literary enthusiasts and also improve the apathy of students about interesting and fun appreciation. So many aspects that can be researched about study style stylistics language on lyrics sung by Soegi Bornean.

Study this is to describe style language which is used on song group music by Soegi Bornean on album *Atma which is titled Asmalibration*. This research can also be used as a reference for researchers. Next, it can also be used as learning about language styles in schools, especially in lesson language and Indonesian Astra, specifically writing poetry.

METHOD

The research method used to analyze the lyrics of the song "Asmalibrasi" is by using a descriptive method. This research method is used because it fits the purpose of this research is to describe the style of language in the lyrics of the song "Asmalibrasi", the existing data is then presented in shape descriptions based on stylistic studies. Stylistic analysis is directed to discuss the beauty of content and meaning in use of language style in a literary work. The data sources used in this study are the lyrics of the *Asmalibrasi* song in the form of words, sentences, and expressions contained in each verse and lines in song lyrics. Data collection techniques used in this study with technique read and technique note. Technique is used to obtain data which relates to the stylistics contained in the song "Asmalibrasi". The steps which are conducted are to read text on lyrics of the song "Asmalibration", identify data, classify text figuratively speaking, and search implementation results to study.

RESULTS AND DISCUSSION

Based on the results of research on the lyrics of Soegi Bornean's song entitled "Asmalibrasi", there are several uses of figurative language, namely comparative figurative language, language style conflict, style language linkage, and style language loop. stanza first the song "Asmalibration" is

*Asmara has calibrated the same
frequency It's time knock tie promise*

summarizes how beautiful
Barrel flavor nothing doubt
Let so be it woo in blue room
bias We so taksu excitement heart
lilt Your words are mixed

In stanza this contain style language ratio and loop. Style language ratio indicated by the existence of a metaphorical figure of speech in the first line, namely " Asmara has been calibrated frequency which the same ". And there is a repetition figure of speech in the sentence " Let so be it seduce in room blue ", on sentence the there is repetition say that is 'let it be' to reinforce the meaning or give the effect of emphasis in a sentence. Then in the sentence 'we are biased to be taksu , the passion of the heart is seducing, the words are mixed', there is a figure of speech for association or parable, on say 'biased' which meaning misunderstanding ' taksu ' which means give intelligence, beauty, or miracles . 'Sabda mixed' the word 'sabda' means advise or advice and ' dira ' it means instruction.

stanza second song *Asmalibration* is:

Make only I the only one
The garwa pambage the solace
sing i sing loyal (2x)
Now is the time to string the
twinkle of romance Melted knock
unite ego in how beautiful

In stanza there is a figure of speech reps on sentence in line first, second, and third. Style language ratio showed with the metaphorical figure of speech shown in the sentence "now is the time to string together twinkling romance, to melt to unite the ego in beauty.

stanza third song *Asmalibration* is :

Dancing in the ark of great taste knitting sincerity of soul
Serving in the beauty of the
heart Carve room emotion
forever

This stanza contains rhetorical language style. The style of rhetorical language is shown by figure of speech personification on sentence "Dance in ark mahligai flavor" and sentence "Knitting sincerity of soul".

stanza fourth song *Asmalibration* is

Make only I the only one
The garwa pambage the solace
sing i sing loyal (2x)
Romance has
been calibrated
Make me loyal
song

Stanza this is tested from part stanza previously, only there is style language ratio. Comparative figurative language is shown by the presence of personification figures of speech. Figure of speech personification is indicated by the sentence "Make me a faithful song". Soegi Bornean is an indie pop guitar band based in Semarang, Java Middle, Indonesia. Group this formed in April 2019, members Fanny Soegiharto (vocals), Aditya Ilyas (guitar), and Bagas Prasetyo (guitar). The song "Asmalibration" took second place on Spotify *Weekly Top Songs* Indonesia on October 7, 2022. On *the platform youtube* the song "Asmalibration" has been watched more than 34 million times. Name *Soegi* taken in say Javanese is '*sugih*' which means rich. Meanwhile, *Bornean* means Kalimantan, which is the village of the vocalist, Fanny Soegiharto.

The title of the song *Asmalibrasi* is an acronym for the words 'Asmara' and 'Calibration' Becomes a romance which is calibrated. In in the lyrics there is a number of say which use language Java and style language which poetic, from fragment the lyrics song this own meaning about pair beloved which want continue connection to level which more serious, namely marriage. The results of the author's analysis show that there are several styles of language used in the lyrics of this *asmalibration* song. In the first stanza there is language Java in the sentence "the garwa pambage the consolation lara". Sentence the own meaning 'be somebody which could delete sadness until end of life'. Then there is a style language loop shown with figures of speech reps on sentence in line first, second, and third. Style language ratio showed with the existence of a metaphorical figure of speech shown in the sentence "now is the time to string together twinkling romance, to melt to unite the ego in beauty. This sentence uses descriptive words a concept with another concept, which has the meaning that the relationship is very suitable so that it is already duly brought to a level which is more official (wedding) as well as unite desire (ego) for shared happiness.

Then the second stanza contains a rhetorical language style. The style of rhetorical language is shown by figure of speech personification on sentence "Dance in ark mahligai flavor" and sentence "Knitting sincerity of soul". In both sentences there are inanimate objects that seem to be alive or have human-like characteristics. Dancing here is likened to overflowing happiness and the word "Ark" refers to the ship that made the marriage vessel a home steps for each pair. "Knitting the sincerity of the soul" means that marriage must be carried out with feeling sincere which must belong to every soul.

Stanza this is tested from part stanza previously, only there is style language ratio. Comparative figurative language is shown by the presence of personification figures of speech. Figure of speech personification is indicated by the sentence "Make me a faithful song". This sentence shows that there is a request to be the only partner by making a promise of loyalty. The promise of loyalty is a marriage contract that is considered very beautiful so that it is likened to a wedding ceremony song or hymns loyal.

In some of the stanzas that the author has analyzed, there are several figures of speech contained in the lyrics of this Asmalibration song. The language style contained in the first stanza is style language ratio and loop. Style language ratio indicated by the existence of a metaphorical figure of speech in the first line, namely "Asmara has been calibrated frequency which the same". On sentence there is say calibrated and *frequency* shows about pair beloved which already feel each other suitable so that already it's time to tie the knot in a marriage. And there is a repetition figure of speech in the sentence "Let so be it seduce in room blue". On sentence there is repetition say that is 'let it be' to reinforce the meaning or give the effect of emphasis in a sentence. Then in the sentence 'we are biased to be taksu, the passion of the heart is seducing, the words are mixed', there is a figure of speech for association or parable, on say 'biased' which meaning misunderstanding 'taksu' which means give intelligence, beauty, or miracles. 'Sabda mixed' the word 'sabda' means advice or advice and 'dira' means instruction. So in the wedding must each other remind and give good advice to couple.

In no lyrics the song "Asmalibration" from group soegi music Bornean that part big lyrics on songs using several types of language styles. The style of language used is as a form of expression message or information which wants to be delivered. Style language which there is on lyrics song this among them style language ratio (figure of speech metaphor, association / parable and personification) and language style repetition (repetition). All language styles are in this figure of speech. Becomes the place to express

language which the author conducted so that lyrics song which produced can have more taste and aesthetic value when enjoyed by listeners.

Lyrics of the song "Asmalibration" from group soegi music Bornean can also be used as an ingredient teach in learning Language Indonesia in Junior High School which related with style language there is in curriculum 2013 on KD 4.8 explained that student demanded for could serve idea, feeling, opinion in shape text poetry in a manner written/oral with Pay attention to the building blocks of poetry. The teaching materials presented can contain style material language in poetry. Theory style language containing explanation style language, types style language, and example use style language which is in the lyrics of the song "Asmalibration". Thing that based on indicator achievement competence eye lesson Indonesian which includes, students answer about the building elements of poetry, conclude the building elements of poetry in terms of form and content, writing free poetry in accordance with the elements element the builder, wrong only one through learning style language on lyrics the song "Asmalibration".

CONCLUSION

Conclusion based on results of a study which has conducted on lyrics of the song "Asmalibration" from group soegi music Bornean that part big lyrics on songs using several types of language styles. The style of language used is as a form of expression message or information which wants to be delivered. Style language which there is on lyrics song this among them style language ratio (figure of speech metaphor, association / parable and personification) and language style repetition (repetition). All language styles are in this figure of speech. Becomes the place to express language which the author conducted so that lyrics song which produced can have more taste and aesthetic value when enjoyed by listeners. Lyrics of the song "Asmalibration" can be used for learning about language styles in schools, especially in language lessons and Literature Indonesia, in particular writing poetry.

REFERENCES

- Ardyanto, R. *Analysis of Language Style and Messages on Paterpan Song Lyrics in Albums Star In Heaven*. Essay, University Muhammadiyah Surakarta, 2014.
- Noviasari Y, et al. (2022). *Journal Education Language and Literature England* . Figure of speech Style Language on Lyrics Song "Asmalibration" Work Dimec tirta, Erick and Soegi Bornean in Album Atma. 02, no. 3 (2022): 28-32.

- Putri, PNA, et al. (2019). *Journal of Indonesian Language and Literature Education* . Analysis of Heri's Poetry Isnaini "Stamps" With Semiotic Approach. 3(2). 365-370.
- Semi, A (1993). *Anatomy Literature*. Padang: Space Raya.
- Susanti, TR (2018). *Journal of Language, Literature, Learning* . Tulus Vocalist Song Lyrics Stylistics and Utilization As Language Learning Appreciation Poetry. 1, (2) 2018. 46-57.
- Prayitno, HW (2013). *Journal Education Language and Literature Indonesia*. Enhancement Poetry Writing Skills Using Inquiry Techniques and Guided Exercises. 2(1). 1- 10
- Rahmanto. B. (1998). *Method Teaching Literature* . Yogyakarta: Canisius.
- Bornean, Soegi. " *Asmalibration (Official Music Video)* ". Youtube.com. Accessed on Saturday, 26 November 2022. <https://www.youtube.com/watch?v=cQGfLDnmWS8>
- Wikipedia Language Indonesia, " *Soegi Bornean* " . Wikipedia. Accessed on day Saturday, 26 November 2022. https://id.wikipedia.org/wiki/Soegi_Bornean

UTILIZATION OF THE SIPEBI APPLICATION IN EDIT LINGUISTIC STUDY FOR IKIP SILIWANGI STUDENTS

Eli Syarifah Aeni¹, Suhud Aryana²

^{1,2}IKIP SILIWANGI

¹elnawa7@ikipsiliwangi.ac.id, ² suhudaryana@ikipsiliwangi.ac.id

Abstract

Editing linguistics is part of the editing field group. This research proposes to describe the use of the Sipebi application and student obstacles in text editing courses. This research method uses descriptive qualitative. The data source and research subject were IKIP Siliwangi regular class 2021 students in fifth semester. Analysis of the research data used qualitative analysis of the Miles and Hubberman interactive model, namely data collection, data condensation, data display, and conclusions drawing/verifying. Based on the data obtained, the use of the Sipebi application in the Editing linguistics (Manuscript Editing) course is very effective. This is from the value obtained by students. The highest score obtained by students before using the Sipebi application was 80 and the lowest score was 55. After using the Sipebi application, the highest score was 88 and the lowest score was 68.

Keywords: Digital Literacy Entrepreneurship, Sipebi Application, Manuscript Editing

Abstrak

Edit Linguistik merupakan bagian dalam kelompok bidang penyuntingan. Penelitian ini bertujuan mendeskripsikan pemanfaatan aplikasi Sipebi serta hambatan mahasiswa pada mata kuliah penyuntingan naskah. Metode penelitian ini menggunakan deskriptif kualitatif. Sumber data dan subjek penelitian adalah mahasiswa IKIP Siliwangi kelas reguler angkatan 2021 semester lima. Teknik pengumpulan data dalam penelitian ini menggunakan teknik tes dan dokumentasi. Analisis data penelitian ini menggunakan analisis kualitatif model interaktif Milles and Hubberman yaitu pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan. Berdasarkan data yang didapat, pemanfaatan aplikasi Sipebi pada mata kuliah Edit Linguistik (Penyuntingan Naskah) sangat efektif digunakan. Hal tersebut dapat dilihat dari nilai yang didapat oleh mahasiswa. Nilai tertinggi yang didapat mahasiswa sebelum menggunakan aplikasi Sipebi adalah 80 dan nilai terendah 55. Adapun setelah menggunakan aplikasi Sipebi, nilai tertinggi 88 dan nilai terendah 68.

Kata Kunci: Entrepreneurship Literasi Digital, Aplikasi Sipebi, Penyuntingan Naskah

INTRODUCTION

In the modern era like today, any work must be in contact with the use of technology. As previously stated by researchers Cloete (2017), Hashim, (2018), Svenningsson et al. (2021), Valijonovna & Rakhmatjonovich (2022) that technological advancements have made very rapid changes in various fields. The existence of various applications of information and communication technology that can be used to facilitate work is increasingly accessible to everyone. The existence of technology is very vital because at this time everything is technology-based and completely digital. Utilization of processes

and products of communication and information technology in the development of lecture models is a solution in solving many learning problems that are currently still carried out conventionally (Hashim, 2018). Even for an editor, technology has enormous benefits in helping to speed up completing work (Fauzi et al., 2020). Menurut Supriyana, (2018), Mugiono et al. (2020) the work of an editor who is very complex is not only done manually, but also mostly done digitally.

Editing is a profession that requires a variety of skills, both language, communication and art. In Indonesian, the term editing, which is translated into editing, means compiling or organizing by requiring special skills (KBBI online V). Based on this meaning, editing is organizing and arranging words to be more beautiful and meaningful. The work of editors and student assignments in the Editlinguistics course of the Siliwangi Language and Literature Education Study Program is very closely related to linguistics, so the existence of an Indonesian language dictionary is indispensable. One of them is KBBI Online. It turns out that the existence of a dictionary is still considered inadequate so that other applications are needed that can help students, editors, and writers in correcting or correcting errors from a linguistic aspect. One of the technologies that students and editors can take advantage of is the Sipebi application.

Sipebi is an offline application that can be downloaded on the official website *kbbi.kemdikbud.go.id/aplikasi* that everyone can use the application. According to Tjhin (2015), Bayrakdaroglu & Bayrakdaroglu (2017), Leksono & Kosasih (2020), Ramliyana, et.al. (2022) that the Sipebi application can be useful for students, writers, editors, and lecturers. However, the problem is that many are not used to using it. In addition, the guidelines for using the Sipebi application are not yet written in a guidebook or educational model. That way, students experience difficulties in operating the Sipebi application when editing manuscripts. Hal itu pun yang terjadi pada mahasiswa yang mengambil mata kuliah *Editinguistics at the Indonesian Language and Literature Education Study Program, IKIP Siliwangi class of 2021*. During practice, they still often make mistakes, especially in linguistic aspects. There are many language mistakes made by students which actually can be avoided (Aeni, 2016).

Based on these problems, there is one way that can be done is by utilizing the Sipebi application for script editors. This is intended so that editors can make good use of the

Sipebi application in accordance with established procedures. The results of this study fully explain the steps for the Sipebi application which can edit Indonesian writing. By utilizing the Sipebi application, editors can do their work in more detail and the results are more perfect. That way, the use of the Sipebi application can be an alternative in helping editors carry out their work, which so far has not been used optimally.

Sipebi is the latest application issued by the Indonesian Ministry of Education and Culture's Language Agency. This application functions as an editor for Indonesian spelling. Although this application is quite helpful in editing, editors still have to manually check for writing errors in the manuscript they are editing. Research on the utilization of the Sipebi application is an interesting research topic. The fact that the urgency of the need for applications that can help script editors is very high. However, not all editors take advantage of the Sipebi application. Therefore, a literature review was conducted to explore written sources relevant to the research problem. This is done so that plagiarism does not occur and it is different from previous studies. Based on the reference search conducted by the author, there are five studies that examine the Sipebi application. The research was conducted by Tjhin, (2015), Suhartina (2016), Leksono & Kosasih (2020), Fauzi, E. R., et.al, (2021), Ramliyana (2022), Tjhin (2015) melakukan penelitian dengan tema *User Experience of SIPEBI as Indonesia Cultural Edutainment web portal*. This third phase of research is to realize the Iconic Indonesian Cultural Education Center (Sipebi) as an Indonesian cultural edutainment web portal. The research uses only Sipebi completion rate, usability issues, errors, page views or clicks and single usability metrics.

The results of this study were based on a single usability metric in a user experience review that should have been redesigned because errors, completion rates, and satisfaction did not conform to standard usability metrics. Suhartina (2016) dIn his research, he found errors in written language which could be helped by the Sipebi application. Leksono & Kosasih (2020) examine more deeply about the Sipebi application with the theme 'Utilization of the Sipebi Application for BIPA Students'. The purpose of writing this article is to convey that the use of technology can make learning activities more effective.

This paper will discuss how the Sipebi application can be used for BIPA learning activities, especially in learning writing competence. This article is still limited to a literature review so this design still needs to be implemented in editing activities.

However, based on the results of his study, the use of the Sipebi application in improving BIPA students' ability to write was considered effective based on the design presented by the researcher. By utilizing the Sipebi application, it is hoped that BIPA students will enjoy learning Indonesian more. Fauzi, et.al (2021) conducted research with the theme of innovation in the development of internet-based service systems (Sipebi) in correspondence in the Cicenang sub-district during the pandemic. This research is motivated by various problems related to Internet-Based Service Innovation in the Cicenang Village Office, Cigasong District, Majalengka Regency. The purpose of this research is based on the needs of the community in the Kelurahan administration system and to make it easier for the community to make the required letters. Other research conducted by Ramliyana (2022) by theme *Analysis of Indonesian Language Error in Writing Reports of Students' Learning Results of The Amanah Fitrah Rabbani Foundation Using The SIPEBI Application*. This study aims to describe Indonesian language errors in student learning outcomes reports made by the teacher. Based on the results of the analysis and discussion of the data used, the first version of the Sipebi application still has many deficiencies that must be corrected. This happened because many types of language errors that should have been detected were not detected. Types of errors that are not detected are non-standard words, bound forms, and conjunctions. However, in its development this application continues to experience changes in a better direction. That way, this application is very helpful in detecting errors.

Based on this background, the existence of the Sipebi application will greatly assist students in correcting errors. By utilizing the Sipebi application, language errors can be resolved properly in the Linguistic Editing Masters of IKIP Siliwangi Students.

METHOD

This type of research is qualitative with a qualitative descriptive method. The data source and research subject were students of the regular class of 2021 IKIP Siliwangi fifth semester. Data collection techniques in this research used test and documentation techniques. Analysis of the data in this study used a qualitative analysis of the interactive model Miles and Huberman (in Sugiyono, 2019) carried out in four stages, namely data collection, data condensation, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Based on the results of edits made by students, there are still many errors that are not identified. Some of the errors referred to are words in the form of groups of basic words related to standards, combinations of words written separately and in series, groups of affixes, bound forms, and groups of words originating from Arabic. The following are groups of words that were not edited by students and edited (corrected) by Sipebi.

Tabel 1. Basic group of words

Before Using Sipebi	After Using Sipebi
abjat, adpokat, ades, afdol, aktip, ambulans, amandemen, ampibi, amoniak, analisa, antri, apotik, artifak, azas, astronot, asik, atheis, atlit, atmosfir, adzan, baligh, balsem, baterei, brandal, bolpen, brangkas, bis, cabe, capek, cicak, cidera, cendikia, cengkrama, coklat, daftar, dasyat, dulu, debitor, detil, deterjen, diagnosa, dollar, drem, duren, ekspor, ekstrim, elit, faham, faksimili, fikir, formil, frase, frekwensi, ghoib, gladi, goa, hadist, handal, hapal, hakekat, hektar, hembus, himbau, hingar, hipotesa, hisap, hutang, ijasah, ihlas, indera, insyaf, istighfar, isteri, ijin, jadual, jagat, jais, jamaah, jaman, jamrud, jenasah, jendral, jenius, kaedah, kadaluwarsa, kangker, karir, katalisa, ketapel, katagori, keloter, kendor, ketik, kharisma, kuatir, khutbah, komersil, komplek, komplit, konggres, koordinir, konsleting, kreditor, kualitas, kuantitatif, kwitansi, lapal, legalisir, lobang, maghrib, mangkok, mantera, masal, menteri, merk,	abjad, alpukat, ades, afdal, aktif, ambulans, amendemen, amfibi, amonia, analisis, antre, apotek, artefak, asas, astronaut, asyik, ateis, atlet, atmosfer, azan, balig, balsam, baterai, berandal, bolpoin, brankas, bus, cabai, capai, cecak, cedera, cendekia, cengkrama, coklat, daftar, dasyat, dahulu, debitor, detail, deterjen, diagnosis, dolar, drum, durian, ekspor, ekstrem, elite, paham, faksimile, pikir, formal, frasa, frekuensi, gaib, geladi, gua, hadis, andal, hafal, hakikat, hektare, embus, imbau, ingar, hipotesis, isap, utang, ijazah, ikhlas, indra, insaf, istigfar, istri, izin, jadwal, jagat, jaiz, jamaah, zaman, zamrud, jenazah, jenderal, genius, kaidah, kadaluwarsa, kanker, karier, katalisis, katapel, kategori, kloter, kendur, tik, karisma, khawatir, khotbah, komersial, kompleks, komplet, kongres, koordinasi, korsleting, kreditur, kualitas, kuantitatif, kuitansi, lafal, legalisasi, lubang, magrib, mangkuk, mantra, massal, menteri, merek,

materai, metoda, nahkoda, nafas, nampak, nasehat, negeri, netto, nomer, notulen, obyek, omset, onta, organisir, orisinil, otentik, palm, pinsil, photo, pondasi, praktek, proyek, propinsi, putera, puteri, rame, rapih, respon, rematik, rejeki, resiko, rubah, rubuh, ruh, seksama, saos, sekedar, sekretaris, seprei, sintesa, supir, subyek, survey, sutera, sahid, tauladan, telpon, tentram, taubat, tropi, umroh, urin, ustadz, vermak, yudo, yunior, zam-zam	meterai, metode, nakhoda, napas, tampak, nasihat, negeri, neto, nomor, notula, objek, omzet, unta, organisasi, orisinal, autentik, palem, pensil, foto, fondasi, praktik, proyek, provinsi, putra, putri, ramai, rapi, Respons, reumatik, rezeki, risiko, ubah, roboh, roh, saksama, saus, sekedar, sekretaris, seprai, sintesis, sopir, subjek, survei, sutra, syahid, teladan, telepon, tenteram, tobat, trofi, umrah, urine, ustaz, permak, judo, junior, zamzam
--	---

From the basic group of words, it is divided into eight components of combined words that can be detected by Sipebi, such as 1) separate groups of combined words, 2) groups of combined words written in series, 3) groups of affixed words, 4) groups of affixed words -(a)si and -(i)tas, 5) groups of prepositions, 6) groups of bound tenses, and 7) groups of Arabic words. As previously researched by Utamai (2022) Several aspects identified with these language editing applications include (a) standard/non-standard words, (b) spelling, for example punctuation, capital letters, prepositions, abbreviations, (c) typo errors, etc. The identified aspects cannot be generalized in several parts. That is, for each text/script, it is very possible that it requires different handling of repairs. The results of the data can be seen in Table 2 below.

Tabel 2. Word Grouping results

No	Results Before Using Sipeby application	After Using Sipebi Using Sipeby application
1. A group of compound words written separately		
	bertanggungjawab, cenderamata, intisari, terimakasih, walikota, orangtua	bertanggung jawab, cendera mata, inti sari, terima kasih, wali kota, orang tua
2 Groups of compound words written in series		
	darma siswa, darma wisata	darmasiswa, darmawisata
3. Group of affixed words		

	mempengaruhi, mencontek, menganalisa, mengkonstruksi, mengkonsumsi, menitikberatkan, menunjukkan, berfikir	memengaruhi, menyontek, menganalisis, mengonstruksi, mengonsumsi, menitikberatkan, menunjukkan, berpikir
4. Groups of words with affixes -(a)si and -(i)tas		
	aktifitas, efektifitas, kreatifitas, produktifitas, standarisasi	Aktivitas, efektivitas, kreativitas, produktivitas, standardisasi
5. Preposition group		
	diatas, dibawah, didalam, di ganti, dimana, disana, disini, kedalam	di atas, di bawah, di dalam, di ganti, di mana, di sana, di sini, ke dalam
6. 6. Groups of Bound Word Forms		
	antar manusia, non-blok, non-formal, non militer, panca indra, pasca panen, pasca perang, pasca sarjana	Antarmanusia, nonblok, nonformal, nonmiliter, pancaindra, pascapanen, pascaperang, pascasarjana
7. Group of words from the Arabic language		
	Adzan, baligh, ihlas, istighfar, jais, jamaah, jenasah, khutbah, maghrib, mesjid, sahid, umroh, ustadz	Azan, balig, ikhlas, istigfar, jaiz, jemaah, jenazah, khotbah, magrib, masjid, syahid, umrah, ustaz

The data in table 2 shows that the accuracy and consistency of the applications used by students when editing manuscripts is 98% correct. Not only that, in addition to using the Sipebi application, students must also be able to master spelling, grammar, broad knowledge and so on. Same opinion Luciandika, A., Andajani, K., Ariani, D., & Mamah, M. (2021) with the results of the research the requirements to become an editor, namely mastering spelling, grammar, understanding dictionaries, sensitive to languages, knowledgeable, thorough, sensitive to elements of ethnicity and race (religion), flexible, have the ability to write, master certain fields, foreign languages, and understand codes ethics. Besides that, according to Amalia, N. (2021) the highest skill is linguistic knowledge, not only hard skills, but what is important is that soft skills need to be owned by a manuscript editor. The following groups of words were not edited by students and detected (fixed) by sipebi.exe. Version:1.0.1.0.

Data from student test results also shows the use of Sipebi in Editlinguitik lectures which can be viewed in table 3 below.

Tabel 3. Student Scores in The use of Sipebi in Editinguistics Study

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Sebelum Menggunakan Sipebi	34	55	80	67,47	7,890
Nilai Sesudah Menggunakan Sipebi	34	68	88	78,03	5,797
Valid N (listwise)	34				

The edit scores of student manuscripts in the t3 table above show that before using Sipebi, out of 34 students, they obtained a minimum score of 55. Meanwhile, after using Sipebi in editing the manuscript, the student's minimum score has changed, namely 68. The maximum score of students before using the Sipebi application in editing manuscripts is 80. The maximum value of students has changed after using the Sipebi application, which is 88. With an average student score before using the Sipebi application, which is 67.47. The average score obtained after using the Sipebi application is 78.03. As defined by several previous researchers, such as according to Tjhin (2015), Bayrakdaroglu & Bayrakdaroglu (2017), Leksono & Kosasih (2020), Ramliyana, et.al. (2022) As defined by several previous researchers, such as according to Tjhin (2015),.

Based on the documentation from the editing linguistics lecture process with the use of the Sipebi application by supporting lecturers and students, it can be shown in the following figure 1.



Figure 1. The process of transferring student text or manuscripts to the Sipebi application

From the results of the documentation, students have entered the stage of examining a manuscript where previously there were still mistakes in the words written. from this stage the results of the inspection by the sipbei application will be obtained by comparing before and after as shown in figure 2 below.



Figure 2. The process of checking text or manuscripts carried out by students using Sipebi

In Figure 2, the student steps can determine the appropriate choice of words, so this is where the student's ability is seen to determine standard words according to word grouping. As seen in the process carried out by students in the following figure 3.



Figure 3. The process of student correction results on text or manuscripts using Sipebi

Steps to use the Sipebi application in linguistic editing learning

The steps for using sipebi in learning editing linguistics consist of 11 stages. In the first stage, students first download the software from the Sipebi application which is available on the web or the following link <https://kbbi.kemdikbud.go.id/Aplikasi#unduh-sipebi-windows>. Then in the second stage, students follow the download steps which are located at the lowest position with a green icon that reads "download Sipebi.v.1.0.1.0 (windows)", by pressing or clicking on the sign,

students immediately download and obtain files from the Sipebi application. As previously explained by the researcher Hudaa, S. (2021), The Sipebi application can be downloaded via the link provided above. Then, application users can choose to download the green application. However, currently it is still available for the Windows version only. After downloading, the application will be saved in a Zip File format. Sipebi users need to extract the file and save it in another document or column. The Sipebi application can be downloaded via the link provided above. Then, application users can choose to download the green application. However, currently it is still available for the Windows version only. After downloading, the application will be saved in a Zip File format. Sipebi users need to extract the file and save it in another document or column.

As we know that sipebi was designed by linguists who agreed to produce an application as a sign of the peak day of the 2021 Language and Literature Month celebration, on October 28 the Language Agency officially launched the Indonesian spelling checker application Sipebi. As the results of previous research conducted by Rosyad, Y. S., & Raharjo, U. D. (2022) that the Sipebi application provides several advantages, especially in terms of time and cost effectiveness and these findings indicate that the use of the Sipebi application is very feasible for use in editing manuscripts.

To use an application that integrates with the KBBI page. In the third stage, students install the application by selecting the icon marked "sipebi.exe". When a student clicks on the Sipebi application driver, the start page screen of the Sipebi application will appear. Furthermore, in the fourth stage students can already use the sipbei.v.1.0.1.0 application by clicking or pressing the enter icon as the fifth step. The next step, namely the sixth step, students can enter a text that they have previously prepared. This step is like a student practicing as a manuscript editor. On this occasion, students studied using the latest application, Sipebi. The sixth step is that the application is ready to use, students can enter text or manuscripts that they will check spelling. For that, click on the book sign or icon on the top left or press (Ctrl+O) to load the text/original manuscript from a file on the computer. In addition to this method, you can also copy (Ctrl+C) text or manuscript and then insert it into the original text page by pressing (Ctrl+V).

The next step, namely the seventh step, is that students can see the results of their edits or text improvements, by clicking the sign or pen icon on the top left or pressing

(Ctrl+Enter). Editing Reports and correction text will appear on the right. Entering the eighth step, students can see the results of the examination of the manuscript through the Sipebi application and to see the results of the analysis of the text or manuscript, students can click the monitor sign or icon on the top left or press (Ctrl + /). In the ninth step students can see the results of the difference from the initial script before using Sipebi with the script after using Sipebi. As stated by Aeni (2016) when practicing, they still often make mistakes, especially in linguistic aspects. There are many language mistakes made by students which actually can be avoided.

From the results of text/script analysis, students can see the types of errors and their explanations. They can also approve or disapprove of Sipebi's edits by clicking on the sign or icon they want in the Action column located at the top right on the analysis results page. Furthermore, in the tenth step students can edit the manuscript by clicking on the pen icon or icon located at the top left on the analysis results page after making the "checklist" or "cross" option for editing on the Correction Text page. The final step is that students can save their edits to the text they previously prepared by clicking the diskette icon/sign on the top left of the Sipebi page or pressing (Ctrl+S). As stated by Hudaa, S. (2021) based on a study conducted on the Sipebi application, it was found that the Sipebi application could be used in learning. Besides that Menurut Supriyana, (2018), Mugiono et al. (2020), the work of a very complex editor is not only done manually, but also mostly done digitally.

CONCLUSION

Based on the data obtained, it was found that language errors were made by the writers and were not corrected by the students. The errors referred to, namely as many as 172 basic word forms related to standardization, 6 words combinations written separately, 2 words combinations written in series, 8 affixed words, 5 groups of words -(a) si and -(i)tas, 8 groups prepositions, and 13 words derived from Arabic. Errors in these words can be identified by Sipebi so that the errors are automatically corrected immediately.

That way, Sipebi is very effective to use. Sipebi really helps student IKIP Siliwangi work in improving the writers' manuscripts. This can be seen from the scores obtained by students. Before using the Sipebi application, the highest score obtained by students was

80 and the lowest score was 55. As for after using the Sipebi application, the highest score was 88 and the lowest score was 68.

REFERENCES

- Aeni, S.A. (2016). *Editlingusitik: mahir menyunting naskah*. Bandung: Media Cendekia Muslim (MCM).
- Bayrakdaroglu, F., & Bayrakdaroglu, A. (2017). A Comparative Analysis Regarding the Effects of Financial Literacy and Digital Literacy on Internet Entrepreneurship Intention. *Journal of Entrepreneurship and Development*, 12(2), 27–38. <http://acikerisim.lib.comu.edu.tr:8080/xmlui/handle/COMU/1789>.
- Cloete, A. L. (2017). Technology and education: Challenges and opportunities. *HTS Teologiese Studies / Theological Studies*, 73(4), 1–7. <https://doi.org/10.4102/hts.v73i4.4589>
- Fauzi, E. R., Wardani, G. K., Liadiputri, G. A., & Dewinggih, T. (2021). Inovasi Pengembangan Sistem Pelayanan Berbasis Internet (SIPEBI) dalam Persuratan di Kelurahan Cicenang Pada Masa Pandemi. *Proceedings ...*, Desember. <https://proceedings.uinsgd.ac.id/index.php/proceedings/article/view/961%0Ahttps://proceedings.uinsgd.ac.id/index.php/proceedings/article/download/961/867>
- Fauzi, F., Antoni, D., & Suwarni, E. (2020). Women entrepreneurship in the developing country: The effects of financial and digital literacy on SMEs' growth. *Journal of Governance and Regulation*, 9(4), 106–115. <https://doi.org/10.22495/JGRV9I4ART9>
- Hamzah. Amir. (2020). *Metode Penelitian & Pengembangan*. Malang: Literasi Nusantara.
- Hashim, H. (2018). Application of Technology in the Digital Era Education. *International Journal of Research in Counseling and Education*, 1(2), 1. <https://doi.org/10.24036/002za0002>
- Hudaa, S. (2021). Pemanfaatan Aplikasi SIPEBI untuk Pemelajar BIPA. *Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA)*, 3(2), 78-85.
- Husain, A. A. dan H. (2015). Pengembangan Model Perkuliahan Berwawasan Kewirausahaan untuk Meningkatkan Kecakapan Hidup (Life Skill) Mahasiswa Calon Guru Development of Lectures Insightful Entrepreneurship Model to Improve Life Skills of Prospective Student Teacher. *Jurnal Chemica*, 16(1), 61–71.
- Leksono, R. P., & Kosasih, L. (2020). Pemanfaatan Aplikasi SIPEBI untuk Pembelajar BIPA. *Jurnal Bahasa Indonesia Bagi Penutur Asing (JBIPA)*, 2(1), 22–27.
- Mugiono, M., Dian, S., Prajanti, W., Wahyono, W., Pgri Batang, S., Ki, I. J., No, M., Selatan, P., & Batang, K. (2020). The Effect of Digital Literacy and Entrepreneurship Education Towards Online Entrepreneurship Intention Through Online Business Learning and Creativity At Marketing Department in Batang Regency. *Jee*, 10(1), 21–27. <http://journal.unnes.ac.id/sju/index.php/jeeec>
- Ramliyana, E. al. (2022). Analysis of Indonesian Language Error in Writing Reports of Students' Learning Results of The Amanah Fitrah Rabbani Foundation Using The SIPEBI Application. *Pendidikan Bahasa Dan Sastra Indonesia*, 6(1), 6–16.
- Rosyad, Y. S., & Raharjo, U. D. (2022). Evaluasi pelatihan aplikasi penyuntingan ejaan Bahasa Indonesia (SIPEBI). *Pengabdian Masyarakat Cendekia (PMC)*, 1(2), 63-65.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&B*. Bandung:

ALFABETA. CV.

- Suhartina. (2016). *2021 Kesalahan Berbahasa*. 15(2), 1–23.
- Sukmadinata. S.N. (2017). *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Supriyana, A. (2018). Penyuntingan aspek kebahasaan dalam naskah berbahasa indonesia. *Arkhaiis-Jurnal Ilmu Bahasa Dan Sastra Indonesia*, 09, 133–138. <http://journal.unj.ac.id/unj/index.php/arkhais/article/view/10425>
- Svenningsson, J., Höst, G., Hultén, M., & Hallström, J. (2021). Students' Attitudes Toward Technology: Exploring The Relationship Among Affective, Cognitive And Behavioral Components Of The Attitude Construct. *International Journal of Technology and Design Education*, 32(3), 1531–1551. <https://doi.org/10.1007/s10798-021-09657-7>
- Tjhin, S. (2015). *User Experience of SIPEBI as Indonesia Cultural Edutainment web portal*. September 2018.
- Utami, S. P. T. (2022). Teknologi dalam Penyuntingan Naskah Bahasa Indonesia: Studi Komparasi Pemanfaatan Aplikasi SIPEBI, ejaan. id, lektur. id, typhoonline. com, dan typograp. com.
- Valijonovna, K. I., & Rakhmatjonovich, T. D. (2022). *Informational Technology at Education*. 262–266.

ANALYSIS OF SYNTACTIC AND SEMANTIC ERROR IN THE WRITING OF INDONESIAN LANGUAGE EDUCATION STUDENTS AT PELITA HARAPAN UNIVERSITY

Ernie Bertha Nababan¹, Iko Agustina Boangmanalu², Abednego Tri Gumono³, Pitaya Rahmadi⁴

^{1,2,3,4}Universitas Pelita Harapan

¹ernie.nababan@uph.edu, ²iko.boangmanalu@uph.edu, ³Abednego.gumono@uph.edu,
⁴pitaya.rahmadi@uph.edu

Abstract

Writing skills is a basic skill that must be possessed and continuously developed by students, especially Indonesian Language Education students. Learning activity as well as educating later on after becoming a teacher will be very touching with text and writing skills. Based on observation and research conducted by researchers in writing skills Indonesian Language Education class is still low. Therefore, this research intends to find syntax and semantic errors on students' writings so that they become educator's reference in designing writing learning. This research is applying qualitative descriptive methods with interactive data analysis by Miles & Huberman. The data is 10 students' writings that consisted of 172 sentences. The result of research showed the most errors at the semantic level, especially the pleonasm category was 95 errors. Followed by 68 word choice category error, 22 misconception, and 6 equivocal sentences. In syntax level I found 24 confusion sentences and 15 word form inaccuracy.

Keywords: Writing Skills, Syntax, Semantic

Abstrak

Artikel ini membahas perkembangan media digital untuk pembelajaran bahasa Indonesia di Indonesia. Artikel Keterampilan menulis merupakan keterampilan dasar yang harus dimiliki dan terus dikembangkan oleh mahasiswa, khususnya mahasiswa Pendidikan Bahasa Indonesia. Aktivitas belajar maupun mendidik nantinya setelah menjadi guru sangat bersentuhan dengan teks dan keterampilan menulis. Berdasarkan pengamatan dan penilaian yang dilakukan peneliti di kelas, keterampilan menulis mahasiswa Pendidikan Bahasa Indonesia masih rendah. Oleh karena itu, penelitian ini bertujuan menemukan kesalahan sintaksis dan semantik pada tulisan mahasiswa agar menjadi acuan pendidik dalam merancang pembelajaran menulis. Penelitian ini menerapkan metode deskriptif kualitatif dengan analisis struktural data interaktif milik Miles & Huberman. Data merupakan tulisan 10 mahasiswa yang terdiri dari 172 kalimat. Hasil penelitian menunjukkan kesalahan paling banyak pada tataran semantik, khususnya kategori pleonasm sebanyak 94 kesalahan. Disusul oleh kategori pilihan kata 68 kesalahan, 22 kesalahan nalar, dan 6 kalimat taksa. Pada tataran sintaksis ditemukan 24 kalimat rancu dan 15 ketidaktepatan bentuk kata..

Kata Kunci: Keterampilan Menulis, Sintaksis, Semantik.

INTRODUCTION

Writing activities are an effective choice in the learning process because of various advantages. Ak gift, et al (1988) describe eight benefits that can be extracted. Writing activities help a person recognize his abilities and potential and can also assess the

objectivity of his own ideas. The second advantage, writing activities will provide space for someone to express, develop, and organize thoughts. The third advantage, the ability to analyze, think critically and solve problems can be trained in writing activities. The fourth advantage, someone will be encouraged to be more active in collecting, managing, and absorbing information. The fifth advantage is that writing activities are also a means of practicing language in an orderly manner.

Various benefits of writing can be obtained if we understand that writing is a process. A good writing does not just appear but is born from stages. Abidin (2015) describes four stages; 1) the stage of acquiring ideas, the author utilizes sensitivity to react to various phenomena; 2) the idea processing stage, the writer utilizes the ability to think, feel, imagine, and contemplate; 3) the idea production stage, the author utilizes knowledge of language and knowledge of work conventions. The production stage also includes the editing process prior to the 4) broadcasting stage.

Syntax and semantics are branches of linguistics that PBI students must learn because they are part of the foundation of linguistics. These two branches of knowledge are also highly correlated with writing skills. Syntax is related to the grammatical use of language units, while semantics pays attention to the meaning contained in these language units. Mastery of syntax alone makes writing grammatically orderly, but not necessarily orderly meaning or not necessarily conveying the author's intention precisely. Writing that respects semantic rules alone can lead to ambiguity of meaning, ambiguity of meaning, or pleonasm, causing misunderstandings on the part of the reader. Therefore, writing must pay attention to the rules at the level of syntax and semantics.

PBI students batch 2017 who are the subjects of this study have received basic knowledge of languages, such as Indonesian Grammar, General Linguistics, Phonology, and Reading. During the semester of the research, research subjects will receive Syntax, Semantics, and Writing courses. This makes research more meaningful because research results can be followed up directly in the learning process in the course. The results of data processing become a reference for lecturers for learning in the next semester or for conducting further research.

Due to time and ability limitations, this study analyzed four categories of semantic errors and two categories of syntactic errors. This study aims to identify forms and patterns

of language errors at the level of syntax and semantics in the writing of Indonesian Language Education students.

Writing is an activity to communicate indirectly. Readers cannot see the author's facial expressions and body gestures or the intonation and pauses in the author's voice when conveying his meaning. Language that is less organized still has a high probability of being interpreted correctly by the recipient of the information if it is conveyed orally because it is assisted by facial expressions, gestures, intonation and pauses. In contrast to communication through writing where the recipient of the information does not see the expression or hear the author's voice. Therefore, writers must be proficient in using grammar and language structure and word choice (Tarigan, 2008). Proficiency in using the grammar and structure of language as well as the choice of words is not obtained automatically, it needs practice and practice. Therefore, writing corresponds to a skill in which the ability to develop continuously according to the amount of practice. So, writing skills are abilities that continue to develop in conveying ideas and intentions by optimizing the use of grammar and structure of language and choice of words.

Someone who is skilled at writing prose is not necessarily adept at writing a scientific research article. Both require different abilities because the characteristics of writing and the organization of ideas are also different. Scientific articles tend to use passive sentences and word choices that contain denotative meanings, while prose pays attention to the development of the imagination and builds the emotions of the reader so that connotative language units become choices. This causes the skill set that must be possessed by writers to be different when writing works of fiction and non-fiction. In this study will focus on the skills of writing non-fiction texts in accordance with the subjects that will be obtained by research subjects.

Non-fiction texts in this study are writings that present facts or opinions in a systematic and logical manner, packaged in plain language, and are not imaginative. Nonfiction texts are very diverse, including essays, articles, books, scientific journals, dictionaries, biographies, newspapers, papers, proposals, research reports, and others. The writing that will be studied in this study is in the form of a simple essay consisting of three to four paragraphs. This type of writing is seen as representing the skills of writing non-fiction texts because they have the same characteristics. In addition, this research

needs to limit the length of the writing so that it is relevant to the time and ability of the researcher.

Normally, language error analysis research is carried out on subjects who are foreign speakers or the language becomes a second or third language for them. However, this research is still considered relevant because the majority of research subjects come from regions in Indonesia where the mother tongue is the local language. Second, because the students' writing skills are still minimal. Third, this study examines errors at the language level which are quite complex; between words in sentences, between sentences in paragraphs, and between paragraphs in one text.

Syntax comes from the Greek, namely *sun* means with and *tattein* means place. Verhaar (2012) mentions that syntax is "...a grammar that discusses the relationship between words in speech." This definition emphasizes the relationship between words. Ramlan in Putrayasa (2014) explains that syntax is a branch of linguistics that studies the ins and outs of discourse, sentences, clauses, and phrases. Stryker in Putrayasa (2014) argues that syntax is the study of patterns used to combine words into sentences. It can be concluded, syntax is the science that examines the pattern of arrangement of words into phrases, clauses, and sentences by paying attention to functions, categories, and roles. Syntactic errors are errors at the level of function, category, or role in a unit of language.

Semantics comes from the Greek, namely *sema* means sign or symbol (noun) or *semaino* means marking or symbolizing (verb). Semantics is a science that examines the meaning of language units (Parera, 1990). Syntax focuses on the grammatical structure while semantics focuses on the meaning generated by the grammatical structure. In this study, types of errors and meaning relations will be analyzed at the levels of words, phrases, clauses, and sentences.

Research by Kusumaningsih, et al (2017) found 128 sentences out of 20 student writings containing syntax errors. These errors are dominated by noun phrase errors. This study focuses more on word or phrase level errors so it pays less attention to errors at the sentence level or language errors in larger units. Nisa (2018) examines language errors in news published in newspapers. At the semantic level, this study found errors in word choice. The choice of words used contains a connotative meaning so that it obscures the intention of the news which should use denotative language units. This study pays

attention to the context of sentences and paragraphs so that errors in form and meaning can be found.

This research can give students and lecturers an overview of language errors that often occur in writing. This research data can also be a reference for lecturers to design learning that answers or provides writing training to reduce wrong language behavior.

METHOD

This study uses a qualitative approach with analytical methods. Qualitative research was conducted because researchers wanted to explore phenomena that cannot be quantified and are descriptive in nature (Satori & Komariah, 2014). The object of research is student writing in the form of essays consisting of three to four paragraphs. This data was obtained from learning to write in the Writing course. The data analysis technique uses the Miles & Huberman model, namely the interactive model (Satori & Komariah, 2014). This data analysis technique allows researchers to return to the data collection stage when needed. The data analysis phase is described below.

a. Data reduction

In qualitative research, the data obtained will be very large. This stage will group data into categories of syntax and semantic errors, reduce data that is not in accordance with the research objectives, and code data (coding).

b. Data presentation

The next stage is presenting data in the form of tables and words (description)

c. Conclusion drawing and verification

This stage conveys initial conclusions, verifies with data, theory, and previous research so that the final conclusions become credible. For more details, can be seen in the following chart.

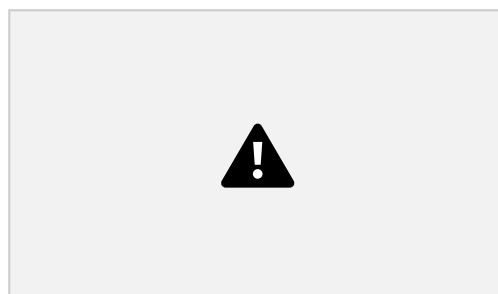


Chart 1. Miles and Huberman's Data Analysis

RESULT AND DISCUSSION

The findings from the analysis of 10 student writings with a total of 172 sentences show syntax errors and semantic errors which lead to sentence ineffectiveness. There are four categories of semantic errors and two categories of syntactic errors at the sentence level. The pleonasm category semantic error is the most frequently found error. At the syntactic level, ambiguous sentences dominate, namely 24 sentences out of a total of 172 sentences. The following shows the quantity of syntax and semantic errors.

Table 1. of Syntactic and Semantic Errors

Data Corpus	Syntax Error		Semantic Error			
	Contamination and Ambiguity	Incorrect word form	Pleonasm	ambiguity	Error of Reason	Word Choice
D1	1	1	9	0	2	6
D4	3	0	13	0	4	5
D7	1	3	7	3	4	6
D9	1	1	8	0	0	3
D16	0	1	20	0	2	7
D18	3	4	11	0	3	12
D27	2	2	12	1	2	6
D28	4	1	0	0	2	10
D29	3	1	2	2	1	7
D30	6	1	12	0	2	6
Jumlah	24	15	94	6	22	68

Based on the table above, it can be found that the semantic errors in the word choice category are spread throughout the writing with a range of 3-12 per article. Pleonasm errors are the most but the range of numbers in each writing is not evenly distributed, there are even writings that do not contain pleonasm errors. The fewest ambiguous sentences or taxa were found, six of the 172 total sentences studied. At the word level, errors in choosing words and word form errors were less than errors at the sentence level. Data with code D18 contains the most errors from other data. Only ambiguous sentences were not found in this data. Data D9 contains the fewest errors, only 13 errors with pleonasm sentences dominating. There are no errors of reason and ambiguity in the sentences.

1) Analysis

a) Semantic Error

1) Redundancy

Pleonasm is a semantic error that uses language units excessively. A word should not need to be used in certain sentences because the meaning to be conveyed is complete without that word. Pleonasm can be justified in certain purposes and texts. For example, prose texts use pleonasms to reinforce meaning or emphasize meaning (Putrayasa, 2010). In non-literary texts, efficient and straightforward language is needed because the main purpose is to convey information or explain an object. Zamzani (1985) describes two language follow objectives, namely technical goals and effective goals. In effective purposes do not apply extravagant norms. For example, in literary works, propaganda, campaigns, advertisements, and the like. Technical goals impose extravagant norms with measures of degree of information, probability, and functional load of linguistic forms. Therefore, pleonasms should be avoided in academic texts such as essays, papers, research reports, and so on. The following table lists the abstracted forms of pleonasm errors (similar errors are not repeated in this table).

Tabel 2. Semantic Error in Redundancy

No	Error Form	Error location	Repair
1	The plural is stated twice	explained a lot of issues, academics, parents, teachers, students and also schools	Presents many issues, academics, parents, for teachers, students and schools
2	Repeat words/phrases with the same meaning	give his argument by giving a statement, along with, have a synergy, want to want	Give a statement, along with, have synergy, want
3	Excessive use of particles and numerals	and also, stating that, is that, giving a contribution, collaboration from academics, also that, At this opportunity, namely March 17 2019, it will be held again, one of which is regarding education,	And, stating, is, making a contribution, academic collaboration, too, on March 17 2019 it will be held again, one of which is regarding

		the aim is to increase, regarding costs for their children's education , the quality of each generation, The population is this much, the solution to the problem	education, the aim of increasing, about the cost of education of their children, the quality of each generation, this large population, solving problems
--	--	--	--

After identifying the errors in the pleonasm category, the researcher grouped these errors into three forms. The plural expressed twice is the most pleonasm found. Adding a dependent form, adjective, or plural adverb to a repeated or plural word creates pleonasm. For example the following sentence.

D1K1	The Vice Presidential Candidate Debate which took place on Sunday, March 17 2019 presented many issues directly related to society.
D16K7	Based on the vision and mission presented by the two candidate pairs regarding education, candidate pair one places more emphasis on increasing scholarships for the nation's young generation so that parents don't have to worry about the cost of their children's education.

In D1K1, the pronoun "issues" has a plural meaning so it doesn't need the adjective "many". This sentence can be corrected by removing the word "many" or the word "issue" does not need to be repeated. "Parents" can mean a pair, namely father and mother, but can also mean more than a pair of mother and father. The content of meaning in words is very dependent on the context of the sentence or the wider language unit. In sentence D1K7, "parents" refers to a large number of fathers and/or mothers because the context talks about "nation". Therefore, there is no need to use "para" before the word "parents". Errors like this often occur in words that can have plural meanings without adding another word or repeating it. For example, the word "human", "student", "student", and others.

The second form of error from the pleonasm category is repeating words/phrases that mean the same thing. Chaer (2009) mentions that each word has a different meaning. Different forms of words, different meanings. However, this research highlights the

element of “meaning”, one of the four aspects of meaning (Pateda, 2001). An effective sentence or unit of language is a unit of language that is brief in form and dense in meaning. The following is an example of the use of words/phrases/clauses with the same meaning that are redundant.

D4K6	In the first stage, Candidate Pair number two gave his argument by giving a statement that education must collaborate with innovation.
D16K1	As is well known, on April 17 2019 all Indonesian people will elect the President and Vice President along with members of the legislature simultaneously.

In D4K6 there are clauses "give their arguments" and "give statements". These two clauses have the same meaning. Using either one is enough to get the point across. “with” and “with” mean the same thing in certain contexts. In D16K1, the word "with" is no longer appropriate to use, just "with" is enough because it already conveys the meaning of two things that take place at the same time or are held simultaneously.

The third form of error from the pleonasm category is the excessive use of particles and numerals. The excessive use of this type of word is deliberately separated from the excessive use of other types of words because errors of this type are often made, requiring special discussion. Particles are word classes that include articles, prepositions, conjunctions, and interjections, while numeralia are word classes that show numbers or quantities (KBBI, edition V).

D18K7	Ma'ruf's humanist attitude aims to change the nation's education so that the quality of the Indonesian nation is not looked down upon by other countries.
D16K8	Candidate pair one will also develop research by allocating all funds to form a national research agency so that research is more effective and will also provide an endowment fund for research in education, so that it will create an advanced Indonesia, especially in the field of education.

The use of "from" and "for" in sentences D18K7 is declared pleonasm because without these two particles the meaning of the sentence is full. “Ma'ruf's humanist attitude...” is the subject of the sentence. The insertion of "from" obscures the function and without "from" the meaning is full. “...aims to change...” already contains a complete

meaning so there is no need for “to”. "aimed at" already contains the meaning of "to". In D16K8, “also”, “will” are used many times even “also”, “will”, and “and” are used together. "also" is synonymous with "and" so effective sentences do not need to juxtapose the two words. Simply use one.

1) **Ambiguity or Ambiguity**

An ambiguity is a unit of language that contains more than one meaning because it is grammatical, not lexical. Taxa sentences can be in accordance with the rules of language syntactically but the meaning contained is more than one so that it can cause misunderstanding to the reader. This study found ambiguity as the least error, only six out of 172 sentences. These errors were found in three of the writings, the other seven writings did not contain this form error.

D29K1 4	One of the topics above has opened the minds of the Indonesian people.
D7K4	Technological research innovation becomes a consolidated investment so that academic businesses and the government have a synergy, not just in size and number but synergistic allocations with the business world and the academic system.
D7K9	Agreed to create an endowment fund for educational research, namely future research will succeed in advancing the country and towards the ten year challenge.

D29K14 is the first sentence of the third paragraph in D29's text. The first and second paragraphs discuss more than one topic, including research, the business world, and government policy. “one of the topics above...” becomes a clause with multiple meanings because it is not clear which topic it refers to. If the context of this sentence is traced, the author's intention refers to a research topic that is not often discussed by the public. The sentence can be corrected "The research topic in the debate has opened the minds of the Indonesian people."

D7K4 is a complex sentence with an error, but only the ambiguity error form will be discussed in this section. The “his” in “allocation” can refer to innovation or investment. This error is caused by the omission of the word "fund" from the sentence. The ambiguity is most evident in the part “...created an educational research endowment ...” in sentence D7K9. This clause has many meanings, such as "endowment fund for educational-themed

research" or "endowment fund for educational institutions". It can also give rise to the meaning of "endowment fund for research". If what is meant is "creating an endowment for research" then improvements can be made such as "Agreed to create an endowment for research in order to advance the country and meet the ten year challenge."

1) Error of Reason

Quantitatively, the sentences that contain reasoning errors are few, only 22 sentences. Pleonasm errors are nearly four times that number. However, logical fallacies are a type of error that seriously confuses the meaning of a sentence. The impact on the delivery of ideas is more negative than other types of semantic errors.

D1K16	Research opens opportunities for Indonesian children to conduct research that can hone their skills, making them creators and researchers, not just recipients of information.
D4K2	This educational theme raises a qualified way of thinking in order to be able to answer correctly and in accordance with current realities.
D30K1 0	The preventive steps that the two vice presidential candidates will take in response to the two candidate pairs are clearly different.

“Research” in D1K16 is synonymous with research, so it is not logical to say that research opens up opportunities for someone to do research. Things that can increase research opportunities are the provision of facilities, infrastructure, and funds. If the information, motivation, and competence of the younger generation is a problem, the solution is to disseminate information, increase its usefulness, and provide assistance to novice researchers. Illogical research becomes the subject of actors to open up research opportunities. This sentence can be corrected, "Research activities are a place to hone the ability of the younger generation to create, not just receive information." If what is meant is an increase in research opportunities, the following sentence can be a fix "Increasing the research budget can open up greater opportunities for the public to conduct research."

If you look closely, D4K2's sentence places "the theme of education" as the subject of the actor who "gives rise to a qualified way of thinking". Is it possible that the theme of education gives rise to a way of thinking? Educational themes can be discussed, discussed,

or developed into writing. The educational theme is not human or some kind of endeavor. Mentioning the theme of education can bring up a qualified way of thinking that certainly goes against reason. Efforts to educate can improve one's thinking skills but not the theme of education. Qualified is an adjective attached to a skill or skill. Always explain things related to performance. The use of the word "qualified" in this sentence is inappropriate because the word "way" in the sentence above raises the meaning not of skill or performance, but of a rule or style of thinking.

Sentence D30K10 clearly goes against reason because the participants in the debate were the two vice presidential candidates in question, there were no other debate participants so it was not clear who was meant by "the two pairs of candidates". Who responds to whom and whose response is different from whose response. If what is meant is that the two debate participants conveyed different responses, the sentence can be corrected, "The two vice-presidential candidates conveyed different responses."

2) Word Choice

Inaccuracy in the meaning of words is the second most common error in the findings of this study. Imprecision in the meaning of words is different from inaccurate word forms. The inaccuracy of the meaning of words becomes a semantic study because it looks at the appropriateness of the words used to convey a meaning in a sentence. Incorrect tenses are morphological errors. This study found 68 mistakes using words in sentences. The types of words that are most frequently used incorrectly are loanwords and conjunctions.

D1K5	Candidate for Vice President number 2 gave a response, namely building Indonesian society by providing an education system that consolidates employment opportunities.
D18K4	Ma'ruf's revitalization attitude is highly appreciated because of the goal he wants to carry out to develop children's education and moreover use strategies that are truly effective and of good quality.
D27K5	In line with the opinion of candidate pair 02, in my opinion the talent search that will be carried out is good to do because it has the potential to give birth to a generation that has skills and skills in their field, is qualified, and is capable of competence.
D28K1 9	The assessment rests with the people who will use their right to vote to see whose work program guarantees and whose work program depends on something that is not constant.

"Consolidation" means to strengthen or strengthen by uniting two or more parties. Often used to express the union of two or more companies to make them stronger from an economic standpoint. Sentence D1K5 mentions "education system" consolidating with employment. The system is a device or arrangement that is orderly and even standard as a basis for running something and employment is a place or work space. The education system is neither a party nor a place or space so it is impossible to consolidate with employment. If what is meant is that the education system needs to be reviewed so that graduates meet the needs of the job market, this sentence can be corrected, "Candidate for vice president serial number 02 responded that building Indonesian society can be done with an education system that is adapted to job market needs."

The word "revitalization" is used incorrectly in sentence D18K4 because the word "revitalization" means an effort to revive or reactivate. This word is a noun whose form is the activity or activities carried out by the subject. In sentence D18K4 the word revitalization becomes an adjective attached to "Ma'ruf" or "Ma'ruf's attitude". The word revitalization is more appropriate not to be used in that sentence so that the subject of the sentence becomes "Ma'ruf's attitude...". Tracing the sentences in D18's writing, the mistake in using the word "revitalization" is caused by the blurring of the author's understanding of the meaning and significance of "revitalization".

D27K5 contains a word choice error because it uses the word "competent". Competence is an ability that exists within a person. "competent" means having the ability. "capable of competence" is a unit of language whose meaning is obscure, it is not clear what the author meant. This error can occur because the writer does not properly understand the meaning of "competence" and the difference between it and "competition". The sentence above becomes clearer if the word "competent" is changed to "competent".

Constant is a word that means fixed or unchanging with respect to motion, temperature, or weight. The context of sentence D28K19 is not discussing movement or movement but the work program promised by the debate participants. Constant is the wrong word choice because a constant promise means a silent promise, not moving, no progress. "constant" is the wrong word choice in the sentence. "constant" can be replaced with "consistent" to express "keep promises" or "do what has been planned".

2. Syntax Error

a) Alignment/Parallel Error

In this data, 4 or 11.42% indicates that the sentences are not parallel, that is, the verbs used are not parallel. For example, the sentence "Candidate for Vice President number 1 plans to pool research funds that were previously divided between ministries and institutions so that there is one coordination." The structure of ministries and institutions should be ministries and institutions. The terms of an effective sentence have a parallel structure, namely the equivalence of the verb elements. This is in line with the description of the effective sentence requirements as described by Putrayasa (2010). As an example, "We have prayed and tried. The verbs in the sentence are not equivalent. To pray is an intransitive verb, while to endeavor is a transitive verb. The use of these different verbs cannot be in one unit. Therefore, these two words must be changed into the same verb form, namely pray and try or pray and try. Thus, an effective sentence is "We have prayed and tried" or "We have prayed and tried."

The errors that occur in student writing indicate that students' understanding and awareness of effective sentences is still lacking. In connection with this error rate, several causal factors can be described, among others, first is the habit of students writing sentences in the form of direct speech. That is, direct speech sentences are written without a good and correct selection process. Because the direct speech sentence is written, it causes the writing of the sentence elements to be wrong. For example the placement of a comma that is not right. Second, because they feel that students are native speakers of Indonesian, they ignore the rules of writing and tend to focus on the process of communication/putting importance on aspects of understanding, not on good language structure. The third is the demographic factor of students who come from outside Java with a different level of understanding than students who come from Java. This is influenced by the local culture as well as the results of learning Indonesian/student academic abilities.

CONCLUSION

The conclusions of the research are described as follows.

1. Errors at the semantic level, especially the pleonasm category, are the most common. This is related to speech behavior in Indonesian culture that emphasizes politeness rather than efficiency or efficiency.
2. Errors in word choice at the semantic level indicate low student insight and minimal reading activities.
3. Reasoning errors and ambiguity were not found indicating that the ability to convey ideas and thoughts through writing was good enough.
4. At the syntactic level, 24 ambiguous sentences and 15 incorrect word forms were found.

REFERENCE

- Akhadiah, S., Arsjad, M. ., & Ridwan, S. . (1998). *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Penerbit Erlangga.
- Abidin, Y. (2015). *Pembelajaran Multiliterasi*. Bandung: Refika Aditama.
- Tarigan, H. . (2008). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Penerbit Angkasa Bandung.
- Verhaar, J. W. (2012). *Asas-asas Linguistik Umum*. Yogyakarta: Gadjah Mada University Press.
- Putrayasa, I. B. (2014). *Analisis Kalimat (Fungsi, Kategori, dan Peran)*. Bandung: Refika Aditama.
- Parera, J.D. (1990). *Teori Semantik*. Jakarta: Erlangga.
- Satori, D., & Komariah, A. (2014). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Putrayasa, I. B. (2010). *Kalimat efektif: Diksi, Struktur, dan Logika*. Bandung: Refika Aditama.
- Zamzani. (1985). Pleonasme Pemborosan dalam Tindak Berbahasa. *Cakrawala Pendidikan*,VI(2), 41-52. doi: <https://doi.org/10.21831/cp.v2i2.7416>
- Chaer, Abdul. (2009). *Pengantar Semantik Bahasa Indonesia*. Jakarta: Rineka Cipta
- Pateda, Mansoer. (2001). *Semantik Leksikal*. Jakarta: Rineka Cipta
- Kamus Besar Bahasa Indonesia*. (Edisi V).

APPLICATION OF IMAGE SERIES MEDIA TO IMPROVE THE WRITING ABILITY OF STUDENTS OF CLASS V SD KATOLIK 03 ST. JOHN APANGET BARAT

Evi Martika D. Kasiahe

Universitas Katolik De La Salle Manado
ekasiahe@unikadelasalle.ac.id

Abstract

Writing composition skill is one of the skills that is the goal of learning Indonesian. One type of writing in learning Indonesian in elementary school is writing essays. 5th class students at SD Katolik 03. Yohanes Mapanget Barat, that is having difficulty expressing ideas in written form. This is caused by the delivery of material by teachers who tend to be passive. This research is an attempt to find alternatives to the problems that occur, namely by applying serial picture media. Serial picture media is a series of stories made of paper consisting of various pictures. The subjects of this research were 5th class students at SD Katolik 03. Yohanes Mapanget Barat, totaling 16 students. Research is a type of classroom action research, while data analysis is carried out quantitatively and qualitatively. This research used an analysis test on the results of an essay writing ability test. The results of the research show that the Application of Serial picture media to Improve Writing Skill 5th class students at SD Katolik 03. Yohanes Mapanget Barat has not yet achieved an increase of 72.5% in cycle I and only experienced an increase of 92.1% in cycle II. So, there is a strong relationship between Serial picture media and Writing composition skill 5th class students at SD Katolik 03. Yohanes Mapanget Barat.

Keywords: Writing Composition Skill, Serial Picture Media, Elementary School.

Abstrak

Kemampuan menulis merupakan salah satu keterampilan yang menjadi muara dari pembelajaran Bahasa Indonesia. Salah satu jenis tulisan dalam pembelajaran Bahasa Indonesia di SD adalah menulis karangan. Siswa kelas V di SD Katolik 03 St. Yohanes Mapanget Barat, yaitu mengalami kesulitan untuk mencurahkan ide dalam bentuk tulisan. Hal ini disebabkan oleh penyampaian materi oleh guru yang cenderung pasif. Penelitian ini merupakan upaya mencari alternatif dari permasalahan yang terjadi, yaitu dengan menerapkan media gambar seri. Gambar seri merupakan rangkaian suatu cerita yang dibuat dari kertas yang terdiri dari macam-macam gambar. Subjek penelitian ini yakni siswa kelas V SD Katolik 03 St. Yohanes Mapanget Barat yang berjumlah 16 orang. Penelitian merupakan jenis penelitian tindakan kelas, sedangkan analisis data dilakukan secara kuantitatif dan kualitatif. Penelitian ini menggunakan uji analisis hasil tes kemampuan menulis karangan. Hasil penelitian menunjukkan bahwa Penerapan Media Gambar Seri untuk Meningkatkan Kemampuan Menulis Karangan Siswa Kelas V SD Katolik 03 St. Yohanes Mapanget Barat belum mencapai peningkatan 72,5% pada siklus I dan baru mengalami peningkatan sebesar 92,1% pada siklus II. Maka terdapat hubungan yang kuat antara media gambar seri dan kemampuan menulis karangan siswa kelas V SD Katolik 03 St. Yohanes Mapanget Barat.

Kata Kunci: Keterampilan Menulis, Media Gambar Seri, Sekolah Dasar

INTRODUCTION

Teachers have a significant role in creating innovative learning for all subjects, including learning Indonesian. Teachers are responsible for finding solutions to overcome obstacles and challenges that arise. A teacher needs to know that each student has different

characteristics. Teachers with their creativity must try to create the right method to deal with the differences of each student. Teachers must be able to give punishment and rewards at the right time to students who deserve it. In the whole learning process the teacher must be able to create a pleasant and happy atmosphere so that in addition to the learning objectives the learning process can also become meaningful for students (Esmaeili, et al: 2015).

One of the problems faced by teachers at St. Catholic 03 Elementary School. Yohanes Mapanget Barat, namely the students' difficulties in expressing ideas, ideas, feelings, thoughts in an essay. In the learning process, it was found that some students still had difficulty writing essays by expressing ideas in writing. This problem is caused by the delivery of material for Indonesian learning which is still very passive so that some students are not too interested in the lessons delivered in class. At the end of the lesson students are trained to improve their skills, namely by practicing writing essays, but the results are still far from expectations, many students do not have the idea to write.

According to Tarigan (2013) writing is a language skill which is also a form of communication with other people, indirectly or not face to face. In high-grade Indonesian learning in elementary school, one of the forms of writing that is learned is the form of text and essays. To overcome this problem the teacher needs to apply a variety of learning media, one of which is by using picture series learning media. Media picture series is a tool that helps motivate students in participating in learning. Serial picture media makes learning easy for students to understand. The use of varied and interesting learning media will make it easier for students to understand the content of the lessons delivered by the teacher. Picture series is one of these learning media that can help students in learning Indonesian, especially writing essays.

Picture series is one of the teacher's tools to convey the contents of the material text sequentially as described. According to Putra (2014) picture series is a collection of pictures containing activities or chronology that are described in a coherent manner. Serial picture media can be sequenced through the storyline according to the activities in the pictures that are told in the learning process in class. Meanwhile, according to Permana (2018) picture series has advantages because it can make the classroom atmosphere more interactive and intensive because through picture series students can overcome existing

limitations, namely sensory power, time, space, and clarify information so they don't use or express it too much in words. Through this research, it is expected to know the application of picture series learning media in improving essay writing skills.

As for some previous studies that are relevant to this research, Windari (2016) with the title "Improvement of Essay Writing Through Image Series Media in Class V MI Irsyadul Khair Kebon Baru, Tabet, South Jakarta." Fadilah and Hariani (2014) with the title "Using Image Media in Thematic Learning to Improve Simple Story Writing Skills for Grade II Elementary School Students". Both of these studies show that there is an increase in the ability to write essays after the application of picture series media. This shows that serial picture media can be used as a medium to improve essay writing skills, especially in elementary schools. This research is a class action research (PTK).

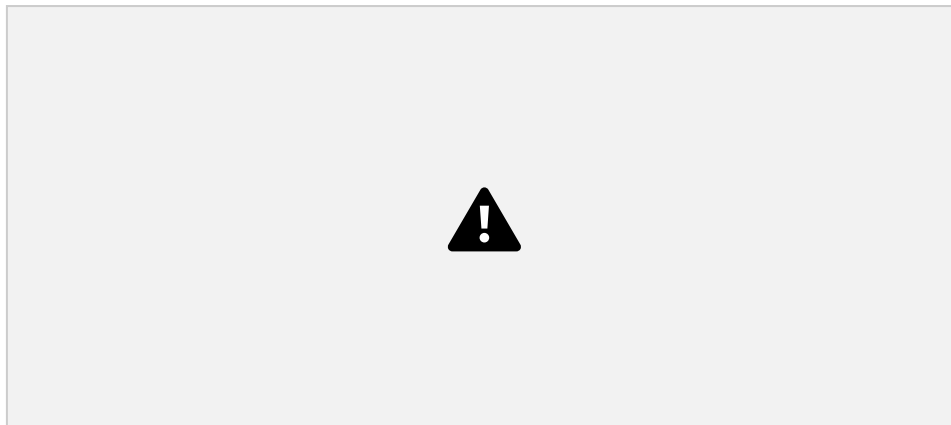


Figure 1. Flow of Thinking Framework

The approach used in this research is Classroom Action Research (CAR), which is class-based research. Therefore, the implementation of this research includes cyclical planning, action, observation, and reflection activities. This research was conducted at St. Catholic Elementary School 03. Yohanes Mapanget Barat, having his address at Ward III, Mapanget District, Manado City, North Sulawesi Province. In the even semester of March and April for the 2021/2022 Academic Year. The research subjects were all fifth grade students at St. Catholic Elementary School 03. Yohanes Mapanget Barat on the subject matter of writing essays. As for the stage of this research with the action in the form of a cycle consisting of planning, action, observation, and reflection. After taking action I, the researcher will continue with action II if the actions in cycle I have not fulfilled the

refinement. The class action research flow carried out can be presented as shown according to Arikunto, et al. (in Manuaba, et al. 2016: 4) as follows:

METHODS

The approach used in this research is Classroom Action Research (CAR), which is class-based research. Therefore, the implementation of this research includes cyclical planning, action, observation, and reflection activities. This research was conducted at St. Catholic Elementary School 03. Yohanes Mapanget Barat, having his address at Ward III, Mapanget District, Manado City, North Sulawesi Province. In the even semester of March and April for the 2021/2022 Academic Year. The research subjects were all fifth grade students at St. Catholic Elementary School 03. Yohanes Mapanget Barat on the subject matter of writing essays. As for the stage of this research with the action in the form of a cycle consisting of planning, action, observation, and reflection. After taking action I, the researcher will continue with action II if the actions in cycle I have not fulfilled the refinement. The class action research flow carried out can be presented as shown according to Arikunto, et al. (in Manuaba, et al. 2016: 4) as follows:

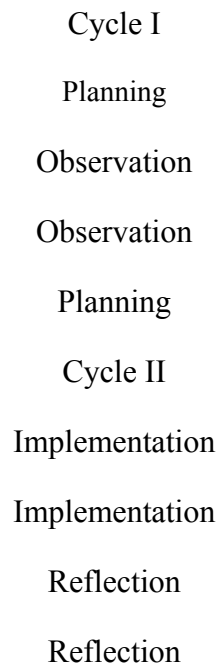


Figure 2. Classroom Action Research Flow

RESULT AND DISCUSSION

The following will describe the results of the research on the application of serial picture media to improve essay writing skills for fifth grade students of St. Catholic Elementary School 03. John Mapanget Barat. This research consists of cycle I and cycle II, namely on Thursday, May 19 for cycle I and Friday, May 20 for cycle II.

1. Cycle I

The implementation stage of cycle I was carried out 1 meeting. The researcher acted as (teacher) and the homeroom teacher helped during the cycle I observation activities.

- a) Planning, at this stage, all learning materials for cycle I were compiled.
- b) Action, steps to Implement Image Series Media
 - 1) The teacher conveys the learning objectives, at this stage the teacher conveys the learning objectives that will be studied, the use of the steps of applying picture series media. The material studied is using the book theme 3 Healthy Food, Sub-theme 1 and Learning 6.
 - 2) The teacher attaches several pictures in front in sequence, the teacher makes a title from the picture series, sorts the pictures, then makes sentences according to the pictures which are sorted correctly and logically after that combines the sentences that have been made according to the picture series into an essay.
 - 3) Students identify serial pictures and start composing sequentially and logically. Students follow the teacher's explanation and students begin to compose by looking at the serial pictures in the book. The teacher then gives 10 minutes. After that the teacher gives student worksheet test questions (LKS) to find out or test students in the ability to write an essay.
 - 4) The teacher asks and answers with students about the reasons for writing essays that students have worked on. After the students have worked out the student worksheet questions (LKS) that have been distributed, the teacher gives the opportunity for students to present their essay writing results in front of the class or in front of friends so that students have the courage to appear or speak in public. The teacher also asks what is said in writing.
 - 5) The teacher reflects on the learning, in this reflection activity the teacher summarizes or repeats the activities that were passed from the beginning to the end

of the lesson that is studied together. After that the teacher informs that learning will continue at the meeting on Friday 20 May 2022 still using picture series media.

c) Observation

The observation stage was carried out during the teaching and learning process which was observed by the Class V teacher at St. Catholic Elementary School 03. Yohanes Mapanget west. The observer observes the consistency of the researcher in carrying out the lesson according to the lesson plan.

- 1) Teachers have not fully implemented learning properly. The shortage of teachers is in conveying learning objectives. The teacher also did not convey that learning would use steps from the picture series media, and directly carry out the learning process.
- 2) Student learning activities are also not good enough in receiving learning. This is because students do not really understand learning, many students are also not too serious, still playing or telling stories in class. Learning to use picture series media steps is a new thing, so students seem to be still adjusting.

Based on the results of the observation of cycle I actions, the following is the proof of the results of the percentage scores obtained by students in the ability to write essays in Class V of St. Catholic 03 Elementary School. Yohanes Mapanget Barat is explained in the following table:

Table 1. Analysis of Cycle I

No	Kategori	Frekuensi	Rata rata	Prosentase
1	Very good	6	72,5	37,5%
2	Well	4		25,0%
3	Enough	-		-
4	Not enough	4		25,0%
5	Very less	2		12,5%
	Amount	16		100

In the table it can be seen that the ability to write essays of Class V students at St. Catholic 03 Elementary School. Yohanes Mapanget Barat is still very unsatisfactory. This can be seen in the score. In the very good category, 6 students got a score of 100, while in

the very poor category, 2 students got 0. Meanwhile, 4 students who got in the bad category got a score of 60. So this shows that there has been no increase in essay writing skills. The average student essay writing ability is 72.5 which is in the sufficient category. Therefore, improvements to the cycle II action will be carried out to further improve the ability to write essays with all the deficiencies in the cycle I action.

a. Reflection

Teachers still have deficiencies in conveying learning objectives, also in using picture series media steps, as well as in guiding students in doing assignments or essay writing ability test questions that have not been carried out properly. Based on the assessment of the ability to write essays in general, there is still no improvement, so it needs to be improved, namely carrying out cycle II activities to get maximum results

2. Cycle II

This cycle II was prepared more thoroughly so that students' ability to write essays in the implementation of cycle II increased and got perfect results.

a. Planning, at this stage all learning materials are prepared for the implementation of cycle II according to the suggestions for implementing cycle I.

b. Action, Steps to Implement Image Series Media

- 1) The teacher conveys the learning objectives. The teacher conveys the learning objectives. The teacher prepares 2 examples of pictures that tell clean living habits at a healthy base and healthy households, as well as Styrofoam props to attach pictures and manila paper too.
- 2) The teacher conveys the learning objectives. The teacher conveys the learning objectives. The teacher prepares 2 examples of pictures that tell clean living habits at a healthy base and healthy households, as well as Styrofoam props to attach pictures and manila paper to.
- 3) Students identify serial pictures and start composing sequentially and logically. At this stage students can independently identify examples of pictures of clean and healthy living behaviors that have been observed in several pictures in front of the blackboard or explained by the teacher regarding the material. Students starting to work on a student worksheet (LKS) are given 2 questions with two pictures of clean and healthy living behaviors directly done on the sheet

prepared by the teacher and also given 10 minutes to work on the essay writing test independently.

- 4) The teacher asks and answers with students about the reasons for writing that students have done. The teacher asked the students about what was told in writing from an essay then the students were also very active in answering.
- 5) The teacher reflects on the learning. In this reflection activity the teacher summarizes or repeats the activities that were passed from the beginning to the end of the lesson that is being studied together.

c. Observation

Cycle II went very well without any problems. Learning media that are applied according to the steps, before implementing the steps the researcher has discussed with the class V teacher to use picture series of learning media. Students are also very enthusiastic and work together to hear the lesson. At this stage the teacher teaches using styrofoam props and picture series media. The teacher also provides student worksheets (LKS) for essay writing tests at cycle II meetings.

Based on the results of observations of the implementation of cycle II actions using a series of picture media consisting of several pictures and telling the events that are happening, therefore students understand and are more interested in writing essays on events. The following describes the results of the analysis of learning outcomes.

Table 2. Analysis of Cycle II

No	Kategori	Frekuensi	Rata rata	Prosentase
1	Very good	14	92,1	87,5%
2	Well	-		-
3	Enough	1		6,3%
4	Not enough	-		-
5	Very less	1		6,3%
		total		100%

Based on the table before, it can be seen the results of the ability to write essays for Class V students at St. Catholic 03 Elementary School. Yohanes Mapanget Barat has improved. Students in the very good category, 14 students get a score of 100. While students in the moderate category, 1 student gets a score of 75. Students in the very poor

category, 1 student gets a score of 0. The average score obtained in the second cycle of action is 92.1.

a. Reflection

The learning process in cycle II went perfectly and got good scores from 6 students to 14 students who increased to reach the maximum value because at the time of the action the students did not find it difficult and did well.

Improving Learning Outcomes Writing Ability of Fifth Grade Students at St. Catholic 03 Elementary School. Yohanes Mapanget Barat 2022/2023.

The increase in the results of student learning activities during the first cycle of action and the second cycle of action can be seen through a comparison of the following data.

a. **Activity Student learning outcomes in Action Cycle I**

1) The effectiveness of student learning

In the implementation of the learning process in the first cycle, it was seen that the learning activities were going very well. There were 16 students who were present and 2 who were not present. The total number of students in Class V Catholic Elementary School 03 St. Yohanes Mapanget Barat was 18 people. The learning process runs smoothly and students follow the learning flow delivered.

2) Actively ask and answer students and teachers

The teacher carried out the learning well, there were 5 students who actively carried out with the teacher. On the other hand, there are also some students who do not follow the learning process properly so that they find it difficult to do assignments on the LKS.

3) Teacher guidance to students in difficulty writing essays

The teacher provides guidance to students to improve student work. The teacher provides assistance to students who have difficulty delivering material individually to these students.

4) Timely collect assignments

The task given by the teacher is one question with a weight of 5, namely an essay writing test on a student worksheet (LKS), namely writing an essay according to the picture. Students understand well and then work according to the time given, which is

10 minutes. There were 5 students who finished on time. The ability to write essays of students is still in the low category so that there are improvements that must be repeated so that they can be fulfilled or get maximum results.

a. **Activity Student Learning Outcomes in Action Cycle II**

- 1) The presence of students in participating in learning. In this cycle II meeting, 16 students attended the same as in cycle I, there were still 2 students who were not present.
- 2) The effectiveness of student learning in class through the application of picture series media. In the learning process activities, students are more enthusiastic and dare to ask questions and do assignments or essay writing ability test questions in student worksheets (LKS) individually. The questions the students worked on were in accordance with the media pictures presented in front of the blackboard. The teacher also walks around or monitors students in working on the questions.
- 3) Improving Writing Ability of Fifth Grade Students at St. Catholic 03 Elementary School. John Mapanget Barat. The students experienced an increase in the ability to write essays. This is in accordance with observations of students' writing ability tests. On the student worksheet (LKS) 2 questions are given with a weight of 5. For example in student work there is a mistake in writing a title that does not match the contents of the picture then it gets a weight of 3, while those who make mistakes in making sentences that do not match the contents of the picture get a weight of 4, and students who are all wrong then it gets a weight of 1, students who still write less and less letters are given a weight of 2, then for all correct they get a weight of 5. All students experience an increase with very good grades compared to the previous meeting, because of the application of picture series media.

Recapitulation of the results of the essay writing ability analysis

In order to look more clearly at the relationship between action research cycle I and cycle II according to the specified success category, the results of the analysis of essay writing are summarized as follows.

Table 3. Recapitulation of Writing Ability Results

No	Predicate	Cycle I	Cycle II
1	Very good	6	14

2	good	4	
3	Enough		1
4	not enough	4	
5	Very less	2	1
	Average	72,5	92,1

Based on the value recapitulation table, it can be concluded that the application of serial picture media can improve students' essay writing skills. The results of the recap of the value of the first cycle with very good category 6 students while the second cycle of action there are 14 students, then the first cycle of action with a good category there are 4 students while in the second cycle there are no students with a good category. In the first cycle of students with less category 4 in the second cycle there are no students with less category. Students in the very poor category in cycle I had 2 students and 1 student in cycle II, while in the second cycle of action in the sufficient category there was 1 student and in cycle I there were no students in the sufficient category. So that the average result obtained in the first cycle of action is 72.5 while the average value of the second cycle of action is 92.1.

The ability to write essays in Gie's opinion (in Hasan, 2022: 112) is all one's activities to express ideas and convey them through written language to readers to be understood. In line with this opinion, through the application of serial picture media the students are very enthusiastic and eager to receive lessons, and are able to express ideas and ideas and are able to think broadly. Students also become active in the learning process. For example by asking questions when you have difficulty writing essays. Meanwhile, the role of serial picture media according to Purwanto (in Hasan. 2022: 113) is that it can help students gain concepts about a particular topic by observing the serial pictures that are spread out in front of the class.

This is proven in this research that the application of serial picture media is very helpful for students in cultivating enthusiasm and broad thinking patterns, especially writing essays. Learning steps that are applied using media and teaching aids make it easier for students to express feelings, thoughts individually even though there are students who find it difficult but in general all students have achieved. This classroom action

research found an increase in cycle I with an average of 72.5% while in cycle II with an average of 91.2%.

CONCLUSION

After going through the research and analysis process, it can be concluded that there has been an increase in the ability to write essays for Class V 03 St. Catholic Elementary School. Yohanes Mapanget Barat with the application of serial image media. This increase can be seen in student scores, especially in cycle II, namely students who get very good categories or with a score of 100 there are 14 students, while for the sufficient category or with a score of 75 there is 1 student, and in the less category or with a value of 0 there is 1 student.

REFERENCE

- Tarigan, H. G. (2013). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Esmaili, Z, Hosein Mohamadrezai, dan Abdolah Mohamadrezai. (2015). "The Role of Teacher's Authority in Students Learning". *Journal of Education and Practice*. 6(19).
- Putra, N. A. (2014). Penggunaan Media Gambar Seri untuk Meningkatkan Keterampilan Menulis Narasi pada Mata Pelajaran Bahasa Indonesia Siswa Kelas IV SDN Moahino Kabupaten Morowali. *Reference*, 2(4), 230–242.
- Permana, E. P. (2015). Penerapan Metode Problem Solving Dengan Media Gambar Seri Untuk Meningkatkan Hasil Belajar IPS Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar Nusantara*, 1(1). <https://doi.org/10.29407/jpdn.v1i1.152>
- Windari, H. (2016). *Peningkatan Keterampilan Menulis Karangan Melalui Media Gambar Seri Pada Siswa Kelas V Mi Irsyadul Khair Kebon Baru, Tebet, Jakarta Selatan*. Disertai. Jakarta: Universitas Islam Negeri Syarif Hidayatullah.
- Manuaba. dkk. (2016). Penerapan Pendekatan Saintifik Berbantuan Media Poster Dapat Meningkatkan Keterampilan Berbicara Dalam Bahasa Indonesia Tema Cita-Citaku. *Jurnal PGSD Universitas Pendidikan Ganesha Jurusan PGSD*, 4(1): 1-9.
- Hasan. (2022). Peran Media Gambar Berseri terhadap Kemampuan Menulis Karangan Siswa Sekolah Dasar. *Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan*. 3(2): 111-117.

DEVELOPMENT OF LOCAL WISDOM CULTURE IN THE LEARNING OF INDONESIAN LITERATURE

Heri Setiawan

SMP Daarut Tauhid
herisetiadjaya24@gmail.com

Abstract

Local wisdom is something that must be maintained by humanity at this time because local wisdom is a historical heritage that is very important to a country. Local wisdom and culture are inseparable. Lots of romance stories of cultural life in the past that can be found. Either in the form of writing or pictures which are often displayed in caves, on beaches, in forests or in mountains. Basically all human beings on this earth have contributed to writing, especially in writing literature. For examples Gurindam, Pantun, Syair and so on. Learning literature and culture is a relationship between process and content, namely the process of taking over culture in the sense of cultivating humans. Another aspect of the function of learning literature is that by utilizing literary works it can be done by paying attention to the characteristics of children's literature adapted to the applicable curriculum. Culture and literature have dependence on each other. Culture is heavily influenced by literature, literature is also heavily influenced by culture, both in writing and orally. Prose, which is included in literature. sometimes referred to as narrative fiction, prose fiction, or simply action. If culture is a system that regulates human interaction in a wider society according to their culture, then literature is a system that functions as a means for the ongoing interaction of feelings in a very beautiful life. This article seeks to provide ideas regarding the development of local wisdom in this case culture so that it can be used as a reference source for learning literature, literature learning materials are used as an alternative source of teaching materials by teachers during the learning process.

Keywords: Local Wisdom, Culture, Literature Learning

Abstrak

Kearifan lokal hal yang harus tetap di jaga oleh umat manusia saat ini karena kearifan local merupakan peninggalan sejarah yang sangat dipentingkan oleh sebuah negara. Kearifan local dan kebudayaan merupakan hal yang tidak bisa dipisahkan. Banyak sekali roman kisah kehidupan kebudayaan di masa lampau yang dapat dijumpai. Baik berupa tulisan ataupun gambar yang banyak terpajang di gua-gua, di pantai, di hutan atau di pegunungan. Pada dasarnya seluruh umat manusia di muka bumi ini sudah berkontribusi untuk menulis, terkhusus dalam menulis sastra. Seperti contohnya Gurindam, Pantun, Syair dan lain sebagainya. Pembelajaran sastra dan kebudayaan adalah suatu hubungan antara proses dengan isi, yaitu proses pengambilalihan kebudayaan dalam arti membudayakan manusia, aspek lain dari fungsi pembelajaran sastra adalah dengan memanfaatkan karya sastra dapat dilakukan dengan memperhatikan karakteristik sastra anak disesuaikan dengan kurikulum yang berlaku. Budaya dan sastra memiliki ketergantungan satu sama lain. Budaya sangat dipengaruhi oleh sastra, sastra juga sangat dipengaruhi oleh budaya baik yang tertulis maupun secara lisan Prosa, yang termasuk dalam sastra. terkadang disebut sebagai narasi fiksi, prosa fiksi, atau hanya aksi saja. Jika kebudayaan adalah sistem yang mengatur interaksi manusia di dalam masyarakat luas sesuai kebudayaannya, sastra adalah suatu sistem yang berfungsi sebagai sarana berlangsungnya interaksi rasa dalam kehidupan yang sangat indah. Artikel ini berupaya memberikan ide mengenai pengembangan kearifan lokal dalam hal ini kebudayaan untuk dapat dijadikan sebagai sumber referensi pembelajaran sastra, materi pembelajaran sastra dijadikan alternatif sumber bahan ajar oleh guru pada saat melakukan proses pembelajaran.

Kata Kunci: Kearifan Lokal, Kebudayaan, Pembelajaran Sastra

INTRODUCTION

Local wisdom is knowledge that is not realized by society in general. Local wisdom is local cultural elements that can be used to solve problems both in the past and present. The potential of local cultural elements to solve a problem is definitely not known by the general public even though this local wisdom can become a trajectory of life from generation to generation so that local wisdom is a legacy from time to time passed on by our ancestors.

Local wisdom can emerge anywhere, both in the family environment, the surrounding community and the surrounding area, as a result of interactions with the natural environment and interactions with other communities and cultures. Therefore local wisdom is not always traditional, because it can include current wisdom, and because of that it can also have a broader meaning. Therefore, local wisdom is not always traditional, because it can include contemporary wisdom, and because of that it can also have a broader meaning than traditional wisdom.

Culture which is abstract in relation to 'culture', 'local wisdom' as an instrument of innovation is itself a part of culture. 'Local wisdom' is also a device of symbols. These symbols can mean positive or negative symbols in the culture of the past. 'Wisdom' is always interpreted as 'good' or 'positive' in Indonesia and abroad. The choice of words itself is a way to find a culture in a literature. Culture is very closely tied to local wisdom. We can find many traces of local wisdom in Indonesia that we can meet. As in Sumatra, there is something called the Mangongkal Holi Tradition North Sumatra, the Belian Ceremony tradition from Riau. Nganggung Tradisi Bangka Belitung. Ngobeng Tradition – Palembang. Tabuik – West Sumatra.

From several examples of culture in Sumatra it is clear that Indonesia is rich in culture. So that this research journal will discuss local regional culture, especially in West Java. West Javanese Traditional Arts such as Wayang Golek, Jaipongan Dance, Degung, Rampak Kendang, Sisingaan., Renggong Horse, Bajidoran, Cianjuran.

METHODS

The research method that the author uses is a qualitative descriptive analysis method. Qualitative research is in the form of descriptive or describing phenomena or research facts

as they are. This research was conducted with a qualitative approach. All research activities are directed at exploring local wisdom values in their possibilities for the development of character literature learning. Data collection was carried out using document studies, observations, interviews, and focus group discussions (Faisal, 1990; Arikunto, 2006; Iskandar, 2008; Emzir, 2010; and Sugiyono, 2012). Local wisdom objects are focused in the Cigugur Girang area, Parongpong, West Bandung Regency, West Java. As for the learning aspect, the Daarut Tauhiid Boarding School Middle School sample was used. The choice of this school took into account the variation of schools based on the origins of the students' areas, orientation of community interests, completeness of facilities, climate, and school culture.

RESULT AND DISCUSSION

First, the form of local wisdom in the local area, namely Parongpong has a sasapian culture that is remembered throughout the ages. If we remember culture then literature will also develop both in writing and orally. A number of data show reality, as quoted from the following interview data:

If you remember our culture, it's a shame if we can't use it to the fullest. We ourselves often do not understand and even forget. But if it can be utilized properly in learning, of course this will be good. And this is a challenge for teachers (interview with Respondent A, 10

The data from the interview with Respondent A above is a general tendency related to the teacher's views/opinions regarding the potential for local wisdom in the Parongpong area, namely sasapian, in the context of its usefulness in learning. Teachers generally have the same understanding that with proper understanding and utilization, local wisdom will make a positive contribution (Wahab, 2012; Putrayasa, 2013; and Fathurohman, 2014). However, efforts to preserve culture in literature require an effective learning model conducted by an Indonesian Language and Literature Teacher. This is as stated in the following data:

Of course Indonesian Language and Literature teachers have to be creative, right? This is not normal. So, the teacher must be bold and creative. We have to use the local culture a lot as our learning (interview with Respondent B, 10/11/2022).

What is the local wisdom, just adjust it. Local wisdom in the West Java area, for example, uses the art of bobodoran or lalaguan which is adapted to the concept of learning Indonesian literature (interview with Respondent C, 10/11/2022).

The data from interviews with Respondents B and C above show an inseparable connection with one another, related to learning literature at school. Based on this kind of reality, the forms of local wisdom that have the potential for literary development can be raised by current students to get to know culture, as follows.

- (1) Teachers with the right understanding will provide appropriate learning and innovative renewal of the work;
- (2) the form/type of local wisdom that has the potential for the development of literary learning includes writing and oral

Second, the Types and Scope of Literature Learning Materials for the implementation of Adaptation of Local Wisdom Values. Regarding the scope of literature learning materials for the implementation of adaptation of local wisdom values, it is revealed as a number of data from the following interviews.

When viewed from the curriculum, the material in the field of literature includes short stories, drama poetry, inspirational stories. There is drama, but it is oriented to dramatize local culture. Through drama, children can create. Apart from that, through poetry, children are able to work beautifully to elevate local culture (interview with Respondent D, 11/11/2022).

Another variation is related to literary appreciation activities. This can be seen in the excerpts of interview data, as follows.

It can be different if literary appreciation was carried out and celebrated on a literary appreciation day or language month by holding poetry writing contests, reading poetry, writing romances, dramatizing, monologues, musicalizing poetry, compiling cultural articles, compiling literary articles (interviews with Respondent E, 11/11/2022).

Second, representative data from interviews with Respondents D and E above show that the types and scope of literary learning materials, for the implementation of adaptation of local wisdom values, the main description is obtained as follows.

- (1) types of literature learning materials are grouped by genre, which includes poetry, prose, and drama;

- (2) the types of literature learning materials are grouped based on their nature, which includes knowledge and skills, receptive, and productive.

Third, the Strategy for Adapting Local Wisdom Values in Cultural Development. Local Wisdom in Literature Learning, in general, is defined as an adjustment. In the socio-cultural context, the notion of adaptation leads to the meaning of an element to function better (Ritzer, 2008; and Pasaribu, 2016). The problem of adapting local wisdom in teaching literature at school, of course, leads to the establishment of spaces for involving local wisdom values in aspects of learning literature. Pay attention to the following direct quotations from the interview.

Of course creative steps are needed to be able to lead students to be able to write a literary work, be it romance, poetry, drama, short stories, inspirational stories, rhymes, poetry, gurindam. There are many patterns of activities carried out by a teacher while in class with local wisdom which he brought up during literature lessons (interview with Respondent F, 11/11/2022).

Another thing related to the strategy of adapting local wisdom values in learning literature is to utilize forms of local wisdom as a building element for students' work in literary activities. This is based on ideas, as revealed through interview data, as follows.

In relation to literary works, local wisdom values can be used as a basis for ideas or messages that can be raised in local cultural performances or exhibitions. By still focusing on the beauty of the world of literature both orally and in writing. Let's sing happily, as if we are promoting the breakfast culture. Sasapian art is considered as an original art originating from West Bandung Regency. This art has been played since the 1930s in Cihideung Village, Parongpong District, West Bandung Regency. "If the renggong horse is in Sumedang, the sasapian is from West Bandung. Sasapian has existed since 1932, but received a slight modification after the independence of the Republic of Indonesia. From Cihideung, Sasapian spread to several other villages in the northern Bandung area, (interview with Respondent G, 11/11/2022).

From the two data from interviews with Respondents F and G above, basically, a general picture can be obtained that the strategy for adapting local wisdom values in developing character literature learning is by.

- (1) using it as a source and media for learning literature in class; and

- (2) making it a building element for students' literary creations. Both are based on the current context and student creativity.

Fourth, the Draft Formulation of Basic Concepts (Philosophical) Model for Adapting Local Wisdom Values in the Development of Literature Learning. The basic concept of adapting local wisdom values in the development of learning literature requires learning conditions that are able to support its implementation.

From the data and various discussion events during the research, a general picture was obtained that the adaptation model of local wisdom in learning literature that was developed required a context that led to: (1) creative, innovative, democratic, and contextual learning concepts; (2) the local wisdom values that are developed lead to values that have a flexibility of meaning contextually, contemporarily, and students' social life; and (c) the learning stages used: orientation, exploration, creation & actualization, presentation, and evaluation.

The form of activity for each learning stage is as follows:

Stage 1: Orientation.

This orientation stage is the stage of introducing literature to students according to (Wahab, 2012; Putrayasa, 2013; and Fathurohman, 2014). At this stage, the important thing that needs to be emphasized by the teacher is "orientation in learning literature. In this context, local wisdom can be adapted to be a source and learning media.

Stage 2: Exploration.

The exploration stage is the stage of student activity, both individually and in groups, independently or guided, in exploring learning materials in the field of literature and local wisdom, as well as various other matters related to learning assignments. In the context of learning, local wisdom can be used as a source and learning media (Liliweri, 2005; Abdullah et al., 2008; Wahab, 2012; Putrayasa, 2013; and Fathurohman, 2014).

Stage 3: Creation & Actualization

The creation & actualization stage leads to forms of learning activities that provide creative space for students to: relate, collaborate, and reflect on the subject matter or learning themes in literature with local wisdom (Wahab, 2012; Putrayasa, 2013; and Fathurohman, 2014). The important thing that needs to get the teacher's attention is how students (individuals or groups) determine how to adapt local wisdom values and actualize

them in learning tasks with the principle of contextuality in current or current conditions (Liliweri, 2005; Abdullah et al., 2008; Wahab, 2012 ; Putrayasa, 2013; and Fathurohman, 2014).

Stage 4: Presentation

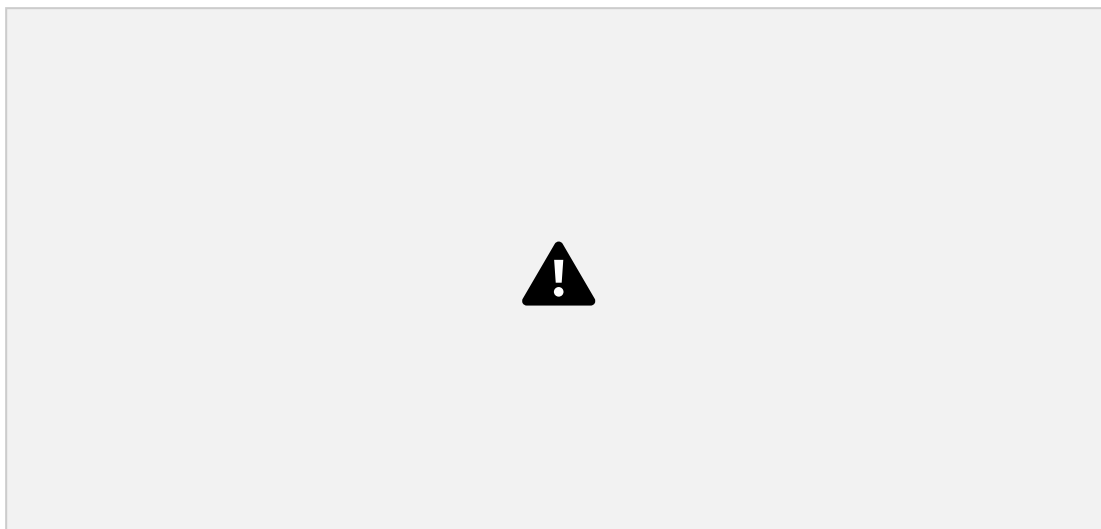
The presentation stage is a learning stage that facilitates students to present their learning outcomes in class, either individually or in groups (Wahab, 2012; Putrayasa, 2013; and Fathurohman, 2014). This presentation can be in the form of conveying (communicating) information on various findings (if receptive) and/or displaying or exhibiting, and demonstrating (if productive).

Stage 5: Evaluation.

The evaluation stage is the stage of digging up information on the learning achievements of students or students carried out by the teacher. This stage is basically carried out along with all the learning stages carried out. Thus evaluation includes the process and learning outcomes (Sudjana, 1995; Arifin, 2009; Arikunto, 2009; and Herliani, 2009).

The assessment aspect is directed at three things, namely: (1) the substance of the teaching material in the field of literature; (2) adaptation of local wisdom; and (3) learning process. See chart 1.

Chart 1 Design of Literature Learning for Adapting Local Wisdom



Local wisdom

Local wisdom can be defined as all forms of knowledge, belief, understanding or insight as well as customs or ethics that guide human behavior in life within an ecological community, is human intelligence possessed by certain ethnic groups obtained through community experience (Rahyono, 2009; Keraf, 2002). Local wisdom is unique because the community itself has created its culture. The values of local wisdom are very strong if they are in the Indonesian Archipelago, every corner has the potential for local wisdom that needs to be preserved.

This local wisdom is actually stored in the language and literature (written and spoken) of a community. This means that by analyzing language and literature, various local wisdoms of a society can be revealed, which can then be revitalized for the benefit of the community itself. To reveal the local wisdom contained in the language here, component analysis is used, which sorts out a linguistic unit into the elements that make it up, and semantic analysis, which aims to find out the meanings of words in the local language found in a field. certain. Hermeneutic analysis, interpretation, is used to be able to provide an appropriate interpretation of the discourse or episode of the literary work at faced

Culture

Culture is the result of the interaction of human life with other humans. There are many cultures spread across Indonesia, especially when it comes to literature. Lots of literature that has developed in Indonesia is related to culture in the local area. As we take the example of culture in Sumatra, West Java, East Java and so on. It is actually a mirror of the progress of the civilization of the community. The basic difference that places humans as the highest beings is that humans have a mind or mind so that humans are the only living beings who have the ability to create things that are useful for the survival of their lives (cultured beings). In the process of its development, creativity and the level of civilization of society as its owner so that the existing culture in a society. When talking about culture, we must be willing to open our minds to accept criticism and many new things. Culture is complex, broad and abstract.

Humans also make plans to solve problems in life. Everything that is produced and created by humans in meeting various needs of life is called culture. Everything that is

produced and created by humans in meeting various needs of life is called culture. Gazalba (1979: 72) defines culture as "a way of thinking and feeling, (inner culture) which expresses itself in all aspects of the life of a group of people, which forms a social unit in one space and one time". In general, culture or culture is a way of life that develops and is owned by the community and is passed down from generation to generation. For example, talibun, poetry, gurindam, rhymes, mantras which developed in the Mealyu area, especially in Sumatra.

The Relationship between Culture and Literature

Literary works are never created from a void. it's just that the object conveyed will not be separated from the culture and social life of society. Culture is a literary work of long thought. Culture and literature have dependence on each other. Culture is heavily influenced by literature, literature is also heavily influenced by culture, both in writing and orally. Prose, which is included in literature. sometimes referred to as narrative fiction, prose fiction, or simply action.

Culture is a system that regulates human interaction in the community of a region, literature is a system that functions as a means of ongoing interaction that can be used in writing. For example, Indonesian literature reflects the course of Indonesian history, cultural anxieties and manifestations of the thoughts of the Indonesian Nation. Indonesian literature is a socio-cultural portrait of the Indonesian people who are spread from Sabang to Merauke. For example, the literature of the Balai Pustaka era (1920-1933). The literary works of that era showed the cultural problems of the Indonesian people and the colonial people who had different cultures. The literary works of the old (traditional) and the young (modern) groups present representative (fictional) figures. In addition, there is an old culture, such as the problem of arranged marriage customs that dominates Indonesian novels during the Balai Pustaka era as told by Siti Nurbaya's romance. The relationship between culture and literature, this relationship is rarely found, when compared to the relationship between literature and other sciences.

Anthropology of cultural literature occupies a secondary position while cultural studies of culture is the primary object. In short, various cultural elements in literary works, such as a sense of nationalism, love for the motherland and so on, can be analyzed anthropologically by relating it to the past, but will be a cultural study in relation to today's

society. The area of literary anthropology is thus dominant in old literary genres, on the other hand, cultural studies is in contemporary literary genres. There are many literary poets who have contemporaneous studies in the past, such as Chairil Anwar, who has raised a lot of poetry for independence. The manifestation of Chairil Anwar's struggle as one of Indonesia's youth fighters is to use literary works. In Indonesian history, the name Chairil Anwar has been recognized as a reliable poet who started his career in literature in 1942. For example, some say that language is heavily influenced by culture, so that everything contained in culture will be reflected in literary language. Based on the available information, culture and literature cannot be separated from one another because they depend on one another. On the other hand, there are also those who say that language is heavily influenced by culture and the way of thinking of humans or speakers of the language themselves that bring their culture.

CONCLUSION

Forms of local wisdom that have the potential for development as well as meaningfully improve the quality of learning literature, the main description is obtained as follows:

1. Students gain the ability to analyze a work of art;
2. Forms/types of local wisdom that have potential for the development of learning literature include oral and written.
3. Types of literature learning materials are grouped by genre, which includes poetry, prose, and drama; and the types of literature learning materials are grouped based on their nature, which includes knowledge and skills, receptive, and productive.
4. Utilizing it as a TPACK-based learning resource and media;
5. Making it a building element for students' literary creations. Both are based on the current context and student creativity based on TPACK.
6. The draft model for adapting local wisdom in learning literature that is developed demands a context that leads to creative, innovative, learning concepts.
7. The local wisdom values that are developed lead to values that have a flexibility of contextual meaning (current and social life of students); as well as

8. The learning stages used are orientation, exploration, creation & actualization, presentation, and evaluation.

Furthermore, an important note as a recommendation is that this research is an attempt to preserve culture in literature. Literature is preserved in learning for students with contemporary concepts to create a generation that has creativity, power, and imagination in literature encompassing local regional culture.

REFERENCE

- Ratna, Nyoman Kutha. (2009). *Teori, Metode dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.
- H Sunaryo, N Zuriah, T Kusniarti. (2017). Model adaptasi nilai kearifan lokal dalam pembelajaran sastra berkarakter. *Sosiohumanika*.
- Wahab, Sabri. (2012). "Hakikat Pembelajaran Sastra". Tersedia secara online di: <http://guruoemarsabri.blogspot.co.id/2012/05/hakikat-pembelajaran-sastra.html> [diakses di Kota Malang, Indonesia: 24 Maret 2017].
- Sudjana, Nana. (1995). *Penilaian Hasil Proses Belajar- Mengajar*. Bandung: Remaja Rosda Karya.
- Sugiyono. (2012). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Penerbit Alfabeta, cetakan ke-15.
- Faisal, Sanafiah. (1990). *Penelitian Kualitatif: Dasar- dasar dan Aplikasi*. Malang: Penerbit YA3.

THE INFLUENCE OF PODCAST APPLICATIONS ON STUDENT INTEREST IN PRODUCING LITERATIONAL CONTENT

Iis Siti Salamah Azzahra¹, Woro Wuryani²

^{1,2}IKIP Siliwangi

Email: salamahazzahra@ikipsiliwangi.ac.id¹, woro@ikipsiliwangi.ac.id²

Abstract

Literacy activities in the higher education environment are important and fundamental. In addition to receiving and understanding information obtained from literacy, students must also be able to produce literacy content themselves. Content is not only limited to writing, but also audio or podcast-based content. This production activity must be supported by the media which can be a place to work and increase the spirit of literacy. This media must be able to become a place to share works, be interactive with each other and provide criticism of this audio-based content so that literacy activities are more alive. This study aims to provide an overview of the influence of the presence of podcast media on students' interest in being able to produce and share podcast content through online media. The research method used in this study was quantitative with survey research type, the sample in this study was 25 respondents, the results of the analysis showed 90% of the respondents stated that the existence of audio-based podcast media greatly increased students' interest in producing podcast-based literacy content.

Keyword: Literacy, Podcast Application, Podcast

Abstrak

Kegiatan literasi di lingkungan pendidikan tinggi merupakan hal yang penting dan mendasar. Selain menerima dan memahami informasi yang diperoleh dari literasi, siswa juga harus mampu memproduksi sendiri konten literasi. Konten tidak hanya sebatas tulisan, tetapi juga konten berbasis audio atau podcast. Kegiatan produksi ini harus didukung dengan media yang dapat menjadi tempat berkarya dan meningkatkan semangat literasi. Media ini harus bisa menjadi tempat berbagi karya, saling interaktif dan memberikan kritik terhadap konten berbasis audio ini agar kegiatan literasi semakin hidup. Penelitian ini bertujuan untuk memberikan gambaran tentang pengaruh kehadiran media podcast terhadap minat mahasiswa untuk dapat memproduksi dan membagikan konten podcast melalui media online. Metode penelitian yang digunakan dalam penelitian ini adalah kuantitatif dengan jenis penelitian survei, sampel dalam penelitian ini adalah 25 responden, hasil analisis menunjukkan 90% responden menyatakan bahwa dengan adanya media podcast berbasis audio sangat meningkatkan minat siswa dalam belajar. memproduksi konten literasi berbasis podcast.

Kata kunci: Literasi, Aplikasi Podcast, Podcast

INTRODUCTION

Technological developments are changing the way of life, the way of communicating and the way of human survival today, starting from Industry 1.0 to Industry 4.0, humans must continue to adapt and be able to carry out literacy activities. According to Savitri (2019), industry 4.0 refers to the technological revolution that is currently happening, which is marked by the development of internet of things (IoT) technology, artificial intelligence (AI), and other technologies that change the way industry works and

communicates. Literacy refers to a person's ability to read, write and understand information, as well as having the skills to use that information effectively. Literacy is a basic ability that is very important for everyone, because it allows one to learn and develop continuously. The higher a person's literacy level, the more capable he will be of utilizing the available information and developing himself continuously. Therefore, literacy is very important to develop. Furthermore, the literacy skills of the people in a country greatly affect the level of progress of a country, the higher the level of literacy in a country's people is proven to be able to bring the country into a successful country, literacy becomes an inseparable part of existing education, because in essence an education is a literacy activities, activities to seek and obtain various information and knowledge.

Industry 4.0 has a very close relationship with literacy, industry 4.0 requires workers who have good digital literacy to be able to operate and manage existing technology equipment and systems. Digital literacy is also important for the workforce so that they can use technology effectively at work, such as searching for information, communicating, and managing projects online. In addition, literacy is also important for business leaders and managers to be able to make the right decisions regarding the use of technology and business strategies in the midst of the industrial revolution 4.0. Finally, literacy is also important for the general public in order to be able to understand the changes taking place in the industry and adapt to them, for example by seeking appropriate training or education to prepare themselves for these changes.

According to Robinson (Pranowo, 2007, p.6), literacy is the ability to read and write well to compete economically completely. This shows that fundamentally literacy is the activity of reading and writing, although in its current development there are many derivatives of the term literacy itself, such as technological literacy, media literacy and other literacy (Musthafa, 2008, p.14). Currently, besides reading and writing, literacy also includes listening and viewing activities. The diversity of literacy activities also affects the content presented and produced, not limited to text or images, but also video and audio images. Content in the form of audio podcasts is currently one of the preferred types of content.

Podcast

Podcasts are a digital audio format that can be played via mobile devices or computers. Podcasts usually consist of a series of episodes that can be played in

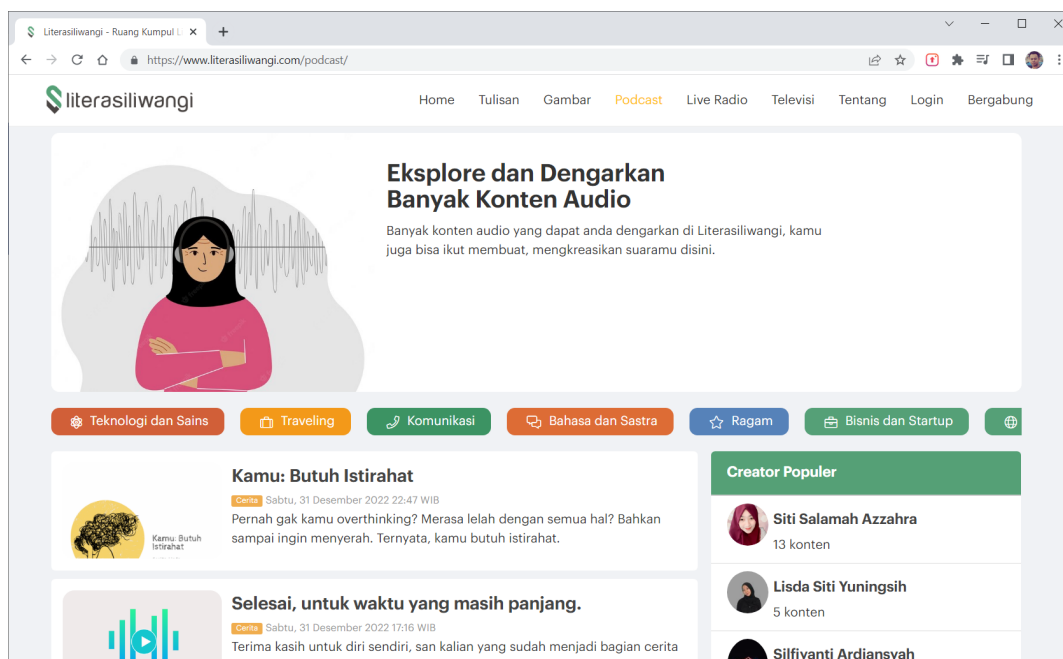
chronological order or randomly. According to Popo (2013), Podcast podcasts are a kind of talk show. In podcasts, various topics can be found that can be of interest, ranging from news to entertainment, from comedy to science, and many more. Podcasts are also often created by individuals or groups who have an interest in a particular topic, so that anyone can find a unique and original point of view in it.

There are several advantages that can be felt when using podcasts, namely (1) Can be accessed anytime and anywhere: Anyone can access podcasts via a mobile device or computer, so they can listen to the content as they wish. (2) Can be customized according to needs, podcast users can choose a podcast according to their interests and needs, so that they can learn or just have fun as they wish. (3) Easily accessible, users can find and load podcasts via the podcast player app or via popular podcast websites such as Spotify or Apple Podcasts. (4) Free, many podcasts are available free of charge, so you can access many sources of information without having to spend money. (5) Variety of topics, there are many topics discussed in the podcast, so users can find something that suits their interests.

Podcast Applications

In general, the podcast application has similarities with various other available applications and is a product of information technology. Podcast applications can be web based applications or mobile based applications. Podcast applications are generally available in a free format, meaning that users can enjoy podcast content in the form of audio as much as they like, there are also podcast applications that charge a fee for more services such as rich content.

When viewed from the communication point of view, podcast applications have two types, namely one-way, meaning that podcast users only have the right to listen without producing their own content. This type of podcast application usually works with specific creators. also create their own content to share. Some examples are Google Podcast, Spotify, Noise and among students and campuses is the Literasiliwangi Podcast.



Literasilwangi.com, The Examples of Podcast Application for Students

According to Fadhilah in his journal entitled Podcast as an Alternative to Audio Content Distribution, he explained that there are several advantages possessed by the Podcast system, among others, 1) it can be accessed automatically, 2) media control makes it very easy for users, 3) its use is very efficient and does not take up a lot of space and internal memory, 4) The main advantage of Podcasts is that Podcasts are relaxed and light in nature, so that listeners will be lulled by the material being conveyed¹³. The advantages of Google Podcasts can make students have abilities.

Podcasts are seen as improving language skills, one of which is speaking skills. Speaking skills are a form of human behavior that involves broad physical, neurological, linguistic, and psychological factors. These factors can be used as a determinant of success in speaking so that these factors must be considered when determining whether someone is able to speak or not (Priatna & Setyarini, 2020).

Several previous studies conducted, among others, by Suriani (2021) stated that podcasts have an influence on students' motivation in learning to speak, another study conducted by Shohwah & Wibowo (2021) stated that with the help of the Podcast application it can improve students' information analysis abilities. In this paper, it will be explained how the influence of the existence of a podcast application on students' interest in producing podcast content.

METHOD

The description of the needs and challenges that the author mentions in the introduction is obtained from previous research. The research method used in this paper is literature study and also uses a quantitative descriptive method. According to Yusuf (2014, p. 62) that the quantitative descriptive research method is a type of research that aims to describe in a systematic, factual and accurate manner the facts and characteristics of a particular population or tries to describe phenomena in detail. The data collection method used in this study is the questionnaire method which is distributed through online form services to make data collection more effective and easier. The definition of a questionnaire according to Sugiyono (2008, p. 199) which states that a questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Meanwhile, according to Arikunto (2006, p. 151) which states that a written statement is used to obtain information from respondents in the sense of personal reports or things that he knows.

Respondents in this study were students of IKIP Siliwangi Bandung majoring in Language Education. Some of the instruments used are questionnaires with several questions about the identity or demographics of the respondents and also some questions related to the research object. Some of the questions used are: 1) Do you think a student should have good literacy skills? 2) Is audio-based literacy interesting to use? 3) Does the literacy process require a podcast application? 4) Do you think students should have speaking skills, especially in producing sound content? 5) Are you passionate about creating audio content and sharing it on podcast apps? 6) Does the community in the podcast application require gamification?

RESULTS AND DISCUSSION

The results of research using a descriptive questionnaire method can be described as follows.

- 1) All respondents stated that students' abilities must have good literacy skills.
- 2) As many as 85% of respondents consider that audio-based literacy is appropriate and good for use as a medium for obtaining information.
- 3) As many as 85% think that the literacy process requires alternative media in the form of podcast applications that present content in the form of sound (sounds).

- 4) As many as 83% said that students must have good speaking skills to produce sound content.
- 5) As many as 90% of respondents are excited to create audio-based podcast content and share it widely on the internet.
- 6) As many as 90% of respondents think that gamification is needed in the podcast application so that it motivates them to continue working.

Overall, student responses to the existence of podcast applications, especially those that support the lecture process, are very good, this is indicated by the student response as a high number of respondents. Students think that apart from getting various information from the podcasts they listen to, students can also produce audio content from knowledge gained during lectures and from outside the classroom. Apart from that, podcast content also does not require video editing skills and you have to prepare more things because there are pictures to be taken.

The addition of gamification features to applications as well as interactive features such as providing comments is also considered to further increase enthusiasm for listening to content and producing content. Giving gamification can focus on being active in creating or producing content as well as being active in commenting as an appreciation for the content that has been created.

CONCLUSION

Strengthening literacy skills, especially in producing useful content in the form of audio, is an attractive alternative for students. This content production can be accommodated by the existence of a two-way podcast-based application that allows students to listen to and produce content, besides that fellow students can interact with each other and give appreciation to the existing content. This podcast application must be in the form of an application that is easy to access and use, besides that various interesting features can be added such as gamification based on active content creation and active interaction. Creating audio content in the podcast application indirectly trains students to be able to find ideas, put ideas into content frameworks and finally produce the content itself so that students become more creative, innovative and literate.

It is the author's hope that what is presented in this paper will become new information material for those who read it and also the ideas presented in this paper can

also be applied and become an inspiration to improve students' abilities and willingness to be literate and become literate individuals. Thus in addition to forming a generation that is good at communicating, both in language and also in technology so that a competitive generation can be formed to build a strong and independent nation.

REFERENCE

- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: Rineka Cipta.
- Fadilah, Efi, dkk .(2017). *Podcast sebagai Alternatif Distribusi Konten Audio*,*Jurnal Jurnalisme*, Volume I Nomor 1 Tahun 2017, Ibid Hal 103
- Ishlahtus Shohwah, Annisa and Wibowo, Arif Ardy. (2021). *Literasi Media Melalui Video Podcast pada Kalangan Mahasiswa Yogyakarta*. *Jurnal Penelitian Pers dan Komunikasi Pembangunan*, 25 (2). pp. 182-197. ISSN 2527-693X
- Musthafa, B. (2008). *Dari Literasi Dini ke Kiterasi Teknologi*, Yayasan CREST, Jakarta
- Popo, Jack. (2013). *Berkreasi Tanpa Batas dengan iLife*. Jakarta: Elexmedia Komputindo.
- Pranowo. (2007). *Bahasa sastra dan pengajarannya*. Jakarta: Sanata Dharma University Press.
- Priatna, A., & Setyarini, G. (2020). *Pengaruh Model Pembelajaran Role Playing Terhadap Keterampilan Berbicara Siswa Kelas IV SD Pada Pembelajaran Bahasa Indonesia*. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 4(2), 147–159.
- Savitri, Astrid. (2019). *Revolusi Industri 4.0 Mengubah Tantangan Menjadi Peluang di Era Disrupsi 4.0*. Yogyakarta: Penerbit Genenis.
- Sugiyono. (2008). *Metode penelitian kuantitatif kualitatif dan r&d*. Bandung: Alfabeta.
- Suriani, Ani, Dkk . (2021). *Pengaruh Penggunaan Podcast dan Motivasi Belajar terhadap Keterampilan Berbicara pada Siswa di Sekolah Dasar*. *JURNAL BASICEDU* Volume 5 Nomor 2 Tahun 2021 Halaman 800-807-
<https://jbasic.org/index.php/basicedu>
- Yusuf, M. (2014). *Metode penelitian kuantitatif, kualitatif & penelitian*. Jakarta: Kencana.

ANALYSIS OF THE CHARACTER EDUCATION OF ELEMENTARY STUDENTS IN LEARNING ACTIVITIES

Ilda Hilda Rinjani¹, Agung Sudibyo²

^{1,2}IKIP Siliwangi

¹ildahildarinjani00@gmail.com, ² sudibyoagung47@gmail.com

Abstract

This research aims to analyze character education in the form of student character values in learning activities in elementary schools. This study uses a qualitative approach. Data collection was done by observation and interviews. The results showed that there were problems that were found, namely there were students saying inappropriate words for elementary school students, lack of polite and courteous behavior towards older people and lack of respect for friends at school. These problems include character values that are lacking in the form of politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility. This lack of character values should not be entrenched in schools or in learning activities because students as the nation's next generation must have ideal character values or according to the profile of Pancasila students, so that alternative solutions carried out in learning activities are linking learning materials with good character values. that must be achieved by students, teacher supervision and giving rewards, creating an environment that has good character values, 5 S Culture (smile, greeting, greeting, polite, and courteous) in the learning process as an effort to strengthen and cultivate character education in students in learning activities. Based on these results, character education in the form of good character values is very important to be instilled in students since elementary school, especially in facing the times.

Keywords: Character Education, Students, Elementary School

Abstrak

Penelitian ini bertujuan untuk menganalisis pendidikan karakter berupa nilai-nilai karakter siswa dalam kegiatan pembelajaran di sekolah dasar. Penelitian ini menggunakan metode pendekatan kualitatif. Pengambilan data dilakukan dengan observasi dan wawancara. Hasil penelitian menunjukkan bahwa ditemukan masalah yaitu terdapat siswa berkata yang tidak sepatutnya diucapkan untuk siswa sekolah dasar, kurangnya perilaku sopan dan santun terhadap orang yang lebih tua dan kurang menghargai teman di sekolah. Masalah tersebut mencakup nilai karakter yang kurang berupa sopan, santun, disiplin, menghargai, rendah hati, sabar, ramah tamah dan tanggung jawab. Nilai karakter yang kurang ini tidak boleh membudaya di sekolah atau dalam kegiatan pembelajaran karena siswa sebagai generasi penerus bangsa harus memiliki nilai-nilai karakter yang ideal atau sesuai profil pelajar Pancasila, sehingga alternatif solusi yang dilakukan dalam kegiatan pembelajaran yaitu pengaitan materi pembelajaran dengan nilai karakter baik yang harus dicapai siswa, pengawasan guru dan pemberian reward, menciptakan lingkungan yang memiliki nilai karakter baik, Budaya 5 S (senyum, sapa, salam, sopan, dan santun) dalam proses pembelajaran sebagai upaya penguatan dan membudayakan pendidikan karakter pada siswa dalam kegiatan pembelajaran. Berdasarkan hasil tersebut, pendidikan karakter berupa nilai-nilai karakter yang baik sangat penting untuk ditanamkan kepada siswa sejak sekolah dasar terutama dalam menghadapi perkembangan zaman.

Kata Kunci: Pendidikan Karakter, Siswa, Sekolah Dasar

INTRODUCTION

Education is a container that provides knowledge, experience and skills. Education occurs under the guidance of others and from within oneself. Education is generally divided into several levels, such as pre-school, elementary school, junior high school, high school, and continues with tertiary level, university or apprenticeship. One way to improve the quality of education is to improve the curriculum. There is a change in the curriculum because it sees the times and the characteristics of students who have changed a lot. Curriculum has the meaning of a learning tool that leads to a better understanding and is able to use the results. Education has such a broad function, including the character that will be formed in these students, making the characters that will be seen in everyday life.

Character education is in the form of character values which are used as provisions in instilling character in a person. Character education is very important, especially in an era of increasingly advanced times and facing the challenges of globalization. Instilling character education cannot be directly owned by someone in a short time, but it takes a long process or time so that character values are consistently instilled. Character education must begin to be instilled since students are in elementary school. This character education is important for elementary school students as stated in the National Education System Law (UUSPN) Number 20 of 2003 that national education aims to develop and shape dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students so that they become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.

In this modern era character education is needed because it is the direction that students will use. Understanding the urgency and basic concepts of strengthening character education is very important for school principals so they can apply it according to the educational context in their respective regions. The values that exist in character education include spiritual, moral and scientific. Character values in Indonesian character education are also reflected in the profile of Pancasila students. Strengthening character in elementary schools is a future challenge that is increasingly complex and uncertain, so it should be given proper direction. In this case, the school becomes a reference for preparing students who have knowledge and moral character. Character can be seen from how these

students interact with parents, teachers, peers and their environment. The problems found were that there were still students saying things that were inappropriate for elementary school students, a lack of polite and courteous behavior towards older people and a lack of respect for friends at school. This character may not be entrenched at school or in everyday life so it is necessary to analyze student character education, especially in learning activities.

This study aims to describe character education in elementary schools and serve as material for teachers' thoughts so that they always provide guidance to students. This research relates to previous research but emphasizes character education starting from learning activities. Rahayu's research (2016) shows that character can be built through the implementation of school culture. The results of the study develop social and Islamic values, organizational structure, development of facilities and infrastructure, school attributes, vision and mission, rules of conduct for teachers and students, 5S culture (smile, greet, greeting, sungkem, polite), discipline culture, work culture hard work and responsibility, Islamic culture, culture of healthy living, polite language culture. The results of Rahayu and Taufiq's research (2020) namely strengthening character in elementary schools through LVE is important for creating student character building when ethical, moral, and polite values towards older people begin to fade.

Definition of Character Education. Character education according to Aeni (2014) states that character education is moral education, values, affective world, morals and manners. This is in line with the Director General of Higher Education (Barnawi & Arifin, 2013) suggesting that the meaning of character education is value education, character education, moral education, character education, which aims to develop students' abilities to make good and bad decisions, maintain what is good, realizing, and spreading that goodness in everyday life with all my heart. Then, according to Saptono (Sakti, 2017), character education is a deliberate effort to develop good character based on objective core virtues for individuals and society. So character education is character values in a person in the form of values, morals, manners, morals and character which are reflected in the behavior of everyday life objectively.

Values in Character Education. Values in character education towards others according to Samani & Hariyanto (2013) consist of fair, honest, disciplined, affectionate,

gentle, responsible, wise, appreciative, forgiving, willing to sacrifice, humble, orderly, trustworthy, patient, tolerance, compassion, generosity, hospitality, courtesy, sportsmanship and openness. This is slightly different from that presented by the Ministry of National Education, namely, religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, love peace, love to read, environmental care, social care, responsibility. Then this is still in line according to Megawangi (Aeni, 2014) the values in character education consist of love for God and his creation, independence and responsibility, honesty, trustworthiness, and wisdom, respect and courtesy, generosity, helpfulness, and mutual cooperation, confident, creative and hardworking, leadership and justice, kind and humble, tolerance, peace and unity. So the values of character education in this study are polite, polite, disciplined, respectful, humble, patient, warm-hearted and responsible.

The characteristics of elementary school students according to Jean Piaget (Juwantara, 2019) states that the development of students aged 6 to 12 years is included in the concrete operational stage. The development of elementary school age is in the concrete operational stage where students begin to view the world objectively, so that views begin to shift from one aspect to another in a reflexive and simultaneous manner. Elementary school age also begins to think operationally and use this way of thinking to classify what is around them. This stage of development is very possible for elementary school teachers to start providing knowledge and education that is expected to be able to shape the personality and character of students according to the desired target. The teacher's efforts in producing superior and character students must be increased at this stage, especially for elementary school teachers. Every party that has contributed to building student character is expected not to misunderstand the intent of character education in schools.

Character education is not only about one field of study or teaching material that students must master, there is the most important thing than that, namely how to insert good character education in each subject so that it is so important to instill character education values in schools so that the government includes character education. In the 2013 curriculum, the educational curriculum that applies in Indonesia. In the 2013

curriculum the government has started to include character education as an indicator of achievement in the learning process. These indicators can be seen from the objectives of the 2013 Curriculum itself, namely to develop attitudes that include individuals who have faith, have noble character, are confident, and are responsible for interacting effectively with the social environment, the natural surroundings, and the world and civilization. To achieve the skills expected of students through the 2013 curriculum, they become individuals who are able to think and act productively and creatively in concrete and abstract realms. The knowledge that is expected to be achieved by students is not only to become individuals who master science, technology, art, culture and have an insight into humanity, nationality, statehood and civilization but also have a strong character within themselves as the government aims. The role of the teacher as an intermediary for curriculum and learning is the main key to the success of building good character for students.

Character education is not only about one field of study or teaching material that students must master, there is the most important thing than that, namely how to insert good character education in each subject so that it is so important to instill character education values in schools so that the government includes character education. in the 2013 curriculum, the educational curriculum that applies in Indonesia. In the 2013 curriculum the government has started to include character education as an indicator of achievement in the learning process. These indicators can be seen from the objectives of the 2013 Curriculum itself, namely to develop an attitude that includes a person who has faith, has noble character, is confident, and is responsible for interacting effectively with the social environment, the natural surroundings, and the world and civilization. To achieve the skills expected of students through the 2013 curriculum is to become individuals who are able to think and act productively. each student. According to Zulvira, Neviyarni and Irda Murni (2021) argued that learning in elementary schools must be carried out by taking into account aspects of the development of elementary school students. Given the importance of instilling character, especially for elementary school age, teachers should also be objective in dealing with social problems that occur in the school environment, so that it is hoped that students can imitate/imitate the teacher's exemplary attitude as someone who deserves to be admired and imitated, so that in this

case character in students begins to be formed slowly. When good character begins to form in students through the teacher's attitude, then students' self-control towards making decisions about what is right and wrong can certainly begin to develop and be instilled in them. This will be a living capital for students in dealing with social problems that are more difficult at higher levels of education and the developmental age of students who are becoming adults. Character education that students get from elementary school age can be a benchmark for considering and deciding what attitude to take in dealing with factors that can trigger delinquency at school age both within the school environment and outside the school environment. The knowledge that is expected to be achieved by students is not only to become individuals who master science, technology, art, culture and have an insight into humanity, nationality, statehood and civilization but also have a strong character within themselves as the government aims. The role of the teacher as an intermediary for curriculum and learning is the main key to the success of building good character for students.

METHODS

This research used a qualitative approach. The choice of a qualitative approach is because it is based on the problems to be studied in the research. Collecting data using observation and interviews. Data analysis technique using triangulation. The instruments used were interview sheets and observation sheets. The subjects in this study were elementary school students.

RESULT AND DISCUSSION

Based on the results of research conducted on character education analysis of elementary school students in learning activities it was found that there were problems related to student character values which included lack of politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility. This is supported by the observation results that there are still students who say it is inappropriate to say it for elementary school students, lack of polite and courteous behavior towards older people and lack of respect for friends at school, lack of humility in behavior, lack of patience in behavior with friends , lacking a friendly attitude and lacking a sense of responsibility for

the behavior that has been carried out without considering the consequences that will be received.

This is supported by the results of an interview with a teacher at one of the elementary schools, which found that students in learning activities in class did not respect other friends by speaking harshly and not politely towards older friends. Lack of discipline in learning, not polite to speak to older people, not friendly either in the learning process or outside of learning and students are impatient in behaving towards other friends. The results of other interviews with the homeroom teacher for class 4B suggest that character education is the basis for children who can be brought into everyday habits who will get used to carrying out these characters. Lack of character education, namely the level of discipline in the form of arriving late or not submitting assignments. Efforts have been made so that students understand and grow these characters with accountability, for example students are given role models or disciplinary role models, provide directions and punishments and then are given firmness face to face if there is no change in tackling character education. In addition, there are still a number of students who do not reflect the profile of Pancasila students with regard to character education in teaching and learning activities. Whereas the inculcation of Pancasila student profiles includes faith, piety to God Almighty and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning which can support the creation of student character education. The results of the study show that there are students who lack character values, therefore alternative solutions that can be taken to instill character values within the character education frame of elementary school students in the learning process are as follows.

1. Associating learning material or media studied in teaching and learning activities by inserting student character values that must be achieved from problem findings in the form of politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility. For example, in thematic learning in class VI, the teacher can insert character values from books as role models for students to be polite, courteous, disciplined, respectful, humble, patient, warm-hearted and responsible. In addition, comparing characters who have good character values with those who are not good so that students can make behavioral decisions that must be carried out in the learning process between good and bad behavior. In poetry material on thematics, you can

process the meaning of poetry related to good character values, history learning material on thematics is associated with the attitudes of the heroes in the story. Likewise with other learning materials the teacher must be able to think creatively in compiling the cultivation of character values explicitly or implicitly in the frame of character education. So that the teacher has an important role to foster student character values from an early age, especially in elementary schools.

2. There is more supervision from the teacher or peers to have a commitment in carrying out the character values that must be achieved in the form of courtesy, courtesy, discipline, respect, humility, patience, hospitality and responsibility. With rewards for students that reflect the most superior character values so that other students can be motivated to try to instill good character values.
3. Students at primary school age imitate more what is in their environment so that the environment in learning activities must support the achievement of good student character values starting from the teacher who becomes a student facilitator in class. The teacher's behavior must reflect politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility in the learning process so that students indirectly imitate and implement good character values.
4. Implementing the 5 S culture (smile, greet, greet, be polite, and polite) in the learning process in the classroom. The application of the 5 S culture will help students and teachers in cultivating character education in the form of polite, polite, disciplined, respectful, humble, patient, warm-hearted and responsible.

Based on the results of research through observation and interviews, it was found that there were problems related to student character values which included lack of courtesy, courtesy, discipline, respect, humility, patience, hospitality and responsibility. This is related to each other, when the character values are polite, courteous, discipline is lacking, it results in character values that do not respect either friends or older people, then a lack of humility and patience makes students have a sense of their own ego. to carry out arbitrary behavior so that it does not have a character value of responsibility for the actions and actions taken. This shows that there are problems found in character education for elementary school students in learning that must be overcome with alternative solutions in the form of strengthening learning materials that instill character values by teachers in

learning activities, there are rewards and teacher supervision in student character values, there are role models or creating an environment learning schools that contain good character values. This is supported by Somantri (Rahayu and Taufik, 2020) stating that in order to form students who have strong character values, strong support is needed from the school which has a central role in child development. Furthermore, an alternative solution is to apply the 5 S culture (smile, greet, greet, be polite and polite) in the learning process. The 5S culture is also developed in Rahayu and Taufiq research (2020) which suggests that developing a 5S culture (smiles, greetings, greetings, sungkem, and courtesy) is to form a peace-loving character. The application of 5S culture is intended to form a peace-loving character and polite attitude.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the character education of elementary school students in learning activities is very important to master, but there are still some character values that are lacking in the form of politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility. The alternative solutions are as follows:

1. Associating learning material with good character values that students must achieve
2. Teacher supervision and rewards
3. Creating an environment that has good character values
4. The 5 S culture (smiles, greetings, greetings, politeness, and manners) in the learning process is an effort to strengthen and cultivate character education for students in learning activities.

REFERENCE

- Aeni, A. N. (2014). Pendidikan Karakter untuk Siswa SD dalam Perspektif Islam. *Jurnal Mimbar Sekolah Dasar*. 1(1).50-58.
- Barnawi & Arifin, A. (2013). *Strategi & Kebijakan Pembelajaran Pendidikan Karakter*. Yogyakarta: Ar-Ruzz Media.
- Juwantara, R. A. (2019). Analisis Teori Perkembangan Kognitif Piaget Pada Tahap Anak Usia Operasional Konkret 7-12 Tahun dalam Pembelajaran Matematika. *Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*. 9(1). 27-34

- Rahayu, D. W. (2016) Internalisasi Nilai Karakter Melalui Budaya Sekolah. *Jurnal Buana Pendidikan*, 12 (22). pp. 49-68. ISSN 1693-8585
- Rahayu, D. W., dan Taufiq, M. (2020). Analisis Pendidikan Karakter Melalui *Living Values Education* (LVE) di Sekolah Dasar. *Jurnal Inovasi Penelitian*. 1(7).1305-1312.
- Sakti, B.P. (2017). Indikator Pengembangan Karakter Siswa Sekolah Dasar. *Jurnal INA-Rxiv Papers*. 1(1). 1-10
- Samani, M & Hariyanto. (2013). *Konsep dan Model Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.
- Zulvira, R., Neviyarni dan Irdamurni. (2021). Karakteristik Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*. 5(1).1846-1851

EFFORTS TO CULTIVATE CHARACTER EDUCATION BY INCREASING THE SUPPLY OF QUALITY TEACHERS: ANALYSIS OF ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS (SDGS)

Imas Rofi'ah

IKIP Siliwangi
imas011177@gmail.com

Abstract

This paper aims to describe the achievements of character education by increasing the supply of quality teachers in Indonesia. The government is promoting the existence of an independent teaching platform so that teachers can learn independently and with guidance. It's not enough just to stop there, the Indonesian government also recruits driving teachers, which are now in batch 7. One way for character education to develop in students is to be in the hands of the teachers, so quality teachers are urgently needed. The method used is a qualitative study approach, based on the results of a literature study through several previously published sources of books, articles, journals. Efforts to instill character education in Indonesia are very urgent considering that currently it has just emerged from Covid-19, which has a major impact on the character of students and the government's role in overcoming these obstacles, one of which is by improving the quality of education in Indonesia in the form of education reform, there are five ESD priorities (Education for Sustainable Development) as part of the SDGs, namely Campus Merdeka, Adjustment of Bos Funds, Mobilizing Organizations, Mobilizing Teachers and Mobilizing School Programs, as part of the 2030 SDGs agenda. The number of mobilizing teachers for class 7 which reached 20,000 people has shown that there is a supply of quality teachers as an effort to instill character education in schools. The achievement of the mobilizing teacher in the process of inculcating character education can be seen in the results of the real actions made by the mobilizing teacher; each module they work on shows a significant change in student behavior, especially after studying module 1.4.

Keyword: Character Education, Mobilizing Teachers, SDGs

Abstrak

Tulisan ini bertujuan untuk mendeskripsikan capaian pendidikan karakter dengan meningkatkan pasokan guru berkualitas di Indonesia, pemerintah menggalakan adanya platform merdeka mengajar agar guru dapat belajar secara mandiri dan terbimbing. Tidak cukup hanya sampai disitu pemerintah Indonesia juga merekrut guru penggerak, yang mana kini sudah berada pada angkatan 7. Salah satu cara agar pendidikan karakter berkembang pada diri anak didik adalah berada di tangan para pengajar, maka guru berkualitas sangat dibutuhkan. Metode yang digunakan adalah pendekatan kajian kualitatif, berdasar hasil study literature melalui beberapa sumber buku, artikel, jurnal yang telah terbit sebelumnya. Upaya penanaman pendidikan karakter di Indonesia sedang sangat urgent mengingat saat ini baru bangkit dari covid-19, yang berdampak besar terhadap karakter anak didik dan peran pemerintah dalam mengatasi hambatan tersebut salah satunya adalah dengan peningkatan kualitas pendidikan di Indonesia berupa reformasi pendidikan, ada lima prioritas ESD (Education for Sustainable Development) sebagai bagian dari SDGs yaitu Kampus Merdeka, Penyesuaian Dana Bos, Organisasi Penggerak, Guru Penggerak dan Program Sekolah Penggerak, sebagai bagian dari agenda SDGs 2030. Jumlah guru penggerak angkatan 7 yang mencapai 20.000 orang telah menunjukkan adanya pasokan guru berkualitas sebagai upaya penanaman pendidikan karakter di sekolah. Ketercapaian guru penggerak dalam proses penanaman pendidikan karakter dapat dilihat pada hasil aksi nyata yang dibuat para guru penggerak, setiap modul yang dikerjakannya menunjukkan perubahan yang signifikan hadap perilaku siswa terutama setelah mempelajari modul 1.4.

Kata Kunci: Pendidikan Karakter, Guru Penggerak, SDGs

INTRODUCTION

The decline in moral quality in people's lives, especially among students, makes it necessary to apply character education. The school is the starting place to be able to fulfill

these roles and responsibilities. Have good values and help students shape and build their own character. Character education aims to emphasize specific values such as respect, responsibility, honesty, compassion, fairness, and motivation. To anticipate this, the Indonesian nation must improve in terms of human resources. As explained in the National Education System Law No. 20 of 2003 that education is determined by the state and the target of community education is getting better. Indonesian humanity is humanity that believes in and fears God Almighty, has noble character, is unique, independent, advanced, tough, intelligent, creative, competent, disciplined, ethical, professional, responsible, healthy both physically and mentally.

Teachers as the spearhead in education will be urgently needed for reform, so that Indonesia's educational goals can be achieved properly. The government with its driving teacher program is expected to be a solution to various problems that arise. Based on the background of the problems above, the authors took the research title "Efforts to Instill Character Education by Increasing the Supply of Quality Teachers: Analysis of the Achievement of Sustainable Development Goals (SDGs). The purpose of writing this article is to find out and understand what role a mobilizing teacher plays and what values a mobilizing teacher must have to strengthen the profile of Pancasila students to support character education. Previous research was conducted by Dewi Umi Kulsum and Hermanto with the title The Role of Motivator Teachers in Strengthening Pancasila Student Profiles as Resilience in 21st Century Character Education. The benefits of this research are expected to be a trigger and encouragement for teachers to take part in the teacher mobilization program.

Character building

Parents are the people who are most responsible for shaping the personality of their children, because the family is the most important and primary source of education before any other education. Parents also play a role in the personal development of their children at school. There are various activities parents can do. Observe children's behavior through student activity books made by the school and actively participate in routine or rotating activities carried out by the school in meetings with parents and homeroom teachers. In today's digital era, elementary school students are inseparable from gadgets and necessities. For them, gadgets are loyal friends. In such situations, parents should introduce their child to educational websites while using gadgets such as: Animated educational videos to keep children from getting bored or educational games to increase skills, awareness, videos and

devotional programs. lesson to learn. Parents also play a role in monitoring and limiting their children's cell phone use, schedule homework time, meet with friends and family, and use technology devices for educational purposes only.

The school environment is the basic environment that plays a very important role in the formation of a child's personality. Cultural heritage through the educational environment is the key to the successful formation of student personality. In fact, school is the most complete place to shape a child's personality, starting from general knowledge, science, to complete religious knowledge taught in schools. Skills, talents and interests trained. So if the government spends 20% of the state budget for education needs, there is nothing wrong with the government devoting itself to education. The role of the school is to carry out the government's mission, and through school policies, and through the hands of the teachers, the future destiny of the nation is in their hands.

Therefore the model of character education in the school environment is truly optimal and in accordance with the government's expectations, namely education for the life of the nation and the development of a complete Indonesian human being, namely human beings who are faithful and pious. We must make godly children have good personalities, and live for God Almighty. Have noble character, knowledgeable and capable, physically and mentally healthy, strong and independent in character, with a sense of social and national responsibility. Of course, this is not an easy task, so the school must meet several requirements.

- 1) Schools must be able to become the basis for the formation of student character after entering society.
- 2) Schools must be able to enforce rules, regulations and discipline properly.
- 3) Schools must be able to become a place of refuge from disturbances that can threaten children, both from peers and from outside the school.
- 4) Schools can teach specific skills and knowledge based on students' talents and interests.
- 5) Schools must be able to show empathy and concern for others.
- 6) Schools must be places where noble cultural values are transmitted to society. If done well, after graduation students will become good, courageous and tolerant individuals who can develop their talents according to their abilities.

The role of teachers and school members in shaping student personality. Teachers are second parents. As parents, teachers must treat their students like their own children. Discrimination, harsh treatment and words that hurt children are not allowed. Teachers must be role models for their students. Teachers are diligent in teaching and discipline, teach

tolerance of others, care about their students, and teach a simple life. It's a shame that there are still many good and loving teachers, but he never cares even if there is trash in the class, is rude to students, even though he himself taught him manners. These are things that are still seen in some schools.

Encouraging students to be honest, grateful, and obedient in worshipping God Almighty by getting them used to praying before and after lessons, praying on time, and developing good habits, can be trained. By holding a ceremony every Monday to foster a sense of love for the motherland and helping victims of natural disasters, students are trained to care for one another. This is important for the success of character building in schools. Of course it takes patience from the school, especially school teachers and parents, and not giving up every time the ingrained culture is implemented. school environment. Observing the school rules, the teacher must really apply the principles of Tut Wuri Handayani. That way you don't have to deal with violence, arrogance, anarchy and crime. students participate. Of course, the government and society want to create a golden future generation so that this country can be on a par with developed countries in the world.

Efforts to Cultivate Student Character

The school environment where children get character development is described in UUD no. 20 of 2003 concerning the Education System in Article 1 of the State as follows: Education is about creating an environment and learning process that enables students to actively develop a religious spirit, self-control, character, intelligence, noble character, and the desired abilities for themselves, society, and their own potential. This is a conscious and planned effort to do what the nation and state need.



Figure 1. How to shape student character in class

Student character building at school can be done in various ways. For example creating a reading corner, read aloud, literacy tree, etc. Smart teachers should organize themselves so that literacy activities are fun and not burdensome so that students can absorb every message from the literacy activities they carry out.

Qualified Teacher Supply with the Mobilizing Teacher Program

The MoEC program, specifically freedom of learning and teacher motivation has proven that different factors affect the quality of education to be the reason for announcing the program. Explained as "Free Learning", the Minister of Education and Culture said, "This means that educational units, namely schools, teachers and students have the right to freedom. Freedom to innovate, freedom to learn independently and be creative. Independent learning means freedom to learn. an atmosphere that is invisible is connected and does not feel overwhelmed for students seen having fun. They learn, seek information, discover their personal potential and are very enthusiastic and are manifested in the implementation of program assignments as indicators of key learning objectives (Nagri, Munastiwi & Santika, 2020: 582).

Regulations related to the teacher mobilization program are efforts to reproduce qualified pedagogical educators, starting with Law no. 14 of 2005 Article 8 explains the meaning of teacher professionalism which emphasizes that teachers must have competency standards both in terms of education, teacher certification and physical and spiritual health to achieve educational goals. (Darmawan, 2020). The number of driving teachers per generation continues to grow. There were 19,218 driving teachers registered in the first phase. The number of teachers registered for the second time was 19,218 people. Registration for Class III teachers for this group recorded an increase of 23,274. In addition, the number of driving teacher applicants continued to increase in the fourth recruitment, reaching 42,009. The number of registrants for the 5th Training Course increased significantly to 105,643. The number of registrants reached 131,444 in this 6th edition as well. Likewise with the practical instructors of batch 7, totaling 17,885 people. Registration for batches 8, 9 and 10 has been opened to meet the growing demand for quality teacher supplies.

Sustainable Development Goals

Change our world: The 2030 Agenda for Sustainable Development, consisting of 17 goals and 169 sub-goals, aims to eradicate poverty, reduce inequality, and protect the world over the next 15 years (2016). form a global action plan, effective from 2020 until 2030. Because environmental SDGs apply (universal) to all countries, all countries without exception have a moral obligation to achieve their SDGs goals. Increasing the education of the Indonesian population will accelerate the achievement of other goals and targets of the 17 SDGs, in particular increasing Indonesia's Human Development Index. Therefore, in

supporting the 2030 SDGs, the role of education is expected to increase Indonesia's competitiveness.

Goal 4 of SDGs is to ensure inclusive, equitable and quality education and enhance lifelong learning opportunities for all by 2030. 10 goals measured using 23 indicators have been set to achieve the goal of achieving healthy, successful and lifelong well-being by 2030. The aim is to ensure access to affordable and quality early childhood education, primary and secondary education, and vocational training, including tertiary education; to close the gender gap in education; building and improving child-friendly institutions; It aims to increase the number of teachers with efforts to achieve this goal reflected in the policies, programs and activities implemented by the government and non-governmental organizations.

Internationally, the quality of education in Indonesia ranks 64th out of 120 countries in the world according to the 2012 UNESCO Global Monitoring Report on Education for All. Indonesia ranks 57th out of 115 countries in the 2015 Education for All Index (EDI). In 2015, the report The most recent UN Development Program ranked Indonesia 110th out of 187 countries on the Human Development Index (HDI). Score 0.684. Indonesia is far behind its two neighbors in ASEAN, Malaysia (62nd) and Singapore (11th).

Based on the foregoing, the educational goals are based on the guidelines agreed upon by the United Nations Forum on the progress of the government's efforts to increase the achievement of the Sustainable Development Goals (SDGs) era of the Sustainable Development Goals and targets by 2030. It will also serve as a foundation. Promoted on August 2, 2015. Increasing the education of Indonesian citizens will accelerate the achievement of other goals and objectives of the 17 SDGs, in particular increasing Indonesia's Human Development Index.

METHODS

This study uses qualitative methods to describe the problem and research area. Qualitative methods are steps in social research to obtain descriptive data in the form of words and pictures. This is in accordance with the findings of Lexy J. Moleong that qualitative research data is collected in the form of words and pictures rather than numbers. Literature study, or what we usually call library research, is one of the most popular secondary data collection methods. Imagine, researchers only need some literature to assist in research or research conducted. Literature studies are also carried out with the help of library literature research and research collection or research related to books, literary materials and sources. Literature study is an activity that cannot be separated from research.

Theories behind the problems and areas studied can be found through literature studies. In addition, researchers can find out about similar or related research. And the research that was done before. By conducting a literature review, researchers can take advantage of all the information and ideas relevant to their research.

RESULTS AND DISCUSSION

Based on the number of prime mover teacher applicants which has increased from year to year, character cultivation can be achieved by habituation at school, because each prime mover teacher is required to take real action as a module assignment. The achievement of instilling character education has become one of the concrete manifestations of the learning outcomes of module 1.4, namely positive culture, this can be seen from the real action posts that are shared both via YouTube and on the independent teaching platform.

The task of the driving teacher is as an agent of change, with the values and role of the driving teacher. So it is ensured that the modules learned by the driving teacher while attending education are sufficient to be implemented in daily life in class, so that character education can be achieved. Likewise, the SDGs target in the field of education has proven to be at the level expected, this is evidenced by the results uploaded by the driving teachers. The supply of quality teachers through the teacher mobilization program has boosted students' habituation in the classroom, resulting in the desired character.

CONCLUSION

In Weber's concept the bureaucracy as a management apparatus plays a decisive role in the growth and development of organizations, and Weberians pay more attention to the standardized structure (bureaucracy) and the mechanisms to maintain this structure to ensure the achievement of organizational goals. (Bakti et al., 2018 this is the case with the teacher as a bureaucracy carrying out the function of education and teaching for the purpose of enriching the life of a nation. In this position, the teacher is the mover and pedagogic supervisor has a great responsibility in fostering knowledge and technology through education in schools .

REFERENCE

- Baidowi, A. (2020). *Cultivating Character in Students Through Intracurricular and Extracurricular Activities in Integrated Islamic Elementary Schools*, 1 (Character education), 20. <https://doi.org/10.35719/educare.v1i3.31>.
- Bambang Sumardjoko, S. (2017). *Installation of Character Values in The Learning of Pancasila And Citizenship Education In Madrasah Aliyah Muhammadiyah Klaten*, 12.
- Edwin, M. (n.d.). *Student Character Establishment Through School Culture at Elementary School Level*, (Development of student character), 11.
- Iffa Dian Santika, W. S. (2021). *Mobile Teacher and School Transformation Within The Framework of Appreciate Inquiry*, 11, 12. Org/ 10.24042/Aliah.V11i1.7633
- Jasmana, J. (2021). *Installation of Character Education Through Faithful Activities at SD Negeri 2 Tambakan, Gubug District, District Grobogan*, 1 (Basic Education Innovation), 9.
- Jatirahayu, W. (2013). *Quality Teacher is The Key to Quality Education*, (stop education), 8.
- Oslan Parulian Sijib, M. M. M. (2022). *Regulating Teachers Quality Through Mobile Teacher Program*, 2 (Educational Learning and Innovation), 144. 10.46229/elia.v2i1.
- Kadir, M. (2022). *Policy Analysis of Teacher Program Mobile as an Effort to Regenerate Qualified Education Supervisors in Indonesia*, 5 (Policy Analysis): <https://doi.org/10.35817/publicuho.v5i3.28>
- Wa Ode Lidya Arisanti, S. U. (2022). *Teacher Efforts in Installation Discipline Character of Elementary School Students*, 6 (Journal of Elementary School Education and Learning), 17.

THE EFFECTIVENESS OF SOCIOCOGNITIVE MODELS ASSISTED BY INTERACTIVE MULTIMEDIA IN IMPROVING THE ABILITY TO WRITE NARRATIVE TEXTS FOR GRADE 2 ELEMENTARY SCHOOL STUDENTS

Indah Nurmahanani¹, Yeti Mulyati², Kikit Wiriyanti³

¹²³Universitas Pendidikan Indonesia

¹nurmahanani@upi.edu, ² yetimulyati@upi.edu, ³ kikitwiriyanti30@upi.edu

Abstract

Various studies on the ability of students to write narrative texts from elementary school level to high school level show a number of difficulties experienced by students. This study discusses the effectiveness of socio-cognitive models assisted by interactive multimedia in improving the ability to write the narrative text of students in grade 2 elementary school. The model was applied to 195 students in grade 2 elementary school in Bandung. Differences in students' abilities before and after research are measured using descriptive statistical analysis. Based on the results of the study, it was concluded that the application of socio-cognitive models assisted by interactive multimedia had a significant effect on the ability of students in writing narrative texts. Descriptive statistical analysis is used to measure differences in students' abilities before and after research. The results showed that the application of socio-cognitive models assisted by interactive multimedia had a significant influence on the ability of students to write narrative texts. The Effect of Application of Models on Improvement of Students to Write Narrative Text in the Content Aspects of Ideas, Content Conformity with Title, Diction, and Spelling Use is 70%, 62%, 79%, and 83%. This model can be further developed to be applied to improving the ability to write other genre texts.

Keywords: Effectiveness, Elementary School, Interactive Multimedia, Socio-Cognitive Model, Writing Narrative text.

Abstrak

Berbagai penelitian mengenai kemampuan siswa menulis teks narasi dari tingkat sekolah dasar sampai tingkat sekolah menengah atas menunjukkan adanya sejumlah kesulitan yang dialami siswa. Penelitian ini membahas efektivitas Model Sosiokognitif Berbantuan Multimedia Interaktif dalam meningkatkan kemampuan menulis teks narasi siswa kelas 2 SD. Model tersebut diterapkan pada 195 siswa kelas 2 SD di Bandung. Perbedaan kemampuan siswa sebelum dan setelah penelitian diukur menggunakan analisis statistik deskriptif. Berdasarkan hasil penelitian, disimpulkan bahwa penerapan Model Sosiokognitif Berbantuan Multimedia Interaktif memberi pengaruh signifikan terhadap kemampuan siswa dalam menulis teks narasi. Analisis statistik deskriptif digunakan untuk mengukur perbedaan kemampuan siswa sebelum dan setelah penelitian. Hasil penelitian menunjukkan bahwa penerapan Model Sosiokognitif Berbantuan Multimedia Interaktif memiliki pengaruh signifikan terhadap kemampuan siswa menulis teks narasi. Pengaruh penerapan model terhadap peningkatan kemampuan siswa menulis teks narasi dalam aspek isi gagasan, kesesuaian isi dengan judul, diksi, dan penggunaan ejaan masing-masing adalah 70%, 62%, 79%, dan 83%. Model ini dapat dikembangkan lebih lanjut untuk diterapkan dalam peningkatan kemampuan menulis teks genre lainnya.

Kata Kunci: efektivitas, model sosiokognitif, menulis teks narasi, multimedia interaktif, sekolah dasar.

INTRODUCTION

Writing ability is one of the four basic language skills. A number of researchers say that, compared to listening, reading, and speaking skills, writing skills are the most difficult for language learners to master (Berman & Cheng, 2010; Chitravelu et al., 2005; Richards & Renandya, 2002). Students' difficulties in writing are caused by various factors, including lack of vocabulary, lack of fluency in expressing ideas, lack of familiarity with using language in everyday communication, lack of understanding of story themes, and lack of ability to think abstractly (Khotimah & Suryandari, 2016).

In Indonesia, learning to write is taught based on text types such as narratives, descriptions, procedures, expositions, and so on (Permendikbud RI Number 37 of 2018, 2018). The level of complexity of the text varies, depending on the level of education of students. At the elementary school level, students are taught to write simple texts. One of the earliest types of simple texts taught is narrative text. Research on students' ability to write narrative texts shows that students still experience various difficulties at every level of education (Khotimah & Suryandari, 2016; Laia, 2019; Nuraeni, 2019; Sinaga, 2020). At the elementary school level, students' difficulties in writing narrative texts hampered the achievement of learning objectives. Suhartika & Indihadi (2021) found that more than 80% of students did not meet the minimum completeness criteria (KKM) in writing narrative texts. The difficulties experienced by elementary school students in writing narrative texts can be classified into aspects of ideas (content of ideas, suitability of titles and contents) and technical aspects (use of spelling and choice of words/diction) (Khotimah & Suryandari, 2016; Rohmawati et al., 2022).

To improve students' ability to write narrative texts, social cognitive learning theory can be applied. This theory emphasizes the role of cognition and individual abilities in managing their learning process, with a focus on continuous and reciprocal relationships between cognitive factors, behavioral factors, and environmental factors (Bandura, 1986, 2012; Schunk, 2012). Sociocognitive learning is based on observational learning. In other words, student behavior and learning outcomes are strongly influenced by the student's learning environment. According to Bandura (2012), Nabavi (2012), and Zimmerman (2000), the basic principle in social cognitive learning is that students learn by imitating and modeling behavior through a process called modeling. Models that are observed and

imitated can be interpersonal models (other people) (Nabavi, 2012) or media (Zhou & Brown, 2015).

The benefits of the socio-cognitive approach in improving students' academic abilities, including writing skills, can be found in a number of studies (Chandrasegaran et al., 2007; Cheung et al., 2021). Chandrasegaran et al. (2007) describe how a sociocognitive approach can be applied in teaching writing to improve students' abilities. They emphasized that text types can be combined with social cognitive models to produce various writing learning activities that can improve students' writing skills. Cheung et al. (2021) states that learning to write for students with low abilities can be carried out by utilizing a sociocognitive approach. The results of their research indicate that the sociocognitive approach is effective in improving students' abilities. Meanwhile, research by Kasnidawati (2018) and Mariana et al. (2018) emphasized the important role of the environment (teachers and students) in building students' writing skills. Kasnidawati (2018) applies the conference writing method, in which students write narrative texts together with their teachers and colleagues. This method involves imitation processes, examples of behavior, and modeling which form the basis of the sociocognitive approach. The results of his research showed a significant increase in students' ability to write narrative texts. Meanwhile, research by Mariana et al. (2018) emphasized that the teacher's role greatly determines the improvement of students' writing skills. Therefore, teachers must apply appropriate learning approaches and models to achieve maximum results.

The application of the sociocognitive learning approach can be carried out using interactive multimedia, as shown by Mayer (2014a, 2014b, 2014c). Mayer's studies describe how interactive multimedia is utilized in the process of presenting examples, observations, and imitation so as to significantly improve students' abilities. Meanwhile, a number of studies (Adlani et al., 2021; Cahyono & Sukartiningsih, 2019; Hikamudin & Hartati, 2018; Nurhayati, 2017; Sari et al., 2019) have shown how interactive multimedia can be applied to improve students' ability to write narrative text. elementary school students. These studies use a variety of multimedia, ranging from media cards, picture series, video and image-assisted mind maps, to text videos. From the results of these studies, it can be concluded that the ability to write narrative texts of elementary school students can be significantly improved by using multimedia in the learning process.

The socio-cognitive model assisted by interactive multimedia (SKBMI model) was developed by the author to apply socio-cognitive learning that is integrated with interactive multimedia in improving students' ability to write narrative texts. The writer develops this model because the writer realizes that there is a void that needs to be filled in the learning process of writing narrative text. The void in question is the absence of a model that integrates the socio-cognitive approach with the application of interactive multimedia to improve students' ability to write narrative texts. It is hoped that the SKBMI model for learning to write narrative texts can help students overcome difficulties in writing narrative texts related to aspects of idea content, suitability of titles with content, selection of diction/vocabulary, and use of spelling. This study will discuss the effectiveness of applying the SKBMI model in improving the ability to write narrative texts of elementary school students.

METHODS

Through purposive sampling, 195 grade 2 elementary school students in Bandung were selected as research subjects. The criteria for selecting this sample were students who were learning to write narrative texts. To explain the effectiveness of the model descriptively based on descriptive statistical measurements, this research applies a qualitative descriptive approach. Data collection was carried out through test instruments carried out before and after the implementation of the research. Preliminary tests were conducted to measure students' abilities in terms of content, suitability of titles with content, choice of diction/vocabulary, and use of spelling when writing narrative texts. Then, learning is carried out by applying the SKBMI model in eight meetings which are divided into two cycles (four meetings each). The final test was carried out after applying the model to measure the four aspects of the ability to write narrative texts. The test instrument used to measure aspects of the ability to write narrative texts was adapted from Nurgiyantoro (2009). The test results were then measured using a significance test and correlation test paired sample t-test to determine the effectiveness of the SKBMI model in improving the ability to write narrative texts. The GNU PSPP Statistical Analysis Software application is used to carry out statistical tests by comparing the results of the initial test

and the final test based on aspects of the content of the idea, suitability of the title with the content, selection of diction/vocabulary, and use of spelling.

RESULT AND DISCUSSION

Aspects of the ability to write narrative texts that are tested are the content of ideas, the suitability of the title with the content, the choice of diction/vocabulary, and the use of spelling. These four aspects were measured in the pre-test and post-test using an assessment instrument for writing narrative text skills adapted to the needs of this study. Student test results were grouped into five categories: Poor (score range 0-20), Poor (score range 21-40), Fair (score range 41-60), Good (score range 61-80), and Very Good (score range 81-100). Table 1 shows the results of descriptive statistical calculations of pre-test and post-test scores.

Table 1. Descriptive Statistics of Pretest and Posttest Scores

Paired Sample Statistics					
		<i>Mean</i>	<i>N.</i>	<i>Std. Deviation</i>	<i>S.E. Mean</i>
Pair 1	Idea Pretest	53.62	195	8.68	.62
	Idea Posttest	74.71	195	8.04	.58
Pair 2	Title Pretest	49.34	195	9.51	.68
	Title Posttest	75.45	195	7.87	.56
Pair 3	Word Choice Pretest	61.03	195	10.89	.78
	Word Choice Posttest	88.58	195	6.33	.45
Pair 4	Spelling Pretest	55.29	195	9.51	.68
	Spelling Posttest	74.56	195	9.59	.69

The data in Table 1 shows that after the SKBMI model was applied to improve the ability to write narrative texts, the students' average scores increased. For the content of ideas, the students' average score increased from 53.62 in the initial test to 74.71 in the final test. For the aspect of suitability between the title and the content, the average score of the students increased from 49.34 on the initial test to 75.45 on the final test. Then, the students' average score for the diction/vocabulary selection aspect increased from 61.03 in

the initial test to 88.58 in the final test, while the student's average score for the use of spelling aspect increased from 55.29 to 74.56 in the final test.

Correlation tests and significance tests were then carried out to obtain more in-depth information regarding the effectiveness of applying the SKBMI model in improving the ability to write narrative texts for 2nd grade elementary school students. The results of the correlation test with the Paired Sample T-Test are presented in Table 2.

Table 2. Correlation Test Results

<i>Paired Sample Correlations</i>				
		<i>N.</i>	<i>Correlation</i>	<i>Sig.</i>
Pair 1	Idea Pretest & Posttest	195	.84	.000
Pair 2	Title Pretest & Posttest	195	.79	.000
Pair 3	Word Choice Pretest & Posttest	195	.89	.000
Pair 4	Spelling Pretest & Posttest	195	.91	.000

Table 2 shows the significance level (sig.) of the effect of applying the model on increasing test scores. If sig. > 0.05, means that the application of the model has no effect on increasing test scores. Meanwhile, if sig. < 0.05, means that the application of the model has an effect on increasing test scores.

In Table 2, the significance level for each pair of ability scores is 0.000, which means sig. < 0.05. Because the significance level is less than 0.05, this study concludes that the application of interactive multimedia-assisted sociocognitive models has an effect on increasing the scores of students' ability to write narrative texts in the pre-test and post-test. That is, the socio-cognitive model assisted by interactive multimedia can improve students' abilities in writing narrative texts for aspects of idea content, suitability of titles with content, selection of diction/vocabulary, and use of spelling.

Table 2 also shows the different correlation values for each pair of pre-test scores and post-test scores. The correlation value indicates the percentage effect of applying the SKBMI model on improving students' ability to write narrative texts. To calculate the percentage of the effect of applying the model on each aspect of the ability to write narrative text, the correlation value is raised to the power of two.

For the aspect of the content of the idea (idea), the correlation level of the pre-test and post-test scores is 0.84. That is, the effect of applying the SKBMI model on improving the ability to write narrative text for the aspect of idea content is $(0.84)^2 = 0.70$. In other words, the application of interactive multimedia-assisted sociocognitive models has a 70% effect on improving students' ability to choose content when writing narrative texts. The rest, 30% increase in students' ability is influenced by other factors not examined in this study.

In the aspect of conformity between the title and the content (title), the level of correlation between the initial test scores and the final test scores is 0.79. That is, the effect of applying the model to increasing the ability to read syllables is $(0.79)^2 = 0.62$. In other words, the application of the interactive multimedia-assisted sociocognitive model has a 62% effect on improving students' ability to choose a title that matches the content of the narrative text written. 38% increase in students' abilities for the aspect of suitability of the title with the content is influenced by factors other than the application of the model.

Related to the aspect of diction/vocabulary selection, the level of correlation between the pre-test and post-test scores was 0.89. The effect of applying the model to increasing the ability to read words is $(0.89)^2 = 0.79$. This means that the application of the socio-cognitive model assisted by interactive multimedia has an effect of 79% on improving students' ability to choose the right diction/vocabulary for writing narrative texts. Factors other than the application of the model affect the 21% increase in students' abilities for aspects of diction/vocabulary selection. Further research is needed to find out what these factors are.

The last aspect that is measured is the use of spelling. The correlation level of pre-test and post-test scores for the use of spelling is 0.91. This means that the application of the model has an effect of $(0.91)^2 = 0.83$ or 83% on improving students' ability to write narrative texts in the aspect of using spelling. 17% increase in the aspect of the use of spelling is influenced by factors other than the application of the model.

Based on the results of this analysis, it can be concluded that the application of interactive multimedia-assisted socio-cognitive models has an influence on aspects of improving the ability to write narrative text in 2nd grade elementary school students. The lowest effect (62%) was on the aspect of suitability of the title with the content, followed

by the influence on the aspect of the idea content (70%) and the aspect of diction/vocabulary selection (79%). The biggest influence on the application of the SKBMI model is on the aspect of using spelling, which is 83%.

Furthermore, a significance test was carried out to measure the level of effectiveness of the interactive multimedia assisted sociocognitive model to improve the ability to write narrative texts. In this study, a 2-tailed paired-sample t-test was used to measure the significance level of model adoption. The results of the significance test are presented in Table 3.

Table 3. Significance Test Results with 2-tailed paired-sample t-test

Paired Sample Test									
		Paired Differences					<i>t</i>	<i>df</i>	<i>Sig.</i> (2-tailed)
		Mean	Std. Deviation	S.E. Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Idea Pretest & Posttest	-.42	.55	.04	-.50	-.34	-10.60	194	.000
Pair 2	Title Pretest & Posttest	-1.16	.49	.03	-1.23	-1.09	-33.21	194	.000
Pair 3	Word Choice Pretest & Posttest	-1.35	.55	.04	-1.43	-1.27	-34.36	194	.000
Pair 4	Spelling Pretest & Posttest	-2.09	.44	.03	-2.16	-2.03	-65.72	194	.000

The data in Table 3 can be interpreted by looking at the level of significance using the following assumptions:

H0 = there is no significant difference between the students' pre-test and post-test scores

H1 = there is a significant difference between students' pre-test scores and post-test scores.

If $\text{sig} > \alpha = 0.050$, then the null hypothesis (H0) is accepted. That is, there is no significant difference between the pre-test and post-test scores of students after the

interactive multimedia-assisted sociocognitive model is applied to improve the ability to write narrative texts. Meanwhile, if $\text{sig} < \alpha = 0.050$, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. That is, there is a significant difference between the pre-test and post-test scores of students after the interactive multimedia-assisted sociocognitive model is applied to improve the ability to write narrative texts. sig. value (significance level) for all aspects of the ability to write narrative texts observed in this study is 0.000. This means $\text{sig} < \alpha$ ($0.000 < 0.05$). Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. In other words, the significance test shows that there is a significant difference between the results of the ability to write narrative texts (for each aspect) on the initial test and the results of the ability to write narrative texts on the final test.

Based on the statistical analysis above, it can be concluded that the application of the socio-cognitive model assisted by interactive multimedia has a significant effect on improving each aspect of students' ability to write narrative texts. The effect of applying the model to improving students' abilities for aspects of the content of ideas, suitability of titles with content, choice of diction/vocabulary, and use of spelling were 70%, 62%, 79%, and 83%, respectively. In other words, interactive multimedia-assisted sociocognitive models are effectively used to improve the ability to write narrative texts in 2nd grade elementary school students.

The results of this study indicate that the socio-cognitive model assisted by interactive multimedia can improve students' ability to write narrative texts. This finding is in line with the findings of Chandrasegaran et al. (2007) and Cheung et al. (2021) which states that sociocognitive learning can improve the ability to write narrative texts. This finding also supports the results of research that the use of interactive multimedia can improve the ability to write narrative texts.

CONCLUSION

Based on the findings and discussion of this study, it was concluded that the interactive multimedia-assisted sociocognitive model is effective for use in improving students' ability to write narrative texts related to aspects of idea content, suitability of titles with content, selection of diction/vocabulary, and use of spelling. The application of

this model significantly improves students' initial reading ability for each aspect of ability. The magnitude of the influence of the application of the SKBMI model on improving abilities in the aspects of idea content, suitability of titles with content, choice of diction/vocabulary, and use of spelling are respectively 70%, 62%, 79%, and 83%. Further research is needed to reveal what external factors influence the improvement of students' ability to write narrative texts. It is recommended that the interactive multimedia-assisted sociocognitive model be further developed to improve writing skills for other types of texts.

REFERENCE

- Adlani, S., Agustina, R. T., & Muchtar, M. (2021). Implementasi Video Teks Narasi untuk Meningkatkan Keterampilan Menulis Teks Narasi Siswa Kelas V. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 1(1), 72–77. <https://doi.org/10.17977/um065v1i12021p72-77>
- Bandura, A. (1986). Social foundations of thought and action : a social cognitive theory / Albert Bandura. *New Jersey: Prentice-Hall*, 1986, 16(1).
- Bandura, A. (2012). On the Functional Properties of Perceived Self-Efficacy Revisited. *Journal of Management*, 38(1), 9–44. <https://doi.org/10.1177/0149206311410606>. *Journal of Management*, 38(1).
- Berman, R., & Cheng, L. (2010). English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics*, 4(1). <https://doi.org/10.1002/wdev.86>
- Cahyono, D., & Sukartiningsih, W. (2019). Implementation of Cooperative Learning Model Type Concept Sentence with Media Card Word to Improve Narrative Writing Skills Student Class VI SDN Kalisari I/242 Surabaya. In *International Journal of Innovative Science and Research Technology* (Vol. 4). www.ijisrt.com968
- Chandrasegaran, A., Evangeline, J. J., & Clara, K. K. M. (2007). Applying A Socio-Cognitive Model to The Teaching of Expository Writing. Paper 1: From Theory to Instructional Material. *Proceedings of the Redesigning Pedagogy: Culture, Knowledge, and Understanding Conference*, 1–12.
- Cheung, Y. L., Chu, Y. N. J., & Jang, H. (2021). Impact of a Socio-cognitive Approach to Teaching English Language Writing on Primary School Students' Compositions. *Iranian Journal of Language Teaching Research*, 9(1). <https://doi.org/10.30466/ijltr.2021.120973>

- Chitrawelu, N., Sithamparam, S., & Teh, S. C. (2005). *ELT methodology: Principles and Practice*. Penerbit Fajar Bakti.
- Hikamudin, M. I., & Hartati, T. (2018). Improving Story Writing Skills With Mind Mapping Assisted By Video And Picture Media To Class V Students At Sdn Kamojing Karawang District. *JURNAL INDRIA (Jurnal Ilmiah Pendidikan Prasekolah Dan Sekolah Awal)*, 3(3), 221–248. <https://doi.org/10.24269/jin.v3n3.2018.pp221-248>
- Kasmidawati, K. (2018). Application Of Conference Writing Methods Can Improve Short Story Writing Skills. *Jurnal Ilmiah Pendidikan Scholastic*, 2(2). <https://doi.org/10.36057/jips.v2i2.270>
- Permendikbud RI Nomor 37 Tahun 2018 , Pub. L. No. 37 (2018).
- Khotimah, H., & Suryandari, K. C. (2016). Analisis Kesulitan Menulis Karangan Pada Siswa Kelas Iv Sdn 2 Panjer. In Moh. Salimi, Wahyudi, Suhartono, I. Suyanto, M. Chamdani, & Rokhmaniyah (Eds.), *Prosiding Seminar Nasional Inovasi Pendidikan Inovasi Pembelajaran Berbasis Karakter dalam Menghadapi Masyarakat Ekonomi ASEAN* (pp. 491–500). UNS Press.
- Laia, M. Y. (2019). The Difficulties of Students to Write Narrative Text at The Eight Grade Students of SMP Negeri 1 Lolowau. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 7(1), 125–131. <https://doi.org/https://doi.org/10.37081/ed.v7i1.803>
- Mariana, I., Purnomo, S., & Firdaus, A. R. (2018). Improving Student Writing Skills In Indonesian Language Learning Narrative Writing Materials Using Writing Process Approach. *COLLASE (Creative of Learning Students Elementary Education)*, 1(3). <https://doi.org/10.22460/collase.v1i3.2273>
- Mayer, R. E. (2014a). Cognitive Theory of Multimedia Learning: The Cambridge handbook of multimedia learning. In *The Cambridge Handbook of Multimedia Learning*.
- Mayer, R. E. (2014b). Incorporating motivation into multimedia learning. *Learning and Instruction*, 29, 171–173.
- Mayer, Richard. E. (2014c). The Cambridge Handbook of Multimedia Learning (Cambridge Handbooks in Psychology). In *The Cambridge Handbook of Multimedia Learning (Cambridge Handbooks in Psychology)*.
- Nabavi, R. T. (2012). Theories of developmental psychology: Bandura ' s social learning theory & social cognitive learning theory. *University of Science and Culture, January 2012*.
- Nuraeni, C. (2019). Enhancing the Ability in Writing Narrative Text of Junior High School through Picture Series. *Lingua Jurnal Pendidikan Bahasa*, 15(2), 23–28.
- Nurgiyantoro, B. (2009). *Penilaian dalam Pengajaran Bahasa dan Sastra* (3rd ed.). BPFE.

- Nurhayati, T. (2017). Peningkatan Kreativitas dan Keterampilan Menulis Karangan Narasi Melalui Penerapan Model Examples Non Examples dengan Media Gambar Seri. *Jurnal Dinamika Pendidikan Dasar*, 9(1), 7–12.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice* (J. C. Richards & W. A. Renandya, Eds.). Cambridge University Press.
- Rohmawati, N., Mushafanah, Q., & Mudzanatun, M. (2022). Analisis Kesulitan Siswa Kelas V Dalam Menulis TEks Narasi Tema 7 Subtema 2 di SDN Mojoagung 01. *Tunjuk Ajar: Jurnal Penelitian Ilmu Pendidikan*, 5(1), 1–10. <https://doi.org/10.31258/jta.v5i1.1-10>
- Sari, N. A., Fahrurrozi, F., & Sumantri, M. S. (2019). Improving Narrative Writing Skills Through Video Media Utilization in Class V Students of Malaka Jaya Elementary School 07 Morning. *International Journal for Educational and Vocational Studies*, 1(8), 898. <https://doi.org/10.29103/ijevs.v1i8.2254>
- Schunk, D. H. (2012). Learning theories: An educational perspective. In *Reading* (Vol. 5).
- Sinaga, R. T. P. (2020). The Students' Difficulties in Writing a Narrative Text at Grade Ten of SMA Negeri 4 Pematangsiantar. *Nommensen Journal of English Studies (NoJES)*, 1(1), 25–32.
- Suhartika, D., & Indihadi, D. (2021). Analisis Keterampilan Menulis Teks Narasi Peserta Didik di Kelas V Sekolah Dasar. *Journal of Elementary Education*, 5(2), 114–123. <https://www.jurnalfai-uikabogor.org/attadib>
- Zhou, M., & Brown, D. (2015). Educational Learning Theories: 2nd Edition. Education Open Textbooks. In *Education Open Textbooks*.
- Zimmerman, B. J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, 25(1), 82–91. <https://doi.org/10.1006/ceps.1999.1016>

INFLAME LITERATURE IN THE SCHOOL LITERACY MOVEMENT AT SMKN 1 SOREANG

Muthiani Agustine¹, R. Ika Mustika²

^{1,2}IKIP Siliwangi

¹agustinemuthiani@gmail.com, ²mestikasaja@gmail.com

Abstract

Various studies on reading and writing habits have mushroomed in the world of education. However, the results of these studies have yet to be developed and applied consistently. The government has made various efforts through the Ministry of Education and Culture and Research to increase the nation's literacy. The School Literacy Movement (GLS) program is being intensively programmed. The Directorate of Basic Education formed the GLS, so Indonesian people have a high reading level. At schools, on campuses, and in society for growing literacy. It is necessary to study building literacy habits through certain media because of the conditions and challenges like this. One of them is literature. This research can build literacy habits through reading literature in the world of education, and in general, the wider community has known literature for a long time. It can obtain many things with the commitment to building literacy habits through reading literature. Besides supporting the movement to build literacy habits, it also helps build national character. All groups, the government and the wider community will realise this. The method used in this study is descriptive-analytical. The results of the discussion show that cultivating literature will have a significant influence on increasing literacy culture among the younger generation, especially children. Literature learning and researchers have an important role in providing a new paradigm for the existence of literature so that literature can have an important role in efforts to improve literacy culture among the younger generation.

Keywords: Literacy, literature, school literacy movement

Abstrak

Berbagai penelitian tentang kebiasaan membaca dan kebiasaan menulis telah menjamur di dunia pendidikan. Namun, hasil penelitian-penelitian itu belum dikembangkan dan diaplikasikan secara konsisten. Berbagai upaya dilakukan oleh pemerintah melalui Kemendikbud dan Kemenristekdikti untuk meningkatkan literasi bangsa. Saat ini sedang gencar diprogramkan Gerakan Literasi Sekolah (GLS). Dibentuk Satgas GLS oleh Direktorat Pendidikan Dasar agar bangsa Indonesia memiliki tingkat membaca yang tinggi. Di sekolah, di kampus, dan di masyarakat digelorkan strategi penumbuhan literasi. Melihat kondisi dan tantangan seperti ini, maka perlu dikaji tentang membangun kebiasaan literasi melalui media tertentu. Salah satunya adalah dengan sastra. Membangun kebiasaan literasi melalui membaca sastra dapat dilakukan dalam dunia pendidikan dan masyarakat luas. Dengan adanya komitmen untuk membangun kebiasaan literasi melalui membaca sastra maka banyak hal yang didapatkan. Selain turut mendukung gerakan membangun kebiasaan literasi juga turut membangun karakter bangsa. Hal ini disadari betul oleh semua kalangan baik pemerintah maupun masyarakat luas. Adapun metode digunakan dalam kajian ini berupa metode deskriptif. Hasil pembahasan menunjukkan bahwa menumbuhkan sastra akan memberikan pengaruh yang signifikan terhadap peningkatan budaya literasi di kalangan generasi muda terutama anak-anak. Pembelajaran dan peneliti sastra mempunyai peran penting dalam memberikan paradigma baru terhadap keberadaan sastra sehingga sastra dapat memiliki peran penting dalam upaya meningkatkan budaya literasi di kalangan generasi muda.

Kata Kunci: Literasi, sastra, gerakan literasi sekolah

INTRODUCTION

Literacy has a broad and complex meaning. According to UNESCO, academic research, institutions, national contexts, cultural values, and experiences heavily influence people's understanding of literacy. The Education Development Center (EDC) states that literacy is more than just the ability to read and write. But more than that, literacy is an individual's ability to use all the potential and skills he has in his life. Thus, literacy can be understood as the ability to read words and the world. The reading culture or literacy of the Indonesian people is still deficient. Reading culture in Indonesia is still not a habit for the people. This reading culture is reflected in various places of education where students read when the teacher orders them to read, not from within the students themselves. This is why Indonesia's literacy culture is still far below other countries.

Based on a survey conducted by the Program for International Student Assessment (PISA) which was released by the Organization for Economic Co-operation and Development (OECD) in 2019; Indonesia is ranked 62 out of 70 countries or is in the bottom 10 countries with low literacy levels. The Program for International Student Assessment (PISA) was initiated by the Organization for Economic Co-operation and Development (OECD). PISA is a study to evaluate education systems followed by more than 70 countries worldwide. Every 3 years, 15-year-old pupils from randomly selected schools take a test in the main subject, namely reading, mathematics, and science.

Meanwhile, UNESCO said that the reading interest of the Indonesian people is only 0.001 percent. It means that out of 1,000 Indonesians, only 1 person likes to read. The results of further research entitled *World's Most Literate Nations Ranked* conducted by Central Connecticut State University in March 2016. Indonesia was ranked 60th out of 61 countries regarding reading interest. The data above shows that literacy issues are still a matter that literacy must address in Indonesia. However, books play a very vital role in human life. Only nations with high reading interests are prerequisites for a modern, information-literate society. Qualified human resources (HR) are needed ahead of Indonesia Gold in 2045. Citing data from the Central Statistics Agency for 2022, It is stated that the Indonesian people's reading habit as a whole is at 59.52 with a reading duration of 4-5 hours per week and 4-5 books per quarter.

Creating readers is not easy, but it is easy to realize. People can realize a reading culture through a habituation process. In 2016, the Ministry of Education and Culture Puspendik, in the Indonesian National Assessment Program (INAP) or Indonesian Student Competency Assessment (AKSI), tested the reading skills, mathematics, and science of

grade IV elementary school students. Especially in reading, the result is 46.83% in the less category, 47.11% in the good category and only 6.06% in the good category. This condition indicates that the literacy skills of Indonesian students are still relatively low and must be improved. This problem is confirmed: the government needs a special strategy so that students' reading skills can increase by integrating/following up school programs with activities in the family and community, which are accommodated in the literacy movement at home, in schools, and in the surrounding environment.

Building a reading culture is a collaborative, participatory task involving many parties, such as parents at home for their children, teachers at schools for their students, librarians at the library for their users, and the government for all its people. Quoting the opinion of Anggi Adriansyah from the National Research and Innovation Agency (BRIN) published in *Republika* daily on December 14 2021, that the challenge to creating a reading culture is indeed structural and cultural. Structurally related to government efforts to provide access to quality reading materials and libraries and cultural aspects related to the habit of reading as an integral part of everyday life. Literacy in reading and writing is one of the six basic literacy skills that people must master. Through the ability to read and write, a person can live a life with better quality because the key to learning science is reading. At the same time, by writing, one can express ideas and thoughts from thought processes previously obtained from reading. Literacy in reading and writing will improve one's quality of life (GLN Material, Ministry of Education and Culture 2017). Therefore literacy must be intensified, accustomed to and made into a culture by the community, especially teachers and students as the primary educational actors.

SMKN 1 Soreang, as an educational institution, always plays an active role in instilling, cultivating, and developing a literacy culture for the entire academic community. Its implementation is comprehensive and inseparable from the other five types of literacy, namely numeracy, science, digital, financial, cultural literacy, and citizenship. Launching the School Literacy Movement (GLS) at SMKN 1 Soreang in 2018 was more than just a formality that had no realisation. The GLS at SMKN 1 Soreang was followed up with various programs to strengthen literacy culture. Strengthening the reading culture is carried out by improving the library, adding interesting book collections, improving the library system, reading challenges, and others.

To foster a written culture which is still a concern, especially at SMKN 1 Soreang as a "miniature" Indonesian society that prefers a culture of conversation compared to a written culture, SMKN 1 Soreang held a literacy program. 23 of 2015 concerning the

development of character. One of the activities in the movement is the 15-minute activity of reading non-learning books before class time begins. This activity is carried out to foster students' interest in reading and improve reading skills so students can master that knowledge better. Reading material contains ethical values in the form of local wisdom, national, and globally delivered according to the stage of development of students. In addition, GLS activities aim to consolidate the 2013 curriculum for all subjects by implementing literacy strategies in learning concerning higher-order thinking skills (HOTS) and XXI-century competencies (critical, creative, communicative and collaborative thinking skills), and strengthening character education. This important breakthrough should involve all stakeholders in the field of education, starting from the central, provincial, district and city levels to education units. The involvement of parents of students and the community is also an important component in the GLS Master Design. Strategic directions for literacy activities within the primary and secondary education units. GLS implementation will involve related work units in the Ministry of Education and Culture and other parties who care about the importance of literacy. Cooperation with all education stakeholders is necessary to implement an integrated and effective joint movement.

Literature has many contributions to daily life. One of them is by utilizing literature as a medium to build a literacy culture. Literacy culture should be introduced starting with children. Children's age is when they experience the golden moment stage or the golden development of their brains. Therefore, now is the right time to introduce them to literature which will later foster a culture of literacy in each of them and Indonesian society in general. The following will describe the stages of child development, which will be used as a guide in choosing appropriate reading so that their literacy will grow and even develop.

Literature can bring society towards change, both in terms of culture and social. Literature can be a source of inspiration and a driving force for moral strength for the process of socio-cultural change from a deteriorating condition to a better direction, namely independence and independence. It can be seen that during the war for independence, literary works became one of the media that became a source of the spirit of reviving a nation, the spirit of love for the motherland and the source of patriotic enthusiasm to fight against all forms of colonialism. A good literary work does not only display aesthetic charm. Still, it must also be able to provide inner and intellectual enlightenment to its readers or create public opinion. Provide belief in the form of values

that have the power of enlightenment and are a source of inspiration for socio-cultural change. Literary works are not only a reflection of people's lives, but they must be able to change a nation with the thoughts conveyed in by writers. Therefore, education about understanding literature must be taught early, using interesting creative teaching formats to give a deep impression of literature and give birth to thinkers.

Based on this description, the research problem is formulated as follows:

1. Low students' literacy skills
2. Lack of students' knowledge about literary literacy activities

METHOD

The type of research used in this research is descriptive research. Descriptive research is a study that aims to describe or describe something such as circumstances, conditions, situations, events, activities and others (Arikunto, 2010). In this study, the researchers provided an overview or described the implementation of the school literacy movement at SMKN 1 Soreang. The subjects in this study were students at SMKN 1 Soreang. The data used in this study are described as field notes, audio recordings and photographs. The data was collected using structured observation, structured interviews and documentation, with the research instruments being observations and interviews conducted by the researcher's selves.

The first step in analyzing the data in this study is by reducing data (data reduction); namely, the data that has been collected will be selected and summarized according to the objectives to be achieved. After the data is selected, the second step is to present the data (data display) by presenting the data in the form of narrative text. The third step in analyzing the data is concluding (verification) by making temporary conclusions until evidence is found. Strong evidence regarding the implementation of the GLS at SMKN 1 Soreang. The validity of the data used in this research is through data triangulation that is used as a check data from various data sources. The researcher made observations and continued with reinforcement through the results of interviews with several informants.

RESULTS AND DISCUSSION

Building a literacy culture is complex, and the environment is very influential in developing a literacy culture. Building a reading culture requires commitment, especially in the school environment. In addition to facilities and infrastructure, teachers, as the

spearhead of education, must be creative in creating a culture of literacy in schools. A school environment capable of giving birth to a culture of literacy must be built, not necessarily relying on one person or surrendering to the main constraints experienced by many students. In some schools the condition of the library is far from worthy as a reading park. The only problem is that the books are minimal and there is also a need for more attention to the ideals of a book library.

The School Literacy Movement (GLS) needs to be maximized collaboratively by all components within the school and the community outside the school. In short, the GLS must be able to move all internal and external components of the school. With technological advances, the literacy movement is not just about reading and writing. Still, it includes the ability of a person to absorb information from various sources, both audio, video, print and electronic. The literacy movement can determine society's high level of learning because literacy teaches us to study various knowledge in books. And be a shield for a person to avoid various environmental influences that cause a person to be lazy to learn, such as playing online games. The general goal of the school literacy movement in Ngurah Suragangga (2017), namely the general goal of School Literacy Movement (GLS) is to develop students' character through cultivating the school literacy ecosystem, manifested in the School Literacy Movement so that they become lifelong learners.

A school must develop literacy activities to support learning success and increase students' knowledge. Indonesia needs human resources who are intelligent and broad-minded, and ready to face the challenges of various times, such as the challenges of industry 4.0. To make this dream come true. Following SMKN 1 Soreang develops a culture of literacy in schools through the following programs:

1. One book month program and discussion of book review results
2. Read every 15 minutes every day when class begins
3. "Class Library" or "Reading Corner" program
4. Procurement of quality reading books,
5. Visits to Regional Libraries."
6. Visits to the nearest Publisher.
- 7 Challenges (Challenge);
8. Writing Contest and book publication;
9. Reading Award.

1. Achievement of Activities

Tabel 1. Realization of the School Literacy Movement Program

No.	Program	Realization
1	One-month program for one book and discussion of book review results	100 %
2	Reading Every 15 minutes every day when class begins	100 %
3	The program Class library" or "Reading Corner"	100 %
4	Procurement of quality reading books	100 %
5	Visit the Regional Library	80 %
6	Visit the nearest publisher	80 %
7	Challenge	100 %
8	Writing Contest and book publication	80 %
9	Reading Award	80 %

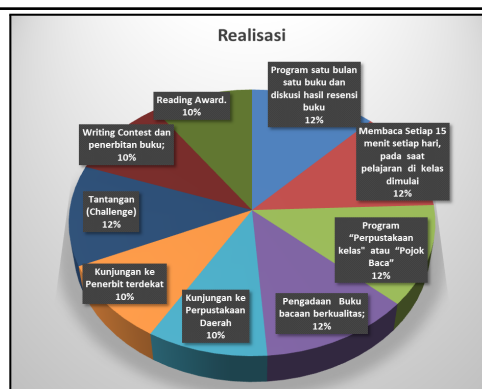


Diagram 1. Realization of Program Achievement



Picture 1. One-month one-book program and discussion of book review results



Picture 2. Reading Every 15 minutes of every day, at the time when the class begins



Picture 3. The program Class library" or "Reading Corner"



Picture 4. Procurement of quality reading books



Picture 5. Visit the Regional Library



Picture 6. Visit the nearest publisher



Picture 7. Challenge



Picture 8. Writing Contest and book publication



Picture 9. Reading Award

2. Literary Literacy in the School Literacy Movement

Academic literacy needs to be developed in reading/learning communities. This is reasonable because literature and art have an important role in nation-building. Ajip Rosidi (2016) states that the role of literature and art in building the nation (1) the meaning of the 1928 youth oath, one of which upholds the unified language of Indonesian, is a cultural pledge that recognizes the diversity of cultures and regional languages in Indonesia (2) literature and art are a means of identification nation, (3) Indonesian literature as part of the "heirs of world culture". Furthermore, academic literacy is needed, especially in learning societies, because literature is a spiritual dimension. Literature is a product of a civilized and cultured society/nation. Therefore, the continuity of academic literacy implementation is important in the School Literacy Movement.

Literary literacy is the habit of processing literature that is functional in life (Endraswara, 2017: 4). The tradition of literary literacy is related to literary activities which are always full of enthusiasm and appeal. This tradition can be built from an early age, by introducing children to literary reading in order to foster an interest in reading. Literary Literacy in accordance with several basic concepts can be interpreted as a form of literacy-based activity to hone and develop abilities in accessing, understanding, identifying, determining, evaluating, utilizing information critically and intelligently, creating effectively and in an organized manner, using and communicating children's literary objects based on reading, writing, listening and speaking activities to develop good character.

In the context of academic literacy, To foster students' interest in reading in this study is to make literary reading a gateway or picker. Hence, children's awareness grows in their literacy activities. Literary reading offers pleasure, so the pleasure derived from literature impacts other types of reading. 3wr422 Literature is an important nutrient for fostering a love of books and reading activities as an effort to familiarize literary works. Children's literature is understood as reading whose content follows the child's world, which places the child's point of view as the center of imagery, offers pleasure and understanding, and emphasizes beauty. National literacy issues start from students' lack of interest in reading, uneven distribution of books, teacher competency and school ecosystems that need to be more literate. There is a glimmer of hope that can be the pride of implementing education at the SMK level that creatively, advanced, and productively implement literacy programs. An appreciation and love for literary works can be shown with, for example, the behaviour of being fond of creating literary works, talking and listening to literary works, reading literary works, discussing literary works being read or heard, and collecting literary books. Thus, the purpose of teaching literature leads to literature, namely, human experience or literary experience.

Tabel 2 The development of a literary literacy culture is carried out at SMKN 1 Soreang

No.	Activities
1.	Read short stories, read novels, read poetry, read plays
2	Listening to short stories, listening to poetry, listening to dramas/films
3.	Writing short stories, writing poetry, writing novels
4	musicalization of poetry





Picture 10. Literary literacy activities

Based on the results of interviews and questionnaires on students' literary and non-literary reading interest, along with the results of each class.

Table 3. Literature and Non-Literary Reading Interests for Class X

No.	Class	Literary Percentage	Non-Literary Percentage
1	X TPL 1	70 %	30 %
2	X TPL 2	73 %	27 %
3	X TKR 1	78 %	22 %
4	X TKR 2	70 %	30 %
5	X TEI 1	75 %	25 %
6	X TEI 2	73 %	27 %
7	X TKJ 1	78 %	22 %
8	X TKJ 2	80 %	20 %
9	X PH 1	85 %	15 %
10	X PH 2	78 %	22 %

11	X PH 3	80 %	20 %
12	X KL 1	90 %	10 %
13	X KL 2	70 %	30 %
14	X KL 3	75 %	25 %

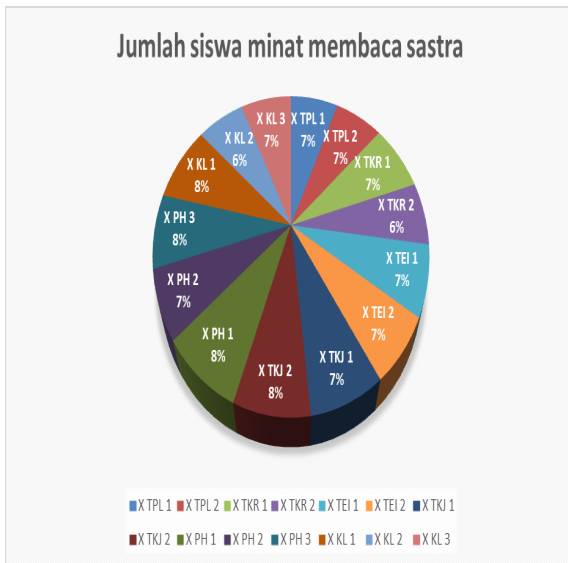


Diagram 2

Number of students interested in reading literature

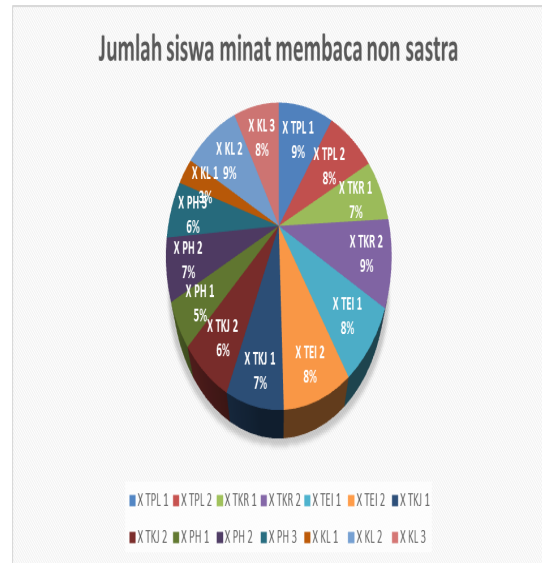


Diagram 3

Number of students interested in non-Literature



Diagram 4 Percentage of students in class X

Table 4. Literary and Non-Literary Reading Interests for Class XII

No.	Class	Literary Percentage	Non-Literary Percentage
1	XII TPL 1	70 %	30 %
2	XII TPL 2	73 %	27 %
3	XII TKR 1	78 %	22 %
4	XII TKR 2	70 %	30 %
5	XII TEI 1	75 %	25 %
6	XII TEI 2	73 %	27 %
7	XII TKJ 1	78 %	22 %
8	XII TKJ 2	80 %	20 %
9	XII PH 1	85 %	15 %
10	XII PH 2	78 %	22 %
11	XII PH 3	80 %	20 %
12	XII KL 1	90 %	10 %
13	XII KL 2	70 %	30 %
14	XII KL 3	75 %	25 %

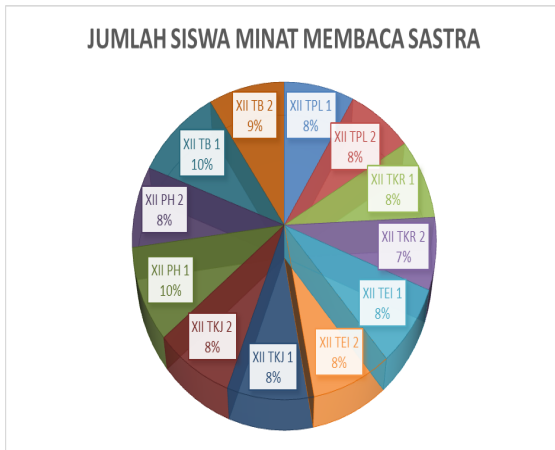


Diagram 2

Number of students interested in reading literature



Diagram 3

Number of students interested in non-Literature



Diagram 4 Percentage of class XII students

From these data, it can be concluded that more students like reading literature than non-literature. Through reading and listening to story books or literature, students can develop reading skills. The habit of reading which is continuously cultivated will certainly foster a culture of literacy. Literary reading activities are also expected to be able to develop creativity and taste. Children who have been accustomed to reading literary works since childhood will have a much better sensitivity to feelings than children who do not read literary works. Observations on the behavior and character of the characters in various stories will enrich children's insights about the diversity of human attitudes and characteristics.

CONCLUSION

Based on the results of the discussion above, it can be concluded that building a literacy culture in Indonesia is very urgent and important to do. Thus, literacy learning is very important to form a generation that is strong and can compete in the global era.

The new paradigm in literary literacy in schools is as follows.

1. Students in literary literacy feel engrossed, enjoyable, and happy;
2. Students read literary works, such as poetry, short stories, novels, plays, and essays directly, not summaries;
3. Composing classes are held in a fun way;
4. Giving appreciation/awards to students for their multiple interpretations of a literary work; as well as
5. the presentation of literature, for example, theories, definitions, and history of literature is not or is not prioritized.

The most important aspect of academic literacy is the character education of students, which is related to the seeding of noble values and noble characters within them. Academic literacy is based on two main activities: reading and writing literary works. Thus, teachers, parents, children, and stakeholders must work together and be creative and innovative in making learning fun.

REFERENCES

- Antoro, B. (2017). *Gerakan literasi sekolah dari pucuk hingga akar sebuah refleksi*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Kebudayaan.
- Atmazaki. dkk. (2017). *Panduan gerakan literasi nasional*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Endraswara, Suwardi. (2017). Strategi pengembangan budaya literasi sastra di sekolah dan masyarakat. *Prosiding SENASBASA (Seminar Nasional Bahasa dan Sastra)* Edisi 1 Tahun 2017. 412-424.
- Faradina, N. (2017). Pengaruh program gerakan literasi sekolah terhadap minat baca siswa di sd islam terpadu muhammadiyah an-najah jatinom klaten. *Jurnal Hanata Widya*, 6(8), 60-69.
- Fitriani, Y., & Aziz, I. A. (2019, March). Literasi era revolusi industri 4.0. *In Prosiding Seminar Nasional Bahasa dan Sastra Indonesia (SENASBASA)* (Vol. 3, No. 1).

Muslimin. (2011). Perlunya inovasi dalam pembelajaran bahasa dan sastra indonesia “solusi mengatasi problem klasik pengajaran bahasa dan sastra di sekolah”. *Jurnal Bahasa, Sastra, dan Budaya*. 1(1).

Ratna, N. K. (2007). *Estetika sastra dan budaya*. Yogyakarta: Pustaka Pelajar.

Rosidi, A. (2016). *Sastera dan Budaya*. Jakarta: Pustaka Jaya.

Sutrianto, dkk. (2016). *Panduan gerakan literasi sekolah di sekolah menengah atas*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Wedasuwari, dkk. (2022). Literasi sastra di era 4.0 *WidyaBhakti: Jurnal Ilmiah Populer* 4(2).25-29.

<http://www.republika.co.id/berita/koran/didaktika/12/12/17/ngm3g840-literasiindonesia-sangat-rendah-diakses-19/8/2016>

Minat Baca Indonesia Ada di Urutan ke-60 Dunia. diakses dari <http://edukasi.kompas.com/read/2016/08/29/07175131/minat.baca.indonesia.ada.di.urutan.ke-60.dunia>.

<http://gobekasi.pojoksatu.id/2016/05/19/survei-unesco-minat-baca-masyarakat-indonesia-001-persen/>

IMPLEMENTATION OF CHARACTER EDUCATION IN ELEMENTARY SCHOOL STUDENTS WITH HABILITATION

Irfan Juhari¹, Eponiah²

^{1,2} IKIP Siliwangi

¹irfanjuhari2014@gmail.com, ²keylanicharlotte@gmail.com

Abstract

Education is the learning of knowledge, skills, and habituation from one generation to the next, while character is the character, nature, behavior, and character possessed by humans. Character education is not only done in schools, but there needs to be good cooperation with parents. Together as educators in schools shape the character of the nation's children to become good, responsible, and caring individuals. The rapid development of science and technology has a very large influence on education along with its changes which inevitably we have to be prepared for risks from the negative side, namely starting to fade the personality of students in language, attitude, care, sense of responsibility as well. fading politeness. Reflecting on this, it is very important character education in schools, especially elementary schools with various ways to implement character education with habituation

Keywords: character education, application, habituation

Abstrak

Pendidikan merupakan pembelajaran ilmu pengetahuan, keterampilan, dan pembiasaan dari satu generasi ke generasi berikutnya, sedangkan karakter adalah watak, sifat, perilaku, dan tabiat yang dimiliki oleh manusia. Pendidikan karakter tidak hanya dilakukan di sekolah, tetapi juga perlu kerja sama yang baik dengan orang tua. Bersama-sama sebagai pendidik di sekolah membentuk karakter anak-anak bangsa menjadi pribadi yang baik, bertanggung jawab, dan mempunyai sifat yang peduli. Berkembangnya ilmu pengetahuan teknologi yang semakin pesat, berpengaruh besar terhadap pendidikan beserta perubahan-perubahannya yang mau tidak mau kita harus siap menerima risiko. Risiko tersebut mulai dari lunturnya kepribadian anak didik dalam berbahasa, bersikap, kepedulian, dan rasa tanggung jawab hingga kesopanan yang semakin memudar. Berkaca dari hal yang demikian maka sangatlah penting pendidikan karakter di sekolah, khususnya sekolah dasar dengan berbagai macam cara untuk menerapkan pendidikan karakter dengan pembiasaan.

Kata Kunci: pendidikan karakter, penerapan, pembiasaan

INTRODUCTION

Character education, namely a deliberate effort to develop good character based on core values that are good for individuals and society (Thomas Lickona in Yaumi, 2014:10). According to the Ministry of National Education (2011), character education is an effort to instill good habits so that students are able to behave and act in accordance with the values that have become their habits. Character education is an effort to develop the growth of noble character, mind, and child growth (Ningsih, 2015: 8). Supranoto (2015: 48) explains that character education is all efforts that can be made to influence student character. According to him, character education contains three main elements, namely knowing goodness, loving goodness, and doing good. It can be concluded that character education is a conscious effort in order to instill good character. This will encourage students to be more disciplined, responsible, creative, broad-minded, fear of God and be able to implement it in everyday life. Character education is a major part of national life and students with strong character will be able to improve the quality of education.

Character education itself is actually not a new thing in the world of education. The existence of education is humanizing humans, meaning humans who are cultured and have reason. Of course, the reason here is to have noble character, good decency, and noble character. Character is closely related to behavioural values related to God Almighty, as well as the environment in which they are located. Character becomes an assessment of the human person as a whole, both his own personality and his social relations with those around him. With the development of an increasingly advanced era in the field of science, there are many negative risks that affect the fading of the character of the nation's children. The attitude of respect for elders, respect for younger ones which is starting to fade, the many cases of bullying at school, brawls between students, entrenched rude speech, eating and drinking carelessly, and other negative attitudes that make us educators sadder to see it . Deviant behavior in today's society is called an anomaly. In the book *Soft Skills for Educators*, an anomaly is defined as something odd than what should have happened (Elfindri, 2011).

Our task as educators is to fix and put character education back on the foundation of education in accordance with the educational goals set out in Law no. 20 of 2003 concerning the National Education System in Article 3. The law states that national education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life. National education aims to develop the potential of the nation's children to become human beings who believe in and fear God Almighty, have good morals,

are creative, independent, knowledgeable, responsible, and can place their position in social life in society. However, implementing character education is not as easy as turning the palm of the hand. Changes in the world of education, both external influences, such as changes in the curriculum and education system as well as influences from within students and the family environment, have contributed to the implementation of character education, especially at the age of elementary school children.

Education is one of the main keys for a person to be able to change behavior, shape character, and is a very valuable long-term investment for the development of a nation. Because with good human resources, it will certainly become the foundation for the development of an advanced and developing nation so that it can compete with human resources from other nations.

School is one place to implement character education. The task of an educator is how to make the character contained in the goals of national education realized. Together with parents instill good character with exemplary examples so that students have Eastern traditional characters which are well-known for politeness, mutual respect, discipline and responsibility. The process of forming the character of students to get to know and shape themselves becomes the main capital in implementing character education so that it will have an impact on themselves and social relations with their environment.

Quoting from the book *Implementation of Self Habituation and Character Education* (Introduction) by Surapto Wahyunianto, "It is not an exaggeration if Abraham Lincoln said that reputation is a shadow, while character is a tree. The character of someone who is big and strong is like a tree that is big, lush, and sturdy. Such things will produce shades of shadows that have an immediate effect on shading people who take shelter under them or who are passing by." (2019.2). carry on until the child becomes an adult. The purpose of this research is to apply and build character education in schools with habituation.

With the habituation of character education in schools, it will instill and make students aware of the importance of the values of honesty, high motivation, caring for others, respecting time, responsibility, and being creative. In addition, they can also show and develop their potential, fear God, and produce students with good character and personality, especially at the elementary school level. The age of elementary school children is an important stage of their rapidly growing physical, motor, emotional, intellectual, language, character, and moral character. It is hoped that at this stage when children make mistakes, it is still easy to correct them by providing better direction and guidance. Thus, one day they can become individuals of good character for their future lives.

The psychology of Pavlov's Behaviorism states that habits will be formed due to conditioning or stimulus. This stimulus needs to be done repeatedly so that the desired reaction appears (Suyono, 2014). According to Akbar (2011: 19) in his speech at the inauguration of professors entitled "Revitalization of Character Education in Elementary Schools", there are 12 principles in developing character in elementary schools. One of these principles is the application and utilization of character education through habituation programs. The program must be routine, periodic and continuous or continuous, both incidental and programmed. For this reason, the school's vision and mission must support a habituation program that builds the application of character education so that it can be integrated with student activities at school and extracurricular.

Based on the description above, the author writes the title of this article with the implementation of character education with habituation in elementary school students with habituation. The objectives of this research are:

1. Theoretical use, namely hoping that this research can be useful for the world of education, especially at the elementary school level and can implement it in school programs
2. For schools, this research can be used as reference material or information in the form of implementing character education programs in schools.

METHOD

Literature review is one of the existing research methods. The literature review is taken from literature studies related to the issues discussed. The theory underlying the problem under study. Researchers also obtain information from studies that are related to the problem under study. Literature study is a study of how to collect data by reviewing literature books, notes, and reports that are related to the problem under study (Nazir, 2003). Pohan and Pranowo (2012), the activity of compiling a literature review has the aim of gathering information about scientific studies, in the form of theories, methods or approaches that have developed and have been documented in the form of journals, manuscripts, notes, historical records, documents contained in library. This literature review, of course, uses literature related to character education and its implementation in elementary school students with the aim of increasing character values in elementary school students and can be used for developing habituation programs so that the character in students can develop properly according to the goals. National Education.

RESULT AND DISCUSSION

Character Education Values

According to Hasan in Santosa (2014: 33-34), the source of values developed in character education is identified from the following sources:

a. Religion

Indonesian society is a religious society. Even though there are differences in religion, this does not become an obstacle in implementing character education in schools because in essence, every religion that is adhered to teaches about goodness. Likewise in the life of the state which is also always based on religious values. On this basis, the values of implementing character education must be based on religious values and principles. As the majority religion is Islam, the study in this research will raise sources originating from this foundation. However, whatever the form of its application, hopefully it will not become a debate, but will become additional knowledge that forms the basis of the goals of character education.

b. Pancasila

As the ideal foundation of the unitary state of the Republic of Indonesia which contains the basic principles of nationhood and homeland, the values governing political, legal, economic, social, cultural, artistic and educational life. Character education aims to prepare students to become good citizens, who have the ability to apply Pancasila values in everyday life and to become good individuals with noble character for the success of their lives in the future.

c. Culture

As a truth that in society there are no humans who live in a society that is not based on cultural values. These cultural values are used as the basis for giving meaning to a concept that develops in social life. This important cultural position is the basis of the source in the application of character education.

d. National Education Goals

As a formulation of the qualities that must be owned by every educated person in Indonesia, which contains various human values that can place themselves in social life and their placement in the natural surroundings. Therefore, the goal of national education is the most operational source in developing and implementing character education.

The values of character education originate from religion, Pancasila, culture, and national education goals and are linked to the vision and mission of the Ministry of

Education and Culture as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020- 2024. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values with the main characteristics: faith, fear of God, noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. From these values, the implementation can be started from the values that are essential, simple, and easy to implement according to the conditions of each school.

Implementation of Character Education in Schools with Habituation

A concept is indispensable in the application of character education in schools. The concept of implementing character education used in this discussion is habituation. Mulyasa (2012: 166), habituation is something that is done regularly and continuously so that it becomes a habit. Habituation is a behavior that is carried out repeatedly so that it becomes a habit and forms the desired character.

Aristotle (Covey, 1997) said, "We are what we repeatedly do, excellence is not an act, but a habit." Character is basically from our actions that are done repeatedly. "Sow an idea, reap an act; sow a deed, reap a habit; sow a habit, reap character; sow character, reap fate" goes the saying. The process of character formation can be described as follows:



Picture 1. The flow of character formation

Based on the picture above, it can be explained that the main point of the character education program in schools is an idea that will be actualized in action. These actions are carried out repeatedly which will later become habits and habits that are expected to form a character.

The teacher is the second exemplary role model as a substitute for parents at school who can be imitated and imitated as a role model or living example and provides habituation to students (Sulthoni, 2016). One of the figures who is an example for us to teach character education is Rasulallah Muhammad SAW. Muhammad Ridwan Lubis explained in his book Religion and Peace that the Prophet Muhammad Saw. has become a role model (uswatun hasanah) as a complete human being in all respects. Be it in personal life, family, society, or with people other than Islam. Even Michael Hart, author of the book One Hundred Most Influential Figures in History said, "Muhammad was not only a religious leader, but also a

world leader." (Ary, 2007). Prophet Muhammad's example. in all aspects of this life has been explained in the word

Allah SWT in the letter Al-Ahzab verse 21, which means:

"Indeed, there has been in (self) Rasulullah a good role model for you (namely) for those who hope (grace) Allah and (the arrival of) the Day of Judgment and who remember Allah much." (Q.S. Al Ahzab: 21). Therefore, we can apply His example in conveying character education through the exemplary qualities of the Prophet Muhammad SAW.:

1. have a humble nature,
2. have noble character,
3. affection for others, and
4. broad-mindedness.

His characteristics can be used as a guide for us as teachers to be able to implement them in the application of character education. The proverb says, "Words that are accompanied by actions can explain more and penetrate more deeply into the soul of the listener than mere utterances." English proverb says, "Action speaks louder, actions can speak louder than voices." (Fadhil, 2012).

Daryanto (2013) in his book Implementation of Character Education in Schools writes, character habituation that we can do at school is as follows:

a. Religious:

- 1) pray before and after carrying out activities,
- 2) celebrate religious holidays, and
- 3) and provide opportunities for all students to worship.

b. Be honest:

- 1) provide facilities for finding lost items,
- 2) transparency of financial reports and periodic class assessments, and
- 3) prohibition of cheating.

c. Tolerance:

- 1) providing the same services to all class members regardless of ethnicity, religion, race, class, social status, and economic status,
- 2) providing services to children with special needs. and
- 3) work in different groups.

d. Discipline:

- 1) having a record of attendance,
- 2) giving awards to disciplined school members,

- 3) having discipline at school,
- 4) enforcing the rules by giving fair sanctions to those who break the rules, and
- 5) get used to being present on time.

e. Hard work:

- 1) creating an atmosphere of healthy competition,
- 2) having displays of slogans or mottos about hard work and study, and
- 3) creating conditions for a work ethic, never giving up and learning endurance.

f. Creative:

- 1) creating learning situations that foster the power to think and act creatively and
- 2) giving assignments that challenge the emergence of new works, both authentic and modified.

g. Independent: creating a school atmosphere that builds student independence.

h. Democracy:

- 1) make decisions together through deliberation and consensus,
- 2) openly elect class administrators, and
- 3) implement dialogical and interactive learning models.

i. Curiosity:

- 1) create a classroom atmosphere that invites curiosity and
- 2) provide communication or information media.

j. National spirit:

- 1) conduct routine school ceremonies,
- 2) conduct ceremonies on national holidays,
- 3) organize national heroic day commemorations,
- 4) have a program of visiting historical sites,
- 5) take part in competitions on national holidays, and
- 6) cooperate with classmates of different races, ethnicities, socio-economic status.

k. Love the motherland:

- 1) use domestically made products,
- 2) provide information about Indonesia's natural and cultural wealth,
- 3) use good and correct Indonesian,
- 4) display photos of the president and vice president, state flags, national symbols, maps of Indonesia , pictures of Indonesian people's lives (pictures of traditional clothes, traditional dances, traditional houses, traditional weapons, and traditional musical instruments).

l. Appreciating achievements:

- 1) giving awards for students' work,
- 2) displaying signs of achievement awards, and
- 3) creating a learning atmosphere to motivate students to excel.

m. Friendly/communicative:

- 1) communicating in polite language,
- 2) class arrangements that facilitate student interaction,
- 3) dialogic learning, and 4) the teacher listens to student complaints.

n. Peace-loving:

- 1) creating a peaceful classroom atmosphere,
- 2) practicing non-violent behavior,
- 3) learning that does not discriminate between genders, and
- 4) affectionate kinship in the classroom.

o. Passion for reading:

- 1) mandatory reading programs,
- 2) frequency of library visits,
- 3) providing facilities and a pleasant atmosphere for reading, exchanging readings, and
- 4) Learning that motivates children to use references.

p. Caring for the environment:

- 1) the habit of maintaining cleanliness and environmental preservation in the classroom,
- 2) the availability of garbage disposal and hand washing facilities,
- 3) providing bathrooms and clean water,
- 4) the habit of saving energy,
- 5) building proper waste water drainage, and
- 6) provide cleaning equipment.

q. Social care:

- 1) facilitating social activities,
- 2) carrying out social actions,
- 3) providing facilities for donating,
- 4) empathizing with fellow school members, and
- 5) building class harmony.

r. Responsibilities:

- 1) carry out tasks without being told,
- 2) carry out picket duties regularly,
- 3) participate actively in school activities, and
- 4) propose solutions to problems.

From the opinions above, it can be concluded that implementing good values in character education requires good support and cooperation between schools, school personnel, parents, and the environment. Schools together with parents make programs for implementing character education adapted to conditions in the field so that we can design programs to make each individual student an individual with character. Individuals with character are individuals who are ready to take responsibility for any impact of the decisions that have been made. This is in line with Thomas Lickona who argues, "Character is a value in action that starts from an inner awareness that can be relied upon to respond to situations in a way that is morally good." (Mustoip, 2018)

The inculcation of moral values is an important element in shaping the character of students to become human beings who are virtuous and have noble character. There are three basic components in the application of character values, namely moral knowledge, moral feeling, and moral actions which are described as follows:

a. Moral Knowledge

Before implementing the values of character education, the main thing is to be given insightful knowledge regarding the morals that apply in the environment, understand one's potential, and know the consequences that will be obtained from implementing these character values.

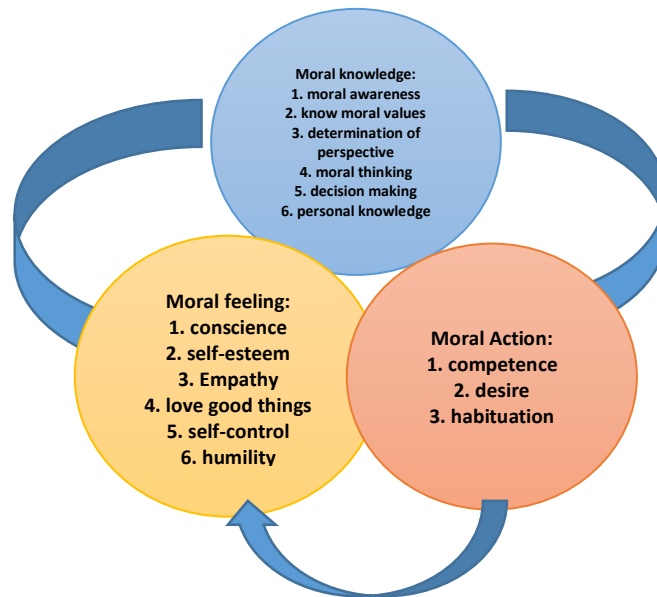
b. Moral feeling

Related to the emotional side that each individual has. When a person knows what he is doing is right, it is not certain that the person is doing the right thing. Instilling conscience sensitivity to good values and avoiding actions that they think are wrong. Develop a generalized sense of empathy for problems in the surrounding environment.

c. Moral Action

Moral action is an assumption that comes out of moral feelings and internalized moral feelings in the form of action. Someone who has moral qualities and emotional intelligence will be able to take actions that are in accordance with the truth and avoid mistakes. From the moral potential possessed by each learner, a desire arises to apply it in good moral action and continue with habituation which ultimately forms a character. Every person who has the qualities of character, knowledge, feelings, and moral actions is a unit

that is interconnected and supports one another. The flow of the character components can be described as follows:



Picture 2. Character components

Picture 2 explains that good character starts with a person's inner awareness of goodness (moral knowing), then a feeling of love for goodness (moral feeling) will arise, and then shown by acts of kindness (moral action). Finally, it can be concluded that by habituating the application of character education values will train students' sensitivity to moral values that apply in the environment where they live and create a generation of noble character and virtuous character that is not easily shaken by outside influences.

Strategy and Objectives of Implementing Character Education

In this case, school is a place to implement character education. It has been explained in the previous description that in order to implement character education there are important supporting elements so that its application can be maximally realized, such as school principals, supervisors, teachers, school employees, parents who must have the same views on the program of implementing character education. As a leader in a school, the teacher has a very important role as an example and role model for students who can develop and encourage changes in students' behavior in a better direction, work with heart and not give up easily. The educator figure has a major influence in determining the successful

implementation of character education. School is a place of interaction between teachers and students so that teachers are able to direct and form students who are individuals with character, morality, and culture. There is a saying, "Teachers pee standing up, students pee running." That is, what is done by the teacher is good for the students, but if the teacher does something that is not good then the students will behave worse than the teacher. Regardless of the changes in the world of education, the teacher remains a major milestone in the changes that occur for their students. The curriculum may change, the curriculum may be imperfect, flawed, and chaotic, even though teachers must be able to process it in such a way as to shape their students into good individuals, with character, and with noble morals. Because the teacher plays an important role in the success and success of students, the teacher makes efforts to build the application of good character by means of habituation rules in schools.

The task of an educator in compiling character education material is to create a learning program. This program must be able to integrate with character education in schools. This is of course with the support of all related elements so that it can be realized as a method of implementing character education. In order for the implementation program to work, strategies and goals are needed in implementing character education, in this case manifested in a habituation program in schools.

The following is an example of a character education implementation program with habituation in elementary schools.

1. Take Students to School

This habituation program is intended to prevent students from driving their own vehicles, especially motorized vehicles. This, in addition to violating traffic regulations, namely motorized vehicle drivers may not be minors, aims to minimize traffic accidents among students.

2. School Entrance Program at 6.30

This program is intended to familiarize students to get up early. It is hoped that with these habituation program students can get up early, carry out the morning prayers, and hope that this habituation can also control bad actions. In line with the word of Allah in Surah Al-Ankabut, verse 45 which means, "Surely prayer prevents from (acts) abominable and evil." (Q.S. Al-Ankabut: 45).

In addition, this program is also very beneficial for health, namely students are used to breathing fresh and cool air and can avoid traffic jams on the highway.

3. Program to Welcome Students with 3 S (Greetings, Smiles, Greetings)

This program is reflected in the teacher is a role model for their students. Teachers are basically figures who are worthy of imitation, meaning that both the words and actions of the teacher are examples for their students so provide a good example so that all students can emulate them. The program is an example of discipline by arriving on time, giving morning enthusiasm by getting used to greetings, smiling, greeting so that the values of friendliness and courtesy are reflected.

4. Love Cleanliness Program

This program instills students to always love cleanliness with class picket activities, namely cleaning before and after learning, getting used to ablution before entering class, paying attention to personal hygiene (hair and nails), storing and tidying shoes outside the classroom, watering plants, and getting used to throwing away trash in place.

This program has an important role in shaping the character of a clean, healthy and care for the environment. Islam is also very concerned about cleanliness according to the words of the Prophet, "Cleanliness is part of faith." (H.R. Ahmad, Muslim, and Tirmidhi).

It is hoped that with this habituation program, students can organize their own environment comfortably so that learning can be more meaningful.

5. Program to Bring Your Own Cutlery from Home

This program aims apart from maintaining cleanliness, avoiding the use of harmful food substances, as well as participating in government programs to reduce plastic waste. Students can bring their food supplies or use their cutlery to buy food/snacks at school so they can reduce waste, especially plastic waste.

6. Scout Uniform Program on Thursday

This is in accordance with the Regulation of the Minister of Education and Culture Number 63 of 2014 concerning Scouting Education as a Compulsory Extracurricular in Primary and Secondary Education. In article 3, it is stated that scouting education is carried out as a mandatory extracurricular activity in primary and secondary education. Compulsory extracurricular activities are extracurricular activities that must be followed by all students. Basically, scouting education is carried out to internalize the values of divinity, culture, leadership, togetherness, social, love of nature, and independence in students.

7. "Rebo Nyunda" Program

This program aims to get to know Sundanese traditional clothes. As it is known that Indonesia consists of many ethnic groups that have different cultures and traditions. This program also aims to enable students to preserve local culture. Apart from wearing traditional Sundanese clothes, the communication that takes place on Wednesday uses good

Sundanese. The current situation is that it is common for students at school to use the Sundanese language which is too rough. Therefore, it is hoped that this program can familiarize students with using good Sundanese.

8. Love Fellowship Program on Tuesdays

This program is a form of compassion for others to help each other, care, be religious, and be responsible as social beings who need each other. The program in this activity is giving infaq and alms. This infaq and alms collection is carried out by the religious teacher by going around to each class. Infaq and alms collected are recorded every week. Its use is for social activities in the school environment, such as helping students who experience disasters, both those that occur at school and outside of school. This program is very good at growing a sense of caring for others. This is in line with Sudrajat, "Alms activities have the aim of training and growing the social spirit of students to share with others."

9. Self-Cleaning Program on Friday

This program has the meaning of getting closer to Allah SWT, the Most Perfect Substance. This program includes all activities that contain Islamic content and lead to religious values, such as wearing Muslim clothes, listening to Islamic studies in the school field, and continuing with carrying out Duha sunnah prayers. With this habituation, it is hoped that the next generation will be intelligent, virtuous, and have noble character.

10. Home Visit Program

This program is a program carried out by teachers to visit students' homes with scheduled activities. This program aims for teachers to get to know students more deeply so that they can know the family conditions of students from their parents' occupation, economic situation, last education, and informal education provided by parents to students. Thus, there will be good cooperation between teachers and parents. In this case, the form of cooperation between parents and teachers is to monitor student learning progress, student involvement in educating their children, and parental participation in enforcing school rules so that students want to follow the rules that apply at school. This is in line with Hidayat, "Cooperation between parents and teachers is a communicative relationship to monitor the development of students while participating in teaching and learning activities,"

Judging from its purpose and usefulness, this activity is a place for teachers and parents to meet face to face. They discuss the academic development of students, give responsibility to students to help parents at home according to their abilities, and work together to build communicative relationships to jointly educate and shape the character of students.

11. Character Environmental Program

In shaping the character of students, an environment that supports the implementation of character education is needed. That is, the school facilitates, both the facilities and infrastructure as well as important elements, namely the teacher as an example of an exemplary figure from students. This is in line with Darmayanti who stated, "The formation of character in an individual person requires support from the surrounding environment, including the teacher as a role model or role model for students." Activities or activities in this program, for example creating an honesty cooperative, namely a cooperative that provides school needs without anyone serving it, only providing students with goods at a fixed price. Then, students can buy by storing themselves in the space provided, of course this requires close supervision, for example the use of CCTV so that it trains students in instilling an honest attitude and applying their cognitive aspects because students learn to calculate their own change of money used. Then, the reading corner facility that might be implemented in schools is by utilizing space or a place for students to develop their literacy aspects so that students' time when resting can be used for reading activities.

Implementation of character education is a conscious effort made by the school in order to instill character values in students through habituation or habituation which is summarized in school programs. In line with Lickona's opinion in Easterbrooks & Scheets, "Character education is the deliberate effort to develop virtues that are good for the individual and good for society." So, it is clear that the application of character education is an act that is consciously and programmed in developing good values that have a positive impact, with the aim of creating students who are virtuous and have noble character, both individually and in a social environment whose process is not instantaneous. and requires constant time (habituation). The conditions for carrying out habituation according to A. Mustika Abidin (2018), include:

1. Start a refraction program before it's too late. Start habituation from an early age because every child has a very strong record of receiving outside influences and will directly shape the child's personality traits. Positive or negative habits will appear according to the environment that forms them.

2. Habituation should be carried out continuously (repeatedly, regularly and programmed) so that a complete, permanent and consistent habit will be formed. Monitoring factors are very important in determining the success of achieving this process.

3. Habits should be monitored strictly, consistently and firmly so that strict rules and sanctions are needed. Do not provide broad opportunities for students to break the habits that have been instilled.

4. Habits that are initially only mechanistic in nature, should be gradually changed into habits that are not verbalistic and become habits that are accompanied by the conscience of the students themselves (Ulil Amri Syafri, 2012: 140).

Thus, it can be concluded that habituation in the implementation of character education must be carried out repeatedly, continuously, programmed, and continuously to form the character that is inherent in students.

Obstacles in the Implementation of Character Education with Habituation

There are several factors that can influence the application of character education with this habituation, including:

1. Requires educators who are truly role models for students.
2. There are no standard rules from government policies in preparing the habituation program. The implementation of character education is only related to cooperation between the school and parents.
3. Lack of supervision from parents so that the planting of character education in schools is not followed up by habituation at home.
4. Social environmental factors. As social beings, humans have the need to socialize with other humans. It influences one another in one's thoughts, attitudes, and actions.

CONCLUSION

Character education is the process of changing the character, morals, and psychology of students to become good characters, virtuous, and noble. This is implemented in school programs with elements of good cooperation between schools, supervisors, parents and the environment on an ongoing, sustainable basis, as well as strict supervision and clear rules. The results will shape the personality of students in accordance with national education goals.

The sources of values used in implementing character education in schools are: 1) religion, 2) Pancasila, 3) culture, and 4) Indonesia's national education goals. Character education values originating from the above are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) sense curious, 10) national spirit, 11) love of the motherland, 12) respect for achievement, 13)

friendly/communicative, 14) peace-loving, 15) fond of reading, 16) care for the environment, 17) social care, and 18) responsibility. With three basic components, namely moral knowledge, moral feelings, and moral action. The strategy for implementing character education in schools is through the exemplary figure of a teacher who can be used as a role model and can also be implemented with an appropriate program of habituation to situations and environmental conditions.

REFERENCE

- Abidin, A. M. (2019). Penerapan Pendidikan Karakter Pada Kegiatan Ekstrakurikuler Melalui Metode Pembiasaan. *Didaktika. Jurnal Kependidikan*, 12(2), 183–196. <https://doi.org/10.30863/didaktika.v12i2.185>.
- Fatmawati, W., Islam, S., Kelapa, A.-A., & Jakarta, G. (2017). Pendidikan Karakter Pada Pembelajaran Bahasa Indonesia. In *Journal Of Applied Linguistic Review* (Vol. 2, Issue 1).
- Komara, E. (2018). Penguatan Pendidikan Karakter dan Pembelajaran Abad 21. *Sipatahoenan: South-East Asian Journal for Youth, Sports & Health Education*, 4(1), 1–10. www.journals.mindamas.com/index.php/sipatahoenan
- Mardiyah, S. (2019). Penerapan Pendidikan Karakter Di Sekolah. *Edification Journal*, 1(1), 127–137. <https://doi.org/10.37092/ej.v1i1.89>
- Mustoip, S. (2018). *Implementasi Pendidikan Karakter Sofyan Mustoip Muhammad Japar Zulela Ms 2018*.
- Sari, A. (2017). Implementasi Pendidikan Karakter Di Sekolah Melalui Kegiatan Pembiasaan Dan Keteladanan. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 3(02), 249. <https://doi.org/10.32678/tarbawi.v3i02.1952>
- Shoimah, L., Sulthoni, & Soepriyanto, Y. (2018). Pendidikan Karakter Melalui Pembiasaan Di Sekolah Dasar Lailatus Shoimah, Sulthoni, Yerry Soepriyanto. *Jktp*, 1(2), 169–175. <http://journal2.um.ac.id/index.php/jktp/article/view/4206>.

USING THE PREZI APPLICATION IN LEARNING INNOVATION COURSES AS IMPLEMENTATION OF 21ST CENTURY LEARNING

Yesi Maylani Kartiwi¹, Aurelia Sakti Yani ²

^{1,2}Institut Keguruan dan Ilmu Pendidikan Siliwangi
yesi.kartiwi@gmail.com , saktiyani@ikipsiliwangi.ac.id

Abstract

One of the applications of 21st century learning is by using technology in learning. The use of technology in learning greatly influences the quality of education. The prezi application as a digital learning media is a tool for making slides for presentations that has interesting features. The purpose of this research is to find out that the Prezi application can increase students' understanding of the theories discussed and be more interactive. This study used qualitative methods, the research instruments used were observation and questionnaires. The use of the Prezi application online has a positive impact. The average observation result was 87% and the questionnaire obtained from 20 participants averaged 84.5. The prezi application has several advantages including presentations that are more interactive, making it easier to understand the material presented. In addition, the material presented is more structured and systematic.

Keywords: Prezi App, learning innovation, 21st century learning

Abstrak

Salah satu penerapan pembelajaran abad 21 yaitu dengan menggunakan teknologi dalam pembelajaran. Penggunaan teknologi dalam pembelajaran sangat berpengaruh terhadap mutu pendidikan. Aplikasi prezi sebagai media pembelajaran digital merupakan sebuah perangkat membuat slide untuk presentasi yang memiliki fitur menarik. Tujuan penelitian ini mengetahui aplikasi prezi bisa meningkatkan pemahaman mahasiswa mengenai teori yang dibahas dan lebih interaktif. Penelitian ini menggunakan metode kualitatif, instrumen penelitian yang digunakan yaitu observasi dan angket. Penggunaan aplikasi prezi dalam daring memberikan dampak positif. Rata-rata hasil observasi 87% dan angket yang diperoleh dari 20 partisipan rata-rata 84,5. Aplikasi prezi memiliki beberapa kelebihan diantaranya presentasi menjadi lebih interaktif, memudahkan dalam memahami materi yang dipresentasikan. Selain itu, materi yang disampaikan lebih tersusun dan sistematis.

Kata Kunci: aplikasi prezi, inovasi pembelajaran, pembelajaran abad 21

INTRODUCTION

The pandemic has brought rapid changes in various lives, one of which is in the field of education, thus forcing everyone to learn adaptively by utilizing digital technology (Rachayu, Diah, Desy, 2022). After the pandemic, in this era of digitalization, technological developments have accelerated, especially the internet. Information management through telecommunications networks opens up many opportunities to be utilized, including education.

Darmawan (2017) the development and application of ICT for education is useful for improving the quality of Indonesia's national education. 21st century learning forces us to be able to use technology, especially in the field of education. In the learning process we cannot be separated from the presentation slides, students and even lecturers always use

presentations in presenting the material to be discussed. The use of technology as an implementation of learning requires us to always learn to use new applications or things. One application that can help lecturers or students in presentations is using the Prezi application.

Prezi is a slide maker tool to help presentations that have interesting features. The use of the prezi application aims to increase students' understanding of the theory discussed later more interactively. The features presented in the Prezi application are also interesting, we can make a video accompanied by presentation slides, make a presentation slide, and so on. If we often make slides for presentations using PowerPoint, the slides we have created can be pulled or copied to the Prezi application so that we can immediately explain the material.

Currently student learning activities use a blended learning model. According to Indarta, et al. (2022) the blended learning model is an ideal model to be applied as a learning method in the independent learning curriculum and 21st century learning. The hallmark of the application of blended learning is that it combines face-to-face and online learning. The implementation of online learning will be different from offline or face-to-face learning. When teaching online there are still a number of problems where learning is felt to be ineffective, one of which is that there are still many students who turn off the camera even though they have been reminded to always turn on the camera, besides that during presentations it is sometimes monotonous and not interactive. The lecturer explains the material only in one direction, there is no feedback from students.

Based on discussions with students, they often turn off the camera because they are bored and presentations are not interesting. Low student attention in the learning process requires evaluation and changes so that learning is more effective. One step to overcome this problem is to integrate technology in learning by using an application to be used as a learning medium.

Educators must be able to be literate in technology and be able to apply various media or technology-based learning models so that they can improve students' learning skills and balance technological developments in this digital era. The purpose of this study is to find out the benefits of the prezi application in online learning. The online learning platform uses zoom meetings and LMS at IKIP Siliwangi.

METHODS

The research method used is descriptive qualitative. Qualitative method is a research method used to examine the condition of a natural object and qualitative data analysis (Sugiyono, 2020). The research instruments used include observation and questionnaires. This research was conducted in class B1 class of 2020 as many as 20 students of the Indonesian language and literature education study program at Siliwangi Teachers' Training College in semester V in the Learning Innovation course for the 2022-2023 Academic Year.

RESULTS AND DISCUSSION

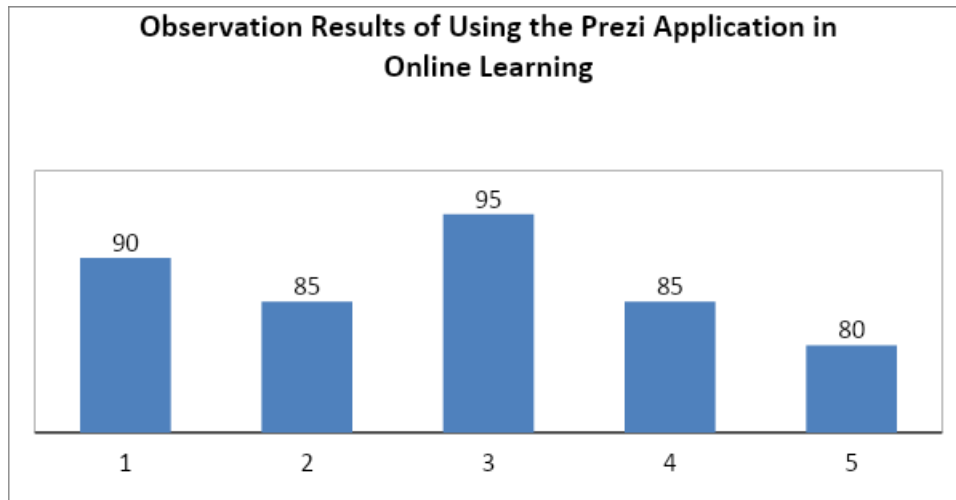
The application of the prezi application in online learning in the learning innovation course was carried out twice, namely at meeting 3 discussing the characteristics of 21st century learning and meeting 5 digital learning. The material adjusts to the semester learning plan made before the class started. The use of the prezi application in learning innovation courses is one of the implementations or concrete examples of applying digital learning in teaching students, because apart from learning in theory, students can also experience first-hand how to use technology in learning activities. This is in line with the opinion of Rahayu, Sofyan, Yunus (2022) a teacher must be able to prepare his students to live in the digital age, one of which is using their knowledge of subject matter, learning and technology to facilitate experiences that advanced students learn, creativity and innovation in face-to-face and virtual situations.

Observation Results

The first assessment instrument uses observation by asking colleagues to be observers when learning activities take place, while the questionnaire is given at meeting 5 when learning is finished, giving a questionnaire using the Google form platform which contains 10 statements using a Likert scale.

The following are the results of observations on the use of the Prezi application in online learning in learning innovation courses. Aspects observed in online learning are students observing and paying attention to the lecturer's explanation of the material presented, students are able to answer lecturer questions, attend lectures from start to finish, always turn on the camera when lectures take place, ask or provide suggestions regarding using the prezi application with normal applications lecturer use.

Table 1. Observation Results

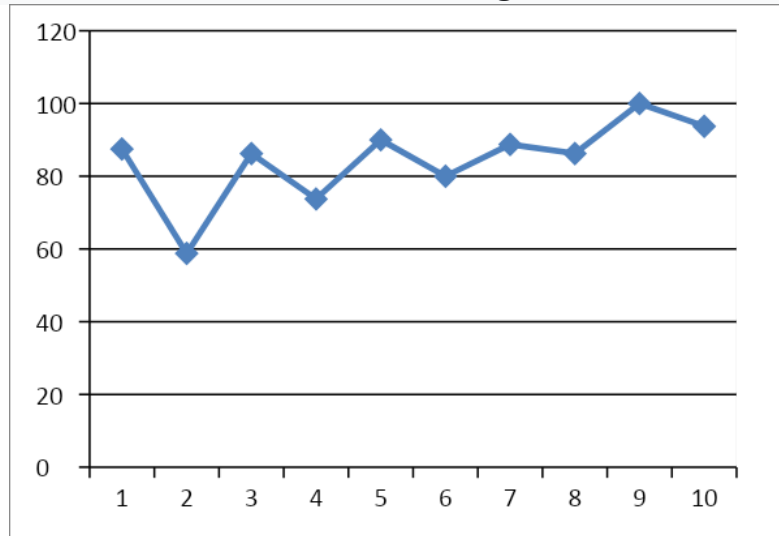


Observations from the two meetings show an average of 87%. In the first assessment aspect as many as 18 students paid attention and observed the lecturer's explanation, there were only a few students who turned off the camera and even then occasionally turned on the camera, then as many as 17 students attended lectures from start to finish, there were 3 students who went in and out due to the internet network, 19 students are able to answer questions given regarding the material presented and the prezi application. As many as 17 students always turn on their cameras during a zoom meeting. Finally, the fifth observation aspect, as many as 16 students, gave suggestions regarding the use of the Prezi application.

1. Questionnaire Results

Giving a questionnaire to students aims to determine the effectiveness of the Prezi application in online learning. The questionnaire provided contains 10 statements consisting of 6 positive statements and 4 negative statements. The following is the presentation of student answers in filling out the questionnaire.

Table 2. Student Questionnaire Results regarding the Use of the Prezi Application in Online Learning



Based on the graph above, the analysis follows.

Table 3. Description of Prezi Application Implementation Questionnaire Statement

No.	Average answer	Statements	Description
1.	87,5 %	Using the prezi application makes it easier for me to understand the material explained by the lecturer	Of the 20 students, 10 students gave answers that strongly agreed, and 10 students agreed.
2.	58,75 %	The features contained in the prezi application are simple	Students who answered strongly disagree 0, disagree 7, agree 13, and strongly agree 0
3.	86,25 %	The presentation using the prezi application is very interactive	As many as 9 students answered strongly agree and 11 students answered agree
4.	73,75 %	The appearance of presentations using the usual Prezi application is the same as PowerPoint in general	Students give answers strongly disagree 2, disagree 15 and agree 3
5.	90%	I prefer presentations using the Prezi application because it is more interesting	Students who answered strongly agreed 12 people, agreed 8 people
6.	80%	The presentation time connected using the prezi application is very long	Students answered as many as 5 people strongly disagree, 14 people agree and 1 person strongly disagree

7.	88,75 %	I can study video presentations using the Prezi application outside of class hours	A total of 11 students answered strongly agree and 9 students agreed
8.	86,25%	The use of the prezi application in online learning is effective	As many as 9 students answered strongly agree and 11 students answered agree
9.	100%	The appearance of the prezi application is blurry and monotonous	20 students answered strongly disagree
10.	93,75%	The prezi application provides a new atmosphere in presentations and is worth trying for online learning	As many as 15 students answered strongly agree, and 5 students answered agree

Student questionnaire results obtained an average of 84.5%. Referring to the results of the questionnaire, among the 10 questionnaire statements, the aspect that showed the highest percentage was number 9. All students strongly disagree on the display statement on the opaque and monotonous Prezi application. Then almost all of the students answered that the use of the prezi application provided a new atmosphere in the presentation, and students preferred presentations using the prezi application because it was more interesting. This achievement shows that students accept the positive use of the Prezi application in online learning

Learning in the 21st century relies more on technology to support the learning process. The use of the Prezi application in online learning makes it easier for students to understand the material being explained, then when the presentation is more interactive, the appearance of the presentation is different from the usual presentations that are not monotonous. However, using the Prezi application requires quite a bit of time because you have to be connected and support the zoom application.

The use of the prezi application has a positive impact and a new atmosphere in online learning. The prezi application has several advantages including presentations that are more interactive, making it easier to understand the material presented. In addition, according to Putri, et al. (2022) the Prezi application makes digital presentation material look more attractive, dynamic color settings, and the concept of "big-picture" in a canvas can facilitate students' acceptance of the information provided.

CONCLUSION

Online learning using the Prezi application has a positive impact, this can be proven by giving questionnaires to students with an average of 84.5% and 87% observations. Students like presentations using Prezi because it is more interactive. In addition, the material presented is more structured and systematic. According to Iman, et al. (2019) the learning process using prezi is of higher quality, students will be more interested in learning. With learning using prezi, students will be more interested in learning, so that the learning process is of higher quality.

REFERENCES

- Darmawan, D. (2017). *Teknologi pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Iman, F., dkk. (2019). Pengembangan media pembelajaran prezi berbasis mnemonic pada materi klasifikasi makhluk hidup. *Jurnal Biosfer*. 4(1).
- Indarta, Y., dkk. (2022). Relevansi kurikulum merdeka belajar dengan model pembelajaran abad 21 dalam perkembangan era society 5.0. *Jurnal Edukatif*. 4(2).
- Putri, M.V., Agus Suryadi, Eka Lia Febrianti. (2022). Pelatihan membuat presentasi menggunakan aplikasi prezi. *Jurnal Pemberdayaan Sosial dan Teknologi Masyarakat*. 2(1). ISSN 2776-7647.
- Rachayu, Imma, Diah Selviani, Desy Maryani. (2022). Optimalisasi media presentasi berbasis aplikasi prezi. *AKSARA: Jurnal Ilmu Pendidikan Nonformal*. 8(02). E-ISSN 2721-7310.
- Rahayu, R., Sofyan Iskandar, Yunus Abidin. (2022). Inovasi pembelajaran abad 21 dan penerapannya di Indonesia. *Jurnal Basicedu*. 6 (2). ISSN 2580-3735.
- Sugiyono. (2020). *Metode penelitian kuantitatif, kualitatif, fan R&D*. Bandung: Alfabeta.

POETRY AND ITS INFLUENCE IN ESTABLISHING PROACTIVE BEHAVIOR OF CHILDREN IN SOCIAL MEDIA

Keni Suantini

IKIP Siliwangi
suantinikeni01@gmail.com

Abstract

Indonesia is one of the countries with the most internet users in the world, and children aged 5 years are included in it. The internet and social media can have both good and bad benefits. Proactive behavior is needed, namely behavior that is responsible for his own behavior that he is aware of in control, so that decisions are made right without being influenced by the environment when interacting on social media. This study aims to describe the effect of getting children used to interacting with poetry (listening, reading, and writing) poetry on children's proactive behavior on social media. Researchers use descriptive qualitative methods to describe existing phenomena both natural and human engineering. The results showed that poetry has characteristics that are able to train proactive behavior in children. Poetry is a symbolic language, contains connotations, and awakens imagination and intuition. Poetry can help train children to better understand the feelings and perspectives of others.

Keywords: children's emotional intelligence, proactive, poetry, reactive

Abstrak

Indonesia merupakan salah satu negara dengan pengguna internet terbanyak di dunia, dan anak usia 5 tahun termasuk di dalamnya. Internet dan media sosial dapat memiliki manfaat baik dan buruk. Diperlukan perilaku proaktif yaitu perilaku yang bertanggung jawab atas perilakunya sendiri yang disadarinya terkendali, sehingga keputusan yang diambil tepat tanpa dipengaruhi oleh lingkungan saat berinteraksi di media sosial. Penelitian ini bertujuan untuk mendeskripsikan pengaruh membiasakan anak berinteraksi dengan puisi (menyimak, membaca, dan menulis) puisi terhadap perilaku proaktif anak di media sosial. Peneliti menggunakan metode kualitatif deskriptif untuk menggambarkan fenomena yang ada baik alam maupun rekayasa manusia. Hasil penelitian menunjukkan bahwa puisi memiliki karakteristik yang mampu melatih perilaku proaktif pada anak. Puisi adalah bahasa simbolik, mengandung konotasi, dan membangkitkan imajinasi dan intuisi. Puisi dapat membantu melatih anak untuk lebih memahami perasaan dan sudut pandang orang lain.

Kata kunci: kecerdasan emosi anak, proaktif, puisi, reaktif

INTRODUCTION

The digital revolution or what is commonly called Era 4.0 is currently growing rapidly making everything more practical. All aspects of human life are touched by this. One of them is the aspect of communication and interaction. The world no longer has boundaries, as if there have never been any more secrets to keep safely. We can show and see other people's activities without even knowing each other (Mulawarman & Nurfitri, 2017).

This requires us to be able to adapt to the acceleration of the digitalization era, because technological advances according to Tjandrawina (2016) have created a sophisticated form of novelty by combining fundamental physical, digital and biological aspects that can change patterns of human behavior in carrying out their lives. Era 4.0 changes human behavior in a different scope and scale from the previous era that has been experienced. Furthermore, humans will be trapped in uncertain things, so humans must be able to predict the future which will definitely and quickly change (Puspitasari, 2018). Adaptation is something that is clearly needed at this time. Moreover, these changes tend to be forced, due to the wave of the Covid-19 pandemic.

The Covid-19 pandemic has limited direct interaction, forcing Indonesians to switch to digital media, in this case social media, to maintain interaction. *Hootsuite* and *We Are Social*'s research cited from coil.com shows that as of January 2021 there are 202.6 million social media users in Indonesia. An increase of 16% or around 27 million compared to the previous year when Indonesia had just entered Covid-19. Furthermore, according to the same data, around 274.9 million Indonesians are familiar with the internet. The research also shows that the average internet user in Indonesia spends 8 hours 52 minutes per day or a third of their day to use the internet. Based on gender, the number of male and female users is not much different, namely 50.3% are male and the remaining 49.7% are female users. Another fact shows that Indonesia is one of the 10 countries with people who are already addicted to the internet. The average Indonesian uses social media for 3 hours 14 minutes, with the percentage of Whatsapp application users being 30.8 hours per month, Facebook 17 hours per month, Instagram 17 hours per month, Tiktok 13.8 hours per month, and Twitter 9.1 hours per month. While the video streaming application Youtube ranks first with 25.9 hours per month. In addition, Indonesia also ranks 9th out of 47 countries with around 170 million active social media users (Hootsuite and We are social, 2021).

In direct proportion to user ratings, its behavior is notoriously bad. This statement is based on the analysis results of various agencies both domestic and foreign who are interested in the behavior patterns of Indonesian netizens, one of which is Microsoft. This American computer equipment development company has conducted a survey to examine the politeness level of internet users in 2020. This survey involved 16,000 respondents worldwide, with assessment indicators based on responses related to

viral news, local elections or presidential elections, as well as seizing news. a lot of attention..The results show that Indonesia is ranked 29th out of 32 countries studied as the most impolite country in cyberspace. Even being the most disrespectful country in ASEAN. This survey shows that internet users or hereinafter referred to as Indonesian netizens are very scary and even terrible. They are considered scary because Indonesian netizens are considered very reactive, easily provoked, and with the totality of expressing emotions without thinking about the consequences that might occur in responding to news on social media. The social media behavior of Indonesian netizens tends not to think rationally, they easily express emotions rather than hold back. Prioritizing situational action without thinking long-term about the impact of this behavior (Prasetya, Retnasary, and Azhar, 2022). In fact, this was even more evident when Microsoft's Instagram account was attacked with blasphemy, insults, and inappropriate things, some even leading to racism because the results of the Microsoft survey above were considered to have cornered Indonesia in the eyes of the world. To the extent that Microsoft closed the comments column.

The poor ability to filter information has resulted in Indonesian people not being able to properly respond to various phenomena on social media. so that the meaning of the information cannot be understood properly. Furthermore, Prasetya, Retnasary, and Azhar, (2022) stated that the negative impacts caused were behavior that demeans others, is mentally weak, shameless, undisciplined, irresponsible, and tends to follow the wrong stream.

The survey results of the Indonesian Internet Service Providers Association (APJII) stated that in 2021-2022 Indonesian netizens will be filled with teenagers. By age grouping as follows: 99.16% are filled by the 13-18 year age group, 98.16% are users in the 19-24 year age group, 87.3% are 35-54 year old, then 62.43% are 5-12%, the latest internet users with an age range of 55 years and over at 51.7% (dataindonesia.id).

Based on the survey results above, in fact children aged 5 years are already active users on the internet, they must be provided with character building education whose ultimate goal is to ensure that they have good behavior in social and community life both in the real world and in cyberspace. The habit of interacting with poetry is one of them.

Literary works, in this case poetry, apart from being recreational, are also guides capable of bringing human values to humanity. Work has a role for society. Wibowo (2013) states that the mission of literature includes: (1) literary works as a tool to move the reader's mind to reality and help him make a decision when he faces a problem; (2) literary works make themselves a place where human values get their proper place and are disseminated, especially in modern life and function as a counterweight to science and technology; (3) literary works as the successor of a nation's tradition to its contemporaries. These three literary missions are very important because the expression of the soul, nuances of life, beauty, and all of them are created in literature (Sugiarti, 2019).

There are several studies related to the role of literature on children's personality, including research conducted by Nurgiyantoro (2020) whose research results show that literature has a role in efforts to shape and develop children's personalities. Another similar study was conducted by Rosid (2021) with the results of the study namely the activity of reading story books or storytelling has many benefits, because in stories smart children contain values including the value of enthusiasm, maintaining cleanliness, preserving the environment, loving parents, and mutual cooperation. These values are very useful for shaping children's character and can also be used as learning material for children in everyday life. In contrast to the two studies above, this research focuses on the influence of poetry on the formation of proactive attitudes in children, especially in interactions on social media.

METHODS

The method used in this research is descriptive qualitative. According to Sukmadinata (2011) qualitative descriptive research is aimed at describing and describing existing phenomena, both natural and human-made, which pay more attention to characteristics, quality, and interrelationships between activities. This type of research describes and describes the situation that is happening.

The data collection technique in this research is literature study. Literature study is carried out by collecting library sources, both primary and secondary. Next , data processing and/or citing references are carried out to be displayed as research findings,

abstracted to obtain complete information, and interpreted to produce knowledge for drawing conclusions (Darmalaksana , 2020) .

RESULTS AND DISCUSSION

1. Proactive and reactive behavior on social media

Proactive people are like water in a bottle, treated like anything if the bottle cap is opened, no reaction will occur (Covey, 2002). Proactivity is behavior that is responsible for one's own behavior and can make choices based on existing values (Covey, 2001). The response or behavior of a proactive person is the result of various choices, not the result of what is felt by humans (Covey, 2002). Values become the basis for making decisions or choices for proactive people, because they realize that they can only control the response they give, not the result of the response. People who behave proactively always think before responding (Covey, 2001). Proactive behavior never runs out of ways to think about and choose a good response, so that the right choices and decisions are made. Proactive behavior does not immediately respond to any existing stimulus. They always provide a pause or time to choose a response. Proactive people really uphold and fight for the values of life. Therefore a proactive person is a person who is responsible and strong. Based on the various theories presented, it can be concluded that proactive behavior is behavior that is fully aware without being influenced by the environment and is responsible for the responses, choices and decisions taken. He understands the consequences that will be received, so that the responses, choices, and decisions made are right. The level of a person's emotional intelligence can also be seen from the response he gives, so that people with proactive behavior have a high level of emotional intelligence as well.

There are four considerations that are always used by people with proactive behavior in choosing their response (Nugraha, 2013), namely:

- a. Self-awareness “I can separate myself from myself and observe my thoughts and actions” (Covey, 2001). Every human being is aware of the state of himself and his environment. He also realizes that humans are given the ability to think and be responsible for everything they do.
- b. Imagination “I can imagine new possibilities” (Covey, 2001). Imagination means the intellect to imagine (in daydreams) or create images (paintings, essays, etc.) of

events based on reality or one's experience (KBBI online). Imagination makes a person able to imagine the possibilities, risks, or feedback on the choices he makes. So that he can eliminate the options that contain the most dangerous risks and choose the options that have the least risk.

- c. Conscience or conscience "I can listen to my inner voice to distinguish between right and wrong" (Covey, 2001). All individuals or humans are equipped with a conscience by God. But depending on each individual whether used or not. Conscience is a spark of God's substance, so that it always knows the truth and leads to God (Effendy, 2002). People who always let their conscience guide them will be able to distinguish good from bad.
- d. Will "I have the power to choose" (Covey, 2001). Will means will and desire to act. Quoted from *Fauzinesia.com*, will is an impulse that is directed towards certain life goals, and is controlled by considerations of reason, in that will there is wisdom and insight, besides that there is also control and approval from the center of personality. Every gets stimulus, the individual has the will and ability to respond. But the intrinsic will that will bring out the best response to the stimulus.

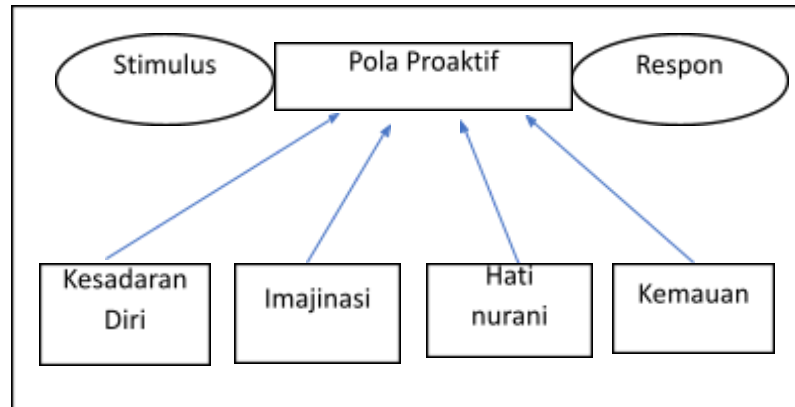


Figure 2.1 Patterns of proactive behavior

The cons of proactive behavior are reactive behavior, (Covey in Nugraha, 2013) suggests that reactive individuals have the following characters:

- 1) Get offended quickly
- 2) More often blame others
- 3) get angry easily, then say things they regret later
- 4) More often blame others
- 5) Not wanting to act, just waiting to happen to them

6) Only willing to change when necessary

Based on the characteristics above, people who behave reactively often feel victimized and easily provoked by their emotions, they do not take time to reflect on the things that stimulate them, react or respond immediately without thinking about what will happen next. They are not responsible for their choices and there is no will to change things for the better.

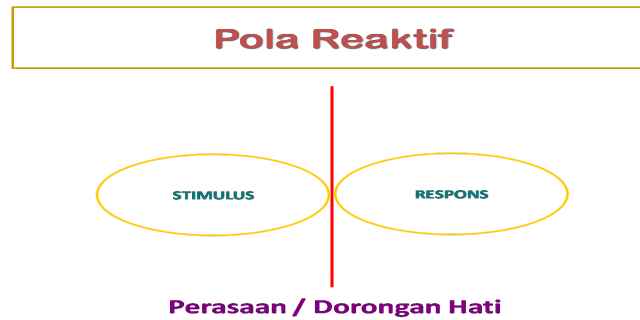


Figure 2.2 Patterns of reactive behavior

Many cases have shocked the virtual world and even abroad because they involved foreigners due to the reactive behavior of Indonesian netizens. For example, the case that occurred in 2021, namely the case of an attack on the Instagram account of comedian Stephen Fry from England. The incident of this wrong attack originated from allegations of injustice perpetrated by the All England badminton *service judge* who officiated the men's doubles badminton match between Muhammad Ahsan/Hendra Setiawan against England's Ben Lane/Sean Vedy. Then the Badminton Indonesia *fan-page account* gave incorrect information that Stephen Fry was the *Service Judge* in that match. Even though the actual *service judge* who guided the match was Alan Crow. After realizing the mistake, Indonesian netizens deleted the insulting comment and replaced it with an apology for being on the wrong target.

Then there is the case of a TikTok celeb from the Philippines named Reemar Martin who was attacked for being too pretty. This case, which occurred in 2020, shocked the public because Indonesian female netizens attacked the social media account of the girl who was 21 years old at the time because they did not accept that their boyfriends idolized her. His condition heated up when Reemar Martin's fans thought that the Indonesian female netizen who bullied him was a fan of the South Korean boy band BTS, or commonly called ARMY. So they replied by carrying out a *report action* on the BTS Instagram account. Not accepting that their idol account was

reported , the ARMY became heated in this feud. Not wanting the problem to get bigger, Reemar Martin reluctantly finally clarified and asked his fans to stop attacking BTS. In fact, he also stated that he would say goodbye and would no longer use all of his social media.

Then the case of insulting a Thai gay bride which led to reporting against Indonesian netizens and a ban on coming to Thailand because there were comments from netizens in the form of death threats. Don't forget the cases of Youtubers Fiki Naki and Dayana, then the Dewa Fan case, as well as other cases that are no less phenomenal.

2. Poetry and its benefits for children

In this study, the children in question are children aged 0-12 years. Because in fact the survey results show that internet users start from the age of 5 years. In the stage of child development, the 0-5 year phase is the *golden age* . the period when children begin to be sensitive to receiving various stimuli. At this time all aspects of intelligence development, namely intellectual, emotional, and spiritual intelligence experienced extraordinary developments that would influence and determine further developments (Hidayati, 2019).

So far, intellectual intelligence (IQ) has always been a major concern, but in the end it was refuted by findings about emotional intelligence (EQ). Intellectual intelligence only contributes no more than 20% to a person's success, the remaining 80% is determined by other factors including emotional intelligence (Sukidi, 2000).

According to Goleman (2015) emotional intelligence is the ability to motivate oneself and endure frustration; controlling impulses and not exaggerating pleasures; regulate the mood and keep the burden of stress does not paralyze the ability to think; empathize and pray. Meanwhile, according to Tjun et al., (2009) emotional intelligence is the ability to feel, understand and effectively apply social power as a humane source of energy, information, connection and influence . Meanwhile, according to Salovey and Mayer emotional intelligence is a subset of social intelligence which involves the ability to monitor feelings and emotions, both in oneself and in others by choosing the right information to guide thoughts (Setyowati, 2013). Emotional intelligence is one of the basic strengths bestowed by God to respond appropriately.

Asmaya (2010) states that indicators of children's emotional intelligence for themselves include : first, self-awareness, including paying continuous attention to what is happening within oneself, recognizing one's own strengths and weaknesses, recognizing one's own emotions and their influences, seeing reality realistically and optimistically; Second, self-respect, includes: feeling safe, both physically and emotionally, feeling a clear purpose in life, feeling considered as part of others, feeling that you have abilities and opportunities, feeling yourself, feeling the importance of self-worth, feeling special and superior ; Third, responding to emotions, including understanding what is behind feelings, giving the right value and function for feelings of self, feeling able to control one's soul, being able to achieve prosperity, being able to minimize feelings of anxiety that sometimes occur in the soul, being able to adapt when anxious and facing difficulties , able to control emotions, able to face failure, able to fight carelessness, able to delay time to receive wages; Fourth, soaring potential, including being optimistic, consistent, working hard, having aspirations, controlling anxiety in a good way, able to follow certain goals, able to concentrate and attention, flexible, able to smile, enthusiastic, happy in a directed and calm manner, able to follow certain business.

While indicators of emotional intelligence for other people, first, empathy for others, includes: likes to help others, not selfish, reading other people's messages, whether expressed directly with words or not, recognizing the feelings and emotions of others, knowing the needs of others, able to make the right relationship with others, able to understand the perspectives and attitudes of others. Second, interaction with other people, including: being able to hear others effectively, knowing the right time when to show leadership behavior and when to go with the flow, being able to ask appropriate questions, being able to laugh and show joy, being able to solve certain problems, being able to initiate greeting and respect, able to bear the burden and suffering of others, able to be firm and tough without showing anger and negativity, able to work in groups or teams, able to analyze oneself and others, able to convince and influence others, able to make offers, able to read attitudes and social conditions (Asmaya, 2010).

It is very important to train children's emotional intelligence, because children who have good emotional intelligence will find it easier to socialize, have proactive behavior, be able to solve problems, and eventually grow to be good individuals.

Conversely, children who have low emotional intelligence will tend to have difficulty controlling their emotions, have reactive behavior, have difficulty making friends, and lose sympathy and empathy for others. One way that can be attempted to train children's emotional intelligence is through interaction with poetry.

According to Siswantoro (2010) poetry is the densest and most concentrated form of literature. The density of the composition is marked by the use of few words, but reveals more things. Herman Waluyo revealed that poetry is the earliest written literary work written by humans. In addition, poetry is a type of literary work which emphasizes the beauty of language and the density of meaning in its presentation. poetry can express thoughts that evoke feelings, stimulate the imagination of the five senses in a rhythmic arrangement (Pradopo, 2019). Poetry is a literary genre that pays great attention to the selection of linguistic aspects, so it would not be wrong to say that the language of poetry is a filtered language (Nurgiyantoro, 2016).

From some of the opinions above it can be concluded that poetry is a literary work written to express ideas, thoughts, feelings and feelings of poets by relying on the beauty of beautiful and meaningful words. Poetry has an aspect of beauty that is able to make the reader imagine and have the desire to capture the poet's intention implied in the choice of words.

Compared to other types of literary works, prose and drama, poetry is more:

1. Intuition is a power or ability to see a truth or reality without direct experience or assisted by a logical process. A poem can be likened to a statement, which arises from a poet's ability to see something enthusiastically with the right style. Intuition is a sharpness of the heart or a whisper of the heart in capturing meaningful natural cues. Reading poetry can train intuition to catch hidden cues from a discourse.
2. Imagination , can be said as a result of creative thinking. Imagination in poetry is an effort to strengthen the impression of a soul experience that the poet wants to convey. Besides that, it also plays a role in connecting one part to another, so that it seems to form a network which eventually forms a unified poem.
3. Synthesis , means a unit, a combination or bond which is the opposite of analysis which means decomposition, which looks at the elements that make up the whole. A characteristic of the synthesis of poetry is a statement that is unique, indirect, but can contain broad meanings. Train children towards the awareness that this life is a

network that is connected to each other in one unit. Life is not only about him, but also about other people around him.

Many benefits can be obtained if children are accustomed to interacting with poetry (listening, reading, writing) poetry. These benefits include:

1. Listen to poetry

Listening to poetry is included in appreciative listening activities. Appreciative listening is the skill of enjoying and feeling what is heard. Listeners will dissolve in their listening. Appreciative listening activities can stimulate a child's imagination, because it will seem as if the child is also experiencing, feeling, carrying out the behavior in the poem being listened to (Anggraini and Priyatno, 2019).

2. Read poetry

Poetry reading activities will influence and sharpen children's reasoning and sensitivity to a social problem that occurs around them, not just appreciate and understand the content being read (Supriyadi, 2006).

Children will find literary words beautiful and full of meaning so they will explore various aspects of language, teaching them to use words with powerful effect. Poetry reading activities open children's minds to imaginary or imaginary worlds and reduce prejudice. Children will understand different views, and of course this is healthy for the child's brain in the long run.

Reading poetry can also develop their analytical and abstract thinking. Poetry that is full of meaning makes children have to reflect to reveal its meaning but in their own way. They will recognize the author's symbolism, biases, and tendencies after reading the entire poem.

Especially if the poetry reading activity is continued by dissecting the meaning of every word that may contain connotations. This will open the child's understanding that every word does not only have a single meaning. So that when a child reads a word or sentence, the child has many references and considers the meaning that the author might have intended.

3. Writing poetry

One of the benefits of learning poetry is to help children enrich their vocabulary. Practicing writing poetry means practicing using the right diction. If they

have been trained in using the right diction in writing poetry, the child will get used to speaking politely because the choice of words is right. Writing poetry can also provide peace. Through writing poetry, children will practice expressing various emotions, conveying thoughts, ideas, ideas, feelings well and being able to be understood by others with full appreciation. This is of course very beneficial for psychological health. In psychology this is called catharsis. Catharsis itself means releasing negative emotions in a positive way. And writing poetry of course can be the right place to release negative emotions.

Reactive people usually do not understand or have no way to release negative energy within themselves. So that when playing social media, he is still controlled by negative emotions, he often even uses social media as his catharsis. As a result there is no peace in his soul and his rationality is closed and he quickly responds to every stimulus that comes to him without being able to imagine the consequences that will occur.

Through the activity of writing poetry, expressing themselves through poetry, children are actually being trained to recognize themselves. Children will understand how they see the world, understand their thoughts and feelings about what is happening around them. In addition, writing poetry will also increase children's self-confidence. He will feel proud when he has succeeded in making the work of his hard work. Children will respect themselves so that their confidence will increase. Confident people usually will not be easily influenced by other people, provoked by incoming stimuli.

Kasmilawati (2020) argues that poetry contributes to many things, supporting the growth of various experiences (taste, emotion, language), personal (cognitive, social, ethical, spiritual), exploration and discovery, as well as adventure in enjoyment. . Poetry can develop children's insight to have human behavior, humane behavior humanizes humans. Poetry makes children understand the world. Children can imagine and feel the beauty and awareness about the lives of other people, even other nations. Poetry develops children's imaginations to think about nature, people, experiences, or ideas in various ways (Devianty , 2017).

Poetry is beneficial for the emotional development of children. Even for babies and children who can't speak yet. Can be exemplified through song poetry which can

stimulate emotions to be happy or cry. For example, children's song lyrics can evoke emotions and stimulate them to be happy or even cry. This can stimulate children's joy, stimulate children's emotions to be happy . For example, in a children's song entitled "One-One I Love Mother " teaches about mutual love between families . Through the song there is an emotional bond between mother and child especially if this is done continuously and in the long term.

CONCLUSION

Based on various surveys and research, Indonesia is one of the countries with the most internet users in the world, and children aged 5 years are included in it. The internet and social media can provide both good and bad benefits. Depends on how one uses it. We are required to behave in accordance with good norms and ethics. However, in reality, Indonesian netizens are also famous and have even been named by a survey as terrible netizens because they are considered reactive in responding to news, and they easily and do not hesitate to express their emotions on social media so that they often violate norms and ethics without thinking about the consequences that will occur. Indonesian netizens' social media behavior patterns tend to be unable to think rationally, they easily express emotions rather than hold back.

Emotional intelligence is needed, namely the ability to feel, understand and effectively apply social sensitivity as a humane source of energy , information , connection and influence . One way to train emotional intelligence is through the habit of interacting with poetry. Poetry is very important to be presented to support the social and emotional development of every child. The positive impact will be greater if poetry is introduced to children from the age of 0 to 5 years . Because poetry is a symbolic language, contains connotations, and awakens imagination and intuition. Poetry can help a child to better understand the feelings and views of others . In addition, routinely reading poetry to children will also help develop children's ability to solve problems.

REFERENCE

- Abdullah, A., & Puspitasari, L. (2018). Media Televisi Di Era Internet. *ProTVF*, 2(1), 101. <https://doi.org/10.24198/ptvf.v2i1.19880>
- Al Muqotirin. 2013. *Anatomi Puisi*. Diakses tanggal 29 November 2022 dari <http://almuqotirin.blogspot.com/2013/04/anatomi-puisi.html>
- Anggraini, V. & Priyanto, A. (2019). Stimulasi Keterampilan Menyimak Terhadap Perkembangan Anak Usia Dini. *Raudhatul Atfhal Jurnal Pendidikan Islam Anak Usia Dini*. 3 (1), 30-45. DOI: <https://doi.org/10.19109/ra.v3i1.3170>.
- Asmaya, E. (2010). Prinsip Melatih Kecerdasan Emosi Anak. *Komunika: Jurnal Dakwah dan Komunikasi*, 4 (2), 314-328. DOI: <https://doi.org/10.24090/komunika.v4i2.159>
- Bayu, D. 2022. *APJII: Pengguna Internet Indonesia tembus 210 Juta pada 2022*. Diakses tanggal 29 November 2022, dari dataindonesia.id.
- Covey, Stephen R. (1994). 7 Kebiasaan Manusia Yang Sangat Efektif. Memulihkan Etika Karakter. Jakarta : Binarupa Aksara. Terjemahan dari : The 7 Habits of Highly Effective People.
- Covey, Stephen R. (1997). The 7 Habits of Highly Effective People (Tujuh Kebiasaan Manusia Yang Sangat Efektif). (Alih Bahasa : Budijanto). Jakarta : Binarupa Aksara.
- Covey, Sean. (2001). Tujuh Kebiasaan Remaja Yang Sangat Efektif. (Alih Bahasa : Arvin Saputra). Jakarta : Binarupa Aksara.
- Covey, Sean. (2001). Tujuh Kebiasaan Remaja Yang Sangat Efektif. (Alih Bahasa : Arvin Saputra). Jakarta : Binarupa Aksara.
- Covey, Stephen R. (2002). Living The 7 Habits (Menerapkan 7 Kebiasaan Dalam Kehidupan Sehari-hari). (Alih Bahasa : Arvin Saputra). Jakarta : Binarupa Aksara.
- Darmalaksana, W. (2020). *Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan*. Diakses dari <http://digilib.uinsgd.ac.id/32855/1/Metode%20Penelitian%20Kualitatif.pdf> pada tanggal 13 Desember 2022.
- Fitri, S.E. 2019. Representasi Nilai-Nilai Karakter dalam Roman Siti Nurbaya Karya Marah Rusli. (skripsi, Universitas Muhammadiyah Makassar. 2019) diakses dari https://digilibadmin.unismuh.ac.id/upload/10203-Full_Text.pdf
- Goleman Daniel. 2017. Emotional Intelegensi. Jakarta:PT Gramedia
- Goleman Daniel. 2003. Kecerdasan Emosi Untuk Mencapai Puncak Prestasi. Jakarta: PT Gramedia

- Hidayati, R. (2019). Peran Orang Tua : Komunikasi Tatap Muka dalam Mengawal Dampak Gadget pada Masa Golden Age. *Jurnal Ilmu Komunikasi*, 5 (2), 1-10. DOI: <https://doi.org/10.35308/source.v5i2.1396>
- Hootsuite and we are social. 2021. Hootsuite (We are Social): Indonesian Digital Report 2022. Diakses tanggal 29 November 2022, dari <https://andi.link/hootsuite-we-are-social-indonesian-digital-report-2021/>,
- Imajinasi. 2022. Pada KBBI Daring. Diambil 13 Desember 2022, dari kbbi.kemdikbud.go.id/entri/imajinasi.
- Iswara, A.J. 2021. *6 Bukti Netizen Indonesia Tidak Sopan Se-Asia Tenggara, Akun Luar pun Diserang*. Diakses tanggal 29 November 2022, dari <https://www.kompas.com/global/read/2021/04/14/100430270/6-bukti-netizen-in-donesia-tidak-sopan-se-asia-tenggara-akun-luar-pun?page=all>
- Kasmilawati, Isna. Kontribusi Sastra Anak Terhadap Perkembangan Emosional dan Intelektual Anak Usia 2-3 Tahun. *Prosiding Seminar Nasional Linguistik VII*. Hal. 188-196.
- Nugroho, D.Y. 2013. *Perbedaan Perilaku Proaktif antara Mahasiswa Psikologi dan Teknik Mesin di Universitas Sanata Dharma*. (Skripsi, Universitas Sanata Dharma, 2013). Diakses dari [epository.usd.ac.id/4916/2/079114011_full.pdf](http://repository.usd.ac.id/4916/2/079114011_full.pdf)
- Nurfitri, M.M. & Nurfitri, A.D. (2017). Perilaku Pengguna Media Sosial Beserta Implikasinya Ditinjau dari Perspektif Psikologi Sosial Terapan. *Buletin Psikologi*. 25 (1), 1-7. DOI: [10.22146/buletinpsikologi.22759](https://doi.org/10.22146/buletinpsikologi.22759)
- Nurgiyantoro, B. 2016. Sastra Anak: Pengantar Pemahaman Dunia Anak. Yogyakarta: Gajah Mada University Press.
- Prasetya A., Retnasary M., Azhar D.A., (2022). Pola Perilaku Bermedia Sosial Netizen Indonesia Menyikapi Pemberitaan Viral di Media Sosial. *Jurnal Ars University*, 1 (1).
-
- Puspitasari & Naeni, I.N. (2018). Pendidikan Pragmatis-Progresif Islamic International School (IIS) Kediri Di Era Industri 4.0. *Realita: Jurnal Penelitian dan Kebudayaan Islam*, 16 (2). DOI: <https://doi.org/10.30762/realita.v16i2.1034>
- Rosid, A. (2021). Nilai-Nilai dalam Sastra Anak Sebagai Sarana Pembentukan Karakter. *Metalingua: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6 (1). DOI: <https://doi.org/10.21107/metalingua.v6i1.10508>
- Setyowati, Y. (2013). Pola Komunikasi Keluarga Dan Perkembangan Emosi Anak (Studi Kasus Penerapan Pola Komunikasi Keluarga Dan Pengaruhnya Terhadap Perkembangan Emosi Anak Pada Keluarga Jawa).
- Sugiarti. Literasi Sastra Perspektif Ekologi Budaya. *Prosiding Seminar Nasional bahasa dan Sastra Senasbasa*. Hal. 1-9.
- Sukidi, (2002) *Rahasia Sukses Hidup Bahagia “Kecerdasan Spiritual” Mengapa SQ lebih penting daripada IQ dan EQ*, Jakarta: PT Gramedia Pustaka Utama
- Sukmadinata, N.S.. 2011. *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarya.

IMPLEMENTATION OF PROJECT BASED LEARNING IN WRITING SEMANTIC SCIENTIFIC ARTICLES ASSISTED WITH THE EDMODO APPLICATION AS EFFORT TO ENHANCE STUDENT CREATIVITY

Latifah ¹, Woro Wuryani ²

IKIP Siliwangi ^{1, 2}

¹. latifah@ikipsiliwangi.ac.id ² Woro@ikipsiliwangi.ac.id

Abstract

The background of this research is the difficulties of students in pouring ideas into writing, moreover that writing is a scientific writing which of course has rules that must be fulfilled when we are going to write. Another thing that becomes a problem is the students' difficulties in understanding semantic material, especially the diversity of word meanings. The purpose of this study was to determine student creativity in learning semantic scientific article writing and also to find out the results of writing semantic scientific articles using the PjBL learning model assisted by the Edmodo application. The research method used was a descriptive qualitative method, namely research conducted to examine objects, conditions, a group of people or other phenomena with natural or real conditions (without an experimental situation). The stages in this research are preparing questions or project assignments, designing project plans, compiling schedules, monitoring project activities and progress through the Edmodo application, conducting assessments, and evaluating. The subjects in this study were students in class B1 and B2 class of 2019 majoring in Indonesian Language and Literature Education. The results showed that the average rating of scientific article writing was 85.18 in the good category and the results of the creativity assessment were 87.50 in the very creative category.

Keywords: Project Based Learning, Scientific Articles, Edmodo Applications, Creativity

Abstrak

Penelitian ini dilatarbelakangi oleh kesulitan siswa dalam menuangkan ide ke dalam tulisan, apalagi menulis merupakan karya tulis ilmiah yang tentunya memiliki kaidah-kaidah yang harus dipenuhi ketika kita akan menulis. Hal lain yang menjadi kendala adalah kesulitan siswa dalam memahami materi semantik, khususnya keragaman makna kata. Tujuan dari penelitian ini adalah untuk mengetahui kreativitas siswa dalam pembelajaran penulisan artikel ilmiah semantik dan juga untuk mengetahui hasil penulisan artikel ilmiah semantik dengan menggunakan model pembelajaran PjBL berbantuan aplikasi Edmodo. Metode penelitian yang digunakan adalah metode kualitatif deskriptif yaitu penelitian yang dilakukan untuk meneliti objek, suatu kondisi, sekelompok orang atau fenomena lain dengan kondisi yang wajar atau nyata (tanpa situasi percobaan). Tahapan dalam penelitian ini adalah menyusun pertanyaan atau penugasan proyek, merancang rencana proyek, menyusun jadwal, memantau kegiatan dan kemajuan proyek melalui aplikasi Edmodo, melakukan penilaian, dan evaluasi. Subyek dalam penelitian ini adalah siswa kelas B1 dan B2 angkatan 2019 jurusan Pendidikan Bahasa dan Sastra Indonesia. Hasil penelitian menunjukkan nilai rata-rata penulisan artikel ilmiah sebesar 85,18 dengan kategori baik dan hasil penilaian kreativitas sebesar 87,50 dengan kategori sangat kreatif.

Kata Kunci: Pembelajaran Berbasis Proyek, Artikel Ilmiah, Aplikasi Edmodo, Kreativitas

INTRODUCTION

Talking about meaning, there are two related studies, namely semantic and semiotic studies. These two fields of study both examine or examine meaning. It's just that both of them have differences in that semantics specifically studies the meaning of language as a

means of human verbal communication, while semiotics examines all the meanings that exist in human life such as the meanings contained by various signs and symbols and other cues. Because language is actually nothing but a system of symbols (Chaer: 2003: 268), semantics can also be said to be included or to be part of semiotic studies.

In language practice, it turns out that the meaning of an utterance cannot be understood only from semantic studies, but must also be assisted by semiotic studies, such as understanding the movements of the body and limbs, as well as mimics and so on. Understanding the types of meaning in semantics courses is not easy. There are various types of meaning which of course need to be scrutinized, understood, and analyzed so that understanding the information contained in a word is correct or correct. Based on the results of observations on the learning process of the semantics course, some students made mistakes in interpreting and determining the types of words, and based on observations made by lecturers during the Semantics course students tend to associate meaning only with standard meanings, even though the information contained in the reading is not only sticks to the standard/dictionary meaning but has another meaning, not the actual word. Observations were also made by students and lecturers on several broadcasts on social media, of course, from the various broadcasts, there are many meanings that can be studied referring to the actual meaning of words or not. This is what gave rise to the idea of researchers to conduct research on the types of meaning. This research was conducted so that students are able to determine, understand the meaning of words, make various types of meanings and analyze these types of meanings to realize all of that. Students are directed to make a project in the form of scientific articles with themes related to semantics. This study aims to determine student creativity in learning semantic scientific article writing using the PjBL model assisted by the Edmodo application and also to determine the results of writing semantic scientific articles using the PjBL learning model assisted by the Edmodo application.

Research related to semantics was conducted by Norfazila AB. Hamid in 2014 which examined the meaning of semantic expansion using the Langacker network model. The use of this network model is intended to show the expansion of word meanings so that they can be represented easily and precisely. Based on the results of research conducted by Nofazila AB. Hamid, the use of models is indeed very helpful in interpreting words/sentences because studying semantics is indeed not an easy thing because the meaning of a word or sentence is not only interpreted by lexical meaning or grammatical

meaning, but will contain many other meanings to be explored.

Researchers use the project based learning learning model to make it easier for students to understand the semantic material associated with making scientific article projects, *Project based learning* models chosen because the learning method of its application involves students. Where students participate in working on a project which will later produce an output or a work that can be presented by the students themselves. *Project Based Learning* is a teaching-learning method that uses project or activity media. students will explore, assess, process information to find conclusions from the learning outcomes obtained.

Komang Ratna Mayuni conducted research using the project based learning model in 2019 based on the results of her research entitled *The Effect of Project Based Learning (PjBL) Learning Models on Science Learning Outcomes* . The results of his research show that there are significant differences in science learning outcomes between groups of students who are taught using the project based learning (PjBL) learning model. and groups of students who were taught by conventional models. This proves that the PjBL model can improve student learning outcomes. To facilitate monitoring of researchers in seeing student progress in creating projects to write semantic scientific articles, researchers use the Edmodo application. Edmodo application is a *cloud -based learning management system* (LMS) platform. to facilitate teachers and students, lecturers and students in carrying out interactive learning online/ *online* . In addition, parents can also see the progress of their children from this platform.

Students submit scientific articles they have made on the Edmodo application, sending these articles is not complete directly but in several stages of delivery. Researchers also monitor the results of scientific article submissions in stages to ensure that every point that must be included in the article has been completed by students. The Edmodo application was chosen because this application can facilitate teachers and students. Lecturers and students to carry out interactive learning online / *online* and also the features contained in this application are complete. Some of the features available on this platform 1) *Lesson* delivery this feature is able to manage learning materials. 2) *Quiz & assignment* , Quiz feature based on multiple choice or description. Illustrative images are available for some questions, this feature accommodates them. In the task or *assignment feature* , you can set the *deadline* . Students can also upload directly their task 3) *Library* Features for preparing and storing teaching materials 4) *Snapshots* prepare various learning resources.

These resources come from educational content providers who partner with Edmodo 5) *Gradebook* , this feature makes it easier for teachers to manage grades 6) *Award Badge* In this feature the teacher can give rewards/awards 7) *Polling* You can use the Polling feature on Edmodo to spark student involvement. 8) *Parents Code* In this feature, parents can see the process and progress of their child's learning, can use the Parents Code to access . The features available in the complete application so that it will facilitate the learning process, the use of the Edmodo application has also been used in research on the Implementation of Hybrid *Learning* Using the Edmodo Application in the Qualitative Research Methods Course by Muhammad Sulistiono in 2019 the results of his research show that using the Edmodo application will facilitate assignments , assessment forms as well as cross-checking the results of student assignments. The novelty of this study is that it includes an assessment of student creativity which is associated with the results of writing articles that have been made by students. Because by making scientific articles students are required to think creatively , namely the ability to imagine or create something new, the ability to build new ideas by combining, changing, re-implementing existing ideas; an attitude, namely the willingness to accept change and renewal, play with ideas and have flexibility in views; a process, namely the process of working hard and continuously little by little to make changes and improvements to the work being done.

METHODS

The research method used in this study is a qualitative descriptive method, namely research conducted to examine an object, a condition, a group of people, or other phenomena with natural or real conditions (without an experimental situation) to make a systematic overview or factual detailed description and accurate. According to Sugiyono (2015, p. 18) a qualitative research method is a research method based on the philosophy of postpositivism used to examine objects in natural conditions (real conditions, not set or in experimental conditions) where the researcher is the key instrument. The subjects in this study were students in class B1 and B2 class of 2019 majoring in Indonesian Language and Literature Education

The stages carried out in this research are:

1. Prepare questions or project assignments

This stage is the first step so that students observe more deeply the questions that arise from existing phenomena.

2. Design project planning

as a concrete step to answer the existing questions, a project plan was prepared in relation to writing semantic scientific articles

3. Arranging a schedule as a concrete step of a

scheduling project is very important so that the project is carried out according to the time available and according to the target.

4. Monitor project activities and progress through the Edmodo application

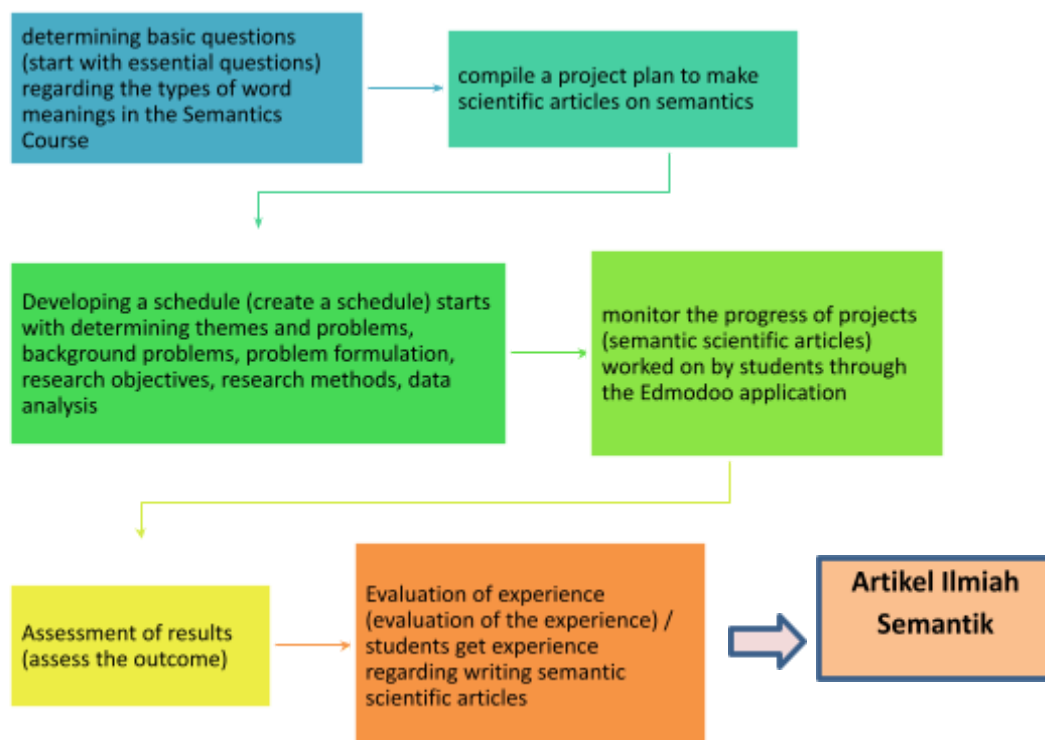
Lecturers and students evaluate projects that are being worked on through the Edmodo application

5. Evaluation

Conduct an assessment according to the indicators of writing scientific papers and assessing student creativity

6. Evaluation

Reflecting on the activities that have been carried out, students are given the opportunity to express their feelings and experiences while completing the project



RESULT AND DISCUSSION

The results of the assessment are related to scientific papers made by students referring to several indicators of the originality of the logic flow and the systematic writing between them

1. The idea of writing has a new academic realm
2. The works displayed reflect original ideas or clear themes
3. Writing neatness of typing and suitability of the number of pages
4. Clarity in expressing systematic ideas for writing preliminary scientific papers, theoretical basis, research methods, accuracy in analyzing,
5. bibliography
6. Ability to conclude research results

Calculation of the weight of the value on the indicators to 1,2,3,4,5

3 = very precise / according to weight 17

2 = quite appropriate / according to weight 13

1 = not quite right / not according to weight 10

Calculation of the weight value on Indicator 6

3 = very precise / according to weight 15

2 = quite appropriate / according to weight 13

1 = not quite right / not according to weight 10

Table 1. Results of Student Articles

	Originality of logical flow and writing systematics																		Score
indicator	1 Novelty of Ideas			2 Original Idea			3 Writing Procedure			4 Clarity of exposure and research results			5 Bibliograph y			6 Ability to make inferences			
Mark	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	
Weight	17	13	10	17	13	10	17	13	10	17	13	10	17	13	10	15	13	10	100

No subject																			
1		✓			✓			✓			✓			✓			✓		72
2	✓			✓				✓		✓				✓			✓		86
3	✓			✓				✓		✓				✓			✓		87
4	✓			✓				✓		✓				✓			✓		87
5	✓			✓				✓		✓				✓		✓			92
6	✓				✓			✓			✓				✓			✓	76
7		✓			✓				✓		✓				✓			✓	75
8			✓			✓			✓			✓			✓			✓	60
9			✓			✓			✓			✓	✓					✓	70
10		✓			✓		✓			✓			✓			✓			90
11	✓			✓				✓			✓		✓					✓	90
12	✓			✓			✓			✓			✓			✓			100
13	✓			✓				✓		✓			✓			✓			96
14	✓			✓			✓			✓			✓			✓			100
15		✓			✓			✓			✓		✓					✓	82
16	✓			✓			✓			✓			✓			✓			100
																		Total	1363
																		Average	85,18

The results of the assessment related to student creativity refer to several

1. fluency fluent thinking skills; smooth thinking features
 - a. Sparking lots of ideas, lots of answers, lots of problem solving, lots of questions smoothly.

- b. Gives lots of ways or suggestions for doing things
 - c. Always think of more than one answer.
2. Flexible thinking skills flexibility Characteristics of flexibility
- a. Generate ideas, answers, or questions that vary, can see a problem from different points of view
 - b. Looking for many alternatives or different directions
 - c. Able to change the way of approach or way of thinking.
3. Ket e original thinking skills originality Characteristics of originality
- a. Able to give birth to new and unique expressions
 - b. Think of unconventional ways to express yourself
 - c. Able to make unusual combinations of parts or elements.
4. Detailed thinking skills elaboration Characteristics of elaboration
- a. Able to enrich and develop an idea or product.
 - b. Adding or detailing the details of an object, idea, or situation so that it becomes more interesting.

Table 2. Research Results Related to Student Creativity Value

Indicator	fluency fluent thinking skills			Flexible thinking skills			Original thinking skills			Detailed thinking skills elaboration			SCORE
	3	2	1	3	2	1	3	2	1	3	2	1	
Weight	25	20	15	25	20	15	25	20	15	25	20	15	100
Subject No													
1		✓			✓			✓				✓	75
2		✓		✓				✓			✓		85
3		✓		✓				✓		✓			95
4	✓				✓		✓			✓			95
5	✓			✓			✓			✓			100
6		✓			✓			✓			✓		80
7		✓			✓			✓			✓		80

8			✓			✓			✓			✓	60
9		✓				✓			✓			✓	65
10	✓			✓				✓		✓			95
11	✓			✓			✓				✓		95
12	✓			✓			✓			✓			100
13	✓			✓			✓				✓		95
14	✓			✓			✓			✓			100
15	✓				✓			✓				✓	80
16	✓			✓			✓			✓			100
											Total	1400	
											Average	87.5	

Table 3. Average Score of Scientific Articles and Student Creativity

Subject no	Score the value of scientific work	Creativity value score	Total	Average
1	72	75	147	73.5
2	86	85	171	85,5
3	87	95	182	91
4	87	95	182	91
5	92	100	192	96
6	76	80	156	78
7	75	80	155	77,5
8	60	60	120	60
9	70	65	135	67,5
10	90	95	185	92,5
11	90	95	185	92,5
12	100	100	200	100
13	96	95	191	95,5

14	96	96	200	100
15	82	80	162	81
16	100	100	200	100

Based on the results of the average chart above, students who get an average score below 69 categories lack 2 people namely subject numbers 8 and 9 students who get points below the average 70 only write names, introductions, unclear findings and there are only two sheets of the article so that even in the article there is no new scientific domain, does not reflect the theme, there is no clarity disclosure of ideas, systematic writing is only an introduction so that the findings cannot be concluded.

Students get an average score of 71-85 (sufficient category) there are 4 people, namely subject numbers 1, 2, 6, 7, 15 based on the results of the data, they are able to create new scientific realm ideas with clarity that reflects originality by expressing ideas that they have. However, their shortcomings, namely the lack of data in validating the findings they research so that they are continuous in concluding research results are irrelevant and there are still many errors in the system of writing scientific papers.

Students get an average score of 86-95 in the good category of 6 people, namely subject numbers 3, 4, 5, 10, 11, 13 based on the data results, they are able to assume the data findings from the ideas they have become a new scientific domain with data presentation interesting and informative. However, the shortcomings in their articles are that there are still many errors in the systematics of writing scientific papers, especially in the need for additional redactions in the awkwardness of each sentence, meaning a lack of ability to choose and use sentences effectively.

Students get a very good 100, there are 3 people namely subject numbers 12, 14, 16 based on the results of student data whose scientific articles get a score of 100 is that students have fulfilled the indicators of complete and appropriate scientific writing and creativity.

1. Subject no 1 with an article entitled "ARTICLES OF THE INDEPENDENT CURRICULUM CONCEPT OF LEARNING INDONESIAN LANGUAGE SUBJECTS" got a score of 73.5 because in a concluding line the results of the assessment of scientific work scores, he was able to make his article with new scientific domain ideas that **focus on issues What is in the independent learning curriculum** means that there is clarity that reflects originality by expressing the ideas

he has . However, what is lacking in his article is that there is still a lack of data to validate the findings he researched . So _ in following up, it has an impact on the results of conclusions and makes the ability to conclude research results irrelevant and there are still many errors in the system of writing scientific papers . Broadly speaking, for the point of assessing this scientific work, it is **appropriate or appropriate** .

Then, creativity in this article, in terms of the scores of flexible thinking skills, flexibility , fluency thinking skills , originality thinking skills , originality shows a moderate point, meaning the writer is able to produce ideas, answers, by looking at a problem from a different point of view. different in a different direction and can change the way of approach or way of thinking of their own ideas. However, what makes the writer's weakness is the value of the ability to think in detailed elaboration . Because, based on the analysis referring to the value of detailed thinking skills, elaboration point b, the authors have not been able to validate the findings by not detailing the details of their findings . Broadly speaking, for the point of assessing creativity, this article is **creative** .

2. Subject no 2 with an article entitled "ANALYSIS OF LANGUAGE ERRORS IN SOCIAL MEDIA INSTAGRAM IN POSTS, COMMENTS, AND SHORT STORIES" received a score of 85.5 because in summary the results of scoring scientific work scores, he was able to write an article that focused on **analyzing language errors In the world of social media users**, making articles that have new scientific ideas that have a clear theme with the theme of **various languages in social media** means that there is clarity in expressing ideas. In terms of grammar, the tidiness of typing and also the division of the number of pages , the systematics of writing, the ability to conclude research has a moderate value because there are still few errors. Broadly speaking, for the point of evaluation, this article is **quite appropriate or appropriate** .

Then, creativity in this article, in terms of the scores of flexible thinking skills, flexibility , fluency thinking skills , fluency , originality thinking skills , detailed thinking skills , elaboration shows a pretty good point, meaning that the writer has been able to produce good ideas . The new one is the language error analysis of social media users by looking at a different point of view by seeing the existence of a variety of languages involved in the virtual world of the technological era. Of course this is a

different direction because it changes the way it approaches with its analytical knife towards a social media post that makes us language users make learning among teenagers a reference in using good and correct Indonesian, especially us as generations of Indonesian language preservers . Broadly speaking, for the point of assessing creativity, this article is **quite creative**.

3. Subject no. 3 entitled " MINI RESEARCH RESEARCH ON THE CUSTOMS OF THE BATAK KARO TRIBE " received a score of 91, because in summary the results of scoring scientific work scores, he was able to make his article **focusing on the culture of the customs of the Karo tribe in birth and terms term used in karo language regarding birth** makes an article that has an idea of a new scientific field that has a clear theme that has the theme of **various languages of local wisdom** meaning that there is clarity in expressing ideas. In terms of grammar, the tidiness of typing and also the division of the number of pages , the systematics of writing, the ability to conclude research has **a good value** , even though there are few errors. Broadly speaking, for the point of rating this article is **very appropriate or appropriate** .

Then, creativity in this article, in terms of the scores of flexible thinking skills, flexibility , fluency thinking skills , fluency , originality thinking skills , detailed thinking skills , elaboration shows a very good point, meaning that the writer has been able to produce good ideas . new research, namely **tracing the objects of language users, local wisdom, cultural customs of the Karo tribe** by looking at the existence of a variety of languages with a perspective on cultural customs of the Karo tribe in birth and terms used in karo language regarding born n . Broadly speaking, for the point of assessing creativity, this article is **very creative**.

4. Subject no. 4 of the article entitled " ANALYSIS OF VARIETY OF MEANINGS IN THE POETRY OF "MANY PEOPLE" BY GUSJUR MAHESA " got a score of 91 , because in a concluding line the results of scoring scientific work scores, he was able to make his article which **focused on analyzing the poetry of Many People by Gusjur Mahesa by limitations on the study of lexical, grammatical, term, referential, and non-referential meanings** make articles that have new scientific domain ideas that have a clear theme with the theme of a **variety of language meanings meaning** that there is clarity in expressing ideas. In terms of grammar, the tidiness of typing and also the division of the number of pages , the systematics of

writing, the ability to conclude research has a **good value** , even though there are few errors. Broadly speaking, for the point of rating this article is **very appropriate or appropriate** .

Then, creativity in this article, in terms of the scores of flexible thinking skills, flexibility , fluency thinking skills , fluency , originality thinking skills , detailed thinking skills , elaboration shows a very good point, meaning that the writer has been able to produce ideas that have novelty element by looking at the semantic scope with a point of view **study of lexical, grammatical, term, referential, and nonreferential meanings** . Broadly speaking, for the point of assessing creativity, this article is **very creative**.

5. Subject no. 5 of the article entitled " ANALYSIS OF SEMANTIC MEANING ERRORS IN ADVERTISING SLOGANS " received a score of 9 6 , because in summary terms the results of scoring scientific work scores, he was able to write an article that **focuses on analyzing the style of language used in advertising slogans for tea and coffee drinks on television as well as the semantic meaning contained in the language style of the tea and coffee advertisement slogan on television**. making an article that has an idea of a new scientific domain that has a clear theme with the theme **of language style and semantic meaning, meaning** that there is clarity in expressing ideas, especially the completeness of the attached data attachments, meaning that the writer is able to validate the findings so that they **reflect the originality of the** article. In terms of grammar, tidiness of typing and also the division of the number of pages , the systematics of writing, the ability to conclude research has a **fairly good value** , although there are few errors. Broadly speaking, for the point of rating this article is **very appropriate or appropriate** .

Then, creativity in this article, in terms of the scores of flexible thinking skills, flexibility , fluency thinking skills , fluency , originality thinking skills , detailed thinking skills , elaboration shows a very good point, meaning that the writer has been able to produce ideas that have novelty element by looking at the semantic scope with a point of view **style of language and semantic meaning in advertising slogans that produce the finding data there are (1) ten categories of style of language consisting of 3 styles of metaphor, 18 styles of hyperbole, 4 styles of personification, 3 styles of alliteration, 4 styles of assonance, 8 styles repetition language, 6 rhetorical question language styles, 2 synecdoche language styles, 2**

ellipsis language styles, and 2 denotative meanings (2) meanings contained in the slogans of tea and coffee drinks advertisements on television . The author is able to validate the results of his findings by detailing the details of the object being studied. Broadly speaking, for the point of assessing creativity, this article is **very creative**.

6. Subject no. 6 of the article entitled " Analysis of the Naming of Séké Village in Cangkorah Village " received a score of 78 , because in summary terms the results of scoring scientific work scores, he was able to make his article that **focuses on analyzing the meaning behind the naming of Séké Village in Cangkorah Village.** making articles that have new scientific field ideas that have a clear theme with the theme **of the meaning of language in local wisdom culture** . However, what makes the writer 's weakness is the lack of data in validating the results so that the ability to conclude research results is inaccurate. Broadly speaking, for the point of rating this article is **appropriate or appropriate** .

Then, creativity in this article, in terms of the scores of flexible thinking skills, flexibility , fluent thinking skills , fluency , originality thinking skills , detailed thinking skills , elaboration shows a moderate point, meaning the writer has been able to produce ideas that have elements of novelty. However, the authors have not been able to validate their findings with detailed details of the object being studied. This means that there is still a lot of literature review as a reference material in the object under study. Broadly speaking, for the point of assessing creativity, this article is **creative**.

7. Subject no. 7 of the article entitled " Errors in the discussion of the West Bandung newspaper at the semantic level " gets a value of 77.5 , because in conclusion the results of scoring scientific work scores, he was able to make his article which **focused on analyzing language errors in the West Bandung newspaper** making an article that has an idea of a new scientific realm that has a clear theme which has the theme of **various languages in the mass media** . However, what makes the writer 's weakness is the lack of data in validating the results so that the ability to conclude research results is inaccurate. In terms of the layout of the neatness of typing and also the distribution of the number of pages , the writing systematics has a poor value because there are many errors that need to be revised, especially the need to include a bibliography so that the references cited have valid data. Broadly speaking, for the point of rating this article is **appropriate or appropriate** .

Then, creativity in this article, in terms of the scores of flexible thinking skills, flexibility , fluency thinking skills , fluency , original thinking skills, originality , detailed thinking skills , elaboration shows a moderate point, meaning the writer has been able to generate new ideas. but the drawback of the writer in generating ideas must also be clear about solving the problem so that the writer can make combinations to enrich and develop an idea or product by detailing the details of the findings so that the findings produce valid data. Broadly speaking, for the point of assessing creativity, this article is **creative**.

8. Subject no. 8 gets a score of 60, because in writing scientific papers and creativity they don't have a clear direction. Based on the results of the data, the author only wrote the name, introduction, unclear findings and only two sheets of the article so that the article did not even have a new scientific domain, did not reflect the theme, there was no clarity in expressing ideas, the writing systematics was only an introduction so that the findings can't even be concluded. Broadly speaking, for the point of assessing creativity, this article is **not quite right or appropriate**.

Then, creativity in this article, the score of flexibility thinking skills, fluency fluency thinking skills, original originality thinking skills, detailed elaboration thinking skills show a lacking point so that it cannot be concluded from the ideas made. for the point of assessing creativity this article is **less creative**.

9. Subject no 9 with the article entitled "**Analysis of Semantic Studies in the Anthology of Poetry Under the Dusk Umbrella We Tell Stories by Titi Sanurua and Lila Saraswaty**" In the indicator of scientific writing no new academic domains were found, tidiness in typing was not in accordance with the provisions, there were many errors in spelling and use of punctuation marks, lack of clarity in expressing ideas and errors in concluding results. The conclusion in the article made by subject 9 is not a conclusion from the results of the discussion but a conclusion from the theoretical basis. But the systematics of writing is complete, there are introductions, theoretical foundations, research methods, results and bibliography. So on the indicator of scientific writing subject number 9 gets point 1 (**not quite right**).

On the creativity indicator, the average score is 67.5 because in terms of originality this article has similarities with Riska Afriani's article with the same title "**Analysis of Semantic Studies in Anthology of Poetry Under the Dusk Umbrella We Tell Stories by Titi Sanurua and Lila Saraswaty**". Similarities are found in the abstract,

introduction and analysis results. So on the creativity indicator subject number 9 gets point 1 (**less creative**)

10. Subject no. 10 with an article entitled "**Compilation of Language and Semantic Meaning Reports (Hyponym and Hypernym)**" on the indicator of scientific writing subject no. 10 has a new academic realm, although not too new because there are several journal articles that discuss similar matters. The themes discussed are very clearly supported by the background, problem formulation, and research objectives. neatness in typing is very good according to the provisions. The writing system is also complete. Subject number 10 was able to conclude the results of the analysis. So on the indicator of scientific work subject number 10 gets point 2 (**precise enough**).

creativity indicator gets an average score of 92.5 because on the creativity indicator, thinking fluently, thinking flexibly, thinking in detail, elaboration is very good. But in original thinking it is still lacking because it is still found in other articles. Even in this article subject number 10 is very clear and detailed when presenting ideas or ideas as outlined in the article. So on the creativity indicator subject number 10 gets point 3 (**creative**)

11. Subject no. 11 with the article " '**Analysis of the Meaning of Semantic Changes in Foreign Language Vocabulary in Indonesian**' " on the indicator of scientific work subject no. 11 has a new academic realm, the article has originality and does not yet exist in other journal articles, the theme that is brought is very clear. The tidiness in this article is good but does not use the Times New Roman font. The writing system is complete. The ability to conclude is still lacking because subject number 11 does not conclude from the results of the language but rather concludes the theoretical basis. So on the scientific article indicator subject number 11 gets point 2 (**precise enough**).

The creativity indicator gets an average score of 92.5 because on the creativity indicator, thinking smoothly, thinking flexibly and thinking original is very good. But on detailed thinking skills, elaboration is still not perfect. The ideas outlined are easy to accept, generate new ideas, and produce interesting articles. So on the creativity indicator subject number 11 gets point 3 (**creative**).

12. Subject no 12 with article " **Analysis of Semantic Meaning in the Poetry " My heart is a leaf " by Sapardi Djoko Darmono** In the indicator of scientific writing, subject no. 12 has good tidiness and according to the provisions. The writing systematics is complete with an introduction, theoretical basis, research method,

analysis and bibliography. It has a new academic level and the presentation of ideas is very clear along with a clear theme as well. The ability of subject 12 to conclude the results of the analysis is detailed and in accordance with the data being analyzed. So on the indicator of scientific writing subject number 12 gets point 3 (**very precise**).

creativity indicator gets an average score of 100 because on the creativity indicator, thinking smoothly, thinking flexibly, thinking original and also thinking in detail is very good. Researchers have originality, pouring ideas and ideas into articles is very good. The data analyzed is very diverse and has many answers. The development of ideas has been very detailed and makes this article interesting. So on the creativity indicator subject number 12 gets point 3 (**creative**).

13. Subject no. 13 with the article ' **Semantic Analysis on the poem Dibangkan Takdir by KH Amustofa Bisri**' In the indicator of scientific writing subject no. 13 has a new academic realm in the contents of the article, the article written has a clear and original theme, the ability of subject no. 13 in expressing ideas is very good and understandable, the writing systematics are complete. The ability to conclude is also appropriate because it concludes the results of the discussion and analysis. But in the tidiness, there are still some errors in spelling and punctuation. So on the indicator of scientific writing subject no. 13 gets point 3 (**very precise**).

creativity indicator gets an average score of 95.5 because the creativity indicator thinks fluently is very good by sparking many ideas that will be generated in the data being analyzed. to think smoothly is good because the ideas outlined in the articles vary. Thinking original is good too with no similar articles found. But detailed thinking is good enough because the ideas developed are not very detailed. So on the creativity indicator subject number 13 gets point 3 (**creative**).

14. Subject no. 14 with the article " **Analysis of Types of Word Meanings in the Episode Titles of Mata Najwa Trans 7 Comedy in the Country of Opera**" on the indicator of scientific writing gets a point 3 (**very precise**) because from a systematic point of view, clarity in expressing ideas, tidiness in writing, and accuracy in concluding the results are very good and perfect.

On the creativity indicator, you get an average score of 100 because the articles made are good and interesting because subject number 14 presents data taken from a talk show about politics which is very popular. The idea of subject number 14 in writing is

very easy to understand. The results of the resulting data analysis are discussed in great detail using the literature study method.

get a perfect point, namely 3 (**creative**).

15. Subject no. 15 with the article "**A Beautiful Environment by Afriana Hera Rahma Dini**" On the written indicator, the average value is 81 because it is not clear in the title section to only write down the name of the poem to be analyzed. The abstract section is too long. The neatness of the writing is not in accordance with the provisions. Work has originality. Subject no. 15 is correct in explaining the results and discussion in accordance with the method used. In conclusion the author does not explain the conclusions from the results of the analysis but to suggestions. So in the indicator of scientific writing subject no. 15 gets point 2 (**precise enough**).

On the creativity indicator subject number 15 gets point 2 (**creative enough**) because fluent thinking is very good, flexible thinking is good enough, original thinking is good enough, and detailed thinking is also good enough.

16. Subject no16 with the article " **Report on Research on Variety of Early Childhood Language in Semantic Studies** " In the indicator of scientific writing subject no.16 gets point 3 (**very precise**) because the article made has a new academic realm, the clarity in the theme is correct, the neatness of the writing is correct according to the provisions, the pouring of ideas into the article is clear and understandable, the writing systematics are complete, and the ability to conclude results is correct.

creativity indicator got an average score of 100 because the creativity indicator was very good because subject number 16 did a lot of ways to analyze the data found. Data analysis does not only produce one answer but produces a variety of answers. The ideas that are produced are also very varied and are not only analyzed from one point of view. Subject number 16 is able to generate new expressions in the article and is able to combine the elements being analyzed so that the article is made more interesting. Then subject number 16 gets point 3 (**creative**).

Based on the discussion above, it can be concluded that for the assessment of scientific article writing, there are 2 students who fall into the inappropriate/accurate category, 4 students who fall into the sufficient category, 3 students who fall into the appropriate/correct category. people, and students who fall into the very appropriate/very appropriate category are 7 people. Assessment for the creativity of students who fall into

the less creative category is 2 people, students who fall into the creative category are 10 people, and students who fall into the very creative category are 4 people

CONCLUSION

By using the *project based learning learning model* with the help of the Edmodo application in writing scientific articles the semantics are quite effective, this can be seen from the average final results for scientific article assessments. 85.18 and creativity assessment 87.5. The results of the analysis on the two aspects that were assessed, namely the results of semantic scientific writing and student creativity in writing showed that

1. The results of the analysis of the logic flow assessment of scientific papers that have been made by students as many as 16 articles show that the average value is in the good category, but there are still aspects that students pay less attention to regarding the systematics of writing scientific papers. They are able to create new ideas, but do not pay attention to the systematics of writing. The systematics of writing scientific papers is an important point in a scientific work so that the problems under study can be thoroughly discussed and the research flow coherent and systematic
2. The results of the creative assessment analysis of 16 articles show that on average students fall into the category of being quite creative in making scientific work. Students are able to make articles that explore from various perspectives associated with meaning (semantics) such as meaning in social, cultural, cultural and literary issues, as well as observing the phenomenon of meaning from the point of view of social media
3. The use of PjBL in the material for writing semantic scientific articles assisted by the Edmodo application is quite effective, the use of PjBL steps in the teaching and learning process is able to direct students to create projects in the form of semantic scientific articles, students also gain experience and knowledge on how to write good scientific articles and the use of the Edmodo application is very useful. monitor and direct students in making article projects. So that lecturers can monitor projects that are being worked on by students so that students are more directed and guided in carrying out their project assignments.

REFERENCE

- Abidin, Zainal. (2007). *Analisis Eksistensial*. Jakarta: Raja Grafindo.
- Aminudin. (2000). *Semantik: Pengantar Studi Tentang Makna*. Bandung: Sinar Baru Algensindo.
- Chaer , Abdul. (2003). *Psikolinguistik Kajian Teoritik*. Jakarta: PT. Rineka Cipta. Chaer, Chaer Abdul. (2013). *Pengantar Semantik Bahasa Indonesia*. Jakarta: Rineka Cipta.
- Chaer, Abdul. (2015). *Linguistik Umum*. Jakarta: Rineka Cipta.
- Dhanawaty, N.M., Satyawati, M.S., Widarsini, N.P.N. (2017). *Pengantar linguistik umum*. Denpasar: Pustaka Larasan.
- Hamid, Norfazila AB. 2014). *Peluasan Semantik Kata Sifat Ringan: Satu Analisis Model Jaringan Langacker (1988)*. *Jurnal Melayu*, 61-71
- Hanafiah, Nanang. dan Cucu, Suhana. (2009). *Konsep Strategi Pembelajaran*. Bandung: Refika Aditama.
- Kridalaksanan, Harimurti. (1993). *Kamus Linguistik*. Edisi Ketiga. Jakarta: Gramedia Pustaka Utama.
- Mayuni , Komang Ratna dkk. (2019). , Pengaruh Model Pembelajaran Project Based Learning (PjBL) Terhadap Hasil Belajar IPA. *Jurnal Ilmiah Pendidikan Profesi Guru*, 2(2), 183-193
- Mulyasa, E. (2014). *Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya
- Sugiyono. (2012). *Metode penelitian pendidikan pendekatan kuantitatif,kualitatif, dan R&D*. Bandung: Alfabeta.
- Utami Munandar (1999). *Pengembangan Kreativitas Anak Berbakat*. Jakarta : Rineka Cipta.
- Sulistiono, Muhammad.(2019). Implementasi Hybrid Learning Menggunakan Aplikasi Edmodo Pada Matakuliah Metode Penelitian Kualitatif. *Jurnal Ilmiah Pendidikan Dasar Islam*, 1(1)

GAMES BASED FUN LEARNING DESIGN TO IMPROVE EARLY CHILDREN'S READING ABILITY

Nisa Haerunisa¹, R. Ika Mustika²

^{1,2}IKIP Siliwangi

¹sweet.icha3@gmail.com, ²mestikasaja@ikipsiliwangi.ac.id

Abstract

Education is the most important aspect that must be taught from an early age. Children should be introduced to a fun learning process. However, the current policies seem contradictory. On the one hand, according to psychologists, children should not be taught the process of reading, writing and arithmetic in Kindergarten (TK). On the other hand, many schools require students to enter elementary school (SD) with the condition that they are fluent in reading, writing and arithmetic. This study aims to examine a learning design concept in improving early childhood reading skills. This study uses a qualitative approach with a descriptive analysis method. Researchers used field studies (field research). This study conducted a literature study that serves as a source of theoretical basis. Data collection techniques were carried out by observation, interviews, and documentation techniques. The sample in this study were students who were studying at a Bimbel Institute, namely Queen Bimbel. Queen Bimbel is a tutoring institution that carries the concept of Multiple Intelligences and synergizes between IQ, EQ and SQ. The results of the study show that students can read fluently in a relatively short time. Student difficulties are resolved properly and thoroughly. The game-based Fun Learning learning design can be applied not only to the calistung aspect, but can also be used in other subjects, read IQRA, and English.

Keywords: Fun Learning, Games, Reading

Abstrak

Pendidikan adalah aspek paling penting yang harus diajarkan sejak dini. Anak harus dikenalkan pada proses belajar yang menyenangkan. Namun, saat ini kebijakan seakan bertentangan. Satu sisi, menurut psikolog anak tidak boleh diajarkan proses membaca, menulis, dan berhitung di Taman Kanak-Kanak (TK). Di sisi lain, banyak sekolah yang mengharuskan siswa masuk sekolah dasar (SD) dengan syarat lancar membaca, menulis, dan berhitung. Penelitian ini bertujuan menguji sebuah konsep desain pembelajaran dalam meningkatkan kemampuan membaca anak usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif analisis. Peneliti menggunakan studi lapangan (field research). Penelitian ini melakukan studi literatur yang berfungsi sebagai sumber landasan teori. Teknik pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Sampel pada penelitian ini adalah siswa-siswi yang sedang belajar pada sebuah lembaga bimbel, yaitu Queen Bimbel. Queen Bimbel adalah lembaga bimbingan belajar yang mengusung konsep Multiple Intellegences dan menyinergikan antara IQ, EQ, dan SQ. Hasil penelitian menunjukkan bahwa siswa dapat membaca dengan lancar dalam waktu yang relatif singkat. Kesulitan siswa teratasi dengan baik dan tuntas. Desain pembelajaran fun learning berbasis games dapat diterapkan tidak hanya pada aspek calistung saja, tetapi bisa juga digunakan pada mata pelajaran yang lainnya, yaitu mengaji dan bahasa Inggris.

Kata Kunci: belajar yang menyenangkan, permainan, membaca

INTRODUCTION

The concept of independent learning according to the Minister of Education and Culture is to apply the curriculum to the learning process which is carried out in a fun way,

the development of innovative thinking from the teacher is one of the success factors because it can foster a positive attitude of students in responding to each lesson (Fathan, 2020). In line with that, the main characteristics of the independent curriculum in PAUD units include strengthening meaningful play activities as a learning process, strengthening the relevance of PAUD as a foundation phase, strengthening a love of literacy and numeracy from an early age, the existence of a project to strengthen the profile of Pancasila students, the learning process and assessment in a more flexible way, the results of the assessment are used as a basis for teachers to design playing activities and people's steps (Kemendikbud RI, 2021).

Meanwhile, Retnoningsih (2022) states that independent learning in early childhood education is also known as independent play. If this is related to the concept of early childhood learning with the hashtags playing while learning and learning while playing, the concept of independent learning is very suitable to be applied and developed in early childhood education (PAUD). Then, Minister of Education and Culture Nadim Makarim, said that the most important concept of early childhood education is to introduce children to how to learn while playing. This shows that children should not be burdened with learning activities that are not in accordance with their stage of development. Children must be introduced to the learning process in a fun and interesting way. The importance of playing according to Piaget (in Riete de Vries, 2002) is an important vehicle needed for the development of children's thinking. However, in reality at the age of seven when children start elementary school (SD), they must be able to read, write and count. Not infrequently elementary schools make this a prerequisite for entering the school institution. As a result, many children were not selected because they could not read, write, and count and then had to look for schools that did not stipulate calistung as entry requirements.

The reading process for early childhood cannot be instant. That is, it must go through a series of exercises and guidance that is carried out continuously. If not, they most likely have difficulty reading. Jumaris (2003) suggests that reading difficulties are often defined as a symptom of difficulties in learning components and sentences. One of the children's reading difficulties encountered in Queen Bimbel students is not memorizing the entire alphabet (A-Z) and mistakenly distinguishing letters (for example b and d, p and q, m and n). When they haven't mastered the alphabet, it is certain that they have difficulty reading

syllables, words, let alone a sentence. According to the results of interviews with parents, this is due to a lack of literacy that is applied early on. Children are not introduced to the world of books, introduce books, tell the contents of books, are rarely invited to chat, and are not exposed to many people to interact with.

Professional teachers should innovate learning strategies to help solve reading difficulties. Children only need to be stimulated so that the nerves in the brain can connect to capture and translate alphabetic symbols. This recognition process must be carried out in an interesting way so that children want to learn. They must feel that they are not learning, but are playing. Packaging learning materials with media close to them. Given the importance of this period of development, the role of stimulation in the form of providing a conducive environment must be prepared by educators, both parents, teachers, caregivers, and other adults who are around children so that children have the opportunity to develop their full potential. The potential in question includes moral aspects and religious values, social, emotional, and independence, language skills, cognitive, physical/motor, creativity, and art (Holis, 2016).

Meanwhile, Reiser & Dempsey (in Setyosari, 2020) stated that learning design in general can be defined as a procedure for developing and compiling education and training programs aimed at increasing learning. The term learning design refers to a process that systematically embodies the principles of learning and learning into the planning of various materials and activities and learning (Setyosari, 2020). Learning design is a manifestation of the teacher's efforts to apply learning methods. A teacher must be more sensitive to the ability to understand and improve student learning. Starting from an analysis of learning problems to evaluation. Reiser (in Setyosari, 2020) explains that the field of learning design includes problems of learning and performance analysis; design, development, implementation, evaluation, management of learning and non-learning processes; as well as resources directed at enhancing learning and performance in various settings or environments, particularly educational institutions and workplaces.

In this regard, Bobbi De Porter stated that fun learning is a strategy used to create an effective learning environment, apply the curriculum, convey material, facilitate the learning process which results in students' learning achievement improving (in Darmasyah,

2011). Game education (educational game) is a game that is used in the learning process and in this game contains educational elements or educational values (Andari, 2020).

Learning for early childhood should no longer be monotonous, uninteresting, and boring. Teachers are required to be able to formulate learning tools and media around them so that children like learning activities. It doesn't have to be expensive and luxurious, as long as it is packaged in an attractive way, the child will be happy every day. When they feel happy, any material provided by the teacher will be easily accepted and absorbed by their brains. Based on the results of observations, it was found that some reading difficulties in early childhood, the researchers sought to find and design a game-based fun learning learning design so that students' reading skills increased and students' reading difficulties could be resolved properly so that they were ready and mature to enter the elementary school level. SD).

METHOD

The method used in this research is a qualitative approach with a descriptive analysis method. Researchers use field studies (field research), namely studies based on facts that occur in the object of research. This research conducted a literature study that serves as a source of theoretical basis. Researchers used data collection techniques with observation, interviews, and documentation techniques. Interviews were conducted to obtain initial data on students' learning abilities and difficulties. A documentation study was carried out to record all activities that occurred during the research. Observations were made to record all student behavior during the learning process to then make improvements in further learning. The population in this study were students enrolled in tutoring. The sample in this study were students who were learning to read, write, and do arithmetic in the calistung program at a tutoring institution, namely Queen Bimbel. Queen Bimbel is a tutoring institution that carries the concept of Multiple Intelligences and synergizes between IQ, EQ and SQ. Queen Bimbel has four programs, namely calistung using the fun learning method (learning while playing), reading Iqra using the fun learning method (learning while playing), English (conversation class/smart class having dialogue in English), painting art class (basic method). draw).

RESULT AND DISCUSSION

The research was conducted at a tutoring institution with the name Queen Bimbel. Each lesson is always strived to become meaningful learning. Children with their own imagination and knowledge are led to concrete activities. Learning in a fun way is expected to be an experience that is not easily lost in students' memories so that the material studied can be digested properly and easily.

The teacher first assesses students. This initial assessment is very important because it determines the extent to which the material will be conveyed in the learning process. In addition, this assessment was carried out to analyze the reading difficulties experienced by students. Initial student data is important for teachers. Starting from this data students can learn according to their needs and learning styles. Basically, all students are not stupid, but sometimes parents or teachers do not know the learning styles and difficulties that exist in students.

Teaching is not something that can be done suddenly. Teaching must be well planned so that students can achieve learning goals. At least a day before teaching, it is better if the teacher has prepared materials and concepts that will be taught to their students. The general learning steps carried out at the Queen Bimbel institution are (1) reading activities, (2) working on worksheets, (3) making crafts (4) playing games, (5) evaluating

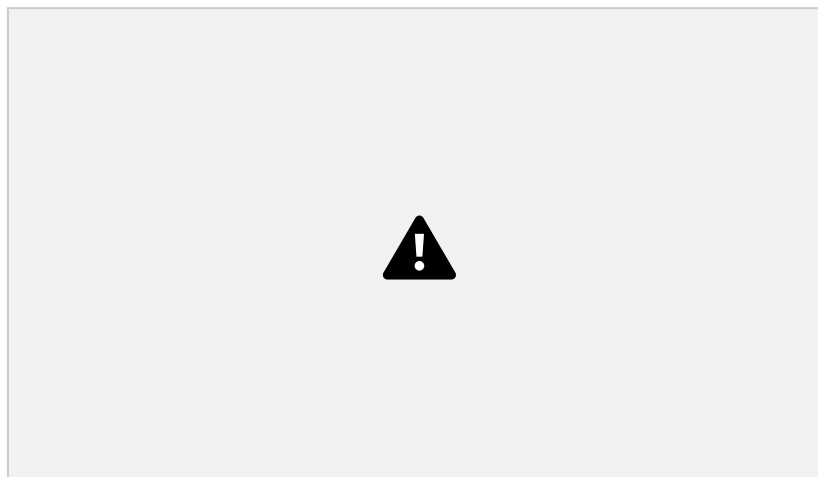


Figure 1. Learning Steps

1. Reading Activity

This activity is usually adjusted to the ability and age of students. If students have not entered kindergarten (TK), the focus of reading is to introduce the alphabet from A-Z. However, if you have entered Kindergarten A or Kindergarten B, there are usually students who already know and memorize the A-Z alphabet. In this reading process the method used is the spelling method. Although the spelling method has many pros and cons, so far it is the spelling method that can help quickly read syllables. Students can immediately read syllables by first mentioning the letter by letter, so this method is a method that can immediately stimulate thinking quickly to detect alphabets whose shapes and sounds can be read correctly.

The book used for reading is not specified, must use a certain book. In fact, any book can be used as a learning medium. If students have mastered the alphabet or syllables that they must master that day, they may be raised to the next page. However, if you haven't mastered it properly, you have to repeat it at the next meeting. Repetition is important because early childhood needs to be continuously stimulated so that their memory and understanding are good. If you only know without understanding properly, there will be difficulties at the next reading stage.

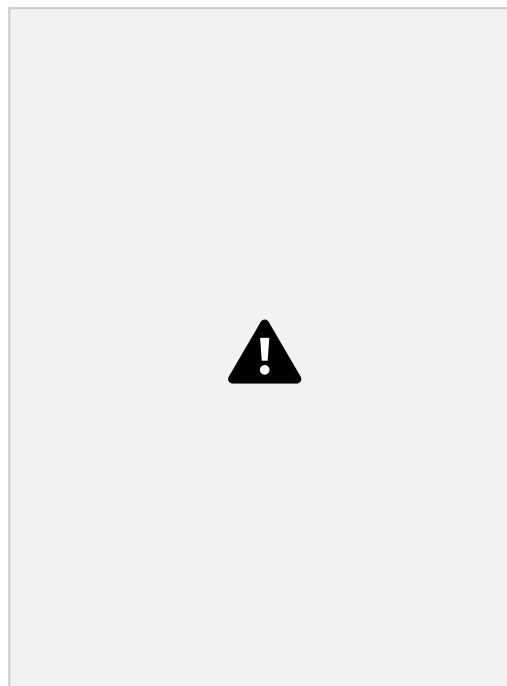


Figure 2. Reading activity

2. Do worksheets

At preschool age, this worksheet is used to practice writing. Their hands are accustomed to writing so that their motor skills are not stiff. The preschool age can be started by connecting the dotted lines horizontally, vertically and curvedly. Alphabets that are made dotted and then combined by students are a good start for learning to read. Students are also taught how to hold a pencil properly and correctly. At this stage the teacher needs patience because not a few children who are not used to writing end up not liking this activity. For this reason, this worksheet must be made as attractive as possible and full color so that children are interested in working on it and completing it.

For students who have practiced reading syllables, this worksheet can be made with many tricks. Its function is to elaborate on the material so that it is better understood and correct. Innovative and creative teachers make this worksheet so that it becomes an exercise that helps speed up the reading process. In this way, children do not become bored and bored, but feel fun and happy.

Working on this worksheet is not just 1 sheet, it can be up to 2 or 3 sheets whose contents can be made creatively by the teacher. For example, making a maze of words, making snakes and ladders containing letters of the alphabet, drawing lines of balloons which contain syllables that students must read, and looking for the specified letter and then circling it. The point is that the creation of this worksheet is still adjusted to the needs and difficulties faced by students.

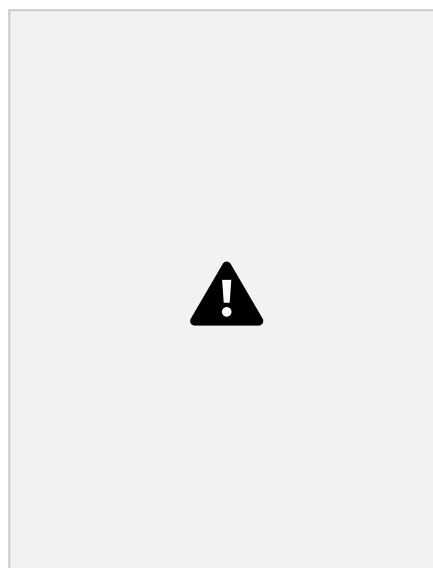


Figure 3. Working on Several Types of Worksheets

1. Making crafts

Basically the world of children is an experiment. They always want to know more about something. So it must be facilitated and directed properly. This activity of making crafts also facilitates the visual learning style of children. They will be happier because it has a lot to do with colors. Examples of these activities are decorating paper plates with watercolors, making alphabet ice cream, making candle wax letters, making dinosaurs out of origami paper, etc.

This stage is an activity that is always awaited by students because they will get new experiences every day. Not infrequently they ask at the beginning of learning what crafts they will make that day. Creative and innovative teachers are always looking for ideas and materials that are not expensive and even use materials from the natural surroundings, for example, leaves, twigs, rice, flour, etc.

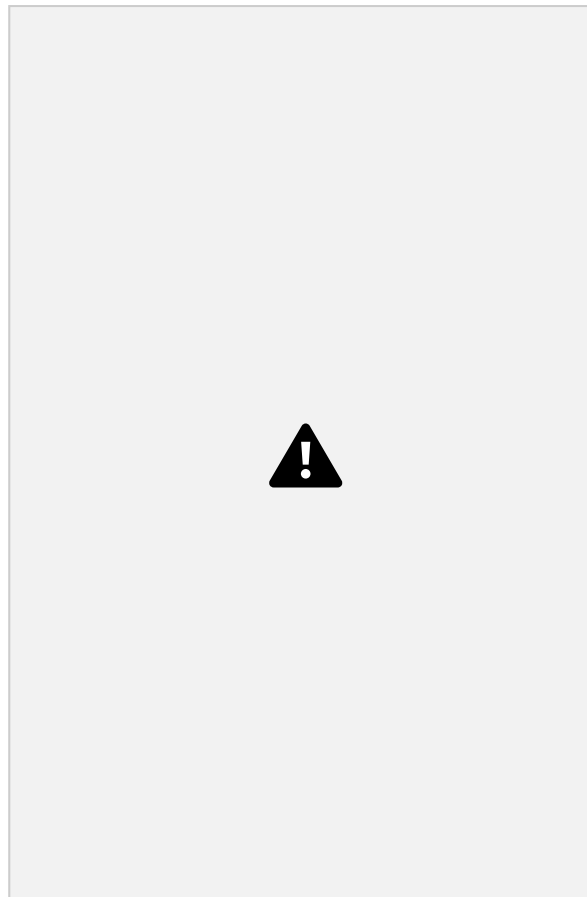


Figure 4. Making crafts

2. Playing Games

Everyone must love a game. Not only small children, even adults when playing games feel happy and happy. This game is also made to help overcome student difficulties thoroughly. The reading process for children must also focus on overcoming their difficulties because this can hinder the success of the reading process itself.

For example, students find it difficult to distinguish the letters b and d, so games can be made for how students play to collect letters b and d and stick them on the blackboard. If the students haven't memorized all the alphabets, we make an alphabetical snakes and ladders game. You can also make word ball throwing games. The following are examples of games that are carried out during learning.

Example Games and Steps

Throwing the Word Ball

1. Make 5 cards containing 5 words.
2. Stick the card to the wall horizontally or you can stick it irregularly.
3. Students throw the ball at the card that has been taped and read it. Repeat.
4. The teacher can say the word on the card and ask students to throw the ball at the word that is said. Repeat.

Word Jump

1. Provide 5 words or more on large pieces of paper.
2. Place the papers randomly on the floor.
3. Students skip over the word and read it. Repeat.
4. The teacher can name the words on the paper for students to jump on. Repeat.

Smart Card Make and Match

1. Make smart cards of ten syllables on colorful origami paper (eg ba, ca, da, etc.)
2. The teacher keeps the smart cards on the table randomly.
3. Students take two smart cards of the same color. Then it is read.
4. Do it until all the colors run out.
5. The teacher can also ask students to take and read a smart card with a different color.

Buy Ice cream

1. Make an ice cream box craft first (ice cream sticks with paper filled with alphabets attached to them)
2. The teacher acts as a buyer. Students take on the role of an ice cream seller.
3. The teacher says that he wants to buy ice cream k, m, l, or d.
4. Students take the ice cream that the teacher wants.
5. Do it until the ice cream runs out.

Compile Sentences

1. Prepare the jumbled words from five sentences.
2. Keep the pieces randomly on the table.
3. The teacher mentions simple sentences that students must find.
4. Students look for pieces of words according to the sentences mentioned by the teacher.
5. Students assemble the word fragments into sentences on the paper provided.
6. The teacher mentions the next simple sentence that students must look for.

Sometimes in fact, game material can be made self-taught during learning by adapting to material that is considered difficult by students. This game can be carried out repeatedly so that students' difficulties can be overcome little by little. The teacher must be observant in analyzing students' reading difficulties to then look for solutions to be played in what way. These games are not just games, but educational games that make children feel like they are just playing, when in fact they are learning to read. In this way, children will be far from compulsion and violence. If the child already hates the learning process, any material will not be interesting and will not want to learn it.

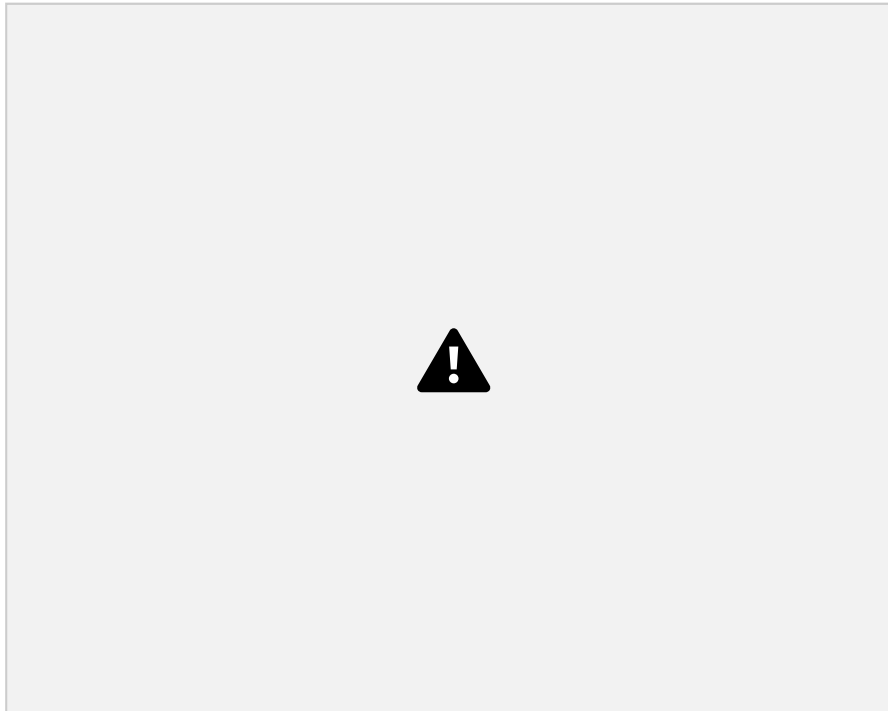


Figure 5. Several Games Played

5. Evaluation

This evaluation is divided into two parts. First, evaluate student learning materials. To what extent do they master and understand. Usually done orally by asking questions related to the initial material until the end of the lesson. The evaluation phase also validates the students' sense of the day during the lesson. Early childhood has unstable emotions, so they must be asked what they feel and the teacher validates all the feelings students feel. The mood of early childhood is unpredictable which can sometimes become an obstacle when learning. This evaluation can be used to talk about things that distract children or give touching messages in language that children can accept.

Second, evaluation with parents. This stage is important because it reports progress for the progress of each meeting. This is also a place to work together in educating their children because parenting is an important factor in the learning process. Conveying things encountered in the learning process which will later help teachers to find brilliant ideas to teach their children with more diverse concepts and games.

Success Process

Game-based fun learning makes children more active and enthusiastic. They often ask their teachers for more varied games. This shows that when students feel happy, they will receive any material from the teacher. As a result, they can read fluently in a relatively short time. It takes only about three months for students to be able to read simple sentences, short stories, and contents of children's story books.

The games provided are designed to elaborate student understanding so that it becomes more complete. In addition, students' difficulties in reading can be handled and resolved with exercises through worksheets. When these difficulties are not resolved, it is impossible for students to read fluently. Through games-based fun learning, students' difficulties are resolved properly and thoroughly.

It turns out that the design of games-based fun learning can not only be applied to the calistung aspect, but can also be used in other subjects, namely the Koran and English. In reciting Iqra, students start only knowing the hijaiyah letters after the learning process students can read the Al-Qur'an properly. Likewise in English, games-based fun learning can increase students' vocabulary and be easily memorized as well as improve their English language skills.

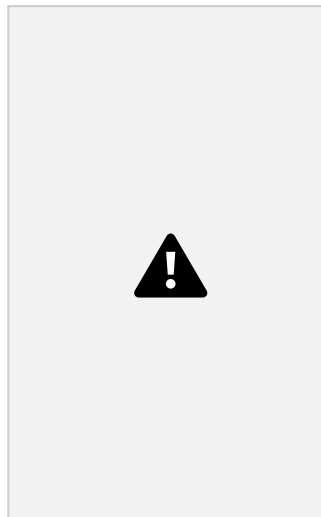


Figure 6. Game-Based Fun Learning can be Applied in Koran and English

CONCLUSION

Game-based fun learning design is an effort to create fun and meaningful learning. The learning process is made as interesting as possible so that students feel that they are

just playing, but basically they are being guided and trained to be able to read. The learning steps consist of (1) reading activities, (2) working on worksheets, (3) making crafts (4) playing games, and (5) evaluating. This research shows that students can read fluently in a relatively short time. Student difficulties are resolved properly and thoroughly. The game-based fun learning design can be applied not only to the calistung aspect, but can also be used in other subjects, namely the Koran and English.

REFERENCE

- Abdullah, F.S., & Yunianta, T.N.H. (2018). Pengembangan media pembelajaran matematika trigo fun berbasis game edukasi menggunakan adobe animate pada materi trigonometri. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 7(3), 434-443.
- Abdurrahman, M. (2012). Anak berkesulitan belajar.
- Christianti, M. (2013). Membaca dan menulis permulaan untuk anak usia dini. *Jurnal Pendidikan Anak*, 2(2).
- Holis, A. (2017). Belajar melalui bermain untuk pengembangan kreativitas dan kognitif anak usia dini. *Jurnal Pendidikan UNIGA*, 10(1), 23-37.
- Layyinah, L. (2017). Menciptakan pembelajaran fun learning based on scientific approach dalam pembentukan karakter peserta didik pada pembelajaran PAI. *TARBAWY: Indonesian Journal of Islamic Education*, 4(1), 1-9.
- Rambli, D.R.A., Matcha, W., & Sulaiman, S. (2013). Fun learning with AR alphabet book for preschool children. *Procedia computer science*, 25, 211-219.
- Retnaningsih, L.E., & Khairiyah, U. (2022). Kurikulum merdeka pada pendidikan anak usia dini. *SELING: Jurnal Program Studi PGRA*, 8(2), 143-158.
- Rosalina, A. (2011). Peningkatan kemampuan bahasa anak usia dini melalui kegiatan bermain. *Psycho Idea*, 9(1).
- Setyosari, P. (2020). Desain pembelajaran. Bumi Aksara.
- Suryaman, M. (2020, October). Orientasi pengembangan kurikulum merdeka belajar. In *Seminar Nasional Pendidikan Bahasa Dan Sastra* (Vol. 1, No. 1, pp. 13-28).
- Syahid, A.A. (2019). Gembira bersekolah: memaknai fun learning di sekolah dasar. In *Current Research in Education: Conference Series Journal* (Vol. 1, No. 1, p. 006).
- Syukri, R.A., Bahri, A., & Khaltsun, U. (2021). Penerapan model pembelajaran fun learning dalam meningkatkan hasil belajar menulis karangan narasi siswa sekolah dasar. *JUDIKDAS: Jurnal Ilmu Pendidikan Dasar Indonesia*, 1(1), 51-60.
- Mendikbud Ungkap Pentingnya Konsep Bermain dan Belajar di Jenjang PAUD (2019). Retrieved from <https://gtk.kemdikbud.go.id/read-news/mendikbud-ungkap-pentingnya-konsep-bermain-dan-belajar-di-jenjang-paud>.

AN ANALYSIS OF WATTPAD READER'S INTERESTS USING CYBER LITERATURE

Novita¹, Widyastuti Purbani ²

^{1,2}Linguistics Applied, FBS University Country Yogyakarta, Indonesia

¹novitanovita2212@gmail.com,²puruni@uny.ac.id

Abstract

Cyber literature as a new genre in the world of literature does not take long to attract the attention Public. However, the presence of cyber literature raises pros and cons among the public and writers. This research aims to obtain an overview of the existence of Wattpad as an application related cyber literature 1) Factors that influence students' reading interest in the Wattpad application; 2) Wattpad reader's horizon of hope. This type of research is descriptive qualitative with a reader approach response. The subject research is 4 reader literature which uses the Wattpad application from circle students. The data collection method was carried out by means of in-depth interviews on the content, flow, diction, genre, and flexibility and quality application Wattpad. Results which obtained from research is :1) Ease of access, flexibility in choosing various types of stories, and easy-to-digest word choices become the main attraction for Wattpad users in reading; 2) Each respondent has an interest genre which different however have horizon hope which same that is end story which happy. Could it be concluded that there is a silting of meaning and also a silting of ideas in the Wattpad application. Urgency in this research is to increase understanding of the function and quality of Wattpad (cyber literature) in horizon hope readers.

Keywords: Literature Cyber, Wattpad, Horizon Hope.

Abstrak

Sastra siber sebagai genre baru dalam dunia sastra tidak butuh waktu lama untuk menarik perhatian masyarakat. Namun, kehadiran sastra siber menimbulkan pro dan kontra di kalangan masyarakat dan penulis. Penelitian ini bertujuan untuk memperoleh gambaran tentang keberadaan Wattpad sebagai aplikasi terkait sastra siber 1) Faktor-faktor yang mempengaruhi minat baca siswa pada aplikasi Wattpad; 2) Cakrawala harapan pembaca Wattpad. Jenis penelitian ini adalah deskriptif kualitatif dengan pendekatan pembaca respon. Mata kuliah yang dipelajari adalah 4 literatur pembaca yang menggunakan aplikasi Wattpad dari kalangan mahasiswa. Metode pengumpulan data dilakukan dengan cara wawancara mendalam terhadap isi, alur, diksi, genre, dan fleksibilitas serta kualitas aplikasi Wattpad. Hasil yang diperoleh dari penelitian ini adalah : 1) Kemudahan akses, fleksibilitas dalam memilih berbagai jenis cerita, dan pilihan kata yang mudah dicerna menjadi daya tarik tersendiri bagi pengguna Wattpad dalam membaca; 2) Setiap responden memiliki genre minat yang berbeda-beda namun memiliki cakrawala harapan yang sama yaitu cerita akhir yang membahagiakan. Mungkinkah dapat disimpulkan bahwa terjadi pendangkalan makna dan juga pendangkalan ide pada aplikasi Wattpad. Urgensi dalam penelitian ini adalah untuk meningkatkan pemahaman tentang fungsi dan kualitas Wattpad (cyber literature) di cakrawala harapan pembaca.

Kata Kunci: Sastra Cyber, Wattpad, Harapan Cakrawala.

INTRODUCTION

Creation literature is an idea which is based on an anxiety writer which set forth in the work which is imaginative (Awici, ultimate, Fauziya, & Siliwangi, 2018). Boulton (1980) defines literature from a functional perspective as imaginative work gives us:

leisure, confession, enlightenment, and liberation. Literature also plays an urgent role in life. as delivered by Lazar (1993) that literature has an important role, namely as social learning material culture, language-tradition, political, and as documentation factual which contain element history. Lazar also conveyed the function of literature as a tool for teaching moral values and sensitivity to the environment. Colie (1993) said that literature as an original learning tool is not only focused on learning literature. Students can use literature to acquire a second language and learn local and world culture.

Today the presentation of literary works is increasingly varied. Literature basically consists of There are two types of literature, namely written literature and oral literature. Written literature consists of novels, magazines, books, comics, etc. Meanwhile, oral literature is a work that is only passed on by word of mouth and it is not clear who the author is, such as legends, fairy tales, and folklore. The development of literature begins with literary works printed in textbook form. After that literature continues to develop into literature visuals in the form of audio recordings, videos which are then packaged in the form of a film. Until finally literature served in the form of literature cyber.

Cyber literature is literary work in online form. According to Endraswara (in Cinthya & Wati, 2020) cyber literature or digital literature is a literary work whose media use a computer or the internet. Vires Piret (2005) reveals the definition that the most comprehensive of cyber literature derived from the concept of digital literature namely, literature that was generated and presented via computer (presented mostly on www, but also on CD or on a computer hard drive). In narrower terms, the concept of cyber literature can be characterized by certain computer-specific qualities: multilinearity, lexias (text blocks connected with various hypertext links) connected with links, linked written text with multimedia, and interactivity).

Digital literature was first carried out by the Japanese amateur writer, Yoshi in 2000. He also wrote a serial story, Kaizora , via text messages to cell phones. As a genre New in the world of literature, cyber literature does not take long to attract public attention . Besides being easy to access, cyber literature also gives freedom to anyone to express and be creative through an online page. However, the presence of literature cyber raises pros and cons among the public and writers. Several parties support the presence of cyber

literature on the grounds that cyber literature is able to increase interest in reading and also creativity among teenagers in writing. Besides that, cyber literature is also capable of contributing to development literature in Indonesia (Tamrin & Basri :2020). Whereas Rahman (2017), Merawati and Suwartini (2019) argue that cyber literature is only trash because the writing of stories does not follow the rules of good and correct writing. They suppose that literature cyber as creation is bad and not quality.

Digital literature is loved by the public without exception. Start from the reading site online, e-books and even applications created as easy and flexible reading tools in accessing it (Sukur:2019). Cyber literature consists of two groups, namely cyber literature which is accessed through social media and application. Literature cyber social media consists of Instagram, Facebook and Twitter. While cyber literature in the form of applications consists of Wattpad, Wabtoon, Rezo, etc. The development of cyber literature in Indonesia is very significant because it uses influential figures from among artists to promote the application in account tiktok @Wattpad, @Nasion Patriotic, youtube @Rans Entertainment, etc.

Wattpad is a cyber-literature application created by Allen Lau and Ivan Yuen in 2006. In 2015 total user Wattpad reached 16,9 million visitors every month with average read During 45 minutes in a day throughout the world (Contraras, 2015). Indonesia occupies second as big 6.9% visitors Wattpad after America which have visitors as big 10.7%. The literary works provided by Wattpad include novels and short stories and poetry. Application Wattpad provide 20 genres ie paid stories , the wattys , contemporary lit , fanfiction , historical fiction , humor , mystery , non-fiction , science fiction , werewolf , editor's picks , adventures , diverse lit , fantasy , horror , LGBTQ+, new adult , paranormal , romance , and thriller (Wattpad, 2022). Wattpad's genre diversity becomes one power pull for the user. Besides that, Wattpad also provides feature read and write (Reid, 2016).

Much research on cyber literature has been carried out such as “Reading and Writing Experiences of Middle School Students in the Digital Age: Wattpad Sample” (Bal : 2018) investigating the relationship between reading and writing in school and outside of school. This research concludes that Wattpad counts as a place where participants can express

themselves comfortably and creatively in writing. The next research entitled "Phenomenon Literature Cyber: Trends Write Story Literature in Frame Media Social" (Wahyudi & Wati: 2021) investigates the phenomenon of the trend of writing literary stories on social media through invitations to write and in cyber-literary communities. This research concludes that Public uses Facebook and twitter for creative writing, fiction minis, entigraphs and stories uploaded with pictures. The next research is "Response of Female Readers to Novels on the Wattpad Site" (Tamrin & Basri : 2020) which is more focused on women's views on romance novels. This research shows each woman has a different perception about romance genre.

The rise of cyber literature which is developing rapidly among the public is necessary to get attention, specifically readers. However reader no simply recipient text but is co-writer also. So that research is urgent to look for known fact development Wattpad among Public. Problems which are trying to be revealed in this research are the function of the reader's response in use the Wattpad app as well as the factors that support the reader's interest in the use of the application. So researchers conducted research with the title "Analysis of Interests Wattpad Readers as Cyber Literature". In this case the object of research is Wattpad application by looking at Wattpad's role in millennial society's interest in reading. So this research formulated several problems, namely (1) the supporting factors readers use application Wattpad; (2) What is the expectation horizon of Wattpad users.

To answer the problem formulation above, the research uses reader theory response or reader response to see the form of interesting aspects of the Wattpad application could interest public interest in reading. Reader response is a theory that focuses on readers' responses to literary texts. Reader response theorists believe that reader and text cannot be separated. The reader does not only accept the meaning of the text by passive but can make meaning. In other words, every reader can have a meaning which is different to a text which is the same. Production mean which obtained Among reading first and second from a text also could change depending from experience, change atmosphere heart, or change aim read (Tyson, 2006). Rosenblatt (1978) regarding the transactional view asserts that the reader has an urgent role in building experience which originates from creation literature

alone. He argues that experience influences each reader's response to the text. Beach through Mart (2019) divides the reader's response into two parts, the first is the reader is involved in a textual response to a text that has a true and universal meaning but not covered by the reader. Second, the reader as an object that gives and creates meaning in the text which then reveals the meaning implied in it text.

The flow of reader response theory used in this research is Hans Robert Jauss. The response of a reader will certainly differ from one another. Response differences that is what Hans-Robert Jauss calls the horizon of expectation . from readers. Pradopo (2007: 208) states that horizon hope is the expectations of readers before reading a literary work. One's horizon of hope is determined by level education, experience, knowledge, and ability in response to creation literature. Horizon hope (horizon of expectation) is determined by a) norms general that comes out of text; b) knowledge and experience on text which has already been read previously; and c) contradiction Among fiction with reality.

METHODS

This research is a descriptive qualitative research that focuses on facts observations and describes the data to provide an understanding of what was studied in this research. Data obtained through in-depth interviews with four respondents, namely Wattpad readers from among students. Interview data was transcribed then inputted into the interview table. The transcript is then read again and again, reduced then studied. The author uses a cyber-literature application in the form of the popular Wattpad among the public and puts focus on short stories and novels.

RESULT AND DISCUSSION

Based on the results of data collection through in-depth interviews with readers' responses about the Wattpad application, it can be concluded that Wattpad still exists and is loved by society to date. Interviews were conducted by active users who use the Wattpad application and also literature print. Matter this done writer for look for knowing perception they regarding the two types of literary works to find out the comparison of forms between both of them.

From the data collected it can be concluded that the average respondent reads 5-8 hours/day. This is influenced by several factors namely ease of access, diction, channel story, characterization, and availability of genres which are diverse.

1. convenience Access and flexibility

Whole respondent state that factor main which Becomes power pull use Wattpad is convenience access which is given by Wattpad to the reader.

"He (Wattpad) is also easily accessed. In the past, When I read Wattpad, I also had a cellphone, so I could just *download the application* or if you don't have a cell phone, for example you **don't have a cell phone but you have one laptop just enter the website like that**. So he's concise like that and also free also. Download the application if I am free, not paid. If I read via Wattpad, no one pays the same, very so nice anyway, free right." (Informant A :2022)

From the results of the interview above it can be concluded that apart from the application, Wattpad is too accessible via *the website*. This shows that Wattpad is trying to be indulgent; its users are not only bound to the form of the application. Apart from ease of access, he is also a free form of cyber-literature or not paid so users can feel satisfied and free to read all kinds of stories. The same thing was also conveyed by **Source person B** about flexibility which very help him in reading and using the Wattpad app.

"If you're interested, it's because Wattpad was the first application. It's not paid or free, so it's easy to access, easy to install on cell phones. Then secondly, he **can be read offline**. Eeee about my house ehh **where I live, the network (internet) is very difficult makes it easy.**" (Informant B : 2022)

"In the past, thousands of readings could be stored *offline*. Now Already limited so the remaining **30 stories uh 25 stories that can be saved offline**, so. *But it doesn't matter*, because it can be *downloaded* if there is one, if the Internet that's it can also." (Informant C : 2022)

"I like Wattpad because this application is better than Webtoon, so. Because if **Wattpad that as application read can also written on Wattpad**. The good thing about Wattpad is that we can read any

kind of novel which We like; many **feature the genre too.**"
(Informant D)

From results interview on 2 from 4 source person interested use Wattpad as a reading tool because it can be read *offline* without being tied to an internet network. **Resource person C** also said that Wattpad really helped him read more the area where he lives is difficult to reach the internet network. **Source A** like Wattpad because no paid and also can accessed through *website*. **Source D** likes Wattpad because it provides reading and writing features, as well the availability of many stories and diverse genres. Can be concluded that this is a very interesting thing for Wattpad users in general. In line with **Resource person B**, **resource C** also said that currently Wattpad has limited it the number of stories that can be read *offline* is 25 stories. This is not an obstacle for **Resource person C** because D he several stories can be stored in a way downloaded to the phone's internal storage. **Source A** likes Wattpad because it doesn't pay and can also be accessed via *the website*. **Source D** likes Wattpad because provide features reading and writing, as well as the availability of multiple story genres and genres which various body.

2. diction or Election Say

One of the supports for the beauty of a literary work can be seen from its diction. diction is the selection of good and appropriate words by the author in explaining and explaining a topic or object in the story. Based on the results of the interviews, all respondents stated that the diction used by Wattpad uses everyday language. Use everyday language is considered as a positive thing by the respondents because the respondents are not need think too long to understand the text of the story.

"The language that I encountered was **everyday language daily so it's easy to digest** . I know all, the average vocabulary is like that so it's better too. So It's good if on Wattpad, you just have to read it normally because it's average the language that also everyday language."(**Informant A** : 2022)

"If in Wattpad that more the language that **more like language We daily**. It's also **easier to use language diction.** " (**Informant C** : 2022)

Source A and **Resource Person C** said that most of the literary works in Wattpad

uses everyday language. **Resource person A** emphasizes the form of vocabulary words, while **resource person C** said that diction is considered easy and light for readers to understand the text.

"The sentences in physical books are more standardized, right? it's correct, right because through screening first. If Wattpad still has lots **of typos and the spelling isn't standard** , usually." (**Informant B** : 2022)

Source B states if seen in terms of choice of words, show some of the differences he finds between print literature and Wattpad. In the text the application uses a less standard spelling and often encounters several forms of error writing like wrong type or wrong spelling on a story.

"It also depends on the readers because there are also stories that use language like book language. So it's the reader's job to be picky too. Which one they want to read. Because there are many good writers. **On Wattpad, there might be too much exaggeration if the writers are fake like Indonesian films like that.** But there are also good quality ones (

eg. Literature) rich like its author "*Mariposa*" that's good also." (**Informant D**: 2022)

Resource person D believes that each story depends on the author. He also often found stories from writers who are fake so they look exaggerated. However, there are also Wattpad stories whose quality is the same as printed literature such as "*Dear Nathan*". Erisca Febriani and "*Mariposa*" by Luluk HF which the publisher eyed for publication. It becomes novel because novelty story, diction which appropriate and channel which imaginative, so that to be the work with the best sales. He suggested that every reader must be smart in choosing each reading's quality.

3. Genres Interested

Based on the results of in-depth interviews can conclude that each respondent has an interest in different genres or types of stories. Two of the 4 sources were more interested in the romance genre, while other sources were interested in the *metro-pop* and *Teenlit*.

"I prefer the **Teens Teenlit genre**, which tells about the time period of school because it is related right. Because I also read Wattpad

when I was in high school when I was in college. So if for example I read and read which **Teenlit** which **romance times school** it's rich *relate* like that. **The main character is still in school** . So automatically my language meet that He language which daily language which *daily* so rich easy digested” (**Informant B** :2022)

Teenlit is a story genre on the Wattpad application. *Teenlit* as a genre takes issue with the teenage period now. Source person like genres because they describe character teenagers in Century school and background the place which majority shows the atmosphere at school. In addition to telling the romance of teenage romance, diction that is used in everyday language that is easily digested so that the sources feel *relate* with personal life.

" The *genre* that I like the most is **metro-pop** . If it '**metro-pop, the story is about the people of a big city who are rich in social offices like that** . I like it because yesterday when I was before work, it was very helpful to give an idea if the world office is rich like this, and I can research terminology of the office world. (**Informant B** : 2022)

Metro-pop is a genre that tells the issues of people in big cities who work in offices. The informants like this genre because they get an overview of the world, especially the world of office. He felt very helped by the presence of Wattpad which could give it additional new knowledge and terms new in the field office.

“**What kind of genre are you most interested in ?**: **Romance of course romance** , *I don't like a story* whose genre is too *crazy or sad* or what is it like , I think there are some people who think He is search which this what **search convenience search escape** from to read like that by reading. So it's like reading that another *tragick-tragick sad-sad* again it's like ouch this wants **healing** like that, **his mind want to healing** like that." (**Informant C** : 2022)

Source C very interested in the romance genre. She doesn't love stories which are tragic or sad. **Source person C** makes Wattpad as an escape for him and a place to look for convenience after tired activity daily. He thought of Wattpad as a tool to use for *healing*. *Healing* in question is a cure and clear up thought source person.

"If genres which I like more are romance. But I also read all except for the horror ones. **The most important thing is not a sad ending**

. Continue if for example We read keep going sad ending rich how well, already us downloads uh the ends that story no good contents so. They only give a good synopsis, but after we read it it turns out no good. **So before We read, We read before the synopsis to see the ending ."** (**Informant D** : 2022)

Source person D also very likes stories which genre romance which end happily. Even so, D he also often reads stories from other genres. Because the most important thing for him is not the genre but *the ending* or the end of the story. To avoid stories that end sadly, **Resource Person D** first reads the synopsis Then immediately moves on to *the ending of the* story. He would only continue reading when he had seen a happy story or *happy ending*. Nonetheless, **Resource Person D** too often feels disappointed when reading. This is because the synopsis of the story he read was not in accordance with his expectations of a happy ending. The way he copes with the situation with no continuing reading up end.

4. Figure and Characterization which is preferred.

Three out of 4 informants said that the characters and characterizations were one of them attractive for readers to enjoy every channel story.

“The names of the characters are also one of our attractions for reading. It's rich if we read the characterizations seen like the character's favorite We or his name cool so that it can become power pull alone for *readers*.” (**Informant C** :2022)

Wattpad writers often use the names of actresses and actors as characters in the story. Source people feel pampered when characters use the name Idol. Not only name Idol, source person also interested in idea writer which use What is the name new which good and cool which seldom used within the community. On the other hand, some are only interested in the storyline, right? characterization as be delivered by the source person following.

"For me, I don't really like Korea that much. Better What is the name which Indonesia like that don't also What is the name artist. If, for example, we can imagine what the usual names are what we want. If for example this story continues the character that we do not like is not appropriate according to We Are you in or not interested in the story. Continue **if there's a name that's hard to**

say, **(I) don't really like an interesting story, I do not like.**" (**Informant D** : 2022).

In addition to *the ending of the* story, **Resource Person D** is also very concerned about choosing the right name used by the author. He doesn't like characters that are given the names of Korean artists and Indonesian artists Indonesia. Matter this because **Source person D** feels that that will limit it in imagination or imagination. Besides that, he also does not like using names that are difficult to pronounce because according to him it will affect his concentration in reading the story on the Wattpad app.

5. Channel Story which Easy Guessed

Viewed from the aspect of the storyline, all sources stated that the plot of the story Wattpad easily guessed. Matter of fact because of the many similarities in the story which was made by the writer.

"**There are so many stories that are plagiarized, really the same.** That's the bad thing about Wattpad too. There even is the plot almost exactly the same only with different figure, characters." (**Informant B** : 2022)

"Often anyway (meet) **which replaced only character, name the character too, after that, the setting, the situation** . But *most of them* are kayaking, ahhh certain like this again." (**Informant C** : 2022)

From the data above, it can be concluded that informants often find the works of works with different titles but the storyline is the same. Plagiarism is easy for them to meet. They explained that the storylines had something in common between one work and another. The difference lies only in the name of the character, setting and setting of the situation. This of course made readers know and easy to guess the storyline. Plagiarism is influenced by several factors as delivered by the source person as follows.

"But most of the stories are the same (plagiarism) because if it's in **Wattpad many writers are new**. Possible because like this story, so follow. Therefore, more stories like that are found. Exist that story he likes, so D ia also follow write (story) like that."

The main factor in the similarity of stories is that many new writers want to work. They are inspired by works that have been read and then attempted to make a story with language alone. Application Wattpad opens and gives freedom for anyone to write. This

can be both an advantage and a disadvantage for the literary work itself. The advantage is that everyone can express themselves freely with writing. The downside is many creations which do not follow the rules of good and correct writing because there is no knowledge about writing.

"We also can't say it's plagiarism, but maybe **it's the writers. It looks like there's a lot of interest from readers there** , so maybe he's involved in stories like this, wehhh, like a motorcycle gang or something, like ehh gang like that." (Informant C : 2022).

Source person C says that not all creations in Wattpad include category plagiarism. He argues that most writers only follow *trends* which are being developed among readers and the number of reading interests is the highest. Print literature does not depend on reading trends and interests, but on the writer's concerned environment.

Based on results on could concluded that there is three factor which Becomes the reason for the existence of the Wattpad application among the community based on reader respondents namely;

1. **convenience Access and flexibility.**

Wattpad means read which can be accessed anywhere and anytime in a manner *offline* by its users without having to be tied to an internet channel. Users can access Wattpad through Application and website. Wattpad consists of novel, story short, poetry and provides 20 genres so readers can choose which reading they want. Of course, this is a very prominent differentiator between Wattpad and print literature. Because print literature only contains 2 to 3 genres in one story. Matter this which Becomes power pull main application Wattpad to interest read.

2. **Election Say**

Respondents like stories with genres which are different (*teenlit, metro-pop and romance*) but with the same ending which is a happy ending. Word selection is light because it uses everyday language so it is easy to be understood by the reader. Suitable for readers who don't like heavy and confusing language Wattpad as entertainment. However, this can have a negative impact on the work literature itself. This research concludes that one of the causes of literary contrast to literature cyber is because there were many writers who were not competent so that writers feel

afraid that cyber literature will damage the image of literature alone (Cinthya and Wati: 2020).

3. Siltation Idea

The presence of Wattpad creates pros and cons because the writing is considered not to meet the criteria of good and correct writing. Anyone can create and write without fear. Will buy many writers which are not competent so that they influence story content itself. This matter can be seen by many authors who make stories but with channels which are the same so that it is easy to guess.

Based on the results and discussion above, it can be concluded that there are three important points. First, Wattpad can be used as a literature learning tool which can increase reading interest and also writing creativity because it is practical. This matter is in line with Princess (2019) which says that Wattpad can increase interest in reading through media *online* among students. It is known that Wattpad provides many features and conveniences for users so that students will prefer to use Wattpad which can be accessed through android anywhere and anytime. The availability of inadequate literary works is one of the obstacles to literacy. Wattpad can be a means of reading for people who can increase their interest in reading because it has a distinctive character that is not owned by cyber literature or type literature. Mawardi (2018:78) says that purpose created Wattpad is as a free reading tool that can be accessed *online* and *offline* which contains various types of literature work with various genre types which different.

The second point of this research is found shallow ideas and shallow meaning on the Wattpad app. This opinion is in line with Rahman (2017), Merawati and Suwartini (2019) who said that cyber literature is a "trash can" because of story writing who do not follow the rules of good and correct writing. They assume that cyber literature is bad and unqualified works. The shallowness of the idea is obtained from the response of readers who are more interested in the story and the use of light *language "language which daily language which daily so richly is easily digested", "use diction the language is easier", "Wattpad's spelling isn't standard."* It shows that there is a shallow meaning to the story in the Wattpad application.

The shallowness of ideas is influenced by the rise of incompetent new writers in writing so that there is a lot of plagiarism, namely the similarity of stories in each work in the Wattpad app. *"There are so many stories that are plagiarized, right? Correct like that."*, *"Often anyway (meet) which replaced only the character, name character also, finished that background the place, background the situation"*. This strengthens the argument researchers that there is a shallowness of ideas in the work on the Wattpad application. It is influenced by several factors, namely many authors inspired by recent readings. The second factor is the number of writers whose work depends on the number of readers' interest. *"Writers are like seeing the interest of many readers there"*. It made Wattpad get criticism from a number of writers.

CONCLUSION

Wattpad is a genre which is widely used among Public. Factor- the factor that influences the existence of Wattpad is the convenience feature that is felt by the user. The use of light language becomes a positive thing for the reader because no one thinks much for understanding context and content text. This can have a positive impact and also a negative impact. Impact the negative is the work literature on the Wattpad application experiences siltation of meaning. The positive impact is that Wattpad can be used as a reading reference for beginners. The negative impact caused by Wattpad is swallowing ideas because of shallow creativity writers that affect the quality of literature. However, there are also Wattpad stories of the same quality with printed literature like *"Dear Nathan"* by Erica Febriani and *"Mariposa"* creation Luluk HF, which was envisioned by the publisher to be made into a novel because of the novelty of the story, diction which appropriate and channel which imaginative, so that Becomes creation best seller. As readers need research quality in every creation which wants to be read.

The suggestions that I can convey are as follows. *First*, for new writers Wattpad so that they are more creative in making a creation. give birth to works which are spectacular and surprising. Don't forget to follow the rules of good writing and Correct. *Second*, to reader for more thorough and sorting through reading which quality. *Third*,

future researchers who are interested in researching reading interest in cyber literature applications other than expected could perfect this research. Besides that, I could research the application Wattpad with topics other or kind creation literature.

REFERENCE

- Awici, R., Pamungkas, AR, & San Fauziya, D. (2018). Searching for interest in reading literary works prose student semester vii research program Language Indonesia IKIP Siliwangi Cimahi. *Parole (Journal Education Language and Literature Indonesian)* , 1 (3), 357-368.
- Boulton, M. (1980). *The anatomy of literary studies: an introduction to the research of English literature*. Routledge & Kegan Paul Books.
- Cinthya, N., & Wati, R. (2020). Phenomenon literature cyber: trend new literature Islamic in Public modern in Indonesia. *Journal Education equator* , 3 (1).
- Contreras, D. J. A.J, et. All. (2015). The “Wattyfever”: Constructs of Wattpad Readers on Wattpad’s Role in Their Lives. *LPU Laguna Journal of Arts and Sciences*, 2 (1): 308-327.
- Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers*. Cambridge University Press.
- Mart, C. (2019). Reader-response theory and literature discussions: A Springboard for exploring literary texts. *The New Educational Review*, 56(2), 78-87.
- Mawardi, Wise Budi. 2018. commodification Literature cyber Wattpad on Publisher indie. *Journal Word of Diponegoro University*. 13 (1).
- Pradopo, Rahmat Djoko. (2007). *A number of Theory Literature, Method Critics, and Its application* .Yogyakarta: References Student
- Daughter, R. A (2019). Utilization Application Wattpad In Motivating Students For Write Story. *Journal Interaction: Journal Knowledge Communication* , 3 (1), 58-65.
- Tamrin, A F., & Basri, B. (2020). Response Reader Woman To Novel In Site Wattpad. *Journal Bindo Literature* , 4 (1), 8-16.
- thanks, F. M. (2019). Literacy Literature Digital Teenager Langgas. in Seminar International Riksa language .
- Viires, p. (2005). literature in cyberspace. *Folklore: electronic journal Ugh folklore* , (29) 153- 174.
- Wattpad. (2022). https://www . Wattpad.com/?locale=en_EN at reached

DEVELOPMENT OF TEACHING MATERIALS ASSISTED BY GRAPHIC ORGANIZERS TO IMPROVE THE ABILITY TO WRITE EXPLANATORY TEXTS

Nur Suryanah¹, Wikanengsih²

^{1,2}IKIP Siliwangi

¹nur20suryanah@gmail.com, ² wikanengsih @ikipsiliwangi.ac.id,

Abstract

This study aims to improve the ability to write explanatory texts and learning motivation of class XI high school students through the development of teaching materials assisted by *graphic organizers*. This research uses R&D research with the research subjects of class XI SMA at SMAN 1 Karawang, SMAN 4 Karawang, and SMAN 5 Karawang. The results obtained are the development of teaching materials assisted by *graphic organizers* with a *Round Robin Brainstorming* learning model that can improve the ability to write explanatory texts. The increase can be seen from Asymp Sig (2-tailed) of $0.000 < 0.05$. The ability to write explanatory texts with graphic organizer-assisted teaching materials can be seen from Sig Levene's test for equality of variance of $0.678 > 0.05$. This means that the *data variance* between ordinary teaching materials and new teaching materials is homogeneous, so the interpretation of the *independent samples test output* table is guided by the *equal variances assumed for the Sig (2-tailed)* value of $0.04 < 0.05$. It can be concluded that there is a significant difference between the average use of ordinary teaching materials and new teaching materials.

Keywords: Teaching Materials, Graphic Organizer, Explanatory

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis teks eksplanasi dan motivasi belajar peserta didik SMA kelas XI melalui pengembangan bahan ajar berbantuan *graphic organizer*. Penelitian ini menggunakan penelitian R&D dengan subjek penelitian kelas XI SMA di SMAN 1 Karawang, SMAN 4 Karawang, dan SMAN 5 Karawang. Adapun hasil yang diperoleh adalah pengembangan bahan ajar berbantuan *graphic organizer* dengan model pembelajaran *Round Robin Brainstorming* dapat meningkatkan kemampuan menulis teks eksplanasi. Peningkatan tersebut terlihat dari Asymp Sig (2-tailed) sebesar $0,000 < 0,05$. Kemampuan menulis teks eksplanasi dengan bahan ajar berbantuan *graphic organizer* dapat dilihat dari Sig Levene's test for equality of variance sebesar $0,678 > 0,05$. Hal ini berarti bahwa varians data antara bahan ajar biasa dan bahan ajar baru homogen, sehingga penafsiran tabel output *independent samples test* berpedoman pada *equal variances assumed* untuk nilai Sig (2-tailed) yaitu sebesar $0,04 < 0,05$. Hal tersebut dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara rerata penggunaan bahan ajar biasa dengan bahan ajar baru.

Kata Kunci: Bahan Ajar, Graphic Organizer, Explanatory

INTRODUCTION

One of the components in learning that plays an important role is teaching materials / teaching materials (Gazali, 2016). Teaching materials are one of the components that must be studied, observed, studied, used as material that students can master, provide guidelines for learning them, determine teaching and learning activities, and improve the quality of learning (Liliawati, 2019).

There are conventional learning options, usually educators dominate more in learning activities and make students feel bored and not motivated to participate in learning. The learning process becomes less exciting and less interesting. Learners are not actively involved in learning activities. The communication process occurs only one way. Learners just sit while listening to what the teacher explains and rarely ask questions or express opinions. As a result, students become bored and unmotivated to participate in learning activities.

Based on the results of researchers' interviews with several teachers, Indonesian that the learning methods used are generally still dominated by the use of lecture methods. This method does not develop students' thinking skills so much, especially in solving a problem. In learning activities teachers often use monotonous methods. Teachers only deliver material through lectures in front of the class, assignments/exercises, and free discussions. This makes it impossible for teachers to develop interesting learning. Therefore, most of the teaching techniques and atmospheres in schools used by teachers seem to hinder more to motivate the potential of the brain, for example, a learner is only prepared as someone who must be willing to listen, willing to accept all information and obey all the teacher's treatment. However, it is a pity that everything learned in that school turned out to be not integrated with daily life. In fact, it is not uncommon for reality in everyday life to contradict lessons at school. This is what makes students unable to activate brain abilities optimally so that students do not have the courage to express opinions, weak reasoning, and depend on others.

Development of Graphic Organizer-Assisted Teaching Materials

According to (Kosasih, 2021) Teaching materials are something used by teachers or students to facilitate the learning process. The form can be a reading book, a workbook (LKPD), or a show. Teaching materials can also be in the form of many things that are seen as being able to improve the knowledge and or experience of students.

Along with this, (Nasruddin, 2022) explained that teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which display the complete figure of the competencies that students will master and use in the learning process with the aim of planning and studying the implementation of learning.

Good teaching materials have the following characteristics:

1. Teaching materials can teach students themselves, meaning that teaching materials have the ability to explain as clearly as all the materials contained in them and are necessary for student learning.
2. Teaching materials are complete, allowing students to no longer need to look for other sources of materials.
3. Teaching materials are flexible, that is, they can be used both for classical, group and independent learning.
4. The design of learning materials is made in a simple format that is not too complex and detailed. The important thing is that teaching materials are able to stimulate the development of all the basic potentials of students.

One type of teaching material that can be used by teachers in learning activities is student worksheets. According to Sri Yanti, one of the authors in the book *Development of Teaching Materials* explained that LKPD is a sheet that contains tasks that must be done by students. Usually it can be in the form of instructions and steps to complete a task (Nasruddin, 2022).

The criteria for a good LKPD (Kosasih, 2021) are as follows:

1. Contains systematic and detailed activities about student activities related to KD or certain indicators.
2. Presenting varied activities, ranging from simple to complex, according to the learning indicators that the teacher has designed before.
3. Contains measurable activities that allow learners to carry out, according to their abilities, interests and talents.
4. Optimizing and can represent diverse ways of learning for learners: visual, auditive, or kinesthetic.
5. Have a conformity of the concept with scientific correctness in each procedure of its activities.
6. Presenting a number of activities on all dimensions of knowledge, skills, and attitudes with due regard to the allocation of available time.
7. Encouraging students to apply the concepts in textbooks, to development in everyday life through a number of exercises, cases, and tasks presented in it.
8. Using language that is easy for learners to understand.
9. Featuring an attractive illustration presentation and a layout that is not boring.

One of the efforts to make LKPD more attractive can be using *graphic organizers*. The use of *graphic organizers* is intended to be a teacher-directed readiness activity that will clarify, stabilize, and organize the previous learner's content knowledge so that new information can become assimilated efficiently (Moore et al., 1984).

The benefits of *graphic organizers* for teachers are that learning is more organized, more control over learning activities, and more sensitive to the demands of learning tasks. Teaching materials that use *graphic organizers* are easier to clarify. *Graphic organizers* prepare teachers to help learners cope with certain content (Moore et al., 1984). Along with that (Rice, 1994) suggests that the use of *graphic organizers* has been suggested to be an effective strategy to assist learners in understanding informational texts. *Graphic organizers* can describe the relationship between important information contained in the text.

Ability to Write Explanatory Texts

According to the Big Dictionary of Indonesian, "writing is giving birth to thoughts or feelings (such as composing, making letters) with writing." Meanwhile, according to Tarigan in (Fitri Daniyati, 2015): Writing is to lower or depict graphic symbols that describe a language understood by a person, so that others can read the emblem if they understand the language and description of the graph. Writing is a part representation of the unity of language expression.

According to Awi in Daningwati (2020), "Writing is not just physical activity, but also self-expression in the control of the heart and brain that demands continuous and systematically patterned exercise. According to Suparno in Daningwati (2020), "Writing can be defined as an activity of conveying messages (communication) using writing materials as a tool or medium. It can be concluded that writing is an activity of expressing ideas about something in the form of writing.

According to Suparno in Daningwati (2020), there are so many benefits that can be learned from writing, including to increase intelligence, develop initiative and creativity, foster courage, and encourage willingness and ability to collect information. According to Kosasih (2017: 178) an explanatory text is a text that explains the relationship of events or the process of something happening in full about the origin, process, or development of a natural, social, or cultural phenomenon. Meanwhile, Barwick (2007, p. 50) also argues that explanatory texts are texts that explain the process and reason for things in the world to

happen. From these two opinions, it can be concluded that explanatory texts are a type of text that explains the process or reason something can happen, it can be a natural, social, or cultural event.

In explanatory texts, many use facts or contain statements that have a causality relationship (causality).

The structure of the explanatory text consists of:

1. Identification of phenomena is identifying something to be explained.
2. Depiction of a series of events, detailing the process of events relevant to the phenomenon is explained as a question of how or why. The patterned details of the question of how to give birth to a description that is arranged chronologically or gradually. In this case the phases of its occurrence are arranged in order of time. Meanwhile, the patterned details of the question of why will give birth to a description that is arranged in causality. In this case the phases of its occurrence are arranged on the basis of a causal relationship.
3. Reviews are comments on assessments about the consequences of previously described events.

Explanatory texts have a function, namely the function of explaining the process, explaining reasons, explaining consequences, and explaining solutions. The function of exposing the process in the explanatory text can give the reader insight into the process of occurrence of an event or phenomenon. The function of explaining the reason is found in the text that explains or explains the reason for the occurrence of something. The reasons in question are the causes of the occurrence of an event or phenomenon. With this function, the explanatory text can provide insight to the reader about the reason or cause of the occurrence of an event or phenomenon. The function of exposing the aftermath is found in texts that describe the consequences of the occurrence of an event or phenomenon. The result in question is the impact of the occurrence of an event or phenomenon. The function of exposing solutions is found in texts that expose solutions or ways of responding to certain events or phenomena.

METHODS

The research carried out is research and development that aims to develop teaching materials for explanatory texts. The research stage follows the development stages of Borg and Gall. The study subjects used 36 class XI students at SMAN 1 Karawang.

RESULT AND DISCUSSION

Based on the results of a survey conducted on students at SMAN 1 Karawang, data was obtained that writing explanatory texts is a difficult material to practice. This is because in writing explanatory texts students are required to think scientifically about the cause and effect of an event related to natural or social phenomena. In learning activities, the majority of teachers still use teaching materials provided by the government.

Research conducted by (Amalia, Syambasril, 2015) revealed that in general students have no motivation, lack of enthusiasm and even sleepiness, lessons about writing are activities that are considered too monotonous for most students, lack of learning media that arouses students' passion for learning during the teaching and learning process, especially in the material of writing complex explanatory texts which ultimately affects the value of students.

Researchers design and compile teaching materials assisted by *graphic organizers*. The teaching material in question is in the form of student worksheets that researchers design by adding variations of *graphic organizers* that can help students in the learning process of writing and modified with activity steps using the *RRB* learning model.

Tabel 1. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETES T	.164	36	.015	.952	36	.122
POSTES T	.250	36	.000	.886	36	.001

a. Lilliefors Significance Correction

Based on the table, it can be concluded that the data is abnormally distributed with a Sig value of <0.05 . Therefore, researchers proceed to *the Wilcoxon test*.

Table 2. Wilcoxon Test

Ranks			
	N	Mean Rank	Sum of Ranks
POSTEST Negative - Ranks	0 ^a	.00	.00
PRETEST Positive Ranks	36 ^b	18.50	666.00
Ties	0 ^c		
Total	36		

a. POSTEST < PRETEST

b. POSTEST > PRETEST

c. POSTEST = PRETEST

Based on the results of the *Wilcoxon test*, it can be concluded that none of the learners experienced a decrease in the value of the *posttest*. Learners' grades are more likely to rise in *posttest* results. Similarly, no learner gets the same *posttest* score as *the pretest*.

Tabel 3. Test Statistic

Test Statistics^b

		POSTEST - PRETEST
Z		-5.249 ^a
Asymp. (2-tailed)	Sig.	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Based on the *statistical test* table, it can be seen that the Asymp Sig (2-tailed) is $0.000 < 0.05$. This means that it can be concluded that there is an influence on the use of graphic organizer-assisted teaching materials with the *Round Robin Brainstorming*

learning model to improve the ability to write explanatory texts. Based on these data, researchers can conclude that the development of *graphic organizer-assisted* teaching materials with a *Round Robin Brainstorming* learning model can improve the ability to write explanatory texts for class XI high school students in Karawang. The increase can be seen in the acquisition of *pretest* and *posttest scores*.

This research is based on the author's observation of the ability to write explanatory texts of students who are not good. This is in line with the results of research (Saleh, 2016) which states that (1) students do not identify ideas and passions so that the ability to write student explanatory texts is low, (2) students have difficulty in pouring their ideas into a complete form of writing, (3) students are not used to telling experiences or events through text writing to lack of structure (4) lack of students' ability to live on topics (5) lack of ability to develop imagination (6) teachers Difficulties in generating student interest in learning (7) Teachers have difficulty determining the right method or way to deliver the material. Learners find it difficult when it comes to identifying things that are causal of an event regarding natural and social phenomena. The results of student identification are too shallow in exploring a natural or social phenomenon when done independently. Learners also feel too abstract in collecting information related to the theme of the explanatory text.

Based on McKnight's opinion in (Kurniaman & Zufriady, 2019) that *Graphic organizers have proven to be powerful teaching and learning tools that can help students grasp new concepts and save valuable time for teachers. they provide a strong visual picture for students and support their ability to learn facts, information, and new terms.* This explains that *graphic organizers* have proven to be powerful teaching and learning tools that can help students understand new concepts and save valuable time for Teachers. They provide a strong visual picture for students and support their ability to learn new facts, information, and terms. Therefore, researchers are trying to develop a teaching material that helps students to map information according to the theme of explanatory texts so that learning is more concrete and easy to understand by students, namely by using *graphic organizers*.

Researchers are also trying to combine with one of the active learning models, namely *Round Robin Brainstorming*. This learning model is perfect for students in processing and discussing an opinion on a theme in turn so that all students are actively

involved in pouring out their opinions. Teaching materials that researchers have developed, validated first by experts and users and then revised when getting input from a team of experts. Furthermore, teaching materials are tested on a limited basis, extensive trials and ended with product trials.

Both in limited trials and up to product trials, results were obtained that there were differences in student learning outcomes using *graphic organizer-assisted* teaching materials with the *Round Robin Brainstorming* learning model.

CONCLUSION

The use of teaching materials that researchers develop, namely teaching materials assisted by *graphic organizers* with the *Round Robin Brainstorming* learning model, has been tested by researchers, ranging from limited trials, extensive trials, and finally product trials. Both in limited trials and in product trials, researchers found that there was an influence between the use of graphic organizer-assisted teaching materials on the ability to write explanatory texts for students. With a *graphic organizer*, it helps students to map information according to their needs.

REFERENCE

Al Masri, Amaal. 2019. *The Impact of using Brainstorming in the Development of Creative Thinking and Achievement in the English Language of the 10th Grade Students at King Abdullah II Schools of Excellence in Amman*. Journal. Princess Al University College, AL Balqa Applied University, Jordan.

Badan Pengembangan Bahasa dan Perbukuan. 2016-2020. *Kamus Besar Bahasa Indonesia V 0.4.0 Beta (40)*. (Jakarta: Kementern Pendidikan dan Kebudayaan Republik Indones).

Barkley, Elizabeth F., K. Patric, and Claire Howell. Terjemahan Narulita Yusron. 2016. *Collaborative Learning Techniques (Teknik-Teknik Pembelajaran Kolaboratif)*. (Bandung: Nusa Med).

Darningwati, Yunda Lestari, dan Bambang Sulisty. Keefektifan Penerapan Metode Brainstorming Untuk Meningkatkan Kemampuan Mahapeserta didik Dalam Menulis Teks Berita. KREDO: Jurnal Ilmiah Bahasa dan Sastra. <https://jurnal.umk.ac.id/index.php/kredo/article/view/4127>

Daniyati, Fitri. 2015. *Peningkatan Keterampilan Menyusun teks Eksplanasi Secara Tulis dengan Menggunakan Teknik Jigsaw yang Berbantuan Media Pop Sains Up*

“Fenomena Alam” Peserta Didik Kelas VII B SMP Negeri 3 Batang. Skripsi. Jurusan Bahasa dan Sastra Indones, Fakultas Pendidikan Bahasa dan Sastra Indones, Universitas Negeri Semarang.

- Fathurrohman, M. 2015. Model-model pembelajaran inovatif. Yogyakarta: Ar- Ruzz Med.
- Helmti. 2012. *Model Pembelajaran*. (Yogyakarta: Aswaja Pressindo).
- Kagan, Spencer dan Miguel Kagan. 2009. *Kagan Cooperative Learning*. (San Clemente: Kagan Publishing).
- Kosasih, E. 2017. *Jenis-Jenis Teks Analisis fungsi, struktur, dan Kaidah serta Langkah Penulisan dalam Mata Pelajaran Bahasa Indones SMA/MA/SMK*. (Jakarta: Yrama Widya).
- Nahdi, Dede Salim. 2019. *Efektivitas Pendekatan Brainstorming Teknik Round-Robin Dalam Meningkatkan Kemampuan Komunikasi Matematis Peserta didik Sekolah Dasar*. *Jurnal Pendidikan Guru Sekolah Dasar*, Universitas Majalengka.
- Nurdiana. 2020. Peningkatan Keterampilan Berbicara Melalui Model Pembelajaran Kooperatif Round Robin Pada Peserta didik Kelas Iii Sdn 99/Ix Danau Kedap. *Increasing Skill Speaking Aspect of Money Through Cooperative Learning Model Of Round Robin Type In Grade Iii Sdn 99/Ix Danau Kedap*. *Jurnal Ilmu Pendidikan Ahlussunnah*. Vol. 3 No. 2 September 2020 <http://ojs.stkip-ahlussunnah.ac.id/index.php/jipa/article/view/20>
- Paulus, Paul B. and Jared B. Kenworthy. 2018. *Effektive Brainstorming Handbook of Group Creativity and Innovation*. (London: Oxford University Press).
- Sari, Navy Tri Indah dan Siti Maimunah. 2017. *Pengaruh Metode Pembelajaran Kooperatif Tipe Round Robin Terhadap Prestasi Mata Pelajaran Bahasa Indonesia Peserta didik SMA The Influence of Round Robin Cooperative Learning Method On The Achievement Of Indonesn Language Subjects In High School Students*. *Jurnal Fakultas Psikologi, Universitas Muhammadiyah Malang*.
- Syaparuddin, Meldnus, dan Elihami Elihami. 2020. Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar Pkn Peserta Didik. *Jurnal Pendidikan Guru Sekolah Dasar STKIP Muhammadiyah Enrekang* <https://ummaspul.e-journal.id>.
- Sukmadinata, Nana Syaodih. 2004. *Landasan Psikologi Proses Pendidikan*. (Bandung: Remaja Rosdakarya).
- Warsono dan Hariyanto. 2013. *Pembelajaran Aktif (teori dan Asesment)*. (Bandung: Remaja Rosdakarya).

VICTIM CULTURE- BLAMING AND THE MARGINALIZATION OF WOMEN IN NEWS TEXT ONLINE MEDIA DETIK.COM: DISCOURSE ANALYSIS OF FEMINIST PERSPECTIVES SARA MILLS

Sofhie Suhartini¹, Teti Sobari²

^{1,2} IKIP Siliwangi

¹sofhiesuhartini@gmail.com, ²tetisobari@ikipsiliwangi.ac.id

Abstract

Digital platforms are media that are now popular, especially in providing access to news services quickly, precisely, and accurately. This includes online news platforms, but behind its rapid development, it is not uncommon for the news to intersect with incidents of gender-based violence. Violence or harassment is not uncommon for listeners or readers to blame-victim the victim. By applying critical discourse analysis, this research seeks to understand what factors contribute to the blaming-victim and marginalization of women found in the media. This research uses Sara Mills' critical discourse analysis approach and the marginalization of women in cases of gender-based violence that have been published in online media issues March 2, 2022, October 7, 2022, and November 17, 2022. These findings highlight gender bias in online journalistic practices as a contributing factor to the blaming-victim culture in the media that news consumers often don't realize. The stereotypes and values of journalism practices and ideologies contained in the news are not victim-friendly and certainly see the need for gender awareness that is aligned and fair, of course, the news that is built is objective and protects victims.

Keywords: Blaming Victim, Marginalization of women, Online Media, Critical Discourse Analysis

Abstrak

Platform digital merupakan suatu media yang kini digemari terutama dalam memberikan akses layanan pemberitaan secara cepat, tepat, dan akurat. Termasuk di dalamnya platform pemberitaan online namun dibalik perkembangannya yang pesat, tidak jarang pemberitaan tersebut bersinggungan dengan insiden kekerasan berbasis gender. Peristiwa kekerasan ataupun pelecehan tersebut tidak jarang membuat pendengar atau pembaca melakukan blaming-victim terhadap korban. Dengan menerapkan analisis wacana kritis, penelitian ini berupaya memahami faktor-faktor apa saja yang berkontribusi terhadap blaming-victim dan marginalisasi wanita yang ditemukan di media. Penelitian ini menggunakan pendekatan analisis wacana kritis Sara Mills dan marginalisasi wanita dalam kasus kekerasan berbasis gender yang telah dipublikasikan di media online Detik.com edisi 2 Maret 2022, 7 Oktober 2022, dan 17 November 2022. Temuan ini menyoroti bias gender dalam praktik jurnalistik online sebagai faktor penyebab budaya blaming-victim pada media yang kerap tidak disadari oleh pengonsumsi berita. Ketimpangan stereotip dan nilai-nilai praktik jurnalisisme serta ideologi yang terkandung di dalam pemberitaan tersebut tidak ramah pada korban dan tentu memandang perlu adanya kesadaran gender yang selaras dan adil tentu sejatinya pemberitaan yang dibangun betul-betul objektif dan melindungi korban.

Kata Kunci: Blaming Victim, Marginalisasi Wanita, Media Online, Analisis Wacana Kritis

INTRODUCTION

The rapid development of technology and the ease of accessing information with such a wide reach has made social media in great demand. The intensity of using digital platforms is increasing by a fantastic number. The growth of new crimes that take advantage of technological developments, such as Online Gender-Based Violence, is influenced by the rise of this digital platform, despite the many positive impacts (Salamoer et al., 2020: 491). The mass media shape individuals' perceptions of the world and, in turn, shape how their communities react to the social realities they witness. Therefore, it is only natural that the media must present reliable information based on verifiable facts. In general, there are three distinct types of mass media: print publications, television and radio broadcasts, and the Internet. Internet access is required to view online media, which are usually presented as websites. Online media certainly allows the dissemination of information to a wider audience and its use at any time and from any location as long as the user has access to the internet (Yusman, 2017: 16).

Each news platform uses its own methodologies and techniques to spread data about current events. Some of the people who produce news often change data by adding it, taking it, or ignoring it. In the context of how journalists choose what to cover, this is a method used to frame or develop a topic for reporting. There are two ways of looking at how the media reflects the construction of reality. In the first place, the media are not passive observers; instead, he actively constructs the message, giving the impression that it does not reflect reality. Second, the media is seen as a passive object, meaning that the media is not directly related to constructing a message but only as a distributor of the actual message (Yusman, 2017: 18). From the above explanation, the media is an objective source that presents facts as they are. However, it should be remembered that the language of the media is an integral part of the media itself. Because language is very influential in shaping responses and setting the context in media coverage, it is important to remember this when compiling information or framing in news.

Komnas Perempuan classifies seven forms of gender-based media violence (1) deceptive activities (Cyber Grooming), (2) online harassment (cyber harassment), (3) hacking, (4) illegal content, (5) violation of privacy (infringement of privacy), (6) threats of distribution of personal photos/videos (malicious distribution), (7) defamation (online

defamation), (8) online recruitment (Kusuma and Arum, 2019: 5). Victims of survivors can experience various kinds of violence or even a combination, of course this should be of particular concern to news providers.

In a patriarchal culture, it gives birth to a subordination view that women are the opposite of men, and judges that men are more dominant than women. In a patriarchal culture, denial of the rights obtained by women can arise and inequality can occur between men and women (Purwanti, 2020:32). With the rapid growth of digital media platforms, this means an increased potential for marginalization and gender based violence.

Victim-blaming is an integral part of the culture of sexual violence, which places the burden of responsibility for any crime or act of violence on the victim. Violence and criminal behavior is an accepted way of life, according to another definition of victim blaming. When women become the focus of discriminatory practices (Thacker, 2017:91). When the topic of violence against women is raised in the media, it is often discussed from a victim-blaming perspective. Victims are often cornered (victim blaming) shows sexism. Information about gender crimes and violence is often presented in a dramatic way, isolating victims and making them feel ashamed and cornered. Exposure in the media has conditioned society to place more blame on the victim and sympathize with the attacker, which is often able to corner the victim with a number of factors. The language used in the news often depicts victims as powerless and powerless over speakers. When society does not isolate the perpetrator, change their world view, or influence public opinion, victim-blaming behavior can make the perpetrator feel justified in his actions. This is what is detrimental to victims, because it prevents them from exercising their legal rights (Restikawati, 2019:19).

There is still a lot of sexism in the media, and it often manifests itself in the way the sentences are chosen to be reported. Replacing rape vocabulary with unfriendly sentences and phrases such as 'stripping', or 'harassing', and so on. Beyond that, women are often portrayed as having their honor damaged because of the mirror of their own actions. Online media are now also writing news with potentially divisive headlines. This title presents information that is not sympathetic to women as victims and creates its own frame so that it leads the reader to have a different perspective from reality. In the media, victims are often reproduced in the role of victims (revictimization) (Curchin, 2019). As a form of

reporting, the victim's objectification and sexual imagination as well as the reader's empathy are presented in its entirety. The aim of the media is to increase the reader's capacity to empathize, but victims themselves rarely get this impression (Najib et al., 2016). Because victims are often portrayed as complicit or catalysts for the abuse, news coverage of the incident tends to justify the treatment the victim receives.

There is a general tendency to describe victims by their outward appearance, physical characteristics, and defects. There is a general belief that victims of sexual violence are targeted because their actions attract the attention of the opposite sex. Even the negative stigma of women such as enjoying sexual violence on themselves often becomes a soft frame in presenting news in the mass media. Of course this cannot be separated from how the diction and language are packaged so nicely that the reader often does not realize that there is a lot of marginalization of women and gender violence hiding behind it.

Various surveys have been conducted on victims of gender violence, one of which was conducted by Lentera Sintas Indonesia, and the online petition site Change.org revealed that no less than 90% of victims of sexual violence in Indonesia choose to remain silent because of the shame that often arises from the effects of social pressure. This is none other than because the news often blames the victim (blaming the victim) and even indicates that the victim is not symbolically experiencing gender violence but rather "likes and likes". Of course this is seen as far from fairness when viewed from a gender perspective.

Sara Mills' perspective examines the textual representation of the character's role. A person's position in a story determines who is the subject and who is the object, which in turn influences the overall structure of the story and the reader's interpretation of the meaning of the story (Eriyanto, 2001: 200). Sara Mills also considers the portrayal of the reader and writer in the text. Sara Mills examines the process of collaboration between consumers and the media to create media text products used in news content.

Meanwhile, Sara Mills' analysis includes; (1) The position of the subject and object in the news. By examining the actions and motivations of the characters, this analysis reveals the role of ideology in the text. There is ideological weight to the decision to make someone a subject or an object. The position (subject and object) in a discourse also places

how an event is reported from a feminist perspective. (2) The position of readers (listeners), according to the theory put forward by Sara Mills, the media and their audiences are involved in negotiations that ultimately result in the creation of texts (readers). Research reveals how the position of readers in the media, both in terms of cultural codes and cultural values used when interpreting a text in the media. This is important because the position and role of the reader is very influential and has a position to be reckoned with in the production of a text. (3) The position of the media, the media is not only a facilitator of information sources and news production, the media also constructs various realities, complete with their views, as well as their alignment with a role in events which is reflected in news texts in a meaningful form. The same thing was expressed by Tony Bennett that the media is projected as an agent of social construction that defines a reality according to certain purposes and interests (Eriyanto, 2001:36). In a media, ideology has many roles in determining the direction of news delivery and the interests it aims to achieve. The mass media use a number of strategies to shape the way people speak and think, including the invention of new words and their associated meanings; expansion of the meaning of existing terms; replacement of one meaning with another; and reinforcement of existing conventions of meaning.

Based on the foregoing, this research focuses on three separate issues in the online news media Detikcom, namely the 02 March 2022, 07 October 2022, and 11 November 2022 editions, and applies Sara Mills' theory to all three. Much of the news focuses on women as targets of sexual harassment, which illustrates the prevalence of victim-blaming and the marginalization of women. As stated by Eriyanto (2012: 199), Sara Mills has written extensively on the topic of discourse theory, making her critical discourse analysis theory the most relevant to the topic discussed because of her emphasis on a feminist perspective. Unfortunately, women are often portrayed in literature as antagonists or afterthoughts. The main focus of the media is to highlight injustice and negative stereotypes about women. Micro-analysis of online reporting involves describing subjects, objects, and readers from these perspectives rather than drawing connections to social reality.

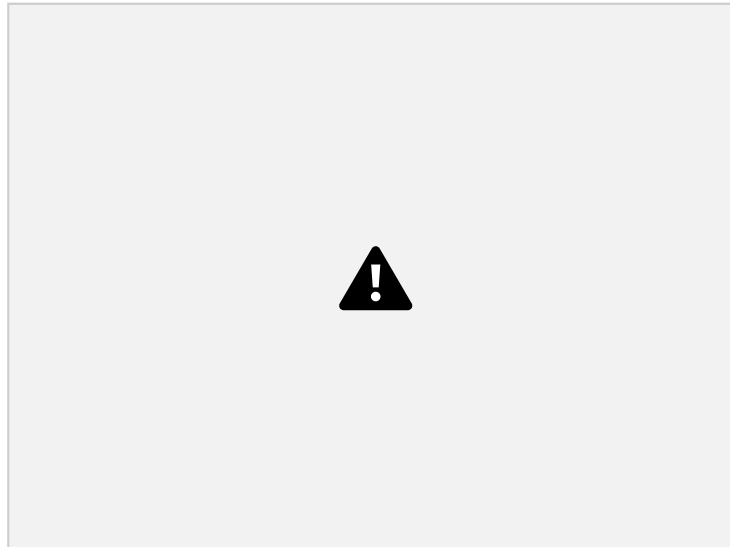


Figure 1. Research Analysis Framework

Previous research that has been conducted regarding victims and the marginalization of women is entitled "Blaming the Victim: Gender Alienation in Online Media" (Nurjanah, 2019). The use of the Entman framing content analysis model is used to test the prevalence of victim blaming in media coverage of rape cases. The results of the research found that articles on sexual violence on Suaramerdeka.com took a victim-blaming attitude and displayed other symptoms of gender alienation. Explanations from victims of sexual violence or parties who defend victims who are ignored by the news are examples of gender alienation that permeates online news. Blaming the Victim is also a term that appears in the context of reporting on rape due to the availability of various dictionaries. A form of cyber-based symbolic violence.

In this research, the violence that occurs online is due to the language used by the media to describe it as symbolic cyber violence. Other research related to blaming the victim is Syarifullah Nuzulliah's research entitled "Gender-Based Violence in Victim-Blaming in Harassment Cases published by Online Media" (Ihsani, 2021). The research findings highlight the importance of online media in perpetuating the mentality of blaming the victim, which is largely due to gender bias in online journalism. Online media often perpetuates stereotypes about victims due to the use of biased media language. Lack of empathy, lack of awareness, and lack of education lead to victim blaming in the context of sexual harassment. Another factor that contributes to an individual's tendency to blame

others is wrong attribution. According to previous studies, gender bias in journalistic practices on the Internet contributes to the spread of victim blaming.

The purpose of this research is to analyze and describe (a) Victim blaming and marginalization of women as subjects in online news, (b) Victim blaming and marginalization of women as objects in online news, (c) Victim blaming and marginalization of women by Detikcom online newsreaders , namely the 02 March 2022, 07 October 2022, and 17 November 2022 editions.

METHODS

This research uses Sara Mills' critical discourse analysis approach and the marginalization of women in cases of gender-based violence that have been published in online media. Looking for various data from various sources in the form of words, phrases, and sentences that are examined separately from the surrounding context to draw conclusions. The data sources for this research include news discourse, including the online news Detik.com, March 2, 2022 edition with the news title "Sadistic! 2 Youths in Jepara Cheeky Miras-Perkosa ABG", October 7 2022 edition with the news title "Treatment Mode, Men in Pidie Suspected of Rapes 5 Women", and 17 November 2022 with the news title, "Polda Metro Calls the Case of the Pinang Police Chief Likes and Likes". The research phase began with the collection of materials in the form of three online media texts regarding blaming the victim and the marginalization of women, then they were analyzed using Sara Mills' perspective, namely examining texts that raised the attitude of blaming victims and the marginalization of women in the roles of subjects, objects, and news consumers.

The method of collecting data reference sources on detik.com online media uses the direct literacy viewing method with reading and note-taking techniques. Reading techniques with literacy are carried out carefully and thoroughly in everything related to victim blaming and marginalization of women. After the literacy activities are carried out, then records are made in the data table which are categorized as Defined problems (determination of problems), and Diagnosis Causes (causes of events). Data analysis techniques are carried out with several concrete steps including; (1) completion of data, namely in the form of online news contained in Detikcom which specifically presents news

related to blaming-victim. (2) Make records on data sources with the aim of facilitating grouping data based on the issues raised. (3) Analysis of research results from the perspective of a feminist, as stated by Sara Mills, and a description of the selected data sources by grouping them based on the position of the subject, object, and reader.

RESULT AND DISCUSSION

Detikcom's online news articles for the 02 March 2022, 07 October 2022, and 17 November 2022 editions which contributed to blaming victims and marginalizing women are the focus of this analysis. The researcher chose the three news articles because they were considered to have the highest levels of victim embarrassment and marginalization. Below, the researcher uses text analysis tables to identify cases of victim error across three media sources.

Table 1. Analysis of the News Text blaming the victim in Detikcom

	News 1	News 2	News 3
Problem Context	Problem Sexual violence	Problem Sexual violence	Problem Sexual violence
Penyebab Peristiwa	Victim actors are women with a weak economy, far from their husbands. As a sex object under the guise of treatment mode. Victim actors feel curious about the treatment they are seeking and abuse occurs because the victim obeys the perpetrator's orders.	The reason for rape is that the victim actor has been tricked by the perpetrator actor by being force-fed with liquor, the beauty of the victim's body that only uses a jarik cloth is the reason for the perpetrator to commit an immoral act.	Aktor korban merasa dirinya telah mengalami pemerkosaan. Namun aktor korban dituding dibayar untuk melayani pelaku dan memiliki hubungan suka sama suka (<i>sexual consent</i>).
Evaluate news sources	LBH actors stated that victims did not dare to report rape cases because they received threats and many of the victims were already married. Actors: Stating that the victim is the choice of the waliyullah with various modes of perpetrators to trick the victim into unconsciousness and commit harassment, not rape.	Police actor: The suspect's modus operandi invited the victim to drink alcohol until he was drunk. The victim fell into the trap of the perpetrator actor until he was helpless due to heavy drunkenness. Actors: Stating that the perpetrator committed the immoral act because he was attracted to the beauty of the body of the victim actor who only used cloth and forced the victim to get drunk until he was powerless.	Police actor: That events occur because of a consensual background. And the perpetrators have violated the police code of ethics. Actors: Events do not just happen once. The perpetrator actor has given a sum of money to the victim actor after intercourse
Evaluation of news sources	LBH actors stated that victims did not dare to report rape cases because they received threats and many of the victims were already married. Actors:	Police actor: The suspect's modus operandi invited the victim to drink alcohol until he was drunk. The victim fell into the trap of the perpetrator	Police actor: That events occur because of a consensual background. And the perpetrators have

	Stating that the victim is the choice of the waliyullah with various modes of perpetrators to trick the victim into unconsciousness and commit harassment, not rape.	actor until he was helpless due to heavy drunkenness. Actors: Stating that the perpetrator committed the immoral act because he was attracted to the beauty of the body of the victim actor who only used cloth and forced the victim to get drunk until he was powerless.	violated the police code of ethics. Actors: Events do not just happen once. The perpetrator actor has given a sum of money to the victim actor after intercourse
--	--	--	--

The analysis in the table focuses on reports of sexual violence from a victim-blaming perspective. By definition, sexual violence is any act of sexual coercion where the victim is unwilling or unable to give consent. This is in line with what Carol Hensell said: rape is any form of sexual contact without consent, even in the context of marriage (Carol Hensell, 2011: 115). Based on the information presented in the table above, it seems that the victims or those who support the victim actors were not consulted as resource persons. Community leaders and law enforcers are institutions that are usually relied upon as authoritative sources. They are considered to have used a strategy of symbolic domination in favor of the ruler's perspective, which is seen as a symbol of the perspective of society in general. The public has lost all avenues of direct attack on this authority.

News containing victim blaming spreads through societal myths, which often hide in the moral judgments of community leaders. That there will be no violence or sexual harassment, only a relationship based on mutual attraction and trust. That women are not strong and easily deceived. Furthermore, the news media themselves often use defensive and symbolic violence in presenting their news. Ignoring the point of view of the victim actor in an incident can lead to victim blaming; in this case the victim of sexual violence. Actors subject to abuse are rarely given a prominent voice in the media. Furthermore, this shows that violence has been perpetrated by a news construct, both as a news subject and as a party that controls news production. Victims of violence or sexual harassment are doubly harmed by news coverage that treats the offender as a subject and not as a victim. Reporting on gender-based violence online is of interest to the news media, as evidenced by several studies detailing the mistakes of victims that occurred in the creation of online media. The media provides a window for the general public to gain exposure and understanding of gender-related phenomena, reflections and facts. Media content which is

a construction of reality uses language not only to generate news but also to depict reliefs about a social reality that influences the meaning of the news.

Marginalization of Women as News Subjects

The marginalization of women as the subject of sexual violence news in the Detikcom media based on a review of the news headlines for the 2 March 2022, 7 October 2022 and 9 September 2022 editions, women are often depicted in these roles as victims. Therefore, news about women (victims) tends to dominate more than men (perpetrators). On the other hand, he is known as a suspect in cases of violence and sexual harassment against women, which makes it easier to track him down (if he has not been caught) so that it can provide a deterrent effect and at the same time act as a deterrent for other potential perpetrators. Although women are presented as news subjects, they are often ignored or misinterpreted because journalists' questions often contain the wishes of the news editors themselves. When an assessment of women is not fully obtained from other parties because there is a reality that is often ignored in an event, women (victims) are still given the opportunity to present themselves in a news story.

Reports of sexual violence and other forms of abuse against women usually portray victims as passive bystanders. In fact, being a news subject can benefit the actor because he is free to tell his own version of events and give his own interpretation of the parts that make up the whole. Nonetheless, there are still a number of barriers that make it difficult for women (as victims) to tell their own stories. Here is some supporting evidence for the statement below.

"When he came to the victim's house, the perpetrator rubbed the victim's head and the victim immediately became unconscious. The victim was pulled and abused." (07/10/22)

"I didn't dare to report it because I was threatened, if I reported the disease would get worse, and I already have a husband." (07/10/22)

"Rozi said the two suspects entered the room where the victim was sleeping. The suspect was tempted after seeing the victim only wearing a cloth. Then DR molested the victim, then DR opened the cloth and the victim's underwear and tried to have sex with the victim. However, this was not possible because the suspect DR was heavily drunk, then MF ordered the suspect DR to leave the room, and the suspect MF immediately raped the victim while threatening" (02/03/22)

No statements were found that cornered the perpetrators from any of the news data above. The position of victim actors (women) who act as subjects is marginalized for various reasons, including: victim actors (women) are the main topic of discussion in the news; there are statements that corner the victim; and the story of this rape incident focuses on the victim, not on the perpetrator, who should have raised more about his identity.

Marginalization of Women as Reporting Objects

The lack of representation of women in reporting on sexual harassment in online media after analyzing the data, Detikcom found that women are disproportionately represented as news subjects (victim actors). Not only are women often belittled in the headlines, but this trend continues throughout news itself. Actors who commit acts of violence or sexual harassment against women often have their words and actions misinterpreted by the media, revealing every detail of their lives. News reports rarely presented images of the actual victims, relying instead on accounts from bystanders to paint images of victims (which were almost always women). As a result, the perpetrators of harassment are still considered righteous and victims (usually women) are viewed negatively. This further proves that the role of women as objects of sexual harassment is degraded in the media. Here is some supporting evidence for this statement below.

“As the Head of Public Relations of Polda Metro Jaya Kombes Endra Zulpan said to journalists, Thursday (17/11/2022), “The results of our preliminary examination, the relationship they have is consensual because after each relationship the woman gets compensation or money from the former police chief, yes.” (17/11/22)

The average victim is a housewife whose husband works outside the city. victims from the lower classes usually go to the practice for help. A 27-year-old woman expressed her complaint about the stomach pain she experienced as a victim. A victim who is interested in visiting the perpetrator's practice is invited for treatment. The first and second treatments involved giving water to the victim who had something read aloud.” (07/10/22)

As a result of not being able to position themselves as objects in the media, victims are in a disadvantageous position. Otherwise, if someone else reports their presence, the

details of that person's description will be entirely at the discretion of the narrator or the third party providing the information; this prevents the victim from speaking from their own perspective and direct experience. The events may not have happened in the order described by the narrator. Because he was the one who was directly affected by the incident and who benefited the most from telling her story from her perspective. Therefore, it can be said that the victims experienced stigmatization and suffered emotional and psychological losses.

Sara Mills' Feminist Perspective

There are gender differences in how men and women interpret the same text. Consequently, the reader's position plays an important role in shaping the reader's mental evaluation of an event described in the text. According to Detikcom, the marginalization of women by online media due to the reporting of stories of violence or sexual harassment, the audience is always made to feel that they are an important part of the story. Here are some data that refer to the opinion above.

“As the Head of Public Relations of Polda Metro Jaya Kombes Endra Zulpan said to journalists, Thursday (17/11/2022), “The results of our preliminary examination, the relationship they have is consensual because after each relationship the woman gets compensation or money from the former police chief, yes.” (17/11/22)

The average victim is a housewife whose husband works outside the city. victims from the lower classes usually go to the practice for help. A 27-year-old woman expressed her complaint about the stomach pain she experienced as a victim. A victim who is interested in visiting the perpetrator's practice is invited for treatment. The first and second treatments involved giving water to the victim who had something read aloud.” (07/10/22).

According to Rozi, the suspect DR tried to have sexual intercourse with the victim, but was unsuccessful. While the victim was lying on the floor, the suspect MF threatened her and had sexual intercourse with her. (02/04/22)

“According to Farah, every time BT wants to treat a 'patient', he changes his clothes to an all-green uniform, from the turban to the robe. After several treatments, BT called the victim. In the conversation, the perpetrator explained that the victim was Waliyullah's choice and had to become Waliyullah's invisible wife. Victims are also said to be asked to follow the sentences spoken by the perpetrator.

After that, the perpetrator said that the victim had legally become waliyullah so he asked her to have sex.” (07/10/22)

The news snippet above makes the reader dominant over the text, so that the reader can position himself either as a man or a woman, or even the writer stigmatizes the reader as a man then as a woman, and vice versa. Readers who are made to feel they are participants in the conflict tend not to have high expectations, with what is the goal of news writers. Undeniably, this results in gender bias and marginalization of women. Based on this data, it is clear that readers are swayed to side with the perpetrators and blame the women in the story for trusting their male characters too much. Several factors, such as the victim's educational level, social environment, and emotional state, can contribute to this. Based on the analysis of the data, it shows that readers are more likely to be male than female, which reinforces gender stereotypes that portray women as less powerful than men and contributes to the perception that women are guilty when they are portrayed as victims of violence or sexual harassment in the media.

News that is disseminated to the public through the media is more complicated than just a collection of facts arranged logically and readers who are capable of critical discourse analysis must be able to appreciate this. In terms of digesting news, the mass media represent a unique synthesis of group effort and public performance. Staff members at news organizations make decisions collectively in the interests and interests of the agency for which news is produced.

CONCLUSION

There are a number of different causes that contribute to a culture of victim blaming. Cases of violence or sexual harassment often make society blame the victim more than the perpetrator. In addition, one of the reasons for victim blaming is due to individual attribution errors or mistakes. Previous research has shown that gender bias in journalistic practices on the internet contributes to a culture of victim blaming. Language that stigmatizes victims encourages readers to believe generalizations are made about them in online media, which in turn encourages more victim shaming. The media as a whole needs to be more gender conscious. Press or media institutions are highly valued for their potential to maintain idealism. As an additional step towards achieving this goal, a

feminist view of journalists or feminist literacy in media news publishing can be developed, allowing for greater balance and equality of both parties in the news production process.

Marginalization of women as a subject of news in the online media Detik.com. refers to a stigma that women are always in the spotlight (victims). Because of this, the news is more likely to focus on women (as victims) than men (as perpetrators). In fact, it is important to pay more attention to perpetrators of sexual harassment so that the public can recognize who they are; this will make tracking the perpetrator easier (if not already caught) and serves as a deterrent to future harassment as the perpetrator will be more widely known as a suspect. Although women are presented as subjects in the news, they are often overlooked or misinterpreted because of the questions they are asked or the preferences of the people writing the stories. When assessing women, other parties do not get a complete picture because women (victims) are given limited space to present themselves in the news. This is further evidence of the oppression of women.

Detikcom's online sexual harassment newsreader marginalizes women by casting them into the roles of actors who must follow a predetermined story trajectory. According to the data, every headline portrays male readers as the aggressors in sexual harassment cases, which can provoke male defense. This is further evidence that sexual harassment in the news has a significant impact on the representation of women in the media. Analysis of the data shows that readers are more likely to be male than female, which reinforces gender stereotypes that portray women as less powerful than men and contributes to the perception that women are at fault when they are portrayed as victims of violence or sexual harassment in the media.

Based on the data presented above, it can be concluded that women (victims) appear in the news more often than men. The marginalization of women can be seen in several news content, and not only seen in the choice of words used for headlines. The life story of the victim (woman) is revealed by the words of the perpetrator of sexual harassment and/or the journalist's interpretation of those words. This report only provides an overview of the female victim based on the testimony of eyewitnesses; no description of the woman herself is shown. Because of this, it is often assumed that the perpetrator of

abuse is right and the victim (usually a woman) is wrong. This is further evidence of women being sidelined as news sources.

REFERENCE

- Eriyanto. 2001. *Analisis Wacana: Pengantar Analisis Teks Media*. Yogyakarta: Lkis.
- Hensell, Carol. Jurnal Wanita Nomor 71. (2011). *Perkosaan dan Kekuasaan*. Jakarta.
- Salamor, A. M., A. N. F. Mahmud, P. Corputty, dan Y. B. Salamor. 2020. Child Grooming sebagai Bentuk Pelecehan Seksual Anak melalui Aplikasi Permainan Daring. *SASI* 26(4): 490–499.
- Purwanti, A. 2020. *Kekerasan Berbasis Gender*. Bildung. Yogyakarta.
- Restikawati, A.E. 2019. Alasan Wanita Melakukan *Victim-blaming* pada Korban Pelecehan Seksual. *Journal of Civics and Moral Studies* 4(1): 10-20.
- Salamor, A. M., A. N. F. Mahmud, P. Corputty, dan Y. B. Salamor. 2020. Child Grooming sebagai Bentuk Pelecehan Seksual Anak melalui Aplikasi Permainan Daring. *SASI* 26(4): 490-499.
- Sulandjari, R. 2012. Kekerasan Gender dalam *Blaming the Victim* pada Media. *Dinamika Sains* 10(23)
- Sumera, M. 2013. Perbuatan Kekerasan/ Pelecehan Seksual terhadap Wanita. *Lex et Societatis* 1(2): 39-49.
- Suryadi, I. 2022. Peran Media Massa dalam Membentuk Realitas Sosial. *Jurnal ACADEMIA Fisif Untad* 3(2): 634
- Hand, C. J., Scott, G. G., Brodie, Z. P., Ye, X., & Sereno, S. C. (2021). Tweet valence, volume of abuse, and observers' dark tetrad personality factors influence *victim-blaming* and the perceived severity of twitter cyberabuse. *Computers in human behavior reports*, 3, 100056.
- Thacker, L.K. 2017. Rape Culture, *Victim-blaming*, and the Role of Media in the Criminal Justice System. *Kentucky Journal of Undergraduate Scholarships*, 1(1):89-99.
- Ihsani, S. N. (2021). Kekerasan Berbasis Gender dalam *Victim-Blaming* pada Kasus Pelecehan yang Dipublikasi Media Online. *Jurnal Wanita Dan Keluarga*, 2(1), 12–21. <https://doi.org/10.22146/jwk.2239>
- Najib, F. D., Si, M., Soedarto, P. H., Semarang, S. H. T., & Pos, K. (2016). *Blaming The Victim : Objektivikasi Korban Kekerasan Seksual Dalam Pemberitaan Di Media Online Balairungpress . Com Oleh : Program Studi S1 Ilmu Komunikasi Fakultas*

- Nurjanah, N. (2019). Strategi Komunikasi Dakwah Wilayatul Hisbah dalam Pencegahan Pelanggaran Qanun Aceh tentang Jinayat di Aceh Barat. *Jurnal Ilmu Dakwah*, 39(2), 147. <https://doi.org/10.21580/jid.v39.2.4401>
- Christie, C. (2006). *Gender and Politeness*: Sara Mills, Cambridge University Press, Cambridge, 2003, 270 pp.,£ 18.99.
- Curchin, K. (2019, July). The dilemma of rape avoidance advice: Acknowledging women's agency without *blaming* victims of sexual assault. In *Women's Studies International Forum* (Vol. 75, p. 102240). Pergamon.

IMPLEMENTATION OF PANCASILA STUDENT PROFILE THROUGH LEARNING INDONESIAN LANGUAGE IN THE INDEPENDENT LEARNING ERA

Via Nugraha¹, Ratih Sapdiani², Aditya Permana³

¹³ IKIP Siliwangi, Cimahi

² SMPN 2, Cimahi

¹nugrahavia@gmail.com, ²ratihsapdiani@gmail.com, ³adit0905@ikipsiliwangi.ac.id

Abstract

Character is the main key to the development of each implemented curriculum. The Independent Learning Curriculum provides opportunities for students to become individuals who are able to stand alone (*zelfstandig*), not depend on others (*onafhankelijk*) and can manage themselves (*vrijheid, zelfbeschikking*). Implementation of the curriculum in research was carried out as 1) an effort to make students with character and 2) to make students ready to apply the Pancasila Student Profile in their lives. The research method used was descriptive qualitative by taking a sample of 40 students from class VII SMP and implementing the Pancasila Student Profile (P5) in the Indonesian language subject in that class. For this reason, the data obtained is in the form of conditions in the field that are integrated with the opinions of experts. Implementation of the Pancasila Student Profile in learning Indonesian is carried out with a humanist approach. These conditions are expected to humanize humans. P5 integrated learning is collaborating with class VII Indonesian language learning methods in an effort to make students with noble character, creative, mutual cooperation, responsible, critical reasoning and global diversity. The 40 class VII students who became the sample were able to apply the P5 character as much as a gradual process. The texts given in class VII Indonesian subjects are 4 texts. During that time students are also processing to achieve the expected P5 character. In text 1, only 47% of students have P5 characters. Gain increases in subsequent texts to 81% and to 89% character gain during delivery of the 3rd text material. At the end of the semester, namely the 4th text, 100% of students have fulfilled the Pancasila Student Profile character.

Keywords: Pancasila Student Profile, Indonesian Language, Freedom to Learn

Abstrak

Karakter menjadi kunci utama pengembangan setiap kurikulum yang diberlakukan. Kurikulum Merdeka Belajar memberikan kesempatan bagi siswa untuk menjadi pribadi yang mampu berdiri sendiri (zelfstandig), tidak tergantung pada orang lain (onafhankelijk) dan dapat mengatur dirinya sendiri (vrijheid, zelfbeschikking). Implementasi kurikulum dalam penelitian dilakukan sebagai 1) upaya untuk menjadikan siswa yang berkarakter dan 2) menjadikan siswa yang siap menerapkan Profil Pelajar Pancasila dalam kehidupannya. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan mengambil sampel kelas VII SMP sebanyak 40 siswa dan mengimplementasikan Profil Pelajar Pancasila (P5) pada mata pelajaran Bahasa Indonesia di kelas tersebut. Untuk itu, data yang diperoleh berupa kondisi di lapangan yang terintegrasi dengan pendapat para ahli. Implementasi Profil Pelajar Pancasila dalam pembelajaran Bahasa Indonesia dilakukan dengan pendekatan yang humanis. Kondisi tersebut diharapkan dapat memanusiakan manusia. Pembelajaran yang terintegrasi P5 ialah mengkolaborasikan dengan metode pembelajaran Bahasa Indonesia kelas VII dalam upaya menjadikan siswa berkarakter mulia, kreatif, gotong royong, bertanggung jawab, bernalar kritis dan keberbinekaan global. 40 siswa kelas VII yang menjadi sampel telah mampu menerapkan karakter P5 sebanyak dengan proses yang bertahap. Teks yang diberikan pada mata pelajaran Bahasa Indonesia kelas VII adalah 4 teks. Selama itu pula siswa berproses mencapai karakter P5 yang diharapkan. Pada teks 1, baru 47% siswa berkarakter P5. Capaian meningkat pada teks berikutnya menjadi 81% dan menjadi 89% capaian karakter selama penyampaian materi teks ke-3. Di akhir semester yaitu saat teks ke-4, 100% siswa sudah memenuhi karakter Profil Pelajar Pancasila.

Kata Kunci: Profil Pelajar Pancasila, Bahasa Indonesia, Merdeka Belajar

INTRODUCTION

Indonesia is a country that stands with uniqueness that other countries do not have. This country consists of various tribes, races and religions that stand from Sabang to Merauke. We already know this fact and have often instilled it since we were in elementary school until we were adults. Technological progress continues to advance from time to time. We as humans dynamically also follow the flow. Technology has also been attached to almost all circles with various impacts, both positive and negative. As a nation that has the foundation of the Pancasila State and is built on all diversity, ideally our country has a strong foundation in dealing with the negative impacts of scientific and technological advances. Unfortunately, not all parties are aware of the big problem that is currently being faced by school-age youth, namely character. One of the government's efforts to deal with the character crisis is to foster the spirit of Pancasila in the new curriculum; Freedom Curriculum. Istianah (2021: 63) states that education is the spearhead of nation building. Furthermore, he stated that the effort to strengthen character is by building a nation that is directed at educational values based on Pancasila (Istianah, 2021: 63). Education based on Pancasila needs to be carried out using a multidisciplinary and interdisciplinary approach (Istianah, 2021: 63).

Each curriculum that is introduced alternately should always prioritize character education for students. The 1984 curriculum, which we know as the Active Student Learning Method (CBSA), for example, has characteristics that focus on student activity. In addition, in the curriculum material is presented based on student readiness. One of the character students can be judged by their activeness. Thus more or less character is emphasized in the curriculum. Switching to the 1994 curriculum, which is constructivism in nature and its characteristics must involve students to be active both mentally, physically and socially. The same is true of the Competency-Based Curriculum (KBK) in 2004. In KBK, there is two-way communication between teachers and students. The 2006 curriculum, which we know as the Education Unit Level Curriculum (KTSP), is also almost the same as the KBK up to the 2013 Curriculum.

The curriculum shift basically emphasizes student character even though with a different character focus. Ismail (2021: 79) explained that character education also includes education of values, manners, morals and character. Character education can be

interpreted as a system of inculcating character values for school members which includes components of knowledge, awareness or will and action to carry out these values, both towards God Almighty, oneself, others, the environment, and nationality so that they become human beings. kamil (Ismail 2021: 79). The evaluation that follows the change of curriculum makes quite a big homework for all education circles to continue to update it in a better direction. Therefore, the Minister of Education then introduced the Pancasila Student Profile to the Merdeka Curriculum or known as P5. P5 is actually a relay idea from previous curricula. The condition of Indonesian human nationality which is quite disturbing is the background that underlies the importance of the Pancasila Student Profile (Rusnaini, 2021: 242).

The content of the goals of national education as stated in Law number 20 of 2003 is to develop capabilities and form dignified national character and civilization. For this reason, recently the government has been intensively socializing the Independent Curriculum. In it, it carries and reemphasizes the values instilled by Ki Hadjar Dewantara. Ki Hajar Dewantara emphasized that independence is of 3 types; independent (zelfstandig), not dependent on others (onafhankelijk) and self-regulating (vrijheid, zelfbeschikking). Merdeka in this context is also the reference for naming the Merdeka Curriculum. Therefore, the principles introduced in the curriculum also focus on student assistance by the teacher as a whole and in its entirety.

The Merdeka Curriculum is also known as the prototype. In this curriculum, the prototype is one of the first steps in supporting the realization of national education goals. As we know, the world has been hit by a pandemic for two years. Children stay at home. Everyone is doing activities from home, including studying. The actual function of education is eroded by these conditions. Many parents face big problems when their children don't go to school. Meanwhile, technological limitations are also the main factor that hinders teachers in delivering material when students study at home. The bad news is that many teachers only give assignments without directing students to certain characters. The effect is, let alone comprehensive assistance to students, because of the many obstacles, students' cognitive abilities at home are also very doubtful. The presence of a new curriculum, namely the prototype curriculum, is used as the first step in learning

recovery caused by Covid-19, this aims to reduce the consequences of learning loss (Rachmawati, 2022: 3614).

One of the goals put forward in the Merdeka Curriculum is to make students who have a Pancasila Student Profile (Rusnaini, 2021: 231). The Pancasila Student Profile (P5) has 6 competencies as explained by Sari (2022: 3527) as follows. 1) Have faith in God Almighty. 2) Work together. 3) Be responsible. 4) Creative. 5) Critical reasoning. 6) Global diversity. Further explained by the Minister of Education as explained in Hidayah (2021: 24) as follows 1) Have a noble character that leads to understanding moral values, 2) creativity related to problem solving, 3) mutual cooperation related to how to work together, 4) global diversity related to respect for diversity, 5) Critical reasoning related to the ability to analyze problems, 6) The independence of Pancasila students related to the ownership of independence.

The government and residents in providing understanding and outreach, especially to the younger generation, are really needed (Istianah, 2021: 203). Meanwhile, Mutiara (2022: 2420) mentions the importance of literacy so that communication skills in society can be maximized. For this reason, this study implements the Pancasila Student Profile in the Indonesian language subject as a forerunner to more comprehensive literacy learning for students. It is hoped that with this implementation, character values can be optimally carried out as a provision for students. Character education needs to be pursued more optimally so that these character values can become provisions for building the nation's future generations (Gunawan 2022: 134). In addition, character education is interpreted as education that is able to prioritize noble values, morals, character/morals, and manners (Purnomo, 2021: 120). The ultimate goal of character education is to be able to cultivate skills in students or school students so they are able to make good and bad choices, develop skills that are considered good, stay away from something that is considered capable of harming themselves and others (Purnomo, 2021: 120).

Learning Indonesian has four basic skills that students need to have; listening skills, speaking skills, reading skills and writing skills (Juliawati, 2015:2). One of the productive skills is writing. Pouring graphic symbols that describe a language that is understood by someone so that other people can read the symbol which contains the message the author carries (Nurhayati, 2019: 81). The importance of choosing a learning

model must also be considered because it will affect the achievement of learning objectives (Sapdiani, 2019: 30).

Indonesian language learning that has been carried out since the 2013 curriculum is genre in nature. The genre referred to as explained by Kosasih (2016: 44) is a factual text that students learn at the secondary level. Furthermore, there are groupings in the text; procedural factual as well as response groups (Dewi, 2015: 3). One that is a report is an observational text in which it provides the clearest knowledge or information to the reader (Prasetyo, 2017: 35).

When the pandemic conditions have started to decline, students are no longer studying at home. Teachers also no longer use blended learning methods. Blended learning explained by Wardani (2018: 14) is a learning model that combines face-to-face learning with e-learning. Sjukur (2012: 370) in his research explained that the beginning of the combined learning was used to describe subjects that tried to combine face-to-face learning with online learning. This combined learning is also often referred to as hybrid learning (Sjukur, 2012: 370). Internet-based learning, commonly known as e-learning, is carried out remotely between teachers and students (Uno in Purnomo, 2016: 71).

Learning Indonesian by implementing P5 aims to achieve the following functions of the educational curriculum. 1) Students are expected to be able to adapt to the environment. 2) Achievement of the function of integrity, namely being able to produce complete individuals both physically and spiritually. 3) Individuals who are diverse in class are expected to be able to be provided differential maximum service by the teacher. 4). Students can fulfill the diagnostic targets, namely being able to understand and accept.

METHODS

The method becomes a research reference for describing research results. In this case, the researcher uses a method that analyzes the results of research with natural objects and describes the actual conditions, namely descriptive qualitative methods. Sugiyono (2016: 8) explained that by using this method, it means that the data collected and the analysis are qualitative. This research then refers to the opinion of experts regarding the condition of character and curriculum development which underlies the goals of education in Indonesia. Therefore, researchers took data based on conditions in the field, namely the

educational environment. The educational environment is a focus that can be described and drawn from the common thread with the opinion of experts. In this case, the researcher implemented the Pancasila Student Profile in learning Indonesian. The sample is 40 class VII students from a population of 480 class VII students at SMPN 2 Cimahi. Data collection was carried out by observing students during Indonesian language learning which was integrated with the Pancasila Student Profile Strengthening Project (P5). The results of the observations were then analyzed and briefly described by presenting them in the form of graphs below.

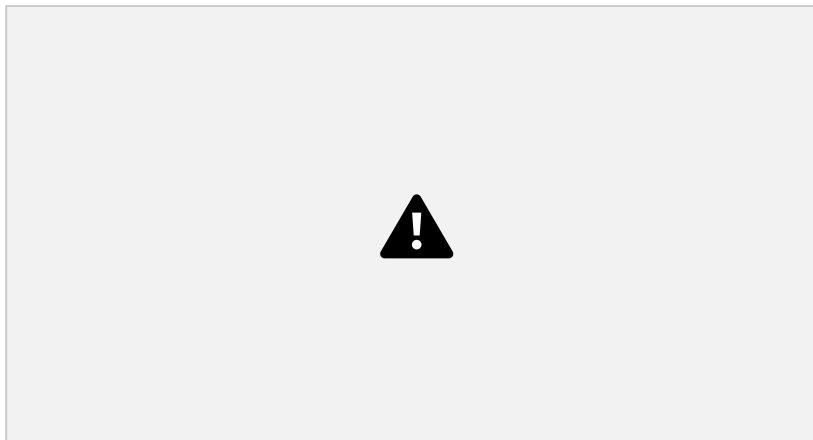
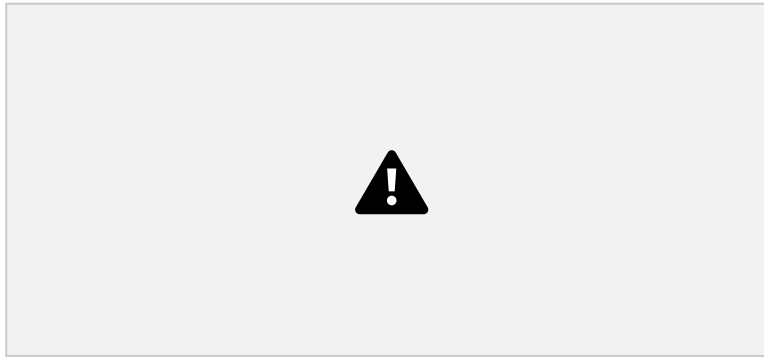


Figure 1. Research Scheme

RESULT AND DISCUSSION

The Pancasila Student Profile includes 6 main pillars; Make students have noble character, be creative, have critical thinking, work together, and be responsible. Planting is carried out continuously, not only ceremonially in certain materials. The character of students who continue to develop allows all good processes during learning to be embedded into permanent characters in students.

The results of observations made on students for one semester in P5 integrated Indonesian lessons are as follows.



Graph 1. Attainment of P5 Character in Class VII Students for 1 Semester

Learning Indonesian has basically been made based on text genres. At the seventh grade level of junior high school, the texts that are summarized in one semester's Basic Competency include 4 different texts. These texts are descriptive text, narrative stories, procedures and reports on observations.

On the other hand, learning using the independent learning curriculum must be integrated with the Project for Strengthening Pancasila Student Profiles (P5). The goal is none other than for students to have more character and include noble character, creativity, mutual cooperation, critical reasoning, responsibility and global diversity. The process is not one or two materials in several meetings, but is integrated during one semester of learning. This condition is of course due to the formation of student character which will not change drastically but through a long effective process.

The P5-integrated Indonesian language learning in class VII is carried out as follows.

1. Pancasila Student Profil

a. Noble character

Implementation in Indonesian Language Learning

In learning Indonesian or other languages, students need to interact with the teacher at the beginning of learning by greeting each other. These characters need to be instilled so that students understand ethics when meeting teachers. What's more, if the student is Muslim, saying greetings as exemplified by the Prophet Muhammad S.A.W is obligatory to answer.

In addition, diversity in the classroom is an important concern for teachers. Students who still have the feeling that they are better than their friends or feel that they are useless

compared to their friends, must be fostered with a humanist approach. Students need to be encouraged that basically the best in God's sight is his good deeds, not in appearance, wealth, position or intelligence.

The shift in values in today's society values people more in terms of their position and wealth. The number of people showing off their treasures has at least become a very dangerous poison. For this reason, character education for noble character in the classroom can be applied to various subjects and starts from things that can actually be used from an early age.

b. Creativity

Implementation in Indonesian Language Learning

When the teacher enters the class, he does not necessarily give learning materials and present assignments to students just like that. Teachers need to stimulate students. The diverse mindsets of students will provide different points of view. One student will certainly differ when expressing opinions, depending on their ability to find answers and their creativity.

When the teacher enters the class, he does not necessarily give learning materials and present assignments to students just like that. Teachers need to stimulate students. The diverse mindsets of students will provide different points of view. One student will certainly differ when expressing opinions, depending on their ability to find answers and their creativity. Implementation of P5 in learning Indonesian which fosters student creativity (a) Give students the opportunity to answer the problems given in the stimulus, (b) Give students the opportunity to express answers according to their ability to think, (c) Give awards to students even though they have not correctly answered the problem given. (d) Provide opportunities for students to explore their abilities in expressing answers. In this case, students are usually given LK in paper or books, collect and present. Teachers need to pay attention to the abilities and learning modalities of these students. Not all students like to write. It could be that certain students like to put it in the form of pictures. Meanwhile, other students enjoy using applications in technology such as canva, ppt, and even posted on social media.

c. Mutual cooperation

Implementation in Indonesian Language Learning

Gotong royong does not mean that students in groups rely on their friends to work. In learning Indonesian writing skills can be implemented as follows. (a) Students are formed into groups. (b) Groups were selected heterogeneously in terms of cognitive, affective, psychomotor and gender abilities. (c) Students are provided with worksheets that allow them all to work. If there are 5 people in a group, the worksheet is made in such a way that allows them to share tasks with 5 people simultaneously. Thus, the worksheet is not only monopolized by one member. (d) Students are not allowed to work alone in groups. The teacher needs to take an extra approach to each group so that all members feel acknowledged.

d. Global Diversity

Implementation in Indonesian Language Learning

Students in a class of various races, ethnicities and religions allow for various frictions. The Indonesian language is a unifying tool for the nation as has been pledged in the Youth Pledge. For this reason, during the learning process, all students must use good and correct Indonesian. Thus, students who are ethnic minorities can still communicate well. Text-based learning of Indonesian can also be relied upon as a bridge between ethnic groups. In procedural texts, students can introduce their native culture to other friends. Thus, indirectly they also do cultural literacy and citizenship.

e. Critical Reasoning

Implementation in Indonesian Language Learning

Students are prepared to become human beings who can face every problem in their lives in the future. For this reason, teachers need to provide two-way learning to students. The teacher is no longer the subject of learning by only giving lectures. Indonesian makes it possible to organize students into individuals who are ready to face problems such as the steps in learning as follows. (a) Students are stimulated with problems both during the opening, core and closing activities. (b) Teachers do not only focus on students who are considered capable of solving problems. Teachers must also continue to stimulate students who are lacking in Indonesian subjects. Teachers must adhere to the principle that all humans are uniquely created with multiple modalities and multiple intelligences. (c) The

teacher places students as individuals who have knowledge and are able to find new knowledge on their own with the guidance of the teacher.

f. To be responsible

Implementation in Indonesian Language Learning

The teacher's orientation to students is usually fixed on one mistake made by a student. Once a student makes a mistake, the teacher indoctrinates that the student is negative. This paradigm needs to be changed. Students can be given trust repeatedly. Thus, he will actually instill his own attitude of responsibility in himself and become a strong character.

Observations on 40 class VII students were carried out for 1 semester by making observation notes regarding learning with P5. The results of his observations are summarized in the following table.

No	Teks	Profil Pelajar Pancasila						Percentage of Achievement of Student Characters
		Noble character	Creativity	Mutual cooperation	Global Diversity	Critical Reasoning	Responsible	
1	Text 1	30 Students	20 Students	15 students	20 students	20 students	10 students	47 %
2	Text 2	35 Students	30 students	28 Students	35 Students	38 Students	29 Students	81 %
3	Text 3	40 Students	34 Students	30 Students	35 Students	40 Students	36 Students	89 %
4	Text 4	40 Students	40 Students	40 Students	40 Students	40 Students	40 Students	100 %
Conclusion: A total of 40 students of class VII have covered all P5 characters in one semester								

The text of 1 class VII Indonesian subject was taught by students for more than 1 month in that semester. During that time, 30 students had achieved noble character, 20 students were creative, 15 students were able to work together, 20 students had global diversity and reasoned critically and 10 students had been able to take responsibility.

In the following text, students only teach for 1 month and are cut off by the Mid Semester Assessment (PTS). The significant change is that in text 1 only 47% of students have P5 characters, it becomes 81% and it increases in text 3 (months 3 and 4 semester 1) for 89%.

Student character achievements at the end of the semester included 40 people who were able to have noble character, were creative, were able to work together with friends, had global diversity, reasoned critically and were 100% responsible.

CONCLUSION

Student character becomes a benchmark for learning objectives. For this reason, every curriculum introduced by the government actually emphasizes character education as the main pillar. The evaluation carried out on each curriculum update confirms that the deficiency in the curriculum that has been implemented is that many teachers have not been able to implement it properly.

Teachers must continue to keep up with the advancing times. Moreover, the Merdeka Curriculum has provided directions for emphasizing character, one of which is the Pancasila Student Profile (P5). P5 is not only given to certain subjects, but can be implemented in any lesson with any material.

We can see the results of learning Indonesian combined with P5 in class VII in the graph of observations made for the following semester.

REFERENCE

- Dewantara, Ki Hadjar (2013). *Ki Hadjar Dewantara: pemikiran, konsepsi, keteladanan, sikap merdeka*, 1 pendidikan. Majelis Luhur Persatuan Tamansiswa.
- Dewi, N. P. E. P., Utama, I. M., & Sriasih, S. A. P. (2015). Analisis penerapan model pembelajaran problem based learning dalam pembelajaran menulis teks laporan hasil observasi kelas X IIS. 1 SMAN 1 mendoyo. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Undiksha*, 3(1).
- Gunawan, D. M. R., & Suniasih, N. W. (2022). Profil Pelajar Pancasila Dalam Usaha Bela Negara di Kelas V Sekolah Dasar. *MIMBAR PGSD Undiksha*, 10(1).
- Hidayah, Y., & Suyitno, S. (2021). Kajian Media Pembelajaran Berbasis Interaktif Untuk Memperkuat Profil Pelajar Pancasila Di Sekolah Dasar. *Jurnal Pendidikan Kewarganegaraan*, 11(2), 22-30.
- Ismail, S., Suhana, S., & Zakiah, Q. Y. (2021). Analisis Kebijakan Penguatan Pendidikan Karakter dalam Mewujudkan Pelajar Pancasila di Sekolah. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 76-84.
- Istianah, A., & Susanti, R. P. (2021). Pendidikan Pancasila sebagai Upaya Membentuk Karakter Pelajar Pancasila. *Jurnal Gatranusantara*, 19(2), 202-207.
- Istianah, A., Mazid, S., Hakim, S., & Susanti, R. (2021). Integrasi Nilai-nilai Pancasila untuk Membangun Karakter Pelajar Pancasila di Lingkungan Kampus. *Jurnal Gatranusantara*, 19(1), 62-70.

- Juliawati, N. K., Utama, I. M., & Gunatama, G. (2015). Pembelajaran menulis teks laporan hasil observasi berbasis kearifan lokal pada siswa kelas VII A4 SMP Negeri 1 Singaraja. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Undiksha*, 3(1).
- Kosasih, E. (2016). *Jenis-Jenis Teks dalam Mata pelajaran Bahasa Indonesia SMA/MA/SMK/MAK*. Bandung: Yrama Widya.
- Mutiara, A., Wagiran, W., & Pristiwati, R. (2022). Pengembangan Buku Pengayaan Elektronik Cerita Fabel Bermuatan Profil Pelajar Pancasila Elemen Gotong Royong Sebagai Media Literasi Membaca di Sekolah Dasar. *Jurnal Basicedu*, 6(2), 2419-2429.
- Nurhayati, E., Sapdiani, R., Sudrajat, R. T., & Fariyah, Z. L. (2019). Pengaruh Tabungan Literasi Terhadap Pembelajaran Menulis Teks Tanggapan di Sekolah Menengah Pertama Negeri 2 Cimahi. *Diglosia: Jurnal Pendidikan, Kebahasaan, dan Kesusastraan Indonesia*, 3(2).
- Prasetyo, B., & Baehaqie, I. (2017). Pengembangan Media Video Animasi Untuk Pembelajaran Memproduksi Teks Laporan Hasil Observasi. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(2), 41-47.
- Purnomo, A., Ratnawati, N., & Aristin, N. F. (2017). Pengembangan Pembelajaran Blended Learning Pada Generasi Z. *Jurnal Teori dan Praksis Pembelajaran IPS*, 1(1), 70-76.
- Purnomo, E., & Pratiwi, D. R. (2021, September). Wujud Karakter Pelajar Pancasila dalam Dongeng Nusantara Bertutur. In *Seminar Nasional SAGA# 3 (Sastra, Pedagogik, dan Bahasa)* (Vol. 3, No. 1, pp. 119-128).
- Rachmawati, N., Marini, A., Nafiah, M., & Nurasih, I. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613-3625.
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi profil pelajar pancasila dan implikasinya terhadap ketahanan pribadi siswa. *Jurnal Ketahanan Nasional*, 27(2), 230-249.
- Sapdiani, R. (2019). Implementasi Model Pembelajaran Role Playing dalam Meningkatkan Kemampuan Menulis Teks Prosedur Pada Siswa Kelas VII Sekolah Menengah Pertama (SMP). *Jurnal Akrab Juara*, 4(1), 29-40.
- Sari, Z. A. A., Nurasih, I., Lyesmaya, D., Nasihin, N., & Hasanudin, H. (2022). Wayang Sukuraga: Media Pengembangan Karakter Menuju Profil Pelajar Pancasila. *Jurnal basicedu*, 6(3), 3526-3535.
- Sjukur, S. B. (2012). Pengaruh blended learning terhadap motivasi belajar dan hasil belajar siswa di tingkat SMK. *Jurnal pendidikan vokasi*, 2(3).
- Sugiyono. (2016). *Metode penelitian: kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Wardani, D. N., Toenlio, A. J., & Wedi, A. (2018). Daya tarik pembelajaran di era 21 dengan Blended Learning. *Jurnal Kajian Teknologi Pendidikan*, 1(1), 13-18.

INDEPENDENT CURRICULUM SUPPORTS STUDENTS BECOMING AN ENTREPRENEUR IN THE DIGITALIZATION AGE THROUGH LEARNING “PRESENTING ENTERTAINING INNOVATION NEWS”

Wulan Sri Rejeki¹, Yana²

¹ SMK Negeri 1 Cimahi

² IKIP Siliwangi

¹ wulanrezeki29@gmail.com , ² ayanaramad23@gmail.com

Abstract

The development of communication sciences such as social media networks is very popular with all circles of society. This, of course, provides benefits for entrepreneurs. By the development of social media access, we can introduce what we sell to consumers all over the world. One of them is using news media. Now the news media is starting to follow the times, there are lots of promotions broadcast by the news. This is what prompted Nadiem Makarim (Mr. Minister of Education, Culture, Research, and Technology of the Republic of Indonesia) to issue this Merdeka Learning curriculum. With the existence of the Merdeka Learning curriculum which includes learning related to news, it is hoped that future generations will be able to take advantage of business opportunities in the era of digitalization. Therefore, this research focuses on the study of how to maximize entrepreneurial opportunities with news media in the digitalization era in relation to government programs, namely the holding of an independent learning curriculum. The research used is descriptive qualitative with natural observation method. Thus, after making observations, it can be concluded that several factors can maximize entrepreneurial opportunities with news media in the era of digitalization, namely always following the development of existing technology, and paying attention to trends, online to make new innovations that can develop new things, and always utilizing social media. to seek business opportunities.

Keywords: Independent Curriculum, Entrepreneurship, and News

Abstrak

Berkembangnya ilmu komunikasi seperti jejaring media sosial sangat digemari oleh seluruh kalangan masyarakat. Hal ini tentunya, memberikan keuntungan bagi para wirausahawan. Dengan berkembangnya akses media sosial kita bisa mengenalkan apa yang kita jual kepada konsumen di seluruh penjuru dunia. Salah satunya, menggunakan media berita yang sekarang ini media berita mulai mengikuti zaman, banyak sekali promosi-promosi yang disiarkan oleh berita. Hal ini lah yang mendorong Nadiem Makarim, B.A., M.B.A. (Bapak Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia) mengeluarkan kurikulum Merdeka Belajar ini. Dengan adanya, kurikulum Merdeka Belajar yang mencakup pembelajaran terkait berita, diharapkan generasi yang akan datang mampu memanfaatkan peluang bisnis di era digitalisasi dengan menjadi wirausaha literasi. Maka dari itu, penelitian ini memfokuskan pada kajian cara memaksimalkan peluang wirausaha dengan media berita di era digitalisasi dengan kaitannya pada program pemerintah yakni diadakannya kurikulum merdeka belajar. Penelitian yang digunakan adalah deskriptif kualitatif dengan metode pengamatan alami. Demikian setelah dilakukannya pengamatan dapat disimpulkan beberapa faktor yang dapat memaksimalkan peluang wirausaha dengan media berita di era digitalisasi, yaitu selalu mengikuti perkembangan teknologi yang ada, dan memperhatikan tren, berani melakukan inovasi baru yang dapat mengembangkan hal-hal baru, serta selalu memanfaatkan media sosial untuk mencari peluang usaha.

Kata Kunci: Kurikulum Merdeka, Wirausaha, Dan Berita

INTRODUCTION

Education is an effort to achieve changes in each individual, both from attitudes, knowledge and skills. With education, it is hoped that each individual can maximize their potential to meet future needs. Over time, education in Indonesia underwent a change. These changes greatly affect the potential of each individual, especially the education of students who must be considered in focus.

The educational curriculum is one important aspect to support the potential of each individual, we focus on the individual students themselves. Along with the times, the curriculum has changed to suit their needs. In Indonesia, the education curriculum has undergone many changes from KTSP, the 2013 curriculum, and this new one, namely the independent learning curriculum. The condition of the COVID-19 pandemic has caused many obstacles in the learning process in educational units. Therefore, after conditions began to improve, the government, especially Minister Nadiem Makarim, created a new formula as a result of the 2013 curriculum swaying into an independent learning curriculum.

The independent learning curriculum has quite optimal advantages, namely 1) Implementation is not limited by space and time by visiting tourist attractions, museums, etc., 2) Project-based by applying the skills possessed. 3) Experience in the field with collaboration between the world of education and industry, students are directed to enter the field applying *soft skills* and *hard skills* so that they are ready to enter the world of work. This practice is the characteristics and objectives of education and the level of Vocational High School (*SMK*).

The latest data from the Central Statistics Agency (*BPS*) shows that as of February 2022, the unemployment rate in Indonesia was recorded at 5.83 % of the total working age population of 208.54 million people. This is due to an imbalance between jobs and an increasing number of workers. Therefore, as time goes by, there is intense competition between newly graduated scholars and those who have experience in making new things which in the end an imbalance has occurred now.

This means that the problem of unemployment in Indonesia cannot be considered as a trivial problem, the government must provide a solutive policy to overcome this complex and multidimensional problem of unemployment, because if this unemployment rate growth is not immediately resolved it will be accompanied by an increase in crime. The results of the study show that unemployment can put psychological pressure on the

unemployed, which can lead to criminal acts. This pressure can make someone look for shortcuts and justify any means to meet their needs.

With all these problems the Minister of Education and Culture Nadiem Makarim created an independent learning curriculum that is expected to be able to change the mindset of teenagers, from wanting to work to wanting to open up jobs. Through this curriculum it is also hoped that future generations will be able to maximize digital entrepreneurial opportunities by utilizing news as a promotional medium. This is clearly seen from the textbook which also includes news learning with the chapter title "presenting entertaining innovation news" in the field of Indonesian language lessons.

By this learning, it is hoped that it can encourage interest in the talents of today's students to become a digital entrepreneur. The Indonesian Young Entrepreneurs Association (*HIPMI*) said that entrepreneurs in Indonesia still need growth with a target of 14% of the population in order to meet the requirements of becoming a developed country, currently the number of entrepreneurs in Indonesia has only reached 3.4%, still far from reaching the target set. .

Along with the development of increasingly sophisticated technology in the field of communication, internet access throughout the world makes it easier for entrepreneurs to introduce the goods or services they will sell. An entrepreneur to be successful must be able to take advantage of every opportunity, always think positive, and of course be innovative in running her business so that it can develop. Entrepreneurs have a tendency to continue to innovate and come up with new technologies to win market competition and increase the nation's competitiveness. In addition, entrepreneurs can create a lot of jobs that can reduce unemployment.

METHOD

The research method used is descriptive (descriptive qualitative), namely a method that describes phenomena according to the object under study. The data collected is in the form of words or pictures, not numbers. In line with Sugiyono (in Sugiarto, E. (2017)). Qualitative research is a research procedure that produces descriptive data, in the form of written or oral data from people and characters that can be observed as research objects While the data analysis technique used in this study is natural observation. Its main purpose is to observe and understand the behavior of a person or group of people in a given situation. As for the data or observations studied, they discuss the independent

learning curriculum that supports students to become literate entrepreneurs in the digitalization era in learning to present entertaining news.

RESULTS AND DISCUSSION

Based on the observations, the following results were found:

Students are given learning objectives (TP) regarding students being able to present news through vlog media. Adapted to the independent learning curriculum that learning activities are not bound by rules, are free in creativity and innovative. Students independently discuss plans for making a news story in the form of a vlog with a free theme. Students look for various references in digital media, especially examples of vlogs related to news. Indirectly the independent curriculum provides support for students to take advantage of digital media, namely vlogs to create various content according to the wishes and needs of each individual student.

Entrepreneurial literacy is the basis for researchers (direct teachers) to instill in students to have an entrepreneurial spirit, with this learning students do literacy in vlog media with content that can become a business or product. By showing content related to entrepreneurship, it makes a reference for opening a business.

Based on the observations of researchers, students are very enthusiastic, especially when learning news with vlog media, this is a media that is always accessed by students when watching youtube. From the researcher's questions about what they want in the future when they graduate, that is, they want to become a vlogger or youtuber because the job seems fun "it's already fun, it's more money again". It has been proven that the results of their vlogs are extraordinary, like creator content in general, and the pictures and videos taken are clear and interesting to look at. Then not only from the content but when presenting the news through oral intonation and clear articulation and systematically structured effectively.

Independent Learning Curriculum

The independent learning curriculum is an imitation of the 2013 curriculum initiated by Nadiem Makarim. Merdeka learning has room for teachers to help students become creative, innovative, and character students who are adapted to the profile of Pancasila students. In line with Djumanto, D (2022) independent learning is learning that is free, free not bound by many rules, which moves students to develop their full potential

to achieve intellectual, moral and other skills capabilities. The independent learning curriculum makes it easier for students to express ideas that result in a project in accordance with learning outcomes. In the previous curriculum, both teachers and students were bound by the many rules contained in the syllabus, whereas in the independent learning curriculum the teachers were more creative in preparing teaching modules based on the learning objectives that were made. Therefore, teachers can adapt to developments in the current technological era with material guidelines made by the government to become the basis for creating creative and innovative learning processes.

Independent Learning Curriculum in Learning "Presenting Entertaining Innovation News"

News learning in the independent learning curriculum is in Vocational High Schools (*SMK*) at level XI. This material is a new innovation created by the government for teachers and students to learn. As a teacher there are many uses that can be made as creatively and freely as possible to help students learn speaking skills in Indonesian subjects, especially in learning news.

According to Suciati, Rofia, et al. (2019) News is the fastest report of the latest facts or ideas trustworthy and attractive that can be channeled through print or online media. A news article must be based on facts, but not all facts are made into news. The function of news text is that we can get various information about something. Increasing information means increasing insight, so that we can think thoroughly, effectively, creatively and critically about a problem that is happening around us. In addition, in learning to present innovative news that entertains students, they are required to achieve learning objectives, namely understanding the contents of news texts, analyzing the structure and elements of news technology, reading news stories, and presenting news texts in the form of vlogs. From the learning objectives of news text it can be understood that students must have creativity and innovation in carrying out the learning process for each of its objectives.

Literacy Entrepreneurs in the Era of Digitalization

Entrepreneurial literacy or known as entrepreneurial skills is an external factor that has an important role in the success of a business. The higher the entrepreneurial skills a person has, the easier it will be to achieve success in a business. In line with

Kuntowicaksono (in Aulia, N. A (2021)) literacy entrepreneurship is a person's understanding of entrepreneurship with a variety of positive, creative and innovative characters to develop business opportunities into a business opportunity that benefits himself, society or consumers. In entrepreneurship, business actors must be serious in running their business so as to get results according to the expected goals. Entrepreneurial literacy is very important for business people in the current millennial era and helps to build an entrepreneurial spirit for the millennial generation. In an effort to increase the number of entrepreneurs, it must begin with the growth of interest in entrepreneurship. This should start from high school to college level.

The digitalization era provides great opportunities for entrepreneurs, especially the millennial generation who are capable of using today's technology. One of them, namely the younger generation who will later work (students) this is an opportunity for students to get jobs or create jobs. There are lots of digital platforms that support someone to become an entrepreneur, as long as the actor is able to understand the opportunities that exist by carrying out literacy according to what is developing. The platforms that accommodate entrepreneurship and are often used by the millennial generation, namely online stores, tiktok, youtube (vlog) and so on.

Vlog Media on News Learning Supports Literacy Entrepreneurs in Students

industrial revolution 4.0. The Industrial Revolution 4.0 means that at least the industrial world has experienced four changes, and gave birth to 5 important things such as IoT (Internet of Things), artificial intelligence, 3D printing, human interface with machines, robots and sensors (Schwab, 2016). Revolution 4.0 provides a lot of benefits regarding technology which of course extends to all aspects of life, so that this can provide potential benefits that have a positive impact on the progress of a country.

One of the technologies that has a positive impact on the progress of the country, namely vlog media which is often used by various groups, both from children, adolescents, to adults. The application is called YouTube, in which there is vlog media which presents many interesting and useful shows. Not only as a consumer but also as a literacy entrepreneur, especially students who are going to enter the business world to work or create jobs.

The independent learning curriculum supports students to create literacy entrepreneurs in learning news by using vlog media, because news learning at the student

level, especially vocational high schools (SMK), is only the first in the independent learning curriculum. It can be seen that in the independent curriculum, teachers and students are given the freedom to be creative and innovative in understanding a learning process so that they can create characters that match the profile of Pancasila students. One of the learning objectives in news texts is the presentation of news texts through vlog media. Vlog media can bring quality in photography and marketing, this is suitable for entrepreneurship. Vlog media marketing can reach customers outside the region. Even from this vlog media, we as users can create jobs, not job seekers.

CONCLUSION

After examining entrepreneurial opportunities in the digitalization era with vlog media on news learning and supported by the government curriculum, namely the independent learning curriculum, a conclusion can be drawn, namely:

1. Teachers must be able to keep up with the times, be innovative, and creative, so that the results of learning will be well received and clear by students.
2. The independent learning curriculum makes it easier for students to express ideas that result in a project in accordance with learning outcomes.
3. Learning objectives on the material of presenting news with vlog media can bring quality in photography and marketing.
4. The independent learning curriculum is able to support entrepreneurial opportunities in the digital field, especially in the news sector.

REFERENCES

- Aulia, N. A., Hasan, M. Aulia, N. A., Hasan, M., Dinar, M., Ahmad, M. I. S., & Supatminingsih, T. (2021). Bagaimana Literasi Kewirausahaan dan Literasi Digital Berpengaruh terhadap Keberlanjutan Usaha Pedagang Pakaian. *Journal of Economic Education and Entrepreneurship Studies*, 2(1), 110-126.
- Djumanto, D. (2022). Integrasi Media Pembelajaran pada Kurikulum Merdeka Belajar di Lingkungan Siswa SMK. *Edugama: Jurnal Kependidikan dan Sosial Keagamaan*, 8(1), 1-20.
- Hasan, M., Santoso, I. R., Syahfitri, D. A., Amalia, A., Karoma, S. A. Y., & Selviana, S. Literasi (2021) Kewirausahaan dan Literasi Bisnis Digital Pada Generasi Milenial Pelaku Usaha: Perspektif Kirzerian Entrepreneur. *Journal of Business Management Education (JBME)*, 6(1).
- Schwab, Klaus. (2016). The fourth industrial revolution. World Economic Forum.

Setianingrum, Rani. (2008). Analisis Aspek Kepribadian Tokoh Utama Dalam Novel Supernova Episode Akar Karya Dewi Lestari: Tinjauan Psikologi Sastra. Universitas Muhammadiyah Surakarta.

Suciati, Rofia, dkk. 2019. Penerapan Model Berpikir, Berbicara dan Menulis Dengan Media Foto Jurnalistik Dalam Pembelajaran Menulis Teks Berita. Jurnal Pendidikan Bahasa dan Sastra Indonesia. STKIP Singkawang. 4 (1) 53-5.

Sugiarto, E. (2017). Menyusun proposal penelitian kualitatif: Skripsi dan tesis: Suaka media. Diandra Kreatif.

<https://www.cnbcindonesia.com/entrepreneur/20220318173957-25-324038/jumlah-entrepreneur-ri-cuma-34-dari-populasi-masih-kurang>, diakses pada tanggal 5 november 2022.

<https://databoks.katadata.co.id/datapublish/2022/06/08/lebih-dari-separuh-pengangguran-b-erusia-15-29-tahun-pada-februari-2022#:~:text=Jika%20ditotalkan%2C%20jumlah%20pengangguran%20di,berjumlah%20144%2C04%20juta%20jiwa%20guys>, diakses pada tanggal 5 november 2022

THE IMPLEMENTATION OF *KAULINAN BARUDAK* IN SUNDA LANGUAGE LEARNING

Yanti Rut Susanti

IKIP Siliwangi
yantieruthsusanti05@gmail.com

Abstract

Learning Sundanese for people who are not Sundanese is considered a difficult lesson. These conditions require a teacher as an educator to be innovative in conveying learning so that students are enthusiastic in participating in learning. Through the application of children's games, or in Sundanese language, "kaulinan barudak" in learning Sundanese, it makes learning. This game "Kaulinan Barudak" is in demand because it is a learning media full of philosophical values that are good for children's characters. The research focuses on applying Barudak kaulinan or Children's game as medium in learning Sundanese language for grade V at SDK BPK Penabur Kota Baru Parahyangan. The research was carried out using a qualitative descriptive technique. The data result of this research from interviews, observations, and documentation. Therefore, this result of this research shows that. The application of Barudak's Kaulinan in learning Sundanese is very effective, in addition to growing children's interest in learning, the application of Barudak's Kaulinan is also a defense of Sundanese culture which is increasingly being eroded by the times.

Keywords: Kaulinan Barudak, Sundanese, Learning

Abstrak

Pembelajaran bahasa Sunda bagi orang-orang yang bukan orang Sunda dinilai menjadi pembelajaran yang sulit. Kondisi seperti ini menuntut guru sebagai tenaga pendidik harus inovatif dalam menyampaikan pembelajaran agar siswa antusias dalam mengikuti pembelajaran. Dengan penerapan kaulinan barudak pada pembelajaran bahasa Sunda menjadikan pembelajaran ini diminati karena kaulinan barudak merupakan media pembelajaran permainan yang penuh dengan nilai-nilai filosofi yang baik untuk karakter anak-anak. Fokus dalam penelitian ini adalah bagaimana implementasi kaulinan barudak sebagai media pembelajaran pada pembelajaran bahasa Sunda kelas V di SDK BPK Penabur Kota Baru Parahyangan. Penelitian dilakukan dengan menggunakan teknik deskriptif kualitatif. Data yang diolah merupakan hasil wawancara, observasi, dan dokumentasi. Penerapan kaulinan barudak dalam pembelajaran bahasa Sunda sangat efektif sekali, selain menumbuhkan minat anak untuk belajar, penerapan kaulinan barudak juga merupakan pemertahanan budaya Sunda yang semakin terkikis oleh perkembangan zaman.

Kata Kunci: Kaulinan Barudak, Bahasa Sunda, Pembelajaran.

INTRODUCTION

The lack of students' interest in Sundanese subjects is thought to be due to the learning process. The teachers more often use the conventional method (lecture). The teachers are reluctant to do learning activities using innovative methods. This causes students to be less enthusiastic about learning the regional language. According to Hasriadi (2022) that the learning systems that are often used by teaching staff in Indonesia still use conventional methods. Learning methods that are monotonous and rely solely on the

lecture method and rote memorization will gradually make students bored following learning. If it's like that then the impact will be felt in the final learning outcomes.

Learning regional languages, especially Sundanese in West Java, is one of the learning areas that is closely related to culture. The existence of Sundanese as the mother tongue for the native Sundanese has begun to be eroded by cultural developments. Kaulinan Barudak in Sundanese language learning is a learning medium that is closely related to culture and has been eroded by cultural developments. Sularso in Afriyanto et al (2018) argues that the process of local wisdom education is very important to realize because local wisdom has begun to be neglected. This can be seen from the behavior that does not reflect the value of local wisdom which is continuously eroded by a more modern lifestyle. The globalization of the times which has made rapid progress in many ways has caused Sundanese language lessons to receive less attention at all levels of education. Not only that, the existence of Sundanese language subjects as local content exacerbates the situation of Sundanese itself because as local content, learning the regional language is not taken seriously by students.

As the result of observations by the writer at the end of this year at SDK BPK Penabur Kota Baru Parahyangan show very significant differences and have an attraction to observe. The position of the school is in a luxury residential area with a pluralistic society and there are not a few foreigners living in the complex whose children attend BPK Penabur, Kota Baru Parahyangan. In terms of everyday language, not a single student uses Sundanese as their mother tongue because students are children of Chinese descent and several students are children of Korean descent. These related studies have been conducted by Pramswari (2014) who examined Sundanese learning in border areas. Pramswari revealed that teaching Sundanese in areas with strong Sundanese culture would not encounter many obstacles. However, in the border area where the population is formed from a mixed society, of course it will make learning Sundanese full of challenges. However, this must still be done because learning Sundanese in areas that incidentally are not Sundanese will shape the introduction of other cultures. According to Zamroni (Gloriani, 2013) argues that education in a pluralistic society as an instrument of social engineering requires educational institutions to participate in raising awareness in a

pluralistic society and fostering mutual respect and respect to manifest needs and the ability to collaborate with all the differences that exist.

This was contrast to the research conducted by Pramswari, this research was not conducted because of the difficulty of learning Sundanese in heterogeneous areas, but this research was conducted because the academic scores of students in Sundanese language subjects at SDK BPK Penabur Kotabaru Parahyangan showed good and satisfying results even though the use of everyday language students did not use Sundanese as their mother tongue because students were children of Chinese descent and some students is a child of Korean descent.

The challenge ahead is how to implement local language subjects, especially Sundanese, into meaningful and interesting subjects so that students' interest in participating in learning Sundanese is more enthusiastic. According to Bayu (2015) an increase in the learning process and the use of more varied techniques, strategies and methods will maximally affect students' success in the learning process of Sundanese. In learning Sundanese, it is known as Kaulinan Barudak. Kaulinan Barudak is a medium to introduce Sundanese language and Sundanese culture. Not only that, according to (Amirudin & Mukarom, 2018) the Barudak Kaulinan is full of cultural values and life values in the Sundanese people. The essence of the problem of this research is how to apply kaulinan barudak as a learning medium in learning Sundanese for class V at BPK Penabur Elementary School, Kota Baru Parahyangan.

METHODS

This research used a qualitative descriptive method with the aim of researching and examining in depth the events or incidents. The data obtained are descriptive data, descriptions and descriptions based on facts in the field and not related to numbers. According to Creswell in Bayu (2015) argues that in order to describe, analyze, and interpret a group related to culture (culture), regarding actions, beliefs, and language that develops, qualitative research must be carried out. Meanwhile, Widiawati was in Hakim, Sabilla, Yulia and Herlambang (2022) stated that the descriptive method aims to describe and describe facts or characteristics of a particular population in a structured, real, and accurate manner. The data Collection in this research through observing and interviewing

techniques to informants involved in learning the Sundanese language. The data collected, processed and checked and observed for accuracy.

RESULT AND DISCUSSION

Based on the results of observations and answers to the question of how to implement Kaulinan Barudak as a learning medium for learning Sundanese at BPK Penabur Elementary School, Kota Baru Parahyangan, class V. Therefore, the research process began by collecting data from 3 informants, namely the principal, teachers, and students. The findings of the data which form the basis of this research are the results of observing, interviewing, and documenting those carried out with the parties concerned.

Observation is the first stage carried out to find out the real conditions of the application of Barudak's Kaulinan in learning Sundanese. In addition to direct observation, interviews with teachers, school principals and students as well as analysis of documents in the form of lesson plans and student learning outcomes were also observed by researchers. The results of interviews, observations, and documentation carried out by researchers included the process of learning Sundanese before and after learning was carried out and the teacher's strategy in making Sundanese learning methods at BPK Penabur Christian Elementary School, Kota Baru Parahyangan. The findings that are in accordance with the focus of the research are presented as follows.

1. The stages of learning Sundanese at BPK Penabur, Kota Baru Parahyangan, using Barudak's kaulinan as a learning medium.

Teacher Interview results

The first step in learning Sundanese at BPK Penabur Kota Baru Parahyangan, especially at SDK, begins with the preparation of a Learning Implementation Plan (RPP), syllabus and other learning media. Source books, projectors, and other media appropriate to the learning materials. The strategy used is by translating the subject matter that will be given and using participatory methods.

Headmaster Interview results

“In carrying out their duties, the teacher must prepare a Learning Implementation Plan (RPP), syllabus, research units, prota and prosem. The devices used when teaching are the

teacher's handbook, active speakers, computers, infocus and the screen. In general, BPK Penabur Elementary School students in Kota Baru Parahyangan do not use Sundanese as their mother tongue, so the teacher must translate the material that will be given to students in class. Each teacher is provided with training, because this subject is unique".

Student Interview results

“Teachers must prepare classrooms, stationery, and handbooks before starting teaching and learning activities. The teacher explains orally, and performs Sundanese songs through infocus and invites students to join in singing, discussing and practicing children's games, such as oray-oryan, cingciripit, endog-endogan and many other exciting games. Therefore, Sundanese language lessons which are considered difficult are still in demand by students”.

The readiness of teachers as educators can be seen when they are going to carry out teaching and learning activities in learning Sundanese, this can be seen when carrying out the initial activities, activities and even closing. The teacher as a facilitator prepares the room to create a comfortable and conducive learning atmosphere. Media and tools that support learning are prepared before starting learning and each activity carried out has a procedure or steps so that learning has a purpose.

2. Efforts made by the teacher in implementing Sundanese language learning for fifth grade students at BPK Penabur Elementary School, Baru Parahyangan

Teachers Interview results

Teachers take a persuasive approach to students. When conducting learning activities, the teacher accompanies students, explains and translates the language first. The teacher always motivates students in all ways, especially when they are doing game activities (kaulinan barudak). Students are very enthusiastic, especially when demonstrating and singing the Barudak Kaulinan song. Sundanese language lessons are mandatory lessons, because even though Sundanese is local content, the weight is the same as other subjects, whose values are listed in the report.

Headmaster Interview results

At the first face-to-face approach, for example Koreans must be approached personally by having light conversations, asking about the difficulties encountered in learning Sundanese and then giving guidance and reinforcement. Teachers carry out learning activities intensively. The previous discussion is always reviewed to see whether students understand the material being taught. If teachers as educators are able to convey lessons in an innovative way, students will be more interested in participating in learning.

Students Interview results

Students are invited to tell stories, the teacher asks about the difficulties they face and explains. Students were asked to write notes, then explained the purpose of the subject matter. Students are always motivated, they are told about Sundanese cultural events (kaulinan barudak). Students enjoy participating in learning, because the learning atmosphere is like a playful and enthusiastic atmosphere.

Based on the results of the research which included interviews, documentation, and observation of Sundanese language learning strategies at SDK BPK Penabur Kotabaru Parahyangan, it shows empirical facts that teachers carry out learning strategies by making learning efforts equipped with varied media so that students are more responsive and will be more eager to follow learning. Students' ability to learn Sundanese in class V SDK BPK Penabur Kotabaru Parahyangan is very active, student activity is a measure of liking or not learning Sundanese. Even though at first students had difficulties, with the explanation given by the teacher by conveying material using many strategies, some media and fun games made students give positive responses.

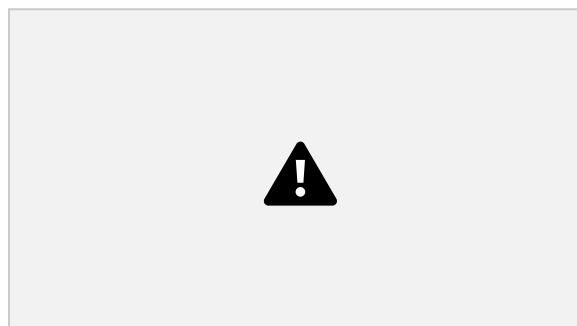
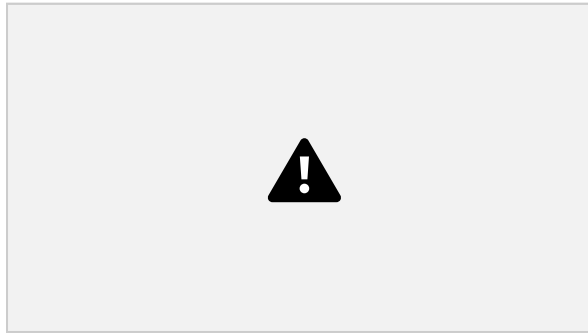


Figure 1. Students playing hompimpa game



Figur 2. Students are playing punten mangga

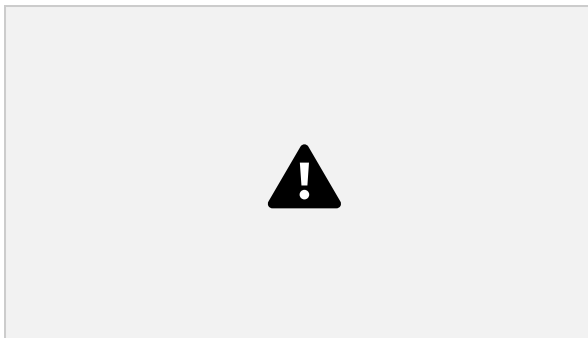


Figure 3. Students getting ready to play hahayaman

CONCLUSION

The application of Barudak's Kaulinan to learning Sundanese is quite interesting to students. Sundanese language is unique, teachers are required to have interesting strategies and media that must be prepared by the teacher to make the learning process better and make students more enthusiastic. Although initially students had difficulty following Sundanese language learning, with a persuasive approach and explanations given by the teacher through the delivery of material using various strategies, several fun media and games (kaulinan barudak), produced good responses and students became more enthusiastic about learning using Barudak's Kaulinan also improves students' mastery of Sundanese vocabulary.

REFERENCE

- Afriyanto, H., Harahap, A., & Azwandi, A. (2018). an Analysis of Interactional Pattern Between Teacher and Student in Sman 1 Curup Kota. *JOALL (Journal of Applied Linguistics & Literature)*, 3(1), 116–128. <https://doi.org/10.33369/joall.v3i1.6538>
- Amirudin, A., & Mukarom, Z. (2018). Pendidikan Karakter dalam Kaulinan Budak

- Baheula: Studi Nilai Pendidikan Karakter melalui Permainan Anak Tradisional Sorodot Gaplok dari Jawa Barat. *Southeast Asian Journal of Islamic Education*, 1(1), 73–88. <https://doi.org/10.21093/sajie.v1i1.1345>
- Bayu, J. T. (2015). Pembelajaran Bahasa Sunda sebagai muatan lokal sebuah kajian etnografi di SDN Ciemas Kecamatan Curug Serang Banten. *Setia Budhi: Jurnal Pendidikan*, 20(2), 1–22.
- GLORIANI, Y. (2013). Kajian Nilai-Nilai Sosial Dan Budaya Pada Kakawihan Kaulinan Barudak Lembur Serta Implementasinya Dalam Pembelajaran Bahasa Dan Sastra Indonesia Berbasis Multikultural. *Lokabasa*, 4(2). <https://doi.org/10.17509/jlb.v4i2.3147>
- Hakim, A. N., Sabilla, A., Yulia, L., & Herlambang, Y. T. (2022). Internalisasi Nilai dan Budaya Sunda di SDN Ciluluk 1 dan 2. *Aulad: Journal on Early Childhood*, 5(1), 39–44. <https://doi.org/10.31004/aulad.v5i1.271>
- Hasriadi, H. (2022). Metode Pembelajaran Inovatif di Era Digitalisasi. *Jurnal Sinestesia*, 12(1), 136–151. <https://sinestesia.pustaka.my.id/journal/article/view/161>
- Pramswari, L. P. (2014). Pembelajaran Bahasa Sunda Di Wilayah Perbatasan: Dilema Implementasi Kurikulum 2013. *Mimbar Sekolah Dasar*, 1(2), 201–208. <https://doi.org/10.17509/mimbar-sd.v1i2.884>

STUDY OF REPORTING ON SCHOOL PRINCIPLES CORRUPTION CASES IN THE INDONESIAN TIMES MEDIA: THEO VAN LEEUWEN'S

Yayu Agustiani

IKIP Siliwangi

yayuagustiani647@gmail.com

Abstract

Internet media is one of the needs of the community in social life, both related to knowledge and others. This is considering the existence of online media in the millennial era which is considered to be the fastest choice for the public to find out the most recent and updated information. Thus the public must be even better at consuming the news they get to be digested again for the news they get so that any information the public can filter information. This research is focused on critical discourse analysis regarding the news text of school principal corruption in one of the Indonesian Times Online Media. This study uses a qualitative descriptive research method, the data obtained and will be analyzed using an analytical model according to Theo Van Leeuwen. In general, Theo Van Leeuwen's analysis shows how the parties involved in the news are displayed or sometimes omitted in a report, especially in online media. Data collection was carried out using two approaches, namely the approach in the form of exclusion and inclusion. Thus the purpose of this study is to reveal the forms of exclusion in critical discourse related to principal corruption in internet media, as well as to reveal forms of inclusion in critical discourse related to principal corruption in internet media. Meanwhile, data collection techniques in this study used listening, reading, and note-taking techniques.

Keywords: Theo Van Leeuwen's critical discourse, corruption

Abstrak

Media internet merupakan salah satu kebutuhan masyarakat dalam kehidupan bermasyarakat, baik yang berkaitan dengan ilmu pengetahuan maupun yang lainnya. Hal ini mengingat keberadaan media online di era milenial dianggap sebagai pilihan tercepat bagi masyarakat untuk mengetahui informasi terkini dan terbaru. Dengan demikian masyarakat harus lebih baik lagi dalam mengkonsumsi berita-berita yang mereka dapatkan untuk dicerna kembali atas berita yang mereka dapatkan sehingga setiap informasi dapat disaring oleh masyarakat. Penelitian ini mengkaji analisis wacana kritis terhadap teks berita korupsi kepala sekolah di salah satu media online Times Indonesia. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Data yang diperoleh dianalisis dengan menggunakan model analisis Theo Van Leeuwen. Secara umum, analisis Theo Van Leeuwen menunjukkan bagaimana pihak-pihak yang terlibat dalam pemberitaan ditampilkan atau terkadang dihilangkan dalam sebuah pemberitaan, khususnya di media online. Pengumpulan data dilakukan dengan menggunakan dua pendekatan, yaitu pendekatan berupa eksklusif dan inklusif. Maka dari itu tujuan penelitian ini adalah mengungkap bentuk-bentuk eksklusif dalam wacana kritis terkait korupsi prinsipal di media internet, serta mengungkap bentuk-bentuk inklusif dalam wacana kritis terkait korupsi prinsipal di media internet. Teknik pengumpulan data dalam penelitian ini menggunakan teknik menyimak, membaca, dan mencatat.

Kata Kunci: Analisis Wacana Kritis Theo Van Leeuwen, Korupsi

INTRODUCTION

Nowadays, the media is one of the most important communication channels in human life. With the existence of media, humans can interact and get information from various updated sources that can add knowledge and insight regarding what is sought and obtained. This makes it easier for humans to be able to communicate, learn, provide information and other things. McLuhan and Quentin Fiore (Khatimah, H. 2018, p. 121) argued that the media in this era of all-technology has become the essence of society. It is seen that society and the media are always related. This is because the media is an important part of everyday people's lives. Consciously or not that the media has a positive and negative impact on the mindset and characteristics of society. Thus the public must be able to digest the information obtained again, in order to avoid bad influences. According to Ashadi Siregar (Khatimah, H. 2018, p. 125) it can be interpreted that online media is a term for a media that is already telecommunication and multimedia based with internet features. In this media there is an online portal, radio, website (website), online press, online television, and others. It has its own characteristics in accordance with the existence of facilities to enable consumers to take advantage of it. With these various internet sites, there are various kinds of information and news you want, with social, educational, current news, entertainment and other themes so that they can add knowledge and insight to readers and listeners.

Andini (Hy, M. 2022, p. 102) said that the nature of the work of the mass media is to report events, or the entire content of the media is nothing but a constructed reality in such a way that it forms a meaningful story or discourse. Any current events or information conveyed to the public via online media will not be affected by this media's role in providing information and explaining how to understand any news related to certain events, incidents or trends in the general public. As a consequence, when news is conveyed to the public, many findings will be generated. Public responses and comments about the news in question will depend on the type of language style used to deliver it. Each mass media has its own characteristics in presenting the information or news it conveys, perhaps it is written in a unique style of language to increase the reader's confidence when reading the news or the media may also present it. The editorial creed and integrity of the source

material's authors has tainted that information. This makes people always misinterpret the information they get, so it's easy to conclude any information just like that.

With this in mind, people must be smarter in sorting out whatever news they consume, whether it's news that happens around or outside the area. Because by selecting the news that is read, people are able to interpret the information conveyed. As is the case that is being widely discussed, namely regarding corruption committed by school principals who withdrew their students' savings which reached IDR 120,000,000. This was confirmed by the Head of the Banjar City Education and Culture Office, H. Kaswad, that we had summoned the person concerned to the office 3 times to provide guidance on this issue but apparently it was not resolved so this case emerged. This happened because the parents couldn't stand it and had lost patience with the attitude of the school principal who was delaying paying their children's savings, so this case arose.

The mass media and social media made this corruption case viral so that it spread very quickly. As a result, many parties interpret the news heard and read. One media that frequently reports on this case is Time Indonesia, which describes the corruption case of the school principal committed by YR against students' savings. The news presented by Time Indonesia If the analysis is carried out using Theo Van Leeuwen's critical discourse analysis, there will be many inclinations and inconsistencies in the work mentioned above. The model in question is used to see how an individual or group (actor) is represented in the news event concerned, both as a ruling authority and as an opposition. The model is based on the main concepts in the wording of news articles, namely exclusion and inclusion. Sumarlan (Alfianika, N. 2013, p. 35) argues that discourse is the most complete unit of language and is expressed orally, such as speeches, lectures, sermons, and dialogues or in writing such as short stories, books, letters in terms of coherence and sincerity. In line with this, Brow and Yule (Alfianika, N. 2013, p. 35) state that discourse analysis examines the language used. Whether language is used for transactions, i.e. to convey meaning, or whether language is used for interaction, i.e. to express ideas in social and personal contexts, is still being debated. Arsa, et al. (Amalia, R. et al. 2021, p. 204) suggests that according to Theo van Leeuwen's theoretical model, social actors are identified and presented in public using relevant scouting strategies (Fauzan, 2014), meaning that parties or groups that are more prominent in holding control compared to other parties or groups

who do not have control or with a more prominent position eventually become the subject of research. Meanwhile, Eriyanto (Andheska H. 2015, p. 56) highlighted the fact that Theo Van Leeuwen's analysis of the manuscript includes both exclusive and non-exclusive material (inclusion). Exclusion is a strategy that uses certain media to identify certain organizations from groups that aim to smear or identify the organization concerned. The above exclusions are carried out by passivation or substitution of a small child. In contrast, inclusion is a tactic used to bring a person or organization into a newsworthy state. This inclusion procedure is as follows: differentiation-indifference, objectification-abstraction, and language-categorization.

In line with this, Syafruddin, N.I. (2021:38) suggests that the form of exclusion is as follows a) passivation is a process in which certain actors or groups of people avoid being mentioned in certain news, with the term "passivation" usually using the prefix "ter-", "di", and "ke-an". b) The goal of this strategy is to turn verbs into nouns. Utilizing additional pe-an as a tool for implementing a nominalization strategy. c) the use of subordinate clauses is the right choice if the clause aims to eliminate actors or actors who act as subjects. While the form of inclusion as follows a) Differentiation – Differentiation, differentiation is a tactic to include different parties or groups in a discourse that is intended to act as a differentiator if the main parties in the discourse will be revealed in an unpleasant way. In contrast, indifference is a tactic in which an actor's performance in a text is disclosed in secret, not by comparing the treatment of other parties. b) Objectivation – Abstraction, objectivity is concerned with gathering actor information about specific events that consists of specific factual details without resorting to ambiguous or overarching generalizations. In contrast to this, abstract writing is the process of an actor writing a script in an abstract style. The characteristics of the abstract writing process are described by using the word many times, often, repeatedly, and so on. c) Nomination – Categorization, Nomination is the process of submitting categories to actors without identity and general information only. On the other hand, categorization is a method of categorizing television shows that reveals the actor's true colors, such as his physical appearance, character beliefs, and so on. d) Nomination – Identification, nomination is a request submitted to the perpetrator subject to the disclosed standard operating procedures in any case. On the other hand, assistance is an action given to an actor that is shown by

clearly identifying the actor, both from his social, physical category, as well as certain events or actions. e) Determination – Indetermination, determination is the work of an actor whose name is not stated in detail, and is only referred to as an anonymous actor. Conversely, indetermination is a request made to a social actor by stating his name or position in writing clearly. f) Asimilasi – Individualisasi, asimilasi adalah praktik seorang aktor yang hanya mengidentifikasi komunitas atau posisi akting dalam populasi umum. Individualisasi, di sisi lain, adalah kategori yang didefinisikan dengan jelas untuk aktor sosial yang lebih berkualitas dan terspesialisasi, g) Association – Disassociation, association is carried out between actors or social groups by mingling them with social groups that are more inclusive of the actors concerned. Thus, it can be concluded that the form of analysis of Theo Leeuwen's theory is very careful and thorough to reveal something in the news of a discourse published by the media. However, the reason why the author chose to write about this corruption case is because this case needs to be understood by the wider community as media consumers. In addition, because the circumstances surrounding this case are related to the existence of the role of educators, this case has received public attention. The purpose of this study is to describe Times Indonesia in identifying and highlighting important actors in a story about school corruption cases that can undermine public ideology. Finally, the findings of this study can help the general public understand the main points of the news reported by the relevant Indonesian Times media. There may be some evidence that was examined as part of the discussion of allegations of corruption in the head of education that occurred in a particular city.

The purpose of this study is to describe the Times of Indonesia in identifying and highlighting important actors in a story about school corruption cases that can undermine public ideology. Finally, the findings of this study can help the general public understand the main points of the news reported by the relevant Indonesian Times media. There may be some evidence that was examined as part of the discussion of allegations of corruption in the head of education that occurred in a particular city

Based on this background, the main issues raised in this case are as follows. 1) What format does Times Indonesia use for its article on school principal corruption in the education sector? 2) What is the form of inclusion in the Indonesian Times in reporting on alleged corruption by school principals in the world of education.

METHODS

In this study, researchers used a qualitative descriptive method. Mohajan and Haradhan (Yuliani, 2018) state that descriptive qualitative is defined as research that examines natural social action events emphasizing the way people interpret and understand their experiences to maximize social reality so that individuals can solve their problems. In collecting data, the researcher used listening to the utterances spoken by children when communicating at school. Mahsun said that listening style is not only related to the use of spoken or written language, but also the use of other languages. However, in this study, only listening to written language was used. Meanwhile, the instruments he uses are mobile phones and stationery to record the results of the analysis related to the discourse. Theo Van Leeuwen's approach to analyzing critical discourse on corruption news is the critical discourse analysis approach. Theo Van Leeuwen's critical analysis focuses on 1) text dimensions, 2) discourse practice dimensions, and (3) sociocultural practice dimensions. The data in this study were obtained from news on the theme of corruption cases published on the Indonesian Times website.

RESULT AND DISCUSSION

Discourse analysis of Theo Van Leeuwen

Van Leeuwen's analysis generally reveals the identities of the actors or groups of people who appear in a certain report. There are two central perspectives in this situation. First, there is the procedure of removing actors (exclusively) in which a group of actors or actors mentioned in the story text are hurt or killed in the storyline. The second is that the process of including actors (inclusion) is related to the question of how each organizational group is divided using the news mentioned above.

a. Forms of Exclusion in the Indonesian Times media

1) Passivation

- a) Actually, we have summoned the person concerned to the service 3 times to provide guidance on this matter.
- b) But apparently it was not resolved so this case sticks out.

The use of the words "done" and "resolved" was deliberately formed passively with the aim of intimidating perpetrators who have information about certain corruption cases

before the general public knows about it. In the text of the report, it can be seen carefully that the actors involved in reporting on YR's corruption have provided guidance regarding the case, but this did not produce results, whether it was the party that was wrong in solving the problem so that the guidance on the case could not be resolved. Furthermore, the word "resolved" simply shows the alleged party without showing the actor acting as a supervisor in observing suspected corruption cases, resulting in confusion when interpreting the suspect as a responsive person during training or a supervisor who is unable to be responsive.

2) Nomination

a) We have summoned the service 3 times for coaching

Coverage that has already been aired can be reviewed carefully to see that the actors who carry out the coaching procedure are obscured in the coverage by using the noun lexicon, namely "coaching". This is in line with Theo van Leeuwen's view (Syafuddin, N.I. 2021, p. 40) Nominalization is indeed a tactic used to eliminate actors or social groups by spreading additional messages, resulting in strong events.

b. Bentuk Inklusi dalam media *Times Indonesia*

1) Differentiation – indifference

a) That his party has facilitated the BJB loan YR to complete its obligations to students.

b) We have actually summoned the person concerned.

It can be seen from the fragment of the sentence "That his party has facilitated the BJB loan YR to complete its obligations to students" is a form of differentiation inclusion technique which shows two different things and is compared between the words his party & students ". His party is the head of the service while students are students whose savings were corrupted by the school principal. Apart from that, the fragment of the sentence "Actually we have called the person concerned" is a differentiation inclusion technique which shows two different things and is compared between the words "in question & we". The person concerned is the head of the YR school and we are the head of the service.

2) Objectivation – Abstraction

a) For the total savings of grade 7 students, YR still has to pay around IDR 48 million.

- b) The loan money of around IDR 48,300,000 was immediately handed over to the committee representing the parents of the students who were present.

The quote from the paragraph above is an example of objective fact because the paragraph contains words that can explain something clearly to the reader. The word IDR 48 million cash presents a book that is clear and not abstract. In addition, the sentence "loan money of around Rp. 48,300,000 was immediately handed over to the committee representing the parents of the students who were present" was an additional clear instruction and was explained directly by the agency so that the reinforcement of the case was very clear.

3) Nomination and Categorization

- a) Nono, one of the former parents of SDN 2 Situbatu students who is now in grade 8 of junior high school, admitted that he had lost patience with the attitude of the school principal who delayed paying his child's savings.
- b) Uncle Supriatna said that his party had facilitated YR for the BJB loan to complete its obligations to students.

In the quoted discourse there are several nominations and categorizations, but one of the sentence fragments above shows that the actors or parties involved in the reporting of the case have been explained clearly and as is. In addition, it can be reviewed carefully that there is a vocabulary of names to provide information on the identity of actors or parties involved in reporting. In this report, the parties who are guilty or suspects and those who follow up on the school principal's corruption case have been presented in a straightforward and clear manner without any intention of giving a generalizing effect. Leeuwen (Hy, M. 2022, p. 110) stated that when reporting, it is not the specific category of social actors that is mentioned, but the community or what it is or what is mentioned is a category of social actors.

4) Nomination-Identification

- a) For the actions of this unscrupulous school principal, his party has submitted the BAP file to BKPSDM Banjar City.

In one of the sentence fragments in the report, it can be seen that the actor or party is not clearly shown. This party is only spoken with unscrupulous school principals. While the principal of the school is not special. So, it is not clear to whom the person is shown.

5) Determination – Indetermination

a) Determination

Savings from students until my child is in grade 8 of junior high school has not been distributed. If you count the total amount of savings that have not been given by the school, it is around IDR 120 million. The use of the phrase "school party" is an anonymous phrase that is used to present an actor or party that is not clear or is not displayed without an identity. The school's phrase can be presented that the actor or party diverted student savings at the school. As for the phrase from the school, there is a generalization effect so that it is represented that the entire school is the one who misappropriates student savings. In line with (Syafruddin, N.I. et al. 2021, p. 44) suggests using anonymous or plural clues as a means to reveal clues to the perpetrator.

b) Identification

YR, who has served as Principal of SDN 2 Situbatu for 9 years, admits that he uses most of the student's savings for his personal interests. The excerpt of the sentence above is included in individualization because the excerpt of the sentence above is displayed clearly by the party or suspect. Actors appear with their initials only. But it still makes people do not understand the individual actors or actors clearly. As for the sentence that contains a clear and detailed mention of the party, namely the name of the head of the Kaswad service and his secretary Uncle and the representative of the student's parents, namely Nono.

6) Assimilation – Individualization

a) Assimilation

The arrival of the parents of former students who want to claim their rights.

The excerpt of the sentence above is included in assimilation, because the excerpt of the sentence above does not appear in real terms. The use of the word former student parents is still common. So that the sentence fragment is included in assimilation.

b) Individualization

YR, who has served as Principal of SDN 2 Situbatu for 9 years, admits that he uses most of the student's savings for his personal interests.

The excerpt of the sentence above is included in individualization because the excerpt of the sentence above is displayed clearly by the party or suspect. Actors appear with their initials only. But it still makes people not understand the individual actors or actors clearly.

As for the sentence that contains a clear and detailed mention of the party, namely the name of the head of the Kaswad service and his secretary Uncle and the representative of the student's parents, namely Nono.

7) Association – Disassociation

a) Association

The arrival of former parents of students who wanted to claim their rights was heavily guarded by the police because initially the parents wanted to seal the gate of SDN 2 Situbatu.

The excerpt of the sentence above is included in the association because the excerpt of the sentence above is related to the other party. The parties that are connected are the arrival of parents who demand their rights in front of the school, and are connected with the police who guard in front of the school gate so that there are no riots.

b) Disassociation

The student's savings are savings since the students were in grade 1 of elementary school, out of a total of 23 students/classes.

The excerpt of the sentence above is included in disassociation because the excerpt of the sentence above is not connected with another party. The party or student is only mentioned alone without being connected with others. It can be concluded that the analysis that has been carried out on a discourse contains several words and sentences used by journalists to eliminate a party involved in the news. In addition, there are several passive sentences that require more careful thought in reading published news.

CONCLUSION

Based on the description of the problem and the purpose of the previous analysis, conclusions can be drawn about the exclusive and inclusive forms of Theo Van Leeuwen's work as follows.

1. A form of exclusion in the reporting of the Indonesian Times regarding the school principal corruption case, there are many scripts being written that use passivity and nominalization to target actors
2. Forms of inclusion in the Indonesian Times regarding corruption cases in the world of education namely school principals, found strategies of differentiation,

objectivation-activation, nomination and categorization, nominations-identifications, determination-indetermination, assimilation-individualization, associations-disassociation in the Indonesian Times media cause an actor to be portrayed clearly and accurately without implying any generalizations about the consumers or viewers in the production.

REFERENCE

- Alfianika, N. (2016). Analisis wacana kritis teori inclusion theo van leeuwen dalam berita kriminal tema pencurian Koran posmetro padang edisi mei 2013. *Jurnal Gramatika*, 2(1), 80120.
- Andheska, H. (2015). Eksklusi dan inklusi pada rubrik Metropolitan Harian Kompas: Analisis wacana kritis berdasarkan sudut pandang Theo Van Leeuwen. *Jurnal Bahastra*, 34(1), 51-68.
- Hy, M. (2022). Strategi Pemberitaan Media Online Indonesia dalam Kasus Demonstrasi RUU HIP (Analisis Wacana Kritis Theo Van Leeuwen). *Bahtera: Jurnal Pendidikan Bahasa dan Sastra*, 21(1), 101-113.
- Khatimah, H. (2018). Posisi dan peran media dalam kehidupan masyarakat. *Tasamuh*, 16(1), 119-138.
- Amaliah, R., Mahmudah, M., & Mayong, M. (2021). Mengungkap Ideologi Teks Berita Covid 19 Berdasarkan Pendekatan Analisis Wacana Kritis Theo Van Leeuwen. *Fon: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 17(2), 203-215.
- Syafruddin, N. I., Amir, J., & Azis, A. Kajian Pemberitaan Dugaan Korupsi dalam Dunia Pendidikan: Analisis Wacana Kritis Theo Van Leeuwen. *Wahana Literasi: Journal of Language, Literature, and Linguistics*, 1(1).

NEUROSCIENCE-BASED LEARNING STRATEGIES FOR LEARNING MOTIVATION IN COURSES LEARNING EVALUATION

Yeni Rostikawati¹, Mekar Ismayani², Alfa Mitri Suhara³

^{1,2,3} IKIP Siliwangi

¹yenirostikawati@ikipsiliwangi.ac.id, ²mekarismayani@ikipsiliwangi.ac.id, ³alfa.mitri@ikipsiliwangi.ac.id

Abstract

This study aims to obtain an overview of learning motivation through the results of student responses after carrying out a neuroscience-based learning process. This can be identified through the student's assumption that the evaluation course is difficult. This is proven through the results of learning assessments which are still low and student testimonies regarding evaluation learning which are considered difficult to understand. This research method is descriptive with a quantitative approach. The object sample of this research was 22 students who were taken by simple random sampling technique. The instrument used is a questionnaire sheet which is tested for validity and reliability using construct tests through expert *judgment*. The results of the study show that neuroscience-based learning can influence student learning motivation. The motivation in question can be identified through student responses to the lecturer's treatment during the learning process. Treatment through words of motivation, appreciation, stimulus for critical thinking through problem-based learning, and creating an atmosphere of collaboration through group learning.

Keywords : Neuroscience, Learning Motivation, Learning Evaluation

Abstrak

Penelitian ini bertujuan untuk memperoleh gambaran motivasi belajar melalui hasil respon siswa setelah melaksanakan proses pembelajaran berbasis neurosains. Hal ini dapat diketahui melalui anggapan siswa bahwa mata kuliah evaluasi itu sulit. Hal ini dibuktikan melalui hasil penilaian pembelajaran yang masih rendah dan kesaksian siswa mengenai evaluasi pembelajaran yang dianggap sulit dipahami. Metode penelitian ini bersifat deskriptif dengan pendekatan kuantitatif. Sampel objek penelitian ini adalah 22 siswa yang diambil dengan teknik simple random sampling. Instrumen yang digunakan adalah lembar angket yang diuji validitas dan reliabilitasnya dengan menggunakan uji konstruk melalui expert judgment. Hasil penelitian menunjukkan bahwa pembelajaran berbasis neuroscience dapat mempengaruhi motivasi belajar siswa. Motivasi yang dimaksud dapat diketahui melalui respon mahasiswa terhadap perlakuan dosen selama proses pembelajaran. Treatment melalui kata-kata motivasi, apresiasi, stimulus berpikir kritis melalui pembelajaran berbasis masalah, dan menciptakan suasana kerjasama melalui pembelajaran kelompok.

Kata Kunci : Ilmu Saraf, Motivasi Belajar, Evaluasi Belajar

INTRODUCTION

Evaluation courses are always considered difficult by students. This is proven through the results of learning assessments which are still low and student testimonies regarding evaluation learning which are considered difficult to understand. One of the causes of these problems is the lack of motivation to learn. Motivation influences the learning process, as expressed by Suprijono (2014: 162) and is in line with Siregar and Nara's quotes (2014: 51-51). 36% of motivation contributes to the learning process, while McClelland shows that achievement motivation contributes up to 64% to learning achievement (Zebua, 2021) . In addition, Sardiman (2016: 84) states that motivation influences optimal learning outcomes. In line with Hamzah and Muhlisrarini (2014: 149) that if motivation increases, it will increase learning outcomes either directly or indirectly.

Students' intrinsic motivation can be instilled when teachers teach in ways that meet students' basic psychological needs for autonomy, competence, and relatedness (i.e. needs-based instruction) (Mendoza, et al , 2022). In this regard, Maslow's theory of motivation and human needs is the theoretical basis used in this study.

Motivation to Learn

Motivation is an internal process that activates, guides and maintains behavior from time to time (Murphy, et al in Slavin, 2011: 99). Motivation not only plays an important role in encouraging students to be involved in learning activities but also seeks how much students obtain information and what they can learn from these learning activities (Slavin, 2022: 100). According to Maslow's theory, there are two types of human needs, namely deficiency needs (physiology, safety, love, and self-esteem) and growth needs (Slavin, 2011: 102). The need for growth is the need to know and understand something, appreciate beauty, or grow and develop with the respect of others. This need can never be satisfied.

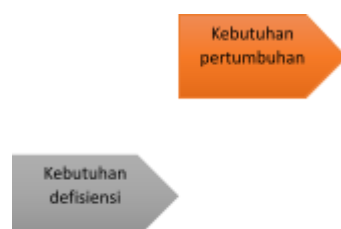


Figure 1 Maslow's Hierarchy of Needs

People tend to satisfy needs at the bottom of the hierarchy or deficiency needs before meeting growth needs. For example, the need for love and self-esteem can strengthen students' motivation to achieve higher growth goals (Slavin , 2011: 103). There are two types of motivation, namely intrinsic and extrinsic motivation. Ways to increase intrinsic motivation include the following (Cordova & Lepper in Slavin , 2011: 124):

- a. Arousing interest, how to generate interest among others by giving choices about what to learn or how to learn it.
- b. Maintaining curiosity, methods that can be used, for example, using teaching aids that raise curiosity as an inner urge to understand learning more.
- c. Using an interesting presentation, one way that can be done is to use a game or simulation.
- d. Helping students set their own goals, the way that can be done is to help students set ambitious but realistic goals and appreciate if the goals are achieved.

Neuroscience-Based Learning Strategies

Learning strategy is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently (Sanjaya, 2013). Furthermore JR David (Brookhart, 2010) explained that in the world of education, strategy is defined as *a plan, method, or series of activities designed to achieve a particular educational goal* . So, a learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals.

There are two things that need to be analyzed from the definition above (Brookhart, 2010) . First of all, a learning strategy is a plan of action (a series of actions) that involves the use of methods and the use of various resources/strengths in learning. This means that the development of a new strategy does not go hand in hand with the development of a work plan. Second, strategies are designed to achieve certain goals. That is, the direction of all strategic decisions is the attainment of goals. Neuroscience is a science that studies the brain's nervous system with all its functions, such as how the thinking process occurs in the human brain (Muhtadi, 2019) .

There are six characteristics of Neuroscience that are applied and can lead to changes in paradigm development in neuron and brain theory (Fauzi, 2020) , namely:

- a. *Multiple Intelligence*, a multiple intelligence that connects brain regions that control language, music, motor skills, social relationships, and spirituality.

- b. *Emotional Intelligence*, emotional intelligence which includes optimism, enthusiasm, and self-motivation that is integrated with social intelligence is in the human social brain.
- c. *Spiritual Intelligence*, mental intelligence, which includes the concept of emotional intelligence.
- d. *Adversity Quotient*, intelligence faces challenges to respond to stimuli through aspects of cognitive psychology.
- e. *Brain Based Learning*, applying learning techniques related to learning styles and how the brain works to process information and response patterns.
- f. *Instrumentation*, managing the potential of thought by segmenting and grouping ways of thinking that cover all aspects of human life.

According to Jensen (Muhtadi, 2019), neuroscience -based learning can be implemented in five learning levels, namely: 1) Preparation, this phase is the phase in which a new learning framework is established and the student's brain is prepared for possible connections; 2) Acquisition, the phase of making connections that allow neurons to communicate with each other. Connections between neurons are formed when students' learning experiences are new and consistent (relative to) the material they are learning; 3) elaboration (error correction & elaboration), error correction and elaboration. The preliminary stage can be carried out through activities that map the interrelationships of research topics and encourage deeper understanding; 4) memory formation (learning to combine passwords), this phase can be called the learning phase, in which the neural connections are stronger. To strengthen the relationship, it is necessary to give special time for students to meditate without guidance from study material; and 5) functional integration (*extended use*) is an effort to strengthen and expand learning materials. Work can be done by applying different learning methods. Of the five stages, there are three main stages, namely acquisition, employment, and education.

METHOD

This research method is descriptive with a quantitative approach. Through this research, the researcher aims to obtain an overview of learning motivation through the results of student responses after carrying out a neuroscience-based learning process. Therefore, the purpose of this research is in line with the understanding of descriptive research according to Sugiyono (2012: 13) which explains that descriptive research is

research conducted to determine the value of an independent variable, either one variable or more (independently) without making comparisons, or connecting with other variables. Another opinion that is in line is according to Sudjana and Ibrahim (Jayusman & Shavab, 2020) that descriptive research is research that describes symptoms, events, or events that are happening at this time. The quantitative approach is used because the data is in the form of numbers, starting from data collection, data interpretation, to data display (Arikunto, 2013: 12).

Based on this understanding, it can be concluded that descriptive research is carried out by seeking information related to existing symptoms, explaining the objectives to be achieved, and collecting various data for report preparation. The object sample of this research was 22 students who were taken by simple random sampling technique. The instrument used is a questionnaire sheet which is tested for validity and reliability using construct tests through expert *judgment*.

RESULTS AND DISCUSSION

The results of the research that will be presented below are the results of an interpretation of Maslow's theory regarding the hierarchy of human needs. The needs in question are deficiency needs including self-esteem needs and growth needs including the need to understand and understand self-actualization. The implementation of neuroscience in the learning process at this research stage is the preparatory stage and the next stage is carried out in further research. The preparatory stage is the stage of providing a framework for new learning and preparing students' brains with possible connections. Efforts for the preparatory stage are through *treatment* of appreciation, motivation, critical thinking stimulus, and explanations that are easily understood by students.

The results of the *treatment* can be explained through the following questionnaire data.

1. Students are familiar with learning neuroscience

The following circle graph shows that 63.6% of students have heard the term neuroscience.

Graph 1 Introduction to Neuroscience to Students



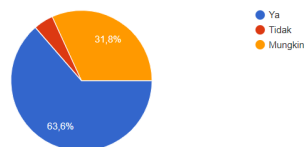
Even though there were students who answered "no" but the number was still less than students who answered "yes".

2. Students Get Motivation from Lecturers during the Learning Process

Respondents' answers indicate that students always get motivational words from lecturers as evidenced by the percentage of 63.6% of students who answered "yes".

Graph 2 Giving Motivational Words by Lecturers

Apakah selama proses pembelajaran dosen selalu memberikan kata-kata motivasi?
22 jawaban

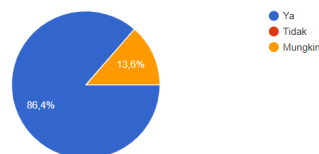


3. Students always get appreciation from lecturers during the learning process

Respondents' answers indicate that students always get appreciation for their abilities from lecturers as evidenced by the percentage of 86.4% of students who answered "yes".

Graph 3. Lecturer Appreciation for Students

Apakah selama pembelajaran dosen selalu mengapresiasi kemampuan Anda?
22 jawaban

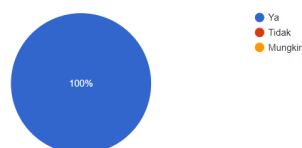


4. Students always get a stimulus to be able to think critically

Respondents' answers indicate that students always get a stimulus to think critically from lecturers as evidenced by the acquisition of a percentage of 100% of students who answered "yes".

Graph 4 Critical Thinking Stimulus during the Learning Process

Apakah selama pembelajaran dosen berusaha menstimulus kemampuan berpikir kritis Anda?
22 jawaban



5. Students get Easy-to-Understand Explanations

Respondents' answers indicated that the lecturer explained in language that was easy to understand as evidenced by the percentage of 77.3% of students who answered "yes".

Graph 5 The Lecturer's Explanations are Easy to Understand



6. Students receive complicated and convoluted explanations from lecturers

This questionnaire question strengthens the respondent's answer to the previous question. The results of the answers show that the lecturer explains in easy language understandable, not complicated and convoluted, this is evidenced by the acquisition of a percentage of 72.7% of students who answered "yes".

Graph 6 The Lecturer's Explanation is Complicated and Convoluted



7. Lecturers make students pessimistic in learning

Respondents' answers indicated that lecturers did not make students pessimistic in learning as evidenced by the percentage of 77.3% of students who answered "yes".

Graph 7 Lecturers make students pessimistic in learning

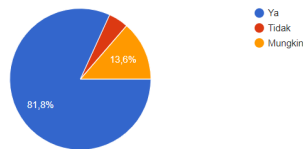


8. Lecturers make students optimistic in learning

Respondents' answers indicated that lecturers made students optimistic in learning as evidenced by the percentage of 81.8% of students who answered "yes". This questionnaire question points reinforces question point no. 7.

Graph 8 Lecturers make Students Optimistic in Learning

Apakah Dosen sering menyampaikan kata atau kalimat yang membuat Anda optimis dalam belajar?
22 jawaban

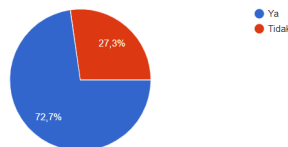


9. Implementation of Group Learning

Respondents' answers indicate that the learning process is carried out in groups. Evidenced by the acquisition of a percentage of 72.7 % of students who answered "yes".

Graph 9 Learning is Done in Groups

Apakah proses belajar selalu dilakukan berkelompok?
22 jawaban

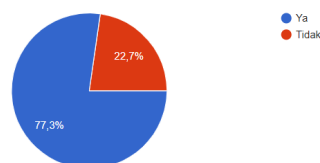


10. The Effect of Group Study on Material Understanding

Respondents' answers indicated that group study made students better understand the learning material . Evidenced by the acquisition of a percentage of 77.3 % of students who answered "yes".

Graph 10 The Effect of Group Study on Material Understanding

Apakah dengan belajar berkelompok Anda menjadi lebih mudah memahami materi pembelajaran?
22 jawaban



The results of the study show that neuroscience-based learning can influence student learning motivation. The motivation in question can be identified through student responses to the lecturer's treatment during the learning process. Treatment through words of motivation, appreciation, stimulus for critical thinking through problem-based learning, and creating an atmosphere of collaboration through group learning. As a comparison material, research on the use of neuroscience was also carried out by Sumiati & Gumiandari (Teti Sumiati & Septi Gumiandari, 2022) , the results of the study showed that Neuroscience-based learning was proven to be effective in arousing motivation and learning achievement of *slow learner students* by providing the right stimulus, even though in this research the object is *slow learner students*.

Neuroscience-based learning strategies to increase student learning motivation through the *treatment* of motivational words, appreciation, critical thinking stimuli through problem-based learning, and creating an atmosphere of collaboration through group learning are considered suitable for IKIP Siliwangi students. This is corroborated by student responses in table 1 below.

Table 1 Student Responses Regarding Things That Can Increase Motivation and Reduce Motivation in the Learning Process

What things make your learning motivation increase?	Write down one thing that makes you lazy to study the most!
Motivation wants to be better by studying seriously	There is no lazy word in studying
The ideals that are dreamed of must be realized, one way is to study harder	Bad mood can affect the learning process
When you're excited	During sleepy or noon hours
Studying while listening to music and if studying in the classroom is not noisy then I will focus and learning will be easy to understand	If the class room is noisy, I become lazy to study because I'm not comfortable in class
When you understand the material that has been explained	When the mood is bad
When you get appreciation for your efforts and personal abilities.	When you get a groupmate who is less able to participate in the discussion (depends on unilateral decisions/can't give arguments). Group learning will be more effective if all members can participate in the discussion.
Teachers and learning are also fun, for example with discussions between groups	The determined group is unbalanced, the teacher is emotional

What things make your learning motivation increase?	Write down one thing that makes you lazy to study the most!
If the material being studied is not difficult	When you play cellphone
1. Great mood 2. How to teach lecturers who give 3. Realize that you have responsibilities as a student	Monotonous study room
good support system	when opinions are always not heard
adequate means	soaring spirit
Support, encouragement	lecturer makes it tense and not relaxed
The fun way of teaching lecturers makes learning increase	How to teach and how to explain the less cool lecturers
Become a teacher	I am lazy to study when the lecturer is delivering material, one of the students interrupts the lecturer's conversation, and makes me fail to focus
comfortable learning atmosphere, preferred subjects, making achievement targets	disliked lessons, unsupportive learning atmosphere
Learn to understand a lesson so that a lesson becomes fun	Coursework
Comfortable and interesting learning	Hard to understand material
The spirit of both parents that makes me excited to learn	Tired
Appreciation from lecturers and friends	Lack of appreciation
Seeing friends	The material submitted is not included
There are not many distractions in learning, the atmosphere of the place to study is quite comfortable	Not focus
read open and listen	the nature of the lecturer to teach is too monotonous

The colored writing in table 1 above shows student statements related to *treatment* which can affect their motivation in the learning process. Either positive or negative influence.

CONCLUSION

Neuroscience-based learning strategies to increase student learning motivation through the *treatment* of motivational words, appreciation, critical thinking stimuli through problem-based learning, and creating an atmosphere of collaboration through group learning are considered suitable for IKIP Siliwangi students. The results of the study show

that neuroscience-based learning can influence student learning motivation. The motivation in question can be identified through student responses to the lecturer's treatment during the learning process. Treatment through words of motivation, appreciation, stimulus for critical thinking through problem-based learning, and creating an atmosphere of collaboration through group learning.

REFERENCE

- Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Brookhart, S. M. (2010). How To Assess Higher Order Thinking Skills In Your Classroom. *United States of Amerika: ASCD Member Book*. <http://marefateadyan.nashriyat.ir/node/150>
- Fauzi, M. I. (2020). Pemanfaatan Neurosains dalam Desain Pengembangan Kurikulum Bahasa Arab. *Arabiyatuna: Jurnal Bahasa Arab*, 4(1), 1. <https://doi.org/10.29240/jba.v4i1.1095>
- Hamzah, A. dan Muhlisrarini. (2014). *Perencanaan dan Strategi Pembelajaran Matematika*. Jakarta: PT RajaGrafindo Persada.
- Jayusman, I., & Shavab, O. A. K. (2020). Aktivitas Belajar Mahasiswa Dengan Menggunakan Media Pembelajaran Learning Management System (Lms) Berbasis Edmodo Dalam Pembelajaran Sejarah. *Jurnal Artefak*, 7(1), 13. <https://doi.org/10.25157/ja.v7i1.3180>
- Muhtadi, A. (2019). *Modul 3. Pembelajaran Inovatif (Modul Pendidikan Profesi Guru)*. 1–148.
- Sanjaya, W. (2013). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabet.
- Sardiman, A. M.. (2016). *Interaksi dan Motivasi Belajar*. Jakarta: Rajawali Pers.
- Siregar, E. dan Nara, H. (2014). *Teori Belajar dan Pembelajaran*. Bogor: Penerbit Ghalia Indonesia.
- Suprijono, A. (2014). *Cooperative Learning*. Yogyakarta: Pustaka Pelajar.
- Teti Sumiati, & Septi Gumiandari. (2022). Pendekatan Neurosains Dalam Strategi Pembelajaran untuk Siswa Slow Learner. *Risâlah, Jurnal Pendidikan Dan Studi Islam*, 8(3), 1050–1069. <https://doi.org/10.31943/jurnalrisalah.v8i3.326>
- Zebua, T. G. (2021). Motivation Theory Teori Motivasi Abraham H. Maslow Dan Implikasinya Dalam Kegiatan Belajar Matematika. *Range: Jurnal Pendidikan Matematika*, 3(1), 68–76. <https://doi.org/10.32938/jpm.v3i1.1185>.

UTILIZATION OF MOBILE LEARNING MEDIA IN LITERATURE BROWSING MATERIALS TO IMPROVE STUDENT ESSAY WRITING SKILLS

Sary Sukawati¹, Riana Dwi Lestari²

^{1,2}IKIP Siliwangi

sarysukawati@ikipsiliwangi.ac.id ² rianadwilestari@ikipsiliwangi.ac.id

Abstract

This research is motivated by students' difficulties when writing essays. Observation results show that it is difficult for students to argue properly with evidence and reinforcement from various theories. Students also lack references in writing ideas. In the current digital era, lecturers must continue to innovate to provide adequate facilities according to student needs. Based on these problems, the purpose of this research is to: 1) find out the design of mobile learning media in exploring the library material. 2) Knowing the effectiveness of using mobile learning media to improve students' essay writing skills. This research was conducted using the Exploratory Sequential Design mix method. This method was chosen according to the characteristics of the research questions that involve combining qualitative and quantitative data. Data collection techniques using tests. The research instruments were in the form of learning media devices, test questions, and questionnaires. The results of the study show that the design of mobile learning media is presented through multimedia in the form of text, images and videos accessed via the internet. The results of learning to write essays are in the good category and have increased from before. It can be concluded that the use of mobile learning media in exploring the Library material has proven to be effective in improving students' essay writing skills.

Keywords: essays, learning media, and mobile learning

Abstrak

Penelitian ini dilatarbelakangi oleh kesulitan siswa saat menulis esai. Hasil observasi menunjukkan bahwa sulit bagi siswa untuk berargumentasi dengan baik dengan bukti dan penguatan dari berbagai teori. Siswa juga kekurangan referensi dalam menulis ide tulisan. Di era digital saat ini, dosen harus terus berinovasi untuk menyediakan fasilitas yang memadai sesuai kebutuhan mahasiswa. Berdasarkan permasalahan tersebut, tujuan dari penelitian ini adalah untuk: 1) mengetahui desain media mobile learning dalam mengeksplorasi bahan pustaka. 2) mengetahui keefektifan penggunaan media mobile learning untuk meningkatkan keterampilan menulis karangan siswa. Penelitian ini dilakukan dengan menggunakan metode campuran Exploratory Sequential Design. Metode ini dipilih sesuai dengan karakteristik pertanyaan penelitian yang melibatkan penggabungan data kualitatif dan kuantitatif. Teknik pengumpulan data menggunakan tes. Instrumen penelitian berupa perangkat media pembelajaran, soal tes, dan angket. Hasil penelitian menunjukkan bahwa perancangan media mobile learning disajikan melalui multimedia berupa teks, gambar dan video yang diakses melalui internet. Hasil belajar menulis karangan termasuk dalam kategori baik dan mengalami peningkatan dari sebelumnya. Dapat disimpulkan bahwa penggunaan media mobile learning dalam mengeksplorasi bahan Pustaka terbukti efektif dalam meningkatkan keterampilan menulis esai siswa.

Kata kunci: karangan, media pembelajaran, dan mobile learning

INTRODUCTION

Writing competence is a skill that must be possessed by every student in tertiary institutions. Every student must be able to express ideas and thoughts in written form. Almost all assignments done by students cannot be separated from writing. For example, each subject must have the task of writing scientific papers in the form of: papers, essays, articles, reading reports, etc. All of this is not easy, along the way students often complain of being confused and have difficulty putting ideas into writing. Even though the idea has emerged, students still have difficulty putting the idea into writing.

The fact that writing is not a simple activity has been expressed by several experts. Alwasilah (2013: 99) says "writing is a long and winding process." Djuharie (2021) suggests "in writing, it is not enough to just have an idea. The way of conveying ideas also plays an important role in the success of this written information transfer process." Sukirman stated more fully that (2020) writing is an activity of expressing ideas, ideas, thoughts or feelings in linguistic symbols. This activity involves aspects of using spelling and punctuation, diction and vocabulary, effective sentence structure, developing paragraphs, processing ideas that lead to the development of essay models. Therefore, it is important to always appreciate every piece of writing that has been compiled, one of which is essay writing.

Essay is one type of writing that is often used as a tool to measure one's intelligence. Someone who is knowledgeable will be able to convey ideas in a coherent, logical and interesting way (Noviyanti, 2018). Djuharie (2021) confirms that in an essay several effective paragraphs are mixed in such a way as to explore or present attitudes/solutions to a theme of the problem in an accurate, systematic, sharp, reliable and convincing manner. Furthermore, it is said that the indicators of a good essay are fulfilling the structure, content, and grammar according to the applicable rules.

This research is motivated by students' difficulties when writing essays. Observation results show that it is difficult for students to argue properly with evidence and reinforcement from various theories. Students also lack references in writing writing ideas. In the current digital era, lecturers must continue to innovate to provide adequate facilities according to student needs. The presence of mobile learning media is a breath of fresh air for writing learning. Through mobile learning media students can look for ideas by exploring the library anywhere, without limits. The role of the lecturer as a facilitator is shown by directing students to enter various links to get ideas for writing their essays.

The term mobile learning can be interpreted as the use of handheld and mobile technology devices such as mobile phones, PDAs, tablets, and laptops which are then used in learning (Tamimuddin in Musahrain, 2017). It was further stated that mobile learning is the use of a mobile device that is used specifically to search for or access various information (knowledge) without having to be in a certain place and limited by a certain time.

In line with the theory above, Pedro (2018) stated that some authors identified m-learning as a natural consequence of the e-learning evolution, but more recent definitions position m-learning as a method that intersects mobile computing and e-learning (Chee et al., 2017), that adopts the use of mobile technology to achieve anytime, anywhere, ubiquitous learning (Hung & Zhang, 2012) and that emphasizes learners' mobility and personalized learning (Vázquez-Cano, 2014). Thus it can be said that mobile learning is part of e-learning which has the characteristics of being able to learn anywhere and anytime.

Learning media can be interpreted as intermediaries, instruments or tools used by educators to convey information or lessons (Arsyad, 2020). According to Ibrahim (2017) the development of learning media is inseparable from the role of learning technology. Therefore, mobile learning media is expected to be a significant technology-based tool for students to broadly seek ideas or additional data. Through the use of mobile learning media, students can explore libraries anywhere to meet various information needs. This is a new thing for most students. Zenab (2022) states "different processes allow for different learning outcomes to be obtained".

Based on the description above, the purpose of this research is 1) to find out the design of mobile learning media in exploring the library material. 2) to determine the effectiveness of using mobile learning media to improve students' essay writing skills. Similar research related to essays and the use of mobile learning media was conducted by Sari (2017) with the title "Student Perceptions of Film Implementation in Learning to Write Argumentative Essays." The results of the research showed several student perceptions, namely the implementation of film in learning to write argumentative essays can make changing the atmosphere more fun, can increase creativity, and requires guided writing techniques by lecturers. Through film as a fun learning medium, students are expected to be able to more easily express critical ideas to write argumentative essays. The difference between the research above and this research lies in the treatment given to

improve essay writing. In this study, researchers used mobile learning media, while Sari's research (2017) used film.

In addition, research with the title "Development of mobile learning-based learning media in digital simulation subjects" has been published by Rahmat, et al. (2019). The results of the study show that android-based mobile learning in digital simulation subjects is feasible to be used as a supporting medium for independent learning. The results for the control class were 74.125% and for the experiment was 83.25%. Thus the researcher hopes that mobile learning media can also be successful in increasing students' writing essays as in the results of previous studies.

METHOD

This research was conducted using the Exploratory Sequential Design mix method. This method was chosen according to the characteristics of the research questions that involve combining qualitative and quantitative data. According to Creswell (2010: 5) in Mulyanah (2021) the mixed method is a research approach that combines or associates qualitative and quantitative forms.

The reason for the research design using the exploratory sequential design is because data collection in this study begins with qualitative data and then continues with quantitative data collection. In accordance with the research procedures carried out, the qualitative data in question is the design of the application of mobile learning media in the material exploring the Library. Followed by quantitative data in the form of calculating the results of the acquisition value of essay writing skills and calculating questionnaire scores for the effectiveness of using mobile learning media on learning outcomes.

The subjects of this study were students of the Bakti Asih Analytical High School Level 1 in the D3 Health Analyst Study Program who contracted Indonesian Language courses with a total sample of 30 people. Data collection techniques using tests. The research instruments were in the form of learning media devices and test questions. The data analysis technique used is descriptive qualitative and simple statistical calculations with the help of excel.

RESULT AND DISCUSSION

There are two types of research results, qualitative data and quantitative data. The first will be described and discussed for qualitative research data first. The results of the

study show that the design of mobile learning media is presented through multimedia in the form of text, images, videos, and website links accessed via the internet. The following will describe the results of the material design for exploring the library through mobile learning media to improve essay writing skills.

The first step taken by the lecturer is to compile materials for exploring the library through Power Point media which can be downloaded by students through the STABA LMS (Learning Management System) Platform.

Picture 1. LMS display

If the link on the LMS above https://docs.google.com/presentation/d/1-XV5IUfVTPWS_A6gkAIutwsoWKzL-0LI/edit#slide=id.p1 is clicked by the student, the following material will appear:

Picture 2. Google Docs view

Apart from containing material related to exploring the World of Libraries, the power point above also contains slides on work procedures for writing essays assisted by mobile

learning media. The slides contain procedural steps that must be carried out by students when compiling essays through mobile learning media. Here's how it looks:

Picture 3. Project Procedure Slideshow

Referring to picture 3 above, the following will describe the next steps in designing the use of mobile learning media to improve students' skills in writing essays.

The second step, students download powerpoints from the Google Drive link that has been shared by lecturers at LMS. After the power point consisting of 12 slides has been downloaded, proof of attendance will automatically appear in the student's LMS for the meeting.

The third step, according to the work procedures listed in the PPT. College students look for viral news on social media. Lecturers advise students to open online media such as: youtube, tiktok, instagram, facebook, twitter, or other website-based online news pages such as: Kompas.com, detik.com, coil.com, tribunnews.com, etc. Furthermore, students must write a video or website link from the selected news on the Google Classroom assignment page.

The fourth step, students write down the important points of the news. Because this is a data search process to compose an essay, it is best to record the required data so you don't forget. Students can write down important points such as 5W+1H or SIMBA's ADIK. If described, student notes should contain what, who, when, where, why, and how in relation to the viral incident.

The fifth step, students determine the topic of the essay. Topics are selected from the core of the viral news that has been selected. Topics chosen by students may be about education, health, law, social, culture, etc. After this step is completed students can determine the title of the essay and start drafting the essay. The essay consists of an introduction, body, and conclusion.

The sixth step, students look for reference materials that match the chosen topic. Students can open several websites as journal search platforms, for example: Google Scholar, Garuda, OAJI (Open Academic Journal Index), Sinta, etc. Display one of them as in the image below.

Picture 4, Google Scholar view

to enter the display (picture 4), students must first enter the <https://www.google.com/> page. After the display above appears, students can enter keywords in the search section. Later, several choices of journal articles or e-books will appear that contain the topic we are looking for.

Picture 5. Example of Display Search Results

The display above will appear if we write down the search for Covid 19. Then select the article that suits your needs. It is better if the article is downloaded and inserted directly or

saved as a PC document so that it is stored neatly and does not disappear when needed to write citations.

The seventh step, students begin to write the identity of the journal. Identity is needed especially to complete the writing of bibliography. The identity of the journal in question is the title of the article, name of the journal, number, volume, and year of writing of the journal. Each selected journal should be read in its entirety to help find the right citation for the essay.

The eighth step, students begin to compose essays according to the framework that was made in the fifth stage. The introduction section can contain a general statement about the topic, background, or important reasons the author chooses to discuss the selected topic. In the introductory part, the writer can also write a theory quote as a reinforcement or confirmation of each written statement. In the contents section the author can write things that are closely related to the topic, a more detailed description of the introductory part, define terms related to the topic, write arguments accompanied by evidence, provide examples, facts, data, etc. At the end or closing the author can write a conclusion or summary of the topics discussed. The author can also write suggestions and appeals if needed.

Next will be described quantitative research data. This data is generated from student acquisition scores during two meetings. In the first meeting, students were given an assignment to write an essay by choosing a free theme and immediately putting ideas into writing. At the second meeting, students were given treatment during the learning process, namely the application of mobile learning media. The learning outcomes generated from 30 samples can be seen in the following table:

Table 1. Essay Writing Learning Outcome Data

No.	Subject Name	Assessment Aspect			V1	Assessment Aspect			V2
		Structure	content	grammar		Structure	Content	Grammar	
1	ZL	3	3	3	75,00	3	3	4	83,75
2	HAN	4	2	4	80,00	4	3	3	81,25
3	NN	4	2	3	71,25	4	3	3	81,25
4	NJ	3	3	3	75,00	3	3	4	83,75
5	IK	3	3	3	75,00	4	3	4	90
6	RS	4	2	4	80,00	3	3	4	83,75
7	NH	3	2	3	65,00	3	3	3	75
8	PMR	3	2	3	65,00	4	3	3	81,25
9	DTA	4	2	4	80,00	3	4	3	85

10	AN	4	2	4	80,00	4	3	3	81,25
11	IY	3	3	3	75,00	3	3	4	83,75
12	LK	3	3	3	75,00	4	3	3	81,25
13	FY	4	3	3	81,25	4	3	4	90
14	SEA	3	2	3	65,00	3	3	3	75
15	SMF	4	3	3	81,25	3	4	3	85
16	IN	4	3	3	81,25	4	3	4	90
17	IR	3	2	3	65,00	3	3	3	75
18	ROA	3	3	3	75,00	4	3	3	81,25
19	NP	3	3	3	75,00	4	3	3	81,25
20	TFD	4	3	3	81,25	3	3	4	83,75
21	SK	3	3	3	75,00	3	4	3	85
22	APY	4	2	3	71,25	4	3	3	81,25
23	RK	4	2	3	71,25	4	2	4	80
24	IAS	3	3	3	75,00	4	3	3	81,25
25	KL	3	3	3	75,00	4	3	4	90
26	TK	4	2	4	80,00	4	3	4	90
27	AS	4	2	4	80,00	4	4	3	91,25
28	MTK	4	2	3	71,25	4	3	3	81,25
29	DSN	4	2	3	71,25	4	3	3	81,25
30	DR	4	2	3	71,25	3	4	3	85
	Average	3,53	2,47	3,20	74,75	3,60	3,13	3,37	83,29

Based on the values above, we can calculate the increase from the N-Gain of the two values. N-Gain is obtained from the difference in the value of V2-V1. N-gain can show the effectiveness of mobile learning media treatment on improving students' essay writing skills. The following is the N-Gain table obtained from the two values.

Table 2. N-Gain Values 1 and 2

No.	Subject Name	V1	V2	N-Gain
1	ZL	75,00	83,75	8,75
2	HAN	80,00	81,25	1,25
3	NN	71,25	81,25	10
4	NJ	75,00	83,75	8,75
5	IK	75,00	90,00	15
6	RS	80,00	83,75	3,75
7	NH	65,00	75,00	10
8	PMR	65,00	81,25	16,25
9	DTA	80,00	85,00	5
10	AN	80,00	81,25	1,25
11	IY	75,00	83,75	8,75
12	LK	75,00	81,25	6,25
13	FY	81,25	90,00	8,75
14	SEA	65,00	75,00	10
15	SMF	81,25	85,00	3,75

16	IN	81,25	90,00	8,75
17	IR	65,00	75,00	10
18	ROA	75,00	81,25	6,25
19	NP	75,00	81,25	6,25
20	TFD	81,25	83,75	2,5
21	SK	75,00	85,00	10
22	APY	71,25	81,25	10
23	RK	71,25	80,00	8,75
24	IAS	75,00	81,25	6,25
25	KL	75,00	90,00	15
26	TK	80,00	90,00	10
27	AS	80,00	91,25	11,25
28	MTK	71,25	81,25	10
29	DSN	71,25	81,25	10
30	DR	71,25	85,00	13,75
	Average	74,75	83,29	8,54
	V-Max	81,25	91,25	16,25
	V-MIN	65,00	75,00	1,25

Based on the quantitative data above, the results of learning to write essays are in the good category and increase from the previous value. The data shows that there is an increase in students' skills in writing essays seen from the acquisition of the highest score V1 (81.25) while V2 (91.25). Likewise with the acquisition of the lowest score at V1 (65.00) while V2 (75.00). The average value generated in V1 is 74.75 while V2 is 83.29. Thus the average N-Gain of the two values is 8.54. The highest Gain reached 16.25 and the lowest Gain was 1.25.

Judging from each aspect of the assessment, the highest average is obtained on the structural aspect with an average value at V1 3.53 while V2 is 3.60. When viewed from the increase, the value of this structure actually shows the lowest increase value because from the start students were detected to have no difficulty in making essays with the right structure. In contrast to the content aspect, which was found to be the most difficult in the first test because students were not yet rich in ideas, so the contents of essays tended to be shallow and did not show strong arguments and evidence. It was only in the second test that students felt very helped by the mobile learning media provided during the essay writing learning process.

Through this mobile learning media, students have access to find as much data as possible and complete sources of literature. Lecturer instructions that guide students in stages also help students follow learning to write essays better (see picture 3). The online

media YouTube and Tik Tok are the most chosen by students as media that lead to searching for essay topics. This is inseparable from the rise of viral news, which usually comes from tick tock and is then widely reviewed on the YouTube channel. However, there are still some students who get essay topic material from other online media, such as Instagram, Facebook, Twitter, Kompas.com, detik.com, coil.com, tribunnews.com, etc. Meanwhile, for literature review, more chose to source from Google Scholar.

With the exploration of the world of literature through mobile learning media, students claim that they can more freely choose topics and study literature according to their needs. Especially what is most felt is when compiling the contents of the essay. Students are greatly assisted in describing the details of the problem, showing evidence in the form of facts and data to strengthen the arguments built, providing illustrative examples related to the topic, etc. In the end, the effectiveness of the use of mobile learning above can be seen from the increase in scores obtained on aspects of essay content. From the average value of V1 2.37 to 3.13 in V2.

CONCLUSION

The results of the study show that the design of mobile learning media is presented in a structured manner through multimedia in the form of text, images, videos, and website links which are accessed by students via the internet. The results of learning to write essays are in the good category and increase from the previous score. The highest score on V1 was 81.25, while V2 was 91.25. The lowest value on V1 is 65.00 while V2 is 75.00. The average value generated in V1 is 74.75 while V2 is 83.29. The average N-Gain of the two values is 8.54. The highest Gain reaches 16.25 and the lowest Gain is 1.25. Thus it can be concluded that the use of mobile learning media in library research material has proven to be effective in improving students' essay writing skills.

REFERENCE

- Alwasilah, C. A. dan Alwasilah, S.S. (2013). *Pokoknya menulis: cara baru menulis dengan metode kolaborasi*. Bandung: PT Kiblat Buku Utama.
- Arsyad, M. N., & Lestari, D. E. G. (2020). Efektifitas penggunaan media mobile learning berbasis android terhadap hasil belajar mahasiswa ikip budi utomo malang. *Agastya: Jurnal Sejarah Dan Pembelajarannya*, 10(1), 89-105.
- Djuharie, O. S. (2021). *Skills and strategies for academic writing*. Bandung: Yrama Media.

- Ibrahim, N., & Ishartiwi, I. (2017). Pengembangan media pembelajaran mobile learning berbasis android mata pelajaran IPA untuk siswa SMP. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 8(1).
- Mulyanah, N., & Andriani, A. (2021). Strategi Bimbingan dan Pelatihan Guru Dalam Pembelajaran Menggunakan Aplikasi Google Pada Pembelajaran Daring Untuk Meningkatkan Efektifitas Belajar Siswa Dimasa Pandemi Covid-19. *Jurnal Riset Pendidikan Dasar (JRPD)*, 2(1), 67.
- Musahrain, M., Suryani, N., & Suharno, S. (2017, March). Pengaplikasian mobile learning sebagai media dalam pembelajaran. In *Prosiding Seminar Nasional Teknologi Pendidikan*.
- Nofiyanti, N., Sukawati, S., & Zenab, A. S. (2018). Penerapan Strategi Permainan Catalisting yang Berorientasi pada Kecerdasan Linguistik (PC-KL) dalam Pembelajaran Menulis Esai. *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(1), 24-36.
- Pedro, L. F. M. G., Barbosa, C. M. M. D. O., & Santos, C. M. D. N. (2018). A critical review of mobile learning integration in formal educational contexts. *International Journal of Educational Technology in Higher Education*, 15(1), 1-15.
- Rahmat, R. F., Mursyida, L., Rizal, F., Krismadinata, K., & Yunus, Y. (2019). Pengembangan media pembelajaran berbasis mobile learning pada mata pelajaran simulasi digital. *Jurnal Inovasi Teknologi Pendidikan*, 6(2), 116-126.
- Sari, F. M. (2017). Persepsi Mahasiswa terhadap Implementasi Film dalam Pembelajaran Menulis Esai Argumentasi. In *Seminar Nasional Bahasa dan Sastra. Universitas Teknokrat Indonesia*.
- Sukirman, S. (2020). Tes Kemampuan Keterampilan Menulis dalam Pembelajaran Bahasa Indonesia di Sekolah. *Jurnal Konsepsi*, 9(2), 72-81.
- Zenab, A. S., & Sukawati, S. (2022). Studi Komparasi Hasil Belajar Mahasiswa Melalui Metode Daring dan Luring Pada Mata Kuliah Bahasa Indonesia. *Semantik*, 11(2), 245-256.

DEVELOPMENT OF DIGITAL-BASED MEDIA FOR THE LEARNING OF INDONESIAN LANGUAGE AND LITERATURE

Yufi Safwan Fajar

IKIP Siliwangi
yufisafwanfajar@gmail.com

Abstract

This article discusses the development of digital media for learning Indonesian language. This article is the result of research using the literature research method. The results of the research show that: (1) the use of media in learning Indonesian includes: students need digital skills, digital-based media has proven to have an impact on learning Indonesian, digital-based media minimizes limitations (space, time, and distance), digital-based media can add vocabulary for students, and the use of digital-based media provides stimulus and motivation to students; (2) the development of digital-based media in learning Indonesian, namely: teachers must innovate such as developing digital-based media, digital-based media must be specifically designed, it is necessary to develop digital-based media using Indonesian or in learning Indonesian, digital-based media has a positive impact and negative; and (3) there is a development research model that is suitable for developing digital-based media in learning Indonesian, namely: the Dick & Carey model, or the ADDIE model. This article recommends that teachers use digital-based media in learning Indonesian, and can use the development research model that has been presented.

Keywords: Indonesian Language, Digital, Media, Research and Development Model

Abstrak

Artikel ini membahas perkembangan media digital untuk pembelajaran bahasa Indonesia di Indonesia. Artikel ini merupakan hasil penelitian dengan menggunakan metode studi literatur. Hasil penelitian menunjukkan bahwa (1) penggunaan media dalam pembelajaran bahasa Indonesia meliputi: siswa membutuhkan keterampilan digital, media berbasis digital terbukti berdampak pada pembelajaran bahasa Indonesia, media berbasis digital meminimalkan keterbatasan (ruang, waktu, dan jarak), media berbasis digital dapat menambah kosakata bagi siswa, dan penggunaan media berbasis digital memberikan stimulus dan motivasi kepada siswa; (2) guru harus berinovasi mengembangkan media berbasis digital dalam pembelajaran bahasa Indonesia, seperti merancang khusus media berbasis digital, mengembangkan media berbasis digital berbahasa Indonesia atau dalam pembelajaran bahasa Indonesia, serta media berbasis digital memberikan dampak positif dan negatif; dan (3) terdapat model penelitian pengembangan yang cocok untuk mengembangkan media berbasis digital dalam pembelajaran bahasa Indonesia, yaitu model Dick & Carey atau model ADDIE. Artikel ini merekomendasikan agar guru menggunakan media berbasis digital dalam pembelajaran bahasa Indonesia dan dapat menggunakan model penelitian pengembangan yang telah disajikan..

Kata Kunci: Bahasa Indonesia, Digital, Media, Model Penelitian dan Pengembangan.

INTRODUCTION

Indonesian language learning is carried out with the aim that students have four skills, namely listening, speaking, reading, and writing. These four skills are used as basic competencies developed in learning Indonesian. Supriano (2017) said the four skills are interconnected and support the three main areas of learning Indonesian, namely language

learning, literature learning, and literacy development. These three domains are not carried out separately because in Indonesian language lessons discuss ways of speaking, literature, and literacy based on the applicable curriculum.

The process of learning Indonesian requires the media to support the implementation and achievement of goals. This is because the media is part of education as a system. Sugiyono (2017) argues that education is a system that has various interrelated components, namely input quality, classrooms, curriculum, educational facilities, students, teachers, evaluation, and graduate quality. Learning media is included in the curriculum component, as well as the educational facilities component. According to Supriano (2017), competency development for Indonesian language graduates (listening, reading, viewing, speaking and writing) is carried out through various media (text, visual, multimodal, audio, etc.).

Advances in science, technology and art (science and technology) are a source of digital-based information that is very abundant and spreads quickly. The very rapid development of science and technology is capable of having a major influence and dominating all sectors of people's lives, including the education sector (Ayu & Rahma Amelia, 2020; Widiastini, 2021). Therefore, teachers should use digital technology-based media to support the learning process, especially in the field of Indonesian.

Based on the description above, this article discusses the development of digital media in learning Indonesian. The purposes of this research are (1) the use of digital-based media in learning Indonesian; (2) development of digital-based Indonesian learning media; and (3) a research model for developing digital-based Indonesian learning media.

METHOD

The research method used is descriptive qualitative. Descriptive research is a research method that seeks to describe the object or subject being studied objectively and aims to describe facts in a systematic and distinctive way (Azwar, 2010; Zellatifanny & Mudjiyanto, 2018). The objects or facts that are clearly described in this research are the urgency of using and developing digital media in learning Indonesian as well as the development research model that is considered appropriate for the development of learning

media. Sources of data used in this research are documents in the form of books, articles, and websites.

Teknik pengumpulan data yang digunakan adalah studi literatur. Studi pustaka adalah kegiatan mengumpulkan bahan-bahan yang berkaitan dengan penelitian yang berasal dari buku, jurnal ilmiah, literatur, dan publikasi lain yang layak dijadikan sebagai sumber penelitian yang akan diteliti oleh penulis, yaitu dengan cara mendeskripsikan dan mendeskripsikan data melalui beberapa pendapat ahli (Moto, 2019). Pengumpulan data dilakukan dengan mencari literatur yang dapat dijadikan sebagai sumber data, mencatat hal-hal penting sesuai dengan masalah penelitian, dan membuat kesimpulan terkait fakta yang ditemukan. Analisis data dalam penelitian ini menggunakan teknik analisis Miles dan Huberman, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan (Miles & Huberman, 1994; Wandu et al., 2013). Namun dalam penelitian ini, pengumpulan dan reduksi data dilakukan secara bersamaan, yaitu dengan mencatat hal-hal yang penting. Kemudian menyajikan data dengan cara menjelaskan atau menarasikan sehingga diperoleh kesimpulan yang menjawab pertanyaan penelitian.

RESULT AND DISCUSSION

The rapid development of science and technology has an impact on the easy dissemination of information, both true and false information (hoaxes). This development is a challenge for teachers to use digital media in the learning process so that the information received by students contains subject matter and is useful for education. Sukaryanti, et al. (2021) argues that the use of digital media can be an alternative and a solution so that students are more active in the learning process, one of which is by utilizing Android. The use of digital-based media in the learning process is also an impact of the Covid-19 pandemic which has hit since March 2020 so that learning has changed to online and learning from home (König et al., 2020).

The use of media in the learning process provides several benefits, namely (1) clarifying the presentation of learning messages so that they are not too verbal, (2) overcoming the limitations of space, time, and sensory abilities, (3) overcoming the limitations of students' passive attitudes, (4) making human experience from abstract to concrete, (5) providing stimulation to students to learn actively, and (6) increasing student

motivation so that they can increase learning achievement. Wahid (2018) argues that basically learning media has an urgency to make it easier for teachers to teach, clarify the presentation of messages and information, expedite and improve children's learning processes and outcomes, increase and direct children's attention, generate motivation to learn in children, and there are many other benefits. learning media that can be found for the continuity of the learning process. Thus, the urgency of using media in the learning process has a very significant position, even the role of the media is parallel to the method in a learning process. This is because the methods and media have synergy in supporting the learning process which is carried out according to needs.

Media in the learning process consists of various types. Yaumi (2017, p. 25) classifies media into six types, namely print media, exhibition media, audio media, visual media, multimedia, as well as computer and network media. Leshin, Pollock, & Reigeluth in (Hamid et al., 2020) classify learning media into five types as follows.

1. Media based on living things (humans, animals, plants), such as teachers, instructors, tutors, field trips, observing animals or plants, etc.
2. Print-based media, such as manuals, practice books, worksheets, modules, bulletins, scientific magazines, comics, diaries, posters, etc.
3. Visual-based media, such as charts, graphs, maps, transparencies, slides, etc.
4. Audio-visual-based media, such as videos, films, slide-tape, television, YouTube, etc.
5. Computer-based media, such as computer-assisted interactive learning videos, hypertext, web-based learning, learning support applications (GeoGebra, Mathlab, SPSS, Autograph, etc.).

From the description above it can be concluded that there are four types of learning media, namely (1) print or visual media, such as leaflets, books, modules, brochures, and all learning aids that only display text and images; (2) audio media, such as radio, mp3, and all learning aids that only display sound; (3) audio-visual media, such as videos, films, animations, and all learning aids that display sound and visuals simultaneously; and (4) interactive multimedia, such as Adobe Flash, Flashcard, PowerPoint, GeoGebra, and other computer system software designed to be able to display sound, images, and contain activities that must be carried out by the user in order for the application to be useful.

Digital media is included in interactive multimedia because it utilizes digital technology in the manufacture, development and use of media in the learning process.

Digital media is not a new thing in the world of education in the 21st century. Various studies have used digital media to optimize learning efforts and achieve learning goals. Meyers et al. (2013) revealed that the current reality requires students to be skilled at using technological tools, understand norms, and practice appropriately so that the introduction of technology begins with the use of digital-based media in the learning process at school. Research Lee et al. (2021) proved that computer-based multimedia has a better effect on language learning. Computer-based media is developed based on rational or real forms so that it makes it easier for students to understand the material.

Thus, the use of digital-based media provides many benefits for students. The urgency of using digital-based media in learning Indonesian, namely (1) the development of digital technology is increasing rapidly so that students need digital skills which begin with the use of digital-based media in the learning process; (2) digital-based media has proven to have an effect on Indonesian language learning because it can be designed to present material in a more rational or real form; (3) digital-based media minimizes the limitations of space, time, and even distance if the media utilizes the internet, such as online learning media; (4) digital-based media can increase students' vocabulary because generally every digital-based media uses English as the user's language so students will indirectly learn two languages (Indonesian and English) when using it; and (5) the use of digital-based media provides stimulus and motivation to students that digital is not only used for communication or games, but can also be used as a learning medium.

Aspects that can influence innovation and need to be considered in developing it, namely (1) novelty, meaning that activities, processes, products or scientific findings do not yet exist in certain societies and social systems; (2) reinvention, meaning that the innovation recycling process is modified according to the needs of the community as users so that it is more easily accepted; (3) relative benefits, meaning that innovation provides economic benefits and raises the public's view of those who will use the innovation; (4) effective, meaning that innovation is adapted to the needs and value systems of the people who will implement it; (5) complicated, meaning that innovation will be accepted by society if it is easy to use; (6) trials, meaning that every innovation that the community

wants to implement must be tried first so that the value of its benefits is known; and (7) observable, meaning that the benefits and uses of an innovation can be known through careful observation (Nurdyansyah & Widodo, 2015; Prawiradilaga, 2014).

Thus, the development of digital media in learning Indonesian is considered important to do. The urgency of developing digital-based media in learning Indonesian, namely (1) teachers must innovate, such as developing digital-based media to facilitate the process of achieving learning objectives; (2) digital-based media must be specifically designed to suit learning outcomes, student characteristics, and digital skill needs; (3) generally digital-based media use English as the language of instruction so that it is necessary to develop digital-based media that use Indonesian or in learning Indonesian; and (4) digital-based media has positive and negative impacts so that it is necessary to develop digital-based media specifically designed by teachers to minimize negative impacts and optimize positive impacts.

Research and development is a method or type of research that aims to produce a product as an innovation in a certain field, then test the feasibility and effectiveness of the product to ensure the accuracy of its use. Appropriateness is very important in development research because development research is one way to innovate learning. Santyasa (2009) describes four characteristics of educational development research, namely (1) researching research findings, namely the discovery of problems related to innovation or application of technology; (2) product development, namely the existence of a product development process in the form of models, approaches, methods, media, teaching materials, and others as supporting factors for learning effectiveness; (3) field trials, namely product evaluation processes from expert validation and field trials; and (4) revision, namely the process of repairing or perfecting the product based on the results of the assessment from the field test. Thus, it is concluded that a formal research can be declared as developmental research if it fulfills these four characteristics.

One model that is familiar and can be used in the development of learning products is ADDIE. The ADDIE model stands for its five development steps, namely Analysis, Design, Development, Implementation, and Evaluation.

In development research, instruments are needed to measure the achievement of indicators. Learning media development instruments refer to indicators or characteristics

of good media selection. The purpose of choosing these indicators or characteristics is so that the learning media developed are suitable for use at certain target users and have usefulness or effectiveness. Apart from referring to the indicators of the research object, the determination of the research instrument is also adjusted to the research procedure. In product development research expert validation activities, a validator questionnaire is required. In field trial activities using instruments that are in accordance with the objectives of measuring the research object. The following is an example of a validator questionnaire grid for learning media.

Table 1. Examples of Validator Questionnaire Grids for Learning Media

No.	Aspect	Indicator
1	media language	according to user characteristics;
		clear or unambiguous;
		refers to good and correct Indonesian language rules;
		etc.
2	media display	the use of colors that are attractive but not confusing (if visual, audio-visual, or multimedia);
		proper proportion of letters and images (if visual, audio visual, or multimedia);
		clarity or intelligibility of sound (if audio, audio visual, or multimedia);
		proper voice intonation (if audio, audio visual, or multimedia);
		clear instructions for use (if multimedia);
		etc.
3	material	in accordance with learning objectives;
		according to user characteristics;
		contains activities that activate users;
		etc.
4	usability	practical or easy to use by users;
		efficient cost estimation;
		effective use of time;
		flexible (can be used in any conditions and anywhere);
		can be used on a large number of users or on a large scale; and
		has added value (such as: providing motivation, increasing interest, etc.)

Table 1 is an example of a validator questionnaire grid for learning media in general so that researchers can modify the available aspects or indicators according to the research object, the type of media developed, the usability offered, and the characteristics of the users.

CONCLUSION

Media development in learning Indonesian language includes (1) students need digital skills which begin with the use of digital-based media in the learning process; (2) digital-based media has proven to have an effect on Indonesian language learning because it can be designed to present material in a more rational or real form; (3) digital-based media minimizes the limitations of space, time and distance; (4) digital-based media can increase students' vocabulary; and (5) the use of digital-based media provides stimulus and motivation to students. The urgency of developing digital-based media in learning Indonesian, namely (1) teachers must innovate, such as developing digital-based media to facilitate the process of achieving learning objectives; (2) digital-based media must be specifically designed to suit learning outcomes, student characteristics, and digital skill needs; (3) generally, digital-based media uses English as the language of instruction so it is necessary to develop digital-based media that uses Indonesian or in learning Indonesian; and (4) digital-based media has positive and negative impacts so that it is necessary to develop digital-based media specifically designed by teachers to minimize negative impacts and optimize positive impacts. Media development can be done through research and development which has examples of models that are considered appropriate for developing media, namely: the Dick & Carey model or the ADDIE model.

REFERENCE

- Chan, F., Budiono, H., & Setiono, P. (2021). Pengembangan Multimedia Interaktif dan Instrumen Penilaian Berbasis Keterampilan Proses Dasar di Sekolah Dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 5(1). <https://doi.org/10.30651/else.v3i1.2330>
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
- Lee, S.-Y., Lo, Y.-H. G., & Chin, T.-C. (2021). Practicing multiliteracies to enhance EFL learners' meaning making process and language development: a multimodal Problem-based approach. *Computer Assisted Language Learning*, 34(2), 66–91. <https://doi.org/10.1080/09588221.2019.1614959>
- Meyers, E. M., Erickson, I., & Small, R. V. (2013). Digital literacy and informal learning environments: an introduction. *Learning, Media and Technology*, 38(4), 355–367. <https://doi.org/10.1080/17439884.2013.783597>

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Beverly Hill: Sage Publications Inc.
- Nurdyansyah & Widodo, A. (2015). *Inovasi Teknologi Pembelajaran*. Sidoarjo: Nizamia Learning Center.
- Pratomo, A., & Irawan, A. (2015). Pengembangan Media Pembelajaran Interaktif Berbasis Web Menggunakan Metode Hannafin dan Peck. *Jurnal Positif*, 1(1), 14–28. <https://ejournal.poliban.ac.id/index.php/Positif/article/view/204>
- Prawiradilaga, D.S. (2014). *Wawasan Teknologi Pendidikan*. Jakarta: Prenada Media Group.
- Purnamasari, N.L. (2020). Metode ADDIE pada Pengembangan Media Interaktif Adobe Flash pada Mata Pelajaran TIK. *Jurnal Pendidikan dan Pembelajaran Anak Sekolah Dasar*, 5(1), 23–31. <https://doi.org/10.29100/jpsd.v5i1.1530>
- Santayasa, I.W. (2009). Metode Penelitian Pengembangan & Teori Pengembangan Modul. *Pelatihan bagi Para Guru TK, SD, SMP, SMA, dan SMK Tanggal 12-14 Januari*.
- Setyosari, P. (2015). *Metode Penelitian Pendidikan dan Pengembangan*. Edisi Keempat. Jakarta: Prenadamedia Group.
- Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan RnD*. Bandung: Alfabeta.
- Wandi, S., Nurharsono, T., & Raharjo, A. (2013). Pembinaan Prestasi Ekstrakurikuler Olahraga di SMA Karangturi Kota Semarang. *Journal of Physical Education, Sport, Health and Recreations*, 2(8), 524–535. <https://journal.unnes.ac.id/sju/index.php/peshr/article/view/1792>
- Widiastini, N.K. (2021). Pengaruh Literasi Digital melalui Pemanfaatan Melajah.ID terhadap Hasil Belajar Membaca. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*, 10(2), 219–228. https://doi.org/10.23887/jurnal_bahasa.v10i2.723
- Yaumi, M. (2017). Ragam Media Pembelajaran: Dari Pemanfaatan Media Sederhana ke Penggunaan Multi Media. *Pemanfaatan Media Pembelajaran dan Pengembangan Evaluasi Sistem Pembelajaran Berorientasi Multiple Intelligences*, 21–44.
- Zellatifanny, C.M., & Mudjiyanto, B. (2018). Tipe Penelitian Deskripsi dalam Ilmu Komunikasi.

THE ROLE OF LITERACY IN DEVELOPING CRITICAL THINKING ABILITY IN DIGITAL ERA

Yuliana Ana Awa

IKIP Siliwangi
Anayulia743@gmail.com

Abstract

This research aims to determine the role of literacy in developing critical thinking skills and the application of literacy culture in education. Literacy is a person's ability to process information obtained from reading, writing, and calculating activities. Someone who has the ability to be literate can easily adjust to circumstances both in the field of work and in socializing. To acquire broad knowledge, what must be done is to apply literacy in reading and writing. Because literacy can improve the ability to think critically in solving problems, believe, and easily get conclusions. In the world of literacy culture, education is very useful as a source or reference to improve students' ability to think at a higher level in learning. Literacy is very important to be developed in education to prepare students to enter the world of work and be able to master the rapidly developing technology and information. The method used in this research is a qualitative research method with data collection techniques carried out by researchers, namely literature review with research objects reading books, newspapers, research journals, and research results reports. The results of this research are 1) the role of literacy in developing critical thinking skills in students 2) the strategy for implementing literacy culture in schools in learning is divided into several parts including; monitoring the understanding of a text, using aids, summarizing a text, and making questions, responding to various questions, and giving time to students to read every day for a maximum of 15 minutes.

Keywords: Literacy, critical thinking, digital era

Abstrak

Penelitian ini bertujuan mengetahui peran literasi dalam mengembangkan kemampuan berpikir kritis dan penerapan budaya literasi dalam pendidikan. Literasi merupakan kemampuan seseorang mengolah informasi yang diperoleh dari kegiatan membaca, menulis, dan menghitung. Seseorang yang memiliki kemampuan berliterasi dengan mudah menyesuaikan keadaan baik itu dalam bidang pekerjaan maupun dalam bersosialisasi. Untuk memperoleh ilmu pengetahuan yang luas, hal harus dilakukan adalah menerapkan literasi membaca dan menulis. Sebab literasi dapat meningkatkan kemampuan berpikir kritis dalam menyelesaikan masalah, meyakini, dan mudah memperoleh kesimpulan. Di dunia pendidikan budaya literasi sangat bermanfaat sebagai sumber atau referensi untuk meningkatkan kemampuan siswa berpikir tingkat tinggi dalam pembelajaran. Literasi sangat penting untuk dikembangkan dalam pendidikan untuk mempersiapkan peserta didik masuk di dunia kerja dan dapat menguasai teknologi dan informasi yang berkembang pesat. Adapun metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan teknik pengumpulan data yang dilakukan peneliti yaitu kajian literatur dengan objek penelitian membaca buku, koran, jurnal dari penelitian, dan laporan hasil penelitian. Hasil dari penelitian ini adalah 1) peran literasi di dalam dapat mengembangkan kemampuan berpikir kritis pada peserta didik 2) strategi penerapan budaya literasi di sekolah dalam pembelajaran dibagi menjadi beberapa bagian diantaranya; pemantauan terhadap pemahaman suatu teks, pemanfaatan alat bantu, merangkum suatu teks, dan membuat pertanyaan, merespon berbagai pertanyaan, serta memberikan waktu kepada peserta didik untuk membaca setiap hari maksimal 15 menit.

Kata Kunci: Literasi, berpikir kritis, era digital

INTRODUCTION

In modern times, the development of science and information technology is so rapid. Competition is so tight for those who want to master various kinds of science and technology quickly. The rapid pace of science and technology requires students to learn so they are not left behind (Rohman et al., 2022). One of the things that can help science and technology is to develop a culture of literacy.

Literacy is an activity to hone the critical thinking skills of each individual which is continuously trained and developed so that they can face the ever-evolving life. In terms of processing, understanding and conveying information through reading and writing activities (Oktariani & Ekadiansyah, 2020). Literacy is an activity carried out by readers to get the message conveyed by the author and the information obtained can be conveyed again to others by writing important points from reading activities and used as references (Subandiyah, 2013).

Literacy is not just being able to read, write and count, but someone who has literacy skills can be said to be proficient in speaking, processing the information obtained, able to master technology, politics, and can have sensitivity to the surrounding community. Irianto & Febrianti (2017) "Literacy can be interpreted as a person's ability to develop information from reading and writing activities, so that it can benefit society in achieving success.

In this case, literacy can be used as a person's main capital to achieve success in mastering science and technology. The role of literacy can develop the potential in a person so that they can compete with other countries in the digital era. In addition, literacy is an important factor for obtaining a conclusion or a creative solution in dealing with various problems. For this reason, literacy in reading, writing and arithmetic is applied in learning at school. Reading is an activity carried out to get messages conveyed by the author to readers or what we often hear from the saying that reading can be interpreted as "Opening a window to the world" (Pertiwi et al., 2019). This means that reading can open up new ideas, create and broaden one's horizons, not only acquiring vocabulary but can be used as an experience or a creative idea for writing so that it can be shared with others.

Someone who has literacy skills will easily overcome various problems, believe that is supported by facts and easily draw conclusions. Literacy in reading and writing when applied in education, students will more easily understand information obtained orally or in writing. Literacy skills are very influential in determining one's career because they have

critical thinking. Therefore, literacy is important to apply, especially in the world of education for the betterment of the nation.

Literacy ability is related to success in the academic field. Literacy ability is the main thing that parents should instill in their children at an early age so that children are ready for school. However, not all parents do this. They think literacy in reading and writing will be accepted at school when their child has reached basic education. Therefore, literacy culture in Indonesia is still low. This can be seen from the results of Tjalla's research (2010) which states that the reading literacy ability of Indonesians is still very low. In 2003, Indonesian literacy culture was in 39th position out of 40 countries. Indonesian literacy is in 57th position out of 65 countries, and in 2012 it was in 64th place out of 65. To overcome this, the Ministry of Education and Culture provides policies on education to implement a culture of literacy in schools so that students are able to face an all-digital world of work.

Reading and writing can be obtained from a literacy culture with the aim of increasing students' critical thinking skills (Rosdiana et al., 2021). Literacy ability can be interpreted as a point of view, basic abilities that need to be mastered, understood, created and seen as awareness in the digital era to be able to compete in mastering technology and information science that continues to develop with the times (Khairuddin, 2013). Therefore, education applies a literacy culture to learning so that students as the nation's successors are not left behind from other countries.

However, not all education in Indonesia implements a literacy culture, resulting in decreased student literacy. Apart from that, Indonesians prefer to speak and listen rather than read and write. Even though speaking and listening alone are not enough and cannot improve students' ability to think critically, so that students' ability to think at a high level is also low and when in the learning process students tend to be passive rather than giving questions or input. Thus, the purpose of this research is to analyze the role of literacy in improving critical thinking skills in the digital era and strategies for implementing a literacy culture in schools.

METHODS

The method used in this research is a qualitative method. The qualitative method is a method that can provide an overview, explain, analyze, interpret the logic of the opinions of experts and can reveal the facts found. The data in this research were obtained from literature research by reading various references from text books, magazines, newspapers, reports, research results, theses, and from journals related to the research title. The data found will be analyzed so as to obtain a conclusion.

RESULT AND DISCUSSION

In this section, we will discuss the role of literacy in improving critical thinking skills in the digital era and the application of literacy culture in learning in schools.

The role of literacy in improving critical thinking skills in the digital era

Literacy is very important to master, not just being able to read and write. But literacy can hone the ability to think critically or think at a higher level and can overcome various existing problems. Looking at the survey results in Indonesia, which has a literacy culture of 0.001 or out of 1000 people who are interested in reading and writing, only 1% or 1 person. To overcome this problem, the ministry of education and culture (Kemendikbud) in Indonesia took over, namely creating a policy to improve reading skills through the Literacy Movement in Schools (GLS) which is held every day before learning begins, students read books for 15 minutes monitored by the teacher.

In the digital era, literacy has an important role in improving students' critical thinking skills. Where information can be easily obtained in digital media and almost all over the world using digital media which is used efficiently and is important for increasing students' abilities to be creative and innovative. Critical thinking skills are needed by students in order to obtain solutions to problems that will be faced in the era of globalization (Kemendikbud, 2016). According to Heryati (2010: 46) there are four levels of literacy including; 1) only being able to read and write; 2) simply showing language skills for communication purposes or filling out forms and reading manually; 3) demonstrate the ability to transfer knowledge; and 4) demonstrating knowledge to transform knowledge.

Armia and Zuraina (2017), literacy has several benefits including: a) familiarizes children with reading information obtained from various sources, writes the contents of the information obtained to be used as reference material or references and accustoms children

to counting. To build children's reading habit of reading, schools implement a literacy culture. There are schools that implement a culture of reading every day for 15 minutes the teacher gives text or textbooks to read to students, and there are also schools that implement a culture of reading literacy every Friday before learning begins. Reading is a process carried out by educators to introduce children to a culture of literacy; b) improve children's ability to think critically. Students who have literacy skills will easily receive, process information from various sources and inform them again and are not affected by various hoaxes that appear in digital media; c) prepare students to face an increasingly modern life. Children who have instilled a culture of literacy from an early age assume that literacy is a basic need that must be carried out every day, thus they will be more critical in asking questions, answering questions, and providing solutions that are supported by existing facts.

Strategy for Implementing Literacy Culture in Education

From various research results obtained, the literacy culture in Indonesia is very low, that is why Indonesians prefer to listen or hear, talk, and watch TV or other media rather than do reading and writing activities. To overcome these problems, the ministry of education and culture provides policies to the world of education to implement a literacy culture so that it is not too far behind other countries.

Literacy was very important to apply, not just to be able to read and write. But a literacy culture can grow a person's ability to overcome various problems, broaden horizons, acquire a lot of vocabulary, and improve critical thinking skills from various fields. Several literacy culture strategies in schools according to Fuad & Alfin, (2017) include; a) monitoring students' understanding of a text read, b) using learning models during learning activities, c) giving clear instructions and questions during learning, d) utilizing aids in the learning process, and e) summarizing the contents of the text read. Alfin (2018) defines literacy indicators including; 1) activities before reading; at this stage students are asked to make reading goals and the contents of the reading, 2) direct reading activities; at this stage students identify information read, vocabulary, references, and make about the content and matters relating to the topic of reading, 3) and activities after reading; at this stage students summarize the contents of the text, revise, and communicate a particular concept.

The purpose of literacy culture in education is to increase knowledge by reading various information, increase the level of understanding to draw conclusions from the information read, and increase knowledge to provide responses or assessments of a work

read. In addition, literacy activities aim to acquire vocabulary, gain new insights, to acquire the ability to interpret information, improve higher-order thinking skills and compose more useful words. The application of literacy in learning in schools can shape the character of students to be able to follow developments in science and technology and information in the global or modern era.

Zuriana and Armia (2017) define literacy principles in learning between a) interpretation, namely the views or estimates obtained by readers, speakers, and listeners; b) elaboration is a form of discussion in order to achieve the same goal; c) conventional is the agreement on the rules of language used both orally and in writing; d) problem solving; e) involves the use of language because language is not limited to oral and written literacy but language is a means of communication. From the literacy principle, there are 3 applications of literacy culture in the world of education to open students' minds to think critically, including; a) the teacher acts as a facilitator who can direct, guide students to read and write as well as provide learning resources at school in the form of textbooks, reading books to attract students' interests and talents, and provide literacy talent assessments.

The implementation of literacy culture in the learning process has benefits for students to use technological tools in obtaining information through digital literacy as additional material. A literacy culture in schools can improve critical thinking skills, that is, if the teacher gives a question or a problem to students to find out a solution or problem solving. That way all students are competing to find answers through literacy either from books, the internet, newspapers, magazines, or other media.

CONCLUSION

Literacy is a person's ability to develop the potential that exists within him. Literacy in education has an important role in improving students' abilities to be creative, innovative, mastery of vocabulary, draw conclusions, solve problems and improve students' critical thinking skills in all fields. Reading literacy culture can be obtained anywhere, especially in this modern era which is all digital. The strategies for implementing literacy learning in schools to improve students' critical thinking skills include a) monitoring student understanding of a text read, b) using learning models during learning activities, c) giving clear instructions and questions during learning, d) utilizing aids in the learning process, and e) summarizing the contents of the text read.

REFERENCE

- Alfin, J. (2018). Membangun Budaya Literasi dalam Pembelajaran Bahasa Indonesia Menghadapi Era Revolusi Industri 4.0. Pentas: *Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 60–66. <https://jurnal.univpgri>
- Fuad, A. Z., & Alfin, J. (2017). Transformasi tujuan pendidikan nasional perspektif pendidikan Islam. *Humanis: Jurnal Ilmu-Ilmu Sosial Dan ...*, 9, 113. <http://e-jurnal.unisda.ac.id/index.php/Humanis/article/view/359>
- Irianto, P. O., & Febrianti, L. Y. (2017). Pentingnya penguasaan literasi bagi generasi muda dalam menghadapi MEA. *Conference Proceedings Center for International Language Development of Unissula*, 640–647. <http://jurnal.unissula.ac.id/index.php/ELIC/article/view/1282>
- Khairuddin, Z. (2013). A Study of Students' Reading Interests in a Second Language. *International Education Studies*, 6(11), 160–170. <https://doi.org/10.5539/ies.v6n11p160>
- Oktariani, O., & Ekadiansyah, E. (2020). Peran Literasi dalam Pengembangan Kemampuan Berpikir Kritis. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)*, 1(1), 23–33. <https://doi.org/10.51849/j-p3k.v1i1.11>
- Pertiwi. T., Alvarado, D., & Calderón, M. (2019) “*Bagaimana Peran Literasi dalam Pendidikan Bahasa Indonesia*” 5–10.
- Rohman, A., Islam, U., & Sunan, N. (2022). Literasi dalam Meningkatkan Kemampuan Berpikir Kritis di Era Disrupsi. *Jurnal Pendidikan Bahasa Indonesia*, 2(1), 40–47.
- Rosdiana, L. A., Sunendar, D., & Damaianti, V. S. (2021). Tingkat Literasi Membaca Anak Selama Pembelajaran Daring Saat Pandemi Covid-19. *Alinea: Jurnal Bahasa, Sastra, Dan Pengajaran*, 10(2), 161. <https://doi.org/10.35194/alinea.v10i2.1420>
- Subandiyah. (2013). Pembelajaran Literasi Dalam Mata Pembelajaran Bahasa Indonesia. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Tjalla, A. (2010). Potret Mutu Pendidikan Indonesia Ditinjau dari Hasil-Hail Studi Internasional. *Seminar Nasional FKIP-UT*, 3, 1–22. <http://pustaka.ut.ac.id/pdfartikel/TIG601.pdf>
- Zuriana & Armia (2017) “Pentingnya Literasi Untuk Pendidikan Anak Usia Dini” *Langgam Bahasa* 11(2):161–67. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja>

STRATEGIES AND THE ROLE OF TEACHERS IN SHAPING CHARACTER EDUCATION IN SCHOOL-AGE CHILDREN IN AN EDUCATIONAL ENVIRONMENT

Yuyun Yuliana¹, Annisa Herayani², Nuryuliasih³

^{1,2,3}IKIP Siliwangi

¹ yuyunyuliana64@gmail.com, ² annisahera13@gmail.com, ³ nuryjulita01@gmail.com

Abstract

Character education in the school environment is important. Character education is one of the issues that needs to be addressed by the Indonesian education system. The goal that will be achieved in the study is to find out various strategies or strategies in forming education with character at school age in an educational environment. The research design uses a literature study or literature review with a description approach. The literature search method uses keywords in Indonesian "Strategy", "Formation", "Character Education", "Schoolchildren", while the keywords in English are "Strategy", "Establishment", "Character Education", "School Children". The data bases used for reference in this study are Google Scholar, Garuda Portal, ERIC, and SINTA. The results showed that strategies that can be used in the application of character education to school-age children in the educational environment include integrating character into the curriculum. In addition, character can also be integrated into subjects, maintenance of intellectual priorities, self-development, local content, communication strategies, literacy programs, habituation, and the application of school culture. The implementation of character education is a reflection of the goals of national education. Character education can be applied either to the curriculum of educational institutions or extracurriculars through habituation methods. The purpose of character education includes being able to develop optimally regarding the potential, talents, interests, abilities, personality, cooperation, and independence of students who ultimately have good character.

Keywords: *Character Education, School Children, Strategy, Teacher.*

Abstrak

Pendidikan karakter di lingkungan sekolah merupakan hal yang penting. Pendidikan karakter merupakan salah satu isu yang perlu dibenahi oleh sistem pendidikan Indonesia. Tujuan yang akan dicapai dalam penelitian adalah untuk mengetahui berbagai strategi atau strategi dalam membentuk pendidikan berkarakter pada usia sekolah di lingkungan pendidikan. Desain penelitian menggunakan studi pustaka atau literature review dengan pendekatan deskripsi. Metode pencarian literatur menggunakan kata kunci dalam bahasa Indonesia "Strategi", "Pembentukan", "Pendidikan Karakter", "Anak Sekolah", sedangkan kata kunci dalam bahasa Inggris adalah "Strategi", "Pembinaan", "Pendidikan Karakter", "Anak Sekolah". Basis data yang digunakan sebagai referensi dalam penelitian ini adalah Google Scholar, Garuda Portal, ERIC, dan SINTA. Hasil penelitian menunjukkan bahwa strategi yang dapat digunakan dalam penerapan pendidikan karakter pada anak usia sekolah di lingkungan pendidikan antara lain dengan mengintegrasikan karakter ke dalam kurikulum. Selain itu, karakter juga dapat diintegrasikan ke dalam mata pelajaran, pemeliharaan prioritas intelektual, pengembangan diri, muatan lokal, strategi komunikasi, program literasi, pembiasaan, dan penerapan budaya sekolah. Pelaksanaan pendidikan karakter merupakan cerminan dari tujuan pendidikan nasional. Pendidikan karakter dapat diterapkan baik pada kurikulum lembaga pendidikan maupun ekstrakurikuler melalui metode pembiasaan. Tujuan pendidikan karakter antara lain dapat berkembang secara optimal mengenai potensi, bakat, minat, kemampuan, kepribadian, kerjasama, dan kemandirian peserta didik yang pada akhirnya berkarakter baik.

Kata Kunci: *Pendidikan Karakter, Anak Sekolah, Strategi, Guru.*

INTRODUCTION

Character education is the spearhead of a country's progress so that it becomes the core competency of education in Indonesia. Character education needs to be strengthened from an early age in the golden generation in realizing dignified and ethical human resources (Aswat et al., 2022). More broadly, according to Mawardi et al., (2021) character education is the development of cultural values and national character in students. So that students can apply cultural values and national character in social life. In addition, students can become national, religious, creative, and productive citizens. For this reason, in 2016 President Joko Widodo and his deputy Jusuf Kalla explained that character education would be a priority scale program. It was made clear by Nawa that the government will revolutionize the character of the nation through the movement to strengthen character education (PPK) (Aswat et al., 2022).

As a true identity or self, character is defined as the most basic value in behaving and interacting between people (Najmuddin & Aprilianty, 2020). A broader understanding according to Mukhlas & Hariyanto, (2017) that various kinds of characters are formulated as the value of living together based on the pillars of honesty, humility, peace, cooperation, happiness, tolerance, and responsibility. Character is the most urgent and prominent part of a person's life, including students in our homeland. In addition, character is an issue that has never been resolved for a long time and remains urgent to be built and discussed by every circle (Najmuddin & Aprilianty, 2020). Currently, the government is strengthening this form of education by involving various academic units, schools, communities, and families (Mawardi et al., 2021).

Character education is an important thing that must be instilled from an early age, especially in the educational environment. Character education is not only related to the problem of right and wrong, but also involves the cultivation of good habits. Character building of children is easier to do when they are still in school (Fathinnaufal & Hidayati, 2020). The development of character education will be important when the goal of education is not only to educate students but more than that students have good character and character (Fathinnaufal & Hidayati, 2020). Character building is easiest to do when children start to study at a lower level of education, namely in elementary school. For this reason, character education by the government is prioritized in elementary schools. At other levels of education is not paid the same attention, but it is just that for primary schools

it gets a more and slightly different portion of attention (Minister of National Education, 2010 in (Fathinnaufal & Hidayati, 2020).

Based on the Ministry of National Education, the purpose of character building is to improve the quality of education implementation and results in shaping the character or morals of students as a whole, integrated, and balanced (Ratnasari, 2019). Through the implementation of character building, students are expected to become individuals who live in line with the Indonesian ideology, Pancasila. Character education leads to the formation of an academic culture, which underlines the attitudes, traditions, customs and symbols practiced by all stakeholders of schools, colleges and universities and the surrounding community. (Ministry of National Education) (Ratnasari, 2019).

Character education is a national movement in creating schools, colleges, and universities that foster a young generation who are ethically good, caring, and responsible by modeling and teaching good character also through an emphasis on universal values that are shared. Educational institutions hold the main key in educating and shaping the character and morals of students (Sin & Cahyani, 2022). This is a deliberate and proactive effort by schools, districts and states to instill ethical values in learners. For example, availability, care, responsibility, honesty, and respect for yourself and others. To teach character values, character building requires a mobilizer (Ratnasari, 2019). Therefore, educators play an important role in teaching these values. Educators must be able to find ways to implement character building in the teaching and learning process. That way, through this character education, it is hoped that it can continue to provide motivation and guidance for future generations of Indonesians.

METHODE

This study uses a descriptive literature study that aims to illustrate strategies in instilling and improving character education in school-age children. This research can also be referred to as a literature study. Mestika Zed (2016) concluded that literature research is research carried out by reading several works related to the problem to be studied and recording important parts that have a relationship with the material to be discussed. Library research in carrying out its activities only focuses on materials contained in the library and does not require field research. The literature search method uses keywords in the Indonesian "Strategy", "Formation", "Character Education", "Schoolchildren", " while the keywords in English are "Strategy", "*Establishment*", "*Character Education*", "*School*

Children". The data bases used for reference in this study are Google Scholar, Garuda Portal, ERIC, SINTA, and SCOPUS. The articles analyzed must comply with the inclusion criteria, namely articles published in 2018-2022, *free full text*, there are publisher names, volumes, and *issues*. The analysis used is in the form of a narrative presented in the form of a description.

RESULTS AND DISCUSSION

Based on the results of literature reviews from several data bases such as Google Scholar, Garuda Portal, ERIC, and SINTA, 11 articles were obtained, 8 articles in Indonesian and 3 articles in English. Most of the samples in this study were mostly principals and class teachers. Then, all articles analyzed using qualitative descriptive methods, only in the research of Aprilianto and Mariana (2018) and Aswat et al., (2022) which used the literature review method. The results of the study can be seen in the table below:

Table 1. Review Analysis Results Related to Strategies in Instilling Character Education at the Age of Schoolchildren

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
1.	Heading: Strategies to Build Character for Elementary School Children After the Covid-19 Pandemic Writer: (Suhendro, 2022)	Sample: 15 teachers Method: Qualitative descriptive	Strategies that teachers can do in the school environment include: 1. <i>Labelling</i> 2. Become a listener 3. Have a gentle demeanor 4. Not comparing children 5. Give An example 6. Getting children engaged in activities 7. Limiting the use of electronic media 8. Agree on regulations together 9. Motivating children to have an independent attitude
2.	Heading: Teacher Strategies in Shaping Student Character through Honesty Values Writer:	Sample: Principals, teachers and students Method:	Strategies that teachers can do in the school environment include: 1. Starting the lesson by reciting the hadith of honesty

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
	(Munif et al., 2021)	Qualitative approach with types of research <i>Field Research</i>	<ol style="list-style-type: none"> 2. Trying to analyze student achievements in both academic and non-academic fields 3. Getting used to the character of behaving honestly at school 4. Have a responsible attitude in cultivating student awareness of the importance of school and education 5. Have a cooperative attitude and have an honest attitude in the school environment.
3.	<p>Heading: Analysis of Character Education Through School Culture in Grade 3 Madrasah Ibtidaiyah</p> <p>Writer: (Susilo & Ramadan, 2021)</p>	<p>Sample: Teachers, principals, schools, and students in the third grade of elementary school.</p> <p>Method: Qualitative descriptive</p>	<p>It was found that in implementing character education to students, one of them can create a school culture with three main focuses, including:</p> <ol style="list-style-type: none"> 1. The Friday Blessings program, is a culture that is often found in various schools that can be used in growing character 2. Distinctive character values are found in students in ibtidaiyah madrasahs 3. Challenges in the implementation of the program.
4.	<p>Heading: Application of Character Education Loves to Read through Literacy Programs in Elementary Schools</p> <p>Writer: (Priasti & Suyatno, 2021)</p>	<p>Sample: Principal representatives of homeroom teachers, and as well as students in grades 3 and 5.</p> <p>Method: Qualitative approach with case study method.</p>	<p>School Literacy Program that can be carried out through several phases, including :</p> <ol style="list-style-type: none"> 1. Habituation phase : habituation of reading for 10-15 minutes and other activities that can build a culture of literacy as well as conditioning of a literacy-friendly physical environment; 2. Development phase : development of literacy skills through various non-academic activities as well as the pursuit of a social and affective environment as a model of communication and literate interaction;

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
			<p>3. Learning phase: learning is carried out using literacy strategies and strives for an academic school environment in a way that is as simple as developing professionalism.</p>
5.	<p>Heading: Character Cultivation Loves to Read through School Literacy Activities in Grade III Elementary School Students</p> <p>Writer: (Yulianti et al., 2021)</p>	<p>Sample: Principal</p> <p>Method: Qualitative descriptive</p>	<p>School literacy program.</p> <ol style="list-style-type: none"> 1. The reading program in the classroom is very influential and has a good impact on the character of the students. 2. Getting used to reading in school can make students accustomed to reading anywhere and anytime.
6.	<p>Heading: Analysis of Teacher Strategies in Instilling the Value of Character Education in Grade IV Students of SDN 16 Cakranegara</p> <p>Writer: (Kusumayanti et al., 2021)</p>	<p>Sample: Teachers and leaders in schools (IVA class teachers and IVB class teachers) as primary data sources, as well as written documents as secondary data sources.</p> <p>Method: Qualitative descriptive</p>	<p>Teachers can carry out the following strategies in fostering character values in education:</p> <ol style="list-style-type: none"> 1. Creating a strategy in learning 2. Create a habituation, exemplary and strengthened program by creating a banner that states that the school is an educational institution that has a character 3. Additional activities such as extracurriculars
7.	<p>Heading: Implementation of the Principal's Strategy in Strengthening Student Character Education</p> <p>Writer: (Susanti et al., 2020)</p>	<p>Sample: Principals, teachers, and learners who</p> <p>Method: Qualitative descriptive</p>	<p>The principal can create a program that strengthens the character education of students as follows :</p> <ol style="list-style-type: none"> 1. Integrating character into intracurricular activities 2. Integrating characters into extracurricular activities 3. Getting used to the characters in school; <p>Strategies that can be implemented as follows:</p>

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
			<ol style="list-style-type: none"> 1. Incorporate character education into each subject or local theme and content; 2. Incorporating character education into extracurricular activities including scouts, little doctors, and drum bands through motivational and advice sharing strategies, rewarding rewards in the form of gifts or rewards for exemplary students and sanctions for students who are not exemplary.
8.	<p>Heading: Educational Games (Games) as a Character Education Strategy</p> <p>Writer: (Aprilianto & Mariana, 2018)</p>	<p>Sample: Secondary data</p> <p>Method: Literature review</p>	<p>Educational game tools (APE)</p> <p>Educational games can be used as a strategy in instilling character in students, for example: arranging blocks / legos / puzzles is useful in instilling patient and creative characters.</p>
9.	<p>Heading: <i>Communication Strategies of Teachers in Character Education</i></p> <p>Writer: (Purba et al., 2019)</p>	<p>Sample: Teacher, Homeroom Teacher and Guidance Counseling Teacher grade 2</p> <p>Method: Qualitative descriptive</p>	<ol style="list-style-type: none"> 1. Cultivating self-confidence is key in carrying out communication strategies that teachers can do in instilling character in the classroom. 2. Teachers can execute strategies that are not only done directly, but can also approach anywhere such as on social media.
10.	<p>Heading: <i>Teacher Managerial Strategy in Building Character Education During The Covid-19 Pandemic.</i></p> <p>Writer: (Aswat et al., 2022)</p>	<p>Sample: Secondary data</p> <p>Method: Literature review</p>	<p>The results showed that some of the managerial strategies of teachers in strengthening character education are:</p> <ol style="list-style-type: none"> 1. Choose a variety of methods that are applied online and offline. 2. Online character strengthening activities include involving various innovations in online learning methods through various interesting content, interactive multimedia <i>courseware</i>, portfolios, <i>whatsapp</i> class

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
11.	Heading: <i>Teachers Strategies in Strengthening Character Education Based on Islamic Values in Online Learning During the Covid- 19 Pandemic</i>	Sample: Principals and teachers Method: Qualitative descriptive	groups, google classes, <i>sevima delink</i> , virtual applications such as zoom meetings, <i>google meetings</i> , <i>Televisi</i> , <i>Youtube</i> , social media management, e-learning system management, character control books (chacker characters), character games, establishing intense communication through mobile phones. Strategies that teachers can do in cultivating strong character in students during the COVID-19 pandemic include: <ol style="list-style-type: none"> 1. Learning method innovation 2. Exemplary 3. Habituation 4. Strengthening and sanctions 5. Assessment.
	Writer: (Mawardi et al., 2021)		

Based on the results of the study, it shows that there are many strategies that can be applied by teachers and schools in shaping and instilling character education in school-age children. Basically, in instilling character education, it can be through a reinforcement through a character building program for students in elementary schools by including character building programs into the learning curriculum as an effort to improve student intellectuality and self-development (Fathinnaufal & Hidayati, 2020). Character building can be done both at home by parents and in educational environments such as schools.

Various strategies that can be done in instilling character education at the age of children in the environment of educators. Suhendro (2022) strategies that can be done by teachers are to try to make strategies to maximize the approach with students, strategies that can be done include being a good listener, having a gentle attitude, in providing explanations included with examples, not comparing one student with another, in every activity always involving children, minimizing The use of electronic media such as gadgets, each activity agrees on a rule and encourages students to have an attitude of independence. This is in line with the research of Munif et al (2021) and Kusumayanti et al.

(2021) also said that the strategy that can be done is to carry out habituation activities such as being honest, helping others, helping each other between themes, and an attitude of supporting the realization of education.

The Strategy above shows the importance of teachers' ability to communicate to carry out character-based education for students. According to Purba et al., (2019) Communication strategies with students can be initiated by creating closeness and striving for students' sense of trust in the teacher. Teachers can communicate with students face-to-face or can also interact virtually through the use of social media. Research Purba et al., (2019) supported by Oleh Aswat et al., (2022) who also said that in conducting character education on students, it can be done through the formation of group whatsapp class, google class, *sevima delink*, virtual applications such as zoom meeting, *google meeting*, *television*, *youtube*, social media management. This strategy also shapes students in applying the importance of wise and good use of social media, especially when used in communicating with other people.

In the research of Kusumayanti et al., (2021) student habituation activities in instilling character education are also supported by the existence of learning strategies, banner and banner climbing, as well as conducting extracurricular activities. The research of Kusumayanti et al., (2021) is in line with Mawardi et al., (2021) Yung stated that the strategy that can be done by teachers is to innovate learning methods and not to instill an attitude of resilience and provide in their character education programs. This method that teachers may be able to do as an effort to strengthen the character values of students in terms of religiosity, nationalist me, integrity, independence and help (Mawardi et al., 2021).

CONCLUSION

Based on the results of the study, various strategies were obtained that can be carried out to form and support the application of character education in school-age children in the educational environment. These strategies include the integration of character with the school curriculum, the integration of subjects, intellectual development priorities, student self-development, increasing local content activities, communication strategies, literacy programs, habituation, and application of school culture, activities extracurricular, and developing innovative learning methods. The implementation of character education is one of the implementations of the implementation of national

education goals, namely by applying into the curriculum of educational units or extracurricular activities through habituation methods that aim to develop the potential, talents, interests, abilities, personality, cooperation and independence optimally of students who ultimately have character which is good. From the various strategies above that have been discussed, it is hoped that it can be a solution and alternative for teachers or educators in Indonesia in the application of character building to school students throughout Indonesia.

REFERENCES

- Abidin, A. M. (2019). Application of Character Education to Extracurricular Activities through habituation methods. *DIDACTICS : Journal of Education*, 12(2), 183–196. <https://doi.org/10.30863/didaktika.v12i2.185>
- Aprilianto, A., & Mariana, W. (2018). Educational Games (Games) as a Character Education Strategy. *Nazhruna: Journal of Islamic Education*, 1(1), 139–158. <https://doi.org/10.31538/nzh.v1i1.47>
- Asrial, A., Syahrial, S., Kurniawan, D. A., & Zulkhi, M. D. (2021). Traditional Games on Character Building: Integrating Hide and Seek on Learning. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2651–2666. <https://doi.org/10.35445/alishlah.v13i3.813>
- Aswat, H., Tayibu, K. N., & Satriawati. (2022). Teacher Managerial Strategy in Building Character Education During The Covid-19 Pandemic. *Ijoleh : International Journal of Education and Humanities*, 1(1), 82–94. <https://jurnal-eureka.com/index.php/ijoleh/article/view/42>
- Fathinnaufal, M., & Hidayati, D. (2020). The Implementation of Character Education In Elementary School. *Journal of Educational Management and Leadership*, 1(2), 31–38. <https://doi.org/10.33369/jeml.v1i2.11687>
- Kusumayanti, N. P., Khairunisa, K., & Jiwandono, I. S. (2021). Analysis of Teacher Strategies in Instilling the Value of Character Education in Grade IV Students of SDN 16 Cakranegara. *Didactic: Journal of Education and Science*, 21(1), 103–118. <https://doi.org/10.30651/didaktis.v21i1.6667>
- Mawardi, I., Raharjo, A. B., & Fahm, A. G. O. (2021). Teachers Strategies in Strengthening Character Education Based on Islamic Values in Online Learning During the Covid-19 Pandemic. *Jurnal Tarbiyatuna*, 12(2), 87–97. <https://doi.org/10.31603/tarbiyatuna.v12i2.5991>
- Mukhlas, S., & Hariyanto. (2017). *Character Education* (Print IV). Rosdakarya.
- Munif, M., Rozi, F., & Yusrohlana, S. (2021). Teacher Strategies in Shaping Student Character through Honesty Values. *Fondatia*, 5(2), 163–179. <https://doi.org/10.36088/fondatia.v5i2.1409>
- Najmuddin, H. A., & Aprilianty, L. (2020). the Analysis of Learning Strategies for

- Character Development of Students During Covid-19 Pandemic. *Jurnal Tatsqif*, 18(2), 136–150. <https://doi.org/10.20414/jtq.v18i2.2834>
- Priasti, S. N., & Suyatno, S. (2021). Application of Character Education Loves to Read Through Literacy Programs in Elementary Schools. *Journal of Education: A Journal of Research Results and Literature Review in the Field of Education, Teaching and Learning*, 7(2), 395. <https://doi.org/10.33394/jk.v7i2.3211>
- Purba, V., Retnasary, M., Nurfadhillah, A. P., Disclosure, S., & Communication, S. (2019). Communication Strategies of Teachers in Character. *Dialectics: Journal of Communication Sciences*, 6(2), 164–171.
- Ratnasari, W. (2019). Character Building in Education: A Proposed Theory for STAI's Economic Shari'ah Program. *AL-MUQAYYAD: Journal of Islamic Economics*, 1(1), 25–39. <https://doi.org/10.46963/jam.v1i1.48>
- Sin, T. H., & Cahyani, F. I. (2022). Character education to improving student learning outcomes. *Journal of Counseling and Education*, 10(1), 12. <https://doi.org/10.29210/169800>
- Suhendro, E. (2022). Strategies to Build Character in Elementary School Children After the Covid-19 Pandemic. *Journal of the Magistra*, 13(1), 13–27. <https://doi.org/10.31942/mgs>
- Susanti, S., Lian, B., & Puspita, Y. (2020). Implementation of the Principal's Strategy in Strengthening Student Character Education. *Tambusai Journal of Education*, 4(2), 1644–1657. <https://doi.org/10.31004/jptam.v4i2.629>
- Susilo, F., & Ramadan, Z. H. (2021). Analysis of Character Education Through School Culture in Grade 3 Madrasah Ibtidaiyah. *Journal of Obsession : Journal of Early Childhood Education*, 6(3), 1919–1929. <https://doi.org/10.31004/obsesi.v6i3.1950>
- Yulianti, Y., Andriana, E., & Suparno, S. (2021). Character Cultivation Loves to Read Through School Literacy Activities in Grade III Elementary School Students. *Indonesian Values and Character Education Journal*, 4(1), 7. <https://doi.org/10.23887/ivcej.v4i1.30534>

ANALYSIS OF STUDENTS' ABILITY TO PLAN THE LEARNING OF INDONESIAN JUNIOR HIGH SCHOOL

Iko Agustina Boangmanalu¹, Ernie Bertha Nababan²

^{1,2} Universitas Pelita Harapan

iko.boangmanalu@uph.edu, ernie.nababan@uph.edu

Abstract

Planning is one of the three essential components of the learning process. Also, planning is the beginning for implementation and assessment. Planning greatly determines the success of implementation and assessment. Therefore, this study aims to analyze the abilities of students as a prospective teacher to plan a learning. This study used a qualitative research method with thirty two respondents asked to make a learning plan. The learning plan was assessed based on a rubric which was validated by a team of experts. The results showed that students who were able to formulate learning objectives were only 63.65%, students who were able to make assessment rubrics were only 21.87% and students who were able to compile materials along with applicable examples were only 37.5%. The results of this study can be used as a reference for lecturers to develop teaching in the classroom in order to assist students to improve their abilities, for study programs or departments to create enrichment programs or for students for self-evaluation. The results of this study can also be used as a reference for action research.

Keywords: lesson plan, student teacher's

Abstrak

Perencanaan adalah satu dari tiga komponen penting proses pembelajaran. Perencanaan menjadi awal dari pelaksanaan dan penilaian. Perencanaan sangat menentukan keberhasilan pelaksanaan dan penilaian. Oleh sebab itu, penting bagi mahasiswa calon guru memiliki kemampuan ini. Penelitian ini bertujuan menganalisis kemampuan mahasiswa calon guru dalam merencanakan pembelajaran. Penelitian ini mengikuti metode penelitian kualitatif dengan 32 responden yang diminta menulis rancangan pembelajaran. Rancangan pembelajaran kemudian dinilai berdasarkan rubrik yang telah divalidasi oleh tim ahli. Hasil penelitian menunjukkan mahasiswa yang mampu merumuskan tujuan pembelajaran hanya 63,65%, membuat rubrik penilaian hanya 21,87%, dan menyusun materi yang disertai contoh aplikatif hanya 37,5%. Hasil penelitian ini dapat digunakan sebagai acuan dosen dalam merancang pengajarannya di kelas untuk menolong mahasiswa meningkatkan kemampuannya, kepada program studi untuk membuat program pengayaan kepada mahasiswa, ataupun untuk mahasiswa sebagai evaluasi diri. Hasil penelitian ini juga dapat dijadikan acuan untuk penelitian tindakan.

Kata Kunci: perencanaan pembelajaran, mahasiswa calon guru

INTRODUCTION

The teacher plays a major role in the success of learning in the classroom. The teacher is the manager of learning. The teacher must have the competence to carry out this role. UU no. 14 of 2005 outlines that teachers must fulfill pedagogical, personality, professional, and social competencies. Teachers must be able to design, implement, and evaluate learning. Teachers must have noble character and can be role models for students. In addition, teachers are also expected to master the material broadly and deeply, as well as be communicative and able to socialize. It takes a long effort to achieve these competencies. Teacher education is needed to prepare prospective teachers to meet the

expected competencies.

The Indonesian Language Education Study Program aims to prepare prospective Indonesian teachers who have pedagogical, personality, social, and professional competencies. Through various courses, tutorial programs, enrichment, or student organization activities, the Indonesian Language Education Study Program equips prospective Indonesian language teachers to have the expected competencies. One of the courses that prepares students is Strategy Planning and Assessment of Indonesian Language Learning or abbreviated as PSAP Indonesian. Through this course, students are expected to be able to design, implement, and evaluate learning Indonesian. This course has 3 credits with 4 assignments, namely preparing lesson plans, implementing micro-learning, writing reflections, and compiling modules or teaching materials.

This study will analyze students' ability to plan learning. Learning planning is a very important part and determines the success of a lesson. Djumingin and Syamsuduha (2016) explain planning is a directed system used by teachers to achieve learning objectives. Planning is the starting point for implementing learning. At the planning stage, teachers or prospective teachers must understand the basic competencies that must be achieved and then determine learning objectives according to these competencies. After the goal is set, it is very necessary to limit the material so that it is not too broad and right on target. Objectives and materials become benchmarks for determining learning strategies, learning materials, and learning media. No less important, it is necessary to consider the conditions and needs of students as well as the availability of facilities and infrastructure. In short, the planning stage requires complex skills. Each component in this stage is interconnected and influenced so that it cannot be separated from consideration. Bad planning will have an impact on learning outcomes. Expected competencies cannot be achieved or unsatisfactory. Learning experiences can be meaningless, activities in class are limited to teacher-centered delivery of material. In fact, learning can be misdirected, not in accordance with the objectives.

Therefore, this study aims to analyze students' ability to plan learning which includes; determine learning objectives, choose learning strategies or methods, limit material, choose text as teaching material, choose or create learning media, and determine assessment. This ability will be measured based on the instrument in the form of an RPP assessment rubric.

Ghanguru, et al. (2013) examined the views and understanding of prospective

teacher students on learning designs. The research found that respondents saw instructional design as a *blueprint* for teaching practice. Respondents also considered the learning design as the teacher's personal map for carrying out learning. Utami, et al. (2016) found that the implementation of teaching practices or *microteaching* went well in groups that had previously made learning designs. The group that did not plan, experienced many obstacles in their teaching practice.

This study analyzes students' abilities in planning Indonesian language learning. Due to limited time and energy, this ability is measured from lesson plans prepared by students with indicators for assessing the ability to formulate learning objectives, the ability to formulate learning activities, the ability to formulate assessments, and the ability to compose teaching materials. This study aims to analyze students' ability to plan Indonesian language learning in high school.

The results of this study are relevant for students and lecturers as an evaluation. Students can find out their strengths and abilities in designing learning. Lecturers can use the results of this research to design learning for Planning, Strategy, Assessment, and Assessment courses.

METHOD

This study uses a qualitative approach with analytical methods to describe and analyze students' abilities in planning Indonesian language learning for secondary schools. The research subjects were 32 Indonesian Language Education students' class of 2017, FIP UPH who received the Indonesian PSAP course. The research was carried out in stages: choosing a topic of study, instrumentation, conducting research, processing data, and reporting research results (Satori & Komariah, 2014). The instrument is in the form of a lesson plan assessment rubric and an assessment rubric for the preparation of teaching materials. The instrument was first tested for validation by experts through FGD activities.

The implementation of the research was carried out by assessing the lesson plans and teaching materials that had been prepared by the research subjects. The results of the assessment were analyzed based on the components of the competence to plan learning. In addition, random interviews were conducted with several research subjects as a form of triangulation. The data obtained is then analyzed and reported. The following is the research flow.



RESULTS AND DISCUSSION

This study analyzes the ability to plan learning by prospective teacher students who are taking the Planning, Strategy, Assessment, Learning (PSAP) course in semester VI. The research subjects were 32 students. The ability to plan learning is measured through the preparation of lesson plans and teaching materials. RPP and teaching materials are assessed based on the rubric that has been prepared and tested. The indicators assessed are classified into four categories; 1) the ability to formulate learning objectives, 2) the ability to design learning activities, 3) the ability to compose assessments, and 4) the ability to compose teaching materials.

Data shows that 60-80% of students have been able to formulate learning objectives according to basic competencies, 90-100% of students are able to design learning activities that include initial, core and closing activities as well as activities that support cognitive, affective and psychomotor. 81.25% of students were able to make assessments to determine the technique and form of assessment but only 21.87% were able to make the indicators in the rubric appropriate or accurately measure learning objectives.

The second graph below illustrates the ability of students to compose teaching materials. This ability is assessed based on the category of competency in compiling material, making enrichment exercises or activities, as well as linguistic aspects in writing teaching materials. 80-90% of students are able to compile material whose topics and limitations are in accordance with learning objectives or basic competencies but only 37.5% of students are able to make applicable examples of the concepts in the material. In the ability to compose exercises, only 15.63% of students were able to make exercises that matched their competence or learning objectives and only 21.88% of students made

exercises covering the four language skills.

Ability to Formulate Learning Objectives

The learning objective is an ability or skill that should be achieved by students after being actively involved in learning activities. Nampar (2020) states that learning objectives describe the processes and learning outcomes that must be achieved by students according to basic competencies. This implies that it is very important to formulate learning objectives because they will become a reference in designing activity sections and measuring learning success. In this study, three indicators were used to assess the learning objectives formulated by prospective teacher students; 1) using the ABCD formula; 2) fully covers KD; and 3) using operational verbs that are in accordance with KD. The accuracy of formulating learning objectives will affect the accuracy of designing other parts of the lesson plan.

The results showed that 10 students had not made learning objectives following the ABCD formula, 12 students had made learning objectives that had not covered all the demands of basic competencies, and 11 students had not used operational verbs that were in accordance with basic competencies. More details some of the data is presented in the following table.

An example of inappropriate TP	Description of non-conformity
M17 . Students are able to describe the structure of expository text	The success rate is not stated
M5 . Students are able to make a brief observation report in accordance with what was observed	The operational verbs are not in accordance with KD and the level of success mentioned can't be measured
M8 . Students are able to distinguish the structure and language rules of the text read or heard	The operational verb is not in accordance with KD
M7 . Students are able to rewrite the differences between the elements of advertisement text and posters	Does not fully cover KD

The component that is most often not mentioned is the level of success (*Degree*) which is the reference for achieving a goal. Other components such as the mention of

learning participants (*Audience*), operational verbs (*Behavior*), and learning activities (*Conditions*) are always mentioned even if the selection is incorrect. Inaccuracy in formulating learning objectives will have an impact on the design of other components in the lesson plan. For example, the unclear level of success will complicate the assessment process or even the process of making measuring instruments. Inaccuracy in choosing operational verbs will affect the design of learning activities. Research by Ghanaguru, et al (2013) shows that 80% of respondents think learning objectives are the most important component of lesson plans because they form the basis for designing learning activities and inform the scope of aspects being taught.

Ability to Design Learning Activities

Learning activities are a series of activities carried out by students and teachers to achieve learning objectives. Usadiati (2015) describes planning learning activities depending on basic competencies, indicators, materials, and media availability. In other words, someone who designs learning activities must be based on goals or achievements, materials, and the availability of facilities and media. In addition, it certainly requires mastery of various learning methods or techniques. In this study, the indicators used to measure the ability to design learning include; composed of learning steps in 3 stages (opening, core/presentation, and closing); proportional time allocation for each stage; appropriate and support learning objectives; and includes the cognitive, affective, and psychomotor domains.

The results of this study found that 96.9% were able to arrange learning steps in the opening, core, and closing stages, 100% of students were able to design activities that included cognitive, affective, and psychomotor domains. However, only 68.8% were able to allocate time proportionately, and only 63.5% were able to design appropriate activities and achieve learning objectives. The following is some data that does not meet the indicators of the ability to design learning activities.

Indicator	The description of the data does not meet the indicators
Able to allocate proportional time	<p>M18 allocates 25% time on opening and only 37.5% for core activities.</p> <p>M5 allocates only 6 minutes for guided practice determining the structure of ideas and retelling activities.</p>

<p>Able to design appropriate activities and achieve learning objectives</p>	<p>M8 designed activities to only identify the structure of the text even though TP required the stage of presenting both spoken and written text.</p> <p>M13 has TP able to make conclusions from video debates but there are no activities that support the TP in the learning activity section.</p>
--	--

Based on this research data, it can be concluded that students' ability is still low in designing learning activities, especially the ability to design activities that support or are in accordance with learning objectives. Students focus on delivering material only and pay less attention to the skills aspect. This can be the forerunner of learning that is monotonous and uninteresting. Abidin (2012) mentions that a living tradition in language learning so far is learning that is oriented towards imparting knowledge. As a result, the teacher only chooses lecture activities, assignments, or independent practice.

Ability to Compose Assessments

The assessment is carried out to measure whether or not the learning objectives have been achieved. A good assessment is an assessment that can measure accurately, can provide accurate information. Muchtar (2010) stated that assessment should be able to measure students' abilities holistically and encourage students to further explore their potential and creativity. Improperly arranged assessments will produce inaccurate data. This certainly makes the teacher unable to see the achievement of learning objectives. In this study, the accuracy of the assessments prepared by research subjects was measured using indicators: 1) being able to choose appropriate assessment techniques and forms to measure learning objectives, and 2) being able to formulate indicators or scoring guides that are appropriate to learning objectives.

The results showed that 81.25% of students were able to choose techniques and forms of assessment according to learning objectives, but only 21.87% of students were able to formulate indicators in rubrics. In learning Indonesian, improving language skills is the main goal. Therefore, the assessment prepared prioritizes the measurement of these skills. This study found that 81.25% of students chose the right technique and form of assessment to measure listening, speaking, reading, and writing skills. The dominant practice test technique was chosen because it is suitable for measuring skills and in accordance with the time allocation. The ability of students to make rubrics is still very

low. Forms of errors in making a rubric will be described in the following table.

Data	Analysis
M13 creates a rubric with aspects of selecting titles, arguments, grammar, and coherence	These aspects of assessment are not suitable for measuring learning objectives, namely concluding writing skills
M14 makes the description “the conclusion is very easy to understand, clear, concise and concise”	The description is not operational
M15 makes a rubric that contains assessment aspects and a Likert scale	The assessment aspect precisely measures learning objectives but is not accompanied by a description of each scale
M28 makes the aspect of "reading the results of the discussion"	This aspect is not in accordance with the learning objectives of "able students determine the linguistic elements of the article"

Making an assessment rubric is very dependent on one's mastery of the material related to the ability being measured. One must understand the expository text material to be able to make an assessment rubric whether reading or writing the text. Likewise, when making a rubric for writing conclusions, students must understand the elements or characteristics of a conclusion. This study found that students' low ability to make rubrics required an increase in mastery of the materials in learning Indonesian.

Ability to Compile Instructional Materials

Teaching materials are one aspect that has a very important role in supporting learning. Teaching materials are the means or tools used in learning in the form of material, method limits, and how to evaluate (Lestari: 2013). The teaching materials examined in this study were modules compiled by prospective Indonesian language teacher students. The preparation of appropriate modules will help students to learn independently and develop analytical skills in a directed manner. This ability is supported by the presentation of material and student activities in the form of exercises and other activities that allow students to learn and practice independently by following instructions from each activity.

The evaluation criteria for this module are seen from four aspects, namely material, exercises, language, and layout. In the material section, topics and limitations must be in

accordance with basic competencies and learning objectives, valid, clear, systematic, and equipped with applicable examples. In the practice section, it should cover the four language skills and be adapted to basic competencies and learning objectives. In the language section, the choice of words greatly influences students' ability to understand, the material and every instruction in each activity. Therefore language must be adapted to the characteristics of students. In the layout section, the elements that must be considered are readability (typeface, size and spacing of letters, spacing between lines and subchapters, and illustrations used).

The results of the study illustrate that 90.63% of students are able to compose material with topics and restrictions that are in accordance with basic competencies and learning objectives and 84.38% of students are able to compile material in a valid, clear and systematic manner, but only 37.5% of students are able to make applicable example. The exercises and activities presented in the module are the part that distinguishes the module from the textbook. The activities and exercises presented are expected to make students more skilled with activities that cover the four language skills. However, research shows that only 15.63% of students are able to arrange exercises in accordance with basic competencies and learning objectives and 21.88% of students are able to arrange exercises covering the four language skills. This shows that the ability of students to adjust exercises and activities with basic competencies and learning objectives is still very low. Some examples of data showing these conditions are presented in the following table.

Indicator	Data	Analysis
<p>Theory Develop material with topics and limitations that are in accordance with basic competencies and learning objectives and equipped with applicable examples.</p>	<p>M7 Compile material about advertisements but not to the types of advertisements and the functions of each type of advertisement. Learning objectives in part three "Students are able</p>	<p>The material should be arranged according to the variety of advertisements, the function of each type, and the language used in each type. Because the advertising language in each variety is of course different. This goal is not in accordance with the basic competence "Identify information</p>

		<p>maintain order in the classroom when the teacher explains the material”</p> <p>M8 Learning Objective 2 is not precise "Students are able to compose the contents of exposition texts (popular scientific articles from newspapers and magazines) properly and accurately.</p> <p>M10 doesn't contain any applicable examples</p>	<p>advertisement...". Affective abilities should be made learning objectives with "Students are able to convey identification results with a polite attitude". This section will certainly affect the material presented.</p> <p>This goal is not in accordance with the basic competency of "identifying expository text information (popular scientific articles from newspapers and magazines) properly and accurately. Should be changed to "Students are able to identify and conclude information from expository texts heard and read.</p> <p>It is easier for students to understand the exercises if they are given examples. In the explanatory text material presented, it is better to make an example of a <i>mind map</i> from an explanatory text so that students can follow it.</p> <p>The examples presented are not relevant to the learning objectives and the types of</p>
--	--	---	---

		<p>M11 doesn't contain any applicable examples</p> <p>M12 doesn't contain any applicable examples</p>	<p>exercises students will do. This will make it difficult for students to interpret if it is not accompanied by applicable examples.</p> <p>One of the learning objectives to be achieved is to compile the text of the experimental report from the experiments carried out. However, the teaching materials do not display the intended example. This is not right because students will experience problems how to compose</p>
--	--	---	--

<p>Language Instructions in the activity/exercise section are clear and easy to understand</p>	<p>M7 arranges 5 exercises but with very short instructions and almost the same instruction sentences in</p>	<p>reports of their experimental results.</p> <p>Instructions for exercises with the type of multiple choice questions should be distinguished from instructions (choice of words and sentence structure) for the types of essay questions and analysis exercises.</p>
---	--	--

	exercises 1-5 even though the types of exercises are different.	
<p>Exercise</p> <p>Practice should cover the four language skills and be adapted to basic competencies and learning objectives.</p>	<p>M6 does not yet cover the four language skills</p> <p>M9 does not yet cover the four language skills</p> <p>M10 does not yet cover the four language skills</p> <p>M11 does not yet cover the four language skills</p>	<p>The exercises presented in the module are only in the cognitive domain and tend to be one of the language skills, namely writing skills. There are seven parts to the exercise, most of which are answering questions. This is certainly not in accordance with the indicators that have been described in this study.</p> <p>The topics presented are about popular articles. The exercises are structured more towards the cognitive domain and are dominant in reading and writing skills.</p> <p>Listening and speaking skills are not seen in practice.</p> <p>The skills shown in the explanatory text exercises presented lead to listening and writing skills.</p> <p>Skills trained in activities and exercises</p>

	<p>M27 does not yet cover the four language skills</p> <p>M29 does not yet cover the four language skills</p>	<p>Convincing text leads to reading, speaking, and writing skills. There are no exercises that lead to listening skill practice.</p> <p>Skills trained in procedural text in the activities and exercises presented lead to reading and writing skills.</p> <p>In the historical story text presented, exercises and activities lead to writing skills, read, and speak.</p>
--	---	--

Based on the description in the table above, it can be concluded that the ability to compile modules as part of teaching materials for Indonesian language teacher candidates is still low, especially in writing applicable examples, instructions on questions, and the realm of skills covered in questions and activities. The preparation of modules as teaching materials is a very necessary need to be addressed because with the existence of modules learning activities can be planned better and teach children to be independent and hone their abilities in a more directed manner (Rahdiyanta: 2016).

CONCLUSION

The conclusions of this study are as follows.

1. The ability to formulate learning objectives for student respondents is still low, especially in determining the appropriate operational verbs to support basic competencies.
2. Obstacles in designing learning activities are allocating time and selecting core activities that do not support learning objectives or competencies.
3. The obstacle in compiling the assessment lies in the creation of a rubric. This relates to the respondent's mastery of the learning material.
4. The obstacle in compiling teaching materials lies in making applicative examples and

designing exercises to strengthen understanding of the material.

REFERENCE

- Law Number 14 of 2005 concerning Teachers and Lecturers.
- Djumingin, S., & Syamsudduha. (2016). *Planning for Learning Language, Indonesian and Regional Literature* . Makassar: UNM Publishing Agency.
- Government Regulation Number 19 of 2005 concerning National Education Standards.
- Habibullah, A. (2012). Teacher Pedagogic Competence. *Education* . 10(3). 362-377.
- Sunardi & Sujadi, I. (2017). *Learning Resources Prospective PLPG Program Participants* . Jakarta: Ministry of Education and Culture.
- Permendikbud Number 22 of 2016 concerning Process Standards for Elementary and Secondary Education.
- Ghanaguru, S., Nair, P., Yong, C. (2013). Teaching Trainers' Beliefs in Microteaching and Lesson Planning in A Teacher Training Institution. *The English Teacher* , XLII (2), 104-116. <https://journals.melta.org.my/index.php/tet/article/view/234>.
- Utami, I., Mashuri, Nafi'ah, U. (2016). A Model of Microteaching Lesson Study Implementation in The Prospective History Teacher Education. *Journal of Education and Practice*, 7(27), 10-14. <https://www.iiste.org/Journals/index.php/JEP/article/view/33201>.
- Satori, D., & Komariah, A. (2014). *Qualitative Research Methodology* . Bandung: Alfabet.
- Nampar, B. (2020). Efforts to Improve Teacher Competence in Making RPPs through Academic Supervision at Satap Riung Barat State Middle School for the 2018-2019 Academic Year. *Journal of Education & Culture*, edition 43, 73-79.
- Usadiati, W. (2015). Enhancing Student-Teacher's Ability in Writing Lesson Plans for Practice Teaching. *Proceedings of the 1st National Conference on English Language Teaching (NACELT)*.
- Abidin, Y. (2012). *Character Education-Based Language Learning*. Bandung: Refika Aditama.
- Muchtar, Hartati. Application of Authentic Assessment in an effort to Improve Education Quality. *Sower Education Journal*, 9(14), 68-76.
- Rahdiyanta, Dwi. 2016. *Module Writing Techniques* . Articles.(Online) <http://staff.uny.ac.id/sites/default/files/research/dr-dwi-rahdiyanta-mpd/20-module-composing-techniques>.
- Sustainability, Ika. 2013. *Development of Competency-Based Teaching Materials: According to the Education Unit Level Curriculum*. Jakarta: Index.

INVESTIGATION FOSSILIZATION AND INTERLANGUAGE LINGUISTICS CLASSROOM STUDENTS 2021 AT STATE-OWNED TEACHER COLLEGE, IN YOGYAKARTA

Ratri Prafitrasari¹, Ashadi Ashadi²

^{1,2}Universitas Negeri Yogyakarta
¹prafitrasariratri@gmail.com, ²ashadi@uny.ac.id

Abstract

Language errors are believed to be a process towards learning the use of a foreign language more effectively and correctly, such as in learning English as a Foreign Language (EFL). Mistakes are a source of reasons for learning English as a Foreign Language (EFL) or Interlanguage. Three characteristics include systematics, permeability, and fossilization. The aim of this study is to address issues related to fossilization, with a special focus on an observational study in the Linguistics Classroom 2021 at the State Teacher Training College, in Yogyakarta. Fossilization data is collected through voice recordings or voice notes via the whatsapp application. Researchers studied the data using a qualitative descriptive method. The results show that language errors or fossilization can be eliminated. Observations that are clearer show that on average 2021 linguistics students at the Yogyakarta State Teachers' Training College still use L1 like me. This can be evidence that fossilization research is very important and useful for further research. This can be solved in various ways and strategies.

Keywords: *Fossilization, Voicenote, Pronunciation*

Abstrak

Kesalahan berbahasa diyakini sebagai suatu proses menuju pembelajaran penggunaan bahasa asing secara lebih efektif dan benar, seperti dalam pembelajaran English as a Foreign Language (EFL). Kesalahan adalah sumber alasan untuk belajar bahasa Inggris sebagai Bahasa Asing (EFL) atau Interlanguage. Tiga karakteristik meliputi sistematika, permeabilitas, dan fosilisasi. Tujuan dari penelitian ini adalah untuk menjawab isu-isu yang berkaitan dengan fosilisasi, dengan fokus khusus pada studi observasional di Ruang Kelas Linguistik 2021 di IKIP Negeri Yogyakarta. Data fosilisasi dikumpulkan melalui rekaman suara atau voice note melalui aplikasi whatsapp. Peneliti mempelajari data dengan menggunakan metode deskriptif kualitatif. Hasilnya menunjukkan bahwa kesalahan bahasa atau fosilisasi dapat dihilangkan. Pengamatan yang lebih jelas menunjukkan bahwa rata-rata mahasiswa ilmu bahasa IKIP Negeri Yogyakarta tahun 2021 masih menggunakan L1 seperti saya. Hal ini dapat menjadi bukti bahwa penelitian fosilisasi sangat penting dan berguna untuk penelitian selanjutnya. Hal ini dapat diselesaikan dengan berbagai cara dan strategi.

Kata Kunci: *Fosilisasi, Voicenote, Pelafalan*

INTRODUCTION

Linguistics ability refers to an understanding and mastery in the use of linguistic aspects such as pronunciation, spelling, and the arrangement of words into phrases, phrases into clauses, and clauses into paragraphs in the target language. Linguistic expertise is very influential on the speaker's factor in expressing ideas, thoughts, and feelings when they communicate in English. There are various definitions of fossilization from various experts. One of them is the establishment of permanent intermediate systems and subsystems in language as a correction of the previous language without changing the meaning, *William Nemser* (1971). If in the previous language and words there are many

spellings that are not correct, then the more official words and language are the ones that have been corrected and can be used in communication. Fossilization is a term that describes linguistic aspects and features so that they are fixed, and therefore very difficult to change between language and learner (*Selinker, 1972*). Often students make mistakes either consciously or unconsciously, therefore a lot of correcting the correct pronunciation to be precise and fixed. Because many of the students still think before speaking and make mistakes over and over again.

Fossilization is defined as a unique phenomenon in which inter-language development or construction shows permanent resistance in the environment but is partly constrained to reach the target language (Han, 2009). Interlanguage (IL) is metaphorically defined as between L1 and Translanguage (TL) where L1 is the source language in the early development of language elements and gradually mixes with TL elements, resulting in a new form but not in L1 and TL (Han, 2009). Fossilization is a term that indicates that language progresses unceasingly in its use and mastery. The continuous progress of language can occur from various specific features of language, therefore many researchers and speakers regard fossilization as an unavoidable process of pronunciation. So, the formulation of this study is How did this fossilization develop? And How does the research correct the needs of the fossilization students?. In the identification of the problem in this research, the first is that the 2021 linguistics students in the English as a Foreign Language (EFL) classroom are still attached to their L1 language. Second, the 2021 linguistics students in the English as a Foreign Language (EFL) classroom do not use their application emotionally, psychologically, to the social environment and culture of L2. The third, 2021 linguistics students in the English as a Foreign Language (EFL) classroom lack the opportunity to use the new and less corrective target language. These problems are important and interrelated factors, and all of them contribute to successful learning. The objectives of this research is first, to find out whether this fossilization is developing. And second, to find out the exact research needs of fossilization students. One of the problems found was that their L1 interfered with students' L2 pronunciation and they considered L1 to be a prominent source of communication interference and considered it the formal language used. This research is the main source of fossilization of English as a Foreign Language (EFL) students' pronunciation. The previous research was interlanguage and error fossilization: A study of Indonesian Student Learning English as a Foreign Language which focused on grammar, while this research focused on pronunciation. The benefit of this research is that it can reduce and correct students' pronunciation errors and develop

their interlanguage towards the level of language mastery and can be useful for further research.

The researcher assumes that L1 is the main factor that contributes to English as a Foreign Language (EFL) learning of Linguistics students in 2021 at the State-Owned Teacher College, in Yogyakarta. Although they have knowledge of English as a Foreign Language (EFL) since Elementary School, they are used to pronouncing some words in English with their L1 pronunciation. Fossilization of L1 learners is often found at the level of phrases or sentences in spoken English. This study is important because it aims to focus on the fossilization phenomenon in the linguistics classroom of English as a Foreign Language (EFL) students 2021 at State-Owned College, in Yogyakarta. The results of this study will help L1 learners and facilitate researchers in predicting the difficulty of English pronunciation difficulties to improve EFL communicative competence in the 2021 linguistics class at the State-Owned College, in Yogyakarta.

METHOD

This research is part of descriptive qualitative research. This study discusses an investigation of fossilization and interlanguage linguistics classroom of English as a Foreign Language (EFL) students 2021 at State-Owned Teacher College, in Yogyakarta. The number of students in the linguistics class is thirteen. This research was carried out right after the first semester. Thus, students of linguistics class 2021 at State-Owned Teacher College, in Yogyakarta are assumed to have had English as Foreign Language (EFL) learning experience for more than six months since they were appointed as linguistics students. data were collected through data collection methods by understanding and studying theories from various literatures related to research. The first is an interview that aims to record opinions and obtain data to obtain clarification on what is known in understanding socio-cultural situations and conditions in the 2021 linguistics class at the State-Owned Teacher College, in Yogyakarta. The second, participant observation by directly observing individual behavior and interaction patterns in the daily assessment setting of 2021 linguistics class students at the State-Owned Teacher College, in Yogyakarta. The third, namely document analysis, this is a summary of interviews and observations to support data sources.

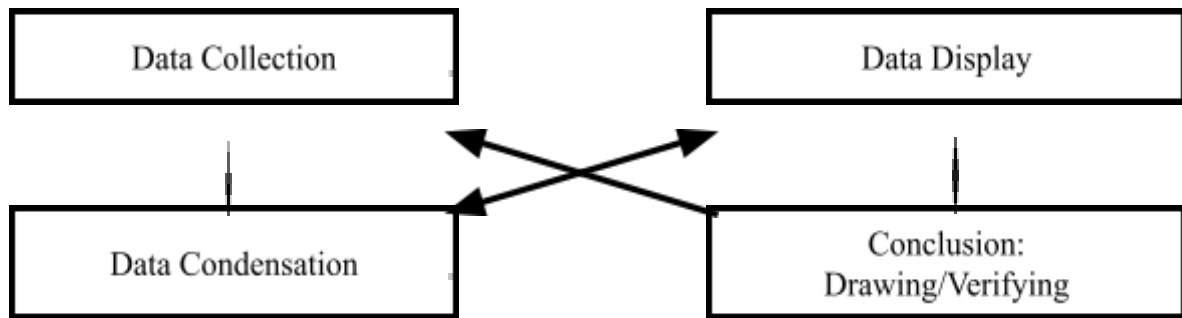


Table 1 of interactive data analysis Miles, Huberman & Saldana 2014

Miles, Huberman and Saldana (2014) has four types of interactive data analysis: data analysis, data collection, data display, data condensation and conclusion. Data collection is a process carried out by researchers from preparation to implementation until the data is ready to be carried out. First, the researcher began to collect information about the participants who had met the criteria, then the researcher began to collect data by doing a pronunciation test three times with the same method but in a different way.

The second is data condensation, divided into five processes, namely selecting, focusing, simplifying, abstracting, and transforming. Selecting, which determines the dimensions that are more important, meaningful relationships, and information that must be collected for analysis in the fossilization and interlanguage linguistics classroom 2021 of English as a foreign language (EFL) students 2021 at state-owned teacher college, in Yogyakarta. Focusing, namely focusing the data according to the problem formulation in fossilization research and Interlanguage linguistics classroom 2021 of English as a foreign language (EFL) students 2021 at state-owned teacher college, in Yogyakarta. Abstracting, namely making a summary of the core, processes and statements in accordance with the quality and adequacy of the data. Simplifying and transforming, namely the researcher sorts the data based on the results, then unites the sections according to the findings and interpretations in conducting data analysis.

The third is data display, which is a collection of information that has been put together and then ready to be concluded. After collecting data related to fossilization and interlanguage, the researchers grouped the results of observations and trials to be presented and discussed in more detail. In this study the data are presented through a brief description based on the research problem. All 2021 linguistics student identities are

displayed with initials which are then converted into codes to maintain the participants' identities.

The fourth conclusion, which is a process when the researcher interprets the data from the beginning of data collection and is accompanied by making patterns as well as descriptions and explanations. At this stage the researcher presents data related to fossilization and interlanguage, the researcher draws conclusions based on the information submitted by the participants and has gone through various stages for data analysis.

RESULTS AND DISCUSSION

What distinguishes it from previous research is the Implication of IL Fossilization in Second Language Acquisition which discusses the fossilization of students in China. An Investigation Fossilization and Interlanguage Linguistics Classroom of English as a Foreign Language (EFL) Students 2021 at state-owned teacher college, in Yogyakarta discusses master students in Linguistics 2021 at the state-owned teacher college, in Yogyakarta.

1. Classification of Fossilization

a. Individual Fossilization and Group Fossilization

Fossilization is divided into two categories, namely individuals and groups. The first factor that influences is the individual's own interlanguage and the second factor is the surrounding environment that does not support the development of the community's language. In individual fossilization, misunderstandings of language structures that are not appropriate but are considered correct and are usually experienced by interlanguage beginners with low proficiency. While in the environment, fossilization refers to the development of L2 phonological, grammatical, lexical and pragmatic competencies.

Linguistics students 2021 State-owned teacher college, in Yogyakarta in individual errors are often encountered during the learning process, the most visible fossilization occurring is when individuals make presentations. often pronounce words carelessly without considering the correct spelling so that this is still considered understandable by the class, but in fact this should not be underestimated. researchers take the example of the word "development" then they pronounce it with L1 they become "development" but should read "duh-veh-luhp-muhnt".

b. Temporary Fossilization and Permanent Fossilization

Temporary fossilization usually occurs in upland areas where TL development is temporarily inhibited. Permanent fossilization occurs because of psychological, interactive and social variables. Interlanguage development researchers can be stopped due to vulnerability to dephosphorylation or gentle fossilization.

Linguistics students 2021 at state-owned teacher college, in Yogyakarta refers to the process in which the language factor is not determined at a certain stage. The researcher shows that only 5% of Linguistics students in 2021 can reach the target language and 95% cannot reach the target language. This phenomenon is called interlanguage fossilization while in the 2021 English as a Foreign Language (EFL) linguistics class at state-owned teacher college, in Yogyakarta. The causes of temporary fossilization are group dynamics, attitudes, and individual learning techniques. So, student linguistics 2021 at state-owned teacher college, in Yogyakarta should consider are;

1. The causes of temporary fossilization are group dynamics, attitudes, and individual learning techniques. So, student linguistics 2021 at Yogyakarta State University should consider are; Age, for the EFL must strengthen the pronunciation associated with the success of the SLA.
2. Intelligence and talent, linguistics students from the 2021 state-owned teacher college, in Yogyakarta have academic abilities or are important in SLA.
3. Cognitive style is a term to describe the ways in which people conceptualize, organize, and remember information to make it more consistent and functional for everyone.
4. Motivation and attitude, in showing attitude as an effective social factor in culture. While motivation shows the persistence of learners achieving goals.
5. Personality, in this case extroverted learners are more successful than introverts because they communicate more with L2 so that they gain more knowledge.

The strategies to overcome temporary fossilization;

1. Observe and apply the right attitude towards the mistakes of the students of Linguistics 2021 at the state-owned teacher college, in Yogyakarta.
2. Designing a strategy for 2021 Linguistics students at state-owned teacher college, in Yogyakarta to study English as a Foreign Language (EFL) properly and correctly.
3. Keep track of the pronunciation of Linguistics students 2021 at the state-owned teacher college, in Yogyakarta by understanding the accuracy and fluency strategies.
4. Give feedback in linguistics class 2021 of state-owned teacher college, in Yogyakarta.
5. Strengthen imagination and pay attention to the creativity level of 2021 Linguistics students at state-owned teacher college, in Yogyakarta.

2. *Types of Fossilization*

Fossilization is a phenomenon in language and is categorized in several levels ranging from phonological to pragmatic;

a. Phonological Fossilization

The difference in linguistic phonology is the biggest phenomenon in language problems. Phonological fossilization arises from problems with L2's pronunciation which is influenced by L1.

In the 2021 linguistics class at the state-owned teacher college, in Yogyakarta, this phenomenon often occurs in language pronunciation errors and even worse, this has become commonplace within the scope of the 2021 linguistics class because students on average have language barriers when applying it and are accustomed to using L1 language, and maybe if are presenting the English as a Foreign Language (EFL) they will find it difficult.

b. Morphological Fossilization

The problem in this type is inflectional grammatical morpheme or third person singular (-s). Linguistics class 2021 students in general often forget the grammatical inflection affix (-s), such as buses and crises.

c. Syntactic Fossilization

Different languages create their own rules, especially on syntax and tense or past tense to learn them according to clarity. Linguistics students 2021 may not speak much English in class so they forget the tense.

d. Semantic Fossilization

Semantic fossilization refers to language forms that exist but cannot be represented or understood and are intended to express in contextual form.

Linguistics students 2021 are mostly from different islands, that means they also use different languages and different meanings. but there is one language that has a different meaning but the pronunciation is the same.

e. Pragmatic Fossilization

Semantics and pragmatics have a close relationship, so the fossilization of these two aspects is interrelated. Pragmatic failure occurs as a result of cross-cultural and students' inability to understand what is meant and what is said, causing misunderstandings. Linguistics students in 2021 at the state-owned teacher college, in Yogyakarta also experience this type of fossilization, the occurrence of misunderstanding the meaning of the word causes shame and misunderstanding.

3. *The Causal Factors of Fossilization*

The causal factors of fossilization linguistics classroom 2021 at state-owned teacher college, in Yogyakarta;

a. Language Transfer

The transfer of L2 and L1 or L1 to L2 can cause misuse that is why fossilization occurs because the transfer of L1 can be positive or negative towards L2. Thus negative transfer may refer to the difference between L2 and L1 which can be bothersome for English as a Foreign Language (EFL) language learners.

b. Training Transfer

The main cause of fossilization is the lack of knowledge of the formal language of English instruction. The researcher observed that learning just plainly without paying attention to the structure or rules of the language can design Interlanguage and become much different from the standard formal English.

c. Learning Strategy

During the L2 learning process, the cause of the emergence of fossilization is the application of the wrong and most commonly used learning strategy. Inappropriate learning can affect fossilization which is divided into several

features such as morphological, lexical, psycholinguistic, or socio-cultural phonology. Some students switch to L2 learning strategies with complete knowledge to meet L2 learning. and L2 learning strategies can be the key to clearer student information processing in obtaining L2.

d. Communication Strategy

Students can use communication strategies and mathematical skills that can be used when experiencing difficulties in expressing so that communication continues. The next step is to simplify the target language, especially grammatically so that it reflects the communication effect.

e. Overgeneralization

Namely utilizing L2 knowledge and then expanding it into a new form of interlanguage. In fact, excessive generalization of language can lead to ignorance in the rules of language including semantics, namely lexis. The reason for the importance of overgeneralization is that it causes failure and detects L2 learner errors due to this phenomenon without involving instructions and corrections.

Table 2 of Fossilization Reduction

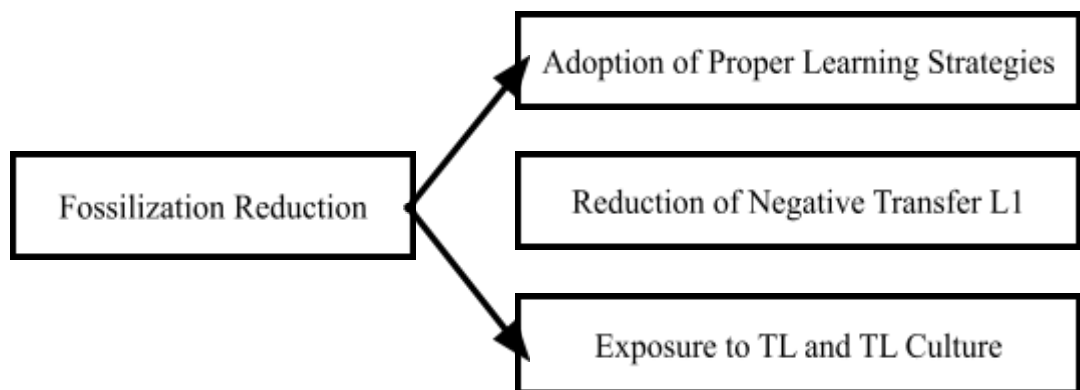


Table 3 of Process Interlanguage in Linguistics Classroom 2021 at state-owned teacher college, in Yogyakarta



Based on the language learning process in the linguistics class 2021 at the state-owned teacher college, in Yogyakarta. The researchers concluded that their language system is neither English or Indonesian, which very closely contain elements of both. Their interlanguage has idiosyncratic characteristics, namely Indonesian and the target language or English. I'm still sleepy for both of them so it can be described like this picture.

In the 2021 linguistics class at the state-owned teacher college, in Yogyakarta which consists of thirteen students, the researcher took a sample of six students. Thus the researcher gives a hint to his 2021 linguistic friends to be able to send voice note evidence on Whatsapp, due to the covid-19 pandemic which does not allow the researcher to meet his 2021 linguistic friends one by one. The following is evidence of true and false fossilization received by researchers; The words “Literature” / li – tr – uh – chr.

Name	Pronunciation
Student 1	Li – ter – a – chr
Student 2	Li – ter – a - tur
Student 3	Li – ter – uh – chr
Student 4	Li – ter – uh – chr
Student 5	Li – ter – a - chr
Student 6	Li – ter – uh – chr

From the scheme above is the result of the Interlanguage process, some of which have fossilized in the linguistics class of the state-owned teacher college, in Yogyakarta. For the six samples, three got fossilized and three were almost right because they were still in the process of learning English as a Foreign Language (EFL). If it is calculated in percent form, 50% is correct and 50% is fossilization in the class of linguistics 2021. They

still have difficulty working on certain words and need time over and over again to be able to justify the word. And on average they are not confident to do the spelling.

In the fossilization process, the researcher corrected the pronunciation of the error. Pedagogical interventions are expected to have a beneficial impact on their pronunciation mistakes, in the sense that their errors can be eliminated. Learning lasts one semester, compared to the results showing that teaching pronunciation is able to reduce student errors.

These results support previous research on interlanguage and error fossilization by Muranoi (2000), Whitw (1996), and Lightbown (1993) claiming that L2 learners benefit from the instruction provided by the teacher. This contributes to the interlanguage development of students. However, the results show that their error is not completely eradicated. To some extent, I also agree with Mukkatash (1986) and Thep-Ackrapong (1990) who argue that even with systematic pedagogical investment, learner errors persist; and based on such phenomena, they claim that the interlanguage has fossilized. This study shows that pronunciation instructions can eliminate 50% of errors and there are still 50% of persistent or stable errors.

Qualitative analysis that this stabilized error is the learner. At least there is a cognitive mechanism that fits the data. In that case they activate the cognitive interlanguage unit in an effort to produce English according to their limited knowledge. The observation results show that in expressing their ideas in English, some students rely on the linguistic knowledge they already have. Students' interlanguage is a product of a productive process that depends on translanguaging and they rely on deepened knowledge to help overcome these problems. In this case they rely on translanguaging in pronunciation by generalizing or oversimplifying the rules. Thus, translanguaging, overgeneralization, and simplification are cognitive processes that manifest themselves in strategies of language transfer, overgeneralization, and simplification. This strategy can help students to overcome the complexities of the correct pronunciation system.

To prove that interlanguage errors can be stabilized, the researcher asks students to write a word and then spell it letter by letter. The results show that students make fewer mistakes than before which means that the stabilized errors can be eliminated. Qualitative aspects also show that there are aspects in class activities that can be observed contributing to the destabilization of errors. Based on the research findings, the researcher can conclude that some classroom events are believed to have contributed to error stability, because these class activities can be seen as language learning or language acquisition

opportunities. In the classroom, students receive adequate input, feedback, frequent exposure, explicit pronunciation explanations, and opportunities to practice the target language. Some of these aspects are the content and daily activities during pronunciation lessons. This can increase their linguistic translanguaging knowledge and it contributes to the destabilization of errors.

Researchers also carried out further monitoring to provide information that persistent errors tend to stabilize only temporarily because they will change their nature as a result of pedagogical interventions. In this case, errors can be stably eradicated and cannot be repeated by students. Thus, the data analysis shows that students' pronunciation errors appear dynamic, some are unstable, some fluctuate, and some are stable. Fluctuating errors tend to be unstable and stable errors also tend to be unstable. New types of errors arise when students embark on unfamiliar communication goals.

CONCLUSION

Some conclusions from the researcher are that the first grammatical error is fossilized and this can be overcome by correcting it. This error usually occurs in English as a Foreign Language (EFL) learning which does not tend to be stable. The second, namely environmental factors that affect individual learning techniques that must strengthen, sharpen and focus each English as a Foreign Language (EFL) pronunciation to be correct. The second is the level of enthusiasm and competence of the 2021 linguistics students at the state-owned teacher college, in Yogyakarta who are different in acquiring the language. So, it must be given motivation to improve student learning and understanding in honing English as a Foreign Language (EFL) skills. The third is the learning style of individuals who are different because they have different attitudes and different learning times. So that conceptual, rules, and information are needed to be more consistent in learning English as a Foreign Language (EFL). And, the last is the level of self-confidence, this is important because self-confidence fosters extraordinary enthusiasm in increasing student motivation in obtaining English as a Foreign Language (EFL), because fossilization takes time to think so that there are no misunderstandings.

REFERENCES

- Han, Z.. (2005). *Fossilization in Adult Second Language Acquisition*. Toronto: Multilingual Matters.
- Li, M.-C. (2012). *The Acquisition of Tense and Agreement by Early Child Second Language Learners*. Unpublished PhD dissertation, University of Illinois at Urbana-Champaign.
- McWhoer, J (2007). *Language Interrupted. Sign of Non-native Acquisition in Standard Language Grammars*, Oxford: UOP.
- Meisel, J (2011). *First and Second Language Acquisition*. Cambridge; CUP.
- Sharma, D (2005). Language transfer and discourse universal in Indian English article use. *Studies in Second Language Acquisition*, 27(5), 535-566.
- Thomas, M. (2013). History of the study of second language acquisition. In J. Herschensohn & M. Young -Scholten (Eds.), *The Cambridge Handbook of Second Language Acquisition* (pp.26-45). Cambridge: CUP.
- Wei, X. (2008). 'Implication of IL Fossilization in Second Language Acquisition', *English Language Teaching*, 1/1, JUNE, 127-131.
- Wysocka, M.S. (2007). *Stages of fossilization in advanced learners and users of English : a longitudinal diagnostic study*. T. 1. Praca doktorska. Katowice : Uniwersytet Śląski.

APPLICATION OF THE DEMONSTRATION METHOD IN LEARNING TO WRITE COMPLEX PROCEDURE TEXT BASED ON THE GENRE BASIC APPROACH

Abdul Azis¹, Aswati Asri², Andi Fatimah Yunus³

^{1,2,3}Universitas Negeri Makassar

¹azissyahalam@unm.ac.id, ²aswati.asri@unm.ac.id, ³andifatimahyunus.imel@gmail.com

Abstract

This study aims to describe the effect of the Demonstration Method on the ability to write complex procedural texts based on a genre-based approach. This research is a pre-experimental research designed quantitatively. The population of the study was the seventh grade students of SMPIT Al Ishlah Maros. The research sample amounted to 25 students. Sampling with random sampling technique. The instrument used is a written test. Data were analyzed using descriptive statistics and inferential statistics. The students' ability to write complex procedure texts before applying the MD was on average 58 after applying the MD the mean value was 74. Based on the hypothesis test, a significance value of $0.000 < 0.05$ was obtained, so that H1 was accepted and H0 was rejected. This shows that MD has an effect on the ability to write complex procedure texts.

Keywords: influence, demonstration method, procedure text, genre based approach

Abstrak

Penelitian ini bertujuan mendeskripsikan dampak metode penyajian terhadap kemampuan menulis teks prosedur kompleks berdasarkan pendekatan genre. Penelitian ini merupakan penelitian pra eksperimen dengan desain kuantitatif. Subjek penelitian ini adalah siswa kelas 7 SMPIT Al Ishlah Maros. Sampel penelitian terdiri dari 25 siswa. Pengambilan sampel dilakukan dengan menggunakan teknik random sampling. Alat yang digunakan adalah tes tertulis. Analisis data menggunakan statistik deskriptif dan inferensial. Rata-rata kemampuan siswa menulis teks prosedur kompleks sebelum mendaftar MD adalah 58, dan rata-rata setelah mendaftar MD adalah 74. Berdasarkan pengujian hipotesis diperoleh nilai signifikansi $0,000 < 0,05$, sehingga hingga H1 diterima dan H0 ditolak. Hal ini menunjukkan bahwa MD berdampak pada kemampuan menulis teks prosedur kompleks.

Kata kunci: Pengaruh, Metode Demonstrasi, Teks Prosedur, Pendekatan Berbasis Genre

INTRODUCTION

Indonesian is one of the compulsory subjects in school. However, learning Indonesian is still considered a very uninteresting subject. Various things that make teaching Indonesian unattractive are teaching methods that are less varied, students' lack of understanding of the content of reading and difficulties in writing, which usually take a long time and are sometimes boring.

Learning Indonesian in the 2013 Curriculum Indonesian language teaching is oriented towards text-based learning. In the process of learning Indonesian in Class VII Curriculum 2013 one of the skills to be achieved is that students are able to work on

complex procedure texts. Students can better understand the intent or meaning contained in the type of procedure text from the teacher. However, the students' lack of understanding and interest makes it difficult to write a text that explains the steps completely, clearly and in detail, which is often time-consuming and tedious.

In increasing interest in reading in students, educators have a very important role, especially in learning Indonesian in learning complex procedure texts, one of the causes of the success or failure of an education in schools is the teacher. Educators have a very important role in the progress and development of students.

The strategy that can be done by educators is one of using methods according to the material in the learning process. The selection of suitable learning methods from educators, the more quality. Therefore, with this method, educators prepare an orderly and complete teaching process in presenting content. The selection of appropriate techniques can motivate and inspire students to participate in learning activities and will have a major impact on the quality of student learning.

Various types of learning techniques include: for example, lecture techniques, question and answer techniques, teamwork techniques, acting or playing plays, and project techniques. Among the different techniques, researchers tend to choose the demonstration technique because this technique varies the learning technique. Gardille argues that demonstration is a carefully prepared presentation to show an action in the form of steps to be carried out. This technique is followed by oral (oral) or visual presentations, explanations, and illustrations.

Writing aspect skills relate to a number of text aspects, including exemplum type text, news type text, short story type text, biographical type text, and procedural text. As an important aspect of language skills to be developed today is making texts. Genre-based approach procedure text manuscripts are texts that contain information, the contents of which are made with the intention of providing or explaining concepts in an accurate, concise, and concise writing style made based on the steps of the *Genre-Based Approach* (GBA). The type of writing procedure script aims to provide information or notify. The result of the exposition text is knowledge about the object of certain things. Through that information, the insight of the reader will get better and wider.

Writing is a linguistic skill that is used to communicate indirectly, indirectly with other people. Writing is a productive and expressive activity. This writing activity requires the writer to be proficient in the use of graphology, language structure and vocabulary. In

writing skills, it does not only come by itself, but there are several supporting factors, for example a lot of practice and regular practice (Tarigan, 2018).

Each writer must clearly state the purpose of the writing in which they will work. There are several formulations of goals that are very important and must be determined in advance, because this is the starting point of all writing activities. Preparation of the purpose of writing and description of the author in writing activities and developing essays based on linguistic competence. Writing is an active, productive, complex, and integrated language skill in the form of disclosure and is realized in written form (Dalman, 2018).

Through writing, a person can express his feelings. (Langan, 2015) suggests that each type of writing has several purposes, but because the goals are very diverse, for inexperienced writers it is better to pay attention to groups telling or teaching, convincing or pressing, entertaining or pleasing, and expressing feelings and emotions that are fiery fire.

Text is defined as a language unit used as an expression of a social activity both orally and in writing with a complete thinking structure (Mahsun, 2014). In the 2013 curriculum, it is known as text-based learning, one of which is a complex procedure type text that makes students better able to know the meaning of the procedure type text taught by the teacher. A complex type of procedure text is a text that can provide several clear, complete, and detailed steps According to Kosasih (2014). The Ministry of Education and Culture Team (2013) contains a complex procedure text that contains steps or steps that must be taken to achieve destination.

Complex procedure text is a text that prioritizes commercial accuracy. The specified activity steps must be correct. Sequence errors can cause activities to fail or even destroy results (Annisa, 2016). Compared to other texts, complex procedures differ in the number of uses of mandatory clauses. The sentences are ordered in order of time or according to unimportant importance. Analysis of complex procedure texts follows structure and rules. Based on this analysis, the integrity of complex process texts can be recognized (Langan, 2015).

With evaluation we can see the quality of a text in relation to the specified criteria. Regarding the Steps of Procedure for Writing Complex Texts (Kosasih, 2014), and more precisely: (1) Determining the general topic of the essay/text; (2) Collecting essays/texts, both from newspapers, magazines and the internet. We can also do some interviews with experts or people who can understand a wide range of topics we write about; (3) List

topics that can be developed from the material collected for the essay/text; (4) Order the arguments correctly, according to time, cause and effect, important according to unimportant or according to other appropriate schemes; (5) Develop the structure of the essay/text with clear and correct instructions.

Editing in an essay or text, we must pay attention to the characteristics of the essay/text itself. Complex procedure text is a text that contains instructions that are arranged systematically. In it, there are many imperative sentences and verbs of imperatives and conjunctions that state the sequence of activities and time instructions. It is these aspects that must be considered for the accuracy of their use in the text (Nuruddin, 2017).

According to Mahsun (2014), procedural/directive texts are included in the factual genre of procedural subgenres. The social purpose of this text is to guide or teach predetermined steps. Therefore, this type of text emphasizes the aspect of how to do something, which can be in the form of experimentation or observation.

According to Kosasih (2014), complex procedure texts are structured as follows: (1) The objectives contain introductory instructions presented in the discussion section; (2) The discussion is full of instructions for doing something organized systematically. In general, the order follows the order of time and is chronological; (3) The conclusion is filled with the necessary sentences, not a conclusion that only consists of two sentences. As if the sentence is just, the sign is the text is ready. Kosasih (2014) suggests that complex procedure texts are structured with the structure of the target text and its parts. The goal here means the means used to achieve the goal.

Some benchmarks that can be used in complex procedure texts are as follows: (1) Instructional in nature, complex procedure texts use many commands (command); (2) The use of commands, there are also many uses of imperative verbs, namely words that express orders, commands or prohibitions. Examples: do, create, organize, find, need, don't need, don't need; (3) Used conjunctions or temporal conjunctions, which express the temporal sequence of activities, such as then, then, after, after. The word is present as a result of the steps of using something that is chronological. Therefore, the text also requires important and chronological conjunctions; (4) Using a verb in a similar text, such as a few minutes later, half an hour. This word is often used especially in food recipes; (5) Using words that describe the sequence of steps involved in a sequence of activities, such as: B. first, second, third, and others; (6) Using a lot of adverbs, for example fast, smooth, slow; (7)

Using technical terms depending on the topic. For example, use traffic alerts and words like driver's license; (8) Contains detailed information about the name of the product used, including the number, sequence or form (Kosasih, 2014).

The rubric for assessing complex procedural texts includes writing spelling and punctuation, titles, beginnings (objectives), middle sections (steps), linguistic rules and end of sources (adaptation of *Buku Bahasa Indonesia untuk Guru Bahasa Kelas VII*, Jakarta: Edisi Kementerian Pendidikan dan Kebudayaan, 2013).

Hyland (2017a) said that the genre-based writing model is basically a writing learning model that emphasizes the importance of understanding a procedural text as a provision for writing activities. Based on this understanding, learning to write will begin by equipping students with how to write a particular genre based on an example or a ready-made writing model.

Genre-Based Approach (GBA) is a learning method that emphasizes the relationship between the type of procedural text and its context (Tuan, 2016). This approach provides opportunities for teachers to present teaching by means of text modeling and explicit analysis of procedural text features (Firkins, 2017). Therefore, learning with GBA directs students to be able to understand and produce procedural texts with various contexts, both orally and in writing.

Basically, GBA is based on the theory of functional systemic linguistics by Halliday in 1978 and 1994 which was later developed by Christie in 1992, Macken Horarik in 2001 and Martin in 2004 (Firkins, et al., 2017).

In the context of this research, the teaching model for writing skills applied is a procedural text-based approach or commonly known as GBA. This GBA is one of the appropriate approaches and/or teaching methods and can help the teacher get out of the problems mentioned earlier. Meanwhile, for the type of text used to practice GBA, namely narrative type text, this procedure text type is one of the types of text contained in the learning achievements of Sekolah Menengah Pertama (SMP) students of Indonesian.

The stages of this model are modified from the Myhill Model (2016) as follows: (1) Introduction to the model, at this stage the teacher provides several examples of writing in certain genres which will later be made by students. At this stage the teacher can also ask questions with students as an appreciation regarding the general impression of the text theme or the content of the procedure text that students receive; (2) Model discussion, at this stage students analyze the text they receive. Students must be able to show the purpose

of the text, the form of the text, analysis of how the text is developed, and including the rhetorical structure of the text and its grammatical patterns; (3) Writing texts, at this stage students begin to write an essay based on their knowledge of the model they have analyzed. The theme developed could be the same theme as the given model or a new theme determined by the students themselves. The most important thing is that the theme can be developed into an essay of the same genre as the given model; (4) Editing, at this stage students individually or with the help of their friends or teachers correct the contents of the writing they have made and then correct them. The things that are edited are the content and technical writing; and (5) Professional reading, at this stage the student reads his writing carefully to ensure that his writing has been corrected and is sure that there are no more mistakes in it.

According to Wahab (2015), the demonstration method is a teaching and learning format that intentionally demonstrates or demonstrates actions, processes or procedures carried out by teachers or other people to all or part of students.

This demonstration is also associated with the presentation of information which is defined as a way of applying things in doing something. Demonstrative method is a didactic method in which objects, events, rules and procedures for the implementation of an activity are demonstrated directly or through the use of didactic aids that are relevant to the topic presented. The main purpose of using this method in the learning process is to clarify the understanding of concepts and show how something should be done or how something should happen (Fathurrohman & Sutikno, 2017),

According to Sanjaya (2015), the demonstration learning method shows several benefits, including: (1) the Demonstration Method can prevent the emergence of verbalism by asking students to pay attention to the material being explained; (2) In the learning process, students become more interesting because they do not only listen but also witness an event or occurrence; (3) Through direct observation,

Students have the opportunity to compare theory with reality. This will make students more confident about the truth of the material they are learning. In addition to several advantages, there are also several disadvantages, including: (1) The demonstration method requires more thorough preparation, because demonstrations without adequate preparation can fail and this method may no longer be effective. It often happens, in fact, that the teacher must first try several times to demonstrate a certain process, which can take a long time; (2) Demonstrations require adequate equipment, materials, and space,

which means that applying this method requires more effort than lectures; (3) Demonstrations require special skills and abilities from the teacher, so the teacher must be more professional. In addition, demonstrations also require the will and motivation of a good teacher for the success of the student learning process.

Based on the literature review and framework, a hypothesis is proposed as an initial answer to the problem formulation in item 3. The formulation of the hypothesis of this research is as follows: MD learning affects learning to write complex GBA-based procedural texts based on GBA in class VII SMPIT Al Ishlah, Maros Regency. This hypothesis is an alternative hypothesis (H_a). To determine whether the hypothesis is accepted or rejected, the alternative hypothesis (H_a) is changed to the null hypothesis (H_0). The conditions for testing the hypothesis are as follows: (1) The null hypothesis (H_0) is accepted if the significance value is > 0.05 and (2) The null hypothesis (H_0) is rejected if the significance value is < 0.05 ; and the alternative hypothesis (H_a) is accepted.

METHOD

This type of research is quantitative research, namely research data in the form of numbers that are processed by statistical methods. This study was conducted in a group without a comparison group. The procedure in this study begins with a test to determine the students' initial abilities (pre-test stage). In addition, students were treated to an MD (treatment) and then given a posttest. According to Sugiyono (2015), this type of research is not in the form of a real experiment, there are still a number of external variables and also influence the occurrence of the dependent variable, so it is not influenced by the independent variable itself.

The variable in this study is MD (X) and the dependent variable is the skill of writing complex procedure text based on GBA (Y). The research design carried out is a pretest-posttest group design. The population in the study were all students of class VII SMPIT Al Ishlah, Maros Regency, a total of 53 students divided into 2 groups. Sampling by means of random sampling. In this case it is up to half that is 1 selected group that is randomized.

The data used is quantitative data. The data was obtained from the results of the pre and post test of seventh grade students of SMPIT Al Ishlah, Maros Regency. According to Sugiyono (2015), research tools are tools to measure observed natural and social

phenomena. On that basis, this data collection tool is in the form of a written test, namely compiling a complex type of procedure text based on GBA. For data collection, the method used is to write GBA-based complex procedure texts. Two tests were carried out in this study, namely pre-test and post-test. Preliminary tests are carried out to deepen students' knowledge of the text. The final text is used to determine the effect of changes or improvements in ability to the sample after learning to use MD as a learning technique.

The data collected after being processed, was analyzed using descriptive statistical analysis and inferential statistics. Descriptive statistical analysis is used to analyze the data by describing the data collected without intending to draw conclusions or generalizations that are generally accepted. Descriptive statistics include the presentation of the results in the form of regular tables and frequencies, group explanations are known from the mean, modality, median, and variation of each group at intervals and standard deviations. Interpretation of the range of values is required when evaluating the results of pre- and post-test studies. Development of frequency distribution, percentage and results of writing complex procedure scripts based on GBA for seventh grade students of SMPIT Al Ishlah, Maros Regency.

Inferential statistical analysis was used to answer the formulation of Problem 3 and to verify the research hypothesis with the help of tests. However, before testing the hypothesis, normality and homogeneity tests were conducted. The normality test used is Kolmogorov-Smirnov to determine whether the data is normally distributed among the population. The criteria used are learning outcomes data, which are said to follow a normally distributed population if the p-value ≥ 0.05 . As for the homogeneity test, the variance test is used which intends to explore whether the variance of all the data is homogeneous. Processed learning achievement is said to be homogeneous if the p value ≥ 0.05 . The test is then used to answer the proposed research hypothesis. The hypothesis is accepted if the significance value ≤ 0.05 . This hypothesis was carried out with a computer program for Statistics Product Service Solution (SPSS).

RESULTS AND DISCUSSION

Learning Achievement in Writing Complex Procedure Text Before Treatment

The learning achievement (pratest) of Class VII students of SMPIT Al Ishlah, Maros Regency in learning to write complex procedure texts based on GBA is explained

descriptively by statistical analysis. In descriptive statistical analysis, it can describe the acquisition of students' scores from low to high. Below is an overview of the scores from highest to lowest along with the frequency achieved by students. The pretest group resulted in writing complex GBA-based procedure scripts in Class VII.

The results of the grouping of posttest scores in the ability to write complex procedure texts were applied before the MD which showed that there were no students who achieved learning outcomes in the 90-100 group and learning outcomes in the 75-89 group. The pretest conducted on students showed that students only got up to 11 students (44%) in the moderately gifted group, 8 students (32%) in the lowest group and students in the very poor group and up to six students (24%). This shows that the ability of students to write a complex procedure text based on GBA is still very low before this MD is used.

The results of descriptive statistical analysis have the ability to write GBA-based complex procedure texts before applying the MD as shown in Table 1.

Table 1. Student Learning Outcomes in Writing Complex Procedure Texts Based on GBA (Pretest)

Statistics	Value Statistics
Sample	25
Lowest value	42
The highest score	72
Average (mean)	58
Sum	1459

Source: Primary Data, 2019

Table 1 shows that the sample in this study consisted of 25 students. The highest score was 72, the lowest score was 42 with an average score of 58. Therefore, the learning outcomes of seventh grade students of SMPIT Al Ishlah, Maros Regency, in written procedure text, were low with a score of 5059 based on the average score obtained from 58.

2. Learning Achievement in Writing Complex Procedure Text After Treatment

Learning Outcomes (posttest) of seventh grade students of SMPIT Al Ishlah, Maros Regency in learning to write GBA-based complex procedure texts were explained by descriptive statistical analysis. Descriptive statistical analysis provides an illustration

that the acquisition of student scores from the highest to the lowest. Below is an overview of the scores from highest to lowest along with how often students have achieved them.

The group of post-test results on the ability to write complex procedural texts based on GBA for grade VII students is shown in Table 2.

Table 2. Ability to Write Complex Procedure Text Based on GBA

No.	Range of Values	Ability Level	Frequency	Percentage
1.	90 – 100	Very Capable	5	20
2.	75-89	Capable	7	28
3.	60-74	Capable Enough	7	28
4.	50-59	Less fortunate	6	24
5.	0-49	Very Poor	0	0
Quantity			25	100

Source: Primary Data, 2019

The results of the post-test score classification of the ability to write complex procedural texts based on GBA after using MD showed that five students were in the very capable group (20%), in the capable group and even seven students (28%) in the moderate group. able group up to seven students (28), poor as many as six students (24%) and none are included in the very poor group. This shows that the learning outcomes of students in writing complex GBA-based procedural texts experienced a significant change after using MD. Table 4 shows the results of descriptive statistics on the ability to write GBA-based complex procedure texts after using MD.

Table 3. Student Learning Outcomes in Writing Complex Procedure Texts Based on GBA (Posttest)

Statistics	Value Statistics
Sample	25
Lowest value	54
The highest score	98
Average (mean)	73,84
Sum	1846

Source: Primary Data, 2019

Table 4. Normality test results of the One-Sample Kolmogorov-Smirnov Test
Unstandardized Residual

			Unstandardized Residual
N			25
Normal Parameters ^{a,b}	Mean		,0000000
	Std.		8,37309662
	Deviation		
Most	Extreme	Absolute	,192
Differences		Positive	,192
		Negative	-,119
Test Statistic			,192
Asymp. Sig. (2-tailed)			,019 ^c

Source: SPSS Output, 2019

Table 4 shows that the 25 students who were used as research samples in general received sufficient scores. The highest score was 98 and the lowest score was 54 with an average student score of 73.84. For example, learning to write complex procedural texts based on GBA in grade 7 students of SMPIT Al Ishlah, Maros Regency, obtained a moderate score with an average score of 73.84.

Effect of MD on Learning to Write Complex Procedure Texts Based on GBA

To determine the effect of the demonstrative method on learning to write GBA-based complex procedural texts, a pre-test was conducted and then the data was collected. Analyzed by inferential statistical analysis. Computer-aided inferential statistical analysis of the SPSS program. With the results of inferential statistical analysis must respond to the research hypotheses that have been formulated previously. Before performing statistical inference analysis, normality test and homogeneity test were carried out as test requirements or hypothesis testing. The test is as follows.

Normality Test

Before the data can be tested for hypotheses, the data must first be tested with a normality test with prerequisites. The normality test used is the Kolmogorov-Smirnov One Sample test.

Table 4. Normality test results of the One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			25
Normal Parameters ^{a,b}		Mean	,0000000
		Std. Deviation	8,37309662
Most Extreme	Absolute		,192
Differences	Positive		,192
	Negative		-,119
Test Statistic			,192
Asymp. Sig. (2-tailed)			,019 ^c

Source: SPSS Output, 2019

The data is said to be low distributed if the significance is greater than 0.05. Based on the data in Table 5, the normality test applied was obtained using the Asymp significance value. Sig (2tailed) of 0.019 is greater than 0.05, so this can indicate that the data is normally distributed.

Homogeneity Test

The second requirement that must be met by the researcher before conducting further data analysis tests is the homogeneity test of the variance data. The homogeneity test carried out is a homogeneity test of variance, which chooses the goal, namely to find out whether the variation of the two data is homogeneous or not.

Table 5. Results of Homogeneity Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2,824	7	14	,047

Source: SPSS Output, 2019

The sample has the same or homogeneous variance if the significance value is greater than 0.05. Based on the data in Table 6, the significance value (Sig.) of 0.047 is greater than 0.05 ($0.045 > 0.05$), it can be concluded that the pre-test and post-test samples, namely MD, have similarity or homogeneity of deviations.

Hypothesis test

Table 6. Descriptive Test Results Paired Samples Statistics

Mean	N	Std. Deviation	Std. Error Mean
58,36	25	10,353	2,071
73,84	25	13,503	2,701

Sumber: Output SPSS, 2019

Based on Table 6, the mean pre-test was 58.76 with a standard deviation of 10.353, the mean post-test was 73.84 with a standard deviation of 13.503. This shows that the participants' scores increased after taking the pre and post tests when writing GBA-based complex procedure texts. In addition, hypothesis testing was carried out with pre-test-post-test data to write GBA-based complex procedure texts.

Table 7. Hypothesis Test Results

		Paired Samples Correlations				Paired Samples Test				
		N	Correlation	Sig.		Paired Differences		T	df	Sig. (2-tailed)
Pair 1	Pretest & Posttest	25	,785	,000		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
		Lower	Upper							
Pair 1	Pretest – Posttest	-15,48	8,377	1,675	-18,258	-11,342	8,834	24	,000	

Source: SPSS Output, 2019

Based on Table 7, if a significance value of 0.000 is obtained which is < 0.05 ($0.000 < 0.05$), then the hypothesis in this study can be accepted. That is, there is an important influence between the results of writing GBA-based complex procedure texts before applying the MD and after applying the demonstrative method to the seventh grade students of SMPIT Al Ishlah, Maros Regency.

Discussion of Research Results

The discussion of the research results shows the results of research data analysis on the effect of MD on learning to write GBA-based complex procedural texts for seventh grade students of SMPIT Al Ishlah, Maros Regency. explained. Learning outcomes of writing complex GBA-based procedural texts prior to the application of the MD pretest were assessed as low. The sample shows that there are students who score very high and high in the group. The score in the medium group was obtained by 11 students (44%), the score in the low group was obtained by 8 students (32%), the score in the very low group was obtained by 6 students (24%) and the score in the very low group was obtained by 6 students (24%) . the average score only reached 58.36%.

Based on the results of student scores, the ability of students to write GBA-based complex procedure texts before students apply MD is still lacking. This is because students have difficulty expressing their ideas, feelings, and ideas in writing. While the purpose of writing according to Tarigan (2018) is to inform or teach, persuade or advise, entertain or please and express passionate feelings and emotions.

Student learning outcomes in writing complex GBA-based procedural texts after the introduction of MD or known as posttest have increased. This can be seen in the sample which shows that there are no students who excel in the very low group. The very high group score was obtained by 5 students (20%), the high group score was obtained by 7 students (28%), the medium group score was obtained by 7 students (28%), the low group score was achieved by 6 students (24%) and the global average was 73.84%. This shows that the students' ability in writing complex procedure texts based on GBA changed significantly after the introduction of MD.

MD has an effect on learning to write GBA-based complex procedure texts, this is shown in the results of hypothesis testing, namely a significance value of $0.000 < 0.05$ which indicates that the hypothesis is accepted. . That is, there is a significant effect between learning outcomes when GBA-based complex procedure texts are written before using MD and after using MD.

MD has an effect on increasing the ability of seventh grade students of SMPIT Al Ishlah, Maros Regency to write complex GBA-based procedural texts due to several factors, in particular the emergence of student interest in learning and facilitation of student understanding. understand the material. This is in accordance with the opinion of Suprijanto (2018) that the demonstrative method has advantages, namely: (1)

demonstrations attract and hold attention; (2) evidence presents arguments in an easy-to-understand way; (3) convincing demonstration of things that doubt whether it can be done or not; (4) objective and real MD; (5) a demonstrative method that shows the application of science through examples; (6) MD provides evidence of recommended practice.

Another factor that increases the ability of seventh grade students of SMPIT Al Ishlah, Maros Regency to write complex GBA-based procedural texts is that the learning process does not seem boring because there are demonstrations from educators and students in the classroom. This is in line with the opinion of Sanjaya (2015), which suggests that the demonstrative learning method has several advantages, including the following: (1) The demonstrative method can prevent the emergence of verbalism, because it advises students based on teaching materials. explained; (2) the learning process becomes more interesting because students not only hear events, but also see; (3) Through direct observation, students have the opportunity to compare theory with reality. This will make students more confident about the truth of the topic.

CONCLUSION

From the results of the analysis and from the discussion of the data, conclusions can be drawn regarding the effect of MD on learning to write GBA-based complex procedure texts in Class VII SMPIT Al Ishlah, Maros Regency: (1) The ability to write GBA-based complex procedure texts before using MD for seventh grade students of SMPIT Al Ishlah Maros Regency is rated low with an average score of 58.36; (2) The ability to write complex procedural texts based on GBA after being designated as MD in class VII students of SMPIT Al Ishlah, Maros Regency is rated moderate with an average score of 73.84; (3) MD has an impact on learning to write GBA-based complex procedural texts for seventh grade students of SMPIT Al Ishlah, Maros Regency. On the basis of the results of data analysis obtained a significance value of $0.000 < \text{It}; 0.05$, if the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. This means that MD SMPIT Al Ishlah Maros Regency in class VII students has an impact on learning to write complex GBA-based procedural texts. Learning outcomes when learning to write complex procedural texts based on GBA before using the demonstrative method (pretest) and after

using the demonstrative method (posttest) increased with an average difference between pretest and posttest of 15.8.

REFERENCE

- Annisa, Jihan Dili dan Siti Samhati. (2016). "Pembelajaran Memahami Teks Prosedur Kompleks Siswa Kelas X SMA Global Madani Bandarlampung." *Jurnal Kata (Bahasa, Sastra, dan Pembelajarannya)* Prodi Pendidikan Bahasa dan Sastra Indonesia FKIP Universitas Lampung: Volume 4 (Nomor 4).
- Azis, Abdul. (2018). "Pengaruh Metode Demonstrasi Terhadap Kemampuan Menulis Teks Prosedur Kompleks Berbasis *Genre Basic Approach* pada Siswa Kelas VII SMPIT Al Ishlah Kabupaten Maros". *Laporan Hasil Penelitian*. Makassar: LPM UNM.
- Azis, Abdul. (2021). *Optimalisasi Proses Pembelajaran Bahasa Indonesia: Suatu Monograf*. Garut Jawa Barat: Yayasan Al Fatah.
- Azis, Abdul. (2022). "Pemanfaatan Kerangka Karangan untuk Menulis Argumentasi". *Makalah*. Sedaring Internasional Riksa Bahasa 2022 "Penguatan Jati Diri Bangsa Melalui Inovasi Pembelajaran dan Penelitian Bahasa dan Sastra Indonesia" Bandung: FPBS UPI Bandung.
- Azis, Abdul and Sumarni. (2022). "Utilization of Photo Story Media in Learning To Write Narrative Arrangements Genre-Based Approach". *Retorika: Jurnal Bahasa, Sastra dan Pengajarannya* Vol. 15, No 1, February 2022
- Dalman. (2018). *Keterampilan Menulis*. Jakarta: PT Raja Grafindo Persada.
- Dewi, Paramita Candra, Yusak Hudiyono, Widyatmike Mulawarman. (2018). "Pengembangan Bahan Ajar Menulis Teks Prosedur Kompleks dengan Model Pembelajaran *Discovery Learning* Menggunakan Media Audio Visual (Video) di Kelas XI SMA Negeri 1 Samarinda." *Diglosia, Jurnal Kajian Bahasa Sastra dan Pengajarannya*: Volume 1 (Nomor 2).
- Fathurrohman, Pupuh. dan Sutikno M Sobri. (2017). *Strategi Belajar Mengajar melalui Konsep Umum dan Konsep Islami*. Bandung: PT Refika Aditama.
- Firkins, A.S., Sima., Forey, G. (2017). *A Genre-Based Literacy Pedagogy: Teaching Writing to Low Proficiency EFL Students*. Oxford: Oxford University Press
- Hyland, K. (2017a). "Genre Pedagogy: Language, Literacy and L2 Writing Instruction." *Journal of Second Language Writing*: Volume 16 (Nomor 3), <https://doi.org/10.1016/>.
- Kristiani, Komang Wiwik, dkk. (2015). "Penerapan Metode Demonstrasi Guru Bahasa Indonesia dalam Pembelajaran Teks Prosedur pada Siswa Kelas VIII A1 SMP Negeri 3 Sawan". *Jurnal Pendidikan Bahasa dan Sastra Indonesia* Volume 3 (Nomor 1).
- Kosasih. (2014). *Jenis-jenis Teks Analisis Fungsi, Struktur, dan Kaidah serta Langkah Penulisan dalam Mata Pelajaran Bahasa Indonesia SMA/MA/SMK*. Bandung: Yrama Widya.

- Langan, J. (2015). *Exploring Writing: Sentences and Paragraphs* (2nd ed.). New York: McGraw-Hill.
- Linda, Roza Novi, Sumarti. (2017). "Pembelajaran Menulis Teks Prosedur Kompleks Siswa Kelas X SMKN 4 Bandar Lampung." *Jurnal Kata (Bahasa, Sastra, dan Pembelajarannya)* Prodi Pendidikan Bahasa dan Sastra Indonesia FKIP Universitas Lampung: Volume 4 (Nomor 1).
- Mahsun. (2014). *Teks dalam Pembelajaran Bahasa Indonesia*. Jakarta: Raja Grafindo Persada.
- Priyatni, Endah Tri. (2014). *Desain Pembelajaran Bahasa Indonesia dalam Kurikulum 2013*. Jakarta: Bumi Aksara.
- Putri, Cahyani Ari, dkk. (2014). "Pengaruh Metode Pembelajaran SQ3R Terhadap Hasil Belajar Bahasa Indonesia Kelas V SD". *Jurnal Mimbar PGSD*: Volume 2 (Nomor 1).
- Putri, Dinar Tiara N dan Isnani Gatot. (2015). "Pengaruh Minat dan Motivasi Terhadap Hasil Belajar pada Mata Pelajaran Pengantar Administrasi Perkantoran." *Jurnal Pendidikan Bisnis dan Manajemen*: Volume 1 (Nomor 2).
- Sugiyono. (2015). *Metode Penelitian Pendidikan*. Bandung : Alfabeta.
- Tarigan, Henry Guntur. (2018). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Tim Kemendikbud. (2013). *Buku Guru Bahasa Indonesia Kelas VII*. Jakarta: Kemendikbud.
- Yulia, Inta, Irwan. (2018). "Menulis Teks Prosedur Kompleks dengan Menggunakan Metode *Probing Prompting Learning*. *Jurnal Pendidikan Bahasa Indonesia*: Volume 6 (Nomor 2).
- Wahab, Rohmalina. (2015). *Psikologi Belajar*. Jakarta: PT Raja Grafindo Persada.
- Winarsih, Anis Dwi . (2015). "Peningkatan Kemampuan Menulis Teks Prosedur Kompleks Melalui Model Pembelajaran STAD (*Student Team Achievement Division*) pada Kelas X-IPA 3 SMAN Candipuro Lumajang." *JINoP (Jurnal Inovasi Pembelajaran)*: Volume 1 (Nomor 2).

IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) TOWARDS INDONESIAN LANGUAGE LEARNING

Dina Fitria Handayani¹, Annisa Mutia Rahmah²

^{1,2}Adzkie University

¹dina.fh@adzkie.ac.id, ²a.mutiarahmah@adzkie.ac.id

Abstract

The demand for Indonesian language learning innovation is urgently needed. Learning will be of high quality if the lecturer can manage and be able to apply the right learning model. The use of an appropriate learning model is expected to be able to achieve the objectives of learning writing skills, in this case not only increasing the competence of language skills but also understanding language learning content. One model that can be used is the Content and Language Integrated Learning model. CLIL is a learning model that combines language and language learning content. This research was conducted to describe the implementation of the CLIL (Content And Language Integrate Learning) approach to Indonesian language learning. This study used a descriptive qualitative research design and data collection techniques were carried out by distributing questionnaires to 35 students. The use of the CLIL model in learning allows students to better understand the use of Indonesian, increases vocabulary and assists students in understanding grammar and Indonesian language skills properly and correctly. Besides that, it also affects students' understanding of the material studied through group learning, and giving exercises.

Keywords: Content And Language Integrated Learning (CLIL), Language Learning

Abstrak

Tuntutan inovasi pembelajaran bahasa Indonesia sangat dibutuhkan. Pembelajaran akan berkualitas jika dosen dapat mengelola dan mampu menerapkan model pembelajaran yang tepat. Penggunaan model pembelajaran yang tepat diharapkan mampu mencapai tujuan pembelajaran keterampilan menulis, dalam hal ini tidak hanya meningkatkan kompetensi keterampilan berbahasa tetapi juga memahami konten pembelajaran bahasa. Salah satu model yang bisa digunakan adalah model Content and Language Integrate Learning. CLIL merupakan salah satu model pembelajaran yang menggabungkan antara bahasa dan content pembelajaran bahasa. Penelitian ini dilakukan untuk mendeskripsikan implementasi pendekatan CLIL (Content and Language Integrate Learning) terhadap pembelajaran bahasa Indonesia. Penelitian ini menggunakan desain penelitian kualitatif deskriptif dan teknik mengumpulkan data dilakukan dengan menyebar kuesioner pada 35 Mahasiswa. Penggunaan model CLIL dalam pembelajaran memungkinkan mahasiswa memahami lebih penggunaan bahasa Indonesia, menambah kosakata dan membantu mahasiswa dalam memahami tentang tata bahasa dan keterampilan berbahasa Indonesia dengan baik dan benar. Disamping itu juga mempengaruhi pemahaman mahasiswa terhadap materi yang dipelajari melalui pembelajaran berkelompok, dan pemberian latihan.

Kata Kunci: Content And Language Integrated Learning (CLIL), Pembelajaran Bahasa

INTRODUCTION

In the current era of the industrial revolution 4.0, technology has had a significant impact on human life, including the field of education. One of the positive impacts of technological advances in education is that lecturers are required to be more creative and innovative in using technology in learning (Rohmah et al., 2019) . The use of technology

certainly requires efforts to adjust efficiency and effectiveness to improve the quality of learning. The use of technology requires good technology use expertise in the educational environment. Technology can also make it easier for lecturers and students to access a variety of learning information anytime and anywhere (Puspitaloka et al., 2021) .

The application of learning that is carried out only with lectures with exercises and students are asked to work together, where students can feel bored following the learning. Assignments given by lecturers to students are made only at the end of lectures as one of the added values. Courses need improvement so that students feel that their assignments clearly improve writing skills (Soliha et al., 2020) . The increasing need for language skills leads to the need for a holistic approach, to keep the curriculum balanced (Nugraha et al., 2020) . Some things that need attention in the learning process are students carrying out written activities only to fulfill lecturer assignments, prerequisites for passing courses, assignments must be completed individually and there is no feedback, and lecturers still use conventional methods in the teaching process (Soliha et al. , 2020) . An integrated approach that can be used to improve students' writing skills not only in language but also the content (content) of writing (Ansyorih, 2020) .

The success of the Indonesian language learning process in tertiary institutions is not only seen in the achievement of student success but is also determined by the quality of the lecturers who teach in class (Neina et al., 2015) . Indonesian language learning will be of high quality if it is managed with lecturers able to apply the right learning model. The learning model chosen by the lecturer is in accordance with educational goals which are basically the management and development of its components (Zulaeha, 2016) . Learning writing skills in the Indonesian Language Education Study Program at Adzkie University is still carried out in general and without being specific to meet the specific needs and context of learners. Even though writing is a productive aspect of language skills. Productivity in writing skills requires students to be skilled at utilizing language structures so that the writing produced is interesting (Khatrin & Abdurrahman, 2020) . Learning to write should have special content to meet the needs of students. In this case what is often referred to as *your Content* model is Language Integrated Learning.

Students of the Indonesian Language Education Study Program at Adzkie University apply the *Content and Language Integrated Learning learning model* to writing lectures at Adzkie University. In this lecture, students are required to be able to develop two basic competencies, namely basic competence in language knowledge and basic competence in language skills by implementing 21st century skills. The application of the

CLIL learning model is also known as the 4C model, which combines aspects of *content, communication, cognition and culture*. (Abduljabbar et al, in (Qudus & Kristianto, 2016) (Coyle, 2005) . The CLIL learning model applied to writing Indonesian teaching materials will be more effective if it is followed by teaching language features (grammar) which are taught explicitly. (Abbduljabbar in (Abduljabbar, in (Qudus & Kristianto, 2016)) . Indonesian language learning makes CLIL (*Content and Language Integrated Learning*) the basis for language learning. The CLIL language and content integration approach creates natural language learning conditions in the classroom, which has a positive impact because it puts more emphasis on meaning rather than form. CLIL is the development of language learning that is more realistic than the development of communication competence (Khomsah, 2019) .

Content and Language Integrated Learning or CLIL first appeared by Coyle and Marsh in the 1990s to describe a type of learning that has a dual focus by using second or foreign language learning to teach non-language (Talan, 2018) . The main thing of this CLIL learning model is not only to build competency in two languages but also to maintain a 'can do' language attitude towards general language learning (Lasagabaster, 2009) . The CLIL matrix provides a tool for teachers to explain knowledge about the skills and competencies needed to plan and implement learning using the CLIL learning model (Cenoz et al., 2014) . The implementation of the CLIL program is carried out by conducting a needs analysis before starting the action. Lack of understanding or knowledge is closely related to the implementation of CLIL in class. (Banegas, 2012) . CLIL can also be a good opportunity for schools to apply effective, efficient, active learning methods that aim to develop critical and creative thinking in the context of certain subjects and communicative language (Novitasari et al., 2022) .

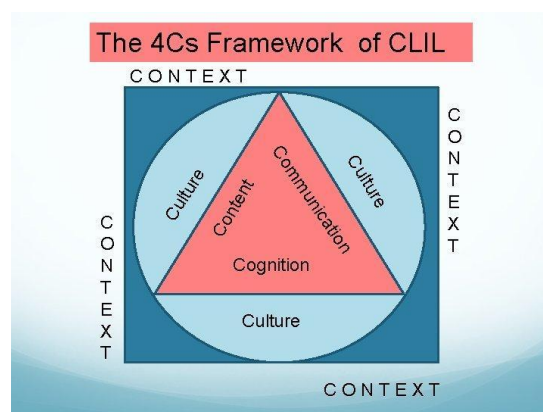


Figure 1. CLIL Learning Model

CLIL (*Content and Language Integrated Learning*)

CLIL defines CLIL (*Content and Language Integrated Learning*) as a two-sided approach to education in which another language is used in the learning and teaching of content and language. Everything is intertwined, even if the focus is greater at certain moments. CLIL (*Content and Language Integrated Learning*) according to Marsh and Coyle is an innovative methodology that focuses on language learning by teaching content from subject areas such as humanities or science subjects (Kamumu et al., 2022). CLIL is an approach that integrates language, content, communication and cultural understanding in learning. There is not only information to learn, but also ways to transform information. That's why language is also a very important tool for creating knowledge. Therefore, the CLIL approach also uses language as a learning discipline and language as a means of creating knowledge and transforming knowledge (Nurbaya & Rahayu, 2019)

This method was developed by David Marsh and has the double advantage of increasing students' understanding of the subjects taught and their understanding of applied foreign languages (Norfaezah Mohd Hamidin, Wazzainab Ismail, Mohd Zaki Ahmad, Irma Martiny Md Yasim, Normazidah Mahmood, 2018) . The CLIL method also has the principle of higher *-order thinking* . Many studies have shown the benefits of CLIL and can be a result of context-based learning. Students in CLIL classes are in direct contact with the target language learning the meaning of the context. Thus, students use the language authentically to understand the context of the subject and do not overly force the correct use of the target language. In a study by Rumlich and Grum (2012), CLIL students had significantly better writing accuracy than non-CLIL students. Grum analyzed data on students' ability to respond to a complex verbal communication task for a sample of 90 students in CLIL and non-CLIL classes in Berlin. Grum found that CLIL learners significantly outperformed their non-CLIL counterparts in terms of vocabulary coverage and fluency (Amiroh et al., 2021) .

CLIL aims to introduce new concepts to students through foreign language learning; Increase students' language production from the subjects they study; Increasing student achievement in subjects and language guidance; Increase students' confidence in the target language and mother tongue; Provide learning materials that develop thinking skills from an early age; Form a strong relationship with community values and the surrounding environment; and the courses taught are the main focus of learning resources (Rohmah et al., 2021) . The focus is on students. Learners are guided to understand the

language and content of the material and find new ideas by using information from educators or other sources (Beardsmore & European, 2010) .

CLIL offers a number of benefits for students including languages studied from different perspectives and integrated in different and complementary fields of study (Leksono, 2018) , CLIL can increase student motivation to study subjects and target languages, CLIL can improve language. skills and competencies because students are welcome to communicate frequently in the target language. CLIL can develop multidisciplinary skills and multilingual attitudes, which are very important in the world labor market, teachers can be motivated to change teaching practices and apply various advanced teaching tools and CLIL can be proposed as an effective tool for multilingual education as a resource (Nurkhin, 2014) .

CLIL's rationale includes learning content related to the subjects or topics presented and developed in learning, communication related to the language used by students in learning, cognition and cultural or character traits related to the thinking skills needed by students (Ariesta, 2016) . In the CLIL setting, teachers must identify gaps between students' understanding and the desired information that maps to educational goals. Due to the uniqueness of CLIL, it is very important to understand the reasons for the differences. The reason may be due to lack of content or communication knowledge about students' inability to learn foreign languages (Isnaini & Rohmah, 2022) .

The problems encountered in implementing the CLIL approach include the lack of skilled and qualified teachers to use CLIL, difficulty finding teachers who can master foreign languages and content at one time so that the impact is less positive in implementing CLIL, graduates who are competent in the field of language are more interested to work in other fields than working as an educator. And the main problem in the failure of CLIL implementation is that teachers are not trained and prepared before implementing CLIL (Norfaezah Mohd Hamidin et al., 2019) . Whereas evidence of the success of the CLIL approach was also highlighted, where student work was highly significant for students who used the CLIL approach and those who did not. This proves that the role of the CLIL approach has changed among students recently due to the new workbook design and can help students speak and write in a second language more easily (Imamah et al., 2020)

The CLIL approach can sharpen student literacy. literacy along with the CLIL approach which combines the four language skills of reading, speaking, listening, and writing. Seven principles in literacy education namely, literacy involves interpretation,

literacy involves cooperation, literacy involves agreements/contracts, literacy involves cultural knowledge, literacy involves problem solving, literacy involves self-reflection, and literacy involves using language (Setyomurdian & Subyanto, 2018) .

METHOD

This study uses a qualitative descriptive approach in order to provide an overview of the implementation of *content and language integrated learning models* in Indonesian language learning. A qualitative descriptive approach was carried out so that this research could produce a detailed description of the implementation of *content and language integrated learning*. The data used in this study were collected through distributing questionnaires to find out students' opinions on language learning and the implementation of the *content and language integrated learning learning model* in Indonesian language learning. This research was conducted on 35 students of the Language Education Study Program. The data analysis that was carried out was the analysis and description of the questionnaire.

RESULTS AND DISCUSSION

The data obtained from the questionnaires of Indonesian Language Education study program students at Adzkie University are related to the implementation of the *Content And Language Integrated Learning learning model*. Based on the questionnaires that the researchers distributed, it was obtained that the implementation of lectures using the *content and language integrated learning (CLIL)* learning model gained appreciation from students of the Indonesian Language Education study program. The results of the questionnaires distributed to students can be seen in the following table:

Table 1. *Content and language integrated learning (CLIL)* Implementation Questionnaire

No	Indicator	Results (%)		
		agree	don't agree	disagree
1	The lecturer explains the lesson in good and correct language.	68,57	31,43	0
2	The lecturer's fluency in using language affects my understanding of the lecture material	68,57	31,43	0

3	Besides the lecturer's fluency, my Indonesian language ability helps me to understand lecture material.	60	40	0
4	My prior knowledge of learning materials helps me understand the course material being taught.	65,71	34,29	0
5	Lecturer gestures and subject modeling help me to understand lecture material	60	40	0
6	Group work helps me to understand the lecture subject	48,57	40	11.43
7	Individual practice helps me to understand the subject	51,43	40	8.57
8	Language structure lessons help me to understand the subject matter	51,43	42.86	5,71
9	Language structure lessons help me to understand Indonesian well and correctly.	60	40	0
10	I learn more Indonesian through applying the CLIL learning model	65,71	34,29	0
11	I learn more lecture material through the application of the CLIL learning model	74,29	25,71	0
12	I feel comfortable learning using the application of the CLIL learning model	68,57	31,43	0
13	Using the CLIL Learning Model helps me add information about vocabulary, vocabulary and language structure.	51,43	48,57	0
14	CLIL learning provides a balance of learning grammar and language skills.	54,29	45,71	0
15	Lecturers have a good understanding of language so they are able to convey good material to students.	68,57	31,43	0
16	Lecturers who have a background in Indonesian as a mother tongue have made me understand language material well.	51,43	40	8.57
17	Using language games about basic knowledge helps students follow lectures.	37,14	62,86	0

Based on the questionnaire above, it was obtained that the implementation of writing skills lectures using the *content and language integrated learning* (CLIL) model gained appreciation from students who took writing skills courses because in addition to gaining an understanding of language they also gained understanding of language skills.

The *content and language integrated learning* (CLIL) model is not only seen as being able to improve students' language competence but is able to improve language skills, in this case it also provides innovation in learning writing skills. In the context of

implementing CLIL in learning writing skills, information was obtained that students assessed that lecturers who had good and easy-to-understand Indonesian language skills had an influence of 68.57% on student understanding of the material, besides that the lecturer's gestures in explaining material influenced student understanding of the material studied as much as 60%. Students' basic knowledge of lecture material, implementing group study, giving exercises, really helps students understand lecture material well. Specifically for learning to write, providing exercises can improve writing skills and help students understand lectures well (Soliha et al., 2020) .

The *content and language integrated learning* (CLIL) model using a group study system can help students understand learning writing skills well, in this case a percentage of 51.43 is obtained. This activity provides opportunities for students to be active in group activities and practice can help students understand lecture material well (Qudus & Kristianto, 2016) . Besides that, using the CLIL approach can increase student learning activity and have a good influence on students' writing skills (Ansyorah, 2020)

Besides that, learning the structure of the language makes students understand Indonesian well and correctly. The use of the CLIL learning model allows students to understand more Indonesian as much as 60%, increases vocabulary and helps students understand about grammar as much as 51.43%. The CLIL model can increase students' ability to structure vocabulary and grammar, this is due to the delivery of material and discussions with groups (Sari et al., 2021) .

Learning writing skills using CLIL is able to provide a balance of learning grammar and language skills with a presentation of 54.29 % . These results are in accordance with research conducted by learning using CLIL which is able to provide a balanced portion of language learning with course content (Qudus & Kristianto, 2016) . Learning using the CLIL learning model has a broad scope, discussing language learning, subject matter, language skills, attitudes and learning motivation (Craen et al., 2007) (Yulistio & Fhitri, 2019) .

CONCLUSION

CLIL is a content-integrated language learning model. *Content and language integrated learning* can provide a balanced portion for learning writing skills, both in terms of language learning and language skills. Learning using the CLIL learning model has a broad scope, discussing language learning, subject matter, language skills, attitudes

and learning motivation. This model is considered as an innovation in improving learning outcomes specifically for writing skills.

REFERENCE

- Amiroh, B., Ginting, D., & Fortunasari, C. (2021). Application of Content and Language Integrated Learning (Clil) in Mathematics Lessons at the Elementary Education Level in Indonesia. *CLAUSE (Linguistic Studies, Language Learning, and Literature)* , 4 (02), 119–127. <https://doi.org/10.33479/klausu.v4i02.334>.
- Ansyorlah, S. (2020). The Influence of Clil's Approach to Media Blogs on Scientific Article Writing Skills for Language Development. *Bahastra: Journal of Indonesian Language and Literature Education* , 5 (1), 48–55. <https://doi.org/10.30743/bahastra.v5i1.3001>.
- Ariesta, R. (2016). CLIL Based Indonesian Syllabus Model for Development Research in Bengkulu City Elementary School. *Journal of Language and Literature Education* , 59–67.
- Banegas, DL (2012). CLIL teacher development: Challenges and experiences. *Latin American Journal of Content and Language Integrated Learning* , 5 (1), 46–56. <https://doi.org/10.5294/laclil.2012.5.1.4>.
- Beardsmore, B., & European, H. (2010). *Content & Language Integrated Learning (CLIL) References . 1 (Clil)*, 1993–1995.
- Cenoz, J., Genesee, F., & Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics* , 35 (3), 243–262. <https://doi.org/10.1093/applin/amt011>.
- Coyle, D. (2005). 29_CLILPlanningTool. pdf. *University of Nottingham* , 1–17.
- Craen, P. van de, Mondt, K., Allain, L., & Gao, Y. (2007). Why and how CLIL works: An outline for a CLIL theory. *Views: Vienna English Working Papers* , 16 (3), 70–78.
- Imamah, I., Boeriswati, E., & Rohman, S. (2020). Development of Madurese Language Syllabus as Local Content in Primary Schools Based on a Content and Language Integrated Learning (CLIL) Approach. *International Journal of Multicultural and Multireligious Understanding* , 7 (10), 724. <https://doi.org/10.18415/ijmmu.v7i10.2235>.
- Isnaini, I., & Rohmah, T. (2022). *The Use Teacher's Observation For Assessing Student's English Performance In CLIL . 9 (1)*, 261–271.
- Kamumu, N., Laksono, K., Mintowati, M., & Nurhadi, D. (2022). *Content and Language Integrated Learning (CLIL) in the ABEKA International School Curriculum . 13 (2)*, 505–515.
- Khatrin, K., & Abdurrahman, A. (2020). The Influence of the Discovery Learning Model on the Exposition Text Writing Skills of Grade VIII Students of SMP Negeri 31 Padang. *Indonesian Language Education* , 9 (1), 112. <https://doi.org/10.24036/108271-019883>.
- Khomsah, AN (2019). Developing evaluative descriptive text with Rebecca M . Valette's Taxonomy and CLIL Approach. *Seloka : Journal of Indonesian Language and Literature Education* , 8 (2), 79–85.
- Lasagabaster, D. (2009). *Language in CLIL and traditional EFL classes Language attitudes perceptions and practices in multilingual universities View project . December 2009* , 3–17.
- Leksono, ML (2018). Development of evaluation devices producing short story text with Rebecca M . Valette's taxonomy and CLIL approach to XI th grade senior high

- school students. *Seloka : Journal of Indonesian Language and Literature Education* , 7 (48), 50–59.
- Neina, QA, Mardikantoro, HB, & Supriyanto, T. (2015). Development of an Enrichment Book on Writing Children's Stories Filled with Character Values Based on Content and Language Integrated Learning (Clil) for High Grade Elementary School Students. *Seloka Journal of Indonesian Language and Literature Education* , 4 (2), 50–57.
- Norfaezah Mohd Hamidin,. Wazzainab Ismail, Mohd Zaki Ahmad, Irma Martiny Md Yasim,. Normazidah Mahmood, . (2018). Practice the characteristics of the CLIL (Content and Language Integrated Learning) Methodology in Sirah Teaching & Learning, Early Integrated Curriculum (KBD). *International Research Management & Innovation Conference 2018* , August , 1–6.
- Norfaezah Mohd Hamidin, Wazzainab Ismail, Zaki Ahmad, Ahmad Ismail, Naqibah Mansor, Normazidah Mahmood, & Irma Martiny MD Yasim. (2019). Practice of Content and Language Integrated Learning Methodology Characteristics in “Dini'Curriculum: Students” Assessment. *Journal of Social*, 2 (5), 28–34. <https://doi.org/10.26666/rmp.jssh.2019.5.6>.
- Novitasari, N., Wahyuningsih, N., & Agustina, HN (2022). Improving Students' Speaking Skills Through Childhood in Tourist Guiding Online Class. *Celtic : A Journal of Culture, English Language Teaching, Literature and Linguistics*, 9 (1), 53–68. <https://doi.org/10.22219/celtic.v9i1.20903>.
- Nugraha, T., Nurhasanah, N., Fuadah, US, & Mutiasih, P. (2020). How to teach a bilingual program?: an application of content and language integrated learning in primary school. *Scientific Journal of UPT P2M STKIP Siliwangi*, 7 (2), 134–140. <https://doi.org/https://doi.org/10.22460/p2m.v7i2p%25p.2000>.
- Nurbaya, S., & Rahayu, DH (2019). Text-based reading comprehension teaching material model with a content language integrated learning approach. *Humanika*, 18 (2), 103–116. <https://doi.org/10.21831/hum.v18i2.29238>.
- Nurkhin, A. (2014). Content and Language Integrated Learning (CLIL) Strategy to Improve the Quality of Cost Accounting Learning. *Educational Dynamics*, IX (2), 130–147.
- Puspitaloka, N., Arifin, Z., & Masbro, P. (2021). Assistance in Making E-Module Sigil Software Based on Content Language Integrated Learning (Clil) in Vocational High School English Learning in Karawang Regency. *SELAPARANG Journal of Progressive Community Service*, 5 (1), 554. <https://doi.org/10.31764/jpmb.v5i1.6195>.
- Qudus, N., & Kristianto, VA (2016). *Implementation of Content And Language Integrated Learning Based On Learning Genre* . 621–627.
- Rohmah, IIT, Nurdianingsih, F., & Zainudin, M. (2021). The Needs of Standardized CLIL Assessment in Indonesia. *National Seminar on Education LPPM IKIP PGRI Bojonegoro* , 32–41.
- Rohmah, IIT, Saleh, M., Faridi, A., & Fitriati, SW (2019). Application of the Weblog-Based Flipped Classroom Learning Model in Content And Language Integrated Learning (CLIL) Classes. *Proceedings of the Postgraduate National Seminar (Prosnampas)*, 1, 357–364. <https://proceeding.unnes.ac.id/index.php/snpasca/article/view/305/337>.
- Sari, R., Muktadir, A., & Hambali, D. (2021). The Effect of the Concept Sentence Model with the CLIL Approach on the Knowledge and Skills of Class V Narrative Writing. *Journal of Basic Education Learning and Teaching* , 4 (1), 53–62. <https://doi.org/10.33369/dikdas.v4i1.11801>.

- Setyomurdian, AN, & Subyanto, S. (2018). The Development of Learning Material of Reading Complex Procedure Text with CLIL Approach for Vocational High School Students. *Seloka: Journal of Indonesian Language and Literature Education* , 7 (2), 185–190.
- Soliha, D., Emzir, & Rafli, Z. (2020). Improving English Business Letter Writing Skills Using the Content And Language Integrated Learning (CLIL) Approach. *Proceedings of the National Seminar* , 15 (2), 1–23. <http://journal.unj.ac.id/unj/index.php/semnas-ps/article/view/16898/9175>
- Talan, MR (2018). Development of a Negotiation Text Supplementary Book Filled with Local Timorese Wisdom with a Content Language Integrative Learning Approach. *Journal of Education (Theory and Practice)*, 3 (1), 24. <https://doi.org/10.26740/jp.v3n1.p24-33>
- Yulistio, D., & Fhitri, A. (2019). Improving Short Story Writing Ability Using Genre, Scientific, and Clil (Content and Language Integrated Learning) Pedagogical Learning Models in Class Xi Sman 2 Bengkulu City. *KORPUS Scientific Journal* , 3 (1), 9–20. <https://doi.org/10.33369/jik.v3i1.7342>.
- Zulaeha, KCD and I. (2016). Development of Anecdotal Text Learning Tools on Social Conflict Themes Among Adolescents with Childhood Approaches and Project-Based Models. *Seloka: Journal of Indonesian Language and Literature Education* , 5 (2), 172–176.

***DUA WAJAH IBU* BY GUNTUR ALAM: DESCRIPTION OF THE HEART OF A MOTHER BASED ON THE ANALYSIS OF SEMANTIC PHILOSOPHY THEORY OF MICHAEL RIFFATERRE**

Abdul Azis¹, Abd. Rahim²

^{1,2}Universitas Negeri Makassar

¹azissyahalam@unm.ac.id, ²abdul.rahim@unm.ac.id

Abstract

This analysis aims to describe the value of a mother's heart in a short story entitled *Dua Wajah Ibu*. The analytical technique used in the study of this short story is the semiotic approach of Michael Riffaterre's theory with qualitative methods. The object of this research raises the theme of the overseas atmosphere that scratches the mother's heart in the short story entitled *Dua Wajah Ibu* by Guntur Alam which is sourced from SKH Kompas, 2012. The accumulation of understanding is done through a system of repeated readings, repeated readings with heuristic and hermeneutic readings. Heuristic reading is done to understand the meaning in the text. Meanwhile, hermeneutic reading is a semiotic process that applies to the reader's mind and at this reading level, the matrix, hypogram, and significance will be known. Speculatively this analysis forms the subject of evaluation in increasing knowledge about moral learning in literature, so that this analysis of the study can be an example of the noblest exemplary value of a woman to live life in the midst of society.

Keywords: Feelings, Short Stories, Semiotics

Abstrak

Analisis ini bertujuan mendeskripsikan nilai hati seorang ibu dalam cerpen yang berjudul Dua Wajah Ibu. Adapun teknik analisis yang digunakan digunakan dalam pengkajian cerpen ini adalah pendekatan analisis filsafat semantik teori Michael Riffaterre dengan metode kualitatif. Objek penelitian ini mengangkat tema suasana perantauan yang menggores hati ibunda dalam cerpen yang berjudul "Dua Wajah Ibu" karya Guntur Alam yang bersumber dari SKH Kompas, 2012. Akumulasi pemahaman dikerjakan melalui sistem pembacaan berulang, pembacaan berkali-kali dengan pembacaan heuristik dan hermeneutik. Pembacaan heuristik dilakukan guna memahami makna dalam teks. Sedangkan pembacaan hermeneutik merupakan proses semiotik yang berlaku dalam akal pembaca dan pada tingkat membaca ini hendak diketahui matriks, hipogram, dan signifikansi. Secara spekulatif analisis ini membentuk subjek evaluasi dalam meningkatkan pengetahuan mengenai pembelajaran moral dalam kesusastraan, sehingga analisis pengkajian ini dapat menjadi contoh nilai teladan yang termulia seorang wanita untuk menjalani kehidupan di tengah-tengah masyarakat.

Kata Kunci: Perasaan, Cerpen, Semiotika

INTRODUCTION

The short story of *Dua Wajah Ibu*, which is the work of Guntur Alam, tells the story of the life of mak Inang, an old woman who comes from the interior of the village, precisely in the South Sumatra area, in her mind, mak Inang is eager to migrate to Jakarta with the intention of visiting her lannang child who wanders in the plains of the capital city. In her mind, Mama Inang thought that her son who lived in the capital's row would be

a successful person, but unfortunately, it was a pity that reality was not in line with expectations until reality deviated from Mama Inang's dream.

This short story seems to depict the life of an old man who has a sense of instinct and includes criticism as an immigrant and criticism for his Jakarta area. Jakarta is indeed an area where the economy grows rapidly every month, but Guntur Alam in his short story tells the bad side of life in the capital city. A character in the short story, namely Jamal, is the son of Mak Inang, he feels the life of Jakarta which is in its status as an immigrant from the village.

Influenced by hearing some of his neighbors' stories, Mak Inang was impressed and believed what his neighbors said about the success of the nomads in the capital, then he also imagined his son, Jamal, at that time he rushed from Sumatra to Jakarta. With an old and frail body, Mother Inang also wants to visit her son, who now lives in the capital city. After arriving in Jakarta, the mother looked around the place where her son lived, it turned out that the hope that was inside him was gone. He was sad to see the condition that was done to his son on the basis of the lie that Jamal became a successful person. Mak Inang was complacent. This short story also contains personality or moral values in life, for example, it is inappropriate for a child, namely Jamal, to lie and ask for money from his mother as his own mother, even though he was already working and at that time when the mother was in Jakarta, Jamal had the heart to abandon his mother.

Dua Wajah Ibu is a short story by Guntur Alam which was published by Kompas in 2012. Guntur Alam writes based on facts that happened in his homeland. In this short story, Guntur Alam returns to restore the story and reminds us again that people from the Sumatran region are happy to live overseas, so overseas life is made commonplace for Sumatran people as a livelihood for survival.

Guntur Alam, a writer from Indonesia, was born in Tanah Abang, Muara Enim, South Sumatra on November 20, 1986. Currently he lives in Bekasi, and is a young writer who has produced many works. Starting from learning to write at Nida's Short Story Workshop in 2005 to completing his education at the Universitas Islam "45" Bekasi, Civil Engineering. Now his works in the form of short stories and novels are spread in various national and local mass media.

As for one of the awards he has achieved, he became one of fifteen writers who passed the curator selection to participate in the 2012 Ubud Writers and Readers Festival. The following will also summarize some of the achievements he has won in the world of

writing, such as: 1st Place in the Folklore Writing Competition in Muara Regency Enim 2003, LMCPI VII finalist Annida 2005, Entertainment Winner at LCPI Ummi 2007, 1 of the 10 Best Short Stories at the Surabaya Arts Festival 2010, 2nd Place in the Youth Short Story Creation Competition Ministry of Youth and Sports 2011, Kompas Selected Short Stories 2011, 1 of 15 Writers who passed the selection curator to participate in the 2012 Ubud Writers and Readers Festival on 3-7 October 2012, Top 20 of the 2012 Qanita-Mizan Romance Writing Competition, 1st Place in the Short Story Writing Competition "Banten, Once Upon a Time" Banten Muda Community 2012, 3rd Place in the University Postgraduate Short Story Writing Competition Makassar Country 2013, Kompas Selected Short Stories 2012, 3rd Place in Archipelago Writing Competition in Fiction Category 2014, Kompas Selected Short Stories 2013, Kompas Selected Short Stories 2014, 2nd Place in Writing Contest for Tabloid Sajian Savory 2015, Champion of Hope 2015 Taman Fiction Short Story Contest and others.

Through semiotic analysis by Michael Riffaterre's theory we can reveal the meaning of short stories objectively, through the signs that appear in short stories with heuristic and hermeneutic readings and then determine the matrix, model and variants of the short story. The descriptive method in this theory can be used to describe short stories so that they can be understood by general readers as a literary work that has beauty and a good message to readers. Michael Riffaterre's Semiotic Analysis is very often used because the method applied by Michael has proven to have a major influence on the analysis of a literary work, especially short stories. From Riffaterre's semiotic theory which consists of the method of indirect expression and hypograms, it makes the analysis of the meaning of short stories more complete, not necessarily directly analyzing hermeneutics. Structurally, the data analysis was carried out, that is, anti-textual and ungrammatical were related to each other in retroactive reading. Then through this retroactive reading, the significance of short stories can be expressed explicitly. According to Riffaterre, the function of retroactive reading is to trigger significance (Riffaterre, 2013: 13).

Michael Riffaterre has the full name Michel Camille Riffaterre. He is a French literary critic who has made many contributions to the field of literature. Michael Riffaterre in Bourgneuf, Creuse, France on November 20, 1924 and died on May 27, 2006 at his residence, Manhattan. Michael had studied at the University of Lyon and Sorbone of University of Paris. After that, in 1995, he moved to New York to complete his

doctoral studies at Columbia University and then defended his dissertation entitled *Le Style des Pléiades de Gobineau, essai d'application d'une méthode stylistique*. The dissertation was later published by Columbia University Press in 1957. After pursuing his doctoral program at Columbia University, he became a full professor in 1964 and emeritus professor.

Riffaterre was a member of The American Academy of Arts and Sciences from 1971 to 2001. Michael Riffaterre devoted himself to research on literary texts that places the reader as part of the short story text analysis process. Michael Riffaterre devotes himself to research on literary texts that places readers as part of the short story text analysis process. The involvement of readers will certainly have an impact on the durability of literary works with the evolution of tastes and interpretations of readers which may not be relevant to the intent of the literary text writer. Riffaterre offers a theory to relate the author's intention with the reader's interpretation through linguistic and semiotic processes. Riffaterre's thought contribution is contained in his book entitled *Semiotics of Poetry* (Indiana University Press, 1978) and *La Production du Texte*.

According to the author, there are still many students who have difficulty understanding the meaning of literary works because of a lack of knowledge about semiotic theory and methods, only understanding the meaning of literary works subjectively without any clear theoretical basis and method. The problem of subjectivity gives the impression that literary studies are non-scientific in nature. In addition, the method of the theory is rather difficult and difficult for ordinary people to understand.

According to Michael Riffaterre's theory of semiotic philosophy, it plays an important role in the world of literature, especially short stories. Riffaterre says in his book *Semiotic of Poetry* (1978; 1) that short stories are always changed by aesthetic concepts and taste evolve according to the times. However, one thing that hasn't changed is that short stories convey messages directly. Short stories say one thing and mean another. Short stories are a sign system that has (minimum) sign units that have meaning based on (in) literary conventions (Pradopo, 2013: 122).

Here I studied moral values. In order for children to have good morals and avoid moral violations, it is necessary to have cooperation between families, schools and the community. No matter how good moral education is in the family without support from schools and society. It is difficult for children to have good morals. Likewise moral education in schools, without the support of family and society it is difficult for children to

have good morals. Thus, these three types of institutions cannot be separated and must support each other. Models of moral value education that can be given to children in the family are: (1) religious values must be instilled from an early age, which begins with the development of aqidah, and (2) instilling moral values from an early age in children, such as ways of speaking, how to dress, how to choose friends, and instilling good qualities. The model of moral value education that can be carried out in schools is by creating a religious culture in the school environment and accompanied by strengthening the field of aqidah moral studies for children. The model of moral value education that can be carried out in society is by building a religious society by means of intensifying religious learning in the family environment, in mosques and filling children's free time with religious guidance (Kokom Komalasari, 2017, 1).

The real moral meaning according to Elizabeth Hurlock (Zakiyah Darajat, 2013: 45) is *True morality is behavior which conforms to Social standards and which is also carried out voluntarily by the individual. It comes with transition from external to internal authority and consists of conduct regulated from within. It is accompanied by a feeling of personal responsibility for the act. Added to this it involves giving primary consideration to the welfare of the group, while personal desires or gains are relegated to position of secondary importance.*

The most important thing from the above expression is that the real morality is as follows: (1) Behavior that is in accordance with the standards of society that arises from one's own heart is not coerced from outside; (2) A sense of responsibility for the action; (3) Prioritizing public interest over personal desires or interests. Morals are very important for every person, every nation. Because of the importance of morality, there are those who reveal that the measure of the good or bad of a nation depends on the morals of the nation. If the nation is morally destroyed, it will destroy the nation along with its morals. Indeed, morality is very important for a society, nation and ummah. If morals are damaged, the peace and honor of the nation will be lost. Therefore, to maintain survival as an honorable nation, it is necessary to pay attention to moral education, both in the family, school and community.

According to Kokom St. Komariah (2012, 1), the community environment also has a very big influence on children's morals. However good family and school education is, if the community environment is bad, it will have a big impact on children's morals. Therefore, a moral value education model is needed in society, as in the family and school

environment. The educational models that can be implemented in the community are as follows: (1) Before facing children's education, a society whose morals have been damaged needs to be repaired starting from ourselves, family and those closest to us. Because the damage to society has a very big influence on the moral development of children; (2) To make the community, including its leaders and rulers aware of the importance of children's education, especially religious education. Because moral education without religion would be meaningless, because moral values that are complete and can really be implemented are through religious education; (3) So that the circulation of books, pictures, reading writings that will lead to moral damage to children needs to be prohibited. Because all of that will damage the moral and mentality of the younger generation which at the same time will destroy the future of our nation; (4) In order to avoid all possible actions or actions that are contrary to religious teachings in the association of children, especially in places of recreation and sports; (5) So that all mass media, especially radio and TV broadcasts pay attention to all kinds of descriptions, performances, arts and expressions so that none of them contradicts religious teachings and leads to moral decline; (6) So that games and places that can disturb the child's inner peace are prohibited; (7) So that propaganda about drugs and contraceptives is reduced, and their distribution in the free market is prohibited, because this contributes to the possibility of the moral decline of children; (8) To establish a guidance and counseling center that will help children overcome their difficulties; (9) Intensifying religious education, both for children and parents, because religious belief that is felt on understanding and genuine experience will be able to prevent moral decline and ensure peace and peace of mind; (10) So that class conflicts in society are reduced, if they cannot be contained at all, because these conflicts will cause anxiety and inner turmoil for members of the community, especially children during the period of mental turmoil, which will further facilitate their influence by the external atmosphere. According to Zakiyah Darajat (in Kokom St. Komariah, 2012, 3-6), some of the factors that cause today's moral decline are actually numerous, among which the most important are formulated in the form of a description, namely:

Lack of embedded religious spirit in each person in society. Religious belief that is based on a genuine and healthy understanding of the religious teachings he adheres to, then accompanied by the implementation of these teachings is the strongest moral bulwark. If religious belief has really become an integral part of a person's personality, then that belief

will oversee all actions, words and even feelings. If there is a person's attraction to something that seems fun and exciting, then his faith is quick to act and examines whether it is permissible or forbidden by his religion. If it is a forbidden thing, no matter how external it is, he will not heed it, because he is afraid to carry out what is forbidden in religion.

If everyone has a strong belief in God, wants to practice religion seriously, then there is no need for police, no need for strict supervision, because everyone can take care of himself, not wanting to violate the laws and provisions of his God. The farther the community is from religion, the more difficult it is to maintain the morale of people in that society, and the more chaotic the atmosphere is, because there are more and more violations of rights and laws.

The second factor that influences the morale of society is the unstable situation, whether economic, social, or political. The shock or instability of the atmosphere that surrounds a person causes restlessness and anxiety, as a result of not being able to achieve a sense of security and tranquility in life. Likewise, social and political conditions, if unstable, will cause people to feel afraid, anxious and restless, and such a situation will also encourage behavior that seeks security which sometimes raises suspicion, accusations that are not reasoning, hatred of others, fighting sheep, slander and so on. This is all easy to happen to people who lack faith in religion, and easily become restless.

Moral education is not carried out as it should, both in households, schools and society. The third factor that is also important is the failure to properly implement moral education in the household, school and society. Moral development should be carried out from a young age in accordance with their abilities and age. Because every child born does not understand what is right and what is wrong, and does not know the boundaries and moral provisions that apply in their environment. Without getting used to instilling good attitudes for moral growth, children will be raised without being considered that they know that morals.

Also keep in mind that an understanding of morals cannot yet guarantee moral action. Morality is not a lesson or knowledge that can be achieved by studying, without getting used to living morally from a young age, because morals grow from action to understanding. This is where the role of parents, teachers and the environment is very important. It is important if children are born and raised by parents who are immoral or do not understand how to educate, coupled with a community environment that is shaken

from a lack of respect for morals, then of course the results that will occur are not encouraging from a moral point of view.

Unfavorable household atmosphere. The factor that is also visible in today's society is that harmony in household life is not guaranteed. There does not appear to be mutual understanding, mutual acceptance, mutual respect, mutual love between husband and wife. When parents don't get along, the children get restless, they become afraid, anxious, and can't stand being in the midst of parents who don't get along. So children who are restless and anxious are easily driven to actions that are an expression of their feelings, usually disturbing the peace of others.

The popular introduction of anti-pregnancy drugs and devices. One thing that some officials do not realize is the danger to the morale of young people is the popular introduction of drugs and devices used to prevent pregnancy. As we know that young people are those who have just experienced sexual urges due to the biological growth they are going through, they have no experience yet, and if they have not received in-depth religious upbringing, they will easily be persuaded by people who are not good, who are just venting his lust. Thus, it will happen that these drugs or devices are used by young people, including school children or students who can be persuaded by bad people by their own will to go with the flow of their young blood, uncontrollably. Nobody knows, because the scars are not visible from the outside.

The number of writings, pictures, broadcasts, arts that do not heed the basics and moral guidance. One thing that has recently received little attention from us is writings, readings of broadcast-staran paintings. arts, and games that seem to encourage young people to follow the flow of their youth. Moral and mental aspects have received less attention, the results of the arts are just a collection of wants and needs that really cannot be fulfilled just like that. Then it is depicted very realistically, so that what is stored in the hearts of children is revealed and the truth is seen in the story, painting or game. This also pushes young people to the brink of moral decline.

Lack of guidance to fill leisure time in a good way, and which leads to moral development. A factor that has also contributed to the destruction of the morals of young people is the lack of guidance in spending their free time in a good and healthy manner. Young age is the age of daydreaming, daydreaming about things that are far away. the unhealthy arise from them.

Moral Values Education Model There is no or lack of guidance and counseling centers for children and youth. Finally, it should be noted that there is a lack of guidance and counseling headquarters that will accommodate and channel children towards mental health. With the lack or no place to return to for the restless and needy children, they go in groups and join the children. Who are also restless From here will emerge a model of behavior that is less pleasant.

METHOD

The heuristic reading of the short story *Dua Wajah Ibu* produces several interpretations of which are described as follows. In the short story *Dua Wajah Ibu*, the author tries to recall the experience of people who come from the Sumatran region who like to live with migrants who are the livelihood of the people of South Sumatra. It's the same with Mak Inang who is an old woman who lives in the interior of the village, to be precise, in the area of South Sumatra. In her mind, Mak Inang had a great desire to visit her husband who had migrated to the land of the capital. Mak Inang imagined that her son would succeed in migrating to the capital, but the reality deviated from her expectations. This short story seems to make a benchmark for the life of an old man who has a sense of instinct and includes criticism as an immigrant and criticism for his Jakarta area. Jakarta is indeed an area with rapid economic growth every month, but Guntur Alam in his short story tells the bad side of life in the capital. The figure of Jamal who plays the son of Mak Inang who is now a migrant from the village.

From several stories from her neighbors, Mak Inag believed Jamal's success at that time rushed from Sumatra to Jakarta with an old and decrepit body. After arriving in Jakarta, Mak Inang looked around the place where her son lived, it turned out that the hope that had been inside him was gone. With the plywood walls standing up and the smell becoming more and more in the courtyard of Jamal's patch house "what are they looking for in vicious, stinky smells, rats bigger than cats"

In the quotation from Mak Inang's conversation, it can be seen that the author is very critical of the bad sides of a city with a high economy, namely Jakarta, in other words, people who migrate may not necessarily be able to live a decent life and be able to achieve success in life, it could be that only bodies are left on the plains of Jakarta. This short story also contains personality or moral values in life such as the inappropriateness of Jamal

who lied and asked Mak Inang for money as his own mother, even though he was already working and had abandoned Mak Inang on the plains of Jakarta.

RESULTS AND DISCUSSION

The first main idea is expectations which are sometimes in line with or in accordance with reality. At the beginning of the story, Mak Inang was happy to imagine the success of her son named Jamal who had migrated to the capital city of Jakarta, which made Mak Inang visit her son. However, after arriving at the capital, the reality that occurred deviated from the expectations that Mak Inang had always imagined. This can be seen in the quote "*With the plywood walls standing up and the smell becoming more and more in the courtyard of Jamal's patch house, what are they looking for in vicious, stinky, rats bigger than cats?*" high, namely Jakarta, in other words, people who migrate may not necessarily be able to live a decent life and be able to achieve success in life, it could be that only their bodies are left in the plains of Jakarta. The second point is the bad morals of a child towards his mother. Jamal as Mak Inang's son should not lie and ask his mother for money even though he is already working.

In another quote, *Mak uses the mother's money first, I'll return it when it's payday,*" the conversation was what Jamal brought up to Mak Inang. "To migrate to Jakarta but instead serve the needs of their sons and daughters as a laundress and bucket man or more roughly speaking as a maid, this is very risky, what happens to Mak Inang, not only that, sometimes some works are often used as a means or used as an understanding and message for the reading so that the appeal itself includes the work or storyline, for example in the short story of the two faces of the mother, this story contains a lot of value and criticism for readers and their environment. In this short story, the author tries to apply some of the culture and customs that occur to these characters, including still using the local language, especially in Sumatran "Wak Rifa or every year, every day" this makes the short stories written or written by thunder nature which encourages to give emphasis to the reader, but there are also many languages that should not be stated in a short story with the use of language that is not standard. Likewise, the thing about this value is that it is obvious that the author wants an adequate benchmark in terms of living a life of fate that is what Jamal and Mak Inang are doing not solely to seek success or a decent life but to seek he is

looking for experiences that are so valuable, living hard and the heat of Jakarta made him think more about survival.

From the results of hermeneutic reading of the short story *Dua Wajah Ibu*, the analysis of the intrinsic elements of the short story shows that: (1) The intrinsic elements of the short story *Dua Wajah Ibu* include characters including Mak Inang (Mak Inang is a patient and compassionate old woman), Jamal (his character does not obey promise), Kurti (good), Mak Rifah (liar), and Mak Sentang (liar); the setting of the location (Jamal's rented house, Mak Rifal's rented child, Mak Sangkut's rented child); time setting (morning and evening); atmosphere (dense and noisy atmosphere of Jakarta); groove (mix).

The results of the analysis of the short story entitled *Dua Wajah Ibu* is that there is a moral value. This value is characterized by the presence of the following characteristics: the attitude of the child who abandons his mother, does not keep promises, and likes to lie. In this short story, it contains personality or moral values in life, such as the inappropriateness of a Jamal who lied and asked for money from his mother as his own mother, even though he was already working and had abandoned Mak Inang on the plains of Jakarta.

This is a quote that proves the moral value in the short story "*Mak, just use your mother's money first, I'll return it when I get paid.*" This conversation was what Jamal brought up to Mak Inang, in this case the author tried to provide an understanding of how a child who so abandoned his mother who shouldn't be burdened to migrate to Jakarta but instead became the needs of his son's son as a laundress and bucket man or more roughly as a maid, this is very risky what happens to the inang not only that sometimes some works are often used as a means or used as an understanding and message for the reader so that the appeal itself includes the work or storyline, for example in the short story of two mothers' faces this story contains a lot of value and criticism for readers and the environment.

There is also a quote that shows a part that criticizes the bad side of the capital, here is the quote. "*What are they looking for you ferocious, smelly, rats bigger than cats*". The quote illustrates that people who migrate may not necessarily be able to experience a decent life and be able to achieve success in life, it could be that only their bodies are left in the plains of Jakarta.

Furthermore, there is also a quote in the form of Jamal's promise to Inang's mother, but this promise was not kept. *Tanyai Kurti, Mak. When will he come back? The problem is*

the cost, Mom uses Mom's money first. Later, when I've been paid, I'll pay Mother to go home and I'll return Mother's fare here, Mom wants to go home, Mal. It's been a week, later someone will cut down Mother's bananas, unfortunately the rubber is not tapped.

It's the end of the month, Mom. I get paid at the end of the month, now it's the middle of the month. Can not. The factory is also in the middle of a lot of orders, I can't accompany Mak for a walk around Jakarta yet."

This quote is only a reassuring sentence because in reality Jamal does not have enough money to pay for his mother's return home. It can also be seen that Jamal Kurti's wife loves her mother-in-law, Mak Inang, because she can't bear to see Mak Inang sad and tries to cheer up her parents-in-law.

Kurti is off today, Mak. He said there was no overtime at the factory. I'll ask him to accompany Mak for a walk later. To the mall, to the home of Wak Sangkut and Wak Rifah's children. Said Kurti. These words succeeded in carving a smile on Mak Inang's face and made the uncomfortable feeling that had led her to want to go home suddenly evaporate.

This analysis discusses heuristic readings, hermeneutic readings, matrices, and models contained in the short story *Dua Wajah Ibu* by utilizing Michael Riffaterre's semiotic theory and the methods used in this analysis are semiotic analysis methods, as well as qualitative descriptive methods. The purpose of this analysis is to reveal and describe the reading structure, moral values in the short story.

First one must know Michael Riffaterre's method. Semiotics is a discipline that studies the signs found in society. In this case, one of the interesting works of semiotics used as an analytical framework is the semiotics proposed by Riffaterre using a special qualitative method, namely giving meaning to literary works as a system of several signs. Riffaterre's semiotics is the most appropriate to be used in a short story because the theory of analysis leads to giving meaning to a literary work. As a media, it is fertile ground for the study of semiotics. Thus, short story semiotics can be defined as a branch of semiotics that examines the signs contained in short stories by using the conventions contained in it. Analysis of the short story *Dua Wajah Ibu* with a semiotic approach can be started by analyzing the structure of heuristic reading and hermeneutic reading of short stories in Riffaterre's semiotic theory. According to Riffaterre, heuristic reading is the first level reading to understand linguistic meaning, while hermeneutic reading is the second level reading to interpret the meaning as a whole. In the academic environment, one of the new perspectives in Riffaterre's semiotics is the one in his work entitled *Semiotics of Poetry*

(Riffaterre, 1978). According to him, with the semiotic approach, an important thing will be found, namely the conflict between meaning and significance. Riffaterre considers that a literary work, namely short stories, is a language activity. It's just that, when a short story talks about something with another purpose, speaking indirectly, the language used is also different from the language used daily, it will result in various forms of changes in meaning including: 1) the meaning of the poem (short story) that pays attention to four aspects of meaning, namely displacing of meaning, distorting of meaning and creating of meaning, 2) heuristic and hermeneutic reading.

In his book, *Semiotic of Poetry*, published in 1978, Riffaterre outlined his theory. Initially, Riffaterre's semiotic theory was specifically used to analyze short stories, but in its development, this theory can also be used to analyze other literary works such as short stories.

CONCLUSION

In the short story the author tries to provide an understanding of a child who so let his mother who should not be burdened with wandering, but instead made her son's need as a washer or more roughly as a slave, it was very sad to happen to mother Inang not only that sometimes some The work is often used as a means or used as an understanding and message to the reader so that it makes its own appeal includes the work or the course of the story, for example in the short story *Dua Wajah Ibu*, this story contains many values and criticisms for the reader and the environment.

Although there are many inputs and criticisms in the short story, the author tries to apply some of the culture and customs that occur in the character, including still using the regional language, especially in the Sumatran language "Wak Rifa or every year, every day," it makes a distinctive feature for short stories that uttered or written by Guntur Alam who encourages to give affirmation to his readers, but there are also many languages that should not be listed in a short story with the use of non-standard language.

Likewise, what is in this value is that it is very clear that the author wants an adequate benchmark in terms of living with the fate that Jamal and Mak Inang do not only to seek success or a decent life but to seek him to seek a very valuable experience. , with the hard life and the heat of Jakarta made him think more about surviving. In the short story that I analyzed, there are many relationships in life or a habit in the life of the Sumatran people, this I analyze pragmatically and functionally through what is captured as

a reader in Guntur Alam's work, in general, life does not only require completeness in the form of material, it will remain there is still a moral that is attached to every human being. *Dua Wajah Ibu* is a short story by Guntur Alam published by Kompas in 2012. This short story is quoted from kompas.wordpress.com where this short story by Guntur Alam is one of the short stories of choice on the website.

In the short stories that are analyzed, there are many relationships in life or a habit in the life of the Sumatran people, this I analyzed pragmatically and functionally through what I caught as a reader in Guntur Alam's work, in general, that life does not only require completeness in the form of material, it will remain there is still a moral that is attached to every human being. Likewise, what is in this value is that it is very clear that the author wants an adequate benchmark in terms of living with the fate that Jamal and Mak inang do not only to seek success or a decent life but to seek him to seek a very valuable experience. with the hard life and the heat of Jakarta made him think more about surviving.

REFERENCES

- Azis, Abdul. (2022). *Filsafat Bahasa: Kajian Konteks Kekinian*. Purbalingga Jawa Tengah: CV Sketsa Media.
- Azis, Abdul dan Usman. (2022). *Cakrawala Pemikiran Filsafat Bahasa*. Purbalingga Jawa Tengah: CV Sketsa Media.
- Baryadi, Praptomo. (2013). *Dasar-dasar Analisis Wacana dalam Ilmu Bahasa*. Jogjakarta: Pustaka Gondho Suli.
- Daradjat, Zakiah. (2013). *Membina Nilai-nilai Moral di Indonesia*. Jakarta: Bulan Bintang.
- Hidayat, A.A. (2016). *Filsafat Bahasa: Mengungkap Hakikat Bahasa, Makna dan Tanda*. Bandung: PT. Rosda Karya.
- Kohlberg, L. (2015). *Tahap-Tahap Perkembangan Moral (Alih bahasa John de Santo dan Agus Cremers SV D)*. Yogyakarta: Kanisius.
- Komalasari, Kokom. (2017). *Pembelajaran Kontekstual : Konsep dan Aplikasi*. Bandung: PT Refika Aditama.
- Komariah, Kokom St. (2012) "Model Nilai Moral bagi Para Remaja Menurut Perspektif Islam". *Jurnal Ta'lim, Jurnal Pendidikan Agama Islam*, Vol. 9 No. 1
- Kurnia, Y. (2015). *Pengembangan Kemampuan Nilai-nilai Agama dan Moral di TK*. Bandung: PPPPTK TK dan PLB.
- Megawangi, R. (2014). *Pengembangan Program Pendidikan Karakter di Sekolah; Pengalaman Sekolah Karakter*. Jakarta: UT.
- Mirantin, Azka. (2018). "Analisis Makna Heuristik dan Hermeunitik Teks Cerpen Dalam Buku Syair-Syair Cinta Karya Khalil Gibran", *Jurnal Caraka, Jurnal Pendidikan Bahasa dan Sastra Indonesia Serta Bahasa Daerah*, Vol. 7, No. 1. Februari 2018.

- Pradopo, Rahmat Djoko. (2013). *Beberapa Teori Sastra, Metode Kritik dan Penerapannya*. Yogyakarta: Gama Media
- Poesporadjo, W. (2014). *Interpretasi Beberapa Catatan Pendekatan Filsafatnya*. Jakarta: Remadja Karya CV Poespopradjo.
- Riffaterre, Michael. (2013). *Semiotics of Poetry*. London: Indiana of University Press.
- Yahiji, K dan Damhuri. (2014). “Nilai-Nilai Pendidikan Karakter dalam Syair Zuhdiyat karya Abu Al-Atahuyah”. *Jurnal Al-Ulum*, Vol. 14 nomor 1.

CRITICAL DISCOURSE ANALYSIS BUILDS CHARACTER EDUCATION BASED ON PANCASILA IDEOLOGY THROUGH THE PERSPECTIVE OF MICHAEL FOUCAULT IN THE INDEPENDENT CURRICULUM

Sena Junjuna

IKIP Siliwangi
sena.junjuna8@gmail.com

Abstract

The sharpness of argumentation is a concept of thinking that can only be created from an interactive learning process, through this research we will discuss descriptively the reasons why the Pancasila ideology is used in the independent curriculum. In addition, this article will also discuss character education as a philosophical foundation used as a manifestation of the implementation of Pancasila ideology. The method used is a qualitative descriptive approach based on Michael Foucault's theory. And the results that will be obtained from this research are an educational reality that aims to build a common perception and also create moral and ethical humans in accordance with the nation's ideology.

Keywords: *Character education, Pancasila ideology, independent curriculum*

Abstrak

Ketajaman argumentasi adalah sebuah konsep berpikir yang hanya bisa diciptakan dari proses belajar yang interaktif, melalui penelitian ini kita akan membahas secara deskriptif alasan ideologi Pancasila digunakan dalam kurikulum merdeka. Selain itu, dalam artikel ini juga akan dibahas mengenai Pendidikan karakter sebagai landasan filosofis yang digunakan sebagai wujud dari implementasi ideologi Pancasila. Adapun metode yang digunakan adalah pendekatan deskriptif kualitatif yang berlandaskan pada teori Michael Foucault. Dan hasil yang akan didapatkan dari penelitian ini adalah sebuah realita Pendidikan yang bertujuan untuk membangun penyamaan persepsi dan juga menciptakan manusia yang bermoral dan beretika sesuai dengan ideologi bangsa.

Kata Kunci: *Pendidikan karakter, ideologi pancasila, kurikulum merdeka*

INTRODUCTION

As a multicultural country, Indonesia is a very interesting country to discuss. Whether it is in terms of social, economic, cultural, religious, even geographical and flora and fauna are interesting to examine, this is what gives birth to a diversity in the lifestyle and mindset of society so that there needs to be an underlying philosophical foundation. This is needed in addition to equalizing the goals as well as to build a solid integrity as the foundation of the nation and the foundation is called the Pancasila ideology. According to (Pratiwi, 2021) explains that "the educational values contained in the Pancasila ideology are

able to develop character education needed by the Indonesian generation". Seeing this statement, we can conclude that the precepts contained in this ideology have a very philosophical and socially interactive meaning, we can see this from the use of straightforward words and rational opinions, giving birth to deep meaning and being able to form an open mindset.

The internalization of the Pancasila ideology is an understanding that is born out of necessity not desire, so that our predecessors must have been very careful in sparking every word by word so as to give birth to the basis of the state that is still firmly held today. If we look carefully, in the world of education, the values of Pancasila are the basic foundation that must be conveyed by the teacher. Be it the previous curriculum such as KTSP 2006, curriculum 2013 and now there is something called the independent curriculum. In the independent curriculum, Pancasila values are not only a foundation but also a foundation in learning materials and this is called the Pancasila student profile. According to (Herdiana, 2017) explains that "the criticism of education lies in power, this can be seen from the development of a curriculum that takes turns and is driven by leadership rather than needs". Seeing this statement, we can conclude that our country has changed the curriculum several times, and despite changing the ideology of Pancasila is still used and made a basic need in learning.

The discourse that wants to be built in this study is the concept of thinking between power and policy, this can be seen from the changing curriculum that continues to occur looking at the situation and conditions, and for now there is a curriculum that is being developed called the independent curriculum with the slogan independent learning. This curriculum was developed by the Minister of Education and culture named Nadiem Nakarim, he and several important figures tried to adjust curriculum developments caused by the covid-19 pandemic situation that has been rampant since the beginning of 2020. This is the basis for the birth of the independent curriculum. According to (Discourse, n.d.) explains that "if viewed critically, it can be said that the pandemic outbreak changed the lives of many people, and this resulted in various mental instabilities". seeing this statement can make us realize that the economic collapse after the outbreak can make a person's mentality shake, especially the younger generation, so that character education based on the Pancasila ideology serves as a medicine in resolving and saving the younger generation from ignorance and decline.

Thus, we can conclude that there is a significant relationship between power and education, so that various kinds of rational and abnormal opinions are born, so that further studies are needed so that there is no misunderstanding of each policy to be easily understood and easily accepted by people from various circles.

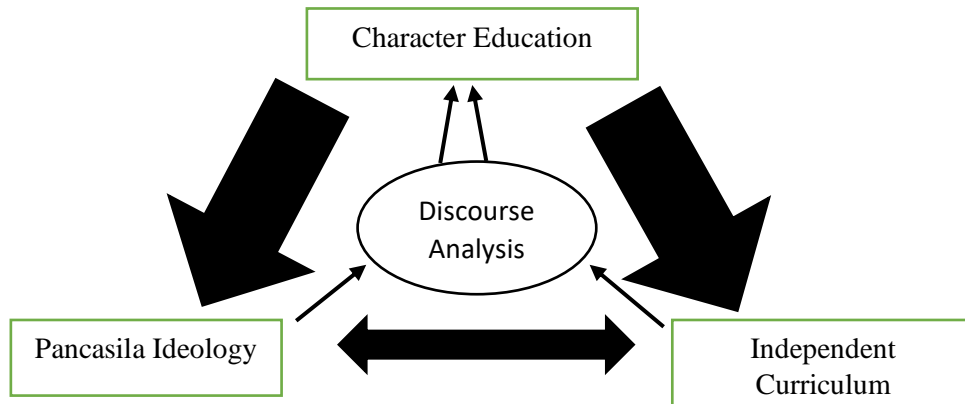


Figure 1: *Conceptual thinking in the article*

The independent curriculum created gave birth to a character education program called the Pancasila student profile as a combination of character education and national ideology. According to (Irawati et al., 2022) explains that "the national education system must combine ideology and education as a form of transformation in developing the nation's thinking". Thus we can conclude that character education with Pancasila values will give birth to an idealistic but social mindset, so that future generations can think critically about changing times.

Character Education Based on Pancasila Ideology

Humans have a million potentials to be developed and character is an important part of building a relevant and moral way of thinking. According to (Fitriana et al., 2019) explains "character education is a conscious effort to form a personality that internalizes values and norms as a human being". Seeing this statement, we can conclude that character education is a way of instilling human values as a foundation for giving birth to a moral generation. On the other hand, the Pancasila ideology was chosen because of Indonesia's archipelagic socio-geographical conditions, which resulted in various kinds of conflicts and also cultural diversity. So that the philosophy in Pancasila represents various kinds of social instruments that exist in this diversity, therefore character education based on Pancasila ideology is a necessity not the desire of one party. According to (Silaswati, 2019) explains that "ideological effects in a discourse are a social relationship that is difficult to separate".

If we try to draw conclusions from this statement, then any country must have an ideology as a guide in social life. And every ideology will definitely be implemented in any form, be it economy, politics and even education. Seeing from the various arguments presented, we can conclude that character education based on the Pancasila ideology is a form of rational thinking concept and for the sake of equalizing perceptions between the people and the government. so that the expected character is the relevance of the ideology built by the ancestors. So that this will give birth to one sense and one togetherness in the scope of maintaining the unitary state of the republic of Indonesia.

Michael Foucault's Concept of Thinking in the Independent Curriculum

Before discussing the concept of thinking, let us first examine the independent curriculum through the point of view of education. The independent curriculum or better known as independent learning is a curriculum that was formed when the co-19 pandemic occurred, this was done to create effective learning and make students able to learn anywhere and anytime. However, the various components in this curriculum still need adjustment and also need a long adaptation, seeing that schools from kindergarten to university level reach thousands of schools. Nevertheless, this curriculum is considered good and impressive in concept, because in addition to making teachers free to be creative, there is also a form of learning reflection that can instill the nation's social and ideological values in it. Apart from all that, let's relate it to Michael Foucault's concept of thinking, conceptually sociologically he has structured thinking, according to (Kebung, 2018) explains that "Michael Foucault's concept of thinking about all social phenomena, especially power, plays an important role in any aspect and this is done subtly, as for the affected fields including education, economy, religion and so on". Seeing this explanation, we can assume that education is part of power, so it is not strange if the government plays an active role and changes the curriculum, this is done so that the government's main goal in developing the country can be achieved and the insertion of the Pancasila ideology is a strategy to conceptualize the younger generation to love the country. On the other hand, it was also revealed by (Rusnaini et al., 2021) explained that "an independent curriculum is the government's way of building moral and ethical character education". Thus, after seeing various kinds of arguments, it can be concluded that the younger generation is a very valuable investment for the country, therefore this method is carried out and implemented in the curriculum is a form of government awareness of the importance of the nation's future.

METHOD

The depiction in this study requires the sharpness of argumentation and strong analysis so that on this occasion, the use of a descriptive qualitative literature study approach is the solution, this is used so that the results of the analysis become easy to understand and make the reader interpret each component more abstract and transparent. The point of view that will be analyzed in this discourse is Michael Foucault's understanding. According to (Suma Riella Rusdiarti, 2008) explains that "discourse and power are very important things to discuss so that everything that concerns social groups will have an impact on government policy". Looking at this statement, we can conclude that the character building expected in the new curriculum is a concept organized by the rulers to make the younger generation survive. Thus, it is hoped that Michael Foucault's theory combined with a qualitative descriptive approach will make readers understand the importance of critical thinking.

RESULTS AND DISCUSSION

Humans will be said to be human if they have morality in themselves, this is considered very important because morality is the fruit of education. And the benchmark of education is declared successful when the values and norms in social life can be understood and even applied by students in social life. According to (Nugraha & Hasanah, 2021) social values are divided into several things including "Religious values, discipline, tolerance, honesty, hard work, creativity, independence, democracy, respect for achievement, communicative, social care, and responsibility". And here is the description:

Table 2: Character *Values and Descriptions*

No.	Value	Value Description
1	Religion	Upholding the teachings of religion and avoiding its prohibitions
2	Discipline	Actions that obey the rules
3	Tolerance	Try to accept opinions and not easily criticize others
4	Honest	Be as you are and always keep your feelings, attitudes and words in check.
5	Work hard	Be well behaved and earnest in work
6	Creative	Efforts to find alternatives in solving a problem

7	Independent	Behavior that does not easily depend on others
8	Democratic	Behavior that respects the rights and obligations as a citizen
9	Valuing achievement	Actions that seek to respect other people's ways of thinking and their achievements.
10	Communicative	An attitude that easily interacts with others
11	Social Care	An attitude that prioritizes the feelings and problems of others
12	Responsibility	Realize actions and strive to fulfill all obligations

Looking at the description above, we can conclude that moral formation in humans requires the right time and strategy, this is because the values needed by a person so that they deserve to be said to be human are quite numerous and varied. Therefore, education is used as a medium is a very appropriate thing, this is because planting and habituation requires a long and gradual time and that is why the independent curriculum was born. according to (Ariga, 2022) explains that "independent curriculum learning is a government policy in response to the development of the post-19th education world, which we know is the most difficult period in directing attitudes and cognitive development in children". Seeing this explanation, we can conclude that values and norms are the basic foundation in behavior, this is what the independent curriculum wants to achieve, especially after the covid-19 outbreak that has occurred in recent years, which in addition to leaving wounds economically has also left a negative impact on the world of education, so character improvement is needed to build mental health.

Thus, we can assume that the results in this study are structured, which means that character building is a human need in thinking and this requires media and a long time, so that education is used as the right means to instill these values and norms in the life of society and the state, besides that the Pancasila ideology was chosen to be the direction and purpose of the implementation of the expected values, and this will also have a positive impact in producing generations who love the country.

Implementation of character building through the Pancasila student profile program

As humans, character is a need not a desire. therefore shaping character from an early age is an important thing to do. On the other hand, the character expected by most

governments is in accordance with Michael Foucault's theory of power in which education is also part of its scope, so that the independent curriculum becomes a medium in equalizing perceptions in the goal of building the nation. According to (Covid-, n.d.) explains that "government policies in dealing with the plague and saving children's mentality are the main keys in maintaining national unity, and this can be seen from the independent curriculum and one of its programs is the Pancasila student profile". Seeing this, we can conclude that the implementation of Pancasila-based character education is the key to moral critical thinking and universal social behavior. Here are the contents of the Pancasila student profile:

Table 3: *Profile of Pancasila Students*

Profile of Pancasila Students	Description
Bertaqwa to the almighty God	A religious attitude that obeys its religion and makes all the rules in religion a basis for behavior, because it needs to be believed that all teachings in any religion must teach goodness even though the gods worshiped are different.
Global Variety	Having a high attitude of tolerance and being able to accept all the shortcomings that exist in other people, both personal and group.
Mutual cooperation	Highly caring attitude towards the social environment, so that it does not distinguish between race, religion, social status and even occupation.
Independent	Have awareness in attitude so as to be able to do everything instructionally without pressure
Critical Reasoning	Able to think rationally and not easily carried away by liberal or communist thinking and there is only a religious and moral social spirit.
Creative	Easily adapt to new environments and easily think of everything to fix a problem that exists

Considering the arguments and theories above, we can conclude that the desired character education in the Pancasila ideology is a rational, religious, socialist, and adaptable character, so as to give birth to a generation with high quality and integrity.

CONCLUSION

In the end, looking at the various explanations that have been conveyed, we can conclude that education is a state asset, therefore the government will pay great attention to this aspect, because the resulting impact is very large if neglected. And character education is an important point that becomes a study material in the development of the existing curriculum. On the other hand, the Pancasila ideology chosen as the foundation is an important aspect because it affects the nation's goals, and this is in line with Michael Foucault's understanding of power, so this article states that character education based on the Pancasila ideology is a good educational concept and will bring the younger generation of Indonesia to a better direction.

REFERENCES

- Ariga, S. (2022). *Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19 Implementation of the Independent Curriculum After the Covid-19 Pandemic*. 2(2), 662–670.
- Covid-, P. M. (n.d.). *Universitas Islam Negeri Sunan Klijaga Yogyakarta Universitas Islam Negeri Sunan Klijaga Yogyakarta*. 1–11.
- Fitriana, E., Muhaimi, L., Fadri, M., & Azis, A. D. (2019). Pendidikan Karakter Pada Sastra Lisan Sasak: Sebuah Kajian Filologis. *Jurnal Ilmiah Profesi Pendidikan*, 3(2), 129–134. <https://doi.org/10.29303/jipp.v3i2.21>
- Herdiana, A. (2017). Puisi Dan Wacana Kritik Pendidikan. *Jurnal Ilmiah Mahasiswa Raushan Fikr*, 3(1), 1–17. <https://doi.org/10.24090/jimrf.v3i1.1004>
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238. <https://doi.org/10.33487/edumaspul.v6i1.3622>
- Kebung, K. (2018). Membaca ‘Kuasa’ Michel Foucault dalam Konteks ‘Kekuasaan’ di Indonesia. *Melintas*, 33(1), 34–51. <https://doi.org/10.26593/mel.v33i1.2953.34-51>
- Nugraha, D., & Hasanah, A. (2021). Pendidikan Karakter Berbasis Nilai-Nilai Budaya Di Sekolah. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, 2(1), 1. <https://doi.org/10.26418/jppkn.v2i1.40803>
- Pratiwi, N. T. (2021). Analisis implementasi pendidikan dan kurikulum kehidupan. *Journal*

of Educational Developmenta, 2(1909037055), 439–449.
<https://doi.org/10.5281/zenodo.5681214>

Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi Profil Pelajar Pancasila dan Implikasinya Terhadap Ketahanan Pribadi Siswa. *Jurnal Ketahanan Nasional*, 27(2), 230. <https://doi.org/10.22146/jkn.67613>

Silaswati, D. (2019). Analisis Wacana Kritis dalam Pengkajian Wacana. *METAMORFOSIS / Jurnal Bahasa, Sastra Indonesia Dan Pengajarannya*, 12(1), 1–10. <https://ejournal.unibba.ac.id/index.php/metamorfosis/article/view/124>

Suma Riella Rusdiarti. (2008). *Struktur dan sifatnya dalam pemikiran michel foucault*.

Wacana, A. (n.d.). *Analisis wacana kritis kritik sosial penanganan pandemi COVID 19 pada konten podcast youtube Deddy Corbuzier episode dr . Tirta Kevin gani*.

REPRESENTATION OF POLITICAL FLASH IN TAUFIQ ISMAIL POETRY (NORMAN FAIRCLOUGH CRITICAL DISCOURSE ANALYSIS)

Enung Nurhayati¹, Yoga Gandara Mulyana²

¹⁻²IKIP Siliwangi

enung@ikipsiliwangi.ac.id, yogagm@student.ikipsiliwangi.ac.id

Abstract

This study aims to describe the representation of the socio-political events of the New Order government in several poems by Taufiq Ismail which are summarized in the poetry collection "Malu (Aku) Jadi Orang Indonesia", the titles of the poems include: "May 12, 1998", "Takut 66, Fear 98" and "Baby Born in May 1998". The figure of Taufiq Ismail has succeeded in archiving social dynamics in times of democratic transition into written form. The research method used is descriptive-qualitative. The data analysis technique used in this research is Norman Fairclough's critical discourse analysis model which includes: Text, Discourse Practice, and Sociocultural Practice. The results obtained are a description of historical events at two different times in 1966 and 1998, such as: the economic crisis, victims of student actions, and political instability.

Keywords: Political Flash, Poetry, Political Flash

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan representasi peristiwa sosial politik pemerintahan Orde Baru dalam beberapa puisi karya Taufiq Ismail yang terangkum dalam kumpulan puisi "Malu (Aku) Jadi Orang Indonesia", judul-judul puisinya antara lain: "Mei 12, 1998", "Takut 66, Fear 98" dan "Bayi Lahir Mei 1998". Sosok Taufiq Ismail berhasil mengarsipkan dinamika sosial di masa transisi demokrasi ke dalam bentuk tulisan. Metode penelitian yang digunakan adalah deskriptif-kualitatif. Teknik analisis data yang digunakan dalam penelitian ini adalah model analisis wacana kritis Norman Fairclough yang meliputi: Teks, Praktik Wacana, dan Praktik Sosiokultural. Hasil yang diperoleh berupa deskripsi peristiwa sejarah pada dua waktu yang berbeda pada tahun 1966 dan 1998, seperti: krisis, korban aksi mahasiswa, dan instabilitas politik.

Kata kunci: Kilasan Politik, Puisi, Kilasan Politik

INTRODUCTION

Poetry often saves a thousand events experienced by the author in the field. Joy and sorrow are forms of ideas or ideas that are inscribed in the form of poetry texts and often become historical archives for those who have missed them. Poetry is an important recording and interpretation of human experience, transformed in the most memorable form (Al-Ma'ruf, 2017: 50). Important experiences such as social and political life at the times experienced by the author. In line with that (Al-Ma'ruf, 2005) reveals that the greatness of literary creation (poetry) can only be captured in its entirety if meta sastra elements such as philosophy, religion, politics and sociology are also included. Meanwhile, political diction in Indonesian means everything about state administration, systems and policies in a government (KBBI, 2020). Then it becomes a unity that cannot be separated

between a work of poetry and the historical, social, political and other phenomena behind it. Furthermore, poetry is also called *gubahan* in a language whose form is carefully selected and arranged so as to sharpen people's awareness of experiences and evoke special responses through the arrangement of special sounds, rhythms, and meanings (Nurhayati, 2019: 93).

Poetry literary works can be studied and dissected through various points of view, including exploring the values and meanings contained in them. One form of critical awareness of language is to question a hidden meaning and event in a written work, because literary works such as poetry have explicit and implied meanings in it. Poetry literary works that stand out for important historical events and in Indonesia are the poems by Taufik Ismail in one of his books entitled "Shame (I) Become an Indonesian". This book contains one hundred Taufiq Ismail poems that summarize national events from 1966 to 1998. According to Kuntowijoyo (Taufiq Ismail, 2000: 9) reveals that Taufiq Ismail is a poet who is sensitive to history, because his personal history is full of history and shows full involvement inside it.

Taufiq Ismail (born in Bukittinggi on June 25, 1935) is a leading poet in Indonesia. Taufik Ismail's poetry in the development of modern literature in Indonesia has changed according to the current development of the literary world. Taufik Ismail lived during the old order era of 1966. At that time, his works raised many protests against injustices and abuses that occurred in society. (Septia & Marni, 2019). The same thing was conveyed (Waluyo, 2006: 263) that the 66th generation talked about the re-establishment of Pancasila and the 45th Constitution, the establishment of truth and justice in Indonesia. With this, the spirit of events and history is deeply embedded in a creation of Taufik Ismail's poems. However, to more deeply understand and disassemble the meaning and historical value of a poem, an accurate and sharp scalpel is needed. In this study, the researcher used a critical discourse analysis approach by Norman Fairclough and tried to represent some of the poetry texts contained in the book collection of poems "Malu (Aku) Jadi Orang Indonesia", namely: "12 Mei 1998", "Takut 66, Takut 98" and "Bayi Lahir Bulan Mei 1998".

Discourse studies emphasize more on the issue of "content", "function", "social meaning" of the use of language. Meanwhile, discussions with a more lingual basis or purpose tend to use the term text (Rohana & Syamsudin, 2016). With a critical discourse analysis approach to Taufiq Ismail's poetry, it becomes the right bullet to dismantle the

context of the work in it. Fairclough uses discourse to refer to the use of language as a social practice, rather than an individual activity or to reflect something. First, discourse is a form of action, one uses language as an action in the world and especially as a form of representation of the existing reality. Second, the implication of a reciprocal relationship between discourse and Eriyanto's social structure (Anggi and Nani, 2019). In Norman Fairclough's critical discourse analysis based on three dimensions of analysis, namely, text, discourse, and socio-cultural. Text that refers to writing and is analyzed linguistically by paying attention to vocabulary, semantics and sentences. Discourse is a dimension related to the process of production and consumption of texts, while the socicocultural dimension is a dimension related to contexts outside the text. (Yoce Aliah Darma, 2014) In a literary work, representation is one of the most important parts in the process of producing meaning. A meaning is produced and exchanged between members of society, so that representation is a way of producing meaning. (Irianti, 2017). In addition, representation is also a way when meaning is given to things that are depicted through images or other forms on the screen or in words (Septia & Marni, 2019). Hall (in Tenriawali, 2018) defines 'representation' as "...an essential part of the process by which meaning is produced and exchanged between members of culture". Representation is one of the most important parts in the process of producing meaning. This means that representing is an attempt to re-explain the results of the image or imagination from the reading results and place the resemblance of the object to what is in the mind of the reader.

A similar research is entitled "Representation of Indonesian Politicians (Critical Discourse Analysis by Norman Fairclough on the Topic "Negeri Jenaka" in Mata Najwa)". The purpose of this study is to describe the representation of Indonesian politicians through the topic of conversation in the Mata Najwa program with the topic "The Country of Witness" which brought the famous comedian Cak Lontong. This study uses a descriptive method with the support of literature review and observation in order to enrich the data. The data analysis technique used in this research is Norman Fairclough's critical discourse analysis model which includes text, Discourse Practice, and Sociocultural Practice. The results of the study indicate that there are findings regarding the representation of Indonesian politicians depicted through the Mata Najwa event in the topic entitled "The Country of Witness". From the conversation between Najwa Shihab the moderator and Cak Lontong, the guest star that night represented Indonesian politicians in the three characters of the children's film "si unyil".

Next, a similar study was conducted by Miftahul Jannah (2019). In this study, Norman Fairclough's critical discourse was used to analyze the poetry of "Ibu Indonesia". The results of his research contain meanings related to Indonesia's diversity. Through this poem, the author or poet tries to describe his pride in civilization in Indonesia. If analyzed contextually, Ibu Indonesia's poem contains the meaning of the importance of Indonesian people's awareness to always plant and revive local wisdom values in order to maintain national identity and always preserve Indonesian culture.

Regiansyah (2014) conducted an almost similar study using Critical Discourses Norman Fairclough about fears in poetry "Takut 66, Takut 98" Taufiq Ismail. The results of the study on the structure of the text show coherence and ideology. Taufiq Ismail showed the ruler that in a democratic country there is an intellectual who can bring down a regime, namely students. *Discourse practice* Taufiq ismail is based on critical thinking and is based on historical aspects. *Sociocultural practice* there was a huge student movement which was due to the destruction of a political system in Indonesia in 1998.

Referring to several studies that have been carried out by researchers, it is known that politics in Indonesia has been represented in poetry. Furthermore, it becomes very interesting to study and develop through the critical discourse of Norman Fairclough. Based on a number of such studies, researchers are interested in conducting research on the representation of Gejolak Poltik in Taufiq Ismail's poetry through Norman Fairclough's critical discourse analysis. In contrast to Regiansyah's research, this research became specific to analyzing the poetry collection books *Malu (Aku) Jadi Orang Indonesia* yaitu: "12 Mei 1998", "Takut 66, Takut 98" dan "Bayi Lahir Bulan Mei 1998".

METHODS

Research methods are basically a scientific way to obtain data with certain goals and uses (Sugiyono, 2013: 7-8). This research is qualitative research, namely research data in the form of text or description of words. Likewise, qualitative research uses qualitative methods, namely observations, interviews, or document review (Moeloeng, 2018: 9). The qualitative methods in research use Norman Fairclough's critical discourse analysis design, a model that integrates discourse analysis together aimed at the linguistics of social, political thought, and generally integrated into social change. Therefore, the analysis must be focused on how language is formed from social relations and certain social contexts (Eriyanto, 2001: 286). Based on the description above, in this research, three poems,

namely: "May 12, 1998", "Takut 66, Fear 98" and "Bayi Born in May 1998" by Taufiq Ismail which are derived from poetry book sources, will be analyzed in detail. descriptive. So the purpose of this analysis is to criticize and reveal the meaning of three poems by Taufiq Ismail.

RESULT AND DISCUSSION

Taufik Ismail with his poetry book "Malu Aku Jadi Orang Indonesia" (MAJOI, 1998) has a breath of struggle against power in the Orde Baru regime. In this book, his poems narratively describe the chaotic national situation related to corruption, collusion, and nepotism. The area of Taufiq Ismail's poetry is very wide, covering people's lives, government systems and socio-culture. The darkness of 1998 was written in the form of a poem which at the same time became a tragedy at that time. The three poems chosen by the researcher, namely: "12 Mei 1998", "Takut 66, Takut 98" and "Bayi Lahir Buln Mei 1998", have the same common thread, which is to tell the dynamics of social life in 1998. Based on Norman's critical discourse analysis.

Fairclough, three poems are dissected in three dimensions of analysis, namely: text, discourse, and socio-cultural.

1. Text

Fairclough divides text discourse analysis into three basic elements to describe and analyze each text: representation, relation, and identity.

a) Representation

First, the poem entitled "12 Mei 1998" written by Taufiq Ismail, the poem tries to explain to the reader the tragedy of four people who died who demanded reform in 1998. The strings of words in the poem are arranged to clearly summarize the phenomenon of the death of four Trisakti students (Elang Mulya, Hery Hertanto, Hendriawan Lesmana and Hafidhin Royan) who died from gunshot wounds. The word "martyr" in this poem became a symbol that the student movement at that time was on the right path. In addition, the word "hero" represents the hard struggle of sacrifice to achieve a government system that is free from collusion, corruption and nepotism.

Second, the poem entitled "Takut 66, Takut 98" is shorter than the other two poems. Basically, this poem is almost the same as the first poem, which describes the collapse of the New Order regime due to the massive student demonstrations occupying the parliament building. However, what distinguishes this poem is not only

discussing the tragedy in 1998, but also mentioning the problem in 1966, namely the action of the student masses who demanded the resignation of the Orde Lama regime due to the unstable political situation, economic decline and the existence of the G30S PKI movement. This is evidenced in the title of the poem, there is the number "66" and the number "98" which also shows the information of time. It means that in this one poem, it summarizes two events of social protest at different times. This short poem, which consists of six lines, contains a series of influences on human social status that are related to one another, from students, lecturers, deans, rectors, ministers, to the president. So that finally in this poem the highest position, namely a president, can fall into the hands of students. This is emphasized by the presence of the word "student" in the poem in the first line and the word "president" in the last line, making it clearer that this poem tells two different directions between state officials and ordinary people.

Third, the poem entitled "Bayi Lahir Bulan Mei 1998" still carries the number 1998 in the entire poem, which means that both tell the information about the time at that time. This poem tells the story of 1998's great influence on everything that exists, including the impact on a newborn baby. The word "baby" in this poem is a symbolic form that represents innocent people whose future can be affected by the situation in 1998. In addition, the word "baby" in the poem implies a new system of reform or change which then bears the burden of the previous state government. As the following quote:

*"Belum kering darah dan air ketubannya
Langsung dia memikul hutang di bahunya
Rupiah sepuluh juta"*

"The blood and amniotic fluid have not dried yet"
Immediately he carried the debt on his shoulders
ten million rupiah"

Thus, the three poems represent the atmosphere of the conflict, who was involved and the impact it had in 1998.

b) Relation

These three poems both present the problems that occurred in 1998. For example in the poem "12 Mei 1998", the struggle and enthusiasm of students in demonstrations fighting for reform is described in the following line:

“Mereka anak muda pengembara tiada sendiri, mengukir reformasi karena jemu deformasi, dengarkan saban hari langkah sahabat- sahabatmu beribu menderu-deru,”

"They are young wanderers who are not alone, making reforms because they are tired of deformation, listen every day the steps of your friends are a thousand roaring,"

In addition, the author of the poem "May 12, 1998" tries to describe the tragedy of four Trisakti campus students who were victims of shootings. Proven in the following array:

“Tapi peluru logam telah kami patahkan dalam doa bersama, dan kalian pahlawan bersih dari dendam, karena jalan masih jauh dan kita perlukan peta dari Tuhan”.

"But we have broken metal bullets in prayer together, and you heroes are free from grudges, because the road is still far and we need a map from God."

While in the poem "Takut 66, Takut 98" the author tries to warn the reader that the position of a student when united can have an impact on the downfall of the highest office of a president. Because the Indonesian state adheres to people's sovereignty, the wave of people in 1966 and 1998 led by the student movement proved that there is no lasting power.

In addition, in the poem "Bayi Lahir Bulan 1998" Taufiq Ismail as the author uses a third person point of view. The third person point of view referred to in this poem is a person who knows everything and tries to reveal events that have occurred to the reader. The author of this poem shows his concern about the way in which the reformation was achieved and the consequences it will have in the future. Reform was achieved in an emotional and bloody way. The author in his poetry worries that reform will be the same as a baby who lives in a poor family, when an adult is not ready to bear the burdens of life. In other words, the three poems entitled "12 Mei 1998", "Takut 66, Takut 98" and "Bayi Lahir Bulan Mei 1998", convey historical news, namely the events of two eras of reform that were driven by mass action.

c) **Identity**

Taufiq Ismail lived in the old order to the new order (1966-1998), it is not surprising that his poetry works are thick with national history because it is a life experience that he has gone through. Basically what happened in Taufiq Ismail's poems entitled "12 Mei 1998", "Takut 66, Takut 98" and "Bayi Lahir Bulan Mei 1998" is the result of the observations of the authors who lived in those years. The author attends and reads the situation and then explores it in the form of poetry. Factually, Taufiq Ismail managed to record national issues in historical years, paying attention to public anxiety and recording the sins of the state. It is proven in his three poems that Taufiq Ismail is present as a third person point of view which explains how his country was at that time in the form of poetry.

2. **Discourse**

The analysis of discourse practice or the practice of discourse is the main objective of the production and consumption of texts. Text production is related to Taufiq Ismail's reasons for creating poetry, while text consumption is how readers or the public respond to and understand the work of an author. In writing his poetry, Taufiq Ismail could not let go of the time and space situation he was experiencing at that time. This means that the production process, especially the three poems "12 Mei 1998", "Takut 66, Takut 98" and "Bayi Lahir Bulan Mei 1998", is a form of the author's social criticism. Social criticism itself arises due to social problems that occur in society at that time. This happens because of inequality and other unfair things in social groups. Like the poem "12 Mei 1998" which was written and dedicated to four students who were victims of the shooting, with the aim of commemorating the struggles of student activists in achieving government change or reform. Another discrepancy is evidenced in the poem "Bayi Lahir Bulan Mei 1998", when reformation was achieved by crawling and unable to stand up, it is the author's concern about how the new government will bear the burden of its past.

While the background for the poem "Takut 66, Takut 98", the author was influenced by a state of fear that repeated itself in 1966. Student movements such as 1998 first occurred in 1966, triggered by economic, political, and moral crises. At that time, Taufiq Ismail was active as an HMI activist representing the Student Senate of the Faculty of Animal Science, IPB as well as one of the participants in the kongres Majelis Mahasiswa Indonesia (MMI) (Faktubun, 2019). After the kidnapping and killing of

high-ranking military officers in 1965 or known as the September 30th Movement, relations between the student movement and community groups became stronger and they agreed to three demands, known as "Tritura" (tiga tuntutan rakyat) including: lowering the price of basic necessities, a cabinet reshuffle and the disbandment of the PKI. This became more prominent when various actions from student organizations carried out simultaneous actions for less than 60 days, the shooting victim of a student named Arif Rahman Hakim, so that the Supersemar (Surat Perintah Sebelas Maret) appeared as an early sign of the old order regime starting to fade.

In contrast to text production, text consumption speaks of how the reader's responses and assumptions arise after reading someone's work. In this case, the reader is given historical knowledge of how the national moment was passed bloody. The reader is given an understanding that defending the sovereignty of the people is so difficult and tortuous. These three poems have succeeded in illustrating to the reader the two histories of waves of people demonstrating that have greatly influenced the country's situation and also illustrate the long journey of the people in their efforts to achieve reform in Indonesia. The three poems that are also packaged in the poetry anthology MAJOI (Malu Aku Jadi Orang Indonesia) are a form of representation of the views of the people towards the Orde Baru regime.

3. Sosio-cultural

The main influences on the three poems by Taufiq Ismail, namely: in his poetry anthologies entitled "12 Mei 1998", "Takut 66, Takut 98" and "Bayi Lahir Bulan Mei 1998" are socio-political dynamics and national inequality. His life, which was born in 1935, was forced to go through the experience of the nation's dark history. His sensitivity in writing is getting stronger with the help of full involvement in it. This means that the author of his poems acts as a living witness who observes the events directly. The three poems are influenced by the social context at a certain time and atmosphere. The years 1966 and 1998 mark the times in the poem and help explain extraordinary events into poetic text.

CONCLUSION

The three poems by Taufiq Ismail that were published in the anthology “Malu Aku Jadi Orang Indonesia” are evidence of the call of history. The form of strong protest and disappointment against the old and new order governments is clearly illustrated in the poem. The student movement over the political-economic upheaval became the basic circle that built the productivity of poetry. The poems entitled “12 Mei 1998”, “Takut 66, Takut 98” and “Bayi Lahir Bulan Mei 1998” represent the turmoil in the government in the country. Several historical accidents are shown such as shootings, injustices, and other crimes. The orientation of the scope of these poems is broad, namely community life, students to life in the future mas.

REFERENCE

- Al-Ma'ruf, A. I. (2017). *Pengkajian Sastra Teori dan Aplikasi*. Surakarta: CV. Djiwa Amarta.
- Fatubun, B. (2019). *Gerakan Mahasiswa Jakarta: 1996 Melawan Rezim Penguasa* (Skripsi). Yogyakarta: Universitas Sanata Dharma. Diunduh dari <https://repository.usd.ac.id/34783/>
- Jannah, Miftahul. (2019). *Analisis Wacana Kritis Model Norman Fairclough terhadap Kontroversi Puisi “Ibu Indonesia” Karya Sukmawati Soekarnoputra* (Skripsi). Surabaya: Universitas Negeri Sunan Ampel. Diunduh dari http://digilib.uinsby.ac.id/33663/1/MIFTAHUL%20JANNAH_E01215011.pdf
- Moeloeng. (2018). *Metodologi Penelitian Pualitatif*. Bandung:PT Remaja Rosdakarya.
- Nurhayati, Enung. (2019). *Cipta Kreatif Karya Sastra*. Bandung: Yrama Widya.
- Regiansyah. (2014). *Analisis Wacana Kritis Norman Fairclough Mengenai Wacana Takut Dalam Puisi “Takut 66, Takut 98” Karya Taufiq Ismail* (Skripsi). Bandung: Universitas Komputer Indonesia. Diunduh dari <https://elib.unikom.ac.id/gdl.php?mod=browse&op=read&id=jbptunikompp-gdl-regiansyah-34748>
- Restiani. (2019). *Representasi Politisi Indonesia (Analisis Wacana Kritis Norman Fairclough Pada Topik “Negeri Jenaka” Dalam Mata Najwa)*. Universitas Galuh: Jurnal Literasi, Penelitian Bahasa dan Sastra serta Pembelajaran. Volume 3 Nomor 2. Halaman 63-69. <https://jurnal.unigal.ac.id/index.php/literasi/article/view/1755>
- Rohana & Syamsudin. (2016). *Analisis Wacana*. Makasar: CV. Samudra Alif-Mim.
- Septia, E., & Marni, S. (2019). *Representasi Nilai Religi Dan Kepengarangan Puisi - Puisi Karya Taufiq Ismail*. VII(1). <https://doi.org/10.22146/poetika.43493>

Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Taufiq Ismail. (2000). *Malu (Aku) Jadi Orang Indonesia*. Jakarta: Yayasan Indonesia.

Tenriawali, A. Y. (2018). *Kekerasan Dalam Teks Berita Daring Tribun Timur : Analisis Wacana Kritis (The Representation Victims of Violence in Tribun Timur Online News Text: Critical Discourse Analysis)*. Jurnal Kebahasaan dan Kesastraan Totobuang. Volume 6 Nomor 1. Halaman 1-15. Diunduh dari <https://doi.org/10.26499/ttbng.v6i1.71>

Waluyo, H. J. (2006). *Teori dan Apresiasi puisi*. Bandung: Erlangga.

Yoce Aliah Darma. (2014). *Analisis Wacana Kritis dalam Multiperspektif*. Bandung: Refika Aditama.