KEMBARA

JURNAL KEILMUAN BAHASA, SASTRA, DAN PENGAJARANNYA

TABLE OF CONTENTS

Trajectory of Muhammadiyah Figure Nur Cholis Huda in the Indonesian Writing Arena

(Trajektori Tokoh Muhammadiyah Nur Cholis Huda dalam Arena Kepenulisan Indonesia)

Ali Nuke Affandy
Universitas Muhammadiyah Surabaya, Indonesia
alinukeaffandy@um-surabaya.ac.id

R. Panji Hermoyo*
Universitas Muhammadiyah Surabaya, Indonesia
panjihermoyo@um-surabaya.ac.id

Yarno
Universitas Muhammadiyah Surabaya, Indonesia
yarno@um-surabaya.ac.id

*Corresponding author: R. Panji Hermoyo | email: panjihermoyo@um-surabaya.ac.id

Abstract: The last decade has seen a shift in humanities research, including literature, both in terms of theory and methods. Literature is not only analyzed based on the sociology of literary works, but also the sociology of authors with multidisciplinary theories. Everyone has a position in the social arena on which to concentrate. His position can change from ordinary to extraordinary, Or vice versa. Trajectories can be seen as the result of contestation to obtain symbolic, economic, cultural and social capital. The aim of research on the trajectory of the Indonesian Muhammadiyah figure Nur Cholis Huda (NCH) is to analyze his habitus, capital and arena. This research uses Bourdieu's qualitative descriptive praxis theory. Data collection techniques were carried out through biographical narrative interviews and data validity through triangulation. The research results show that the NCH journey is influenced by : 1). Habitual literacy is acquired from school and does not come from the family structure. 2). The ability to utilize cultural capital and convert it into economic, social and symbolic capital, and 3). Habitus literacy plus strong cultural capital supports his success in competitions in the world of writing.Thus, to understand the success of an agent/figure in an arena, it is necessary to analyze its trajectory.

Abstrak: Dekade terakhir telah terjadi pergeseran penelitian humaniora, termasuk sastra, baik dalam hal teori maupun metode. Sastra tidak hanya dianalisis berdasarkan sosiologi karya sastra, tetapi juga sosiologi pengarang dengan teori multidisipliner. Setiap orang memiliki posisi dalam arena sosial tempat berkontestasi. Kedudukannya dapat berubah dari biasa menjadi luar biasa, atau sebaliknya. Trajektori dapat dilihat sebagai hasil kontestasi untuk memperoleh modal simbolis, ekonomi, budaya dan sosial. Tujuan penelitian tentang trajektori tokoh Muhammadiyah Indonesia Nur Cholis Huda (NCH) adalah menganalisis habitus, modal, dan arenanya. Teori praksis deskriptif kualitatif Bourdieu dipakai dalam penelitian ini. Wawancara naratif biografi dan keabsahan data melalui triangulasi merupakan teknik pengumpulan datanya. Berdasarkan hasil analisis dapat disimpulkan bahwa perjalanan NCH dipengaruhi oleh: 1). Literasi habitusnya diperoleh sejak sekolah dan bukan berasal dari struktur keluarga. 2) Kemampuan memanfaatkan modal budaya dan mengkonversinya menjadi modal ekonomi, sosial dan simbolik, dan 3). Literasi habitus ditambah modal budaya yang kuat mendukung keberhasilannya dalam kompetisi di dunia kepenulisan. Dengan demikian, untuk memahami keberhasilan agen/tokoh dalam suatu arena, maka perlu menganalisis trajektorinya.

INTRODUCTION

Since the beginning of the 20th century, human views toward writers, works and readers have begun to change. Likewise, how texts and literature are studied and researched also changes according to the dynamics of society. A person's position in an arena can be observed based on their life history, biography, or trajectory, which is very interesting. A complete study of the author's biography,

relationships and recognition, awards and ideological thoughts deepens the meaning of the literary work or text. Moreover, trajectories have yet to be widely used in literary research. Generally, trajectories have been used in social research in the field. This trajectory research opens new insights into the development of science, theory and research methods that can be used in literary texts.

Historically, Bourdieu used trajectories when discussing the position of the *parvenus* (the new rich) and the *déclassé* (those excluded from their previous environment). These people come from social origins that differ from the group in the arena where they currently exist. *Parvenuses* and *déclassé* have a different trajectory from the others. The success of an agent or group in an arena does not happen automatically or naturally. There is a long process to arrive at the highest level of power. To know the agent's achievements, it is necessary to reveal its trajectory, such as habitus, capital, and the arena in which it is contested.

Trajectory can be seen as the result of struggle to achieve symbolic capital in the battle arena. This condition can be observed through a network of economic, cultural and social relations (Bourdieu, 2006). Social trajectory is a series of positions occupied by agents or groups in the same arena (Bourdieu, 1991a, 1991b, 1996).

These agents or groups achieve success through different trajectories. The most general route by Bourdieu is a trajectory or modal trajectory. A group with different modalities might be expected to follow more or less the same set of possible trajectories, thus leading to more or less equal positions (Harker et al., 2009). Bourdieu (2018) further explains that to understand trajectories it is necessary to determine moments, critical points, arenas, social values, and the meaning of values given based on perceptions and appreciation formed based on social mechanisms.

The trajectory of a character can provide insight into historical developments, social developments and cultural currents that influence a person's life. A study of the authorship trajectory of Nur Cholis Huda can help understand how it developed and reacted to changing times. Nur Cholis Huda was caught in the opposition, either as a journalist or a religious teacher who works as a journalist. This is a dilemma. Factors that could influence this include, among others, that Nur Cholis Huda was born into a family that did not have a large capital. Bourdieu also believes that someone who is born into a family with high economic, social and cultural capital has a significant advantage in building his life trajectory. On the other hand, those born into families with low capital must overcome many obstacles to build a good life trajectory.

In his theory, Bourdieu also emphasizes the importance of habitus, namely the patterns of behavior, beliefs and attitudes that a person has which are determined by their economic, educational, social, cultural and political background. This habitus also influences how a person builds their life trajectory and utilizes the capital they have. Through the idea of habitus, Bourdieu tries to study social practices that emerge in everyday life and their principles of order. Bourdieu explains several characteristics of habitus (Fashri, 2014). The first characteristic, habitus includes the cognitive and affective domains formed in a disposition system. The definition of disposition has three meanings, namely: (1) disposition is the result of a governing action, (2) refers to a way of life, a habitual condition, and (3) disposition is a predisposition, tendency, or intention. The second characteristic, habitus is "formed structure and "forming structure". On the other hand, Habitus also functions in building social life, which can play a role in the theory of socio-cultural reproduction (Alanen et al., 2015; de Moll et al., 2023).

In Bourdieu's view, to change the course of his life, a person needs to accumulate new capital or utilize the capital he has effectively. This can be done by improving education and skills, building strong social relationships, and increasing understanding of the culture and ways that apply in society.

Any social trajectory must be understood as an agent's unique way of progressing or changing through a social arena. his arena is where habitus dispositions are expressed, and every move to a new position is made by replacing a less applicable habitus.

Bourdieu describes the arena as a site of struggle between agents, all seeking to improve their position. This is why he proposed a 'trajectory' to describe life, 'a series of positions occupied successively by the same agent (or the same group) in an ever-evolving arena' (Bourdieu, 1993).

Each arena, such as in the economic, educational, social, cultural and political fields, is a relatively independent field, but is homologous (same structure). The structure of the field at the moment is determined by the relationship between the actors' positions in the field. Therefore, the field is a dynamic concept because every change in the actor's position can change the structure of the field (Bourdieu, 1993). A person's trajectory includes many things such as social, economic and cultural aspects of a person's life. Bourdieu uses the concept of "capital" to explain how a person builds and utilizes various resources. Bourdieu developed a practice theory centered on the notion of habitus, and theories of reproduction and cultural and educational praxis. Bourdieu studied how ownership of capital provides advantages for elites in their social life (MacKenzie et al., 2022). Bourdieu's ideas can be formulated as follows.

$$\boxed{\textbf{Practice = (Habitus x Capital) + Field}}$$

Figure 1
Bourdieu's Theory of Practice (Ayling, 2019)

In other words, a person's daily social practices and life are influenced by the intersection or relationship between habitus and the person's capital in the realm of his or her life. It can be concluded that Bourdieu's theoretical concepts must be interrelated, both prepositions and causality (Neuman, 2017). It is necessary to understand how habitus forms capital, how the quality of the subject's capital and the ability to convert capital will influence the success of a field, how through differentiation and symbolic violence the subject can maintain legitimacy, and so on. The success or failure of the subject depends on the generative output of habitus and capital which is adapted to the field through capital conversion.

A person's life journey is relatively stable until a vital event disturbs him. Life events provide periods when a person must evaluate his or her journey. Changes in life events that are experienced provide opportunities for changes in attitudes and behavior. These changes will also impact on many areas of a person's life. Indirectly, there is a connection between a person's life events and their decisions as well as their long-term mobility, social and familial relationships (Friedman, 2016; McCarthy et al., 2021).

Nur Cholis Huda (NCH) is a Muhammadiyah figure from East Java Province. NCH is very active in the Muhammadiyah organization. He was trusted as regional leader of the East Java Muhammadiyah (PWM) for six periods. NCH's involvement has been going on since 1990. This means that NCH has carried out its mandate as one of the leaders of large Islamic organizations in Indonesia for 32 years. His position ends in 2022. NCH is no longer willing to carry out the mandate because he will focus on family (San, 2022).

At first NCH was nobody. He did not come from a famous family or born into a rich and respected family. Throughout his life, his existence as a well-known writer and preacher, especially within the Muhammadiyah institution, has been a long journey in the writing arena. This is an interesting trajectory to study in more depth.

One's life as history supports the tendency to make oneself the ideologue of one's life (Bourdieu, 2018). Trajectory studies are carried out comprehensively by selecting several events. The next step gives meaning to these events by connecting them causally and logically. The chronology of NCH's journey began when he was forced to attend a teacher training school (SPG) in Surabaya after completing junior high school (SMP) or tsanawiyah at the Maskumambang Gresik Islamic Boarding School. NCH does not have economic capital. His parents also could not afford his educational costs. Because of this, NCH had to fight hard to survive in Surabaya. The goal is to improve one's existence and career. This is in line with the opinion of Joy et al., (2020) about the career experiences of migrants in general.

To survive, NCH had to work as a laborer in a shrimp factory. Next, he worked part-time as a journalist for the Surabaya Post newspaper. NCH is trusted as a music journalist to fill the column

on Sunday. In his next position, he succeeded in entering the world of education at the Faculty of Religion and Da'wah Muhammadiyah Surabaya. Automatically, at this university, NCH studied religious knowledge, especially Islam. This characteristic is what makes one human being different from another human being. This process must be passed so that humans can position other humans appropriately. Character is the mental strength and moral strength that is the driving force that makes one individual different from another. Character education is crucial to strengthen and develop each individual's life values so that they can live in society, nation and state. This capital is also the basis for developing ways of thinking and acting (de Moll et al., 2023; Rahmayanti et al., 2021).

Conflict began to emerge at that time. He must survive by working as a music journalist. On the one hand, some people in the arena view NCH's work as contradictory to his education. The professions of preachers and music journalists are opposites. This is because the trajectory cannot be separated from societal reactions and changing times. This fact is from Bourdieu's view because there is a mismatch between the field and the NCH habitus in this critical situation. Therefore, NCH needs a fundamental reason to link its structure and agency (Rafieian & Davis, 2016). Therefore, NCH reflected quickly. This is necessary to make various decisions about the complexity and changes in the situation experienced (Telling, 2016). Finally, NCH left the world of music journalism, but remained determined as a writer and preacher. NCH's habit as a writer emerged since studying at the Karangasem Islamic Boarding School, Paciran, Lamongan, East Java. This habit continued while at the Maskumambang Islamic Boarding School, Gresik, East Java. NCH was very inspired by the lecture style of the kiai at the Maskumambang Islamic Boarding School. As an agent, NCH's literacy habitus of reading and writing began to be structured in that place.

In the early 21st century, arena theory has become the dominant approach to studying social space. Pierre Bourdieu's various writings have inspired students and imitators to theorize social space as a field of power and domination, then apply this relational approach to many empirical problems. Most accept the basic conceptual framework that social space consists of strategic actors with habitus and capital based on their respective structural positions. They also struggle to perpetuate dominance through power struggles (Liu, 2021). Therefore, someone who successfully contests can reflect well on his life. This can be interpreted as meaning that habitus can reflect social change, both vertical and horizontal (Decoteau, 2016), the psychosocial environment (Reay, 2015), as well as playing an essential role in sociocultural reproduction (de Moll et al., 2023).

Society has changed massively since the mid-20th century (Omahony, 2023). Changes are increasing with advances in technology and information. Supporting elements such as the internet and social media are increasingly accelerating change. Society no longer defines the reality of social life as a construction of stigma and legitimate claims. The behavior of actors through their culture has been a huge mistake; culturalism stigmatizes and reifies. Culture is a social construction that determines a community's identity. Every individual is usually required to obey the culture of his community. This is an important dimension in understanding its existence (Dubet, 2021).

The NCH trajectory can be treated as a life history because it is a narrative that forms unity and coherence like a general representation of a significant and purposeful sequence of events as in the literary tradition. This means that when the trajectory is narrated it must form a unity based on the conventional chronologically of a series of events, just like when writing a narrative in a literary work. The trajectory of NCH achievements, career development, life choices and tastes, etc. is completely arbitrary, but still logical or reasonable. Trajectory seeks to show that understanding and describing life as history is one of the commonsense ideas that has been smuggled into the learned universe (Bourdieu, 2018) and must be critically examined. In other words, Bourdieu claims that the idea of life as a coherent whole, which can be told in chronological order, is what Roland Barthes called the myth of everyday life: the representation of historically or socially constructed concepts as natural facts (Kolkenbrock, 2017).

A study of the world of authorship has been carried out by Marahayu et al. (2022) and Upartini (2023). The trajectories of poet Dharmadi and writer Abdullah bin Muhammad al-Misri are studied in it. Dharmadi played a vital role in local Banyumas literature, while Abdullah bin Muhammad al-Misri

was one of the authors of the classical Malay era. Therefore, research on the Trajectory of Muhammadiyah Figure Nur Cholis Huda in the Indonesian Writing Arena can complement studies in the world of literature. This research aims to describe the trajectory of Nur Cholis Huda's habitus, capital and arena in the writing world. By understanding the NCH trajectories, an agent who wants to dominate in the arena of literary cultural production, of course must have or have a habitus that supports it, appropriate capital, especially literary literacy cultural capital, and be able to contest in the arena of cultural production, especially in the digital publishing industry like today.

METHOD

This research is a qualitative descriptive type of research using Bourdieu's biographical narrative interview model. Narrative interviews are carried out without structured tools because they are adapted to the informant's life story and situational context (Muylaert et al., 2014). Qualitative research is usually used for social research in nature or about people's lives and describes natural and existing conditions in the field (Fadli, 2021). This model allows researchers to understand the phenomenon of comprehensive social relations. In addition, this model not only addresses the problem, but also builds the research design. Includes research examples, initial narrative questions, and follow-up questions. Therefore, the researcher conducted two interview sessions. In the first interview session, the informant talked about everything without stopping. Informants can tell all critical events in their lives and social contexts (Muylaert et al., 2014). In this session the informant talks about his life story. Next, in the second session, the researcher asked questions about the topics that the informants had conveyed in the first session. At this stage, the theory studied is put into practice related to the writing trajectory. In this way, researchers can discuss narratives or other topics, while limiting the possibility of influencing the informants' thoughts or opinions. The research steps are divided into several stages. The research stages are presented as in Figure 2.
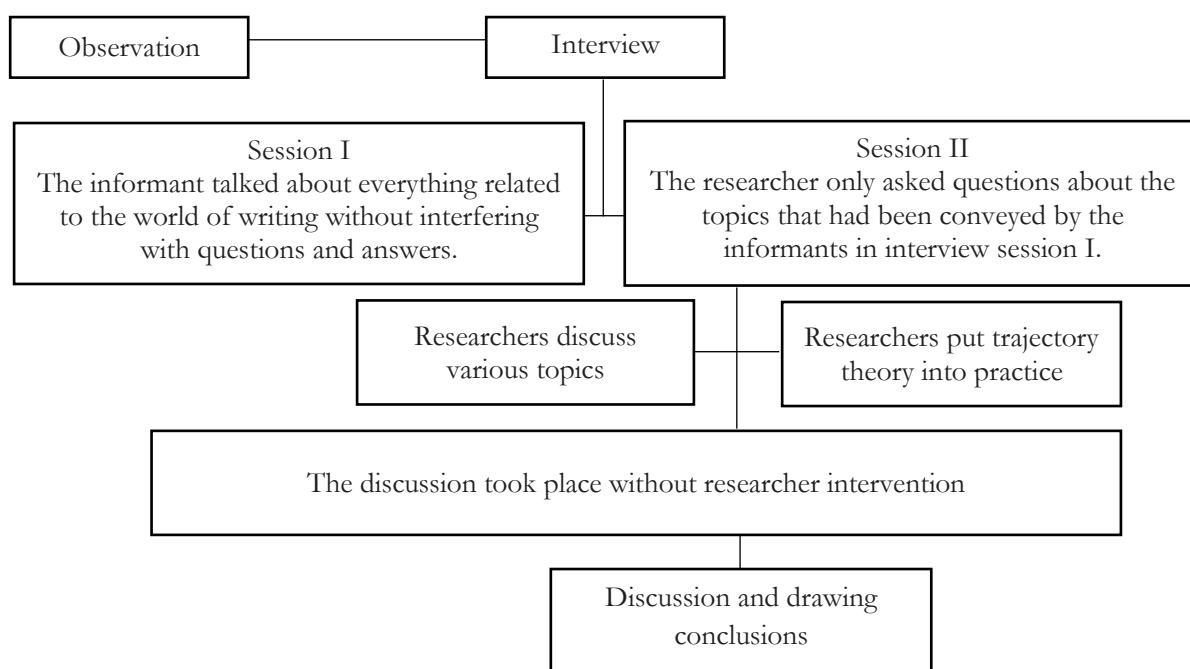
Figure 2
NCH Trajectory Research Steps

Observations were carried out by seeking information from primary informants, secondary informants, as well as tracking and reading works. The main informant is NCH, secondary informants are the author's children and siblings. Interviews with key informants were conducted in two sessions, namely session I in the form of questions and answers and session II following up on various

information related to practice, capital, habitus and arena. In session I, the informant expressed views, experiences and events that he felt were very meaningful for his life. In session II, the informant presented various interesting topics in more depth. Discussions in session I and session II took place without researcher intervention. To validate data from the main informant, interviews were conducted with NCH's children and siblings. Apart from that, various literature, writings and sources closely related to the problem under study are also studied. The next step is to discuss various findings about the NCH trajectory to conclude about this research.

RESULTS AND DISCUSSION

Discussing trajectories cannot be separated from the leading theory initiated by Bourdieu, known as generative structuralism, constructive structuralism, or practice theory. By referring to Bourdieu's theory, the NCH trajectory can be written as in Table 1.

Table 1
NCH Factors, Indicators, and Trajectory Findings

No	Factor	Indicators	Findings
1	Historical and social contex	Historical and social context can influence how a person grows and develops, as well as the choices and opportunities that are available.	Description of NCH's life journey. Starting from living in an Islamic boarding school to becoming a journalist, writer, preacher, and serving as one of the leaders of the East Java Muhammadiyah Region.
2	Life experience	A person's life experiences, including significant events such as marriage, divorce, death of someone close to them, or traumatic experiences, can influence their development.	NCH is the first child of 10 siblings. The lack of funds means that NCH only completes education up to the madrasah tsanawiyah level. His parents had to pay for his younger siblings' school fees. However, NCH did not give up hope. He struggled to achieve higher education by working alone even though it was not his field of expertise.
3	Interaction with other people	Interactions with family, friends, and society can influence how a person views themselves and the world around them.	While at the NCH Islamic boarding school, he interacted intensively with fellow students. He also diligently listened to the kiai's lectures. In his spare time, NCH likes to read comics and novels from rental places around the Islamic boarding school. Furthermore, while studying at a teacher training school, NCH expressed his writing in a wall magazine. NCH regularly writes on the wall magazine.
4	Choices and decisions	The choices and decisions a person makes, both personally and professionally, can influence his or her biographical trajectory.	Graduating from a teacher training school, NCH was appointed as a teacher at a state elementary school in Surabaya. Apart from that, NCH works as a music journalist at the Surabaya Post newspaper. Not only that. NCH is also enthusiastic about pursuing a diploma at an Islamic university. However, NCH is hesitant to face a dilemma. He had to choose between pursuing the profession of journalist or preacher.
5	Individual abilities	Individual abilities, such as talents, skills, and intelligence, can also influence a person's development.	His profession as a journalist really supports NCH's writing talent. This capability continues to be developed. At its peak, NCH wrote a report about the Hajj disaster that occurred in 1990. The Hajj pilgrims were trapped in the Mina Tunnel, resulting

in many victims. This work, entitled The Story of the Mina Tunnel Disaster, became phenomenal because it was printed repeatedly. Indirectly, NCH receives royalties which can increase economic capital.

Apart from the factors, indicators and findings in Table 1, the NCH trajectory can be traced based on the educational trajectory. NCH's educational journey started from elementary school in Gresik Regency. Then, NCH completed his undergraduate education at IAIN Surabaya. The NCH education trajectory can be seen in Figure 3.
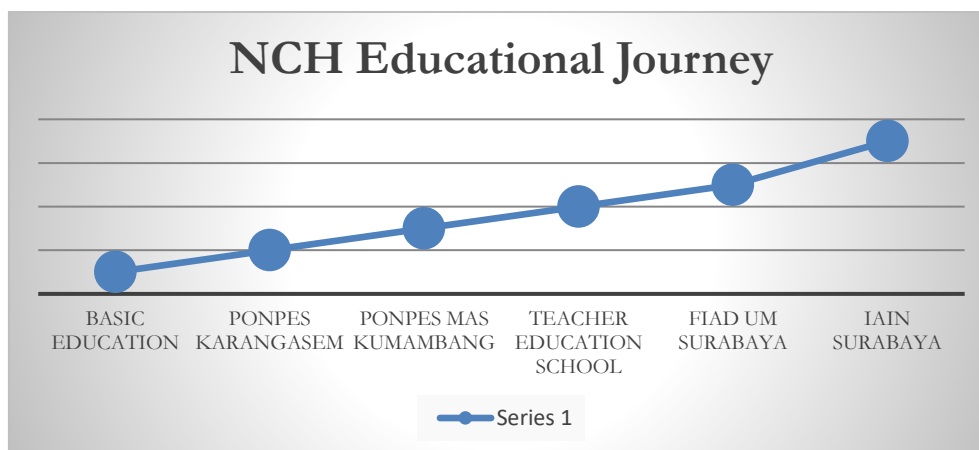
Figure 3
NCH's Educational Journey, from Elementary School to Undergraduate.

Habitus Nur Cholis Huda

The problems of the dichotomy of individual society, agent-social structure, and freedom-terminism can be resolved with the habitus. The external structure influences habitus, as does the agent as an internal structure. Thus, human actions are driven by the above mechanisms (Adib, 2012). NCH's actions are a combination of structural agents that influence his writing journey.

Habits are essential in human development. This is like the opinion developed by Bourdieu. Indirectly, habits will form a character that controls a person's emotions. That is, in any consideration of the history of religion, one can begin with the habitual behavior of embodied beings. The embodiment of habitus in daily practice is the basis of religious life (Turner, 2017).

This habitus was acquired and embedded in NCH's mind since he became a student at the Karangasem Paciran Islamic Boarding School, Lamongan, East Java. He continued this habit when he attended school at Pondok Maskumambang, Dukun District, Gresik Regency, East Java. His literacy in reading and writing began with his love of reading comics and novels by Indonesian writers, such as Hamka and Motinggo Busye. Apart from that, his interest in the language games of the Kiai Leader of Pondok Maskumambang (KH Najik Achyart) led him to develop his writing style and preaching method. The enjoyment of reading various literature greatly influences NCH's critical thinking abilities. Critical thinking must be trained and accustomed. Awareness of the importance of knowledge and critical thinking for NCH is very important to develop in their learning. Thus, indirectly critical thinking skills will stimulate NCH individuals to solve the problems they face, as well as providing provisions for building social relationships (Kamaruddin et al., 2023; Obembe, 2013). NCH's habit of reading various books also had a positive impact. It became cultural capital and academic achievement during school (Gaddis, 2013) and this habitus was carried over to college (Roksa & Robinson, 2017).

Language is a means of conveying the author's ideas, suggestions and messages. Writers can also express ideas in various language styles (Setyawan & Saddhono, 2021). Likewise, NCH's writing style has its characteristics. The language is light and the content of the message is easy to understand. The use of light and easy to understand language is the attraction of NCH's works. This habit ultimately inspired NCH to increase its potential actively. The use of competencies while at school aligns with the results of Brooker's (2015) research. In their success, ensuring that a teacher acknowledges their (and their parents') accomplishments or remains silent and accepts a smaller place in the realm of power within the classroom. While habits are changed, little by little, over time and through experience, teachers' initial impressions and assessments of children can leave permanent imprints on their educational trajectories (Brooker, 2015). In this case, the NCH fields intersect and are constantly regulated, internally and externally. Indirectly, NCH habitus is connected from preschool to further social networks. Apparently, this is necessary to determine the development of their habits (Vuorisalo & Alanen, 2015).

In other words, what is being discussed today is not only about individual habits, social trajectories, or positions in the arena, but also about struggle, history, conflict, and all their excesses. The existence of this egocentrism distortion can also make a person's progress in understanding various events in an arena (Champagne et al., 2020). Everything that is experienced contributes through the mediation of habits to form a response to the stimulus, both now and in the future. Habitus also shapes the stimulus itself, that is, it can be transformed into new strengths (Champagne et al., 2020). For a society, collective habits contribute to a social trajectory or past that can determine the future. Therefore, habitus formation is at the core of all actions. The educational system is the dominant authority in each society based on its curriculum, pedagogical practices, and assessments (Robbins, 2016).

Habits are essential for human development. This is like the opinion developed by Bourdieu. Indirectly, habits will form a character that controls a person's emotions. That is, in any consideration of the history of religion, trajectories can begin with the habitual behavior of embodied beings. The embodiment of habitus in daily practice is the basis of religious life (Turner, 2017). Regarding his school years, NCH was very influential in his writing and preaching journey. A study of this journey was carried out by Knight (2015). For NCH, language is a means of affirming one's existence, or identity. Therefore, his works are also used to convey information, social interaction and a form of expression. This aligns with Ardianto's statement that language is an effective tool for expressing, representing and symbolizing people's culture (Ardianto, 2020).

NCH habitus is a cross between structuring structures. This means that NCH was born from society which at all times influences daily behavior. The structure is a community, social, and environmental group. What is structuring are the factors that influence the agent so that it becomes something in his life.

Persuasive and habitus adjustment training involves emotional control. The feeling game is described as a warm-up of that period of feeling, the history of the direction of the feeling game that gives meaning to the game. How well a person plays a social game depends on the narrative contained in it, position on the field, and various sources of energy, both material and physical capital (Addison, 2017).

In line with Bourdieu's statement, Jenkins (2004) explained that a linguistic habitus includes a cultural tendency to convey something, certain linguistic competencies, and appropriate social potential. NCH has linguistic competence, so his works have very distinctive language play characteristics. Language is not just a medium for expressing thoughts and feelings. Language can also be used to describe the reality of the world. Through language, a person efficiently organizes experiences in his social reality. Language is also a means of speaking between humans. The use of language as a means of communication is essential in modern society. Oral and written language have a very influential role in voicing rights and obligations. The use of written language in humans has experienced rapid development in certain vocabulary. The vocabulary required for written language to be used on social media is very small compared to the vocabulary for writing scientific papers.

Through language, a person can easily control and regulate experiences in the social reality of his life. Language provides a tool or medium for how understanding reality in society. More than that, language is a communication tool that reflects the culture and ideas that develop in the society that uses it (Hermoyo et al., 2023). In the early part of his writing, NCH often creates narratives like in short stories. The language used is everyday language in society. NCH also tries to avoid foreign languages (English). The sentences are short. Similar to newspaper language and a little poppy. The metaphorical analogy is unusual, typical of NCH. In general, the content of the writing is not patronizing. Then, at the end of the article, NCH quoted a section of the Koran or Sunnah as a reinforcement of Islam.

NCH's strategy is to use light and simple Indonesian. The goal is so that readers do not frown when reading the book. NCH tries to express serious ideas with less severe language. For NCH, reading is not a theory book, but a collection of stories. This uniqueness can be seen in a number of his works: *Rumput Tetangga Tidak Lebih Hijau, Mengambil Hikmah dari Setiap Peristiwa* (Huda, 2011), *Hidup Bermakna dengan Memberi, Pesan Inspiratif tentang Agama, Cinta dan Kemanusiaan* (Huda, 2014), *Islam Itu Mudah dan Indah* (2015b), *Berdamai dengan Hari Tua* (Huda, 2015a), *Kasih Ilahi Tak Bertepi* (Huda, 2016), *Jalan Terpendek Menuju Tuhan Pesan Moral Agama dalam Kehidupan* (Huda, 2017a), *WA Hasanah WA Dlalalah* (2017b), *Hidup ini Permainan, tapi Bukan Main-main* (Huda, 2018), *Di Hatiku Ada Kamu* (Huda, 2020), *Jangan Tinggalkan Aku Sendiri* (Huda, 2021), dan *Sang Penggoda* (Huda, 2022).

Almost all of NCH's works have been accepted by the market and have greatly influenced on readers and preachers. His work has been a best seller, bringing in huge economic capital. NCH has good literacy habits, starting from his high interest in reading since he was at the Karangasem, Paciran, Lamongan and Maskumambang Islamic Boarding Schools, Gresik, East Java. NCH's love of reading has provided him with the ability to write well. This is because reading activities are closely related to writing skills. One way to find ideas in reading is by writing (Melati et al., 2023). NCH's choice of words makes his writing feel alive. Indirectly, this gives beauty to his work. Each word chosen has gone through a process of deep reflection so that it can create beauty (Hasanah et al., 2019).

Nur Cholis Huda Capital

Every person has four types of capital whose accumulation varies. Namely: (i) economic capital (in the form of movable and immovable objects); (ii) social capital (the network of relationships that provides resources to obtain social position); (iii) cultural capital (including certificates, knowledge, and speaking style); and (iv) symbolic capital (generating symbolic power; this includes high status and a well-known family name). A person's capital accumulation is significantly influenced by the person's habitus, including the values absorbed from the person's daily family, social and school environment and values developed through individual and collective history. Human actions in the form of practices are determined by their habitus. Individual and collective practices can reflect of their trajectory (Wijaya, 2019). Cultural capital is achieved from appreciation of achievements for his work. Various forms of cultural capital, include knowledge, culture, speaking etiquette, writing competence, character, and relationships. All of this determines a person's position in social life.

Cultural capital is also an instrument in determining social stratification. Cultural capital is an individual's competence in behaving, speaking, socializing, etc. In addition, cultural capital can be realized due to a deep investment process, internalization of individuals' bodies and minds in certain arenas. Cultural capital can be observed in academic degrees, diplomas, personality ethics in human interactions.

NCH's economic capital also increased with book sales and royalties from books that were once best sellers. Symbolic capital is natural and can be a source of power. A form of symbolic capital can be the location of residence. When compared with other capital, symbolic capital tends to be more dominant. Symbolic capital is something that an individual has so that they can have whatever they want. NCH has symbolic capital in the form of a good name that is known to the public as a preacher using light and easy-to-digest languag. Trusted as one of the administrators of the East Java PWM, and has many writings and symbolic capital as a productive writer.

Bourdieu explains that cultural capital is classified into three types: (1). *Embodied state,* can be observed from the perspective of the thoughts and habits of the bodily agent. Additionally, *embodied* informational capital is manifested in the human body as an inseparable unit. (2). *Objectified state*, a condition that has been objectified, such as a cultural product. Several empirical examples, for example, show that although there is freedom of choice in the arts, each person's artistic preferences (e.g., classical, rock, pop, jazz, traditional) are closely related to their social position. (3). *Institutionalized state* is the cultural capital obtained by educational institutions. The more quality educational institutions one attends, the greater the value of the person's cultural capital (Bourdieu, 1996).

NCH has a good literacy habitus, starting from his high interest in reading since he was at the Karangasem, Paciran, Lamongan and Maskumabang Islamic boarding schools, Gresik. When writing, NCH always presents the narrative first. He looked for references from various events in society. Also tries to use light language, also likes to play with the language. Only at the end of the article, NCH emphasized the message conveyed in his article. The comparative metaphor is also more fitting. For example, life is a game, but not a joke, the grass is not greener on the other side, and so on.

Trajectory of Nur Cholis Huda

Trajectory has similarities with history and biography, although each has its characteristics. Both include past events and are subjective. On the one hand, biography supports information in history, on the other hand, history provides context for understanding biography. History cannot release important past events chronologically. Biographies examine the lives of important people who are very influential in society (Ewen, 2020; Sari, 2021).

Biographical trajectory analysis can be done by collecting information about a person's life through interviews, notes, or other documentation, then organizing the information in a chronological format. After that, the information can be analyzed to identify patterns and trends in a person's development, and factors that influence those changes. In this way, biographical trajectory analysis can help understand a person's life development and the particular factors that influenced it.

The movement of change agents in this position space is referred to as a social trajectory or constructed trajectory or biography. Trajectory is explained by Bourdieu (2010) as a series of agent movements in an arena that can change and experience distortion due to the contested distribution of capital. According to the arena, at least one of the four capitals is needed in the form of cultural, economic, social and symbolic capital to obtain consecration in society. Even though its trajectory comes from the lower middle class, NCH is skilled at using its cultural capital, especially linguistic cultural capital.

Nur Cholis Huda Arena

The arena is a place for NCH to compete, compete so that it succeeds in becoming one of the most reliable writers. NCH practice is a combination of habitus and cultural capital in the writing. Practice can be described in three characteristics: 1) practice is always in a certain space and time, 2) practice is not always managed consciously or coincidentally, because it is adapted to a certain level of suitability of the situation, 3) practice is uncertain, fluid, and improvised so that its form very diverse and complex.

In practice, there is always a need for contestation of power. Literary cultural production is also a form of contestation to compete with dominant writers. Many writers who participate in competitions like this are novice writers who do not have much experience in the practice of literary cultural production. However, some professional writers work in this field with the aim of showing differences with mainstream writers.

Based on Bourdieu's theory of practice, it is stated that culture in society is very influential in the writing process without reducing its role as an actor in the arena of contestation. Bourdieu's theory focuses on the economic and political power relationships between individuals and institutions, even with respect to values, tastes, culture and other social elements.

NCH itself really understands the contestation in the world of writing. NCH is also trying to

find strategies and tips so that its writing can attract the interest of its readers. For this reason, NCH tries to read many written references. He reads various literary works such as short stories and novels. Apart from that, developments in society are also followed by various news media. In this way, NCH finds writing models that are considered attarctive. Finally, NCH confirmed his work by narrating, then explaining his ideas. In this way, readers feel they are not being patronized and like NCH's writing style.

CONCLUSION

Research on trajectories is exciting and adds to the research on texts and literature. From the discussion based on the results of interviews with primary informants and secondary informants, it can be concluded that NCH has writing skills that are as good as preaching because: 1). Habitual literacy is acquired from school and does not come from the family structure. 2). NCH can utilize its cultural capital it has and convert it into economic, social, and symbolic capital, and 3). Habitual literacy coupled with cultural solid capital supports the success of Nur Cholis Huda's writing, and ability to compete in the arena of writing and preaching. This research becomes even more meaningful because it teaches us that success in a social arena is not always determined by economic capital as the primary contributor. However, habitus literacy and cultural capital can also make a significant contribution to the arena of world life. Therefore, it is recommended that researchers conduct further literature-based research that is not only based on the sociology of literary works, but uses social theory and humanities research methods.

DECLARATIONS

Author contribution	:	Ali Nuke Affandy leads and is responsible for all research projects on Muhammadiyah figures in East Java. He also wrote the manuscript and collaborated with the second and third authors. R Panji Hermoyo and Yarno participated in data collection in the field, interviews with figures, transcription and analysis. Three authors also revised the manuscript. Three authors approved the final manuscript
Funding statement	:	This research received funding. (This research is funded by the Higher Education Research and Development Council of Muhammadiyah Central Leadership (Muhammadiyah Batch VI Research)), with the contract no.1687.057/PP/I.3/D/2022).
Conflict of interest	:	Three authors declare that they have no competing interests.
Ethics Approval	:	The authors agrees to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Addison, M. (2017). Overcoming Arlie Hochschild's concepts of the 'real' and 'false' self by drawing on Pierre Bourdieu's concept of habitus. *Emotion, Space and Society*, *23*, 9–15. https://doi.org/10.1016/j.emospa.2017.01.003

Adib, M. (2012). Agen dan struktur dalam pandangan Piere Bourdieu. *BioKultur*, *I*(2), 91–110. http://journal.unair.ac.id/download-fullpapers-01 Artikel agen dan struktur dalam pandangan Piere Bouerdieu, Revisi 20 Okt 2012.pdf

Alanen, L., Brooker, L., & Mayall, B. (Eds.). (2015). *Childhood with Bourdieu*. London: Palgrave Macmillan.

Ardianto, A. (2020). Gaya kepenulisan Pramoedya: Stilistika atas roman Bumi Manusia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *6*(1), 39–48. https://doi.org/10.22219/kembara.v6i1.11688

Ayling, P. (2019). Distinction, exclusivity and whiteness: Elite nigerian parents and the international education market. *Distinction, Exclusivity and Whiteness: Elite Nigerian Parents and the International Education Market*, 1–143. https://doi.org/10.1007/978-981-13-5781-7

Bourdieu, P. (1991a). *Language and simbolic power*. Standford University Press.

Bourdieu, P. (1991b). *Outline of theory of Practice*. Cambridge: Cambridge University Press.

Bourdieu, P. (1993). *The Field of cultural production: Essays on Art and Literature* (R. Johnson (Ed.)). Columbia University Press.

Bourdieu, P. (1996). *The Forms of capital*. New York: Greenwood. Press.

Bourdieu, P. (2006). *Distinction: A Social Critique of the Judgement of Taste*. Massachusetts: Harvard University Press.

Bourdieu, P. (2010). *Distinction, A Social critique of the judgement of taste*. London and New York: Routledge.

Bourdieu, P. (2018). *Dominasi maskulin*. (Stephanus Aswar Herwinako, Terjemahan). Yogyakarta: Jalasutra.

Brooker, L. (2015). Cultural capital in the preschool years: Can the State 'Compensate' for the Family? In L. Alanen, L. Brooker, & B. Mayall (Eds.), *Childhood with Bourdieu* (pp. 34–64). London: Palgrave Macmillan.

Champagne, P., Duval, J., Poupeau, F., & Riviere, M.-C. (2020). *Pierre Bourdieu habitus and field, General Sociology, Volume 2* (P. Collier (Ed.)). Cambridge: Polity Press.

de Moll, F., Grecu, A. L., & Hadjar, A. (2023). Students' academic habitus and its relation to family capital: A latent class approach to inequalities among secondary school students. *Sociological Inquiry*, *0*(0), 1–31. https://doi.org/10.1111/soin.12578

Decoteau, C. L. (2016). The reflexive habitus: Critical realist and Bourdieusian social action. *European Journal of Social Theory*, *19*(3), 303–321. https://doi.org/10.1177/1368431015590700

Dubet, F. (2021). The return of society. *European Journal of Social Theory*, *24*(1), 3–21. https://doi.org/10.1177/1368431020950541

Ewen. (2020). *How valid is biography as a historical genre?* Https://Www.Tutorhunt.Com/. https://www.tutorhunt.com/resource/12462/

Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, *21*(1), 33–54. https://doi.org/10.21831/hum.v21i1.38075

Fashri, F. (2014). *Pierre Bourdieu Menyikap Kuasa Simbol*. Yogyakarta: Jalasutra.

Friedman, S. (2016). Habitus clivé and the emotional imprint of social mobility. *Sociological Review*, *64*(1), 129–147. https://doi.org/10.1111/1467-954X.12280

Gaddis, S. M. (2013). The influence of habitus in the relationship between cultural capital and academic achievement. *Social Science Research*, *42*(1), 1–13. https://doi.org/10.1016/j.ssresearch.2012.08.002

Harker, R. K., Mahar, C., & Wilkes, C. (2009). *(Habitus x modal) + ranah = praktik: Pengantar paling komprehensif kepada pemikiran Pierre Bourdieu*. (Pipit Maizier, penerjemah). Yogyakarta: Jalasutra.

Hasanah, D. U., Achsani, F., & Akbar Al Aziz, I. S. (2019). Analisis penggunaan gaya bahasa pada puisi-puisi karya Fadli Zon. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *5*(1), 13–26. https://doi.org/10.22219/kembara.vol5.no1.13-26

Hermoyo, R. P., Affandy, A. N., & Wahono. (2023). *Optimizing the use of polite language in responding to sexual harassment news on social media*. 392–401. https://doi.org/10.2991/978-2-38476-022-0_42

Huda, N. C. (2011). *Rumput tetangga tidak lebih hijau, mengambil hikmah dari setiap peristiwa*. Surabaya: Hikmah Press.

Huda, N. C. (2014). *Hidup bermakna dengan memberi, pesan inspiratif tentang agama, cinta dan kemanusiaan*. Surabaya: Hikmah Press.

Huda, N. C. (2015a). *Berdamai dengan hari tua*. Surabaya: Hikmah Press.

Huda, N. C. (2015b). *Islam itu mudah dan indah*. Surabaya: Hikmah Press.

Huda, N. C. (2016). *Kasih Ilahi tak bertepi*. Surabaya: Hikmah Press.

Huda, N. C. (2017a). *Jalan terpendek menuju tuhan pesan moral agama dalam kehidupan*. Surabaya: Hikmah

Press.

Huda, N. C. (2017b). *WA Hasanah WA Dlalalah*. Surabaya: Hikmah Press.

Huda, N. C. (2018). *Hidup ini permainan, tapi bukan main-main*. Surabaya: Hikmah Press.

Huda, N. C. (2020). *Di hatiku Ada Kamu*. Surabaya: Hikmah Press.

Huda, N. C. (2021). *Jangan tinggalkan aku sendiri*. Surabaya: Hikmah Press.

Huda, N. C. (2022). *Sang penggoda*. Surabaya: Hikmah Press.

Jenkins, R. (2004). *Membaca pikiran Pierre Bourdieu* (Nurhadi (Ed.)). Yogyakarta: Kreasi Wacana.

Joy, S., Game, A. M., & Toshniwal, I. G. (2020). Applying Bourdieu's capital-field-habitus framework to migrant careers: taking stock and adding a transnational perspective. *International Journal of Human Resource Management*, *31*(20), 2541–2564. https://doi.org/10.1080/09585192.2018.1454490

Kamaruddin, A., Patmasari, A., Agussatriana, Whanchit, W., Suriaman, A., & Nadrun. (2023). The effect of the inquiry-based learning (IBL) model on EFL students' critical thinking skills Nadrun. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 15–23. https://doi.org/10.22219/kembara.v9i1.22766

Knight, A. (2015). 'A fish in water?' social lives and local connections: the case of young people who travel outside their local areas to secondary school. In L. Alanen, L. Brooker, & B. Mayall (Eds.), *Childhood with Bourdieu* (pp. 99–119). London: Palgrave Macmillan.

Kolkenbrock, M. (2017). Life as trajectory: Pierre Bourdieu's 'The Biographical Illusion' (1986). *Biography in Theory*, *1*(1986), 217–228. https://doi.org/10.1515/9783110516678-037

Liu, S. (2021). Between social spaces. *European Journal of Social Theory*, *24*(1), 123–139. https://doi.org/10.1177/1368431020905258

MacKenzie, A., Chiang, T. H., & Thurston, A. (2022). New insights on the persistence and reproduction of educational inequality and injustice: Towards a synthesis of Nussbaum's capabilities approach and Bourdieu's theories. *International Journal of Educational Research*, *115*(January), 102032. https://doi.org/10.1016/j.ijer.2022.102032

Marahayu, N. M., Octaria Putri Nurharyani, & Bivit Anggoro Prasetyo Nugroho. (2022). Habitus dan lintasan dharmadi dalam eksistensi kepenyairan sastra Banyumas. *Bahtera Indonesia; Jurnal Penelitian Bahasa dan Sastra Indonesia*, *7*(2), 378–391. https://doi.org/10.31943/bi.v7i2.161

McCarthy, L., Delbosc, A., Currie, G., & Molloy, A. (2021). Trajectories and transitions: Mobility after parenthood. *Transportation*, *48*(1), 239–256. https://doi.org/10.1007/s11116-019-10051-5

Melati, B., Laili, R. E., Markhamah, & Ku-Ares, T. (2023). Evaluasi CIPP pembelajaran keterampilan membaca di program studi pendidikan bahasa dan sastra Indonesia: Analisis proses dan produk. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 1–14. https://doi.org/10.22219/kembara.v9i1.23516

Muylaert, C. J., Sarubbi Jr, V., Gallo, P. R., Neto, M. L. R., & Reis, A. O. A. (2014). Narrative interviews: an important resource in qualitative research. *Revista Da Escola de Enfermagem Da USP*, *48*(spe2), 184–189. https://doi.org/10.1590/s0080-623420140000800027

Neuman, W. L. (2017). *Metodologi Penelitian Sosial: Pendekatan Kualitatif dan Kuantitatif* (E. T. Sofia (Ed.); 7th ed.). Jakarta: Indeks.

Obembe, D. (2013). Knowledge sharing, sustained relationships and the habitus. *Management Learning*, *44*(4), 355–372. https://doi.org/10.1177/1350507612450988

Omahony, P. (2023). Introduction to special issue: The critical theory of society. *European Journal of Social Theory*, 1–15. https://doi.org/10.1177/13684310231154081

Rafieian, S., & Davis, H. (2016). Dissociation, reflexivity and habitus. *European Journal of Social Theory*, *19*(4), 556–573. https://doi.org/10.1177/1368431016646516

Rahmayanti, R. D., Yarno, & Hermoyo, R. P. (2021). Pendidikan karakter dalam film animasi Riko The Series produksi garis sepuluh. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(1), 157–172. https://doi.org/10.22219/kembara.v7i1.15139

Reay, D. (2015). Habitus and the psychosocial: Bourdieu with feelings. *Cambridge Journal of Education*, *45*(1), 9–23. https://doi.org/10.1080/0305764X.2014.990420

Robbins, D. (2016). *The Anthem Companion to Pierre Bourdieu* (D. Robbins (Ed.)). UK: Anthem Press.

Roksa, J., & Robinson, K. J. (2017). Cultural capital and habitus in context: the importance of high school college-going culture. *British Journal of Sociology of Education*, *38*(8), 1230–1244. https://doi.org/10.1080/01425692.2016.1251301

San, A. (2022). *Daftar pimpinan Muhammadiyah terlama masuk PWM Jatim, Panduan untuk Musywil.* Https://Klikmu.Co/Daftar-Pimpinan-Muhammadiyah-Terlama-Masuk-Pwm-Jatim-Panduan-Untuk-Musywil/.https://klikmu.co/daftar-pimpinan-muhammadiyah-terlama-masuk-pwm-jatim-panduan-untuk-musywil/

Sari, Y. (2021). Peran dari biografi dalam sejarah intelektual. *Jurnal Pustaka Ilmiah*, *7*(1), 54-63. https://doi.org/10.20961/jpi.v7i1.50940

Setyawan, B. W., & Saddhono, K. (2021). Gaya kebahasaan Rahmat Djoko Pradopo dalam antologi "Geguritan Abang Mbranang." *KEMBARA Journal of Scientific Language Literature and Teaching*, *6*(2), 142–155. https://doi.org/10.22219/kembara.v6i2.13618

Telling, K. (2016). Bourdieu and the problem of reflexivity: Recent answers to some old questions. *European Journal of Social Theory*, *19*(1), 146–156. https://doi.org/10.1177/1368431014562708

Turner, B. S. (2017). Ritual, belief and habituation: Religion and religions from the axial age to the Anthropocene. *European Journal of Social Theory*, *20*(1), 132–145. https://doi.org/10.1177/1368431016645355

Upartini, D. P. (2023). Posisi dan strategi Abdullah bin Muhammad Al-Misri dalam arena sastra Melayu Klasik. *Arif: Jurnal Sastra dan Kearifan Lokal*, *2*(2), 323–348. https://doi.org/10.21009/arif.022.08

Vuorisalo, M., & Alanen, L. (2015). Early childhood education as a social field: Everyday struggles and practices of dominance. In L. Alanen, L. Brooker, & B. Mayall (Eds.), *Childhood with Bourdieu* (pp. 78–98). London: Palgrave Macmillan.

Wijaya, I. N. (2019). Biography as a source and a methodology in humanities research. *Jurnal Humaniora*, *31*(3), 238-252. https://doi.org/10.22146/jh.47412

Social Pathology in *Penyalin Cahaya* Film: A Study of Sociology of Literature

(Patologi Sosial dalam Film *Penyalin Cahaya:* Kajian Sosiologi Sastra)

Herman Rusli*
Universitas Syiah Kuala, Indonesia
herman_rn@usk.ac.id

Mukhlis
Universitas Syiah Kuala, Indonesia
mukhlishamid@usk.ac.id

Wulan Farah Diba
Universitas Syiah Kuala, Indonesia
wulanfarahdiba@gmail.com

*Corresponding author: Herman Rusli | email: herman_rn@usk.ac.id

Abstract: Social pathology often occurs in everyday life. Social pathology as a deviation of social behavior occurs due to various factors. These symptoms can arise from individual or group factors. Social deviations often also appear in literature and films. One of the films that most addresses social pathology is "Penyalin Cahaya" directed by Raphael Wregas Bhanuteja. The study of social pathology in films is very important to be examined because films are often used as examples by the audience. This study aims to examine social pathology in the film "Penyalin Cahaya". The key question to be answered is what forms of social pathology are found in the film "Penyalin Cahaya". This research uses a qualitative descriptive approach. The data source used is the film "Penyalin Cahaya" which has been nominated for the 2022 Piala Citra. The research data are dialogues and scenes that contain forms of social pathology. Data collection techniques include observation, observation, and documentation. The results show that (1) social pathology in the film "Penyalin Cahaya" occurs in the form of mental disorders, criminality, corruption, alcohol, drugs, and pornography; (2) the depiction of social pathology in this film is through dialogues, scenes, and the portrayal of criminal events (data theft, illegal thesis sales, violence, obstruction of justice), corruption, alcohol (binge drinking), drugs (marijuana), and pornography (sexual harassment). It can be concluded that this film contains many social deviations shown through dialogues and scenes. These social pathologies serve as education for every viewer and the general public.

| Keywords | film, social pathology, *Penyalin Cahaya*, sociology of literature |

Abstrak: Patologi sosial sering terjadi dalam kehidupan sehari-hari. Patologi sosial sebagai penyimpangan perilaku sosial terjadi karena berbagai faktor. Gejala ini dapat muncul dari faktor individu maupun kelompok. Penyimpangan sosial sering pula muncul dalam karya sastra dan film. Salah satu film yang paling banyak mengangkat patologi sosial adalah *Penyalin Cahaya* yang disutradari oleh Raphael Wregas Bhanuteja. Patologi sosial dalam film sangat penting diteliti karena sering film sering dijadikan contoh oleh para penonton. Kajian ini bertujuan menelaah patologi sosial dalam film *Penyalin Cahaya*. Pertanyaan penting yang akan dijawab adalah bentuk patologi sosial apa saja yang terdapat dalam film *Penyalin Cahaya*. Penelitian ini mengunakan pendekatan deksriptif kualitatif. Sumber data yang digunakan adalah film *Penyalin Cahaya* yang sudah mendapatkan nominasi Piala Citra tahun 2022. Data penelitian adalah dialog dan adegan yang mengandung bentuk patologi sosial. Teknik pengumpulan data secara observasi, pengamatan, dan dokumentasi. Hasil penelitian memperlihatkan bahwa (1) patologi sosial dalam film *Penyalin Cahaya* terjadi dalam bentuk gangguan mental (*mental disorders*), kriminalitas, korupsi, minuman keras, narkoba, dan pornografi; (2) penggambaran patologi sosial yang terdapat dalam film ini melalui dialog, adegan, dan penampilan peristiwa kriminalitas (pencurian data, penjualan skripsi ilegal, kekerasan, *obstruction of justice*), korupsi, minuman keras (mabuk-mabukan), narkoba (ganja), dan pornografi (pelecehan seksual). Dapat disimpulkan bahwa film ini terdapat banyak penyimpangan sosial yang diperlihatkan melalui dialog dan adegan. Patologi sosial tersebut menjadi edukasi bagi setiap penonton dan masyarakat luas.

| Kata Kunci | Film, patologi sosial, *Penyalin Cahaya*, sosiologi sastra |

INTRODUCTION

Movies are literary works that have evolved from textual forms to audiovisual forms. They fall into the category of cinematographic works (Alfathoni & Manesah, 2020), originating from the words cinema, meaning 'motion', and tho, meaning 'light'. In other words, films are a medium of painting motion with the

aid of light (Nugrahani, 2017). Films are considered literary works because they contain similar characteristics and elements to other literary works, such as themes, characters, plot, setting, and message. The difference between films and literary texts lies only in the presentation medium (Sutrisno, 2020). Additionally, extrinsic elements of films are not found in other literary works such as novels, but extrinsic elements of novels can still be found in films (Rusli, 2018). Therefore, many literary works have been adapted into films (Kurniati et al., 2023).

As literary works, films represent the author's imagination closely related to society. Films are related to sociological studies because they are connected to human social life in a particular time and place (Ahmadi, 2020). The interaction between film and literature is evident in their efforts to represent real social life in an imaginative form (Hargita & Nurhadi, 2023). The social life depicted in films cannot be separated from the author's culture and the culture of the characters, thus forming a collective culture in the created work (Tasoulis et al., 2023). Therefore, films can be analyzed from the perspective of literary sociology, which examines the relationship between literature and society.

In literary studies, the study that connects literature with societal life is called literary sociology (Alwaqaa, 2020). The sociological approach to literature stems from literary works that are related to society because literary works are produced by authors who are members of society, and they utilize the richness present in society, with the resulting works being enjoyed by society (Nuri, 2017). Films are known to be produced based on issues that are occurring in society at the time. These social issues are not always positive events but can also be negative events (Ayuseptiwi & Widiati, 2021). Nevertheless, the values in literary works are a result of what exists in the real world. If journalistic works are seen as information media that also construct social constructions (Setiawan et al., 2022), films can be seen as information media that convey two things: social constructions and social pathologies (Burlian, 2016; Rusli, 2018a).

Social pathology is behavior that deviates from the existing norms in society and can cause harm to individuals or groups (Lestari et al., 2019). Social pathology is also defined as social behaviors considered deviant, caused by many social factors inherent in humans living in society (Burlian, 2016). This deviation occurs because individuals fail to adapt to the social environment or a specific group within society (Sudarsi et al., 2022; Sulaiman, 2020). Society is likened to an organism unit in which if one part feels pain, other parts will also be affected (Rahmayanti et al., 2021).

Paisol Burlian in his book "Social Pathology" divides social pathology into 10 types, namely mental disorders, criminality, gambling, corruption, alcoholism, drug abuse, prostitution, pornography, motorcycle gangs, social conflicts, and thuggery (Burlian, 2016). Mental disorders refer to deviations from an individual's psyche and physical being that can cause problems in life (Kumowal et al., 2022). Mental disorders are considered a social disease because they can lead to uncontrolled impulsive behavior in sufferers, disrupting their interactions with society (World Health Organization, 2022).

Next, criminality is considered criminal behavior that violates a country's laws and brings economic and psychological losses to society, thus falling under social pathology (Putra et al., 2020). Criminality is caused by various factors such as revenge against a group or individual, or economic difficulties that drive someone to commit crimes such as robbery, theft, violence, or murder (Welsh et al., 2011). Furthermore, gambling is considered a social pathology because it is seen as a deliberate behavior to profit from the losses of others (Situmeang, 2020). Gambling involves betting money or goods in large or small amounts that will be used as payment when someone wins the bet.

Corruption is also part of social pathology because it is a behavior that exploits power and positions in a country or institution to enrich oneself at the expense of others (Wakarmamu & Haryanti, 2022). Corruption comes in many forms, including bribery, embezzlement, extortion against a group or individual, and other actions that can harm one party. Drinking alcoholic beverages to intoxication for pleasure is also considered a social pathology (Burlian, 2016). Besides alcohol consumption, drug abuse is also classified as a social pathology because it can cause intoxicating effects and harm the consumer (Ayuseptiwi & Widiati, 2021).

Engaging in prostitution falls into the category of social pathology (Ati, 2020). In several major cities, prostitution is often pursued as a means of livelihood and a specific business to reap profits. Pornography is also part of social pathology as it involves behaviors that display erotic acts to stimulate desire, whether in the

form of videos, images, or text (Sulaiman, 2020). Furthermore, social conflicts and thuggery are also seen as social pathologies because these actions seek to suppress a group of people to benefit one's group (Burlian, 2016). Examples of such social conflict include war or territorial disputes conducted by certain groups against others. All these events are depicted through characters, making characters an important medium for conveying socio-cultural messages (Rumaf & Al. Jumroh, 2018).

Although considered deviant behavior or attitudes against societal norms, social pathology is often depicted in films. Social pathology is believed to bring conflicts and events to life in films. Therefore, research on social pathology in films is crucial. This research serves as an education that there are many deviations of social behavior displayed in films, which can be used as a learning tool that pathology is a behavior to be avoided, shunned, and minimized.

Research on social pathology in film texts and literary works has been conducted by many. Megawulandari et al. studied *Social Pathology in the Novel "Rembulan Tenggelam di Wajahmu"* by Tere Liye, which resulted in a study of forms of social pathology including criminality, gambling, alcohol consumption, corruption, and prostitution (Megawulandari et al., 2019). John W. Lannamann and Sheila McNamee conducted a study titled *Unsettling Trauma: From Individual Pathology to Social Pathology* (Lannamann & McNamee, 2020). Another study by Ayuseptiwi & Widiati titled **Social Pathology in a Collection of Short Stories by Female Prisoners and Its Utilization as an Alternative Source of Literature Appreciation Teaching Materials in High Schools* (Ayuseptiwi & Widiati, 2021). Another study by Adieb Ahmad Baihaqi and Pana Pramulia titled *Analysis of Social Actions in the Film Ambu by Titien Wattimena and Farid Dermawan* (Baihaqi & Pramulia, 2023).

So far, no research has been found on social pathology in the film *Penyalin Cahaya.* However, this film is very popular among audiences, especially teenagers. *Penyalin Cahaya* also addresses many social pathologies in the lives of teenagers and the education system, making it important to study. This research serves as an illustration that films are very susceptible to depicting social pathologies. It is hoped that this research can serve as a reason for every cinematographer to be careful in making films that contain many social deviations. Likewise, for every parent, they should be careful in choosing the entertainment for their children.

This research is dedicated to the film *Penyalin Cahaya* because it addresses social issues that occur in society in general. This demonstrates that events in society influence the formation of a work (Rusli, 2018). This film is unique because it combines two literary elements, namely film literature with theater literature in the form of the story of Greek mythology involving Medusa, Poison, and Perseus. The film is also interesting because it portrays both the positive and negative aspects of life simultaneously in one story.

METHOD

This study falls into the category of descriptive research with a qualitative approach, as the data used are not numerical (Sugiyono, 2013). The data in this study consist of excerpts from scenes in the film "Penyalin Cahaya" (The Copyist of Light). Each scene selected for the study will be described and analyzed using a sociological literary approach, which is a literary criticism approach that connects social life with the literary text itself (Islahuddin et al., 2020). The data source is the film "Penyalin Cahaya" directed by Wregas Bhanuteja, with a duration of 2 hours and 10 minutes. This film was produced by Rekata Studio and has received the Piala Citra award for the best longest film.

Data collection was done by repeatedly watching the film "Penyalin Cahaya", capturing social pathological behaviors in the form of scenes or dialogues, taking screenshots according to the social pathology found, then tabulating and classifying the data based on forms of social pathology. After the data classification was completed, data description and analysis were conducted. Data analysis was guided by the sociological literary approach, which connects social deviations in the film to real-life conditions in everyday life.

The results of this study are in the form of a descriptive analysis of social pathological facts found in dialogues and scenes. The research data consists of dialogues and scenes in the film that contain elements and forms of social pathology. The data collection steps for data analysis can be illustrated in the following diagram 1 below.

Figure 1
Data Collection and Analysis Procedures

RESULTS AND DISCUSSION

Films often depict social deviations in various scenes. This may be done by the screenplay writer and director to attract the audience's interest. In another form, the social deviations depicted could provoke conflict, as conflict is crucial in a story, including those in films (Murtala et al., 2019). Risal and Fitria stated that social deviations in films can occur in the form of physical and mental violence (Risal & Nisa, 2021). The same is conveyed by Kasmawati et al. in their article *Reconstructing Social Phenomena in the Film "Adagium" by Rizal Mantopani*. It is mentioned that social deviations occur due to social phenomena such as friendship, romance, and cybercrime (Kasmawati et al., 2023). In America Latin, social pathology often occurs due to cultural influences, such as attempting to belittle the culture of others (Pereira, 2021). Furthermore, social deviations or pathologies also occur due to gender issues, including in schools (Mujica-Johnson et al., 2023).

To strengthen previous research findings, while considering differences in findings, further research on different objects is needed. Therefore, this study attempts to examine forms of social pathology in the film *"Penyalin Cahaya"*. The forms of social pathology that guide the analysis of this research are based on Paisol Burlian's theory in his book "Social Pathology" (Burlian, 2016). Burlian divides the forms of social pathology into 10 types. However, this study only found six forms of social pathology that appeared very significantly.

The data findings were obtained based on repeated viewing of the film *"Penyalin Cahaya"*. After watching repeatedly and taking screenshots by photographing the images of social deviations that occurred, six forms of social pathology that were very significant were found, including mental disorder social pathology with 2 data, criminalization with 16 data, corruption with 1 data, alcohol with 14 data, drugs with 2 data, and pornography with 8 data. Overall, the forms of social pathology in the film *"Penyalin Cahaya"* amounted to 43 data. Here are the detailed results of the research on the forms of social pathology in the film *"Penyalin Cahaya"*.

Social Pathology of Mental Disorders

Two pieces of data strongly point to a form of social pathology of mental disorder in the film *"Penyalin Cahaya"*. This data can be seen in the scene of mental illness experienced by a character named Tariq. This data represents social deviations that arise due to the mental influence of the characters. Social pathology in the form of mental disorders can be seen in Table 1 below.

Table 1
Social Pathology in the Form of Mental Disorder

Code	Dialogue/Scene	Minute
[1]	Tariq: This is the medicine I take from a psychiatrist... (Tariq: *Nih. Obat yang Gue minum dari psikiater…*)	00:59:14

[2]   1:41:18

Tariq: Since my mother died, the psychologist advised me to take part in activities to provide distraction...
(Tariq: *Semenjak nyokap Gue meninggal, psikolog nyaranin Gue untuk ikut kegiatan supaya ada distraksi…*)

The data reveals Tariq, a character, crying alone in Rama's house, then taking medication from a psychiatrist from his white shirt pocket. Additionally, Tariq is shown displaying scars on his wrist. His stress stems from family issues following his mother's passing. Individuals with mental disorders often behave in ways that attempt to conceal their weaknesses to be accepted by society. This pressure can lead to stress that triggers impulsive behavior towards others, as seen in Tariq, who tends to be emotional and explosive when interacting with his friends. These findings reinforce the theory of mental disorders, suggesting that individuals with mental disturbances tend to engage in social deviations towards themselves, their environment, and others (Burlian, 2016).

Social Pathology of Crime

Social pathology in the form of criminality depicted in the film *"Penyalin Cahaya"* is identified through 16 instances. The criminal activities portrayed in this film encompass data theft, illegal sale of theses, acts of violence or oppression, dissemination of confidential information, and obstruction of justice aiming to destroy evidence in a case. These various forms of criminal behavior are delineated in the following Table 2.

Table 2
Social Pathology in the Form of Crime

Code	Dialogue/Scene	Minute
[3]	Suryani: Yes, that's it. If I play a dangdut song, the sign is that I'm still drinking. If I play a rock song, that's a sign that it's over. You can tell him to take it off. (Suryani: *Ya dah gini dah. Nih, kalo Gue lagi muter lagu dangdut, tu tandanya Gue masih ngopy. Nah, kalo Gue puter lagu rock, tu tandanya Gue dah kelar. Lo boleh tu, suruh dia cabut.*)	00:36:48
[4]	Amin: Sur, what's up with you? Suryani: Why have you been stealing this data all this time? Why, huh?! (Amin: *Sur, tai ya Lo apaan sih Lo!* Suryani: *Selama ini Lo ngapain nyolong data ini? Kenapa, hah?!*)	1:24:06
[5]	Suryani: I've sorted it. There are three theses from three majors here. I'll help you sell. (Suryani: *Gue udah sortir. Ada tiga skripsi dari tiga jurusan di sini. Gue bantuin Lo jualan.*)	00:49:18
[6]		00:49:53

[7]		00:52:10
[8]	Suryani: This is the evidence I collected. This is last year's photo. This indicates hazing in the theater, sir. (Suryani: *Ini bukti yang saya kumpulkan. Ini foto tahun lalu. Ini menunjukkan adanya perpeloncoan di teater, Pak.*)	00:53:19
[9]	Suryani: I never made that data viral. I provided the data to the Code of Ethics Board for investigation. If there is an error in distribution, the board should be the one to blame! (Suryani: *Saya tidak pernah memviralkan data itu. Saya memberian data itu kepada Dewan Kode Etik untuk pengusutan. Kalo ada kesalahan dalam penyebaran seharusnya dewan itu yang disalahkan!*)	1:32:19
[10]		1:58:24

Data [3] illustrates the process of copying data from theater members that Suryani is attempting to transfer to her laptop. Suryani asks Amin, the owner of the photocopier, to help her successfully copy the data. This action falls under criminal activity as it constitutes an attempt to steal data. Data [4] clarifies Amin's behavior, who has also been stealing data from students using his photocopying services, including Suryani's data such as photos. This dialogue scene further emphasizes the criminality of Amin's actions.

Additionally, data [5] depicts a scene where Suryani shows several flash drives containing the theses of students from three departments in her hands. Suryani states that she will help Amin sell the theses. Data [6] shows Amin and Suryani engaging in a transaction with one of the buyers of illegal Russian theses. All these scenes point to criminality in the form of data theft. This behavior is a social pathology because it is strongly prohibited both morally and religiously.

Data [7] shows violence and bullying within the theater. The victim's eyes are covered with cloth, and the perpetrator pulls the cloth from behind. This scene is further clarified in data [8], which shows Suryani reporting cases of bullying and violence in the theater to one of her lecturers. From the dialogue of the characters, it is evident that bullying does indeed occur in the theater, especially for new members. This behavior falls under social pathology as it leads to bullying.

Data [9] is a scene that reveals the viral spreading of Suryani's confidential report data, which should have remained private. Data [9] still points to criminal behavior related to data theft. As for data [10], it shows Rama burning a cell phone containing evidence of the abuse he committed. The scene of burning the cell phone falls under social pathology because the evidence of abuse is being destroyed. This phenomenon shows the culture of a place regarding criminal behavior. The process occurs due to pressure and the influence of the surrounding culture (Gobel & Miyamoto, 2023), which has caused psychological fear.

Social Pathology of Corruption

Social pathology in the form of corruption is only found in 1 data, namely the behavior of bribery. Social pathology in the form of bribery is carried out by a figure named Rama with the campus code of ethics. The bribery committed by Rama is an effort to prevent Suryani from investigating the harassment case committed by Rama.

Table 3
Forms of Social Pathology of Corruption

Code	Dialogue/Scene	Minute
[11]	Tariq: …Didn't you see how rich Rama's father is? You've stolen Sur's data, you've hacked people, you've all beaten people and you've held people captive, we're the ones being prosecuted, we're the ones in prison! Do you want to be remembered as the person who was ganged up on and took photos of it and stuck it until you died? What do you want to hope for on campus? They favor that bastard!! (Tariq: …*Lo ga liat bokapnya Rama se-kaya apa? Lo tu abis nyolong data Sur, Lo abis nge-hack orang, Kita semua abis mukul orang abis nyekap orang, yang ada Kita yang dituntut Kita yang dipenjara! Lo mau diingat sebagai orang yang dibugilin ditelanjangain difoto-fotoin itu tu nempel terus sampe Lo mati! Lo mau berharap apa sama kampus? Mereka jelas lebih mihak si bangsat itu!!*)	1:53:26

The data [11] above demonstrates that Rama used his father's authority to obstruct Suryani from reporting evidence of abuse. Tariq also clarifies that the university would likely favor Rama as the perpetrator due to his higher authority compared to Suryani and other victims. This scene portrays a fragment of reality in Indonesia and possibly worldwide, where bribery is often used to cover up wrongdoings and shame. Bribery is universally condemned in norms and religions, making it a form of social pathology (Hasbullah, 2012). Moreover, many studies attribute corruptive events to the lack of leadership education provided to children and teenagers (Cerrillo et al., 2023; Mukhlis & Herman, 2021).

The Social Pathology of Alcoholic Drinking

Drinking alcohol is considered deviant behavior because it can harm oneself and others. There are many negative effects associated with alcohol consumption. Therefore, drinking alcohol falls into the category of social pathology. In this film, deviant behavior in the form of alcohol consumption is found in 14 instances. This number is relatively high. Socially pathological behavior in the form of alcohol consumption is depicted in scenes of drunkenness and alcohol-fueled parties. Alcohol parties often appear in Western films and are considered normal. However, alcohol parties are not a tradition in Indonesia, so this behavior is classified as a social pathology. This film aims to show that alcohol parties are common in the glamorous lives of Indonesian teenagers and should be avoided. Here are some instances of drunkenness depicted in the film "*Penyalin Cahaya*".

Table 4
Forms of Social Pathology of Alcoholic

Code	Dialogue/Scene	Minute
[12]		00:15:41
[13]		00:19:49
[14]	Amin: What are you drinking? I don't even remember that. Suryani: Basically, I only drank wine, along with a shot of something Tariq gave me during Medusa-Medusa. Amen: Whiskey. Then what else?	00:30:10

	Suryani: I Forgot (Amin: *Minum apaan aja emang Lo? Sampe ga inget gitu.* Suryani: *Pokoknya Gue Cuma minum wine, sama satu shot apatu yang dikasih Bang Tariq pas Medusa-Medusa itu.* Amin: Whiskey. Trus apaan lagi? Suryani: *Lupa Gue*)	
[15]		1:10:08

Data [12] illustrates Amin consuming a cup of alcoholic beverage while being jeered at by the people around him. This scene depicts a binge drinking party, which falls under the category of social pathology. On the other hand, data [13] shows the scholarship chairperson presenting a selfie of Suryani intoxicated. The appearance of this selfie serves as evidence in an ethical trial. The selfie demonstrates that consuming alcoholic beverages is strictly prohibited by the school, thus reinforcing alcohol consumption as a social pathology.

Furthermore, data [14] explains the types of alcoholic beverages consumed by Suryani until she loses consciousness. This dialogue still revolves around the violation of norms related to drinking alcohol. Data [15] shows Amin and Suryani intoxicated and having fun. Once again, the intent is to demonstrate that consuming alcohol can have negative consequences for both the drinker and the surrounding environment. Social deviance in the form of alcohol consumption is also portrayed in the novel *"Rembulan Tenggelam di Wajahmu"* by Tere Liye (Megawulandari et al., 2019). Alcohol consumption is sometimes considered a common form of social deviance used to escape life problems, as revealed by Risal and Nisa in their research on the reinterpretation and deconstruction of social phenomena in films (Risal & Nisa, 2021).

Social Pathology of Drugs

Social pathology in the form of drug abuse was found in 2 data, in the form of marijuana consumption behavior carried out by theater members while partying at Rama's house. This behavior is immoral and deviates from the norm. The following are scenes and dialogue that show drug consumption behavior in the film "*Penyalin Cahaya*".

Table 5
Forms of Social Pathology of Drugs

Code	Dialogue/Scene	Minute
[16]		00:16:27
[17]	Suryani: Do I need a urine test, Sis? Anggun: Sur, are you sure? Yesterday at the party people were 'fly'. Aren't you joining in? (Suryani: *Apa saya perlu tes urine ya, Kak?* Anggun: *Sur, Lo yakin? Kemaren tu di party ada yang nyimeng. Lo ga ikutan?*)	00:44:12

The data [16] shows theater members having a party at Rama's house. A snapshot from the scene depicts two characters rolling marijuana joints. Data [17] further clarifies the presence of

"*nyimeng*" behavior, or marijuana consumption, carried out by characters in the film "*Penyalin Cahaya*". This marijuana party falls under the social pathology of drug abuse, as described by Burlian in his book "Social Pathology" (Burlian, 2016).

(6) The Social Pathology of Pornography

The social pathology of pornography is found in 8 data, in the form of theft and exploitation of others' private photos and sexual harassment such as making others naked. Here are some descriptions of the forms of pornography found in the film "Penyalin Cahaya."

Table 6
Forms of Social Pathology of Pornography

Code	Dialogue/Scene	Minute
[18]		1:16:16
[19]		1:17:54
[20]	Farah: Bistu Gue inget, badan Gue di bawa ke sebuah mobil, sampe ada satu sosok yang nyamperin Gue. Baju Gue dibuka dengan perlahan, dan Gue denger ada suara *shutter camera*. [Farah: After that I remember, my body was taken to a car until a figure approached me. My clothes were slowly opened, and I heard the sound of a camera shutter.]	1:42:09
[21]		1:52:49

The data [18] reveals several installation files owned by Rama that contain human privacy aspects and have been edited to create theater installation photos. Data [19] shows that Suryani discovered that the Milky Way photo used by Rama as a theater installation is a birthmark photo on his back. Data [20] describes the process when Rama sexually harassed one of his victims Farah by taking photos of her private parts. Data [21] shows the situation when Farah was stripped naked by Rama. Flashing camera lights indicate that Rama was taking photos of Farah's naked back.

All the behaviors above fall under the category of social pathology in the form of pornography. There is an attempt to strip others naked and display them to the public. This behavior is highly condemnable and falls under social deviance. Socially deviant behaviors like this are depicted in movies with dialogues that advise against them. This means that the director and scriptwriter of this movie are very aware that there is social deviance in behavior. The scene is presented as a lesson for everyone that pornography is a form of social deviance. The World Health Organization (WHO) also classifies

pornography as a form of social deviance.

CONCLUSION

All forms of social pathology depicted in the film "Penyalin Cahaya" constitute social deviance that violates the norms and rules prevailing in Indonesian society in general. The analysis provides an understanding to the readers that events in society can influence the ideas and imagination of the author in creating a work. Additionally, there is an effort by the director to create scenes of social pathology in the film to intensify the story's conflict. This is in line with the opinion of experts that conflict in a story greatly supports the audience's interest in reading or enjoying the story.

This research shows that forms of social pathology are not only limited to scenes as found in the research by Kasmawati et al., but can also arise from the psychology of individual characters. Therefore, social pathology can harm individuals and others. Thus, this research has strengthened the theory of social pathology put forward by Pereira (2021) and Burlian (2016), which states that social pathology cannot be separated from social phenomena, including matters of behavior and culture.

The forms of social pathology found in the film "Penyalin Cahaya" are (1) mental disorder social pathology with 2 instances, (2) criminalization with 16 instances, (3) corruption with 1 instance, (4) alcohol consumption with 14 instances, (5) drugs with 2 instances, and (6) pornography with 8 instances. Overall, the forms of social pathology in the film "Penyalin Cahaya" amount to 43 instances. The forms of social pathology in Indonesian society are certainly not limited to the behaviors depicted in the film "Penyalin Cahaya". There are still many other forms of deviations that often occur in society, including in formal settings such as schools or universities. Social pathology is a disease that causes harm to oneself and others. This behavior is not limited to criminal behavior alone. Daily behaviors in the community that can cause harm can also be categorized as pathology because it is considered a disease that must be eradicated.

Therefore, it is recommended to filmmakers, both screenplay writers, and directors, to make social pathology a form of advice. Of course, advice through films can be a 'campaign field' so that Indonesian society, especially teenagers and young people, do not fall into socially pathological behaviors. It should not be that the films produced appear to justify the existing social pathology. In essence, literary works, including films, are a good 'preaching medium' for Indonesian society. It is not a problem to include elements of social pathology to dramatize scenes, but it would be better if reinforced with moral education because social pathology cannot be separated from issues of moral psychology.

DECLARATIONS

Author contribution	:	Herman Rusli analyzed the data and wrote a draft of the article, then revised it according to the reviewer's suggestions. Mukhlis carried out the proofread and adjusted the article until it was perfect. Wulan Farah Diba collected data, made tabulations, and took data screenshots. After receiving suggestions and input from reviewers, the three authors returned to refine the article until it was final.
Funding statement	:	There is no funding for research.
Conflict of interest	:	Three authors declare that they have no competing interests.
Ethics Approval	:	e authors agree to have this article published in KEMBARA in April 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Ahmadi, A. (2020). *Sastra dan Film China: Perspektif Apresiatif* (N. Reny (ed.); 1st ed.). Penerbit Graniti.

Alfathoni, M. A. M., & Manesah, D. (2020). *Pengantar Teori Film* (1st ed.). Penerbit Deepublish.

Alwaqaa, d. m. a. (2020). Sociology and Literature: An Interdisciplinary Approach. *Journal of liberal arts anda humanities*, *1*(10), 34–38.

Ati, N. U. (2020). *Implementasi Kebijakan Pencegahan dan Penanggulangan Prostitusi di Kota Surabaya* (Abdul (ed.)). Penerbit Adab.

Ayuseptiwi, Y. M., & Widiati, N. (2021). Patologi Sosial dalam Kumpulan Cerpen Karya Narapidana Perempuan dan Pemanfaatannya sebagai Alternatif Sumber Bahan Ajar Apresiasi Sastra di SMA. *Jolla: Journal of Language, Literature, and Arts*, *1*(8), 1065–1080. https://doi.org/10.17977/um064v1i82021p1065-1080

Baihaqi, A. A., & Pramulia, P. (2023). Analisis Tindakan Sosial dalam Film Ambu Karya Titien Wattimena dan Farid Dermawan. *Seminar Nasional Hasil Riset dan Pengabdian*, 2147–2159.

Burlian, P. (2016). *Patologi Sosial* (R. Damayanti (ed.); 1st ed.). PT Bumi Aksara.

Cerrillo, R., López-Bueno, H., & Hidalgo, N. (2023). Prácticas de Liderazgo Democrático Para La Justicia Social. un Estudio Cualitativo Desde La Perspectiva De La Comunidad Educativa. *Revista Internacional de Educación Para La Justicia Social*, *12*(1), 141–160. https://doi.org/10.15366/riejs2023.12.1.008

Gobel, M. S., & Miyamoto, Y. (2023). Self-and Other-Orientation in High Rank: A Cultural Psychological Approach to Social Hierarchy. *Personality and Social Psychology Review*. https://doi.org/10.1177/10888683231172252

Hargita, B. S., & Nurhadi. (2023). Refleksi Cinderella Complex pada Diri Tokoh Perempuan dalam Novel Bumi Karya Pramoedya Ananta Toer. *KEMBARA: Jurnal Keilmuan Bahasa, sastra, dan pengajarannya*, *9*(1), 24–39. https://doi.org/10.22219/kembara.v9i1.23757

Hasbullah. (2012). Konflik Sosial Bernuansa Religius. *Jurnal Ushuluddin*, *18*(1), 34–48.

Islahuddin, I., Tawandorloh, K.-A., & Chema, A. (2020). Konflik Sosial dalam Hikayat Patani: Kajian Sosiologi Sastra. *Stilistika: Jurnal Pendidikan Bahasa dan Sastra*, *13*(2), 198. https://doi.org/10.30651/st.v13i2.5026

Kasmawati, Nasrullah, I., & Suryaningsih, I. (2023). Rekonstruksi Fenomena Sosial dalam Film Adagium Karya Rizal Mantopani. *Jurnal Onoma: Pendidikan, Bahasa dan Sastra*, *9*(1), 573–580. https://doi.org/10.30605/onoma.v9i1.2369

Kumowal, R. L., Kalintabu, H., & Awuy, P. O. (2022). Orangtua dan Gereja dalam Menjaga Kesehatan Mental Anak Remaja. *Humanlight Journal of Psychology*, *3*(2), 88–101. https://doi.org/https://doi.org/10.51667/jph.v3i2

Kurniati, N., Prihatini, N., Ulkhusnah, A., Putri, M. S. K., & Kelvin, I. N. (2023). Ecranization Analysis of The Novel Into the Movie " Allegiant ." *Journal of English Literature, Language, and Culture*, *5*(2), 81–89.

Lannamann, J. W., & McNamee, S. (2020). Unsettling Trauma: from Individual Pathology to Social Pathology. *Family Therapy*, *42*(3), 328–346. https://doi.org/10.1111/1467-6427.12288

Lestari, C. B., Zuriyati, Z., & Nuruddin, N. (2019). Budaya Sunda pada Novel Perempuan Bernama Arjuna Karya Remy Sylado: Suatu Kajian Antropologi Sastra. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *5*(2), 157-167. https://doi.org/10.22219/kembara.vol5.no2.157-167

Megawulandari, M., Rafli, Z., & Rohman, S. (2019). Patologi Sosial dalam Novel Rembulan Tenggelam di Wajahmu Karya Tere Liye. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *4*(2), 85–90. https://doi.org/http://dx.doi.org/10.26737/jp-bsi.v4i2.1098

Mujica-Johnson, F., Díaz Vásquez, P., González Robles, C., & Ramírez Rojas, J. (2023). (Des)igualdad de Género en Educación Física Escolar Chilena Desde la Perspectiva Estudiantil: Estudio de Casos. *Revista Internacional de Educación Para la Justicia Social*, *12*(1), 51–64. https://doi.org/10.15366/riejs2023.12.1.003

Mukhlis, & Herman, R. (2021). Literasi Budaya, Menggali Resolusi Konflik dalam Hikayat Prang Tjumbok. *Prosiding Seminar Nasional Bahasa, Sastra, dan Pengajarannya (Pedalitra 1)*, 189–195.

Murtala, M., O'Sullivan, A., & Mason, P. H. (2019). *Artistic Expressions and Ethno-Cultural Identity: A*

Case Study of Acehnese Body Percussion in Indonesia bt - The Palgrave Handbook of Ethnicity (s. ratuva (ed.); pp. 1–20). Springer Singapore. https://doi.org/10.1007/978-981-13-0242-8_136-1

Nugrahani, F. (2017). The Development of Film Base Literary Materials which Support Character Education. *Cakrawala Pendidikan*, *XXXVI*(3). https://doi.org/10.21831/cp.v36i3.14219

Nuri, N. (2017). *Kaba Minangkabau: Eksistensi Perempuan dalam Konteks Sistem Sosial Budaya Minangkabau Suatu Studi Analisis Isi* (A. Gunawan (ed.)). Institut Seni Indonesia Padangpanjang.

Pereira, G. (2021). Malinchism As a Social Pathology. *Philosophy and Social Criticism*, *47*(10), 1176–1198. https://doi.org/10.1177/0191453720962542

Putra, A. D., Martha, G. S., Fikram, M., & Yuhan, R. J. (2020). Faktor-faktor yang Mempengaruhi Tingkat Kriminalitas di Indonesia Tahun 2018. *Indonesian Journal of Applied Statistics*, *3*(2), 123–131. https://doi.org/https://doi.org/10.13057/ijas.v3i2.41917

Rahmayanti, R. D., Yarno, Y., & Hermoyo, R. P. (2021). Pendidikan Karakter dalam Film Animasi Riko the Series Produksi Garis Sepuluh. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(1), 157–172. https://doi.org/10.22219/kembara.v7i1.15139

Risal, Y., & Nisa, F. K. (2021). Reinterpretasi dan Dekonstruksi Fenomena Sosial dalam Film (Analisis pada Film Fiksi Pendek Srinthil). *Jurnal Komunikasi dan Kajian Media*, *5*(1), 84–95. https://jurnal.untidar.ac.id/index.php/komunikasi/article/view/3686

Rumaf, N., & Al. Jumroh, S. F. (2018). Representasi Kebebasan Tokoh Utama dalam Novel Trilogi Soekram Karya Sapardi Djoko Damono (Tinjauan Eksistensialisme). *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *4*(2), 192. https://doi.org/10.22219/kembara.vol4.no2.192-199

Rusli, H. (2018). Ekranisasi, sebuah Model, Pengembangan Karya Sastra. *Ceudah: Jurnal Ilmiah Kesusastraan*, *7*(1), 12–22.

Setiawan, F., Prasetya, A. D. A., & Putra, R. S. (2022). Analisis Wacana Kritis Model Teun Van Dijk pada Pemberitaan Kasus Pencabulan Santri oleh Anak Kiai Jombang dalam Media Online. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 224-237. https://doi.org/10.22219/kembara.v8i2.21772

Situmeang, S. M. T. (2020). *Buku Ajar Kriminologi* (1st ed.). PT Rajawali Buana Pusaka.

Sudarsi, E. T., Taula'bi, N., & Allo, M. D. G. (2022). Representation of Character Education Values in the Tradition of "Sikarume" Toraja. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1), 25–36. https://doi.org/10.22219/kembara.v8i1.18098

Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D [Qualitative Quantitative Research Methods and R&D]*. Penerbit Alfabeta.

Sulaiman, U. (2020). *Perilaku Menyimpang Remaja dalam Perspektif Sosiologi* (Mihrani (ed.); revisi). Alauddin University Press.

Sutrisno, A. (2020). Narator dan Keberulangan Cerita dalam Film Perfume the Story of A Murderer. *Ghancaran: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *2*(1), 1–7. https://doi.org/10.19105/ghancaran.v2i1.3190

Tasoulis, K., Pappas, I. O., Vlachos, P., & Oruh, E. S. (2023). Employee Reactions to Planned Organizational Culture Change: A Configurational Perspective. *Human Relations*, *July*. https://doi.org/10.1177/00187267231183305

Wakarmamu, T., & Haryanti, N. (2022). *Pendidikan Anti Korupsi* (1st ed.). Penerbit CV. Eureka Media aksara.

Welsh, A., Fleming, T., & Dowler, K. (2011). Constructing Crime and Justice on Film: Meaning and Message in Cinema. *Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice*, *14*(4), 457–476. https://doi.org/10.1080/10282580.2011.616376

World Health Organization. (2022). *Mental disorders*. WHO. https://www.who.int/news-room/fact-sheets/detail/mental-disorders/?gad_source=1&gclid=CjwKCAjw_LOwBhBFEiwAmSEQAcqrHNnzEmi7JzFosVvrqluSAW1t6NoT1Zfvp5im-ysMZc7bjm3KSxoCBAQQAvD_BwE

"Deadline" is Metaphorically Bad and Good: A Corpus-assisted Study on Indonesian Twitter Users' View

(*Deadline* secara Metaforis Buruk dan Baik: Studi Berbantu Korpus pada Pandangan Pengguna Twitter Indonesia)

Dyta Septiyatik*
Universitas Gadjah Mada, Indonesia
dytaseptiyatik@mail.ugm.ac.id

Sailal Arimi
Universitas Gadjah Mada, Indonesia
sailal_arimi@ugm.ac.id

*Corresponding author: Dyta Septiyatik | email: dytaseptiyatik@mail.ugm.ac.id

Abstract: Deadline is an issue related to punctuality that highly seeks publics' attention in their everyday life, especially for people in Indonesia who are known by their term of *jam karet* 'always not being on time, describing as the stretches like rubber'. Coming up from the phenomenon, this study aims to reveal the metaphor of deadline expressed by Indonesians in Twitter. The data was collected using the hashtag feature of #deadline and filter feature on the first phase in gathering tweets related to deadline which were generated by Indonesian Twitter users. A group of tweets found through hashtag #deadline was subsequently analyzed using the concordance tool of *AntConc* to obtain the collocates and cluster, and was followed by Metaphor Identification Procedure (MIP) to determine the metaphorical expressions that brought about conceptual metaphor on deadline through domain mappings. The result of the study showed that Indonesian people make use of Twitter as a media to express their hustling days through hashtag metaphorically. The metaphorical expressions found were mapped to the source domain which reached to a conclusion that DEADLINE IS A TERROR. This outcome led to general idea that deadline was portrayed as something awful, threatening, and compulsive. Moreover, deadline is an embodiment of something full of adrenaline, challenging, and all rapid. The later portrayal resulted in a metaphor that DEADLINE IS A SURVIVAL GAME. In general, Indonesian Twitter users view deadline as a thrilling and unpredictable thing, either positively or negatively.

Keywords deadline, Indonesia, metaphor, hashtag, Twitter

Abstrak: *Deadline* atau tenggat merupakan sebuah permasalahan terkait ketepatan waktu yang menyita banyak perhatian publik dalam kesehariannya, khususnya bagi orang Indonesia yang dikenal memiliki istilah jam karet. Berangkat dari fenomena tersebut, studi ini bertujuan mengungkap metafora tentang *deadline* yang diekspresikan oleh orang Indonesia di dalam Twitter. Data dikumpulkan menggunakan fitur tagar #deadline dan *filter* pada tahap awal untuk memeroleh cuitan pengguna Twitter di Indonesia yang berkenaan dengan *deadline*. Kumpulan cuitan yang telah ditemukan melalui tagar #deadline kemudian dianalisis menggunakan piranti konkordansi *AntConc* untuk mendapatkan *collocates* dan *cluster*, serta dilanjutkan dengan Prosedur Identifikasi Metafora (MIP) untuk menentukan ekspresi-ekspresi metaforis yang diakhiri dengan pemetaan ranah untuk membentuk metafora konseptual *deadline*. Hasil dari studi menunjukkan bahwa orang Indonesia menggunakan Twitter sebagai media untuk mengekspresikan hari-hari sibuk mereka melalui tagar #deadline secara metaforis. Ekspresi-ekspresi metaforis yang ditemukan kemudian dipetakan terhadap ranah sumber dan bermuara pada kesimpulan bahwa *DEADLINE* ADALAH SEBUAH TEROR. Hasil tersebut mengantarkan pada kesimpulan bahwa *deadline* digambarkan sebagai sesuatu yang menyeramkan, mengancam, dan kompulsif. Selain itu, *deadline* juga digambarkan sebagai sesuatu yang penuh adrenalin, bersifat menantang, dan serba cepat. Gambaran kedua ini menghasilkan pada metafora *DEADLINE* ADALAH PERMAINAN BERTAHAN HIDUP. Sehingga secara umum, pengguna Twitter Indonesia melihat *deadline* sebagai sesuatu yang mendebarkan dan tak terprediksi, baik secara positif maupun negatif.

Kata Kunci *Deadline*, Indonesia, Metafora, tagar, Twitter

INTRODUCTION

The problem of punctuality has impact in several scopes (Adegunju et al., 2019; Khan et al., 2019; Rn et al., 2021). Specifically, punctuality has something to do with organization (Clayman, 1989), political economy Helman (2021), determination of employee Dishon-berkovits & Koslowsky (2002), public transportation and energy Loong et al., (2017), workers' performance Thierry (2018), as well as the way people perceive lateness (Prayogi & Arimi, 2020). Being punctual is even considered as a quality to symbolize honesty, piety, reliability, and good management (Corbett, 2016). A research showed that being late can bring about negative influences such as anxiety and distractibility; unfortunately, lateness is almost unavoidable for individuals despite the events (Guellati-Saceldo, n.d.). On the other hand, a state of being on time – punctual – indicates positive effects on social cohesiveness while simultaneously lessens corruption (Dipietro, 2014). In Indonesia, lateness and punctuality have significant impression that even there is a metaphorical term *jam karet* which literally means 'time like a rubber' to state how tardiness is highly tolerated Moffatt (2012), and it simultaneously indicates that there are possibly much more metaphors regarding particular issues. Thus, those rationales show how crucial it is to understand how people in Indonesia metaphorically think of their time problems, such as deadline, which is closely related to punctuality.

Among several ways, social media can be an option for people to express themselves Iswatiningsih et al., (2021); Orehek & Human (2017), aside from other media such as website Pujiastuti & Anshori (2022), radio Inderasari et al., (2021), anthology Setyawan & Saddhono (2021) in their very way, including to express issues related to deadline, twitter also have been gained significant attention nowadays. Twitter as one of social media has a feature namely hashtag which allows its users to get involved in a broader space and conversation whenever the phrase packed after hashtag sign (#) is created or clicked. By this feature, Twitter is widely known to provide huge medium for ideas sharing, both nationally and globally Maclean et al., (2013), as well as to express attitudes, to socialize, to initiate movements, and to market the brand Laucuka (2018). Twitter has been as well attested for providing values through discourse it contained (Raras et al., 2022). In addition, Twitter provides data filter according to language, geographical area, temporal range, and any keywords it encompasses. In this case, Twitter can be a promising source of language data to unravel numerous issues, such as metaphor (Dilivia et al., 2023; Ningtyas et al., 2022; Supovitz et al., 2017). It is subsequently assumed that Indonesian Twitter users may employ the hashtag feature to express their experience, including the deadline that they face at certain times. Furthermore, it motivates present study to take use the hashtag as a tool to explore the topic of deadline.

Some metaphorical utterances regarding deadline were found in the tweets delivered by Indonesian users. For instance, an account tweeted **pengabdi** deadline which means deadline worshiper. The other examples from different users were written as follows: **terdistraksi** deadline 'distracted by deadline', deadline **jalan terus** 'deadline keeps on going', **pejuang** deadline 'deadline fighter', and many more. Such findings can be inferred as evidence that deadline is a daily phenomenon experienced by many individuals in Indonesia that they eventually express it through social media with creative ideas, including through metaphor. Additionally, the metaphor can be practically identified in tweets by using crowd-sourcing which includes hashtag in its methodology Zayed et al., (2019) which can specify the language data as needed. In line with the related works Dilivia et al., (2023); Ningtyas et al., (2022); Supovitz et al., (2017), this study attempts to focus on the metaphor of deadline that is derived from Twitter. Another study combined the use of corpus linguistic approach and hashtag #charliehebdo in Twitter Nugraha et al., (2021) to reveal the topics brought while citing the hashtag. Constructing the use of Phyton and Twitter API, the study showed that the discussed topics included act, weapon, attacker, victims, and so on to talk about Charlie Hebdo.

Previous studies related to metaphor used in social media have been conducted in various context. Previously, a study was conducted to discover the concept of life in Andrea Hirata's works Lapasau et al., (2021) by encompassing Lakoff and Johnson's Conceptual Metaphor Theory (CMT) (Lakoff & Johnson, 1980a). The study revealed that life was engaged to a process in which some concrete entities could portray how life was. There were several source domains found in the study,

including life goals, life direction, life expedition, bridge, labyrinth, life orientation, ticket, and cycle. Deriving those domains, the study came to an establishment of a metaphor that "Life is a journey". Such result strengthens the idea of common source domain, i.e., movement and direction (Kövecses, 2010). On the similar target domain Dirgaprimawan (2023), a mystical tree became the underlying judgement on wisdom. This study subsequently concluded that "Wisdom is a tree of life". Those works attested that generally abstract concepts can be depicted in a clearer way through metaphor. This justifies that the same case should have also been applied to the concept of time.

Regarding how punctuality is pivotal in humans' life, numerous studies provided explanations. Time metaphor and temporal reasoning Indirasari (2019) were analyzed using cultural perspective of time, which concluded that psychologically different temporal reasoning is motivated by different perspective towards time. It was also mentioned how an individual think of time can be influenced by the culture and language she or he speaks; meanwhile, such study in Indonesia is still limited. More specific, time was an embodiment of a moving entity (Ahrens & Huang, 2005). Their study viewed time as fluid and dynamic. Moreover, there is a cognitive semantic study which applied language corpus and survey method in investigating Indonesians' view on lateness (Prayogi & Arimi, 2020). The study resulted in a picture that lateness or unpunctuality is negatively perceived, yet it frequently happens in real life. Such perspective was hypothesized as a result of people's preference for harmony instead of supporting systemized stuffs such as punctuality.

The later research result generally supports the characteristics of Indonesia in perceiving time as circular-traditional Graham (1981) rather than linear-separable or procedural traditional. As consequences, people with such temporal reasoning are not ruled by time. Instead, they follow the natural cycles, which makes every day is the same and therefore no plan is made. However, the existence of three temporal reasoning is pretty much evidence that time is not perceived universally in the world, and therefore, people with different culture may think about time variously. An example was found in a corpus-based study Rahmawanto & Suhardijanto (2020) with a conclusion that Javanese views time as either static or dynamic entity which depends on the keyword being used: *wanci, wayah,* or *wektu*. Viewed from cultural ecology perspective, time was proven as dynamic dimension which constantly experiences change, and therefore the concept of time goes beyond it has ever been imagined as it keeps getting in touch with communities (Sugiarti, 2019). Those all additionally provide evidence that various language and culture entail distinguishing way of thinking, and therefore, the generated metaphors will as well show difference. What is more, within a single language, an abstract concept can be realized in fruitful metaphors, and vice versa.

Looking back into how Indonesia culturally perceives time as flexible as rubber through the term of *jam karet,* it is hypothesized that deadline could lead to expanding perspectives which contrast to each other. While Indonesian people were attested tolerating the unpunctuality Prayogi & Arimi (2020), this work tries to provide broader sight that counters the existing result, i.e., punctuality can be either positive or negative. The present study accordingly addresses to shed some light on the metaphorical expressions regarding deadline found in Indonesian Twitter users' tweets, as well as the conceptual metaphors of deadline expressed in the hashtag of #deadline tweets. To satisfy those objectives, present study applied corpus-assisted research by using *AntConc* for seeking the cluster and collocates. In addition, Metaphor Identification Procedure Pragglejaz Group (2007) was utilized to separate the metaphorical expressions from the literal ones based on each utterance's collocates and clusters. Meanwhile, the most important part – to generate the metaphors of deadline – this study applied the domain mappings Lakoff & Johnson (1980a) which may result in one or more conceptual metaphors. To be underlined, the present study is not a replication of any recent studies, as it combined MIP (Metaphor Identification Procedure) and CMT (Conceptual Metaphor Theory) in processing the data taken from Twitter, which was also limited only for tweets containing the hashtag of #deadline.

Finally, this study is expected to theoretically provide contemporary perception on metaphor of deadline as a complement to the more popular metaphor, that is, of time. While there have been common metaphors such as *WAKTU ADALAH UANG* or 'TIME IS MONEY' Villers & Mieder (2017),

through this work, there possibly appears fresh portrayal on deadline. In addition, the use of hashtag as language data collection instrument is estimated to encourage the language researchers in taking on other features of social media while investigating linguistic phenomena. On the other hand, in practical significance, the outcome of this study may lead to Indonesian people's enhanced understanding on deadline in addition to the established collective knowledge that time is like a rubber. This also has something to do with the effect that may appear due to deadline, as elaborated by Cox (2021) that the way people manage to build healthy relationship with critical time can lead to thought-provoking outcomes. Moreover, this can be a source of stimulation for using language creatively in delivering abstract concept, especially when it comes to social media. By the discussion in this study, positive impacts are awaited in terms of perceiving deadline which has been long known as something that threatens. Such positively renewed view on deadline will possibly change the way people behave in their daily activities, including when they need to face the abundant tasks and challenges. The result might highlight the importance of punctuality Corbett (2016) which actually can be a sign of positive traits, including honesty, reliability, piety, and good management.

METHOD

This study applied qualitative method with the assistance of concordancer namely AntConc. The raw data that was taken from tweets with several criteria which were subsequently packed as a corpus; therefore, this work is addressed a corpus-assisted study. In unraveling the relationship between words derived from Indonesian tweets, corpus method was applied in this study by using AntConc (Anthony, 2014). Some features utilized were Keyword, Cluster, Collocate, and Wordcloud. Subsequently, the Metaphor Identification Procedure (MIP) Pragglejaz Group (2007) was employed to identify the metaphorical expressions of deadline, while generating deadline metaphor was completed using domain mappings (Kövecses, 2010; Lakoff & Johnson, 1980b). Those three methods were performed in sequence to ensure that the data was collected and analyzed properly.

As an initial stage, the data in form of tweets was collected through searching box in Twitter. Particularly, the searching box provided advance search feature that made it much easier to obtain the data with certain requirements in accordance to research objectives. To investigate certain issues, Twitter has been attested popular in providing the research data (Chen et al., 2022). While Twitter has several features, there were some points to be underlined in gaining the data for research, including the temporal trajectory, discussion topic, prevalence, and so on. The criteria for present data included the time range of tweets posted between 2020 and 2022 which contained the hashtag #deadline and was expressed in Bahasa Indonesia. All the searching result, in addition, was exported in plain text to be further processed in corpus tool.

By using AntConc, the plain text was processed as data corpus to investigate the results regarding #deadline. The first evidence to reveal was the most frequent keywords that appear accompanying #deadline tweets. To obtain the list of the keywords, the AntConc features of "Wordcloud" and "Keyword" which respectively provide the visualized results of any features (such as Cluster, Collocate, and Keyword) and the list of words that untypically appear in the corpus were used. Specifically in this phase, the use of Wordcloud assists the researcher in extracting the grand picture of the whole corpus, as it is presented in a themed visual. In addition, the features were utilized to predict in what setting the #deadline tweets took place and discussed. Moreover, it could be supportive device to delve into another background of the users that successively bear upon how they perceive deadline. Additionally, collocates were observed to bring to light the linguistic patterns that were performed by tweets containing #deadline hashtags.

From the collocates found, the metaphoric characteristic was afterward analyzed through Metaphor Identification Procedure (Pragglejaz Group, 2007). The data analysis included reading the entire text to establish general understanding of the meaning, determining the lexical units in the text (including the collocates), and identifying the basic meaning which possess the criteria of: (a) more concrete meaning; (b) bodily action-related meaning; (c) more precise meaning, and (d) historically older. Finally, the lexical unit that contains a more basic current meaning in other contexts was marked

as metaphorical; otherwise, it was not metaphorical. Through MIP, the tweets that contained metaphorical meaning were determined and were further explored in finding the conceptual metaphor(s) that might underlie how Indonesian Twitter users think about deadline poured in their expressions.

The last phase was to map the metaphorical expressions found into the possible source domains (Kövecses, 2010; Lakoff & Johnson, 1980b). Such mapping was preceded by the identification of the comparable properties that relate to each other. The justification for this technique was based on the shared characteristics owned by both source domain and target domain, which was reinforced by supplementary literatures. On the other hand, the determination of the possible source domain was addressed by the key expressions shown in the metaphorical constructions which might guide to particular concrete objects. In specific, the similarities were unraveled through exploring the related keywords in each metaphorical expressions which then eliminated those containing deadline keyword yet did not show metaphor. In conclusion, the mapped properties generated the grand idea of deadline that subsequently form the conceptual metaphor(s) of deadline.

RESULTS AND DISCUSSION
Keywords and Metaphorical Expressions

This study is objected to identify the conceptual metaphors of deadline found in tweets generated by Indonesian Twitter users by utilizing the hashtag of #deadline. According to AntConc, the file tokens for the hashtag were noted as many as 8133 with #deadline appearance of 501 times. In addition, the analysis that accomplished through corpus showed that during 2020 to 2022, the use of hashtag #deadline involved some keywords including *tugas* 'task', *mepet* 'tight', *bisa* 'able', *hari* 'day', *yang* 'which', *suka* 'like', *kita* 'we', *kerja* 'work', *bersama* 'together', *skripsi* 'undergraduate thesis', *mahasiswa* 'college student', and the 'deadline' word itself. The distribution of each keyword is presented in Picture 1, in which the text size represents the frequency of its appearance in the data; the bigger, the more frequent.

The highest frequency is directed to 'deadline' which plays key role in data mining. Interestingly, there are some function words found in the top Wordcloud result, such as relative pronoun (*yang* 'that'); prepositions (*di* 'at', *dari* 'from',); demonstrative pronouns (*ini* 'this', *itu* 'that'); conjunctions (*dan* 'and', *karena* 'because'); and helping verbs (*bisa* 'able', *mau* 'will'). In addition, another word with high frequency was *tugas* 'task' which reached 102 hits and *mepet* 'tight' with its 13 hits.
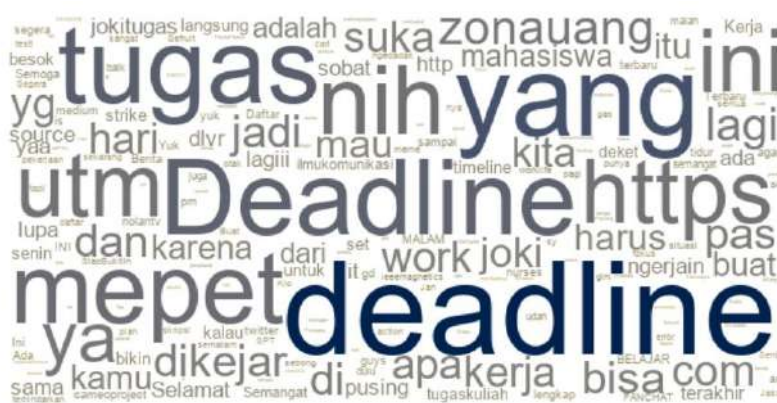
Picture 1
Wordcloud Result of Deadline

(i)   Being too focus on task deadline, a chubby boy from South Tangerang did not feel any tremble caused by earthquake this morning. (*Karena begitu fokus dgn tugas deadline, pemuda tambun asal tangsel ini tidak merasakan getaran gempa pagi ini*)

Used to sleep late by the #Koreandrama, now cannot go to sleep due to task deadlines

(ii) 😄 😳 (*Biasa nya nggk tidur semalaman karena #drakor sekarang gk tidur karena deadline tugas* 😄 😳)

It is still a mystery why task done earlier feels so difficult, but easy peasy when the

(iii) deadline comes 😔 😔 (*Masih menjadi misteri, kenapa tugas kalo dikerjain awal-awal susah banget, pas h-deadline malah eazy peazy lemon squishy* 😔 😔)

College task is sometimes a mystery, the other time is a challenge 😁 . Completed step

(iv) by step, and is still given the new one in the process 😄 (*Tugas kuliah kadang jadi misteri kadang jadi tantangan* 😁 . *Dikerjain sedikit-sedikit, eh udah dikasih yang baru lagi* 😄)

Examples (i) to (iv) showed the appearance of *tugas* 'task' in the tweets containing #deadline. The first tweet (i) task that was under the deadline became the focus that it made someone – a chubby boy – lost his consciousness and awareness. It can be seen from the way the Twitter user wrote that the boy felt nothing while an earthquake was taking place. Considering this, deadline which relates to task is portrayed as something that can lessen someone's sanity or concentration when it is most needed.

Additionally, the second example depicted that selecting task deadline as a replacement for Korean drama when it comes to late sleep. It can be inferred from the tweet that both Korean drama and task deadline are reduced the time for sleeping at night. Perhaps what makes them cause different atmosphere lies on the appearance of two emojis: (1) grinning face with sweat and (2) smiling face with tears (Chris, 2021; Tenzer & Cangro, 2022). When spending the night with Korean drama has become a usual habbit, it somehow forces someone to feel the same while completing the task deadline. Both emojis were used to help the user feel okay when it was not. Metaphorically, task deadline in this matter appears as an entity that keeps someone awake.

The highlight derived from examples (iii) and (iv) is the existence of task deadline as something mysterious. Both tweets explicitly expressed that task deadline is mystery that keeps being questioned on its process. In the example (iii), task deadline can either be relatively easy or difficult, which in this case is dependent on the time as it is done, which is in line with previous study on psychological time experienced by prisoners (Sekulak et al., 2022). On the other hand, in the example (iv), the peculiarity performed by task deadline is shown on its unexpected emergence which may be gradually.

(v) What are tips for Nufra Besties in avoiding tight deadline? (*Apa saja nih tips agar Sobat Nufra terhindar dari deadline yang mepet?*)

(vi) Being sad is when working on task at the duedead (*Sedih tu pas lagi ngerjain tugas mepet deadline*)

(vii) It will be worse for having the Boss who frequently hands in tight deadlines😂 (*Apalagi yang atasannya suka ngasih deadline mepet-mepet* 😄)

(viii) However, make sure that the joy of *iftar* will not make us forget to finish the task under the tight #deadline (*Tapi pastiin, asiknya berbuka jangan sampai bikin kita lupa untuk selesaikan tugas yang sudah mepet #deadline*)

In specific, the examples (v) to (viii) focus on the deadline in relation with its keyword of *mepet* 'tight'. The condition of tight deadline, according to the findings, can be derived either from the task giver or task receiver. Example (vi) demonstrates that the task deadline can be considered tight when it is the receiver's choice to start doing it close to the deadline. Conversely, tight deadline can appear when it is originally given to be completed in a relatively short time. These premises go hand in hand with research, Philippe Décieux & Heinz (2022) which revealed that deadline extension has something

to do with people's quality in giving responses. As consequences, the response of the task receiver may vary, from sad – as shown by the word *sedih* in example (vi) – to laugh, which can be treasured in example (vii).

When tight deadline is closely related to something unenjoyable, some people decide to view it as something to face with solutions. Therefore, example (v) and (viii) tried to show that tight deadline can still be solved. This is represented by the notion *tips* 'tips' and *jangan sampai* 'make sure it will not …'. As has been attested through a study Faisal & Pangestu (2015) that some devices can be promoted to resolve issues regarding time and agenda management, for instances are deadline note and Google Calendar which can be encouraged to the students in getting along with their schedule. In the present study, the ways out in facing tight deadline are packed in some tips (example (v)) and reminders (example (viii)).

Collocates

Table 1
Collocates of #deadline tweets

No	Collocate	Rank	FreqLR	FreqL	FreqR	Range	Likelihood
1	Deadline	1	410	205	205	1	87.922
2	*Bisa*	2	79	38	41	1	22.235
3	*Yuk*	3	28	12	16	1	33.156
4	*Sehari*	4	3	1	2	1	18.752

Aside from the Wordcloud feature, the Collocate reveal how certain word is typically used with other words, i.e., as co-occurrence. There are seven collocates found in the data, which specifically contains three significant words in number that involves 'deadline', *bisa* 'can, -able', and *yuk* 'come (on), let us', *sehari* 'a day', *ngerjainnya* 'to do it', *pengerjaannya* 'the work', and **ruqest* 'request'. On the other hand, the rest collocates show quite low frequencies ranging from two to three appearances. More detailed information regarding the collocate is presented in Table 1 which order is set up according to the highest frequency in both sections: left and right of the hashtag #deadline.

The highest collocate is the word "deadline" that appears as many as 410, which shows that the word does not only take part in the hashtag, but also part of the main text in the tweets. Such comportment illustrates that the Twitter users are eager to emphasize what they mean Blankinship, (2019); Larosa et al., (2020) through the use of certain word as well as its reappearance in hashtag #deadline which strengthen the topic-marking (Laucuka, 2018). With these devices, certain topic including deadline is projected to be more noticeable that it can also represent the attitude of the creator. Some instances for this collocate are obtainable in example (ix) to example (xiii).

(ix) Let us make action plan so that we can focus on finishing all the deadlines *(Bikin action plan yuk agar bisa fokus mengerjakan semua deadline)*

Have a good activity, forget anything that makes you tired due to countless tasks and deadlines, it is the time for you to contact the admin to help you finish your hard task.

(x) Let's chat admin right now *(Selamat beraktivitas, lupakan hal yang membuatmu penat karena tugas banyak dan deadline, saatnya kamu hubungi admin untuk membantu menyelesaikan tugasmu yg berat. Yuk chat admin sekarang juga)*

The collocates did not only include noun, but also other parts of speech such as adverb, modal verb, and interjection. A finding of interjection *yuk* which indicates invitation Setyawati et al., (2021) is proven lead to dissimilar sense in this study. According to example (ix), the invitation tends to direct to positive sense, in this case is to make action plan to overcome the deadlines. In contrast, example (x) with the same invitation word of *yuk* offers others to contact particular person to help with his or her task. This causes reasonably undesirable conduct, that is to ask others to do the task. At this stage, deadlines can promote determination as in example (ix) or lethargy shown by example (x). Afterwards,

deadline is described as an entity with both positive and negative impact simultaneously. Such circumstance is widely acknowledged as the double-edged sword Bialecki (2022), or in Indonesia is called *pisau bermata dua* Kumorotomo (2010) which represents two-sided entity with two different points of view or impacts.

(xi)   We are also open to request for work duration even in a day, just contact us right away 😊 *(Kami juga bisa ruqest lama pengerjaan kak jadi sehari juga bisa selesai, yuk yuk kak bisa kontak kami* 😊 *)*

(xii)   Deliberately worked on it while crying as it turns out that the tasks are voluminous and difficult. Feel so guilty did not start doing it days ago 😭 *(Ngerjainnya menghayati banget sambil nangis2 karena ternyata tugasnya banyak dan susah. Menyesal gak dikerjain kemarin2* 😭 *)*

(xiii)   Will you get other chance? you get cheap prices, fast work, come on, hurry up, you can just DM, just start from 2k 🤗 🤗 🤗 *(Kapan lagi nihh dapet harga murah pengerjaan cepat ayok buruan boleh di dm aja yah start from 2k aja* 🤗 🤗 🤗 *)*

Referring to the previous finding, deadline is perceived as a chance to do bad deeds, this part provide additional discussion by the supporting evidences as given in example (xi) and example (xiii). Both tweet samples show equal substance: service offer for doing others' tasks. In example (xi), some keywords need to be underlined, such as **ruqest* 'request', *pengerjaan* 'work', *sehari* 'a day', and *yuk* 'come (on), let us'. Additionally, the word *request* suggests flexibility or relativity of the service as the customer request, including the working duration which is represented by *pengerjaan* and *sehari*. The word *sehari* specifically compromises the "appealing" deal, as deadline is robustly engaged with limited time and people will be often trapped in deadline rush. The flexibility is also supported by the modal verb *bisa* 'can' that shows the probability of the deadline to be met under certain condition and deeds made by the person. However, the appearance of adverb *sehari* as collocate illustrates the close linkage between deadline and the defined time limit. This can be a sign that specifies duties with deadline as opposed to those without any target of time.

Metaphor 1: Deadline is a Terror

Applying the feature of Cluster, this study found that there are 672 types of clusters regarding deadline. However, following the coding decisions of MIP Pragglejaz Group (2007), there are ten clusters indicating metaphorical forms, as exposed in Table 2. Slightly different from Collocate, this feature shows the words that exactly precede or follow certain set up word. Derived from the patterns shown in the following clusters, the literal meanings are converted to what they imply. In this study, ten clusters with relatable senses were grouped to build a sole understanding of deadline, which subsequently form mappings that bring about the first conceptual metaphor, i.e., DEADLINE IS A TERROR.

Table 2
Cluster of "Deadline" Keyword (Related to "Terror") in Indonesian Tweets During 2020-2022

No	Cluster	Meaning	Rank	Freq
1	*Dikejar* deadline	'caught by deadline'	9	9
2	*Ada* deadline	'there is deadline'	13	7
3	*Mepet* deadline	'tight to deadline'	13	7
4	*Kejar/ mengejar* deadline	'catch the deadline'	18/ 58	6/ 2
5	*Pejuang* deadline	'deadline fighter'	32	3
6	*Bayangi* deadline	'haunt the deadline'	58	2
7	*Penuhi* deadline	'fulfill the deadline'	58	2
8	*Perpanjang* deadline	'extend the deadline'	58	2

| 9 | *Pusing* deadline | 'dizzy due to deadline' | 58 | 2 |
| 10 | *Sama* deadline | 'with deadline' | 58 | 2 |

The result indicates that deadline is the embodiment of moving entity, which is proven by *dikejar* 'caught' and *mengejar* 'catch'. In such circumstance, terror needs movement and decision, which is fulfilled by the previous words indicating moving entity. As well, deadline is something equals to terror, as can be seen through *bayangi* 'haunt', *pusing* 'dizzy'. In addition, terrorism is identical to violent strategy using fear and insecurity, as well as illegal force and threat Whittaker (2004) which is reflected through those two expressions. This result shows similarity to what Lakoff found about argument. In his book, argument was symbolized as war, as it contained some metaphorical expressions including "Your claims are indefensible", "He shot down all of my arguments.", and so on, which then generated a conceptual metaphor of ARGUMENT IS WAR (Lakoff & Johnson, 1980b). The close relationship between war and terror Institute for Economics & Peace (2023) lies on their risky impact on safety. However, in this case, some words performed in tweet about deadline – for example – *bayangi* 'haunt' tends to have relation with terrorism, as stated in Whittaker (2004) that in the future, terrorism can effortlessly haunt public with its wickedness and ingenuity, for instance by large destruction.

Table 3
Mappings of Source Domain (Terror) to Target Domain (Deadline)

Terror	Deadline
Dikejar/ kejar/ mengejar	The continuous threat
Ada	The initial news/ terror from the menacer
Mepet	The short time given by the terrorist
Pejuang	The one fighting to free the victim
Bayangi	The threat, the unforgettable threat
Penuhi	What to be done toward the requirement
Perpanjang	Tolerance given by the menacer
Pusing	The worry experienced by people
Sama	The terror is near

On top of that, deadline is a tangible thing, because it is signified with some words that allow deadline to be touched and recognized, as in *ada* 'exist, there is', *mepet* 'tight', *perpanjang* 'extend' and *sama* 'with'. However, if the moving and terror signs of deadline are considered, this tangibility is interconnected and can convey the clarity of terror performed by deadline even more. Deadline is again a terror as terrorism involves calculated ferocity and manipulation Whittaker (2004), as reflected in *perpanjang* 'extend' and *mepet* 'tight' which deal with pace and may lead to devastation, as shown by *pusing* 'dizzy'. Bringing it back to previous study, delay or unpunctuality is tolerated by Indonesian people Prayogi & Arimi (2020), and it is currently relatable to the point that Indonesian Twitter users express the verb *perpanjang* 'extend' as a bargain for the situation of *mepet* 'tight'. Thus, deriving the findings and discussion on the result of Keyword, Cluster, Collocate, and Wordcloud, this study comes to a formula that DEADLINE IS A TERROR. The mappings between deadline and terror are presented in Table 3.

Metaphor 2: Deadline is a Survival Game

In contrast to the previous metaphor, this one shows a remarkable depiction on deadline. Table 4 presents ten clusters that generally encompass way more optimistic impressions. Instead of using *penuhi* 'fulfill', in this way deadline has "accomplished". While the word fulfill is used to define the action to satisfy or to do as required, "accomplish" refers to carrying through process to its completion (Merriam-Webster, n.d.). Despite their close meaning, the rationalization represented by each word makes them generate distinctive atmosphere. While being threaten by a terror, someone needs to fulfill the requirement – ransom,

for instance – and it is different case in a survival game. The series of challenges featured in a survival game makes its participants follow the rule and for sure accomplish the missions.

Table 4
Cluster of "Deadline" Keyword (Related to "Survival Game") in Indonesian Tweets During 2020-2022

No	Cluster	Meaning	Rank	Freq
1	Deadline *target*	'target of deadline'	16	3
2	Deadline *bantu*	'deadline (to) help'	29	2
3	Deadline *cepat*	'rapid deadline'	29	2
4	Deadline *hari terakhir*	'the last day of deadline'	29	2
5	Deadline *selamat*	'deadline survived'	29	2
6	Deadline accomplished	'deadline accomplished'	72	1
7	Deadline *ambisi*	'deadline (for) ambition'	72	1
8	Deadline *bertahan*	'deadline survives'	72	1
9	Deadline *berlari*	'deadline runs'	72	1
10	Deadline *berpikir*	'deadline (to) think'	72	1

It is quite thought-provoking that somehow deadline appears to be something connotatively positive rather than negative. This is shown by the findings in Table 4. There are ten instances of clusters that brought about a broader idea that deadline copes with limited time, yet leads into an uplifted state. Such atmosphere is slightly different from the sensation given by the previous metaphor: DEADLINE IS A TERROR. While both offers the resemblance in term of unavoidable countdown, at this phase deadline comes with desirable goals that is anticipated by people. The most prominent cluster would be "deadline *ambisi*" and "deadline target", which differs from the terror features. Those keywords – *ambisi* and target – indicates something strategically planned by an individual or group which needs to be fulfilled. When the word *target* stands alone, it will not make any sense to the way survival game is introduced. Instead, the discovery of *target* and *ambisi* 'ambition' words in discussing on deadline turns it into a clear-cut understanding that deadline is something to be intentionally attained. Furthermore, once it is achieved, the doer will be considered survived, as shown in the cluster of the clause deadline *selamat* 'deadline survived'.

Table 5
Mappings of Source Domain (Survival Game) to Target Domain (Deadline)

Survival Game	Deadline
Target	The pursue to be accomplished by participants
Bantu	The chance given in certain cases in game; another strategy
Cepat	A quality of being quick that should be owned by participants
Hari terakhir	The last chance or moment that refers to the end of the game
Selamat	When a participant is said to be the winner
Accomplished	A state where participants follow the game rules
Bertahan	The main goal of the game
Berlari	The physical execution during the game
Berpikir	The cognitive strategy to win the game

Discussing on survival, there are numerous things to keep in mind in order to survive in special condition (*Outdoor Survival: A Game about Wilderness Skills*, 1973). The participants are required to understand the preparation in playing, the ways to win and to start, and strategy. How deadline is eventually related to survival game in this case can be reflected through the words of *bantu* 'help', *cepat* 'rapid', *berpikir* 'think', *bertahan* 'survives', and *berlari* 'run' as provided in Table 5. Those features build the mappings between strategies and deadline. While people are faced with high amount of deadline which possibly threatens their "existence", they need to survive by checking that those strategies have been completed. Let us say that what comes first are the quality of being rapid and to think. It can

also be something else, i.e., helping others when it is needed or it will have impact on one's success to survive the game. As in some survival game manuals (Drop'in, 2023; The Personal Development Cafe, n.d.; Winnipeg Regional Health Authority, n.d.), team building was one of the key features that play pivotal role in making the game. These ways are the preliminary requirements to be done. The following strategies are to be fulfilled as well.

CONCLUSION

This research found several methapor related to the word "Deadline" based on the perspective of Indonesian twitter users. In Indonesian context, deadline, as how it has been perceived as a threat, appears as the way it is. This condition is affirmed by the way Indonesian Twitter users typed words like run, fighter, dizzy, and even haunt in portraying deadline. Through those expressions, metaphorically deadline comes as something it firstly appears: an unavoidable yet terrifying thing. However, the emergence of its opponents shows intriguing anomaly as somehow deadline can lead to goodness, when it is perceived that way. This is pretty refreshing to the people in Indonesia, especially those using Twitter, who finally agree on a new view that deadline is not that horrifying. It can lead people to something challenging, but at the end of the day, it results in joy and pride. This is related to the way the dead metaphor TIME IS MONEY has always inspired people to be punctual as if they will lose their precious thing – money – whenever they skip a beat in doing good deeds.

All in all, verified by the Conceptual Metaphor Theory Lakoff & Johnson (1980a), this study come to a conclusion that deadline can be either something negative or positive. When it is perceived negatively, deadline can become so terrifying, as DEADLINE IS A TERROR. Each individual plays as a fighter who deals with deadline that keeps on catching him or her. While the time given is limited, that individual is obliged to face the deadline, with or without extension. This is what makes deadline feels like a rendezvous. On the other hand, when positive minds come first before brutally judging the existence of deadline, then the conclusion is good: DEADLINE IS A SURVIVAL GAME. Someone is given chance to think, to run, and to endure for accomplishing the target. It is also possible to attain some help within short time. As a final point, when all the targets are accomplished, someone is awarded as a survivor.

To end with, time is depicted in various ways, that it can be either bad or good depending on how it is perceived. In the case of Indonesian Twitter users, deadline is expressed just like a coin – two faced – that leaves them free in showing their attitude toward deadline. This is noteworthy for further studies to unravel what differs these separate views on deadline. Moreover, the development on the research method is awaited, for instance by using Twitter API which allows more advanced options for data collection. In addition, the specification on the research context needs to be adjusted, whether it be the geographical area, language, topic, age, or data source. Through enriched studies, the linguistic contribution on explaining abstract concept can be developed, and is expected to shed some light on progressive outcome both theoretically and practically.

DECLARATIONS

Ethics Approval	:	The authors agree to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Adegunju, K. A., Ola-Alani, E. K., & Agubosi, L. A. (2019). Factors Responsible For Students' Lateness to School as Expressed by Nigerian Teachers in Elementary Schools. *Mimbar Sekolah Dasar*, *6*(2), 185-197. https://doi.org/10.17509/mimbar-sd.v6i2.17040

Ahrens, K., & Huang, C.-R. (2005). *Time is motion: A Corpus-Based Study on the Quantitative Use of Cognitive Metaphors in Translated and non-Translated English* (Master's thesis, The University of Bergen).

Anthony, L. (2014). *Antconc (Windows, Macintosh Os X, and Linux) Build 3.4.3*. https://www.laurenceanthony.net/software/antconc/releases/AntConc343/help.pdf

Bialecki, G. (2022). A double-edged sword: The effects of challenge and hindrance time pressure on new product development teams. *IEEE Transactions on Engineering Management*, *58*(1), 71-86. https://doi.org/10.1109/TEM.2010.2048914

Blankinship, K. Y. (2019). Repetition for Emphasis. In *The Inimitable Qurʾān* (pp. 83-93). Brill.

Chen, K., Duan, Z., & Yang, S. (2022). Twitter as Research Data. *Politics and the Life Sciences*, *41*(1), 114–130. https://doi.org/10.1017/pls.2021.19

Chris, K. (2021). *All Emojis – Emoji List for Copy and Paste*. https://www.freecodecamp.org/news/all-emojis-emoji-list-for-copy-and-paste/

Clayman, S. E. . (1989). The Production of Punctuality: Social Interaction, Temporal Organization, and Social Structure. *American Journal of Sociology*, *95*(3), 659–691. https://doi.org/https://www.jstor.org/stable/2780551

Corbett, K. J. R. (2016). *The Importance of Being Punctual: Time, Trust, and Virtue in Britain, c. 1700-1900* (Doctoral dissertation, University of British Columbia).

Cox, C. (2021). *The Deadline Effect: How to Work Like It's the Last Minute—Before the Last Minute*. Simon and Schuster.

Dilivia, A. Z., Febriyanto, L., & Ginanjar, B. (2023). Pergeseran Makna Kosakata Flora dalam Metafora di Media Sosial Twitter: Kajian Semantik. *Linguistik Indonesia*, *41*(1), 75–88. https://doi.org/10.26499/li.v41i1.418

Dipietro, W. R. (2014). Time Punctuality and Social Cohesiveness. *International Journal of Business, Humanities and Technology*, *4*(1), 33-37.

Dirgaprimawan, B. (2023). Wisdom is A Tree of Life (Prov. 3: 18): A Conceptual Metaphor. *Diskursus-Jurnal Filsafat dan Teologi STF Driyarkara*, *19*(1), 79-92. https://doi.org/10.36383/diskursus.v19i1.357

Dishon-berkovits, M., & Koslowsky, M. (2002). Determinants of Employee Punctuality. *Journal of Social Psychology*, *142*(6), 723–739. https://doi.org/10.1080/00224540209603932

Drop'in. (2023). *Lost at the sea – situation game*.

Faisal, M., & Pangestu, D. (2015). The Use of Deadline Not, Cloud Storage, and Google Calendar as a Helpful Device in Managing Daily Agenda for Indonesian Students. *International Journal of Innovation, Management and Technology*, *6*(1), 67–70. https://doi.org/10.7763/ijimt.2015.v6.576

Graham, R. J. (1981). The Role of Perception of Time in Consumer Research. *Journal of Consumer Research*, *7*(4), 335–342. https://doi.org/10.1086/208823

Guellati-Saceldo, S. (1989). The Production of Punctuality: Social Interaction, Temporal Organization, and Social Structure. *American Journal of Sociology*, *95*(3), 659-691.

Helman, S. (2021). The Making of a Work-Ready Individual: The Political Economy of Time in a Workfare Program in Israel. *Critical Sociology*, *47*(3), 407–424. https://doi.org/10.1177/0896920520976789

Inderasari, E., Hapsari, D. A., Rosita, F. Y., & Ulya, C. (2021). Analisis Penggunaan Gaya Bahasa Iklan Layanan Masyarakat Bijak Bersosial Media di Radio Kota Surakarta. *KEMBARA: Jurnal*

Keilmuan Bahasa, Sastra, dan Pengajarannya, 7(2), 508-528. https://doi.org/10.22219/kembara.v7i2.17893

Indirasari, D. T. (2019). Metafora Waktu dan Penalaran Temporal dalam Perspektif Budaya Waktu. *Buletin Psikologi*, 27(2), 173.-186 https://doi.org/10.22146/buletinpsikologi.44124

Institute for Economics & Peace. (2023). Global Terrorism Index. *Global Terrorism Index.* https://doi.org/10.4324/9780203731321

Iswatiningsih, D., Pangesti, F., & Fauzan. (2021). Ekspresi Remaja Milenial Melalui Penggunaan Bahasa Gaul di Media Sosial. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 7(2), 476–489. https://doi.org/10.22219/kembara.v7i2.18301

Khan, A. B., Ahmad, T., Ali, N., & Ullah, W. (2019). Impact of Sports Activities on Students Academic Achievement at Secondary School Level in District Bannu KPK, Pakistan. *Journal of Education and Practice*, 31(6), 825–828. https://doi.org/10.7176/jep/10-33-11

Kövecses, Z. (2010). *Metaphor: A practical introduction*. Oxford University Press.

Kumorotomo, W. (2010). *Menilai Situs Jejaring Sosial Secara Adil*. Universitas Gajah Mada.

Lakoff, G., & Johnson, M. (1980a). *Metaphors we live by*. University of Chicago press.

Lakoff, G., & Johnson, M. (1980b). Metaphors we live by. in *metaphors we live by*. https://doi.org/10.7208/chicago/9780226470993.001.0001

Lapasau, M., Setiawati, S., & Riyanti, A. (2021). Metafora Konseptual Hidup Adalah Perjalanan dalam Tetralogi Laskar Pelangi Karya Andrea Hirata (Sebuah Kajian Linguistik Kognitif). *Jurnal Sasindo Unpam*, 9(1), 60–71.

Larosa, N., Qamariah, H., & Rosdiana. (2020). The Implementation Of Repetition Drill In Teaching Speaking Skill. *Jurnal Ilmiah Mahasiswa Pendidikan*, 1(1), 1–10.

Laucuka, A. (2018). Communicative Functions of Hashtags. *Economics and Culture*, 15(1), 56–62. https://doi.org/10.2478/jec-2018-0006

Loong, C., van Lierop, D., & El-Geneidy, A. (2017). On Time and Ready to go: An Analysis of Commuters' Punctuality and Energy Levels at Work or School. *Transportation Research Part F: Traffic Psychology and Behaviour*, 45, 1–13. https://doi.org/10.1016/j.trf.2016.11.014

Maclean, F., Jones, D., Carin-Levy, G., & Hunter, H. (2013). Understanding Twitter. *British Journal of Occupational Therapy*, 76(6), 295–298. https://doi.org/10.4276/030802213X13706169933021

Merriam-Webster. (n.d.). *69 Synonyms & Antonyms of Fulfill | Merriam-Webster Thesaurus*. Retrieved 3 July 2023, from https://www.merriam-webster.com/thesaurus/fulfill

Moffatt, A. (2012). *Indonesian cultural profile*.

Ningtyas, A. C., Difanti, N., & Ginanjar, B. (2022). Pergeseran Makna pada Istilah Penunjuk Fauna di Media Sosial Twitter: Kajian Semantik. *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah*, 12(1), 55–65. https://doi.org/10.23969/literasi.v12i1.4801

Nugraha, I. S., Sujatna, E. T. S., & Mahdi, S. (2021). Corpus Linguistic Study of Tweets Using #Charliehebdo Hashtags. *journal of applied linguistics and literacy*, 5(1), 54-70.

Olsen, L. D. (2021). *Outdoor Survival Skills*. Chicago Review Press.

Orehek, E., & Human, L. J. (2017). Self-Expression on Social Media: Do Tweets Present Accurate and Positive Portraits of Impulsivity, Self-Esteem, and Attachment Style? *Personality and Social Psychology Bulletin*, 43(1), 60–70. https://doi.org/10.1177/0146167216675332

Philippe Décieux, J., & Heinz, A. (2022). Does a Short-Term Deadline Extension Affect Participation Rates of an Online Survey? Experimental Evidence from An Online Panel. *International Journal of Social Research Methodology*, 00(00), 1–5. https://doi.org/10.1080/13645579.2022.2153475

Pragglejaz Group. (2007). MIP: A Method for Identifying Metaphorically Used Words in Discourse. *Metaphor and Symbol*, 22(1), 1–39. https://doi.org/10.1080/10926480709336752

Prayogi, I., & Arimi, S. (2020). Kognisi Orang Indonesia terhadap Keterlambatan: Kajian Semantik Kognitif. *Diglosia: Jurnal Pendidikan, Kebahasaan, dan Kesusastraan Indonesia*, 4(2), 328–343.

Pujiastuti, I., & Anshori, D. (2022). Peran Media Online Magdalene. Co terhadap Persepsi Masyarakat pada Isu Kesehatan Mental Ibu (Perspektif Sara Mills). *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, 8(2), 317–334. https://doi.org/10.22219/kembara.v8i2.21419

Rahmawanto, D., & Suhardijanto, T. (2020). Time is running out: a corpus based-study on Javanese metaphors of time. In *Proceedings of the Third International Seminar on Recent Language, Literature, and Local Culture Studies, BASA, 20-21 September 2019, Surakarta, Central Java, Indonesia.* https://doi.org/10.4108/eai.20-9-2019.2296728

Raras, C., Pangesti, N., & Rahmawati, L. E. (2022). Muatan Pendidikan Karakter dalam Wacana Humor Covid-19. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1), 97–110. https://doi.org/10.22219/kembara.v8i1.19932

Rn, A. K., Ganapathy, D., & Sasanka, K. (2021). Punctuality Pattern Among Dental Students. *Journal of Contemporary Issues in Business and Government*, *26*(02). https://doi.org/10.47750/cibg.2020.26.02.254

Sekulak, M., Głomb, K., Tucholska, K., Gulla, B., Wysocka-Pleczyk, M., Piotrowski, P., & Florek, S. (2022). Spatial Metaphors of Psychological Time: The Study of Imprisoned Men. *New Ideas in Psychology*, *67*(October 2021), 1–9. https://doi.org/10.1016/j.newideapsych.2022.100963

Setyawan, B. W., & Saddhono, K. (2021). Gaya Kebahasaan Rahmat Djoko Pradopo dalam Antologi "Geguritan Abang Mbranang". *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *6*(2), 142–155. https://doi.org/10.22219/kembara.v6i2.13618

Setyawati, N., Santosa, R., Maret, U. S., Maret, U. S., Purnanto, D., & Maret, U. S. (2021). Modalitas sebagai Peranti Sistem Appraisal dalam Teks Iklan Kuliner Khas Semarang di Media Internet. *Haluan Sastra Budaya*, *5*(1), 38–59. https://doi.org/10.20961/hsb.v5i1.44864

Sugiarti, S. (2019). Representasi Konsep Ruang dan Waktu dalam Novel Glonggong Karya Junaedi Setiyono Perspektif Ekologi Budaya. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *5*(2), 262-273. https://doi.org/10.22219/kembara.vol5.no2.262-273

Supovitz, J., Reinkordt, E., Lochmiller, C., & Gabriel, R. (2017). Supovitz, J., & Reinkordt, E. (2017). Keep your eye on the metaphor: The Framing of the Common Core on Twitter. *Education Policy Analysis Archives*, *25*(30), 30-45.

Tenzer, L. Y. G., & Cangro, A. (2022). An Emoji Legal Dictionary. *University of Pittsburgh Law Review*, *83*(5), 1–24. https://doi.org/10.5195/lawreview.2022.834

The Personal Development Cafe. (n.d.). *Desert survival team building exercise.*

Thierry, A. Z. (2018). Punctuality, Attendance Policy and Organizational Performance. *International Journal of Research Science & Management*, *5*(8), 20–39. https://doi.org/10.5281/zenodo.1341636

Villers, D., & Mieder, W. (2017). Time is money: Benjamin Franklin and the vexing problem of proverb origins. *Proverbium: Yearbook of International Proverb Scholarship*, *34*(1), 391-404. https://hrcak.srce.hr/278287

Whittaker, D. J. (2004). *Terrorists and terrorism: In the contemporary world.* Routledge.

Winnipeg Regional Health Authority. (n.d.). *Stranded on a mountain - the team building survival game.*

Zayed, O., Mccrae, J. P., & Buitelaar, P. (2019). Crowd-Sourcing a High-Quality Dataset For Metaphor Identification in Tweets. *Openaccess Series in Informatics*, *70*(10), 1–10. https://doi.org/10.4230/OASIcs.LDK.2019.10

Linguistics Landscape of Culture Representation at Pandawa Beach Kutuh-Bali

(Linguistik Lanskap dari Representasi Budaya di Pantai Pandawa Kutuh-Bali)

I Gusti Ayu Vina Widiadnya Putri*
Universitas Mahasaraswati Denpasar, Indonesia
miss.vina@unmas.ac.id

Anak Agung Ayu Dian Andriyani
Universitas Mahasaraswati Denpasar, Indonesia
agungdianjepang@unmas.ac.id

***Corresponding author: I Gusti Ayu Vina Widiadnya Putri | email: miss.vina@unmas.ac.id**

Abstract: This study aims to analyze the representation of the outdoor sign from the Mahabharata story on the outdoor sign at Pandawa Beach–Kutuh Bali. Pandawa Beach is one of the new tourism destinations in the Badung district which has good tourism potential. The beauty of the beach was initially hidden than known by the public, it required hard work from all parties. To disseminate information on the naming of the hidden beach in this village, an outdoor sign is shown as a representation of the historical value of the Pandawa Beach tourist attraction. This research is field research with qualitative data analysis to examine the appearance of outdoor signs at Pandawa Mbeach attractions. Kutuh Village's traditional figure is the participant in this study. The method of this research is field research by observation method at Pandawa Beach. The technique of collecting data by checking the list, interview, and documentation of the outdoor sign using a digital camera. The method of analyzing data was the qualitative method which was divided into some techniques such as quantification of qualitative data and subject interpretation data. The representation of the Mahabharata Story in Outdoor Sign at Pandawa Beach was analyzed using the theory of four communicative choices. The results of this study indicate that four communication choices were found in the data, such as Language Choice, Pragmatic Choice, Code Choice, and Audience Choice. Based on the result of analyzing data, it can be found that the cultural representation of the outdoor signs at Pandawa Beach is the story of Mahabharata.

| Keywords | linguistics landscape, Mahabharata story, representation |

Abstrak: Penelitian ini bertujuan untuk menganalisis representasi budaya dari cerita Mahabharata pada tanda luar ruangan di Pantai Pandawa–Kutuh Bali. Pantai Pandawa sebagai salah satu destinasi wisata baru di kabupaten Badung yang mempunyai potensi wisata yang bagus. Keindahan pantai yang awalnya tersembunyi kemudian diketahui oleh masyarakat, memerlukan kerja keras dari semua pihak. Untuk menyebarkan informasi penamaan pantai tersembunyi di desa ini, ditampilkan papan tanda luar ruangan sebagai representasi nilai sejarah objek wisata pantai Pandawa. Penelitian ini merupakan penelitian lapangan dengan analisis data kualitatif untuk mengkaji kemunculan tanda luar ruangan pada objek wisata pantai Pandawa. Tokoh adat Desa Kutuh menjadi partisipan dalam penelitian ini. Metode penelitian ini adalah penelitian lapangan dengan metode observasi di pantai Pandawa. Teknik pengumpulan data dengan cara pencatatan, wawancara, dan dokumentasi tanda luar ruangan menggunakan kamera digital. Metode analisis data yang digunakan adalah metode kualitatif yang terbagi dalam beberapa teknik seperti kuantifikasi data kualitatif dan interpretasi subjek data. Representasi Kisah Mahabharata pada tanda luar ruangan di Pantai Pandawa dianalisis menggunakan empat pilihan komunikatif. Hasil penelitian ini menunjukkan bahwa ditemukan empat pilihan komunikasi dalam data, seperti pilihan bahasa, pilihan pragmatis, pilihan kode, dan pilihan audiens. Berdasarkan hasil analisis data dapat diketahui bahwa representasi budaya tanda luar ruangan di pantai Pandawa adalah cerita Mahabharata.

| Kata Kunci | linguistik lanskap, Mahabrata, representasi |

INTRODUCTION

Tourism is one of the economic sources of the Balinese people. People are looking for gaps in various fields to realize tourism to improve the community's economy. Badung Regency is an urban area with high multilingual diversity. Multilingualism can be found in written languages in public spaces. Language plays an important role in the texts in these public spaces (Ardhian & Soemarlam,

2018). Given that languages arose and developed primarily to connect and communicate among people who lived in a particular place at a certain period, they are unquestionably a significant component of cultural identity (Duizenberg, 2020). There are many ways to communicate in public spaces. Likewise, many forms of languages are found in public spaces (Marnisa et al., 2021). Outdoor signs in the form of signs, street names, directions, banners, advertisements, etc (Pidada, 2021). The physical area where one can observe the worldwide dissemination of English in various contexts is referred to as the public space (Peng et al., 2023). Research on language in public spaces can be presented and displayed in written forms in public places or public spaces. Spoken language cannot be used adequately to announce something and shape the behavior of speakers and supporters. There must be a written language with a different conception in the public sphere. People in public spaces are greatly helped by the written language. They can access the information that is conveyed repeatedly because of the written language attached to banners and billboards that are installed in an area for a certain period and some are even permanent fields (Oktavianus, 2021). Text displayed in the public domain whether static or moving is an indication of ongoing and effective social activity (Ardhian & Soemarlam, 2018). The state of speech in an area can be recognized by language markers in public spaces, as language in public spaces is reflected naturally (Sari, 2021). Signs are used to broadcast messages of interest to the public such as terrain information, directions, and warnings (Zahra et al., 2021). The presence of these languages in public domains undoubtedly serves both practical and symbolic purposes.

The linguistic landscape is symbolic because a member of the language community may feel differently in a bilingual or multilingual setting depending on whether their language is shown on public signage (Gogoi & Sinha, 2023). When researching languages in public spaces, various aspects can be examined, including language variances, semantic nuances, visual representations, color symbolism, material culture, and additional relevant factors. Public signs that are created by those who initiate, design, install, and read these signals, as well as the rationale behind their choices, is another area of study included in LL (Alhaider, 2023). Landscape linguistics is an academic discipline that aims to analyze and categorize the structured patterns of the occurrence or non-occurrence of language within public environments. Landscape linguistics aims to establish a systematic connection between written language and its societal, individual, and multilingual contexts to explore diverse modes of representation. Languages are used in public settings not only to demonstrate the philosophy and power of the language but also to ensure its continued existence (Benu et al., 2023). Landscape linguistics is an academic discipline that centers on the examination of language utilization within public domains and the underlying intentions behind such language use (Ardhian & Soemarlam, 2018). Linguistics Landscape provides information on sociological behaviors by comparing language use in formal and informal spaces (Wulansari, 2020). Landscape linguistics research can be based on various disciplines such as linguistics, sociolinguistics, politics, education, arts, and tourism. The various signs in public spaces reflect and regulate the order of the spaces in which they operate. The sociological, cultural, and political features of the space will determine the appearance and functioning of the signs, and the signs will also play a role in the organization and regulation of the space by identifying who is the recipient of the signs (Erikha, 2018). In commercial neighborhoods, billboards, banners, and advertising signs dominate the linguistic landscape; these commodified urban settings shift more dynamically to draw in residents and tourists (Hong et al., 2023). The study of the global language landscape was intimately linked to the theory of relativity, which is fundamental to ethnolinguistics a subfield of linguistics that examines language to culture (Akmaljonovna & Usmonalievna, 2022).

Using language in tourism destinations is one of the efforts to maximize tourism potential to enhance visitor interest, given that this object has tourism potential that has to be promoted (Diana et al., 2022). A vital source of information for prospective visitors is the use of language in tourism promotion, as tourist areas are intricate locations of linguistic interaction (Hasni et al., 2022). Landscape linguistic research in tourism studies is an interesting study to determine the effect of the presence of outdoor signs on tourist objects for tourists. For every language in Landscape Linguistics, distinct categories and contexts are created (Suuriniemi & Satokangas, 2023). According to Kallen

(2009), the study of landscape linguistics provides an understanding of aspects of language use and its relationship to tourism and cultural commodification. Landscape linguistics can contribute to tourism as a form of promotion. Promotional media will have a positive impact on the development of tourism and the commodification of the culture used. The phenomena of language use, when examined via a landscape linguistic viewpoint, can be understood as a means of representing the spoken language utilized by those who are responsible for its production. The composition of outdoor signs includes more than only verbal elements, as it also incorporates colors, sculptures, and the specific location of installation, all of which contribute to the overall meaning conveyed.

Figure 1
LL Monkey Forest Tourism Object

Outdoor signs in tourism areas are interesting as historical studies that provide a representation of their history. Outdoor signs are displayed at tourist attractions as a form to share information or historical values of each location with the public. In the picture above, the writing of the linguistic form displayed on the LL is like the words "Monkey Forest" Besides that there are variations of non-linguistic components such as coloring, background, sculpture, and placement which play a very important role as a form of conveying information to the audience. Each tourist attraction has a unique and different historical value.

It can be found at the Pandawa Beach tourist attraction. The beach of Pandawa has white sand as well and this beach has the charm of a beautiful cliff along the way to the beach (Pujianiki et al., 2020). Various outdoor signs are used as historical markers of the tourist attraction. The Pandawa beach tourist destination is located at the southern of Bali Island the locus of this research. The dynamics of using LL in these destinations are very high. Pandawa Beach located in Kutuh Village is a new tourist attraction developed by local communities to improve the community's economy. Previously, the people of Kutuh village were people who were left behind, even though they were in the middle of a globalization and tourist area. An idea came from community leaders to improve the economy by utilizing tourism commodities in this area. Various efforts have been made to realize tourism that can be recognized by the wider community. One of the efforts made by the community is to introduce one of the beaches in Kutuh village, namely Pandawa Beach. To introduce this tourist attraction more widely to tourists, the community completes various infrastructures so it is easily accessible to the public and tourists. Various facilities are equipped as a form of service to tourists, one of which is the use of outdoor signs. Tourism destination locations should be promoted in a way that adapts to visitor behavior (Agung et al., 2021). Outdoor signs found at Pandawa Beach attractions are very diverse with different functions, meanings, and purposes. This is very interesting to study as

an intradiscilinary study of outdoor signs that correlate with function and meaning in pragmatic studies.

In addition to correlating with meaning the LL study refers to sociolinguistics that focuses on the analysis of language usage in outdoor signage (Mulyawan & Ratna Erawawti, 2019). The use of language forms on LL can be categorized as local, national, international, mixed and symbolic languages, index, or icons. In the exploration, English as an international language is used predominantly in public signs on tourist attractions. Selection of sign language becomes an important factor in improving the gender that is consistent with the function of public sign, i.e. as an informative and symbolic form. The most important LL is written linguistically on the streets, sights and attractions, shopping signs, and advertising boards aimed at attracting the attention of tourists (Torkington, 2009). The identification of the tourist attraction is heavily dependent on the range of LL in the area. The first thing tourists face at a tourist attraction is the language in written form in a public place (Moriarty, 2015). The kinds of languages used in public spaces are ~~very~~ various, such as monolingual, bilingual, and multilingual forms. The outdoor sign is required to be monolingual, bilingual, and multilingual so it can be easy to understand by foreigners. Multilingual people may use multiple languages for different social, cultural, and commercial purposes. There are distinct uses for every language, as well as proficiency requirements for each (Abdullah & Wulung, 2021). The variation of the language used depends heavily on the linguistic background, culture, and social relations (Sudarmanto et al., 2023). Language use in signs does not always depend on it having to be approved by the government; cultural or social practices reflected in it can be connected to a community's identity (Mansoor et al., 2023). The various ways that language is presented in public spaces serve an implicit purpose of reflecting the power dynamics, identities, and ideologies that language presents in actual society in addition to simply conveying information (Liu & Wu, 2023). Local language usage in public settings has a connection to ideology and power in addition to being a means of preserving the language's vitality. For this reason, it's critical to provide both official and informal intervention or support for a language's vitality (Benu et al., 2023).

Outdoor signs displayed in public spaces around Pandawa Beach have various forms, so they have different purposes. This research was conducted to complement the results of previous studies which tend to examine the importance of analyzing linguistically on the streets, in tourist objects, and attractions. This study focuses on examining the communicative choice used in the outdoor sign. The important thing in outdoor signs is not only displaying signs in the form of linguistic units such as sentences, words, and phrases but there are variations of non-linguistic components such as coloring, images, logos, backgrounds, sculpture, placements which also act as a form of conveying information to the audience but also to represent the story to promote this tourist attraction.

The research conducted by Abdullah & Wulung (2021) has been on language forms and signs in public areas like tourist destinations. Only the meaning of signs expressed in language is described by researchers. In addition to meaning, the non-linguistic cultural environment also runs counter to the existence of these indicators. Prior studies have not provided a thorough explanation of the significance of the mark or how it relates to the cultural environment in which it is exhibited. Based on the results of previous research, the novelty of this research is; *First,* this study explores contextual meaning of language that has rarely been studied by previous research. *Second,* the cultural context has not been analyzed in previous research, whereas the cultural context is very important to be analyzed as one of the forms of representation of linguistic meaning in public space signs. *Third,* language contestation in public spaces is not only related to meaning and language selection but more to promoting tourist places with a public space sign as the main destination of a tourist place. Based on these gaps, there are some important issues to be answered in this study as well as the major aims of this analysis, such as: (1) how does the use of language selection in delivering information on the public sign at Pandawa Beach? and how is the cultural representation realized in the public space sign on Pandawa Beach?

Of these three novelties, this research contributes both theoretically and practically. This theoretical research ceremony reinforces the study of the Linguistics Landscape on the role of cultural contexts in delivering messages and information to the audience that can enrich scientific references in analyzing the

linguistics landscape. Public space signs that can be used are linguistic and non-linguistic elements for the main purpose of promoting tourist attraction. The choice of the correct signs can represent the meaning and culture so that the managed attractions are attractive to tourists. In addition, the research also contributes to the government in the management of tourist attractions in Bali. The government can consider the policy of using linguistic and non-linguistic signs in tourist sites as one of the forms of sustainable promotion. The results are not duplicates and are the original results found on the field. The research is done using the right methods to obtain the actual results in line with reality.

METHOD

Based on the data presented in this analysis, it can be determined that the nature of this research is qualitative. The objective of this study is to ascertain the cultural portrayal employed to promote a specific tourist location. The major data source for this analysis consists of outdoor signs located in the vicinity of Pandawa Beach, including billboards, place names, building names, statue names, and other relevant signage. There are 20 outdoor signs were analyzed in this study. The data collection method and strategy proposed by (Creswell, 1998). The method of this research is field research by observation method in Pandawa Beach. The technique of collecting data by checking the list, interviewing with the local community, and documenting the outdoor signs using a digital camera. The participants of this study are Traditional figures of the Kutuh Village community who know the history of Pandawa Beach. The method of analyzing data in this study is the qualitative method which is divided into some technic such as quantification of qualitative data and subject interpretation data.

Figure 2
Pandawa Beach
Source. Google map

The location of Pandawa Beach is in the south of Bali. The dominance of visitors is domestic tourists. Pandawa Beach is located at Jalan Pandawa Beach, Kutuh Village, South Kuta District, Badung Regency, Bali Indonesia.

RESULTS AND DISCUSSION

This research analyzed the linguistic landscape found in Pandawa Beach, Kutuh Village. In this part, two sections such as the result and discussion can be described below.

Pandawa Beach is situated inside the geographical boundaries of Kutuh Village, which is located in the South Kuta District of the Badung Regency. Based on the interview results by Traditional figures of the Kutuh Village community, there is cultural representation in outdoor signs. The cultural representation is interpreted by the history of Pandawa. The corpus data included in this

study consists of the outdoor signage located in the vicinity of Pandawa Beach. The following are the many types of outdoor signage observed in the vicinity of Pandawa Beach.

Table 1
The form of LL

No	Sign	Form	Number
1	Direction	Billboard, traffic sign	7
2	Information Sapta Pesona	Billboard	10
3	Health protocol COVID-19 sign	Billboard, banner, hand washing facilities	10
4	Sign of Representation Mahabharata story	Statue's board name, Statue, Billboard,	13
			40

Based on the data found, the dominance of the signs displayed at Pandawa Beach is a sign that represents the Mahabharata story as an icon of the Pandawa Beach tourist attraction. This study focuses on examining outdoor signs around Pandawa Beach as a representation of the Mahabharata story. The placement of these signs, of course, is not without reason. The expressions of meaning and communicative choices of the signs displayed will be explained further in the data analysis section.

According to Landry and Bourhis the term "LL" refers to the language used on various public displays like as road signs, billboards, street names, place names, commercial store signs, and public information boards in government buildings. These displays typically incorporate linguistic elements specific to a certain region or urban area (Landry & Bourhis, 1997). Based on the results of observations that have been made, the dominance of outdoor signs that appear on Pandawa Beach is an outdoor sign that represents the Mahabharata story. To understand the sign on the Pandawa beach as a form of representation of the Mahabharata story, this study does not only discuss language choices, however, a summary of communicative choices is also important to form the analyzed material. Some of the communicative choices that are important in this analysis are *code choices,* such as: recognizing the significance of font selection in data representation, it is imperative to additionally take into account alternative methods of graphic display such as color, positioning, and other relevant factors, as elucidated by (Scollon, 2003). The selection of a pragmatic choice prompts inquiries into the overall communicative purpose of each signage unit, whereas the selection of a target audience incorporates the evaluation of the intended recipients into the research (Huebner, 2006). Based on the explanation above, each form of a sign on Pandawa Beach can be conveyed through the table below:

Table 2
The Use of Language

Language Choice English, Indonesian, Balinese	Pragmatic Choice Cognition, Interaction
Code Choice Modern Roman fonts; Celtis -style fonts, presentation, color, placement	Audience Choice Tourist focus: General inclusion of tourism and native.

Based on the matrix that is described, the outdoor signs on Pandawa Beach are arranged based on four communication options. The communication options are language choice, pragmatic choice, code choice, and audience choice.

As a form of representation of cultural representation, several signs are displayed around Pandawa Beach. The variation of the signs displayed was then analyzed in four communicative choices from (Scollon, 2003) and (Huebner, 2006).

Figure 3
Sign of Panca Pandawa

The image above shows six different markings in each section. The sign describes the interaction of the various choices made in matrix 1. The sign that is displayed at the same time provides information about the naming of the five Pandava characters in the Mahabharata story. The sign displayed is in the Indonesian language. The choice of language used in the outdoor sign is Indonesian containing the names of the *Panca Pandawa* characters and their mother, *Dewi Kunti*. Indonesian is still an option in the outdoor sign because the marketing target for Pandawa Beach attractions is domestic tourists who come from outside areas. The Indonesian language used in these outdoor signs can be seen in the choice of vocabulary that appears in each sign, such as the names of the characters, *Dewi Kunti, Dharmawangsa, Bima, Arjuna, Nakula, Sahadewa* then added the other vocabulary "donatur" which includes the Indonesian language.

Based on the interview by traditional figures of the Kutuh Village community stated that statues of the Pandava, Bima, Arjuna, Yudistira, Nakula, and Shadewa as well as a statue of *Dewi Kunti* line the route as indicators of infrastructure. Officials from the government and private businesses provide sponsorship or commercial support for each statute aggregate sign. Subsequently, this statue image became associated with Pandawa Beach, giving the impression that Pandava was watching over the shore (Khasanah & Syifa, 2023). Based on the code choice shown on the outdoor sign, there are several variations of code. The most dominant code choice shown in the data is the use of capital letters in each writing. Writing capital letters serves as an affirmation of the information that will be shown by the audience. Capital letters combined with gold and black colors with marble are used to reaffirm the names of the Mahabharata story characters that appear. In addition, the prestige form of the Mahabharata characters and stories wants to be used as an audience attraction for the sign. On each sculpture is written the name of the Pandawa. The names of the Pandava as the main characters in the Panca Pandawa story are *Dewi Kunti, Dharmawangsa, Bima, Arjuna, Nakula, and Sahadewa*. Nameplate marks on each character are placed under each sculpture. Meanwhile, the sculpture of the Panca Pandawa figure is placed under a cliff that has been split open. The placement of this outdoor sign aims to represent the story of the five Pandavas in the Mahabharata story. Outdoor signs in the

form of a nameplate and Panca Pandawa sculpture are placed right under the rock cliffs as a form of representation of Mahabrata's story as an icon of Pandawa Beach. The font used on the sign is modern Roman font to make it easier for the audience to read and understand the naming of the *Panca Pandawa* characters displayed on the sign. The outdoor sign displayed is supported by the placement of six sculptures as symbols and icons of the Panca Pandavas.

Culture is the foundation of Balinese development, and the type of development that is practiced there is known as "culture-oriented development." When Balinese culture is vibrant and sustainable, it becomes a fundamental building block for the growth of tourism (Agung et al., 2020). The representation of Balinese culture and art can be seen from the pragmatic choice of outdoor signs. The pragmatic choice of these outdoor signs is a form of informative speech act that explicitly conveys information to the audience about the representation of the Mahabharata story as an icon of Pandawa Beach. The story that the community wants to convey through the sign is the story of the Pandavas and their mother *Dewi Kunti* who were once imprisoned in the gala-gala cave. The gala-gala cave is believed to resemble a very hard rock cliff. With great effort, the five Pandavas finally made a tunnel that led to the wilderness. The name Pandawa Beach is taken from the story of Mahabharata which was inspired by the story of the five Pandavas who succeeded in turning the forest into a great kingdom. It was in this forest that they later founded a kingdom called *Amertha* which was led by Yudhisthira as a king. As a form of representation, the Mahabharata story which has similarities to the story of the struggle of the people at Kutuh Village, this beach finally is called Pandawa Beach. Based on the results of interviews with local people, this beach was once a hidden beach and was difficult for the public to pass. However, with the struggle and hard work of the community by splitting rock cliffs and being able to open access to the beach, this beach finally has become a new famous tourist attraction in Bali. These statues were discovered during a fairy tale excavation in which five divers were imprisoned in a Goa gala-gala. When the Pandawa dug a tunnel that led to a wilderness forest, five of them survived (Swabawa et al., 2021). The pragmatic choice shown in the sign is to form cognition and social interaction from the Mahabharata story as part of the historical value to be conveyed to visitors. By placing the outdoor sign, tourists will have a frame of mind about Pandavas' stories and show that the stories of *Panca Pandawa* stories are similar to the people of Kutuh Village.

Audience selection aims to establish an audience check on the outdoor sign being displayed. The outdoor sign in Figure 2 builds an audience check with a tourist focus: general inclusion of tourism and native. The sign is intended for tourists for tourism promotion. The target audience for the Pandawa Beach tourism object is domestic tourists. So that all forms of signs that appear on Pandawa Beach are focused on local communities and domestic tourists. The sign is then used as a form of written and non-linguistic information for domestic tourists and the local community.
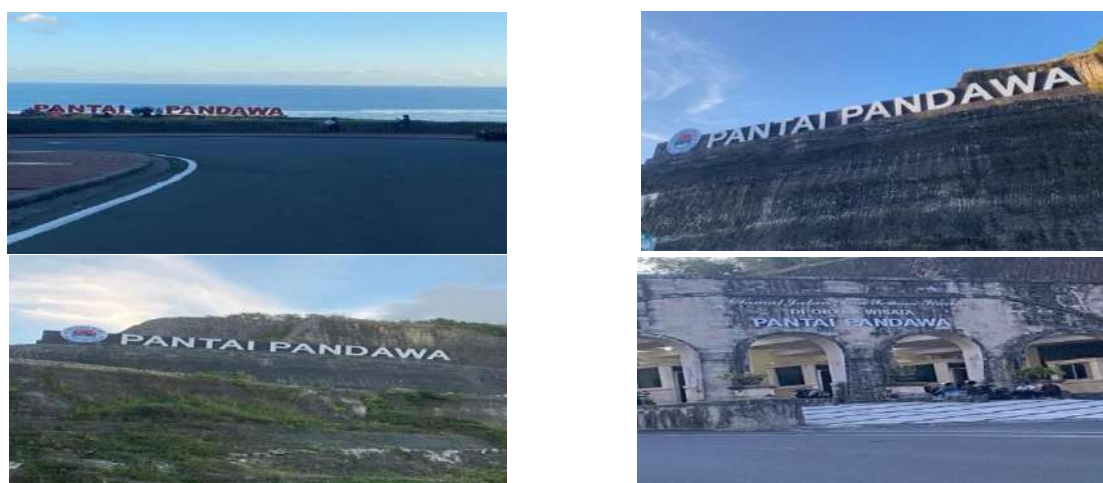
Figure 4
Sign of Pandawa Logo and Writing

Based on the sign shown in Figure 3, the code choice used in the outdoor sign is dominated by white in Pandawa font, it is to show firmness so that easier to read. Meanwhile, red font is used as an artistic contrast value from the sea background. The form of modern Roman fonts and the use of capital letters are taken into consideration in the outdoor sign. The outdoor sign on the writing and logo is placed on a cliff as a representation of the Mahabharata story, besides that the outdoor sign is also placed at the main gate as a welcome sign. Benu et al., (2023) found by using regional languages in public settings, cultural representation is achieved by preserving the survival of the local language and culture in addition to demonstrating the ideology and power of the language. Languages are employed in public places to guarantee their continuing existence as well as to demonstrate their strength and philosophy (Benu et al., 2023). The philosophy can be shown in Pragmatics choice of the sign. The Pragmatics choice of the outdoor sign above is a form of informative speech act with explicit meaning to convey information to the audience that there is a representation of the Mahabharata story behind the outdoor signs placed on a cliff. Audience selection aims to establish an audience check on the outdoor sign being displayed. The sign is intended for tourists with the aim of tourism promotion and artistic value. Similarities between the history of the Kutuh village people and the Pandava Panca story are the cultural depiction of the Mahabrata story found in the outdoor sign on Pandawa Beach. The tale is told of Pandava Panca, who rescued himself from the desert wilderness after becoming imprisoned in the gala-gala goa. The tale of the villagers of Kutuh climbing a rock ledge to satisfy their attraction to the Pandawa ledge is strikingly similar to this one.

CONCLUSION

Based on the results of the data analysis, it can be concluded that there are variations in outdoor signs displayed at Pandawa Beach Tourism Object. The outdoor sign is displayed as a representation of the struggle of the Panca Pandavas and their mother Dewi Kunti in the Mahabharata story which has a similar story with the surrounding community to split the cliff into a tourist attraction. These signs are displayed and introduced to tourists as a form of historical value from the Pandawa Beach tourist attraction. The outdoor sign at Pandawa Beach is composed of four communication options. The communication choice is language choice, pragmatic choice, code choice, and audience choice Another urgency that needs to be analyzed by future researchers in outdoor sign research is analyzing social and cultural context. Social and cultural context is needed to find out the intended meaning of the sign.

DECLARATIONS

Author contribution	:	I Gusti Ayu Vina Widiadnya Putri leads and is responsible for all research projects on Pandawa Kutuh Village. She also wrote the manuscript and collaborated with the second authors. Anak Agung Ayu Dian Andriyani participated in data collection in the field, interviews with figures, transcription, and analysis. Both authors approved the final manuscript
Funding statement	:	This research didn't receive funding.
Conflict of interest	:	Both authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article published in KEMBARA in 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Abdullah, C. U., & Wulung, S. R. P. (2021). Spatial Patterns of Linguistic Landscapes in Tourism Area. *Journal of Engineering Science And Technology*, *16*(5), 4298–4308.

Agung, A. A. P., Tamba, I. M., & Brata, I. B. (2020). Building A Traditional Village-Based Tourism

Destination Management System (Pandawa Beach Tourism Destinations, Kutuh Village, South Kuta). *Journal Tourism Studies & Practices (RTEP)*, *10*(2), 1–25. Retrieved from http://geplat.com/rtep/index.php/tourism/article/view/493

Agung, A. A. P., Tamba, I. M., & Brata, I. B. (2021). Developing A Traditional Village-Based Governance System for Tourism Destinations in Bali. *Laplage Em Revista*, *7*(extra-a), 113–127. https://doi.org/10.24115/s2446-622020217extra-a783p.113-127

Akmaljonovna, Z. A., & Usmonalievna, A. R. (2022). Analysis of Views on The Formation of The Linguistic Landscape of The World. *Anglisticum*, *11*(1), 11–12. http://dx.doi.org/10.0001/ijllis.v11i1.2257

Alhaider, S. M. (2023). Linguistic Landscape of Arabs in New York City: Application of A Geosemiotics Analysis. *ISPRS International Journal of Geo-Information*, *12*(5), 1–19. https://doi.org/10.3390/ijgi12050192

Ardhian, D., & Soemarlam. (2018). Mengenal Kajian Lanskap Linguistik dan Upaya Penataannya dalam Ruang-Ruang Publik di Indonesia. *Jurnal Akrab Juara*, *3*(3), 170–181. Retrieved from http://akrabjuara.com/index.php/akrabjuara/article/view/307

Benu, N. N., Artawa, I. K., Satyawati, M. S., & Purnawati, K. W. (2023). Local Language Vitality in Kupang City, Indonesia: A Linguistic Landscape Approach. *Cogent Arts and Humanities*, *10*(1), 0–14. https://doi.org/10.1080/23311983.2022.2153973

Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Tradition*s. Sage Publications LTD.

Diana, P. N., Wildaniyah, T., Oktavia, T. A. T., & Ekawati, R. (2022). Landscape Linguistic of Sumenep Tourism Destination in The New Normal Era. *PROSODI*, *16*(1), 70–81. https://doi.org/10.21107/prosodi.v16i1.13379

Duizenberg, M. R. (2020). Linguistics Landscape: A Cross-Culture Perspective. *Linguistics and Culture Review*, *4*(1), 15–28. https://doi.org/10.37028/lingcure.v4n1.17

Erikha, F. (2018). Konsep Lanskap Linguistik Pada Papan Nama Jalan Kerajaan (Râjamârga): Studi Kasus di Kota Yogyakarta. *Paradigma, Jurnal Kajian Budaya*, *8*(1), 38–52. https://doi.org/10.17510/paradigma.v8i1.231

Gogoi, D., & Sinha, S. (2023). Linguistic Landscape of A North-East India Town: A Case Study of Sivasagar. *Language In India*, *23*(2), 22–36.

Hasni, N. A., Ya Shak, M. S., Abdul Malik, N., & Anuarudin, A. A. S. (2022). Linguistic Landscape of Tourist Spaces From 2014 to 2022: A Review. *International Journal of Academic Research in Business And Social Sciences*, *12*(10), 1695–1708. https://doi.org/10.6007/ijarbss/v12-i10/14996

Hong, S.-Y., Kim, Y., & Lee, Y. (2023). Ethnic Segregation on Linguistic Landscapes. *Environment and Planning B: Urban Analytics and City Science*, *50*(7), 1916–1931. https://doi.org/10.1177/23998083221150240

Huebner, T. (2006). *Bangkok's Linguistic Landscapes: Environmental Print, Code-Mixing, and Language Change.* In: D. Gorter (Ed.) Linguistic Landscape: A New Approach to Multilingualism, Clevedon: Multilingual Matters, pp. 31–51.

Kallen, J. (2009). *Tourism and Representation in The Irish Linguistic Landscape. In E. Shohamy and D. Gorter (Eds) Linguistic Landscape: Expanding The Scenery (pp.270-283).* Routledge.

Khasanah, N., & Syifa, R. d. (2023). Aggregate Signs in The Linguistic Landscape of Pandawa Beach: A Semiotic Perspective. *International Journal of Language Teaching and Learning*, *1*(1), 33–43. Retrieved from https://ejournal.pkbmsp.com/index.php/ijltl/article/view/5

Landry, R., & Bourhis, R. Y. (1997). Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study. *Journal of Language and Social Psychology*, *16*(1), 23–49. https://doi.org/10.1177/0261927X970161002

Liu, T., & Wu, Y. (2023). The Linguistic Landscape of Traditional Blocks in Wudianshi China. *European Online Journal of Natural and Social Sciences*, *12*(1), 220–232. Retrieved from https://european-science.com/eojnss/article/view/6745

Mansoor, S. S., Hamzah, N. H., & Shangeetha, R. K. (2023). Linguistic Landscape in Malaysia: The

Case of Language Choice Used in Signboards. *Studies in English Language and Education*, *10*(2), 1062–1083. https://doi.org/10.24815/siele.v10i2.28338

Marnisa, Z., Oktavianus, & Revita, I. (2021). The Form of Linguistic Landscape Name and Gala in Lembah Gumanti Subdistrict. *Indonesian Journal of Language Teaching and Linguistics*, *6*(1), 14–29. https://doi.org/10.30957/ijotl-tl.v6i1.647.The

Moriarty, M. (2015). The Linguistics Landscape of An Irish Tourist Town. *International Journal of The Sociology of Language*, *2015*(232), 1–12. https://doi.org/10.1177/136700691348420

Mulyawan, I. W., & Ratna Erawawti, N. K. (2019). Linguistic Landscapes in Desa Kuta. *E-Journal of Linguistics*, *13*(2), 327–338. https://doi.org/10.24843/e-jl.2019.v13.i02.p12

Oktavianus. (2021). Lanskap Linguistik Bahasa Tulis di Ruang Publik dan Upaya Pencegahan Penularan Virus Korona. *Jurnal Lazuardi*, *4*(1), 43–56.

Peng, J., Mansor, N. S., Kasim, Z. M., & Ang, L. H. (2023). A Sociolinguistic Analysis of Bilingual Puns in The Linguistic Landscapes of Guangzhou, China. *Asia-Pacific Social Science Review*, *23*(1), 91–104.

Pidada. (2021). Penggunaan Tanda Luar Ruang dan Fungsinya di Kecamatan Denpasar Barat. *WIDAYADARI: Jurnal Pendidikan*, *22*(1), 241-251. https://doi.org/10.5281/zenodo.4661348

Pujianiki, N. N., Dirgayusa, I. G. N. P., & Januatmika, I. M. R. (2020). Pengelolaan Wilayah Pesisir di Pantai Pandawa. *Jurnal Ilmiah Teknik Sipil*, *24*(1), 10–17. Retrieved from https://ojs.unud.ac.id/index.php/jits/article/download/58686/34150

Sari, R. N. (2021). Penamaan Toko di Sidoarjo Kota: Kajian Lanskap Linguistik. *BAPALA*, *8*(3), 47–62. Retrieved from https://ejournal.unesa.ac.id/index.php/bapala/article/view/40715

Scollon, R. (2003). *Discourses in Place: Language in The Material World*. Routledge.

Sudarmanto, B. A., Wahyuni, T., Aji, E. N. W., Murdowo, D. A., Hendrastuti, R., Artawa, K., & Benu, N. N. (2023). The Languages on The Border of Indonesia and Timor Leste: A Linguistic Landscape Study. *Cogent Arts and Humanities*, *10*(2), 1–14. https://doi.org/10.1080/23311983.2023.2273145

Suuriniemi, S. M., & Satokangas, H. (2023). The Linguistic Landscape of Finnish School Textbooks. *International Journal of Multilingualism*, *20*(3), 850–868. https://doi.org/10.1080/14790718.2021.1950726

Swabawa, A. A. P., Meirejeki, I. N., & Setena, M. (2021). Persepsi Wisatawan terhadap Eksistensi Kawasan Wisata Alam Pantai Pandawa Desa Kutuh Badung Bali. *Warmadewa Management And Business Journal (WMBJ)*, *3*(2), 85–99. https://doi.org/10.22225/wmbj.3.2.2021.85-99

Torkington, K. (2009). Exploring the Linguistic Landscape: The Case Of The 'Golden Triangle' in the Algarve, Portugal. *Papers from the Lancaster University Postgraduate Conference in Linguistics and Language Teaching, 3.*, *3*(1), 122–145.

Wulansari, D. W. (2020). Linguistik Lanskap di Bali: Tanda Multilingual dalam Papan Nama Ruang Publik. *KREDO : Jurnal Ilmiah Bahasa dan Sastra*, *3*(2), 420–429. https://doi.org/10.24176/kredo.v3i2.4600

Zahra, S. T., Setia, E., & Zein, T. (2021). Linguistic Landscape on Coffee Shop Signboards in Medan. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *4*(3), 5445–5457. https://doi.org/10.33258/birci.v4i3.2335

Traumatic Memory in Mahfud Ikhwan's *Dawuk* Dwilogy as a Cultural Manifestation of East Java's Northern Coastal Communities

(Memori Traumatis dalam Novel Dwilogi *Dawuk* Karya Mahfud Ikhwan sebagai Manifestasi Budaya Masyarakat Pesisir Utara Jawa Timur)

Muhammad Afnani Alifian*
Universitas Negeri Malang, Indonesia
muhammad.afnani.2202118@students.um.ac.id

Djoko Saryono
Universitas Negeri Malang, Indonesia
djoko.saryono.fs@um.ac.id

Karkono
Universitas Negeri Malang, Indonesia
karkono.fs@um.ac.id

Norhayati Ab. Rahman
University of Malaya, Malaysia
yati@um.edu.my

*Corresponding author: Muhammad Afnani Alifian | email: muhammad.afnani.2202118@students.um.ac.id

Abstract: Traumatic memory can become a manifestation of a community's cultural wisdom when the community collectively continues to maintain fear of the object of trauma. Mahfud Ikhwan's Dwilogi Dawuk novel tells the story of traumatic memory rooted in the community's trauma to the livelihood of *blandong* and the forestry ministry that has been maintained for generations. The purpose of this study is to describe the symptoms of trauma in the Dawuk duogy experienced by the characters to produce findings that traumatic memory can become the cultural wisdom of the community. The data of this research are novel texts in the form of character utterances, narrator monologues, and dialogues between characters. The source of the research data is the Dawuk bilingual novel, namely Dawuk; The Gray Tale of Rumbuk Randu and Anwar Tohari Mencari Mati. Data collection is done with documentation technique. The main instrument in the research is the researcher himself who is supported by a data search grid table. The flow of data analysis in this study, namely (1) data collection, (2) data condensation, (3) data presentation, and (4) conclusion drawing. Once collected, the data were analyzed based on the research focus of traumatic memory symptoms. The results showed that flashback symptoms were experienced when the characters and people of Rumbuk Randu felt, heard, and recalled the traumatic events. Nightmare symptoms occur to characters who feel fear of the traumatized object while in an unconscious state. Meanwhile, the repetitive phenomenon occurs when the Rumbuk Randu community equates current events with bad events in the past. Based on the research results, it can be concluded that this novel is a medium for conveying traumatic memory symptoms about the conflict between *blandong*an and the forestry ministry on the north coast of East Java, precisely in the Lamongan area.

Keywords   cultural wisdom, traumatic memory, *Dawuk* Dwilogy novel

Abstrak: Memori traumatis dapat menjadi manifestasi kearifan budaya dari masyarakat ketika kelompok masyarakat tersebut secara kolektif terus memelihara ketakutan terhadap objek trauma. Novel Dwilogi *Dawuk* karya Mahfud Ikhwan mengisahkan tentang memori traumatis yang berakar dari trauma masyarakat terhadap mata pencaharian *blandong* dan jawatan kehutanan yang telah dipelihara secara turun temurun. Tujuan penelitian ini untuk mendeskripsikan gejala trauma dalam dwilogi *Dawuk* yang dialami oleh tokoh untuk menghasilkan temuan bahwa memori traumatis dapat menjadi kearifan budaya masyarakat. Data penelitian ini adalah teks novel berupa ujaran tokoh, monolog narator, dan dialog antartokoh. Sumber data penelitian adalah novel dwilogi *Dawuk*, yaitu *Dawuk; Kisah Kelabu Dari Rumbuk Randu* dan *Anwar Tohari Mencari Mati*. Pengumpulan data dilakukan dengan teknik dokumentasi. Instrumen utama dalam penelitian adalah peneliti sendiri yang didukung dengan tabel kisi-kisi pencarian data. Alur analisis data dalam penelitian ini, yaitu (1) pengumpulan data, (2) kondensasi data, (3) sajian data, dan (4) penarikan simpulan. Setelah terkumpul, data dianalisis berdasarkan fokus penelitian gejala memori traumatis. Hasil penelitian menunjukkan bahwa gejala kilas balik dialami ketika tokoh dan masyarakat Rumbuk Randu yang merasakan, mendengar, dan mengingatkan kembali peristiwa trauma. Gejala mimpi buruk terjadi kepada tokoh yang merasakan ketakutan terhadap objek trauma ketika berada dalam kondisi tidak sadar. Sementara itu, fenomena repetitif terjadi ketika masyarakat Rumbuk Randu menyamakan kejadian saat ini dengan kejadian buruk di masa lalu. Berdasarkan hasil penelitian dapat disimpulkan bahwa novel ini merupakan media untuk menyampaikan gejala memori traumatis tentang konflik antara *blandong*an dengan jawatan kehutanan di pesisir utara Jawa Timur, tepatnya di daerah Lamongan.

Kata Kunci   kearifan budaya, memori traumatis, novel Dwilogi Dawuk

INTRODUCTION

The author's process of processing materials to become a complete story in a novel can involve memory. The author's memory is manifested in fragments of the past that contain many things. This aline with Hamm's (2021) opinion, which states that the author's memory is not only individual but also intertwined with collective memory. These memories will form a memory of an event. An event that may be deeply imprinted on a person is a dark event. The event causes trauma memory to be remembered for years. Trauma memory can be used by the author as a source of inspiration in writing a novel, whether the author is directly involved, as a post-traumatic generation, or from the reserach results while writing the novel. The novel can be seen as directly related to the author's experience and the author's environment. According to Rachman & Wahyuniarti (2021) the attitudes and behavior of novel characters can be seen as the author's inner phenomenon.

Traumatic events in novels that are directly related to actual events have been created and modified by the author so that they can produce new things from the history that the author uses as a basis. Therefore, the depiction of traumatic memory in novels is not told directly but with a refined narrative and does not rule out the possibility of reinterpretation from the author. Schönfelder (2013) explains traumatic events in literary studies, according to him, imagination in literature can fictionalize and symbolize in creating a space where experiences - especially experiences that threaten security or death (traumatic experiences) - can be explored from various points of view and perspectives. Literary texts and their fictional worlds allow for the engagement of the traumatized subject, which is often personalized, contextualized, fixated and distorted, psychologized, and metaphorized simultaneously.

According to Caruth (2016), traumatic memory can be understood not as a wound or injury to the body but rather as wound or injury to one's soul or mind, or mentality. The wound experienced is not like a wound on the body that can be quickly healed in relatively short duration of time. Trauma means a deep feeling experienced by someone due to a painful event (Keuris, 2018). It is an inner wound that comes from an event or life experience involving time, self, and environment. These three elements are present simultaneously to show that trauma occurs in the sufferer (Caruth, 1995). Trauma can also be seen as an experience as, an extraordinary event that, in an unconscious state, can cause fear in the sufferer. Trauma thus becomes a description of an event in the past with the response to the event occurring in the form of recurrent hallucinations that are often delayed, uncontrollable, and experience other disturbing phenomena. As such, traumatic memory is a visceral recollection of a painful event in the past that stems from one's own life experiences as well as those of others. Traumatic memory is not always present in first-person experience, but neither can it be derived from the inheritance of previous generations to the post-traumatic generation (Hirsch, 2012). In post memory theory, Hirsch (2012) also mentions that memory in a person will not only stop at himself but there is often also a transfer of memory, especially with people who are related or are in the same social environment. The next generation who does not experience the memory gets the story and can also traumatize the recipient generation.

Based on the perspective on postmemory, it can also be seen that individuals' memory can be related to collective memory. Collective memory is an individual memory shared by a group of people (Erll, 2011). It is further explained that collective memory is more than an interpretive framework of individual memories. The division in individual memory itself is a social context that has a direct effect on individual memory. In other words, individual memory contributes to collective memory. Otherwise, collective memory cannot be formed without individual memory.

According to Caruth (2016), trauma memory in novels can be explained by the emergence of three syptoms that can be experienced individually or collectively. These symptoms are long-term in nature and occur after the traumatized person experiences deep inner wounds. According to Caruth (2016), trauma memory symptoms are associated with Post Traumatic Stress Disorder (PTSD) or prolonged stress that occurs without realizing it. Trauma symptoms occur when symptoms of repetitive experiences, nightmares, and flashbacks appear (Caruth, 1995; Chang, 2017; Sartika, 2020). Trauma memory in novels is an important issue that can add to the theoretical treasures of Indonesian literature. Understanding trauma in novels can allow for emotional release or catharsis from a trauma. By understanding the trauma in the story, readers can compromise with similar traumas they have (Sartika, 2020).

Trauma in literary works, like metafictional novels, gives rise to specific reflections (Whitehead, 2004). One of the reflections of trauma in the novel is trauma about the cultural wisdom of the community (Ernawati, 2020; Masemola, 2021). The reflection of trauma related to the cultural wisdom of the community, for example, can be shown in the novel *'Tiba Sebelum Berangkat'* by Faisal Oddang, which tells the story of *bissu* who confronted DI/TII, which occurs in the history of South Sulawesi (Santoso, 2021). *Bissu*, part of the pre-Islamic Bugis tradition, had to deal directly with DI/TII. The massacre of bissu became a traumatic memory recounted by second-generation author Faisal Oddang. *Bissu* can be seen as the cultural wisdom of the people in South Sulawesi because it cannot be separated from the ways and practices developed by community groups, which come from a deep understanding of the local environment. Community cultural wisdom is formed from the knowledge gained by the community to face the natural challenges of the place where they have lived for generations (Saputra et al., 2022; Septarianto, 2018). Community knowledge can be realized in various ways, one of which is knowledge about the dark memories in the environment. Dark events can cause trauma to later generations. If a community group deeply understands the trauma, it can be said to be a manifestation of cultural local wisdom.

Trauma as a manifestation of cultural wisdom can be seen in Mahfud Ikhwan's *Dawuk* novel. The Dawuk dwilogi novel which is the material object of this research is divided into two, namely 'Dawuk: Kisah Kelabu dari Rumbuk Randu' (KKDR) and 'Anwar Tohari Mencari Mati' (ATMM). This novel is used as the research object because it is one of Mahfud Ikhwan's best works and was awarded by the Jakarta Arts Council (DKJ) in 2019. In addition, this novel tells the story of deep trauma experienced by the characters, individually and collectively. Individually, Mat Dawuk is traumatized by the death of his wife, Inayatun. Feelings of guilt constantly haunt Mat Dawuk because he feels that his wife's death was caused by his previous actions as a hitman. Meanwhile, collectively, traumatic memory is experienced by the people of Rumbuk Randu who feel afraid of Mat Dawuk. With this fear, the Rumbuk Randu community collectively accused Mat Dawuk of being the mastermind of his wife's murder, even though blandong Hasan killed Inayatun. The accusation and the death traumatized Mat Dawuk into a completely different person from his past. Trauma due to death can indeed cause a person to become imagined with their death (Chappell, 2016). On the other hand, the Rumbuk Randu community's fear of Mat Dawuk led to a collective traumatic memory to stay away from Mat Dawuk as. Mat Dawuk was repeatedly tried to be killed by the people of Rumbuk Randu because he was accused of being his wife's murderer, but he never budged and resisted. The story of Mat Dawuk and the Rumbuk Randu community's fear of him is described in the first novel, KDDR, with narrator Warto Kemplung. The fear of Mat Dawuk is not only because he is accused of being a murderer, but also because Mat Dawuk is a descendant of the wooden *blandong* that was so famous since the new order era. This community trauma becomes cultural wisdom because it negatively stigmas the *blandong's* livelihood.

Meanwhile, in the second novel, Hanggono experiences traumatic memories due to the death of his father Sinder Harjo. Hanggono's trauma hurt his life because he felt that he could not live in peace because he continued to look for the cause of the death. From a cerbung, Hanggono learned that Sinder Harjo died because he was involved in a fight with Anwar Tohari. Subsequently, Hanggono tried to take revenge against Anwar Tohari even though he failed in the end. According to Bahardur

(2020), the impact of psychological trauma can lead to negative behavior, such as suicide attempts. In the case of this novel, it can be bad that the character takes revenge, which ultimately fails. Furthermore, in terms of the cause, Hanggono's trauma is caused by a hereditary conflict between the *blandong*an family and the forestry ministry. The conflict between the blandong and the *sinder* can be seen as a manifestation of the cultural wisdom of the north coast of East Java. According to Sundaryanti et al., (2022) the setting in the novels KKDR and ATMM refers to the area between the coast and the teak forest in Lamongan. Therefore, the conflict between the *blandong* and the forestry ministry, which is part of the community in the area, can be seen as the cultural wisdom of the community. During the New Order era until the Reformation in the 2000s, the people of the north coast of East Java, especially around the teak rains in Lamongan, mostly made a living as forest *blandong* Maji (2019), while others became forestry workers, usually inheriting this livelihood from generation to generation. Many Lamongan people migrate abroad outside these two livelihoods, specifically to Malaysia. These two livelihoods also distinguish the north coast of East Java from the south coast of East Java.

Stories about these various livelihoods appear simultaneously in both KKDR and ATMM. Regarding the cultural wisdom of the people of the north coast of East Java, it refers to the time when the New Order was still in power or the leadership of President Soeharto. The story in Dwilogi Dawuk has a forward and backward flow, the forward flow is when telling the present condition, while the backward flow when the narrator remembers the new order period, which is connected to the conflict between the *blandong* and the forestry ministry in Rumbuk Randu. An important character named Warto Kemplung becomes the main narrator in this novel. Warto Kemplung can be interpreted as the story's main narrator who also represents the author. Mahfud Ikhwan uses a third-person point of view to tell his stories. In other words, Mahfud Ikhwan as the author is outside the story purely as the author, in addition to the time setting Mahfud Ikhwan is identified as not being directly involved with the new order. This means that Mahfud is not the owner of the first memory, or the first generation to experience the events directly. In memory studies, Mahfud is called the second generation (postgeneration). The memory of this second generation is called post-memory in memory studies. Mahfud remembered of the event through affiliative means, namely historical research from related literacy.

So far, the novelty of this research can be seen from the use of material objects with two novels by Mahfud Ikhwan. Previous research examined these two novels by Mahfud Ikhwan separately. The term dwilogi Dawuk itself is a term specifically used in this research. The mention of the Dawuk dwilogi is because the two novels are interconnected. Research on the two novels tends to focus on more than just reading the cultural wisdom of the community. For example, research conducted by Sundaryanti et al., (2022) examines Anwar Tohari's novel Mencari Mati from its cultural aspects only. The same thing was done in the reading of Dawuk: The Gray Tale of Rumbuk Randu. In addition, this research is essential because the primary concern of other researchers are only focuseing on cultural wisdom without looking at the elements of trauma that Mahfud Ikhwan tries to convey. Another interesting aspect to be studied about traumatic memory in both novels is that traumatic memory experienced collectively can turn into wisdom that becomes a model for the community, as experienced by the Rumbuk Randu community in responding to Mat Dawuk. Traumatic memory in the novels becomes a manifestation of an issue that the author wants to convey, for example in the research of Hejaz & Singh (2021), The doubts and fears generated towards Muslims after 9/11 in America are manifested in fictional trauma narratives and can even become a deep fear of Islam In the context of literary analysis of the Dawuk bilingual novel, this issue has yet to receive attention. In particular, the aspect of traumatic memory can be studied with Caruth's (2016) opinion on the symptoms of traumatic memory. Caruth's theory is relevant to examine this novel because it reads explicitly the elements of trauma in the story. This theory can be used to see the relationship between trauma and the cultural wisdom of the community. For example, Caruth (2016) mentioned that trauma is not only related to history, but also the beliefs of the local community, in this case the culture of the community.

Several studies are relevant to this research. First, a study entitled *African Cultural Memory in Fred Khumalo's Touch My Blood and Its Metafictional Para-Texts* by Masemola (2021) The research found that Fred Khumalo's Touch My Blood is a novel narrated with allochthonous memory. Cultural memory derived from actual events becomes a form of metafiction. In this way, the author places one layer of cultural memory on top of another, crossing genres and boundaries. This research contributes to a reading of the way trauma is conveyed in metafictional novels. However, the difference is in the type of memory, Masemola (2021) research applies reading with cultural memory, while this research is trauma memory.

Furthermore, previous research on trauma has been conducted, among others, by (Amarasekera & Pillai, 2016; Chernetsova & Maslova, 2019; Hardianti, 2022; Ibarrola, 2014; Keuris, 2018; Yatimah, 2021), which discusses the symptoms of traumatic memory in literary works and the factors that cause symptoms of traumatic memory. Other perspectives related to traumatic memory in literary works, both films and novels, that tell certain issues can be seen in research written by (Ernawati, 2020; Fernanda, 2017; Simon, 2021; Utami, 2020). Opinions on how to analyze traumatic memory in literary works through Caruth's perspective have been conducted by (Al-Aghberi, 2015; Dwi & Zuhdi, 2023; Hejaz & Singh, 2021; Sartika, 2020).

Based on the previous research that has been presented previously, the novelty of this research is that it connects traumatic memory as part of the cultural wisdom of the people on the north coast of East Java. As stated by Erl (2011) that, individual memory is also related to the memory experienced by the collective. This means that the trauma experienced by Mat Dawuk was caused by the treatment of the Rumbuk Randu community, and vice versa, the trauma experienced by the Rumbuk Randu community because they saw Mat Dawuk as a frightening figure. The next novelty is in terms of the object of research material in the form of Dawuk's two novels, previously the research on the two novels by Mahfud Ikhwan was carried out separately so that the research on Mahfud Ikhwan's two novels became another novelty of this research. The two novels can be seen as a dwilogi because they have storylines that complement each other, of course, when only one novel is studied the reading does not occur as a whole. Based on the introduction of Caruth's (2016) opinion on trauma symptoms, three things are studied in this research, namely nightmare symptoms, flashback symptoms, recurring phenomenon symptoms, and traumatic memory as a manifestation of cultural wisdom. Therefore, this study has four objectives, namely, explaining the symptoms of nightmares in the Dawuk duogy, the symptoms of flashbacks in the Dawuk duogy, the symptoms of recurring phenomena in the Dawuk duogy, and traumatic memory as a manifestation of the cultural wisdom of the north coast of East Java.

The results of this research are expected to contribute theoretically and applicatively. First, for readers, this research can be utilized to find alternative solutions to the problem of traumatic memory. For literary academics, this research is the first step to conducting a study on traumatic memory connected with cultural wisdom in other novels by Indonesian writers. Secondly, applicatively, the research can contribute to other researchers adding to the repertoire of knowledge in analyzing literary works. For the general public, the research can be useful for addressing traumatic memory by finding a way out of the settlement experienced individually or collectively. In addition, people from the north coast of East Java can use the results of this research to reflect of living life in the future in finding new livelihoods. For authors of literary works, this research can reflect in the creative process of writing novels about traumatic memories from various regions in Indonesia.

METHOD

This research is classified into descriptive qualitative research that describes traumatic memory in the Dawuk bilingual novel by Mahfud Ikhwan. The theories used in this research are traumatic memory and literary sociology. Traumatic memory is used to read the symptoms of trauma experienced by the characters Mat Dawuk, Warto Kemplung, Rumbuk Randu Society, Mustofa Abdul Wahab, and Hanggono in the Dawuk two-part novel. Meanwhile, literary sociology is utilized to read

data related to trauma as manifesting cultural wisdom. The data of this research is the text of the novel in the form of character speech, monologue from the narrator, and dialogue between characters. This study's data source is the Dawuk duology novel by Mahfud Ikhwan.The novel duogy consists of two novels, namely Dawuk: The Gray Tale of Rumbuk Randu (KKDR) published by marjin kiri in 2021 totaling 190 pages, and Anwar Tohari Mencari Mati (ATMM) published by marjin kiri in 2021 totaling 210 pages.

With the combination of memory studies and literary sociology, the instrument of this research is the researcher himself. The researcher, as the main instrument, is then supported by supporting instruments in the data collection process. There are four flows of data analysis in this study, namely (1) data collection, (2) data condensation, (2) data presentation, and (3) conclusion drawing (Miles et al., 2018).

RESULTS AND DISCUSSION

Trauma is not a wound or injury to the body, but rather a wound or injury to the mind and mental psyche due to past events. Thus, a traumatic memory is a memory of a painful event that unconsciously causes a person's soul to be injured and injured when remembering it (Caruth, 2016). In this section, four discussions are described by the research objectives. Trauma symptoms are explained to find out the various portraits of trauma experienced by the characters in this novel. The trauma experienced by the character is inseparable from the author's idea of building his character, so the next discussion describes traumatic memory as a manifestation of the cultural wisdom of the north coast of East Java. Traumatic memory in the novel is shown by a narrative voice that is deliberately fragmented or scattered (LaCapra, 2014). The many scattered narrative voices in the novel allude to the issue of *blandonga*n workers and the forestry ministry, which is the root of the hereditary revenge that also affects Mat Dawuk and the people of Rumbuk Randu. The fragmented narrative voice is the novelist's attempt to recover a trauma. The recovered trauma is undoubtedly not only his own, but also to recover the community, which in this case is the reader.

Flashback Symptoms

Flashbacks occur when someone is triggered to remember something that has happened. These flashbacks can be frightening, as one can hear, see, and feel the traumatic event (Caruth, 2016). Through flashbacks the trauma sufferer relives the traumatic event so that it can threaten the mental structure causing fear and mental deterioration shown by silence, immobility, and inability to fight back. In this novel, flashbacks are experienced by Mat Dawuk due to trauma over the death of his wife, Inayatun.

> (1) *"Sekarang, katakan apa kelemahanmu." Datar dan men-coba menunjukkan wibawanya, Pak Imam seperti seorang guru ngaji tua yang menagih hapalan santrinya. Angkuh dan ber-kuasa. Dalam temaram malam, Mat tampak kembali tersenyum. Orang tua ini maunya terima bersih, mungkin begitu pikirnya. Kelihatan berpikir sebentar, ia tersenyum kembali. Itu senyum menantu yang patuh, meskipun tetap saja kelihatan jelek dan menakutkan. Lalu, pendek ia berkata: "Anak Bapak." Terdengar dengusan dari sang mertua yang tak sudi itu. Untuk kesekian, ia tampak tak senang. "Inayatun sudah membawa serta semua kekuatan saya," sambung Mat. Pak Imam meludah. "Kau mau mencoba melunakkan hatiku dengan syair lagu Melayu murahan macam itu? Bah!" (Hal. 162, KKDR)*

Data (1) shows that Mat Dawuk offered no resistance when the people of Rumbuk Randu were about to kill him en masse. In fact, Mat Dawuk was initially introduced as a serial killer character who was able to eliminate the lives of two or three people at once. However, after Mat Dawuk lost his wife, he became mentally shaken and could even be said to be resigned to death. According to Caruth (2016) in flashbacks trauma sufferers relive the traumatic event so that it can threaten mental structures that cause mental deterioration. It appears in the quote that Mat Dawuk continues to remember the figure of Inayatun; he feels guilty because he did not cause the death. Mat Dawuk's traumatic condition was exacerbated by the attitude of the residents towards him who continued to

try to kill Mat Dawuk en masse not only once. The first incident of Mat Dawuk being killed by the villagers was during the bloody day when his wife Inayatun was killed, then Mat Dawuk was accused of being the murderer.

(2) *"Pateni wae"*
"Gorok"
Lalu bambu, lalu kayu, Orang itu puluhan jumlahnya. (Hal.85, KKDR)

Data (2) shows the utterance 'pateni wae', which means just kill, addressed to Mat Dawuk because of the accusation from the residents of Rumbuk Randu for the murder of Inayatun. In the two incidents of attempted murder in data (1) and data (2), Mat Dawuk is narrated as not resisting at all because torture and murder against him have become commonplace. Mat Dawuk in this context can be referred to as a character who is traumatized by the death factor. The wound experienced by Mat Dawuk is a mental wound due to the murder of Inayatun. Mat Dawuk's wounds deepened because he was accused of killing his wife even though he did not do it. According to Caruth (2016), trauma sufferers not only face reality and learn to make peace with the traumatic past and move forward towards a brighter future, but can also fall into the abyss of inability to deal with the trauma.

Inayatun was killed by *blandong* Hasan one afternoon when Mat Dawuk went to the forest to look for mangoes. The murder began when Mandor Har and *blandong* Hasan harassed Inayatun. Inayatun tried to fight back by pointing a knife at the two men. In another situation, Mat Dawuk who was in the forest experienced an odd feeling when his left hand was stung by a scorpion and his right hand was wrapped around a small snake. Mat Dawuk then ran home to make sure his pregnant wife was okay. However, while at the front door of the house Mat Dawuk saw two people disturbing Inayatun. The reenactment of the scene when Inayatun was killed can be known from Dulawi's testimony during Mat Dawuk's trial.

(3) *Blandong Hasan berhasil membekap mulut Inayatun dan Mandor Har merebut pisaunya, namun persis saat itulah Mandor Har men-dapati bahwa pisau yang kini sudah dipegangnya telah ber-simbah darah; Mat Dawuk tingggal membenamkan jari-jarinya ke kulit leher Mandor Har dan membetot tenggorokannya atau meledakkan pelatuk pistol Polisi Kehu-tanan ke dada pemiliknya sendiri, namun Mat Dawuk justru berhenti dan berbalik melihat ke tubuh istrinya yang tergeletak meregang nyawa; saat itulah dari arah punggung Mat Dawuk, Blandong Hasan menghambur sembari menyabetkan kampak-nya; Mat Dawuk hanya menggeser satu kakinya ke samping sembari melepaskan cengkeraman tangan kirinya di leher Man-dor Har; sekonyong-konyong kampak Blandong Hasan yang diarahkan dengan sekuat tenaga ke punggung Mat Dawuk jus-tru mendarat telak ke dada Mandor Har; mata kampak menan-cap seluruhnya ke dada Mandor Har, merobek seragam hijau-nya, menciptakan lobang menganga di tulang dadanya; darah menyembur dari dada Mandor Har yang menganga, memba-sahi baju hijaunya sendiri dan sebagian wajah dan baju ber-ladang yang dipakai Mat Dawuk; Mandor Har jatuh terduduk dengan kaki tertekuk dan kepala terkulai; Mat Dawuk mem-buru ke arah istrinya, membopongnya, dan melesat membawa-nya berlari ke arah jalan desa, menuju Puskesmas Galeng Gede, tak mempedulikan Blandong Hasan yang lari lintang-pukang menerobos kebun-kebun tak terawat, memasuki kam-pung dengan kalut dan berteriak-teriak bahwa Mat Dawuk baru saja membunuh Inayatun dan Mandor Har. "Begitulah, Pak Hakim sekalian," Mbah Dulawi memungkasi kesaksian. (Hal.119, KKDR)*

Dulawi is Mat Dawuk's grandfather who is known as an influential figure and can know various things. Dulawi's testimony about the chronology of Inayatun's murder in data (3) is delivered in great detail. With this incident, Mat Dawuk feels himself guilty and continues to remember Inayatun's death as his fault. Mat Dawuk, known as magic and a former murderer, has been conquered by reality so Mat Dawuk's flashbacks occur when he always remembers the events when Inayatun was killed. The incident was repeatedly remembered by Mat Dawuk, causing him to be mentally disturbed.

Mat Dawuk's flashback symptoms are due to his deep love for his wife. According to Caruth (2016) through flashbacks trauma sufferers relive traumatic events so that they can threaten mental

structures that cause certain fears and setbacks. For example, many people traumatized by concentration camps in Vietnam commit suicide only moments after they are safe. About such suicides, flashbacks are not the incomprehension of imminent death, but the incomprehension of survival (Caruth, 1995). In other words, it is not simply an attempt to understand that one has almost died, but more fundamentally an attempt to claim one's survival. Similarly, as Chang (2017) points out, the suffering of considerable trauma can be caused by the loss of love and marriage.

Furthermore, Mat Dawuk can be seen as not only the subject of trauma, but also the object of trauma from the people of Rumbuk Randu. The accusation of Mat Dawuk as the murderer of his wife is not without reason. It is a long series of various hatreds from Rumbuk Randu residents that make Mat Dawuk an object of trauma. The attitude towards Mat Dawuk is a form of flashback from the traumatized memory of Rumbuk Randu residents.

(4) *Agak sulit menjelaskan betapa buruknya rupa Mat Dawuk di masa bocahnya, sebagaimana sulit menjelaskan betapa me-ngerikannya wajahnya saat dewasa. Untuk lebih gampangnya begini saja: bayangkan seorang bocah yang jika dia adalah anak atau keponakan kalian, maka kalian akan merasa malu untuk mengakuinya. Nama aslinya bagus, bahkan agung: Muhammad Dawud Tapi, karena sejak kecil ia begitu kumuh, kumal, tak terawat, orang mengejeknya sebagai "dawuk", sebutan yang biasanya dipakai orang Rumbuk Randu untuk menyebut kambing berbulu kelabu. Sejak itu orang memanggilnya Mat Dawuk. (Hal.19, KKDR)*

Data (4) shows that Mat Dawuk was not been expected to be present since childhood and was even abandoned by his own father. As a teenager approaching adulthood, Mat Dawuk migrated to Malaysia. There, Mat Dawuk became a hitman for people with debt and romance problems. He then met a beautiful woman named Inayatun who used to be the flower of Rumbuk Randu village. Inayatun married Mat Dawuk, and the two returned to their origin. Mat Dawuk has also stopped being a hitman. However, when he returned to Rumbuk Randu, the residents still viewed Mat Dawuk as an object of traumatic memory because he had an ugly face and had been a hitman. The Rumbuk Randu community's fear of Mat Dawuk can be seen as a collective traumatic memory of something scary. Referring to Caruth's (2016) opinion that someone who experiences trauma does not rule out the possibility of becoming the object of trauma from the community, this is what happened to Mat Dawuk. Mat Dawuk was both traumatized and became the object of the Rumbuk Randu community's trauma.

(5) *Orang Rumbuk Randu, setelah berpuluh tahun, mulai membiasakan diri menerima kabar perkawinan siri, kawin yang kelewat sederhana, menikah seadanya, atau apa pun kalian me-nyebutnya, dari anak atau kerabat mereka di Malaysia.* **Tapi mendengar Inayatun menyebut Mat Dawuk sebagai suaminya tetaplah sulit diterima***. (Hal.15, KKDR)*

Data (5) shows that the feelings of Rumbuk Randu residents towards Mat Dawuk have remained the same. When he returned from Malaysia and married Inayatun, Rumbuk Randu still made Mat Dawuk the object of people's fear, so various events still related to him were considered evil and scary. In data (5) and (4) it appears that the social expectations of Rumbuk Randu residents caused Mat Dawuk to become an object of trauma. According to Caruth (2016), the object of trauma is fixed when collective memory is unable to reconcile with it, which is what happened to Mat Dawuk. Caruth's opinion aligns with Flores (2023) that social expectations are another layer of past trauma, which forces a person to fail because they are continuously considered socially different. to fail because they are continuously considered socially different.

Data (4) and (5) show that Rumbuk Randu residents' feelings towards Mat Dawuk have never changed. As an object of trauma, Mat Dawuk becomes an object of trauma that causes a resurgence of fear for someone who sees, hears, or passes by him. Furthermore, it was the treatment of the people of Rumbuk Randu that caused Mat Dawuk to become a murderer. With his role as a killer, Mat Dawuk later regretted it because he considered his wife's death as a result of his work as a killer.

(6) *Ia menggeleng, kemudian sekali lagi tersenyum. "Capek," katanya pendek. Ia jelaskan, dendam dan sakit hati kepada orang Rumbuk Randulah yang menjadikannya remaja ber-darah panas, dan kemudian membentuknya jadi pembunuh berdarah dingin. Dan, tak diragukan, ia menderita karenanya. Puncaknya, ia membuat menderita orang-orang yang dicintai-nya.*
Berkali-kali ia bilang, nyaris seperti berkeyakinan, kemati-an Inayatun mungkin saja karma yang pantas untuknya. Ia telah membunuh beberapa orang. Tentu saja sebagian besarnya adalah bajingan: lelaki brengsek yang merusak perempuan; tekong busuk yang jual orang dengan harga murah; mandor culas yang ngemplang gaji anak buah. Ia tak perlu meratapi orang-orang macam itu. Tapi, sejujurnya, ia menyesali telah menghilangkan nyawa satu atau dua di antara orang-orang itu, yang mungkin saja tak sebrengsek yang dipikirkannya. (Halaman 137, KKDR)

Data (6) shows two sides of Mat Dawuk; on the first side, he realizes himself as an object of trauma that causes him to become a cold-blooded killer in Malaysia, and on the second side, Mat Dawuk regrets because having Inayatun the act of killing people seems to be rewarded by Inayatun's deathThese two sides of Mat Dawuk make an interesting point of the novel that shows a person can be both a sufferer and an object of trauma. Trauma thus becomes part of society which causes a person to become both the object and subject of trauma (Caruth, 2016). Flores (2023) also found the same thing, which states that the community has the right to determine whether an event is considered traumatizing. Data (6) shows that the Rumbuk Randu community determines Mat Dawuk as an object of trauma. Data (6) shows that the Rumbuk Randu community determines Mat Dawuk as an object of trauma.

The story of Mat Dawuk in the first novel is a traumatic memory of an uncle named Warto Kemplung or Anwar Tohari. This can be seen from Anwar Tohari's utterances in the second novel, ATMM. When telling the story of Mat Dawuk, Anwar Tohari also seems to include the subjective element of his memory because he has a family relationship. This assumption can be known from the detailed stories of various events that forged Mat Dawuk in data (1), (2), (3), (4), (5), and (6). The trauma also caused Anwar Tohari to take revenge by killing people he considered guilty and responsible for Mat Dawuk's death.

(7) *"Aku marah sekali. Atas apa yang dilakukannya terhadap Mat, tapi terutama karena aku tak menemukan Mat di rumah kandang yang terbakar itu, begitu aku mampu terjaga dari sirep. Ada kemungkinan seseorang me-nyelamatkannya. Itu yang kuharapkan, juga yang kuceritakan kepada kalian sebenarnya kepadamu, dengan sengaja. Tapi aku tak bisa menepis bayang-bayang bahwa tubuh Mat telah ha-bis dilalap api. Dan aku, pamannya-ya, aku pamannya, orang yang membesarkannya hanya melihatnya dari balik semak, sama sekali tak mencoba menolongnya, hanya karena aku sudah berjanji kepadanya untuk tak melakukan tindakan apa pun jika apa-apa terjadi kepadanya sejak kepulangannya kembali dari Malaysia. Padahal, persis yang pernah kau bilang, aku bisa me-lakukannya. Kurasa ia belum sempat terjaga ketika api menggulung tubuhnya dan segera me-ledakkan kepalanya."Juga Hasan. Blandong Hasan." (Hal. 185, ATMM)*

Data (7) shows the conversation between Anwar Tohari and Mustofa Abdul Wahab after the kidnapping by Hendro Siswanto. Through the dialog, it can be seen that Anwar Tohari holds a grudge against the person who planned the murder and slandered Mat Dawuk. The grudge experienced by Anwar Tohari is part of the flashback symptoms that have unconsciously traumatized him, so he takes steps to take revenge. Anwar Tohari can be seen as a trauma survivor from the first generation because he continues to maintain the memory to respond to trauma. According to Caruth (2016), which was also found from the results of Arofah & Rokhman's research (2020), traumatic events cause first-generation survivors to experience flashbacks so that survivors are encouraged to respond, in the case of Mat Dawuk the response was in the form of revenge efforts. Referring to the opinion of Hite (2017) Anwar Tohari responds to trauma with an indirect response but through three stages, namely inactive, can be active and reactivated in his way. The trauma memory was inactive when Anwar Tohari only remembered Mat Dawuk, the memory became active when Anwar Tohari told Mustofa

Abdul Wahab the story of Mat Dawuk. Then the trauma memory was reactivated when Anwar Tohari took revenge against *blandong* Hasan.

Furthermore, in the second novel, ATMM, flashback symptoms are experienced by the character Hendro Siswanto when remembering the events of his father's death. Hendro Siswanto continues to remember his father's death, mainly because the cause of the death is unknown.

(8) *"Aku masih ingat, Ibu mencegahku untuk turut ke pema-kaman-aku belum lulus SD saat itu. Tapi aku memaksa ikut. Ibu mungkin benar, aku semestinya tak ikut ke pemakaman; aku pasti akan jadi orang yang lebih baik, yang tumbuh tanpa den-dam, seperti kakak-kakakku. Aku seharusnya tak perlu melihat pemandangan semenyedihkan itu. Bukan karena aku mesti me-lihat kain pembungkus mayat yang penuh darah. Bukan juga karena bapakku dikuburkan di kuburan yang tak sepantasnya untuknya.*

Ya, itu menyakitkan, tapi aku lebih sakit melihat beta-pa sedikitnya orang yang datang di pemakaman itu. Orang-orang desa itu... okelah, persetan dengan mereka! Mereka bermuka dua sejak semula; aku tahu mereka membenci bapakku, sebagai-mana mereka membenci kakekku, juga seluruh keluarga besar kami yang turun-temurun ada di jawatan kehutanan; mereka toh cuma para pencuri kayu yang ingin dibiarkan mencuri. Tapi, ke mana teman-teman Bapak yang biasanya berkunjung ke rumah? Di mana komandannya? Mana sedikit penghormatan terakhir untuk Bapak dari kesatuannya, bahkan jika itu sekadar formali-tas? Aku tak tahu saat itu bapakku mati karena apa, dan tak se-orang pun menjelaskannya. Aku anak yatim yang malang, Bung! Aku bukan hanya ditinggal Bapak sejak kecil, tapi juga dibiarkan nyaris sepanjang hidup mencari sebab kematiannya."
(Hal. 163, ATMM)

Data (8) is an utterance from Hendro Siswanto to Mustofa Abdul Wahab delivered during the abduction. Mustofa Abdul Wahab was used as bait so that Hendro Siswanto could take revenge on Anwar Tohari. Revenge is carried out due to Hendro Siswanto's inner wound. Data (8) shows a flashback experienced by Hendro Siswanto that causes him to be unable to live in peace. An event in a flashback does appear to be connected to a traumatic experience while carrying with it memories of when the sufferer escaped the traumatic event (Caruth, 2016). It was Hendro Siswanto's feeling of alienation that drove him to become a survivor of trauma to take revenge. The same thing was conveyed in Ibarrola's (2014) research that feelings of childhood alienation cause traumatic memories that end in hatred. Therefore, the feeling of alienation from Hendro Siswanto became the basis for efforts to take revenge against Anwar Tohari aka Warto Kemplung. Anwar Tohari became the target of revenge after Hendro Siswanto learned of his father's murder. The trauma experienced by Hendro Siswanto causes him to be unable to live a quiet life because he is constantly overwhelmed by feelings of revenge. Trauma causes a person to become unconditioned throughout their life, thus fostering values and attitudes that transcend the consequences of trauma (Navarro, 2019).

Based on some of the explanations above, it can be found that Caruth's (2016) opinion about flashback symptoms in traumatic memory in the novels KKDR and ATMM is experienced individually by three characters, namely Mat Dawuk, Anwar Tohari, and Hendro Siswanto. Meanwhile, collectively, flashback symptoms are experienced by the people of Rumbuk Randu, who are afraid of the figure of Mat Dawuk. The findings of flashback symptoms in this novel are different from Caruth's (2016) findings about trauma survivors, who escaped the Vietnam war and then kept the trauma wounds deeply so that they ended up committing suicide because in this novel the flashback symptoms continue to be maintained with grudges passed down from generation to generation. In addition, Caruth's (2016) opinion about flashback symptoms that occur when individuals and collectives reexperience, see and hear traumatic events occurs in this novel experienced by Mat Dawuk when remembering the death of his wife, Anwar Tohari when remembering the death of Mat Dawuk, Hendro Siswanto when remembering the death of his father, and the people of Rumbuk Randu when remembering the figure of Mat Dawuk.

Nightmare Symptoms

Nightmares occur during sleep in the form of a reenactment of the trauma. Not only a reenactment, this symptom can also be a past event that is connected to a semi-conscious state due to an event repeatedly overthinking by the sufferer (Caruth, 2016). In this novel, journalist Mustofa Abdul Wahab experiences nightmares due to his excessive fear of Mat Dawuk and Hendro Siswanto. Trauma towards Mat Dawuk in the form of nightmares was experienced by the journalist when publishing the cerbung *Kisah Kelabu dari Rumbuk Randu*, then he was visited by someone who looked like Mat Dawuk.

> (9) *Surat pertama datang hanya beberapa hari sebelum edisi ter-akhir Kisah Kelabu dari Rumbuk Randu'' cerbung di koran kami dengan namaku tertera di bawahnya, terbit. Aku nekat me-neruskan penerbitannya meskipun tak bisa melepaskan pikiran-ku dari orang bergaya rocker Malaysia yang mendatangiku, de-ngan codet di wajahnya, menyebut dirinya sebagai Mat, dan memperingatkanku untuk tak meneruskan pemuatannya. Ketukan gagang pisau lipatnya rasa-rasanya bukan ke koran di atas mejaku, tapi langsung ke keningku. Suara tok-tok-tok itu terdengar jelas di kupingku. Dan aku merasakan hal itu sepan-jang waktu. Ketika pertama memutuskan jadi wartawan, apalagi di sebuah media kecil di daerah, aku sudah tahu risiko yang akan kuhadapi. (Hal.16, ATMM)*

Based on data (9), the pronoun 'I' refers to Mustofa Abdul Wahab, who is explaining the causative factor of his nightmare. The presence of Mat Dawuk to meet Mustofa Abdul Wahab is contradictory because, according to Warto Kemplung's story, Mat Dawuk is tied up in a burning stable house. Although it is unclear whether Mat Dawuk is dead, the presence of a character in the world outside the story makes this novel contradictory. Mustofa Abdul Wahab experiences nightmares because the story from Warto Kemplung describes in detail the frightening figure of Mat Dawuk. The story caused Mustofa Abdul Wahab's subconscious to feel afraid of Mat Dawuk, although he did not directly experience nightmares, but in his subconscious Mustofa Abdul Wahab experienced fear of Mat Dawuk. Quoting Caruth's (2016) opinion that nightmares are also said to occur when in a semi-conscious state repeatedly remembering events that cause trauma. Similarly, Al-Aghberi (2015) found that nightmares can occur through the influence of others who build stories with frightening experiences in the listener's unconscious. In this case, Mustofa Abdul Wahab became part of the Rumbuk Randu community, which viewed Mat Dawuk as an object of trauma. Then, in the next data, Mustofa Abdul Wahab explains in more detail the process of nightmares.

> (10) **Dalam beberapa mimpi burukku datang sejak itu, aku melihat pisau itu meluncur dengan cepat ke arah wajahku,** *seperti peluru seorang penembak jitu. Merujuk kepada tokoh-tokoh yang diceritakan Warto orang-orang yang bisa membunuh hanya dengan sepotong kayu, atau cukup de ngan ketukan jari, orang-orang yang muncul dan menghilang dengan mudahnya, berlari sangat cepat, bahkan terbang di udara aku bisa bayangkan bahwa adegan pisau terbang itu sama se-kali tidak mustahil. Sangat mungkin. Bisa jadi malah bukan de-ngan dilempar, tapi ditiup, atau bahkan tak perlu diapa-apakan: ia pergi sendiri, memburu sasarannya. Jika teringat mimpi itu, aku selalu meraba keningku, jangan-jangan sudah ada pisau me-nancap di sana. (Hal.18, ATMM)*

Data (10) shows the symptoms of Mustofa Abdul Wahab's nightmares due to listening to stories about Mat Dawuk. When Mustofa Abdul Wahab was asleep, he felt as if there was a knife on his forehead even though the feeling was only an ominous shadow. This feeling was caused by Mustofa Abdul Wahab's excessive fear of Mat Dawuk, so his subconscious triggered fear. As according to Caruth (2016), nightmares occur due to an event repeatedly overthinking by the sufferer.

In another part, Mustofa Abdul Wahab again experienced nightmares after the kidnapping incident committed by Hendro Siswanto. The kidnapping of journalist Mustofa Abdul Wahab was carried out based on Hendro Siswanto's revenge against Anwar Tohari. When he was kidnapped, Mustofa Abdul Wahab was tied up, his mouth gagged, and forced to listen to Hendro Siswanto's reasons for kidnapping him so that from this event he experienced nightmares. This impacted on his

reluctance to continue his research and write a cerbung with a story focus on Anwar Tohari. This nightmare is a reenactment of the trauma experienced unconsciously.

(11) *Surat-surat "palsu" Hendro Siswanto itu hampir dua bulan tak kusentuh lagi. Sejak kembali dari malam mengerikan di be-kas warung blandongan itu, aku menjaga jarak darinya. Malam itu bisa saja kukenang sebagai saat-saat menakjubkan, karena bisa menyaksikan dengan mata kepalaku sendiri, dari jarak sa-ngat dekat, bahwa seorang yang di kampungnya dilecehkan se-mata sebagai tukang kibul peminta rokok dan kopi ternyata seo-rang pendekar sakti,* **dan** *itu kusaksikan di dekade kedua tahun 2000an, ketika orang-orang macam itu tinggal hanya sebagai cerita legenda semata.* **Tapi itu tak cukup menambal mimpi buruk yang mendatangiku setelah malam itu, setelah seseorang dengan tangan gemetar dan wajah penuh amarah hampir me-ledakkan kepalaku dengan pistolnya.** *Aku butuh waktu untuk pulih dari trauma. Dan kurasa bundel berhuruf Jawi inilah yang membuatku berani kembali menyentuh bundel surat-surat itu. (Hal. 198, KKDR)*

The bolded part in data (12) shows that the nightmare was experienced when Mustofa Abdul Wahab experienced repressive treatment from Hendro Siswanto. Mustofa Abdul Wahab's subconscious continues to remember the incident as a frightening event because it almost took his life. However, the nightmare symptoms were resolved when Mustofa Abdul Wahab received a bundle of letters in Jawi script from Warto Kemplung. The letter contained additional data that Mustofa Abdul Wahab needed to continue the story of Warto Kemplung. According to Caruth (2016), nightmare symptoms can be overcome with the basic needs and willingness of the trauma sufferer. In this story excerpt, the symptoms of nightmares are overcome by the bundle of letters received by Mustofa Abdul Wahab containing explanations about Mat Dawuk and Hendro Siswanto.

Based on the data above, it can be conclude that the character Mustofa Abdul Wahab experiences nightmares because of his deep fear of Mat Dawuk and Hendro Siswanto. Mustofa Abdul Wahab's nightmares occur during sleep and also occur in a semi-conscious state in the subconscious. Thus, Mustofa Abdul Wahab can be called experiencing traumatic memory with the symptoms of nightmares he experienced. This is in accordance with Caruth's (2016) opinion that nightmare symptoms do not necessarily come together with flashback symptoms or recurrent phenomena, but can occur separately. Even so, these symptoms are still called part of traumatic memory because they cause fear in the sufferer's subconscious.

Repetitive Phenomena Symptoms

Repetitive phenomena occur when everyday events that are normal for other people can be traumatizing for someone who has experienced bad events. According to Caruth (2016), seemingly harmless everyday events can be drawn into a traumatized atmosphere when the sufferer's unconscious responds repetitively and equates them with past adverse events. In addition, according to Caruh (2016), which is also mentioned by Whitehead (2004), repetitive phenomena are usually responded to by repetitive actions against the object of trauma. In the *Dawuk* dwilogy, the community's fear of Mat Dawuk can be seen as a repetitive phenomenon because the residents of Rumbu Randu in daily events perceive various things related to Mat Dawuk as scary. For example, when small children do not want to sleep, parents in Rumbuk Randu will mention the name Mat Dawuk.

(12) *Tak ada cerita Mat Dawuk menyakiti anak sebayanya atau membahayakan orang lain-setidaknya sampai saat itu. Tapi kekumalannya, kediamannya, dan wajah buruknya dipakai para orangtua untuk menakut-nakuti anak-anaknya.* **"Nggak mau mandi, mau seperti Mat Dawuk, ya?" begitu biasanya.** *Atau,* **"Kalau masih nakal, nanti digendong Mat Dawuk lho!"** *Tapi, tanpa kalimat-kalimat macam itu pun, para bocah, bahkan yang seusia dengannya, menjauh, takut, tak merasa aman dekat dengannya. (Hal. 21, KKDR)*

(13) *Mat Dawuk. Mat. Dawuk. Dua kata yang akan selalu di. ucapkan dengan sedikit rasa gemetar oleh orang-orang Rumbuk Randu.* **Bukan semata agar itu membuat anak-anak mereka takut, tapi, sejujurnya, mereka sendiri sebenarnya juga takut.** *Dan para orangtua itu tak ingin anak-anak mereka tahu betapa tak enaknya dua kata itu, nama orang aneh itu, meluncur keluar dari mulut mereka. (Hal. 14, KKDR)*

Data (12) and (13) show that daily events can cause trauma due to the attitude of residents towards the object of trauma. According to Caruth (2016), seemingly harmless everyday events can be drawn into a traumatized atmosphere when in the unconscious the sufferer responds repetitively and equates with bad events in the past. Community trauma indicates a misunderstanding of the events experienced (Fikroh, 2023; Flores, 2023). Mat Dawuk not only suffered from trauma, but also became the cause of the trauma experienced by the people of Rumbu Randu. The trauma of the people of Rumbuk Randu caused suffering to Mat Dawuk who experienced repeated events of being tortured and killed en masse. In their unconsciousness, the people of Rumbuk Randu responded repetitively and equated the bad events to be associated with Mat Dawuk. The parents, in this case the people of Rumbuk Randu became the figure of Mat Dawuk as an object of trauma continuously and even used as a scary symbol to their children.

The repetitive phenomenon is not only in the form of daily events that cause trauma, but also occurs when the residents of Rumbu Randu respond to the object of trauma with an attempt to kill. This is shown by the attitude of Rumbu Randu residents who want Mat Dawuk to die repeatedly.

(14) *Mat Dawuk haru mati. Harus. Dan mereka tak akan menemukan waktu yang lebih baik lagi selain sore di depan puskesmas itu, di bawah guyuran hujan deras itu. Atau mereka akan menyesal. Dan mereka memang harus menyesal (Hal. 103, KKDR)*

(15) *Rumbuk Randu yang tidak sepakat dengan tekad keluarga Inayatu dan Mandor Har. Tak bisa tidak, Mat Dawuk harus Mati (Hal. 112, KKDR)*

(16) *Sudah LIMA PRESIDEN BERGANI. SUDAH BANYAK hal berubah di negeri ini. Rumbuk Randu juga. Di Rumbuk Randu, semua telah berubah kecuali satu: sikap mereka terhadap Mat Dawuk. (Hal. 139 dan hal. 141, KKDR)*

(17) *Dan beberapa orang dengan bersemangat Saat Mat Dawuk dibakar dengan Api. (Hal.164, KKDR)*

(18) *Ingatan tentang Mat Dawuk dan dendam dari Anwar Tohari. Tapi aku tak bisa menepis bayang-bayang bahwa tubuh Mat telah habis dilalap api. (Hal. 184, ATMM)*

Based on these data, it can be seen that the community experiences the phenomenon of recurring symptoms because they want Mat Dawuk to die. The desire occurs repeatedly although its appearance in the novel is fragmented. The desire for Mat Dawuk to die is conveyed in a separate narrative voice through Warto Kemplung. The quote shows the repetitive phenomenon in the form of the community's attitude that gives repeated actions to the object of trauma (Caruth, 2016). In this case, the object of trauma is Mat Dawuk who continues to be addressed to be killed by the people of Rumbuk Randu. Meanwhile, based on the quote, it can be seen that the people of Rumbuk Randu repetitive attitudes towards repetitive phenomena. The feeling of trauma towards Mat Dawuk remains unchanged after many years. Mat Dawuk can be called an object of trauma from an early age because of his ugly face and then married to Inayatun who is a village flower. Mat Dawuk's suffering is even more complex because he is accused of being his wife's murderer, although this is not the case.

The data on the repetitive phenomenon shown by the community's attitude towards Mat Dawuk can be said to be formed due to the community's belief in an area, in this case Rumbuk Randu. The trauma becomes cultural wisdom that the people collectively believe in the area because the trauma towards Mat Dawuk is an extension of the attitude of the Rumbuk Randu community from the case of a dispute between the *blandong* of Mat Dawuk's family and the forestry ministry that is so

respected in Rumbuk Randu. Thus Caruth's (2016) opinion of repetitive phenomena as a symptom of trauma was experienced by the people of Rumbuk Randu with a deep fear of Mat Dawuk who then responded to kill Mat Dawuk. This is also explained in the research findings of (Fernanda, 2017; Yatimah, 2021) that repetitive phenomena in novels as a form of affirmation to address a trauma.

Traumatic Memory as a Manifestation of Cultural Wisdom

Symptoms of trauma are not enough to answer traumatic memories that can be aligned with the universe outside the text. Therefore, the explanation of traumatic memory can narrow down this discussion that the Dawuk bilingual novel becomes the author's medium to convey the trauma experienced by himself and the community from which he comes. According to (Halbwachs, 2020; Hirsch, 2012), individual memory is part of the collective memory of a region. Caruth (1995) also conveyed that the traumatic memory conveyed in literary works cannot be separated from the author's background, both individually and socially. Therefore, the memory of trauma experienced by an individual can become trauma experienced collectively by the community. Novels facilitate the indirect expression of trauma because direct articulation often fails to make sense of traumatic events (Martínez-Alfaro, 2020). Traumatic memories in novels are not conveyed overtly but in fragmented or detached voices with specific occurrences. Traumatic memory that relates to events outside the text and that the novelist wants to convey about the livelihoods of the northern coastal communities of East Java can be referred to as the cultural wisdom of the community. Assumptions related to the cultural wisdom of the people of the north coast of East Java do not come from the reality outside the text, but are also explicitly contained in the novel's setting.

> (19) *Untuk banyak alasan dan pertimbangan, agak mengherankan nenek-moyang orang Rumbuk Randu memilih tempat itu untuk tinggal. Jika dihitung jaraknya* **dari** *Laut* **Jawa di utara dan Bengawan Solo di selatan, tempat itu hampir persis di tengah-tengah.** *(Halaman 92, KKDR)*

Data (19) shows the setting of Rumbuk Randu which is widely used in this novel. Rumbuk Randu is a village not far from the north coast of East Java. However, this area is in the middle between the sea and the forest so that the land there is not so fertile for planting and too far to the sea to be a fisherman. Such a region means that the livelihood of the Rumbuk Randu community is close from the forest. Many in the area migrate to Malaysia because of the difficulty of finding a livelihood. Rumbuk Randu is the setting for the birth of a hereditary conflict between poor *blandong*an families and forestry officials (*sinder* and *mandor*). Thus the novel also narrates the trauma of livelihoods, namely, *blandong*s and the forestry ministry. The dispute between the *blandongs* and the *sinder* has been going on for generations with attempts at revenge.

The *blandong-sinder* conflict begins with a feud between Dulawi and Sinder Harjo. Sinder Harjo initially beat up a *blandong* whom Dulawi assigned to look for teak wood for the forestry department. The following quote showed that Sinder Harjo, as a forest supervisor, was aware of the wood *blandong* effort.

> (20) *Suatu hari, seorang blandong datang ke rumah Dulawi dalam keadaan babak-belur. Punggungnya penuh bilur karena dicambuki dan wajahnya lebam-lebam karena ditaboki. Orang itu bercerita, malam sebelumnya ia dicegat tiga mandor saat memblandong jati. Kampaknya dirampas dan ia diseret ke loji. Di loji, Sinder Harjo memukulinya dengan batang jati muda. Ditanya mencuri jati untuk apa, ia terpaksa menjawab bahwa jati itu untuk disumbangkan ke langgar Dulawi. "Bilang ke Dulawi," kata Sinder Harjo, seperti diceritakan blandong yang malang itu, "kalau ia mau bikin langgar dari kayu jati, suruh dia menanam jati sendiri, jangan nyolong kayu punya pemerin-tah!"*
> *Dulawi tak bilang apa-apa, selain menghibur blandong malang itu dan memberikan sekadar sembur dan suwuk untuk menyembuhkan luka-lukanya. Tapi malamnya, ia pamit ke-pada istrinya untuk berangkat ke hutan. Tak lupa dibawanya caluk andalannya. (Halaman 130, KKDR)*

The data shows that Sinder Harjo started the conflict with the *blandong* family. It all started when a *blandong* came to Dulawi's house to complain about the beating he had received from Sinder Harjo. The unnamed *blandong* was beaten with a young teak trunk for stealing teak wood for the construction of a langgar at Dulawi's house. Sinder Harjo not only beat him but he also cursed the *blandong*'s actions by telling Dulawi to plant his own teak tree. With this complaint, Dulawi said nothing but consoled the *blandong* and offered prayers to heal his wounds. Dulawi is not referred to as a *blandong*, but can be described as a lower class because he is close to the *blandong* as a Quranic teacher. The following quote shows that at night after the complaint, Dulawi, who did not accept the beating, sought revenge by crushing Sinder Harjo's body. Meanwhile, Mat Dawuk was affected by the conflict and traumatized by Dulawi's *blandong* family, which has become the wisdom of the Rumbuk Randu community for generations.

(21) *Menemukan seorang mandor bersama dengan pemilik penggergajian liar di tengah hutan seharusnya sama ganjilnya dengan melihat polisi bersama maling di gedung pengadilan. Tapi, siapa pun yang tahu sedikit lebih banyak tentang Rumbuk Randu dan hutan yang mengelilinginya akan maklum-maklum saja dengan pemandangan itu. Rumbuk Randu beratus tahun hidup bergantung dengan hutan itu, dan telah beratus tahun ju-ga menyesuaikan diri dengan tingkah aneh hewan-hewan peng-huninya, kehidupan yang tampak maupun yang tak tampak para penunggunya, juga dengan orang-orang berseragam hijau yang menguasainya dari waktu ke waktu. Kedekatan Mandor Har dan Blandong Hasan adalah kedekatan turun-temurun. Ba-pak mereka masing-masing, Mantri Hartoyo dan Blandong Hasim, bukan hanya bersahabat. Mereka bahkan berbesanan. Haryati, putri tertua Mantri Hartoyo, kakak Hariyanto, adalah istri Hanan, kakak Hasan. Hasan dan Hariyanto sendiri sejak kecil berteman, sama-sama mulai rutin mengunjungi warung warung tuak saat remaja, sama-sama menjajal dan ketagihan pil mbah sumo saat benda itu pertama kali mulai muncul di pelabuhan-pelabuhan ikan di kota-kota kecil di Pantura Jawa pada akhir delapanpuluhan, dan sampai saat itu keduanya di-kenal sama-sama pelanggan tetap tempat-tempat pelacuran di daerah sini. Keduanya adalah sedikit dari anak-anak keluarga berpunya di Rumbuk Randu yang tak perlu rumit-rumit me-mikirkan kemungkinan untuk merantau ke Malaysia. (Halaman 72, KKDR)*

The data shows the closeness that developed between the rich *blandong* and the forestry ministry. This closeness cannot be separated from the hereditary conflict between the *blandong*s of Mat Dawuk's family and the forestry ministry and the wooden *blandong*s. Rumbuk Randu residents' hatred of Mat Dawuk was built with the influence of the two wealty *blandong* families and the forestry ministry. Even after many years, the hatred towards Mat Dawuk can then be narrowed down to hatred resulting from a hereditary grudge between two families. The revenge began with a conflict between the *blandong* forest workers and the forestry ministry. The grudge between the *blandong* and the *sinder* families has been going on for three generations. A generation's traumatic memory is nurtured across generations for a specific purpose; in this novel, traumatic memory is nurtured for mutual revenge. The *blandong-sinder* conflict begins with a feud between Dulawi and Sinder Harjo.

Based on the data on the causes of hatred and fear of Mat Dawuk, it can be understood that both stem from the hereditary conflict between *blandong*s and the forestry ministry. The conflict that occurs in the text of this novel certainly cannot be separated from the conditions of the existing cultural wisdom of the community. According to (Faruk, 2014), literary works cannot be separated from the author's social and cultural backgrounds. Therefore, this novel can be called a manifestation of the author. The author has life experiences related to his place of origin so that it becomes a locality or a description of conditions, writers can make their work as an immortalization of trauma (Amarasekera & Pillai, 2016). Mahfud Ikhwan was born and raised in Lamongan, according to Sundaryanti et al., (2022) the events told in the novel are certainly not far from the various influences from the author's background so that the issue of *blandong* livelihood, and the forestry ministry is a traumatic memory that Mahfud Ikhwan wants to convey. Furthermore, from (1) to data (21) at least show that trauma in novels can be a manifestation of cultural wisdom for people in the north coast of East Java. The events left behind from traumatic memories continue to be a deep impression so

that the events become a collective memory that continues to be produced and repeated between generations (Nugroho, 2022).

The results of the research on traumatic memory in Mahfud Ikhwan's Dawuk trilogy novels can be compared with the results of previous research. Comparison of problem findings with the same study can be seen from the results of research (Hardianti, 2022). Based on the results of previous research, it can be seen that the relationship with the study of traumatic memory in the Dawuk dwilogi novel is in the use of Caruth's trauma theory. One is shown in the results of Arofah & Rokhman's (2020) research on traumatic memory in the novel Sā'atu Bagdād by Syahad al-Rāwiy with Caruth's trauma theory. The results of this study show that the novel contains a traumatic memory of the Second Gulf War which started from personal memory and then became the collective memory of the Iraqi people. The events of refuge bunkers, continued war, and embargo sanctions explain the traumatic memory. These events caused the traumatized subject to experience flashbacks and recurring phenomena so the subject was encouraged to diaspora. The trauma can be reduced by two efforts, distancing themselves from the past and synchronizing with the new world. The findings of this study differ from the findings of research conducted by Arofah & Rokhman (2020) because traumatic memories are not suppressed, but resurrected with revenge efforts. Thus, not only can traumatic memory be suppressed, but traumatic memory can also be resurrected which hurts the sufferer.

Symptoms of trauma in novels are sometimes not only experienced by one character, but can also be experienced by several characters. For example, research conducted by Yatimah (2021) states that symptoms of trauma in the form of avoidance and flashbacks are experienced by the characters Megan, Rachel, and Anna. The study conducted a reading of the novel The Girls on The Train by Paula Hawkins. The results of previous research found that trauma occurs due to psychological factors and environmental factors. However, the research only explains the symptoms and factors that cause traumatic memory symptoms. The results of research from Yatimah (2021) when compared to Caruth's opinion (2016) are only included in the basic level of traumatic memory research. The symptoms of trauma are also present in this study, which makes a difference in the explanation of the reading of the issues framed behind the symptoms of traumatic memory. The symptoms of traumatic memory need to be seen as the author's attempt to narrate his memories through the characters in his work. The author conveys an issue in the *Dawuk* dwilogy, about historical events during the new order era in the form of repressive actions from the forestry ministry to the forest *blandong*s. Referring to this, the novel Dawuk can be seen as a manifestation of the cultural wisdom of the north coast of East Java because the novel's setting and the background of the novel's author come from the area.

CONCLUSION

The *Dawuk* bilingual novel is a novel constructed with a metafictional storytelling strategy and uses elements of trauma memory from the characters. The various trauma memories found in this novel show that traumatic memory does not only belong to individuals, but also relates to society so that it becomes a collective trauma memory. In responding to trauma memory, the community makes the object of trauma hereditary so that the object can be seen as the cultural wisdom of the community. The hereditary memory of trauma then has implications for people's livelihoods, forming two opposing social strata, namely the social strata of poor *blandongs* and the social strata of the forestry ministry, which joins the rich *blandongs*. The existence of a dominant group influences other communities so that the object of trauma becomes a collective memory.

The symptoms of traumatic memory in the *Dawuk* dwilogy are shown in three ways, namely flashbacks, nightmares, and repetitive phenomena. The most dominant symptom of trauma is flashback. This type of symptom can be resolved with the acceptance of the person experiencing it. Even so, this novel shows the resolution of trauma through hereditary revenge which fails. With a failed resolution, it can be interpreted that a good resolution of trauma symptoms can be done by accepting and habituating the trauma into something ordinary.

Dawuk 's two novels provide a perspective in remembering the social conflict between the

blandong and the forestry ministry during the new order. The conflict is inseparable from the condition of the area, which is located between the forest and the coast, which is related to the difficulty of the community to find a livelihood other than being a teak wood thief. With the traumatic memory that wraps these issues, the *Dawuk* two-part novel can be seen as a medium to channel the author's trauma into a manifestation of cultural wisdom in the form of livelihoods from the people of the north coast of East Java. In addition, the *Dawuk* two-part novel can provide new insights for readers with a counter-narrative to Indonesian history. The resolution of traumatic memory in this novel can also be used as a way out for readers who experience trauma.

DECLARATIONS

Author contribution	:	Muhammad Afnani Alifian led and was responsible for all research projects on Traumatic memory in Mahfud Ikhwan's Dawuk bilingual novels. He also wrote the script and collaborated with the second, third, and fourth authors. Djoko Saryono, Karkono participated in data collection, analysis, and reading of the trauma. Meanwhile, Norhayati Ab. Rahman helped to translate the article and proofread the article. All four authors have revised the manuscript and have approved the final manuscript.
Funding statement	:	This research received funding. (This research is funded by internal funding thesis research State University of Malang), funding year 2023.
Conflict of interest	:	Four authors declare that they have no competing interests.
Ethics Approval	:	The authors agrees to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Al-Aghberi, M. A. (2015). Telling The Untellable: Dialectic of Silence in Jewish-American and Arab-American Holocaust Discourse. *3L: Language, Linguistics, Literature*, *21*(1), 61–69. https://doi.org/10.17576/3l-2015-2101-06

Amarasekera, J. S., & Pillai, S. (2016). Bound by The Sea: Transnational Sri Lankan Writings and Reconciliation with the Homeland. *3L: Language, Linguistics, Literature*, *22*(1), 19–27. https://doi.org/10.17576/3L-2016-2201-02

Arofah, A., & Rokhman, M. A. (2020). Memori, Trauma, dan Upaya Rekonsiliasi Perang Teluk dalam Novel Sā'atu Bagdād Karya Syahad Al-Rāwiy. *ADABIYYĀT: Jurnal Bahasa dan Sastra*, *4*(2), 139–164. https://doi.org/10.14421/ajbs.2020.04201

Bahardur, I. (2020). Subaltern Jugun Ianfu dalam Cerpen Kapotjes dan Batu yang Terapung Karya Faisal Oddang: Tinjauan Poskolonial Gayatri Spivak. *KEMBARA: Jurnal Keilmuan, Bahasa, Sastra, DAN Pengajarannya*, *6*(2), 188–204. https://doi.org/10.22219/kembara.v6i2.13545

Caruth, C. (1995). *Trauma and Experience: Introduction. In c. Caruth (ed.). Trauma: Explorations in Memory.* Baltimore: Johns Hopkins University Press.

Caruth, C. (2016). *Unclaimed Experience: Trauma, Narrative, and History.* London: The Johns Hopkins University Press.

Chang, T. C. (2017). When Politics Meets Gender: Trauma in Edna O'brien's House of Splendid Isolation. *Gema Online Journal of Language Studies*, *17*(4), 16–26. https://doi.org/10.17576/gema-2017-1704-02

Chappell, B. (2016). Death And Metafiction: On The "Ingenious Architecture" of Point Omega. *Orbit: Writing Around Pynchon*, *4*(2), 1–25. https://doi.org/http://dx.doi.org/10.16995/orbit.133

Chernetsova, E., & Maslova, E. (2019). The Alien City Chronotope Within the Scope of Toni Morrison's Jazz. *3L: Language, Linguistics, Literature*, *25*(1), 43–54. https://doi.org/10.17576/3L-2019-2501-03

Dwi, O., & Zuhdi, M. L. (2023). Mourning, Melancholia, dan Trauma dalam Karnak Kafe Karya Naguib Mahfouz: Tinjauan Psikoanalitik Sastra. *Sirok Bastra*, *11*(1), 77–90.

Erll, A. (2011). *Memory in Culture* (S. B. Young (ed.); 1st ed.). Palgrave Macmillan.

Ernawati, Y. (2020). Memori Traumatis dalam Novel Jawa Kadang Suriname Sanak Merapi Karya Fuji Riang Prastowo: Kajian Postmemory. *Lokabasa: Jurnal Kajian Bahasa, Sastra, dan Budaya Daerah Serta Pengajarannya*, *11*(1), 82–91. https://doi.org/10.17509/jlb.v11i1.25201

Faruk. (2014). *Pengantar Sosiologi Sastra*. Penerbit Pustaka Pelajar.

Fernanda, A. (2017). Transmisi Memori dan Trauma dalam Mother Land Karya Dmetri Kakmi: Kajian Postmemory. *Poetika: Jurnal Ilmu Sastra*, *5*(2), 82–95. https://doi.org/10.22146/poetika.30937

Fikroh, I. (2023). Pengaruh Sins of Memory terhadap Trauma dalam Cerpen Rēdāhōzen Karya Haruki Murakami. *JENTERA: Jurnal Kajian Sastra*, *12*(1), 74–85. https://doi.org/10.26499/jentera.v12i1.3971

Flores, N. R. (2023). Traumatic Continuities: Interlocking Violences in Nelly Rosario' S Song of The Water Saints (2002). *Laar; Latin American Research Review*, *10*(1), 1–16. https://doi.org/10.1017/lar.2023.38

Halbwachs, M. (2020). On Collective Memory. In *Library and Information Science Research*. Chicago: University of Chicago Press.

Hamm, R. (2021). *The Potential of Collective Memory-Work as A Method of Learning: Applications and Adaptations*. Sligo: Beltra Books.

Hardianti, S. (2022). Memori Trauma Perang Ambon dalam Novel Kei: Kutemukan Cinta di Tengah Perang Karya Erni Aladjai. *ADABIYYAT: Jurnal Bahasa dan Sastra*, *4*(2), 259–277. https://doi.org/10.14421/ajbs.2022.06206

Hejaz, N., & Singh, R. (2021). The En (Counter) of A Deeper Darkness: Ian Mcewan's Saturday. *3L: Language, Linguistics, Literature*, *26*(4), 175–185. https://doi.org/10.17576/3L-2020-2604-13

Hirsch, M. (2012). *The Generation of Postmemory*. Columbia: Columbia University Press Books.

Hite, K. (2017). Spaces, Sites, and The Art of Memory. *Latin American Research Review*, *52*(1), 190-196. https://doi.org/https://doi.org/10.25222/larr.97

Ibarrola, A. (2014). The Challenges of Recovering from Individual and Cultural Trauma in Toni Morrison's Home. *International Journal of English Studies*, *14*(1), 109–124. https://doi.org/10.6018/ijes/14/1/179921

Keuris, M. (2018). Nicola Hanekom's Land van Skedels–A Remembrance of Things Past and Present. *Journal of Literary Studies*, *34*(3), 1–15. https://doi.org/10.1080/02564718.2018.1507158

LaCapra, D. (2014). *Writing History, Writing Trauma*. Baltimore: Johns Hopkins University Press.

Maji, A. R. S. (2019). *Wong Blandong*. Yogyakarta: Forum.

Martínez-Alfaro, M. J. (2020). The Estrangement Effect in Three Holocaust Narratives: Defamiliarising Victims, Perpetrators and The Fairy-Tale Genre. *Atlantis*, *42*(1), 37–56. https://doi.org/10.28914/Atlantis-2020-42.1.03

Masemola, M. K. (2021). African Cultural Memory in Fred Khumalo's Touch My Blood and Its Metafictional Para-Texts. *Journal of Black Studies*, *52*(2), 103–122. https://doi.org/10.1177/0021934720959389

Miles, M. B. A., Huberman, M., & Saldaña, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications.

Navarro, C. G. (2019). Joy Harjo's Poetics of Memory and Resilience. *Atlantis: Journal of the Spanish Association of Anglo-American Studies*, *41*(1), 51–68. https://doi.org/10.28914/Atlantis-2019-41.1.03

Nugroho, A. R. (2022). Postmemory: Memory Transmission and Reconciliation Within Next Year in Havana Novel by Chanel Cleeton. *Aksara: Jurnal Bahasa dan Sastra*, *34*(1), 61–72. http://dx.doi.org/10.29255/aksara.v34i1.828.61-72

Rachman, A. K., & Wahyuniarti, F. R. (2021). Struktur Kepribadian Tokoh Lilian dalam Novel Pink Cupcake Karya Ramya Hayasrestha Sukardi (Sastra Anak dalam Perspektif Psikoanalisis Sigmund Freud). *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 490–507.

https://doi.org/10.22219/kembara.v7i2.17625

Santoso, J. (2021). Narasi Trauma: Kajian Postmemory Novel Tiba sebelum Berangkat Karya Faisal Oddang. *Arif: Jurnal Sastra dan Kearifan Lokal*, *1*(1), 39–55. https://doi.org/https://doi.org/10.26499/sawer.v26i1.680

Saputra, A. D., Fauziah, F. N., & Suwandi, S. (2022). Utilization of Indonesian Language Teaching Materials Containing Local Wisdom at SMA Negeri 1 Karanganyar. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 335–348. https://doi.org/doi.org/10.22219/kembara.v8i2.21726

Sartika, E. (2020). Traumatic Experiences in Eka Kurniawan's Novel Seperti Dendam, Rindu Harus Dibayar Tuntas. *Jurnal Poetika*, *8*(2), 121-133. https://doi.org/10.22146/poetika.v8i2.55895

Schönfelder, C. (2013). *Wounds and Words*. Transcript Verlag.

Septarianto, T. W. (2018). Manisfestasi Nilai-Nilai Kearifan Lokal dalam Buku Anak Kecil-Kecil Punya Karya (Kkpk) "Lili & Lyliu." *Seminar Internasional Riksa Bahasa*, 829–836.

Simon, J. C. (2021). Memori Trauma dalam Film G30s/PKI: Sebuah Interpretasi Teologis. *Abrahamic Religions: Jurnal Studi Agama-Agama*, *1*(2), 129–145. https://doi.org/10.22373/arj.v1i2.10689

Sundaryanti, S., Setiyono, J., & Hawa, M. (2022). Kearifan Lokal pada Novel Anwar Tohari Mencari Mati Mahfud Ikhwan serta Hubungannya dengan Pembelajaran Bahasa Indonesia di SMA. *Senada (Seminar Nasional Daring) IKIP PGRI Bojonegero*, 1013–1028.

Utami, S. F. (2020). Transmisi Memori Traumatis dalam Novel Ath-Thantūriyyah Karya Radhwā 'Āsyūr. *Diwan: Jurnal Bahasa dan Sastra Arab*, *14*(2), 63–76. https://doi.org/10.15548/diwan.v14i2.827

Whitehead, A. (2004). Trauma Fiction. In *Edinburgh University Press*. Edinburgh: Edinburgh University Press.

Yatimah, S. (2021). *Psychological Trauma in Paula Hawkins' the Girl on The Train*. Malang: Universitas Islam Negeri Maulana Malik Ibrahim.

Understanding Story Elements and Religious Values in Indonesian Folktales Among PBSI Students of FKIP UHAMKA

(Pemahaman Unsur Cerita dan Nilai-Nilai Religius dalam Cerita Rakyat Indonesia pada Mahasiswa PBSI FKIP UHAMKA)

Trie Utari Dewi*
Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia
trie.utari.dewi@uhamka.ac.id

Wini Tarmini
Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia
winitarmini@uhamka.ac.id

Syarif Hidayatullah
Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia
syarifbahagia@uhamka.ac.id

Fauzi Rahman
Universitas Indraprasta PGRI, Indonesia
fauzierachman20@gmail.com

*****Corresponding author: Trie Utari Dewi | email: trie.utari.dewi@uhamka.ac.id**

Abstract: Students of Indonesian Language and Literature Education (PBSI) are required to possess knowledge and understanding of folklore, narrative structures, and religious values embedded within these tales. This is crucial as part of integrating Islamic values into their education, which will prove beneficial both for the students themselves and for their future students. Hence, the purpose of this research is to analyze the comprehension of PBSI students at University of Muhammadiyah Prof. Dr. HAMKA regarding the elements of narrative and religious values in Indonesian folklore. This study employs a quantitative descriptive approach through a survey utilizing a Google Form-based questionnaire. The research findings indicate that, overall, the PBSI students exhibit a satisfactory understanding of folklore and its religious values. Nonetheless, there are a few students whose grasp of these religious values appears less accurate. This understanding yields diverse advantages for aspiring Indonesian language educators, such as enriching their pedagogical experiences, enhancing language skills, stimulating imagination and creativity, and reinforcing national identity. Comprehending folklore also plays a pivotal role as a valuable asset within classroom instruction and in preserving Indonesia's cultural heritage for the future. Nevertheless, further efforts are imperative to enhance students' understanding of religious values embedded in folklore, to optimally integrate these values into Indonesian language instruction. In conclusion, this study asserts that the majority of PBSI students within FKIP UHAMKA exhibit a proficient comprehension of Indonesian folklore, although there is room for improvement in comprehending religious values that have the potential to enhance the teaching of Indonesian language and literature, as well as the preservation of national cultural identity.

Keywords   folklore, religious values, student understanding, story elements

Abstrak: Mahasiswa PBSI (Pendidikan Bahasa dan Sastra Indonesia) perlu memiliki pengetahuan serta pemahaman tentang cerita rakyat, struktur cerita, dan nilai-nilai religius yang terkandung dalam cerita tersebut. Hal ini penting sebagai bagian dari integrasi nilai-nilai keislaman dalam pembelajaran yang akan memberikan manfaat baik bagi mahasiswa itu sendiri maupun bagi peserta didik mereka di masa depan. Untuk itu, tujuan penelitian ini adalah menganalisis pemahaman mahasiswa PBSI di Universitas Muhammadiyah Prof. DR. HAMKA terhadap unsur cerita dan nilai-nilai religius dalam cerita rakyat Indonesia. Objek penelitian ini terdiri dari lima cerita rakyat Nusantara, antara lain yaitu *Ciung Wanara, Asal Mula Danau Toba, Batu Batangkup, Keong Mas,* dan *Batu Menangis.* Adapun responden dalam penelitian ini yaitu mahasiswa PBSI FKIP UHAMKA yang mengikuti mata kuliah Sastra Nusantara. Penelitian ini menggunakan pendekatan deskriptif kuantitatif melalui survei menggunakan angket berbasis Google Form. Teknik presentase dan analisis faktor digunakan untuk menganalisis data dalam penelitian ini. Hasil penelitian menunjukkan bahwa pemahaman mahasiswa PBSI secara umum sudah baik terhadap cerita rakyat dan nilai-nilai religius yang terkandung dalamnya. Namun, terdapat beberapa mahasiswa yang memiliki pemahaman yang kurang akurat terkait nilai-nilai religius. Penelitian ini menyimpulkan bahwa sebagian besar mahasiswa Program Studi PBSI di FKIP UHAMKA memahami cerita rakyat Indonesia dengan baik, meskipun perlu peningkatan dalam memahami nilai-nilai religius yang berpotensi memberikan manfaat pada pengajaran bahasa dan sastra Indonesia serta pelestarian identitas budaya nasional. ditinjau dari gender. Oleh karena itu, modul harus dikembangkan sebagai syarat dan kebutuhan agar tujuan pembelajaran dapat tercapai.

Kata Kunci   cerita rakyat, nilai religius, pemahaman mahasiswa, unsur cerita

How to Cite	Dewi, T. U., Tarmini, W., Hidayatullah, S., & Rahman, F. (2024). Understanding Story Elements and Religious Values in Indonesian Folktales Among PBSI Students of FKIP UHAMKA. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *10*(1), 71-86. https://doi.org/10.22219/kembara.v10i1.27370

INTRODUCTION

Folktales are a product of cultural creation, passed down through generations predominantly via oral transmission—occasionally in written form (Zulkarnais et al., 2018; Tupasela, 2016; Nisa & Andalas, 2021). As a form of ancient literary work, folktales continue to thrive and evolve with the cultural developments of society. Importantly, folktales embody character values that reflect life and can be implemented daily to exhibit noble values (Junaini et al., 2017; Ahmadi et al., 2021; Yanti et al., 2019; Sugiarti, 2021). Elements within folktales include themes, characters, plot, setting, and a moral message (Sonjaya, 2022). Through the moral messages contained in folktales, we can provide advice and life lessons to the next generation (children) Sugiarti, Andalas, & Bhaktid (2022) in an enjoyable manner, without being overly didactic (Agbenyega et al., 2017). Common moral values found in folktales typically include religious or spiritual values, honesty, empathy, and compassion (Yuliyanti, Sadhono, & Wibowo, 2022). However, the instillation of these values through folktales presented to children requires serious supervision by adults, as sometimes the content of the stories may not be easily digestible (Yanti et al., 2016).

Numerous studies have indicated that a child who is regularly told stories, whether in everyday life or as bedtime stories by their parents, will exhibit enhanced creativity and cognitive skills. This fact underscores that folktales also play a fundamental role in nurturing their cognitive abilities to support brain development and competitive learning abilities in school (Wardiah, 2017; Mayrita, 2017; Abidin, 2018; Chalamah et al., 2020).

Discussing the guidance provided in storytelling folktales inherently addresses the core issue—the storyteller. To deliver engaging storytelling for children, a storyteller needs a deep and adequate understanding of the folktales prevalent in Indonesia. Without this understanding, a storyteller cannot effectively narrate to children and instill the values contained within these stories.

The PBSI (Education of Indonesian Language and Literature) Study Program at UHAMKA includes the Nusantara Literature course in its curriculum to emphasize the importance of understanding folktales. As future linguists and literary scholars, PBSI students must possess adequate competence and understanding concerning Indonesian folktales. PBSI UHAMKA students are to be at the forefront of preserving and maintaining the existence of folktales, considering their significant role in cultural continuity and heritage transmission to future generations. Therefore, PBSI students must have knowledge and understanding of the structure and religious values embedded in these tales as an integration of Islamic values, which will undoubtedly benefit them and their future students in the educational field.

Based on the issues outlined, this research will focus on analyzing PBSI students' understanding of Indonesian Folktales, both in terms of story structure and the religious values contained therein. This study aims to serve as a benchmark for student comprehension of folktales so that if the results are satisfactory, it will confirm their readiness to educate students. However, if the findings are unsatisfactory or do not meet expectations, further actions will be necessary to genuinely enhance PBSI students' competence in preserving folktales as an intangible heritage passed down for centuries.

To become a proficient educator who can impart religious values through folktales, a good understanding of the folktales prevalent in Indonesia is necessary. As intangible heritage narrated by ancestors, folktales should be preserved as they offer character and religious values for students. Moreover, children familiar with these stories tend to be more intelligent than others.

Research on folktales has been extensively conducted by various scholars. However, few studies have focused on the perceptions of students, particularly PBSI students, regarding their understanding of these tales. For instance, research by Afsari (2015) showed that the Parigi community perceives folktales as stemming from both nuclear and extended family settings. They actively maintain the tradition of storytelling and consider it to have sacred value. The folktales of Parigi, according to Haerudin & Cahyati (2018), serve various functions and remain among the most renowned within the community. This study also found differences in perception based on the respondents' age and gender. Previous studies have demonstrated that folktales can be an effective educational resource for children in developing traits such as responsibility, independence, honesty, piety, and cooperation. Factors such as the teacher's ability to convey stories, simplification of tales, use of illustrations, selection of themes aligned with children's interests and characteristics, and story continuity affect the learning process. It is hoped that children can apply these values in their daily lives through folktales. Both studies focused on the community's perception of Parigi folktales by origin, age, and gender. This study attempts to understand PBSI students' comprehension of the story elements and religious values in folktales.

Next, research by Afriza and Zulfadli (2022) discussed high school students' perceptions of folktales from Riau. In their study, the folktale *'Pak Dayu'* ranked second among five studied tales. Other findings indicated that the folktale *'Apek Weng Thai'* ranked third, *' Terjadinya Gunung Daik (The Origin of Gunung Daik)'* fourth, and *'Bakau and Perepat'* fifth. It is important to note that Afriza and Zulfadli (2022) limited their focus to the popularity of folktales and involved only tales from the Riau community, whereas this study includes various tales from across the archipelago.

From the review of prior research, it is clear that no study has specifically explored the understanding of Indonesian Language Education students, who are also prospective language teachers, regarding Indonesian folktales. Therefore, there is a research opportunity to gain new insights into PBSI students' understanding of Indonesian folktales. It is crucial for students of Indonesian Language Education, as future language and literature teachers, to have a thorough understanding of these tales to effectively narrate them to students. Based on this, the current study aims to reveal PBSI UHAMKA students' comprehension of story elements and religious values in folktales. This research is essential to assess the readiness of PBSI UHAMKA students as future educators who will directly engage in teaching the religious values contained in folktales.

METHOD

This study is descriptive quantitative research that utilizes a survey method in its approach. In survey research, the researcher poses questions to various respondents to gather information about beliefs, opinions, characteristics, or behaviors related to the research object, both past and ongoing. This survey method focuses on questions about individual beliefs and behaviors (Lawrence, 2003). The descriptive quantitative research aims to describe the data on the understanding of students from the PBSI Study Program at FKIP UHAMKA regarding the elements of folktales and the religious values contained in Indonesian folktales.

The objects used in this study are five Indonesian folktales, namely *Ciung Wanara, Asal Mula Danau Toba (The Origin of Lake Toba), Batu Batangkup, Keong Mas*, and *Batu Menangis (The Crying Stone)*. These folktales were selected because they contain moral and religious values and represent various regions across the archipelago. The respondents in this study are students who are in their fifth semester and are enrolled in the Nusantara Literature course during the academic year 2022/2023, totaling 95 students. The involvement of these respondents is relevant to the research topic as one of the materials in this course is about folktales. The survey was conducted online through Google Forms, with the study duration being one week and carried out before the final semester exams.

Data collection techniques in this study employed a questionnaire implemented via Google Forms. The Thurstone Scale (Liposvetsky, 2007) was used in this research. This scale provides questions accompanied by several answer choices which help determine the level of students' understanding of the folktales. The Thurstone Scale was chosen because the answer options can be

flexibly adjusted according to the needs of student responses. Subsequently, the collected data will be analyzed using percentage techniques, factor analysis, and conclusions regarding the level of students' understanding of the story elements and religious values in Indonesian folktales.

RESULTS AND DISCUSSION

This study addresses the understanding of story elements and religious values in various Indonesian folktales, such as *Ciung Wanara, The Origin of Lake Toba, Batu Batangkup, Keong Mas, and The Crying Stone.* In relation to folktales, PBSI students certainly need to comprehend these stories from Indonesia as a foundation for teaching learners. This is because folktales enrich local culture, preserve national identity, impart moral values, develop language skills, and enhance the creativity and imagination of students. By understanding these folktales, PBSI students can teach in a way that is both engaging and meaningful.

Students' Understanding of the Ciung Wanara Story

The tale of Ciung Wanara narrates the story of a queen and a young prince who were slandered and exiled by an evil concubine while still in the womb. In the forest, Ciung Wanara encounters a magical rooster. With the help of this animal, Ciung Wanara returns to the kingdom, defeats his father in a cockfighting match, and claims his rightful throne. This legend teaches values of courage, strength, and justice, and is a part of the cherished cultural heritage of West Java. Based on this folktale, PBSI students at FKIP UHAMKA were provided with a multiple-choice questionnaire to assess their understanding of the Ciung Wanara story. Below are the students' responses to their comprehension of the Ciung Wanara folktale.

Table 1
Students' Understanding of the *Ciung Wanara* Story

No	Questions	Response	
		True	False
1	What is narrated in the story of Ciung Wanara?	17,9%	82,1%
2	What did Ciung Wanara do to regain his father's trust and the throne?	76,8%	23,2%
3	Who are the characters in the story of Ciung Wanara?	83,2%	16,8%
4	What moral and religious values can be derived from the story of Ciung Wanara?	30,5%	69,5%

Ciung Wanara is a folktale originating from Ciamis, West Java, Indonesia. It recounts the story of the Kingdom of Galuh in West Java, where King Raden Permana di Kusuma had two queens who were pregnant at the same time. The first queen, Nyimas Dewi Naganingrum, gave birth to a baby boy named Hariangbanga. Meanwhile, the second queen, Nyimas Dewi Pangrenyep, plotted a wicked scheme by swapping Naganingrum's baby with a puppy. The real baby Naganingrum was then rescued by the King's Advisor, Ki Lengser, and raised in the forest. Years later, an old couple found a handsome and charming baby boy by the river. They were overjoyed and raised him with love, naming him Ciung Wanara. Ciung Wanara grew up to be a handsome, intelligent, and brave young man.

One day, Ciung Wanara went to the Kingdom of Galuh with his favorite rooster. He entered a cockfighting competition and successfully defeated the King of Galuh's rooster. The King fulfilled the wager and gave half of his kingdom to Ciung Wanara. During this journey, all secrets were unveiled. Ciung Wanara learned that his mother was still alive and he managed to rescue her. Meanwhile, Dewi Pangrenyep, who had committed the crime, was captured and imprisoned. Ciung Wanara's brother, Hariangbanga, also participated in the combat and lost against Ciung Wanara. Ultimately, the Kingdom of Galuh was divided into two, and Ciung Wanara lived happily with his biological mother and adoptive parents in the palace named Pakuan Pajajaran.

The tale of Ciung Wanara portrays religious values related to harmonious relationships in family life, acts of mercy and protection towards an abandoned child, the importance of apologizing and accepting apologies, and the rejection of betrayal as an act contrary to moral and ethical religious principles (Adeani, 2018; Praramdana, 2020).

Table 1 data above shows the students' understanding of the Ciung Wanara story. This section includes four questions posed to students about the story's content, actions taken by Ciung Wanara, the characters in the story, and the moral and religious messages derived from it. The findings indicate that the majority of students (82.1%) do not have a correct understanding of the Ciung Wanara story's content. This indicates a deficiency in their knowledge regarding the story. Additionally, although the majority of students (76.8%) have a correct understanding of the actions taken by Ciung Wanara to regain his father's trust and the throne, some students (23.2%) still answered this question incorrectly.

However, the research results show that the majority of students (83.2%) have a correct understanding of the characters in the Ciung Wanara story. This indicates clarity in character identification within the tale. Nevertheless, it is noted that regarding the understanding of the moral and religious messages contained in the Ciung Wanara story, only a small portion of students (30.5%) provided correct answers.

The meaning of these findings is that most students do not yet have an adequate understanding of the Ciung Wanara story as a whole. There is a lack in their knowledge, especially regarding the story itself and the moral and religious messages it contains. This indicates a need to enhance the understanding and awareness of students towards the story and the values it aims to convey. Further efforts are required in teaching and exploring the meanings contained in the Ciung Wanara story to students so that they can achieve a better and deeper understanding of the story and the values it intends to communicate. This is crucial to perform, as conveying moral values through folktales in literature education at schools can build character and personality in students (Baan, 2021).

Students' Understanding of the Origin of Asal Usul Danau Toba (The Origin of Lake Toba)

The folktale of *the Origin of Lake Toba* narrates the story of Toba, an orphan who was diligent in farming and fishing. One day, he caught a golden fish which then transformed into a beautiful girl named Putri. They married and had a son named Samosir. Samosir was mischievous and often ate greedily. When he was serving some food to his father, he ate some of the food himself and was hit by his father. Samosir learned that he was descended from a fish, then his mother turned into a giant fish and Lake Toba was formed. Samosir Island is located in the middle of the lake. Based on this folktale, PBSI students at FKIP UHAMKA were provided with a multiple-choice questionnaire to assess their understanding of *the Origin of Lake Toba* story. Below are the students' responses to their comprehension of the folktale of *the Origin of Lake Toba*.

Table 2
Students' Understanding of The Origin of Lake Toba

No	Questions	Response	
		True	False
1	What is narrated in the story of *the Origin of Lake Toba*?	83,2%	16,8%
2	What condition did the female character stipulate before agreeing to marry the character Toba?	86,3%	13,7%
3	What is the name of the male character who triggers the climax of the story of *the Origin of Lake Toba*?	82,1%	17,9%
4	What moral and religious values can be derived from the story of *the Origin of Lake Toba*?	67,4%	32,6%

The folktale "*Asal Usul Danau Toba (The Origin of Lake Toba)*" originates from North Sumatra, Indonesia. This story recounts the life of a young man named Toba, an orphan residing in the region who was diligent in farming and fishing. One day, while Toba successfully caught a golden fish, he ran out of firewood to cook the fish. After searching for firewood, Toba returned home to find a delicious meal prepared on his table. In his room, he met a beautiful girl who claimed to be the incarnation of the fish. The girl's name was Putri, and they eventually married on the condition that Toba must never reveal Putri's true origins as a fish. They were blessed with a mischievous son named Samosir.

One day, Samosir took leftover food to his father, who was working in the field. His father became angry and struck Samosir, calling him "son of a fish." Hurt and disappointed, Samosir went to ask his mother if he truly was descended from a fish. His mother admitted it and instructed Samosir to climb a steep hill. There, she transformed into a giant fish, and the lake overflowed, forming Lake Toba. In the middle of the lake, an island was formed, named Samosir Island, as a reminder of the event.

The tale of *the Origin of Lake* Toba embodies religious values reflected in the story's moral messages. Firstly, the value of honesty and trust is emphasized with the lesson never to break a promise, reflecting the importance of moral integrity in religion. Secondly, the value of forgiveness is highlighted, teaching us to be forgiving individuals. Forgiveness is a crucial aspect in many religious traditions which preach compassion and mercy towards others. Thirdly, the value of thoughtfulness and reflection is conveyed through the lesson to think before speaking. This teaches the importance of considering our words and actions, as they can have either positive or negative impacts on our lives and relationships with others (Sonjaya, 2022; Pulungan & Nasution, 2019; Prastiwi & Sudigdo, 2022).

Research findings in Table 1 regarding students' understanding of *the Origin of Lake Toba* story show a reasonably good level of comprehension among most students. Regarding the first question about what is narrated in the story, 83.2% of students answered correctly, demonstrating a good understanding of the plot and the background of Lake Toba's origin. However, there are still 16.8% of students who answered incorrectly, indicating a lack of thorough understanding of the story.

The second question, about the condition the female character stipulated before agreeing to marry Toba, the majority of students (86.3%) answered correctly. This indicates that most students understand the condition posed by the female character in the story, reflecting a good grasp of the narrative's details. Nonetheless, there are 13.7% of students who answered incorrectly, highlighting a need for better comprehension of this aspect of the story.

The third question about the name of the male character who triggers the climax of the story received a high level of correct responses, with 82.1% of students identifying him correctly. This shows that most students understand the significant role of the male child character in the narrative. However, there are 17.9% of students who answered incorrectly, indicating a need for greater attention to this detail of the story.

In terms of the final question regarding the moral and religious messages from the story, there is a need to improve understanding. Only 67.4% of students provided correct answers, while 32.6% answered incorrectly. This shows that some students do not fully grasp the moral and religious messages conveyed in the story. Thus, further efforts are needed to enhance their understanding of these messages in the tale of *the Origin of Lake Toba*.

Overall, although the majority of students have a good understanding of *the Origin of Lake Toba* story, they accurately explaining the main characters, the storyline, and the embedded moral messages, their comprehension of the religious values such as honesty, forgiveness, and thoughtfulness is also commendable. However, there are still some students who require additional focus to deeply comprehend the narrative. This could be achieved through more intensive material exploration, group discussions, and emphasis on the importance of understanding the moral and religious messages contained in the story. With a deeper understanding, students can appreciate and benefit from the values embedded in traditional stories like the *Origin of Lake Toba*, as posited by Ajayi (2019) that a thorough understanding of folktales can provide effective learning experiences.

Students' Understanding of the Batu Batangkup Story

The folktale of "*Batu Batangkup*" (overturned stone), tells the story of a widow named Mbok Minah and her two children, a boy and a girl. Despite Mbok Minah's hard of work gathering and selling firewood to meet daily needs, her naughty and lazy children never helped and often saddened their mother. Mbok Minah, who was old and frail, received no attention from her children who played heedlessly, ignoring their mother's calls. One day, after they had eaten all the food leaving none for their mother, Mbok Minah wished to be swallowed by Batu Batangkup, a magical stone that could

speak. Her request was granted, and when her children finally missed her, they found Mbok Minah inside the stomach of Batu Batangkup. However, their promise to change their behavior was short-lived, and ultimately, Batu Batangkup swallowed both children as a punishment for their naughty behavior and disregard for their mother. Based on this folktale, PBSI students at FKIP UHAMKA were provided with a multiple-choice questionnaire to assess their understanding of the Batu Batangkup story. Below are the students' responses to their comprehension of the *Batu Batangkup* folktale.

Table 3
Students' Understanding of the Batu Batangkup Story

No	Questions	Response	
		True	**False**
1	What is narrated in the story of *Batu Batangkup*?	68,4%	31,6%
2	What is Mbok Minah's occupation in the story of *Batu Batangkup*?	74,7%	25,3%
3	What mythological element is contained in the story of *Batu Batangkup*?	51,6%	48,4%
4	What moral and religious values can be derived from the story of *Batu Batangkup*?	84,2%	15,8%

The folktale of "*Batu Batangkup"* originates from Indragiri Hulu, Riau, Indonesia, and tells the story of a poor widow named Mbok Minah who lived with her two naughty and lazy children. Despite Mbok Minah's hard work to provide for her family, her children never helped or respected her. They constantly played and ignored their mother's calls. Mbok Minah, old and ailing, often cried due to their treatment.

One day, when Mbok Minah prepared some food, she hoped their children would come, but her children ignored her call. However, they greedily ate all the food without leaving any for her. The children returned to play, neglecting their mother. As night fell, Mbok Minah became sicker, but the children continued to disregard her. They didn't even check on their deeply sleeping mother.

After searching for a few days, the children found the *Batu Batangkup*, a magical rock that had swallowed Mbok Minah. They cried and pleaded for their mother to be returned. However, *Batu Batangkup* refused, blaming the children for their poor behavior and lack of appreciation and respect for their mother. Eventually, both naughty children were also swallowed by *Batu Batangkup*, and they were never seen again.

The religious value in this story teaches the importance of valuing and respecting parents. Mbok Minah faithfully tried to fulfill her role as a mother, but her mischievous children never loved or helped her. Ultimately, they suffered the consequences of their poor behavior. This story imparts lessons about the importance of respecting and appreciating the love and care provided by parents (Yaacob & Abdillah, 2017).

The findings in the table illustrate the students' understanding of the *Batu Batangkup* story. The data presented includes the percentage of student responses that correctly and incorrectly answered four key questions. The first question is about what is narrated in the *Batu Batangkup* story. 68.4% of students answered correctly, while 31.6% answered incorrectly. This indicates that the majority of students have a good understanding of the story.

The second question regarding Mbok Minah's occupation in the *Batu Batangkup* story, 74.7% of students correctly identified her job, while 25.3% answered incorrectly. This shows a fairly good understanding among most students about Mbok Minah's role as one of the main characters in the story.

Meanwhile, the third question about the mythological element contained in the story, 51.6% of students recognized it correctly, whereas 48.4% answered incorrectly. This indicates that some students do not fully understand the mythological element present in the story. Lastly, in terms of the final question on the moral and religious messages that can be derived from the *Batu Batangkup* story, 84.2% of students understood these values correctly, while 15.8% answered incorrectly. This shows that most students can identify the moral and religious messages embedded in the story.

Overall, these findings demonstrate a good level of student understanding of the *Batu Batangkup* story. Most students have a good grasp of the story, the main character's occupation, and the moral and religious messages contained within it. They can also accurately describe the plot and the main characters. However, understanding of the mythological elements of the story still needs improvement. These findings can be used as input to enhance students' understanding of folklore and to delve deeper into aspects related to mythology. In addition to understanding spoken, written, and visual elements as components of mythology, a deeper exploration of community behavior in understanding myths in folklore is also necessary (Zhao-yuan, 2011).

Students' Understanding of the "Keong Mas Story (The Golden Snail)"

The folktale "*Keong Mas (The Golden Snail)*" recounts the story of King Kertamarta of the Daha kingdom who had two beautiful daughters, Dewi Galuh and Candra Kirana. When the handsome Prince Raden Inu Kertapati came to propose to Candra Kirana, Dewi Galuh became jealous. She cursed Candra Kirana, turning her into a golden snail and banished her from the palace. Candra Kirana met an old woman who helped her. One day, the prince discovered Candra Kirana's trail and they were reunited after the curse was lifted. Dewi Galuh fled into the forest and did not survive. The prince and Candra Kirana married and lived happily ever after. Based on this folktale, PBSI students at FKIP UHAMKA were provided with a multiple-choice questionnaire to assess their understanding of the Keong Mas story. Below are the students' responses to their comprehension of the *Keong Mas* folktale.

Table 4
Students' Understanding of the Keong Mas Story

No	Questions	Response	
		True	False
1	What is narrated in the story of *Keong Mas*?	80%	20%
2	Who are the characters involved in *Keong Mas?*	84,2%	15,8%
3	What part of the story constitutes the conflict in *Keong Mas*?	83,2%	16,8%
4	What moral and religious values can be derived from the story of *Keong Mas*?	48,4%	51,6%

The folktale "*Keong Mas*" originates from East Java, Indonesia. This story recounts the life of King Kertamarta who ruled the grand kingdom of Daha. King Kertamarta had two beautiful daughters, Dewi Galuh and Candra Kirana, and their life was very happy. One day, a handsome prince named Raden Inu Kertapati from the kingdom of Kahuripan came to propose to Princess Candra Kirana. The proposal was well-received by King Kertamarta and Princess Candra Kirana, but Dewi Galuh felt jealous and believed she was more deserving of the prince's hand in marriage. Dewi Galuh's jealousy turned into hatred, and she plotted evil by enlisting the help of a witch to curse Princess Candra Kirana into becoming a Golden Snail, Keong Mas.

Dewi Galuh successfully executed her plan by spreading slander about Princess Candra Kirana, resulting in the princess being expelled from the palace. Princess Candra Kirana then wandered along the beach, where she met an evil witch who cursed her into becoming Keong Mas. Princess Candra Kirana was thrown into the sea and got trapped in a net the witch used to catch fish. Every day, the witch found delicious dishes on her plate without knowing who cooked them.

On the other hand, Prince Inu Kertapati did not sit idly by and disguised himself as a commoner to search for Princess Candra Kirana. During his journey, he met the witch who transformed into a crow to deceive the prince. Despite being misled, the prince continued to search for the princess's whereabouts. Eventually, the prince encountered an old, starving man, and due to his kindness, the old man revealed that Princess Candra Kirana was in Dadapan Village. After a long journey, the prince arrived at an old hut where he saw Princess Candra Kirana cooking. Coincidentally, as they met, the princess was cooking, and upon meeting her true love, the magic affecting the princess was lifted, and they returned to being human. Princess Candra Kirana introduced the grandmother who had helped her to the prince, and they went together to the kingdom. Dewi Galuh, fearing her

lies would be exposed, fled to the forest and fell into a ravine, unable to be saved. Thereafter, Prince Inu Kertapati and Princess Candra Kirana married and lived happily ever after.

This story contains moral and religious values that can be learned. These include the prohibition against jealousy, the importance of sibling assistance, and avoiding actions that damage relationships. Additionally, the story teaches about the importance of patience and kindness, as well as the crucial lesson to never give up. The belief that good deeds will result in good outcomes in the future is also conveyed through this story (Amelia & Sapriani, 2022; Trisnasasti, 2020).

The research data shows the level of student understanding of the *Keong Mas* story. On the first question regarding what is narrated in the *Keong Ma*s story, the majority of students (80%) answered correctly, demonstrating a good understanding of the storyline. However, there are 20% of students who answered incorrectly, indicating that a small portion needs to improve their understanding of the story. On the second question about the characters involved in *Keong Mas*, the majority of students (84.2%) correctly identified the characters involved in the story. This shows that they have paid attention to and understood who plays significant roles in the *Keong Mas* story. Nevertheless, there are 15.8% of students who answered incorrectly, indicating that a small portion still needs to improve their understanding of the characters in the story.

The third question about the part of the story that constitutes the conflict in *Keong Mas*, the majority of students (83.2%) correctly identified the story part that reflects the conflict. This indicates that they can recognize and understand the critical moments in the story involving conflict. However, there are 16.8% of students who answered incorrectly, indicating that a small portion still needs to improve their understanding of the conflict in the story. On the fourth question regarding the moral and religious messages that can be derived from *Keong Mas*, the majority of students (48.4%) answered correctly. This indicates that there is room for students to improve their understanding of the moral and religious messages contained in the story. This data affirms the need for more exploration and a deeper understanding of the deeper meanings of the *Keong Mas* story and its connection to moral and religious values.

Overall, this research data indicates that most students have a good understanding of the storyline, characters, and conflict in the *Keong Mas* story. However, improvement is needed in their understanding of the moral and religious messages contained in the story. This emphasizes the importance of delving deeper into folklore and related values to achieve a more profound understanding. As expressed by Sandibaeva (2023), moral and religious values are crucial to be cultivated in student education as they are essential characteristics of an individual's behavior.

Students' Understanding of the Batu Menangis Story (The Crying Stone)

The folktale "Batu Menangis" (The Crying Stone) tells the story of a poor widow and her beautiful daughter. Despite her physical beauty, the daughter was lazy and did not help her mother. One day, the mother and daughter went to the village to shop. The daughter walked gracefully ahead while her mother followed behind in worn-out clothes. The villagers were charmed by the daughter's beauty, but were shocked when she claimed that her mother was merely her servant. She repeatedly disowned her mother, leading her mother to finally pray for her daughter to receive a fitting punishment. By the power of God, the daughter turned into stone as she begged for her mother's forgiveness, which was too late. Based on this folktale, PBSI students at FKIP UHAMKA were provided with a multiple-choice questionnaire to assess their understanding of the "*Batu Menangis*" story. Below are the students' responses to their comprehension of the "*Batu Menangis*" folktale.

Table 5
Students' Understanding of the Batu Menangis Story

No	Questions	Response	
		True	False
1	What is narrated in the story of *Batu Menangis*?	80%	20%
2	Where is the climax of the daughter's mischief/disobedience in the story of *Batu Menangis*?	43,2%	56,8%
3	What mythological element is contained in the story of *Batu Menangis*?	62,1%	37,9%
4	What moral and religious values can be derived from the story of *Batu Menangis*?	82,1%	17,9%

The folktale "*Batu Menangis*" (The Crying Stone) originates from West Kalimantan, Indonesia. This story tells of a poor widow and her attractive daughter. The daughter was exceptionally beautiful, with a lovely figure and long curly hair, yet her character was poor. She was a lazy girl who never assisted her mother with household chores.

The daughter was more concerned with her appearance and always behaved in a spoiled manner. She expected her mother to fulfill every request while her mother toiled daily to meet their living needs. One day, the mother and daughter went to the village to shop. Despite the market being far from home, they walked. The daughter strolled elegantly dressed well, and made up to be noticed by others. In contrast, her mother walked behind, carrying baskets and wearing shabby clothes. Due to the distance between their home and the market, no one knew they were mother and daughter. Upon reaching the village, people noticed them. Captivated by the daughter's beauty, the villagers, especially the young men, followed her. However, their reaction changed upon seeing the mother trailing behind.

A young man approached the daughter and inquired about her mother. Yet, the daughter claimed her mother was just a servant. Each time someone asked about her mother, the daughter demeaned her, even calling her a slave. Initially, the mother tried to restrain herself and be patient listening to her daughter's disrespectful words. However, after facing the same question repeatedly, the mother finally prayed for divine punishment for her disobedient daughter.

By divine will, the disrespectful daughter gradually turned to stone, starting from her feet up to her entire body. As the transformation reached her waist, the daughter begged her mother for forgiveness. She regretted her disrespectful behavior and pleaded for her mother's forgiveness. Unfortunately, it was too late. The damage was done, and eventually, the daughter's entire body turned into stone. The folktale of *Batu Menangis* conveys that a child should never be disrespectful to their parents. If a child disrespects their parents, especially a mother who has given birth and raised them, they will face severe consequences in the future (Luthfiani & Rahmatya, 2021; Herwani, 2023).

Research findings on the students' understanding of the *Batu Menangis* story regarding the first question, the majority of students (80%) correctly explained what is narrated in the story, indicating that most of them have a sufficient understanding of the core story and plot. However, in terms of the second point, only 43.2% of students correctly answered about the peak of the daughter's mischief or disobedience in the story, while the remaining 56.8% answered incorrectly, showing a lack of understanding in identifying the critical point where the daughter's negative behavior peaked. Improvement in understanding this part could help students better grasp the character's complexity in the story and the consequences of the actions taken by the character.

On the third point, about 62.1% of students successfully recognized the mythological element in the *Batu Menangis* story, while 37.9% did not fully understand it. This indicates that the majority of students have a reasonably good grasp of the mythological elements present in this folktale, such as transformation into stone and divine intervention. This understanding helps students appreciate the depth and symbolic meaning in the story and enriches their knowledge of mythology and cultural heritage.

About the last point, the majority of students (82.1%) correctly answered about the moral and religious messages that can be derived from the *Batu Menangis* story. This shows that most students understand the moral lessons contained in the story, such as the importance of respecting and

appreciating parents and the adverse effects of disrespectful behavior. Additionally, understanding the religious values highlighted in the story can provide insights into the significance of faith and human relationships with the divine.

Overall, although there are areas needing improvement in understanding, the data indicates a good number of students have a solid comprehension of the *Batu Menangis* story, particularly in terms of the core story, moral messages, and religious values conveyed. Their understanding of religious values such as loyalty, love, and sacrifice is also commendable. By enhancing their understanding of the story's more complex and profound parts, students can better appreciate the cultural heritage and deep meanings contained in folklore. This is essential as teaching folklore through educational activities is vital for preserving cultural heritage and introducing ethnic identities to the next generation (Kopnicky, 2022).

In conclusion, this research shows variability in the students' understanding of PBSI FKIP UHAMKA regarding folktales and the religious values contained within. While most students have a good understanding, some have inaccuracies that need addressing. Nonetheless, a solid grasp of folktales and religious values enables students to teach in an engaging and meaningful way. This study provides insights into the importance of understanding folktales for PBSI students at FKIP UHAMKA. Folktales benefit in enriching local culture, maintaining national identity, teaching moral values, developing language skills, and fostering creativity and imagination in students (Septika & Prasetya, 2020; Asra, 2022). Overall, the research findings indicate that students can respond well to the story's plot, main characters, and contained moral messages. However, some students still have inaccuracies regarding the religious values contained in the story.

Compared to previous research, Afriza & Zulfadli (2022) focused on the popularity of Riau folklore and the ranking of *Pak Dayu* stories. Afsari (2015) described the Parigi community's perception of the sacred values in Parigi folklore. Haerudin & Cahyati (2018) highlighted the role of Parigi folklore in culture and character education. Previous studies have emphasized high school students' perceptions of folklore from various regions, focusing on the popularity of the stories and their connection with sacred values and character. However, this research is focused on the understanding of Indonesian folklore elements by PBSI (Indonesian Language and Literature Education) students, with a special emphasis on the religious values contained in the stories. The results show that the majority of students have a good understanding of the folklore elements and the moral messages within them. Although some students have less accurate understanding, overall, it provides insights into the importance of understanding folklore for prospective teachers. This study also underscores the benefits of folklore in enriching local culture, preserving national identity, and developing language skills and student creativity. In comparison, the results of this study encourage a deeper and contextual understanding of folklore, contributing to character education and meaningful teaching.

This research underlines the importance of understanding for PBSI students at FKIP UHAMKA about Indonesian folktales and the religious values they embody. A thorough comprehension of folktales allows students to teach in an engaging and meaningful way, preserving and enriching local culture and national identity (Fujiastuti & Suyatmi, 2019; Khairil et al., 2020). It is vital for PBSI students, who will become teachers, to understand these stories (Kusmana & Nurzaman, 2021), enabling them to preserve local culture. Folktales are an integral part of Indonesian cultural heritage. By studying and understanding these stories, PBSI students can act as agents in ensuring that local cultures are not lost and continue to thrive in the future (Afriyanti & Somadayo, 2020).

Understanding folktales provides a rich and varied learning experience for prospective teachers (Krissandi et al., 2018). Students who understand folktales can use them as valuable resources in the classroom (Juwati, 2018), enlivening the atmosphere by teaching these stories to students, thus enhancing their interest in learning. Additionally, folktales can also be used to teach language and literature concepts in a more engaging and practical manner. Furthermore, understanding folktales contributes to improving students' language skills. Folktales often contain unique language features

including idiomatic expressions, proverbs, and traditional vocabulary (Iqbal & Wahyudi, 2022). By studying and teaching these stories, students can expand their understanding of the Indonesian language and hone their language skills, helping them become more competent teachers in teaching language and literature to students (Katoningsih, 2021; Patandean & Indrajit, 2021).

Through folktales, students are also encouraged to imagine and be creative. Folktales often contain strong elements of fantasy and imagination (Katamadze, 2019; Udovichenko et al., 2020). By understanding these stories, students can develop their abilities to imagine and create. They can use folktales as inspiration for writing stories, developing creative activities such as drama or theater performances, and encouraging students to actively participate in the learning process. Understanding folktales plays a role in strengthening national identity. Folktales are reflections of Indonesian cultural and national identity. By learning and appreciating these stories, PBSI students can strengthen their sense of nationalism and love for their homeland. They can help students develop understanding, pride, and love for Indonesian cultural heritage, thus strengthening national identity among the young generation (Lizawati & Uli, 2019; Kuswara & Sumayana, 2021; Putri, 2020).

In summary, understanding Indonesian folktales is essential for PBSI students as future teachers. With this knowledge, they can preserve culture, enrich learning experiences, improve language skills, encourage imagination and creativity, and strengthen national identity. All these will aid them in becoming more effective and influential teachers in teaching the Indonesian language and literature to the younger generation.

CONCLUSION

This research highlights the importance of understanding Indonesian folktales and the religious values they contain among students of the PBSI Program at FKIP Universitas Muhammadiyah Prof. DR. Hamka (UHAMKA). Although the majority of students have a good understanding of folktales such as *Ciung Wanara* (average understanding 52.1%), *The Origin of Lake Toba* (average understanding 79.75%), *Batu Batangkup* (average understanding 69.72%), *Keong Mas* (average understanding 74.45%), and *Batu Menangis* (average understanding 66.85%) with an overall average understanding of 68.76%, there are still some students who have inaccurate understandings related to the religious values in these stories. Nevertheless, a good grasp of these folktales and religious values offers various benefits for the students as future teachers, including enriching learning experiences, enhancing language skills, fostering imagination and creativity, and strengthening national identity. Ultimately, understanding these folktales is crucial for PBSI FKIP UHAMKA students. With a solid understanding of folktales and religious values, students can become effective and influential teachers of Indonesian language and literature to the younger generation. This understanding also contributes to enriching local culture, preserving national identity, teaching moral values, developing language skills, and encouraging creativity and imagination in students. Thus, understanding these folktales becomes a valuable asset that can be utilized in the classroom and helps preserve Indonesia's cultural heritage for the future.

The next research recommendation is to conduct an in-depth analysis of the factors influencing the understanding of religious values in Indonesian folktales by students of Indonesian Language and Literature Education and to develop more effective learning strategies to enhance their understanding and appreciation of the religious aspects in folktales. Qualitative methods such as in-depth interviews or case studies could be employed to explore the perceptions and factors affecting students' understanding, aiming to provide concrete guidance for future curriculum and teaching development.

DECLARATIONS

Author contribution	:	Trie Utari Dewi served as the head of the research team, determined the study sample, analyzed the folklore, developed the instruments, and acted as the correspondent. Wini Tarmini, as the first team member, assisted the team leader in analyzing the folklore, developing instruments, and conducting

		literature reviews. Syarif Hidayatullah, as a team member, helped distribute the instruments to students and analyze the data from the instrument distribution as well as process the research findings. Fauzi Rahman, as a team member, assisted in reviewing literature, specifically in searching for relevant articles from reputable international journals, and performed translations into academic English.
Funding statement	:	This research received funding from the Research and Development Institute of Prof. Dr. HAMKA Muhammadiyah University, Jakarta, with the research contract number: 733/F.03.07/2022.
Conflict of interest	:	Four authors declare that they have no competing interests.
Ethics Approval	:	The authors agrees to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Abidin, Y. (2018). Strategi Mendongeng Kreatif, Cerdas, dan Edutaimen. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, *4*(1), 1-13. https://doi.org/10.17509/cd.v4i1.10379

Adeani, I. S. (2018). Nilai-Nilai Religius dalam Cerita Rakyat Ciung Wanara. *Literasi: Jurnal Bahasa dan Sastra Indonesia Serta Pembelajarannya*, *2*(1), 47-55. http://dx.doi.org/10.25157/literasi.v2i1.1202

Afriyanti, I., & Somadayo, S. (2020). Pemanfaatan Media Cerita Rakyat sebagai Upaya Membangun Kreativitas Anak. *PEDAGOGIK*, *7*(2), 1-12. https://doi.org/10.33387/pedagogik.v7i2.2684

Afriza, A., & Zulfadhli, M. (2022). Peringkat Cerita Rakyat 'Patahnya Gunung Daik: Kumpulan Cerita Rakyat Kepulauan Riau'menurut Persepsi Siswa SMA. *Jurnal Pembelajaran Bahasa dan Sastra*, *1*(5), 623-638. https://doi.org/10.55909/jpbs.v1i5.145

Afsari, A. S., Sobarna, C., & Ismail, N. (2015) Kearifan Lokal Masyarakat Kecamatan Parigi, Kabupaten Pangandaran: Persepsi Cerita Rakyat. *Konferensi Internasional*, 73.

Agbenyega, J. S., Tamakloe, D. E., & Klibthong, S. (2017). Folklore Epistemology: How Does Traditional Folklore Contribute to Children's Thinking and Concept Development? *International Journal of Early Years Education*, *25*(2), 112-126. https://doi.org/10.1080/09669760.2017.1287062

Ahmadi, M., Ardianti, S. D., & Pratiwi, I. A. (2021). Nilai Pendidikan Karakter dalam Cerita Rakyat Sendang Widodari Kabupaten Kudus. *Progres Pendidikan*, *2*(1), 1-6. https://doi.org/10.29303/prospek.v2i1.55

Ajayi, E. A. (2019). The Role of Traditional Folklore in Facilitating Adult Learning in Nigeria. *International Review of Education*, *65*(6), 859-877. https://doi.org/10.1007/s11159-019-09807-z

Amelia, D. J., & Sapriani, E. (2022). Analisis Buku Dongeng Tradisional Jawa Berbasis Nilai-Nilai Karakter pada Siswa Kelas 1 Sekolah Dasar. *Journal on Teacher Education*, *3*(3), 536-543. https://doi.org/10.31004/jote.v3i3.5285

Asra, A. A. (2022). Sastra Lokal dalam Pembentukan Kepribadian. *Pembelajaran Sastra Berbasis Kearifan Lokal*, 63.

Baan, A. (2021). Folklore In Literature Learning as A Model for Developing Cultural Characters and Students Personality. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, *7*(2), 12-28. https://doi.org/10.17977/um006v5i12021p83-93.

Chamalah, E., Nuryatin, A., Sayuti, S. A., & Zulaeha, I. (2020, March). Folklore Bibliotherapy Method for Early Childhood. In *2nd Social and Humaniora Research Symposium (Sores 2019)* (Pp. 499-501). Atlantis Press. https://doi.org/10.2991/assehr.k.200225.108

Fujiastuti, A., & Suyatmi, T. (2019). Media Flash Berbasis Komik dalam Pembelajaran Menyimak Cerita Rakyat. *Jurnal Bahtera: Jurnal Pendidikan, Bahasa, Sastra, dan Budaya*, *6*(12), 700-705.

Haerudin, D. A., & Cahyati, N. (2018). Penerapan Metode Storytelling Berbasis Cerita Rakyat dalam Menanamkan Nilai-Nilai Karakter Anak. *Jurnal Pelita Paud*, *3*(1), 1-9. https://doi.org/10.33222/pelitapaud.v3i1.420

Herwani, S. (2023). Analisis Nilai Pendidikan Karakter Legenda Batu Menangis: Kajian Perspektif Islam. *IBTIDA'IY: Jurnal Prodi PGMI*, *8*(1), 21-26. https://doi.org/10.31764/ibtidaiy.v8i1.14902

Iqbal, M., & Mulyadi, M. (2022). Metafora Binatang dalam Ungkapan Idiomatik Bahasa Aceh. *LITERA*, *21*(3), 255-267. https://doi.org/10.21831/ltr.v21i3.50346

Junaini, E., Agustina, E., & Canrhas, A. (2017). Analisis Nilai Pendidikan Karakter dalam Cerita Rakyat Seluma. *Jurnal Ilmiah Korpus*, *1*(1), 39-43. https://doi.org/10.33369/jik.v1i1.3202

Juwati, J. (2018, August). Model Pembelajaran Sastra Berbasis Cerita Rakyat sebagai Upaya Membina Karakter Siswa di Lubuklinggau. In *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang* (Vol. 5, No. 05).

Katamadze, T. (2019). Common and Distinctive Functions of The Protagonist Hero in Folktale and Fantasy (Based on Protagonist Heroes in The Works of JRR Tolkien and Nato Davitashvili). *International Academy Journal Web of Scholar*, *10*(40), 59-64.

Katoningsih, S. (2021). *Keterampilan Bercerita*. Muhammadiyah University Press.

Khairil, K., Siregar, F. S., & Suprayetno, E. (2020). Budaya Literasi Anak Melalui Cerita Rakyat Sumatera Utara di Kampung Nelayan Seberang. *Jurnal Prodikmas Hasil Pengabdian Kepada Masyarakat*, *5*(2), 121-129. https://doi.org/10.30596/jp.v5i1.5756

Kopnický, M. (2022). Slovak Folklore and Folk Culture in The Conditions of Education of Pupils from Socially Disadvantaged Environments in Slovak School. *Humanitarian Studies: History And Pedagogy, 2*(4), 151-159. https://doi.org/10.35774/gsip2022.02.151

Krissandi, A. D. S., Widharyanto, B., & Dewi, R. P. (2018). Pembelajaran Bahasa Indonesia untuk Sd. *Bekasi: Media Maxima*.

Kusmana, S., & Nurzaman, B. (2021). Bahan Ajar Cerita Rakyat sebagai Perancah Pendidikan Karakter (Folklore Teaching Materials as A Character Education Scaffold). *Indonesian Language Education and Literature*, *6*(2), 351-362. https://doi.org/10.24235/ileal.v6i2.8778

Kuswara, K., & Sumayana, Y. (2021). Apresiasi Cerita Rakyat sebagai Upaya Memperkuat Karakter Siswa dalam Menghadapi Revolusi Industri 4.0. *Jurnal Basicedu*, *5*(1), 317-326. https://doi.org/10.31004/basicedu.v5i1.678

Lawrence, N. W. (2014). Social Research Methods: Qualitative and Quantitative Approaches Seventh Edition. Assex: Pearson Education Limited.

Liposvetsky S. 2007. Thurstone Scaling in Order Statistics. Mathematical and Computer Modelling 45 pp: 917 – 926. https://doi.org/10.1016/j.mcm.2006.09.009

Lizawati, L., & Uli, I. (2019). Implementasi Nilai Edukatif Cerita Rakyat dari Kalimantan Barat 2 Karya Syahzaman dalam Relevansi terhadap Materi Pembelajaran Apresiasi Sastra. *Jurnal Pendidikan Bahasa*, *8*(1), 92-109. https://doi.org/10.31571/bahasa.v8i1.1138

Luthfiani, L., & Rahmatya, T. S. (2021). Implementasi Bahan Ajar Melalui Nilai Moral dalam Cerita Rakyat Batu Menangis dengan Cerita Rakyat Malin Kundang. *Prosiding Samasta*.

Mayrita, H. (2017, October). Media Penunjang Membangun Karakter Aanak Melalui Cerita Rakyat Berbasis Kearifan Lokal. In *Seminar Bahasa dan Sastra Indonesia* (vol. 1, no. 1, pp. 95-103).

Nisa, I. N., & Andalas, E. F. (2021). Motif "Jaka Tarub" dan Objektivitas Perempuan dalam Cerita Rakyat Nusantara. *KEMBARA: Jurnal Keilmuan, Bahasa, Sastra dan Pengajarannya, 7*(2), 438-462. https://doi.org/10.22219/kembara.v7i2.17984

Patandean, Y. R., & Indrajit, R. E. (2021). *Flipped Classroom: Membuat Peserta Didik Berpikir Kritis, Kreatif, Mandiri, dan Mampu Berkolaborasi dalam Pembelajaran yang Responsif*. Penerbit Andi.

Praramdana, G. K., Syaifullah, A. R., & Jaelani, A. J. (2020). Nilai Moralitas dalam Legenda Masyarakat Sunda "Ciung Wanara" Versi Pleyte (Cwp) "Tjarita Tjioeng Wanara" (Pendekatan Semantik). *SEMANTIK*, *9*(1), 51-58. https://doi.org/10.22460/semantik.v9i1.p51-58

Prastiwi, K., & Sudigdo, A. S. (2022). Analisis Nilai Pendidikan Karakter pada Buku Dongeng dan Cerita Rakyat untuk Siswa Sekolah Dasar. *Trihayu: Jurnal Pendidikan Ke-SD-An*, *8*(2), 1398-1401. https://doi.org/10.30738/trihayu.v8i2.11825

Pulungan, R., & Nasution, A. S. (2019). Nilai Moral dan Kerja Keras dalam Dongeng Danau Toba pada Buku Teks Bahasa Indonesia Kelas VII Terbitan Pusat Perbukuan Departemen Pendidikan Nasional. *Bahastra: Jurnal PBSI*, *3*(2), 85-91. https://doi.org/10.30743/bahastra.v3i2.1144

Putri, D. A. A. (2020). Cerita Rakyat Berbasis Sosiokultural: Studi Pengenalan Kearifan Lokal di Sekolah Dasar. In *Seminar Internasional Riksa Bahasa* (pp. 602-612).

Ramdhani, S., Yuliastri, N. A., Sari, S. D., & Hasriah, S. (2019). Penanaman Nilai-Nilai Karakter Melalui Kegiatan Storytelling dengan Menggunakan Cerita Rakyat Sasak pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *3*(1), 153-160. https://doi.org/10.31004/obsesi.v3i1.108

Sandibaeva, D. (2023). Moral Education in Learning Activities. *The American Journal of Social Science and Education Innovations*. https://doi.org/10.37547/tajssei/volume05issue12-03.

Septika, H. D., & Prasetya, K. H. (2020). Local Wisdom Folklore for Literary Learning in Elementary School. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *5*(1), 13-24. https://doi.org/10.23969/jp.v5i1.1236

Sonjaya, F. (2022). Unsur Intrinsik dalam Analisis Bandingan Cerita Rakyat Asal-Usul Danau Toba dengan Cerita Rakyat Tsuru No Ongaeshi. *Bahasa: Jurnal Keilmuan PBSI*, *4*(2), 107-116. https://doi.org/10.26499/bahasa.v4i2.126

Sugiarti, S. (2021). Budaya Patriarki dalam Cerita Rakyat Jawa Timur. *KEMBARA: Jurnal Keilmuan, Bahasa, Sastra dan Pengajarannya*, *7*(2), 424-437. https://doi.org/10.22219/kembara.v7i2.17888

Sugiarti, S., Andalas, E. F., & Bhakti, A. D. P. (2022). Representasi Maskulinitas Laki-Laki dalam Cerita Rakyat Nusantara.*Kembara: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1) 181-196. https://doi.org/10.22219/kembara.v8i1.18245

Trisnasasti, A. (2020). Nilai-Nilai Kearifan Lokal dalam Cerita Rakyat Nusantara. *Journal of Language and Research*, *3*(2), 98-107. https://doi.org/10.22236/jollar.v3i2.7405

Tupasela, A. (2016). Genetic Romanticism—Constructing the Corpus in Finnish Folklore and Rare Diseases. *Configurations*, *24*(2), 121-143. https://doi.org/10.1353/con.2016.0011

Udovichenko, H., Kravchenko, A., & Mysnik, Y. (2020). Peculiarities of Folklore Mythological Images and Motives Realization in The Artistic World of Fantasy. *Intelligence. Personality. Civilization.* *2*(21) 70-82. https://doi.org/10.33274/2079-4835-2020-21-2-70-82.

Wardiah, D. (2017). Peran Storytelling dalam Meningkatkan Kemampuan Menulis, Minat Membaca dan Kecerdasan Emosional Siswa. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, *15*(2), 42-56. https://doi.org/10.31851/wahanadidaktika.v15i2.1236

Yaacob, M. F. C., & Abdillah, N. (2017). Penerapan Nilai Murni dalam Cerita Rakyat Melayu Suatu Aplikasi Teori Pengkaedahan Melayu: Analisis Nilai Kasih Sayang dan Nilai Keadilan dalam Masyarakat Melayu. *International Journal of Creative Future and Heritage (Teniat)*, *5*(2), 94-107. https://doi.org/10.47252/teniat.v5i2.309

Yanti, P. G., & Zabadi, F. (2016). A Comparative Study of Indonesian Fairytales Structure. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, *8*(3), 0975-2935. http://dx.doi.org/10.21659/rupkatha.v8n3.26

Yanti, P. G., Zabadi, F., & Safii, I. (2019). Intertextuality Between Malin Kundang Legend and Malin Kundang Menggugat's Drama Script. *Opción: Revista De Ciencias Humanas Y Sociales*, *35*(20), 401-417.

Yuliyanti., Sadhono, K., & Wibowo, P. (2022). The Moral Values in Jaka Tarub and Nawangwulan Folklore from Javanese Literature. *Journal of Hunan University Natural Sciences*. https://doi.org/10.55463/issn.1674-2974.49.1.30.

Zhao-yuan, T. (2011). Structuring System of Myth and Folk Behavior Narration. *Journal of Hubei University for Nationalities*.

Zulkarnais, A., Prasetyawan, P., & Sucipto, A. (2018). Game Edukasi Pengenalan Cerita Rakyat Lampung pada Platform Android. *Jurnal Informatika: Jurnal Pengembangan IT*, *3*(1), 96-102. https://doi.org/10.30591/jpit.v3i1.621

The Integration of Indonesian Culinary Content in Indonesian for Foreigners' Textbooks "Sahabatku Indonesia"

(Integrasi Muatan Kuliner Indonesia dalam Buku Ajar BIPA *"Sahabatku Indonesia"*)

Yunidar*
Universitas Tadulako, Indonesia
yunidar.untad@gmail.com

Laily Rahmatika
Universitas Muhammadiyah Surakarta, Indonesia
lailyrahmatika20@gmail.com

Anggi Auliyani Suharja
Mae Fah Luang University, Thailand
anggi.liberal-arts@mfu.ac.th

*Corresponding author: Yunidar | email: yunidar.untad@gmail.com

Abstract: The growing interest of foreign students in Indonesian as a foreign language or second language is increasing rapidly, especially in terms of culinary culture. This study aims to identify the integration of culinary content in Indonesian for foreigners' textbooks at the A1 to C2 levels. This research used descriptive qualitative. The data sources of this study were Indonesian for foreigners' textbooks "Sahabatku Indonesia" A1 to C2 published by the Ministry of Education and Culture of the Republic of Indonesia in 2016. The data were words and phrases that contain Indonesian culinary content. Data collection in this study used reading and note-taking techniques. The analysis technique used is content analysis. The results revealed that a number of culinary contents were integrated in each Indonesian for foreigners' textbooks "Sahabatku Indonesia" 2016 level A1 to C2. The culinary content is found in the textbooks in one to three units in each Indonesian for foreigners' textbooks in different text types. However, the current culinary content still lacks representation of several regions in Indonesia. In conclusion, while culinary content is integrated into the textbooks at various levels, the culinary diversity representation from the other regions in Indonesia is still limited. Hence, this research suggests that Indonesian for foreigners' textbooks by the Ministry of Education and Culture of the Republic of Indonesia incorporates culinary content, both typical or traditional food and drinks from several regions in Indonesia.

| Keywords | Indonesian for foreigners, textbooks, cultural integration, archipelago culinary |

Abstrak: Belakangan ini, minat para pelajar asing terhadap bahasa Indonesia sebagai bahasa asing atau bahasa kedua semakin pesat peningkatannya, terutama budaya kuliner. Penelitian ini bertujuan untuk mengidentifikasi integrasi muatan kuliner yang terdapat dalam buku ajar BIPA tingkat A1 hingga C2. Penelitian ini termasuk deskriptif kualitatif. Sumber data penelitian ini adalah buku ajar BIPA *"Sahabatku Indonesia"* A1 hingga C2 yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia pada tahun 2016. Data penelitian ini berupa kata dan frasa yang mengandung muatan kuliner Indonesia. Pengumpulan data dalam penelitian ini menggunakan teknik baca dan catat. Adapun teknik analisis yang digunakan adalah analisis konten. Hasil penelitian menunjukkan bahwa sejumlah muatan kuliner diintegrasikan dalam setiap buku ajar BIPA *"Sahabatku Indonesia"* 2016 level A1 hingga C2. Penelitian ini menemukan muatan kuliner yang dimuat dalam satu sampai tiga unit dalam setiap buku ajar BIPA. Namun, muatan kuliner yang disajikan dalam buku ajar tersebut belum merepresentasikan kuliner dari beberapa daerah di Indonesia dalam beberapa bentuk teks yang berbeda. Walaupun begitu, representasi kuliner dari beberapa daerah masih kurang. Dengan demikian, walaupun muatan kuliner diintegrasikan dalam buku-buku ini pada level yang berbeda, representasi muatan kuliner dari daerah lainnya di Indonesia dalam buku ajar BIPA masih terbatas. Adapun saran dalam penelitian ini, yaitu buku ajar BIPA oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia yang memuat muatan kuliner, baik makanan dan minuman khas ataupun tradisional dari beberapa daerah di Indonesia terus dikembangkan.

| Kata Kunci | BIPA, buku ajar, integrasi budaya, kuliner nusantara |

INTRODUCTION

In recent years, the foreign speakers' interest in learning Indonesian as a foreign or second language is increasing (Astika, 1995; Ningrum et al., 2017; Nugraheni, 2015; Permatasari et al., 2022; Prihatini, 2023; Rahayu, 2023; Riana et al., 2022; Rochaeni & Khaerunnisa, 2020). This is caused by various needs, such as the need to communicate in Indonesian, study, and work in Indonesia, or visit Indonesia as a tourist (Sari et al., 2016; Suyitno, 2007; Tanwin, 2020). This interest increase gives a positive impact towards Indonesian for foreign speakers teaching, especially in introducing Indonesian culture. This is because Indonesian for foreign speakers focuses not only on teaching the language but also fostering an understanding of Indonesian culture. As noted by Defina (2020), an integral aspect of foreign language education includes learning about the culture associated with the target language.

One of the cultural aspects that needs to be introduced to Indonesian for foreigners is culinary, as it has been a unique attraction for them (Kusmiatun, 2016). According to Utami (2018), culinary is one of the cultural elements from a country that can be easily identified as the characteristics of a particular society. Apart from that, culinary has become a prominent aspect of tourism that highlights local food, plays a significant role, and gives a unique experience for the tourists (Syarifuddin et al., 2018). In addition, culinary has been an essential part in cultural tourism that reflects the society's cultural diversity (Suteja & Wahyuningsih, 2019). This is included in culinary tourism which is defined as a visit that aims at tasting the unique food and beverages of a region (Hartono et al., 2019; Rahayu et al., 2022). For instance, in Sumatra, there are a variety of culinary delicacies that has become a culinary attraction, such as *pempek*, *rendang*, and *sate Padang* (Tyas, 2017). The aforementioned foods are typical foods that are famous in Indonesia (Rahman, 2020; Wargadalem et al., 2023; Zahrulianingdyah, 2018). Tourists can taste the authenticity of these foods and be directly involved in the culinary experience from the region. This shows that introducing Indonesian cuisine in the language teaching can be an effective attraction for the students.

On the other hand, the presence of Indonesian culinary culture is not only deemed as a tourism attraction, but also serves as an essential element in the whole cultural understanding for students. Culinary culture functions as a form of effective nonverbal communication in introducing Indonesian cultural values to foreign students. By knowing the culinary and understanding the process behind the making of these delicacies, students can gain deep insight into the daily lives of Indonesians and gain a deeper perspective on how they view food, pleasure, and social relationships. Through the culinary culture introduction, students can understand the Indonesians' lifestyle and world perspective more. This reflects that Indonesian and their ownership of their culture is inseparable and they can still maintain and preserve their tradition (Farinda & Khaerunnisa, 2023).

In the context of Indonesian for foreigners' learning, the introduction of culinary culture can be manifested through the integration of Indonesian teaching materials with culinary contents. Hartono et al. (2019) believe that culinary materials should be introduced internationally by incorporating them into Indonesian for foreigners' materials. Textbooks play an important role as the main media in Indonesian for foreigners' learning process Saddhono (2015) and has been the reference as well as guidelines for teachers in their teaching. Thus, the Indonesian culinary introduction and practice through the culinary materials integration in Indonesian for foreigners' textbooks can enhance the students' language knowledge and skills (Defina, 2020).

Previous researchers have introduced culinary delights in textbooks. For instance, Hasanah (2018) discovered that "Sahabatku Indonesia" textbook includes *nasi goreng* (fried rice) and coffee. In the Indonesian for foreigners A1 Medan textbook, Dewi & Waruwu (2019) highlight typical North Sumatran culinary delights, such as *ombus-ombus, ikan arsik,* and *bubur pedas*. Rohmadi (2019) portrays traditional food and drinks, like *sate* and *jamu*, in a textbook for Indonesian for foreign students at Universitas Sebelas Maret. Asyah & Susanto (2021) found that the C1 level textbook features Indonesian special foods, including fried rice and *sate*. On the other hand, Susanto & Luciandika (2021) discovered that the textbook "Let's Speak Indonesian: Ayo berbahasa Indonesia 1" includes a discussion on food menus in restaurants, such as *gado-gado*. Lutfianti (2021) identified that the Sahabatku Indonesia textbook for students 1 includes a discourse on ordering food through online

order applications. Furthermore, Permatasari et al., (2022) found that the Indonesian textbook for foreigners portrays cultural elements through various Indonesian foods, such as *rendang, bakwan, sate, tumpeng,* and *cimol.* Additionally, Arifin & Rachmawati (2022) explained that fried rice is considered a typical Indonesian food in Indonesian textbooks for foreigners, and the activity of making fried rice is also presented. Moreover, Kurniawan et al. (2022) found that the textbook "Sahabatku Indonesia level 1" includes pictures of fried bananas, meatballs, and fried rice. However, the presentation of these pictures is not particularly interesting or clear. These studies solely focus on cultural content and content appropriateness in one series of Indonesian textbooks for foreigners, where culinary is part of the content.

No studies have reviewed the integration of culinary content in Indonesian for foreigners' textbooks. As a result, research on culinary integration in Indonesian for foreigners' textbooks is still limited. In contrast to previous studies, this research focuses specifically on culinary content in Indonesian textbooks for foreigners "Sahabatku Indonesia." This investigation tries to portray not only how the textbooks incorporate food as cultural content but also how the food represents the cultural diversity originating from various regions in Indonesia. Moreover, as the Ministry of Education and Culture of the Republic of Indonesia published the textbooks in one series, this research looks at all levels of the textbooks published from A1 to C2 level so that the consistency of the integration of culinary content throughout the levels ranging from beginner to advanced levels can be seen. Thus, this research fills the gap by identifying the integration of culinary content contained in Indonesian for foreigners' textbooks "Sahabatku Indonesia" from A1 to C2.

This study seeks to examine how culinary content is integrated in "Sahabatku Indonesia" by identifying the culinary content found in the textbooks in A1 to C2 level. This study is important to the field as it contributes to the theory of teaching Indonesian for foreigners as well as the practice. Theoretically, this research is expected to provide insights into material development practices through the integration of cultural content and how well the target language culture is represented. Additionally, this research will provide an approach for foreign language teachers and textbook developers in creating and curating teaching materials that incorporate culinary content which promotes cultural diversity.

METHOD

This research is qualitative descriptive. The data sources were six of the Indonesian for foreigners' textbooks entitled "Sahabatku Indonesia" from level A1 to C2 published by the Ministry of Education and Culture of the Republic of Indonesia (*Kemdikbud*) in 2016. The data collected for this research consisted of words and phrases related to Indonesian culinary content. The culinary content refers to food and drink names. Data collection techniques employed in this research included reading and note-taking. The Indonesian for foreigners' textbooks "Sahabatku Indonesia" from levels A1 to C2 were repeatedly and thoroughly read, with notes taken on the culinary content identified within each textbook. The collected data were analyzed using the content analysis method. This method was utilized as it aims at reaching conclusions that can be reexamined and relied upon from data based on how the information is used or connected within its context (Rahma & Suwandi, 2021). Each identified culinary content was analyzed in depth to ascertain the variations, frequencies, and their usage in Indonesian for foreigners' textbooks. Therefore, a clear overview of how Indonesian culinary content is presented to students at various language proficiency levels.

RESULTS AND DISCUSSION

The results reveal that Indonesian for foreigners' textbooks "Sahabatku Indonesia" from level A1 to C2 contain a variety of Indonesian cuisine. Beside Indonesian cuisine, these textbooks also include cuisine from other countries, especially the US. This shows an effort to introduce various types of food in Indonesia to students. Evidence of this effort can be seen from the distribution in 11 units covering Indonesian culinary delights in the Indonesian for foreigners' textbook, starting from level A1 to C2 which includes Unit 6 *"Penyayang Binatang"* (Animal Lovers) and Unit 8 *Kegiatan Sehari-*

hari" (Daily Activities) in the Indonesian for foreigners A1 textbook, Unit 5 entitled *"Makanan Indonesia"* (Indonesian Food) in the Indonesian for foreigners A2 textbook, Unit 4 *"Cara Melakukan Sesuatu"* (How to do Something), Unit 8 *"Hari yang Berkesan"* (Memorable Day), Unit 11 *"Mari Belanja"* (Let's Shop), and Unit 12 *"Mari Bernyanyi"* (Let's Sing) in the Indonesian for foreigners B1 textbook, Unit 1 *"Profesi"* (Profession) in the Indonesian for foreigners B2 textbook, Unit 1 with the title *"Kiat-Kiat"* (Tips) and Unit 8 with the title *"Teks Ilmiah Populer"* (Popular Scientific Texts) in the Indonesian for foreigners C1 textbook, and Unit 3 with the theme *"Deskripsi Tempat dan Kegiatan"* (Description of Places and Activities) in the Indonesian for foreigners' textbook C2. Each level and learning unit has a different focus and approach in introducing and explaining Indonesian culinary delights.

However, the results indicate that not every unit in the Indonesian for foreigners' textbook covers Indonesian culinary culture. According to Permatasari et al., (2022), the A1 textbook "Sahabatku Indonesia" does not incorporate elements of Indonesian culture in every unit. Moreover, the culinary content in Indonesian for foreigners' textbooks, particularly regarding regional culinary delights, is still limited and does not fully represent the culinary diversity of the archipelago. Similarly, Hartono et al., (2019) discovered that the textbooks do not adequately represent the typical culinary tourism of their respective regions.

Culinary Content in the Indonesian for Foreigners Textbook "*Sahabatku Indonesia*" A1

The Indonesian for foreigners' textbook at level A1 contains 10 various learning units. Two of the units, namely Unit 6 Animal Lovers and Unit 8 Daily Activities, contain information about culinary delights. Unit 6, entitled "Animal Lovers", focuses on food preferences in relation to culinary content. In this unit, culinary content is integrated with writing skills which are introduced through descriptive text to help students describe in detail their favorite foods. Some activities in this unit are also accompanied by pictures of food to add visualization in understanding the food being explained. Meanwhile, Unit 8, entitled " Daily Activities, also includes culinary content. However, the difference is that the culinary content in this unit is related to favorite activities. In this unit, students do not only discover Indonesian cuisine, but also American food. American food is represented in the reading and listening activities through descriptive, narrative and monologue texts. Overall, this textbook presents 15 types of food and drinks which are part of the culinary content in Units 6 and 8. The following is a list of culinary content that appears in this textbook:

Table 1
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 6 Animal Lovers	*Nasi goreng* (fried rice)	13
	Cimol (chewy savory starchballs)	8
	Bakso (meatballs)	3
	Rendang (beef rendang)	1
	Sate (meat skewers)	1
	*Nasi tumpeng (*cone shaped rice)	1
	Kerupuk (crackers)	1
	Bakwan (vegetable fritters)	1
	Kue (cakes)	1
Unit 8 Daily Activities	*Kopi* (coffee)	4
	Rendang	2
	Nasi goreng (fried rice)	1

Table 2
Foreign Cuisine, USA

Unit	Culinary Content	Frequency
Unit 8 Daily Activities	*Sayur asparagus* (asparagus)	1
	Kentang tumbuk (mashed potatos)	1

The culinary content found in Indonesian for foreigners' textbook at level A1 presents two types of culinary delights: Indonesian and American. There are two Indonesian culinary units presented, namely Unit 6 Animal Lovers and Unit 8 Daily Activities. In unit 6, there are various dishes, such as *fried rice, cimol, bakso, rendang, sate, nasi tumpeng,* crackers*, bakwan,* and cakes. Meanwhile, in unit 8 there are also several Indonesian dishes, such as *rendang* and *fried rice*, as well as coffee. On the other hand, culinary delights from abroad, the United States, only appear in unit 8 which consists of asparagus and mashed potatoes.

The teaching material showcases different culinary delights in each unit. Table 1 displays the variety of heavy and light foods featured in Unit 6. Fried rice appears 13 times as a representative of heavy food, while *cimol* and bakso are mentioned 8 and 3 times respectively, representing light food. Fried rice is a staple in Indonesian for foreigners' textbooks for culinary content (Arifin & Rachmawati, 2022; Asyah & Susanto, 2021). Using fried rice as a teaching material allows foreign students to explore Indonesian cultural heritage, social values, and customs connected to food and cuisine (Saddhono et al., 2024). The cultural context of teaching fried rice is crucial in providing a comprehensive and immersive learning experience for students (Rachmayanti & Wulandari, 2021).

Moving on to Unit 8, only 5 culinary items are presented, including 4 types of food and 1 drink. Coffee is mentioned 4 times, while *rendang* appears twice as the notable culinary highlights. *Rendang* is a traditional dish originating from West Sumatra (Nurmufida et al., 2017; Puspita et al., 2023). This specialty food holds immense popularity in Indonesia (Ghufar, 2022; Melia et al., 2015; Rahman, 2020; Sulistiati & Moeljono, 2023; Yayusman et al., 2023). Moreover, *rendang* carries significant historical and cultural value. It is often served during special occasions like Eid celebrations or large family gatherings, symbolizing hospitality and honor. Therefore, the inclusion of *rendang* not only introduces students to Indonesian cuisine, but also offers insights into the country's history, culture, and values.

Culinary Content in the Indonesian for Foreigners Textbook "*Sahabatku Indonesia*" A2

The Indonesian for foreigners' textbook at level A2 consists of 12 learning units. Culinary content is only presented in one unit, namely Unit 5 which is entitled Indonesian foods. In this unit, the main focus is to introduce students to types of typical Indonesian food and drinks. The culinary content in Unit 5 is presented as a form of introduction and knowledge about the variety of culinary delights that exist in Indonesia. This culinary content is integrated into various learning activities, such as reading with pictures of food, food and drink menus in restaurants, dialogue conversations about food and drink menus, as well as several other activities. In this unit, descriptive text is also presented in the form of a monologue in listening activities to enrich insight into Indonesian culinary delights. This textbook states that there are 43 types of culinary delights, including food and drinks.

Table 3
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 5 Indonesian foods	*Nasi putih (rice)*	7
	Sate ayam (chicken skewers)	5
	Gule kambing (lamb curry)	5
	Sate kambing (lamb skewers)	4
	Soto (traditional Indonesian soup)	4
	Nasi goreng	4
	*Kerupuk (*crackers)	6
	Sambal (chili paste)	5
	Tumis brokoli (broccoli stir fry)	2
	Pisang goreng (banana fritters)	2
	Mie goreng (fried noodles)	1
	Mi rebus (noodles soup)	1
	Nasi kuning (yellow spiced rice)	1
	Bubur ayam (chicken porridge)	1
	Lontong sayur (rice cake with vegetable)	1

Ketoprak	1
Nasi uduk	1
Kupat tahu	1
Gorengan (fritters)	1
Roti bakar (toast)	1
Surabi	1
Bacang	1
Iga bakar (grilled ribs)	1
Sop ayam	1
Sate sapi (beef skewers)	1
Sate kambing	1
Ayam bakar	1
Ayam goreng (grilled chicken)	1
Udang bakar (grilled prawns)	1
Tumis kangkong (water spinach stirfry)	1
Tahu rebus (steamed tofu)	1
Jus mangga (Mango juice)	5
Teh manis hangat/dingin (cold/hot sweet tea)	5
Jeruk hangat/dingin (hot/cold orange juice)	2
Kopi	1
Air mineral (mineral water)	1
Jahe anget (ginger drink)	1
*Cokelat panas/dingin (*hot/cold chocolate)	1
Jus (juice)	1
Jus alpukat (avocado juice)	1
Jus stroberi (strawberry juice)	1
Es buah (fruity soup)	1
Air putih (water)	1

The culinary content in Table 2 includes various types of Indonesian culinary delights contained in Unit 5 "Makanan Indonesia", including heavy food, snacks and drinks. Some examples of main course contained in this textbook include rice*, nasi kuning, nasi uduk, kupat tahu, lontong sayur, ketoprak, sate ayam, gule kambing, sate kambing, soto, iga bakar, sop ayam, sate sapi,* and fried rice. Rice is a staple food in Indonesia and holds great cultural significance. Sahasti (2023) explains that Indonesians have a habit of eating rice, while Nurdin & Kartini (2017) state that the phrase "feeling not full if you haven't eaten rice" reflects the mindset of Indonesians considering rice as an essential part of their meals. This cultural tradition has been passed down for generations. Additionally, the Indonesian textbook for foreigners lists *soto* as a typical Indonesian dish, as it can be found in various regions throughout the country under different names and with different ingredients (Yudhistira & Fatmawati, 2020). In terms of snacks, popular options include crackers, s*ambal, tumis brokoli, pisang goreng, mie goreng, mi rebus, bubur ayam, gorengan, roti bakar, surabi, ayam bakar, ayam goreng, udang bakar,* and *tumis kangkung.* According to Surya & Tedjakusuma (2022), sambal is considered a staple condiment in Indonesian cuisine and is commonly found on every Indonesian table. As for beverages, the list includes *jus mangga, teh manis hangat/dingin, jeruk hangat/dingin, kopi, air mineral, jahe anget, cokelat panas/dingin, jus, jus alpukat, jus stroberi, es buah,* and water.

Based on the table above, the frequency of heavy foods appearing reveals the most frequently mentioned foods. Rice was mentioned the most, with a total of 7 times. *Sate ayam* and *gule kambing* were each mentioned 5 times, followed by *sate kambing, soto,* and *nasi goreng*, which were each mentioned 4 times. Erwin (2013) states that *sate ayam* is a traditional Indonesian dish that has become an icon of Indonesian cuisine. In terms of snacks, *kerupuk* (crackers) were mentioned 6 times, while *sambal* (chili paste) was mentioned 5 times. Additionally, *jus mangga* (mango juice) and *teh manis dingin* (cold sweet tea) were each mentioned 5 times.

Culinary Content in the Indonesian for Foreigners Textbook "*Sahabatku Indonesia*" B1

The Indonesian for foreigners' textbook at level B1 consists of 12 learning units. The culinary content spread throughout this textbook is found in 4 learning units, namely Unit 4 How to do Something, Unit 8 Memorable Day, Unit 11 Let's Shop, and Unit 12 Let's Sing. In Unit 4, culinary content is presented in the form of pictures without explanation which are integrated into pre-activities such as listening through procedural texts and talking with procedural texts and culinary-related pictures. Meanwhile, in Unit 8, culinary content is also presented through pictures in pre-activities, so that students can recognize and relate memorable culinary experiences. The culinary content in Unit 11 is introduced through cultural notes. This introduction can help students understand the culinary culture of one of the regions in Indonesia. Finally, in Unit 12, culinary content is presented in the form of a proficiency test, so that students can demonstrate their understanding and skills regarding the culinary arts they have studied. Overall, there are 8 culinary contents covered in this textbook, including heavy food and light food. The following are Indonesian culinary delights that are included in this textbook.

Table 4
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 4 How to do Something	*Tempe goreng*	11
	Nasi goreng	5
	Mie goreng	1
	Mie rebus	1
Unit 8 Memorable Day	*Kue*	1
Unit 11 Let's Shop	*Kue cubit*	1
	Kue pukis	1
Unit 12 Let's Sing	*Es krim* (ice cream)	2

There are 4 units of culinary content presented in Indonesian teaching materials for foreigners at level B1, namely Unit 4 "Cara Melakukan Sesuatu", Unit 8 "Hari yang Berkesan", Unit 11 "Mari Belanja", and Unit 12 "Mari Bernyanyi". In Unit 4, the culinary content incorporated in the textbook is food, such as *tempe goreng, nasi goreng, mie goreng,* and *mie rebus*. In Unit 8, the only food served is cake. In Unit 11, the food contained is traditional food, namely *kue cubit* and *kue pukis*. Meanwhile in Unit 12, the food served is dessert, namely ice cream. Based on the table above, the frequency of appearance of the various foods listed, it can be seen that fried *tempe* is a food that is frequently mentioned 11 times and fried rice is mentioned 5 times.

Tempe is the most frequently mentioned food in this textbook, appearing 11 times in Unit 4. This dominance compared to other foods indicates its significance in Indonesian culture. *Tempe* is a mold-fermented soybean product and holds great importance in Indonesian cuisine, with a tradition of consumption. According to Ahnan-Winarno et al., (2021), *tempe* is a staple source of affordable and nutritious protein for Indonesians. In Unit 4, three out of the four represented foods are fried, including *tempe goreng, nasi goreng*, and *mie goreng*. The frequent mention of *tempe goreng* further underscores its cultural significance. This finding emphasizes the role of food as a reflection of tradition and the identity of the target language speakers, which is important in foreign language learning. Martin (2010) also discovered that food-related activities can effectively introduce students to the culture and traditions of the target language.

Culinary Content in the Indonesian for Foreigners Textbook "*Sahabatku Indonesia*" B2

The Indonesian for foreigners' textbook at level B2 consists of 10 learning units. In this textbook, culinary content is found in Unit 1 which focuses on profession. In this unit, there is an explanation of traditional drinks and snacks that are discussed. The culinary content in this textbook is integrated into reading skills through expository texts and listening skills through narrative texts. In this way, students not only learn about traditional Indonesian culinary delights, but also develop better

reading and listening skills. Overall, there are 8 culinary contents presented in this textbook. The following is the culinary content listed in this textbook.

Table 5
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 1 Profession	*Jamu* (Indonesian herbal drink)	27
	Kue-kue (cakes)	2
	Jamu air mancur	1
	Jamu nyonya meneer	1
	Jamu djago	1
	Onde-onde	1
	Kue lapis	1
	Kue putu	1

Based on the culinary content in the table above, Unit 1 presents several types of culinary content in the form of traditional herbal medicine and traditional food. This unit centers on traditional foods and drinks. The traditional foods in this textbook include *kue-kue, onde-onde, kue lapis,* and *kue putu*. Meanwhile, the traditional drinks are *jamu, jamu air mancur,* and *jamu nyonya Meneer* (herbal medicine).

In terms of frequency of appearance, *Jamu*, the Indonesian herbal drink, appears the most frequently that is 27 times. This repeated emphasis indicates the importance of traditional herbal drinks in Indonesian culture. *Jamu* is Indonesian traditional medicine (Rustandi et al., 2023; Satria et al., 2023; Wardani et al., 2023). This finding is consistent with Rohmadi's (2019) study that found *jamu* in Indonesian for foreigners' textbooks as an introduction to Javanese culture. This finding is in line with Vygotsky's (1987) socio-cultural theories of language acquisition, specifically on cultural mediation domain. Food-related vocabulary such as *jamu* which is a traditional drink originated from Java, can serve as a cultural tool to deepen understanding of values and traditions.

Culinary Content in the Indonesian for Foreigners Textbook "*Sahabatku Indonesia*" C1

The Indonesian for foreigners' textbook at level C1 consists of 9 learning units. One of the main focuses in this textbook is to introduce and explain several Indonesian culinary delights. In this textbook, culinary content is raised in two different learning units, namely Unit 1 with the title Tips and Unit 8 with the title Popular Scientific Texts. In Unit 1, the culinary discussion includes two heavy foods which are explained in depth. Meanwhile, in Unit 8, the culinary content is more focused on coffee and its various types. This culinary content is integrated into various skills, such as listening through procedure texts, reading and writing in exposition texts, as well as cultural notes in descriptive texts and images. Overall, there are 6 culinary contents discussed in this textbook. The following is the culinary content discussed in the textbook "Sahabatku Indonesia" C1.

Table 6
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 7 Tips	*Nasi goreng*	12
	Opor ayam	2
Unit 8 Popular Scientific Texts	*Kopi*	34
	Kopi robusta	1
	Kopi Toraja	1
	Kopi Java mocha	1

The culinary content contained in the "Sahabatku Indonesia" C1 textbook is found in Unit 7 "Kiat-Kiat" and Unit 8 "Teks Ilmiah Populer". In unit 7, the only culinary content served is food, namely *nasi goreng* and *opor ayam*. Meanwhile in unit 8, culinary content is focused on coffee and its types, such as robusta coffee, Toraja coffee and Java mocha coffee. Based on the table above, the

frequency of appearance of culinary content in unit 7 is fried rice 12 times. Meanwhile, the frequency of the appearance of culinary content in unit 8 is coffee (34 times).

The food and drink frequency distribution in this textbook reflects the main topics of the curriculum. For instance, nasi goreng (fried rice) is the most frequently mentioned food. This rice-based dish appears in five out of six textbooks under study, highlighting its significance in Indonesia. However, it only represents the staple food originating from Java, as the rice production in Java is considered one of the most prosperous in the world. Unfortunately, East Indonesian staple foods like sago are not represented in the textbook. Another example of Javanese cuisine mentioned in this textbook is Javanese coffee (*kopi Jawa*). This indicates that the culinary content representation, including *kopi Jawa, jamu*, and rice, is still predominantly focused on Java.

Culinary Content in the Indonesian for Foreigners Textbook "*Sahabatku Indonesia*" C2

The Indonesian for foreigners' textbook at level C2 consists of 7 different learning units. Among these units, culinary content is only found in Unit 3 with the theme Description of Places and Activities. In this unit, emphasis is placed on Indonesian food and drink as one of the main topics studied. The culinary content in this textbook is designed to be integrated into reading and listening learning activities by understanding various narrative descriptive texts related to culinary. In addition, in the form of dialogue, students are invited to listen to information about culinary in a more interactive way. Overall, there are 8 culinary contents explained in this book, consisting of 6 types of food and 2 types of drinks. The following is a more detailed explanation of the culinary content found in this textbook.

Table 7
Indonesian Cuisine

Unit	Culinary Content	Frequency
Unit 3 Description of Places and Activities	*Serabi*	5
	Sop gurami	4
	Ayam rica-rica	4
	Bakso rimin	2
	Serabi manis	1
	Serabi asin	1
	Jus stroberi (strawberry juice)	2
	Es jeruk (iced orange squash)	1

Based on Table 7 Indonesian Culinary in the Indonesian for foreigners' textbook at level C2, culinary content is contained in Unit 3. In this unit, there are various kinds of food and drinks explained. The food served includes *sop gurami, ayam rica-rica, bakso rimin, serabi, serabi manis,* and *serabi asin.* As for drinks, there are strawberry juice and iced orange squash. Based on the findings, the culinary content that often appears is food, especially *serabi* which appears 5 times, followed by *sop gurami* and *ayam rica-rica* which each appears 4 times.

This textbook showcases the representation of Indonesian traditional food through *serabi. Serabi* is a traditional snack from Bali and Java, made from a rice flour-based batter mixed with coconut milk or cream and shredded coconut. It is typically cooked on a small charcoal stove. *Serabi* is not just enjoyed as a snack, but it is also served during traditional rituals. Traditional foods like *serabi* not only serve as sustenance but also contain cultural significance, including the tools used to make them and their role in traditional rituals.

The inclusion of traditional foods in this textbook highlights the importance of culinary content in promoting cultural learning and fostering cultural awareness. Introducing cultural elements in foreign language education can facilitate intercultural and international understanding (Cakir, 2006). Furthermore, these unfamiliar cuisines provide a valuable context for meaningful discussions between students and educators, allowing students to engage in language use that is both meaningful and relevant (Vygotsky, 1987).

CONCLUSION

Based on the results and discussion, culinary content has been integrated in every 2016 Indonesian for foreigners' "Sahabatku Indonesia" textbook at levels A1 to C2. The culinary content spread across the textbooks is contained in one unit, two units or three units in each textbook. However, the culinary content presented in the textbook does not yet represent the culinary delights of several regions in Indonesia. Apart from that, culinary content is also integrated into various types of text used in this textbook, such as description text, procedure text, exposition text, monologue and dialogue. This shows a holistic approach to learning about Indonesian culinary delights, which includes aspects of language, culture and certain skills. Hence, this research suggests that the Ministry of Education and Culture of the Republic of Indonesia will develop an Indonesian for foreigners' textbook that will contain culinary content, both typical and traditional foods and drinks from several regions in Indonesia.

DECLARATIONS

Author contribution	:	Yunidar writes original draft and data analysis. She also did the revision of original draft and play for the role of submission. Laily Rahmatika plays the role of data collector and data analysis of the research. She also did the revision and translation. Anggi Auliyani Suharja participated in data analysis and translation of the final draft.
Funding statement	:	This research did not receive institutional funding, only private funding.
Conflict of interest	:	Three authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article published in KEMBARA in 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Ahnan-Winarno, A.D., Cordeiro, L., Winarno, F.G., Gibbons, J., & Xiao, H. (2021). Tempeh: A Semicentennial Review on Its Health Benefits, Fermentation, Safety, Processing, Sustainability, and Affordability. *Comprehensive Reviews in Food Science and Food Safety*, 20, 1717–1767. https://doi.org/10.1111/1541-4337.12710

Arifin, M. Z., & Rachmawati, N. N. (2022). Pengenalan Budaya dalam Buku Ajar Bahasa Indonesia Bagi Penutur Asing Tingkat C1 & C2. *Jurnal Digdaya*, *1*(3), 1–6. https://doi.org/10.31004/jd.v1i3.14

Astika, G. (1995). Penelitian Bahasa Indonesia sebagai Bahasa Asing: Latar Belakang, Landasan Teoritis dan Prosedur Pengumpulan Data. *Majalah Komunikasi Maranatha*, *2*(2), 219997.

Asyah, J., & Susanto, G. (2021). Muatan Budaya dalam Buku Ajar BIPA Sahabatku Indonesia Tingkat C1. *Nitisastra# 5*, 67.

Cakir, I. (2006). Developing cultural awareness in foreign language teaching. *Turkish Online Journal of Distance Education*, *7*(3), 154-161.

Defina, N. F. N. (2020). Kuliner Indonesia dalam Pembelajaran BIPA sebagai Peningkatan Pengetahuan dan Keterampilan Berbahasa Berdasarkan Persepsi Pemelajar. *Widyaparwa*, *48*(2), 173-185. https://doi.org/10.26499/wdprw.v48i2.545

Dewi, Y., & Waruwu, A. H. (2019). Implementasi Kearifan Lokal Sumatera Utara pada Buku BIPA Medan Katatingkat A1 dan A2. *Prosiding Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia II*, *2*, 28–34.

Erwin, L.T. (2013). *Aroma Rasa Kuliner Indonesia: Aneka Olahan Rendang*. Jakarta: Gramedia Pustaka Utama.

Farinda, F. U., & Khaerunnisa. (2023). Upaya Pengenalan Kuliner Lokal Indonesia dalam Materi Ajar BIPA Melalui Media Audiovisual. *Paramasastra: Jurnal Ilmiah Bahasa Sastra dan Pembelajarannya*, *10*(1), 46–56. https://doi.org/10.26740/paramasastra.v10n1.p46-56

Fauziah, I. N., Prangdimurti, E., & Palupi, N. S. (2023). Bioaccessibility of Antioxidant Capacity of Wedang Uwuh A Traditional Indonesian Beverage by Gastrointestinal Digestion. *Current Research in Nutrition & Food Science*, *11*(1), 376-388. http://dx.doi.org/10.12944/CRNFSJ.11.1.28

Ghufar, A. M. (2022). Leksikon Jajanan Pasar Jawa Barat: Kajian Etnosemantik. *KABASTRA: Kajian Bahasa dan Sastra*, *1*(2), 99-106. https://doi.org/10.31002/kabastra.v2i1.42

Hartono, D., Purwaningtyas, I., & Budiana, N. (2019). Wisata Kuliner Nusantara: Diplomasi Budaya Melalui Standarisasi Materi Ajar BIPA di Era Milineal. *Konferensi Internasional Pengajaran Bahasa Indonesia bagi Penutur Asing (KIPBIPA) XI*, 162–176.

Hasanah, S. K. (2018). Muatan Kearifan Lokal dalam Buku Ajar BIPA "Sahabatku Indonesia." *Seminar Nasional SAGA# 4 (Sastra, Pedagogik, dan Bahasa)*, *1*(1), 170–178.

Kurniawan, K., Fahmi, R. N., & Mulyaningsih, I. (2022). Kesesuaian Isi Buku Ajar BIPA "Sahabatku Indonesia" Untuk Penutur Bahasa Inggris Level 1 (Conformity of BIPA Textbook Contents "Sahabatku Indonesia" for Level 1 English Speakers). *Indonesian Language Education and Literature*, *7*(2), 279-293. https://doi.org/10.24235/ileal.v7i2.10052

Kusmiatun, A. (2016). Topik Pilihan Mahasiswa Tiongkok dalam Pembelajaran BIPA Program Transfer Kredit di UNY. *Litera*, *15*(1), 138-146. https://doi.org/10.21831/ltr.v15i1.9773

Lutfianti, K. D. (2021). Analisis Kelayakan Isi Materi pada Buku Teks Sahabatku Indonesia untuk Pelajar BIPA 1. *Jurnal Bahasa Indonesia bagi Penutur Asing (JBIPA)*, *3*(1), 24-31. https://doi.org/10.26499/jbipa.v3i1.3293

Martin, S. (2012). Using Food as a Stimulus for Teaching ESL. *TESL Canada Journal*.

Melia, S., Novia, D., & Juliyarsi, I. (2015). Antioxidant and Antimicrobial Activities of Gambir (Uncaria Gambir Roxb) Extracts and Their Application in Rendang. *Pakistan Journal of Nutrition*, *14*(12), 938-941.

Ningrum, R. K., Waluyo, H. J., & Winarni, R. (2017). BIPA (Bahasa Indonesia Penutur Asing) sebagai Upaya Internasionalisasi Universitas di Indonesia. *Proceedings Education and Language International Conference*, *1*(1), 726-736.

Nugraheni, A. S. (2015). Pengembangan Program Profesionalisme Dosen Pengajar Bahasa Indonesia untuk Penutur Asing (BIPA) di ASEAN. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, *7*(1), 89-102. https://doi.org/10.14421/al-bidayah.v7i1.157

Nurdin, B. V., & Kartini, Y. (2017). "Belum Makan Kalau Belum Makan Nasi": Perspektif Sosial Budaya dalam Pembangunan Ketahanan Pangan. *SOSIOLOGI: Jurnal Ilmiah Kajian Ilmu Sosial dan Budaya*, *19*(1), 15-21.

Nurmufida, M., Wangrimen, G. H., Reinalta, R., & Leonardi, K. (2017). Rendang: The Treasure of Minangkabau. *Journal of Ethnic Foods*, *4*(4), 232-235. https://doi.org/10.1016/j.jef.2017.10.005

Permatasari, A. S. N., Nugraha, S. T., & Widharyanto, B. (2022). Analisis Unsur Budaya dalam Buku Ajar BIPA. *Jurnal Bahasa Indonesia Bagi Penutur Asing (JBIPA)*, *4*(1), 1–8. https://doi.org/10.26499/jbipa.v4i1.4972

Prihatini, A. (2023). Perkembangan Penelitian Pembelajaran Bahasa Indonesia sebagai Bahasa Kedua: Analisis Bibliometrik. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 56–75. https://doi.org/10.22219/kembara.v9i1.23216

Puspita, Y., Kuswarno, E., Dewi, E. A. S., & Aristi, N. (2023). Gastrodiplomacy: Branding Efforts" City of Randang Payakumbuh" in Improving The Economy in The Rendang Industry and Culinary Tourism Sector (Case Study on Dapur Rendang Mutiara, The Pioneer of Exportin West Sumatra Indonesia). *Migration Letters*, *20*(8), 725–740. https://doi.org/10.59670/ml.v20i8.5539

Rachmayanti, I., & Wulandari, A. A. A. (2021). West Java Culinary Tourism Center. *In IOP Conference Series: Earth and Environmental Science* (Vol. 729, No. 1, p. 012060). IOP Publishing

Rahayu, S., Diatmika, I. P. G., & Haryadi, W. (2022). Analisis Potensi Wisata Kuliner dalam Mendukung Perekonomian UMKM Pesisir Saliper Ate di Kabupaten Sumbawa. *Jurnal Riset Kajian Teknologi dan Lingkungan*, *5*(1), 1–8. https://doi.org/10.37680/almikraj.v4i02.4788

Rahayu, W. (2023). Penggunaan dan Pemaknaan Bahasa Indonesia pada Era Globalisasi: Globalisasi, Bahasa Indonesia, Bahasa Asing. *Jurnal Penelitian Multidisiplin*, *2*(1), 158–162. https://doi.org/10.58705/jpm.v2i1.117

Rahma, S. S., & Suwandi, S. (2021). Analisis Kelayakan Isi dan Muatan Budaya dalam Buku Ajar BIPA. *Jurnal Pendidikan Bahasa dan Sastra*, *21*(1), 13–24.

Rahmah, A. N., Azimi, A. A., Barokah, K. I., & Azzahra, S. M. (2023). Ketupat as a Traditional Indonesian Cultural Food. *Interdisciplinary Journal of Advanced Research and Innovation*, *1*(2), 79–87.

Rahman, F. (2020). Tracing The Origins of Rendang and its Development. *Journal of Ethnic Foods*, *7*(1), 1–11. https://doi.org/10.1186/s42779-020-00065-1

Riana, D. R., Isnaeni, M., & Syaifuddin, S. (2022). Diaspora Indonesia dan Penguatan Pembelajaran Bahasa Indonesia di Australia. *Prosiding Konferensi Linguistik Tahunan Atma Jaya (KOLITA)*, *20*(20), 44–54.

Rochaeni, R., & Khaerunnisa, K. (2020). Pengembangan Bahan Ajar Bahasa Indonesia Bagi Penutur Asing (BIPA) Tingkat Madya B2 Berbasis Budaya Banten. *Prosiding Samasta*.

Rohmadi, M. (2019). Text Book as a Java Culture Recognition Media in Indonesian Learning for Foreign Speaker (BIPA) in Sebelas Maret University. *International Journal of Educational Research Review*, *4*(3), 427–434.

Rustandi, T., Prihandiwati, E., Nugroho, F., Hayati, F., Afriani, N., Alfian, R., ... & As-Shiddiq, H. (2023). Application of Artificial Intelligence (AI) in the Development of Jamu'traditional Indonesian Medicine'as a More Effective Drug. *Frontiers in Artificial Intelligence*, *6*, 1274975. https://doi.org/10.3389/frai.2023.1274975

Saddhono, K. (2015). Integrating Culture in Indonesian Language Learning for Foreign Speakers at Indonesian Universities. *Journal of Language and Literature*, *6*(2), 349–353.

Saddhono, K. S., Istanti, W., Kusmiatun, A., Kusumaningsih, D., Sukmono, I. K., & Saputra, A. D. (2024). Internationalization of Indonesian Culinary in Learning Indonesian as a Foreign Language (BIPA): A Case of American Students. *Research Journal in Advanced Humanities*, *5*(1). https://doi.org/10.58256/rjah.v4i4.1315

Sahasti, J. P. (2023). Culture Notes in 'Bahasaku 1: Ayo Bicara Bahasa Indonesia'. *DIKSI*, *31*(1). https://doi.org/10.21831/diksi.v31i1.46640

Saputra, A. D., Fauziah, F. N., & Suwandi, S. (2022). Pemanfaatan materi ajar bahasa Indonesia bermuatan kearifan lokal di SMA Negeri 1 Karanganyar. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 335-348. https://doi.org/10.22219/kembara.v8i2.21726

Sari, N. P. A. W., Sutama, I. M., & Utama, I. D. G. B. (2016). Pembelajaran Bahasa Indonesia Bagi Penutur Asing (BIPA) di Sekolah Cinta Bahasa, Ubud, Bali. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Undiksha*, *5*(3), 1-11.

Satria, T. G., Priyanto, R. R., Isadora, Z., & Azzahra, Y. Q. (2023). Casual Game Design to Introduce Jamu. *Procedia Computer Science*, *216*, 557-564. https://doi.org/10.1016/j.procs.2022.12.169

Sulistiati, D. F., & Moeljono, M. (2023). Survival Strategy and Efforts to Increase Sales in Small and Medium Enterprises in The Culinary Sector. *Journal of Business Management and Economic Development*, *1*(02), 88–99.

Surya, R., & Tedjakusuma, F. (2022). Diversity of Sambals, Traditional Indonesian Chili Pastes. *Journal of Ethnic Foods*, *9*(1), 25-37. https://doi.org/10.1186/s42779-022-00142-7

Susanto, G., & Luciandika, A. (2021). Topik-Topik dalam Buku Ajar BIPA Let's Speak Indonesian: Ayo Berbahasa Indonesia 1. *JoLLA: Journal of Language, Literature, and Arts*, *1*(6), 808-824.

Suteja, I. W., & Wahyuningsih, S. (2019). Invensi Budaya Kuliner Melalui Komodifikasi sebagai Penunjang Kegiatan Pariwisata di Kawasan Wisata Mataram. *Media Bina Ilmiah*, *13*(7), 1397–1404.

Suyitno, I. (2007). Pengembangan Bahan Ajar Bahasa Indonesia untuk Penutur Asing (BIPA) Berdasarkan Hasil Analisis Kebutuhan Belajar. *Wacana, Journal of the Humanities of Indonesia*, *9*(1), 5-15.

Syarifuddin, D., Noor, C. M., & Rohendi, A. (2018). Memaknai Kuliner Lokal sebagai Daya Tarik Wisata Kota Bandung. *Jurnal Abdimas BSI: Jurnal Pengabdian Kepada Masyarakat*, *1*(1), 10-23.

Tanwin, S. (2020). Pembelajaran BIPA (Bahasa Indonesia Penutur Asing) dalam Upaya Internasionalisasi Universitas di Indonesia pada Era Globalisasi. *Jurnal Bahasa Indonesia Prima (JBIP)*, *2*(2), 156-163. https://doi.org/10.34012/bip.v2i2.1215

Tyas, A. S. P. (2017). Identifikasi Kuliner Lokal Indonesia dalam Pembelajaran Bahasa Inggris. *Jurnal Pariwisata Terapan*, *1*(1), 38–51.

Utami, S. (2018). Kuliner sebagai Identitas Budaya: Perspektif Komunikasi Lintas Budaya. *CoverAge: Journal of Strategic Communication*, *8*(2), 36–44.

Vygotsky, L. S. (1987). The Collected Works of L. S. Vygotsky: *Problems of general psychology.* (R. Rieber & A. Carton, Eds.). New York: Plenum Press.

Wardani, R. S., Schellack, N., Govender, T., Dhulap, A. N., Utami, P., Malve, V., & Wong, Y. C. (2023). Treatment of the Common Cold with Herbs Used in Ayurveda and Jamu: Monograph Review And The Science of Ginger, Liquorice, Turmeric and Peppermint. *Drugs in Context*, *12*. https://doi.org/10.7573/dic.2023-2-12

Wargadalem, F. R., Wasino, & Yulifar, L. (2023). Pempek Palembang: History, Food Making Tradition, and Ethnic Identity. *Journal of Ethnic Foods*, *10*(1), 45. https://doi.org/10.1186/s42779-023-00209-z

Yayusman, M. S., Yaumidin, U. K., & Mulyasari, P. N. (2023). On Considering Australia: Exploring Indonesian Restaurants in Promoting Ethnic Foods as an Instrument of Indonesian Gastrodiplomacy. *Journal of Ethnic Foods*, *10*(1), 43-57. https://doi.org/10.1186/s42779-023-00207-1

Yudhistira, B. (2022). The Development and Quality of Jackfruit-Based Ethnic Food, Gudeg, from Indonesia. *Journal of Ethnic Foods*, *9*(1), 19. https://doi.org/10.1186/s42779-022-00134-7

Yudhistira, B., & Fatmawati, A. (2020). Diversity of Indonesian Soto. *Journal of Ethnic Foods*, *7*, 1–9. https://doi.org/10.1186/s42779-020-00067-z

Zahrulianingdyah, A. (2018). Kuliner sebagai Pendukung Industri Pariwisata Berbasis Kearifan Lokal. *TEKNOBUGA: Jurnal Teknologi Busana dan Boga*, *6*(1), 1–9.

Teacher and Student Responses to Educational Games Based on the Fisher-Yates Shuffle Algorithm in Learning Advertising Texts, Slogans, and Posters

(Respons Guru dan Siswa terhadap Permainan Edukatif Berbasis Algoritma *Fisher* Yates Shuffle dalam Mempelajari Teks Iklan, Slogan, dan Poster)

Ermira Nilansari Putri
Universitas Muhammadiyah Surakarta, Indonesia
s200220005@student.ums.ac.id

Laili Etika Rahmawati*
Universitas Muhammadiyah Surakarta, Indonesia
Laili.Rahmawati@ums.ac.id

Main Sufanti
Universitas Muhammadiyah Surakarta, Indonesia
ms258@ums.ac.id

Hafiza Sana Mansoor
Institute of Southern Punjab, Pakistan
sanamansoor@isp.edu.pk

*Corresponding author: Laili Etika Rahmawati | email: laili.rahmawati@ums.ac.id

Abstract: The suitability of games as an effective learning medium provides deep insight into the interactions between teachers and students in innovative learning contexts. The purpose of this research is to (1) describe students' active responses to the "TISTER" application as an Android-based learning media and (2) describe teachers' responses to the "TISTER" application as an Android-based learning media. Qualitative descriptive method with a case study model. The research subjects in this study were VIIIC students and Indonesian language teachers at SMP Negeri 2 Jatisrono. The research object includes student and teacher responses to educational games. Research data is information and facts. Primary data sources are direct observations, interviews, and questionnaire instruments. Data was collected through in-depth interviews with teachers, classroom observations when the application was used, and questionnaire analysis of class VIIIC student responses. Testing the validity of this data was carried out using source triangulation techniques. Data analysis method by Miles and Huberman. The results of research on student responses showed that there was an increase in activity of 87%, while 13% felt that they had not experienced an increase in activity. The results of the research on teacher responses were the suitability of the aspects assessed (material content, learning objectives, targets, completeness, and relevance of the content). The percentage of assessments from teacher 1's responses to indicators 1-5 (V1-V5), namely 80%, 82%, 80%, 86% and 82%. Teacher responses in terms of material and media aspects in educational games were reviewed by two teachers each against five performance indicators (V1-V5).

Abstrak Kesesuaian permainan sebagai media pembelajaran yang efektif, memberikan wawasan mendalam tentang interaksi antara guru dan siswa dalam konteks pembelajaran yang inovatif. Tujuan penelitian ini adalah untuk (1) mendeskripsikan respons keaktifan siswa terhadap aplikasi "*TISTER*"sebagai media pembelajaran berbasis android dan (2) mendeskripsikan respons guru terhadap aplikasi "*TISTER*"sebagai media pembelajaran berbasis android. Metode deskriptif kualitatif dengan model studi kasus. Subjek penelitian dalam penelitian ini adalah siswa VIIIC dan guru bahasa Indonesia di SMP Negeri 2 Jatisrono. Objek penelitian mencakup respons siswa dan guru terhadap permainan edukatif. Data penelitian adalah informasi dan fakta. Sumber data primer hasil pengamatan langsung, wawancara dan instrumen kuesioner. Data dikumpulkan melalui wawancara mendalam dengan guru, observasi di kelas saat aplikasi digunakan dan analisis kuesioner terhadap respons siswa kelas VIIIC. Uji keabsahan data ini dilakukan dengan teknik triangulasi sumber. Metode analisis data oleh Miles dan Huberman. Hasil penelitian respons siswa ditunjukkan ada peningkatan keaktifan sejumlah 87%, sedangkan sejumlah 13% merasa belum mengalami peningkatan keaktifan. Hasil penelitian respons guru kesesuaian aspek yang dinilai (isi materi, tujuan pembelajaran, sasaran, kelengkapan, dan relevansi isi). Persentase penilaian dari respons guru 1 pada indikator 1-5 (V1-V5), yakni 80%, 82%, 80%, 86% dan 82%. Respons guru ditinjau dari aspek materi dan media pada permainan edukatif ditinjau oleh masing-masing dua guru terhadap lima indikator kinerja (V1-V5).

INTRODUCTION

A good education can be realized through a quality learning process (Wayan Mertha & Mahfud, 2022). Education that collaborates with multimedia can play a major role along with technological changes. Multimedia assistance can help teachers in teaching and increase student learning motivation. This means that you can continuously and repeatedly review and practice unfamiliar content to achieve learning mastery. Therefore, multimedia-based education continues to be promoted (Dipani, 2023). Chen and Kotiasih stated that modern education is increasingly enhanced by the use of multimedia as a learning aid that enriches students' learning experiences. Multimedia provides opportunities for students to gain a deeper understanding through the use of interactive images, audio, and video (Chen et al., 2018; Kotiasih et al., 2022). Based on the realm of multimedia-based education, it can effectively improve the quality of teaching to penetrate the boundaries of time and space. The application of multimedia can create quality in teaching.

Multimedia applies the ability to manage text, graphics, images, audio, animation, or video in the work environment (Marisda et al., 2020; Widodo et al., 2019). The use of various media in delivering programs aims to create varied sound and light effects. Education uses computer communication models to present learning materials and organize the learning environment. The scope of interactive computer multimedia teaching contains the characteristics of images and audio combined well (Handican et al., 2023). The role of technology in educational reform is further enhanced by the diversity and openness of learning environments obtained through communication and media technology.

The mobile learning application implementing the Fisher-Yates Shuffle algorithm has attracted the attention of many groups. The Fisher-Yates Shuffle algorithm method is an optimal randomization method in application development because it can randomize a large amount of material regarding advertising texts, slogans, and posters (Farhan et al., 2022; Revano et al., 2019). The benefits that can be obtained are in the form of preventing user fraud. This is desired to minimize students' memorizing answers without understanding the material when the questions are fixed or not random. An educational game based on the Fisher-Yates Shuffle algorithm is a method that can maintain student engagement and improve learning (Irfan et al., 2020; Rahmiati et al., 2021).

Educational games are seen as an innovative and useful tool in the world of education. The educational game "TISTER" (Advertising Texts, Slogans, and Posters) combines entertainment with learning. This game was created as an interesting and effective form of education. The educational game "TISTER" is an innovative application created using the Macromedia Flash application. The application is supported by the Fisher Yates Shuffle algorithm providing a dynamic and varied learning experience. The educational game "TISTER" emerged as an innovative solution in the realm of learning, carrying the concept of advertising texts, slogans, and posters to enrich the online learning experience.

In connection with research regarding the response to educational integration through digitalization conducted by Kartini & Putra (2020); Artanti et al., (2022); Marhaeni et al., (2023); Ida Kholida et al., (2020); Anita & Astuti (2022); Agustin et al., (2021); Mana (2021) concluded that this case study shows that teachers in disadvantaged areas have succeeded in catching up with them in terms of access to the latest information related to education policy. Seven researchers discussed user responses to digital-based learning media. The results of the research from the literature review are that the results of the student questionnaire responses to Android-based learning media have

increased. This literature review examines user responses utilizing various applications (Adobe Flash, Tepytha, Macromedia Flash, Canva, Flip Builder, TikTok, MIT App Inventor 2). The similarities between previous researchers and this research lie in the use of applications as learning media and in describing user responses. The difference in this research concerns the educational game based on the Fisher-Yates Shuffle algorithm and its relevance to the material.

In line with research conducted by previous researchers (state of the art) conducted by Muji et al., (2021); Nasher & Ferdiansyah, (2021); Shute et al., (2021) revealed that educational games are utilized through various media (based on applications that are used). Different from the results of previous research, this research reveals the escalation of indicators of student activity through the implementation of an educational game based on the Fisher-Yates Shuffle algorithm. Observing learning activities and utilizing educational game media has a positive impact. The classroom atmosphere during learning can be developed to be more enjoyable. This is related to the presence of teaching media.

Things to consider in developing applications using the Fisher Yates Shuffle algorithm are based on previous research which has been proven to obtain positive responses from students and teachers. Therefore, it becomes practical to use as a learning medium with good results in testing. Apart from that, the use of Android-based learning media is also able to increase student learning motivation. The purpose of this research is to (1) describe student responses to educational games based on the Fisher-Yates Shuffle algorithm and (2) describe teacher responses to educational games based on the Fisher-Yates Shuffle algorithm.

This research makes a significant contribution to the academic literature by investigating teacher and student responses to the use of educational games based on the Fisher-Yates Shuffle algorithm in learning advertising texts, slogans, and posters. The research results show that the use of educational games received a positive response, increasing students' interest, involvement, and understanding of complex learning material. Teacher responses also highlight the effectiveness of games in facilitating innovative learning processes. The contribution of this research not only enriches understanding of the use of technology in education but also provides practical views on developing relevant and effective learning strategies in the digital era. Thus, this article provides insights for educational practitioners and researchers to integrate educational games in diverse learning contexts.

METHOD

This research is qualitative research that applies a fixed case study research strategy, because the problem formulation and research objectives have been determined in advance to be achieved (Montiel-Ruiz et al., 2023). Through a case study approach, this research focuses on one junior high school as the main unit of analysis. This research uses a case study approach as the main type of research. The research subjects were Indonesian language teachers and class VIIIC students at SMP Negeri 2 Jatisrono and the educational game "TISTER". The research object is the variable studied by the researcher at the research site. Research objects include student and teacher responses.

The data needed for the research is a questionnaire and interview information regarding student and teacher responses to educational games. The data sources are the results of interviews (Indonesian language teachers at SMP Negeri 2 Jatisrono) and questionnaire instruments (student active responses). Data collection regarding student and teacher responses to educational games was carried out using observation, interviews, and questionnaire distribution techniques. Observation techniques are implemented during the learning process (seeing student activity during the use of educational games). Collecting data about student responses using questionnaire distribution to class VIIIC students.

Data validity testing was carried out using source triangulation techniques. Source triangulation was carried out by collecting data through several methods (interviews, observations, and questionnaires). Source triangulation aims to increase the validity and validity of findings by ensuring the consistency and reliability of the information obtained (Montiel-Ruiz et al., 2023; Papautsky et al.,

2015). The research provides a more holistic and in-depth understanding of student and teacher responses to the "TISTER" application and its relevance as an Android-based learning medium.

Table 1
Respondent Profile

Respondent	Gender	Number of Respondent(s)	Percentage
Student	Boy(s)	16	47,05%
	Girl(s)	14	41,17%
Teacher	Men	0	0%
	Women	4	11,76%
	Total	34	100%

Products are assessed based on student responses using a questionnaire based on eight aspects of assessment. The test subjects for this research were 30 students in class VIIIC of SMP Negeri 2 Jatisrono. Data obtained from product trials carried out by students is then converted into qualitative scores based on ideal assessment criteria. The number of male students who were assessed using the questionnaire was 16. 14 female students were assessed via questionnaire.

RESULTS AND DISCUSSION

Through the use of media, it should be able to provide convenience for students to achieve their goals of learning (Hidayatullah & Haryadi, 2018). Text is an expression of social activity, both in oral and written form, which follows a comprehensive series of thoughts (Damayanti et al., 2023; Riangsari & Sufanti, 2013). Advertisements as a form of communication media are always present in people's daily lives, appearing on various platforms such as television, newspapers, magazines, the internet, and on banners on the street. Advertising is used as a means to convey messages creatively and persuasively (Rahayu, 2015; Sukarno et al., 2021; Yulika et al., 2022). Advertising has long been a vehicle for communicating someone's need to sell or buy goods and services (Inderasari et al., 2021; Latifah et al., 2023). This text has a key role in providing clear, convincing, and stimulating information to the audience. The purpose of the advertising text is to influence certain actions (purchase a product or take part in the services offered).

In the era of globalization and increasingly fierce business competition, the role of slogans in attracting attention and creating a positive impression on consumers is becoming increasingly important. Slogans are a form of short communication used by various entities such as companies, governments, social organizations, or products to convey messages (Andayani, 2021; Sadzili et al., 2021). Slogans aim to build a brand image and influence consumer perceptions and people's behavior in a social or political context (Martinez-Alier, 2021; Mega et al., 2022; Sabrina et al., 2021). A successful slogan helps a brand differentiate itself from its competitors, reminds consumers of the brand's values, and builds consumer loyalty. This becomes a new problem for teachers in presenting learning material so that students achieve the expected learning goals (Purbawati et al., 2020).

Posters are a written communication tool to send messages and influence someone (Aliyah et al., 2018; Bella et al., 2021; Khusna & Hardjatno, 2022). Posters offer information using multimodality (refers to how the speaker communicates using different modes at the same time). Posters are a communication tool that uses images, illustrations, and text to convey messages. Language is a reflection of its speakers in society, therefore it can describe the culture of the society where the language is used (Putikadyanto et al., 2022).

Student Response to the "TISTER" Application as an Android-based Learning Media

The student responses analyzed were students' active responses to educational games. To realize students' activeness in directing themselves, the curriculum must function as an intrinsic experience that is beneficial to students' freedom and development. The use of educational games based on Macromedia Flash with the Fisher-Yates Shuffle algorithm as a learning medium has become a new variation. The implementation of this learning creates activity in class VIIIC students. This is

shown from the comparison of "whether or not there is an increase in activity" obtained from the responses of class VIIIC students. Students stated that there had been an increase in activity by 87%, while 13% felt they had not experienced an increase in activity. The response level of student activity in detail is presented in Figure 1.
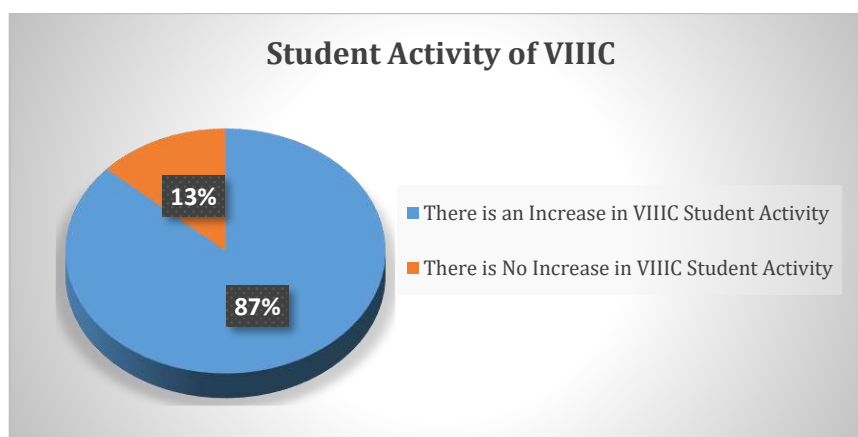
Figure 1
Student Activity of VIIIC.

Some students feel that there has been no increase in their activity during the learning process. Students who have not had an increase in activity are 13%. Closely related to the majority of class VIIIC students stating that there were changes for the better. In line with the results of observations in class VIIIC it has a positive impact on students' level of completion. A total of thirty class VIIIC students were able to solve questions optimally through educational games. Based on the results of the VIIIC student response questionnaire, it was explained that educational games encourage student activity in advertising text materials, slogans, and posters. This is in accordance with Suryana's (2018) research stating that the use of media has the potential to facilitate the delivery of material, increase the attractiveness of material presentation, encourage interaction, and help develop a positive attitude toward the learning process. The comparison percentage of class VIIIC students' responses was very large, namely 87%. The average percentage of each component is calculated by the formula:

Average Percentage Formula:

$$P = \frac{\Sigma_R}{\Sigma_X} \times 100 \qquad \text{Source: (Aliyah et al., 2018)}$$

Information:

P = Percentage of student responses

Σ_R = The number of scores for each criterion chosen by the student

Σ_X = The number of ideal scores for student responses to the "TISTER" application with the Fisher-Yates Shuffle algorithm.

After submitting the results of the calculation of the scores of thirty class VIIIC students using the average formula. Class VIIIC has thirty students (16 boys and 14 girls). The research results show student responses that the Macromedia Flash digital module is useful for increasing students' learning motivation and understanding in learning. The research discussion is supported by research by Supriharyanti et al., (2020) revealed that Macromedia Flash digital modules are effective for learning. In line with this research, observations on class VIIIC students showed that 26 students scored more than or equal to 75. Based on the research results, there were 87% of students who experienced increased activity. These results were obtained from the distribution of questionnaires to VIIIC students. Based on the results of the questionnaire given to class VIIIC students. This questionnaire

data is in the form of questions regarding indicators that influence student learning activity. Indicators that influence student learning activity (in the form of excitement, involvement, relevance, ease of use, graphic and audio quality, progress in learning, feedback, and platform suitability). Data from this questionnaire is used to complement the data that has been obtained through observation.
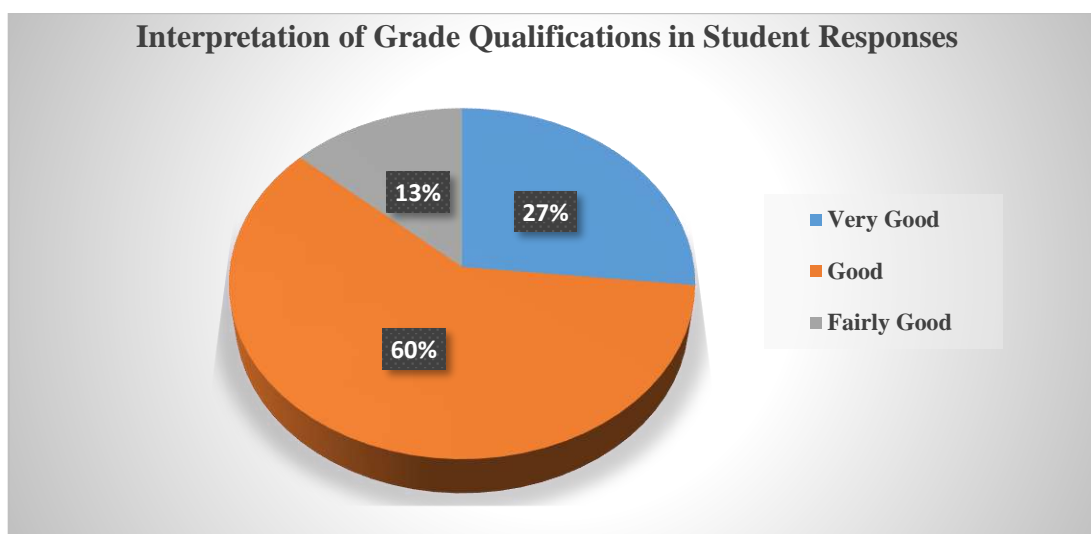
Figure 2
Interpretation of Value Qualifications in Student Responses

Student activity not only creates a dynamic learning environment but also ensures that every student is directly involved in the learning process (Nurhayati, 2020; Prasetyo & Abduh, 2021; Setiawan et al., 2021). This research resulted in student responses A, ACAA, FCM, FIS, HAP, K, VRB, and WAP through a circular questionnaire getting a score of 26 after calculating using a formula to obtain a percentage of 81.25%. The interval score results obtained by students based on interpretation criteria are included in good qualifications (B). Based on this, students A, ACAA, FCM, FIS, HAP, K, VRB, and WAP were among the students who experienced increased activity. APS, APK, BMFO, JAF, MAA, and NRS students got a score of 27 after calculating using a formula to get a percentage of 84.37. The interval score results obtained by students based on interpretation criteria are included in good qualifications (B). Based on this, APS, APK, BMFO, JAF, MAA, and NRS students are among the students who experience increased activity.

The research results were found to be related to VIIIC student responses based on interpretation criteria including very good qualifications (SB). AIF, BVV, MG, PAM, and RD students got a score of 28 after calculating the formula with a percentage of 87.5. AMHP and VOT students got a score of 29 after calculating using a formula to get a percentage of 90.62. VLK students got a score of 31 after calculating using a formula to get a percentage of 96.87. It can be concluded that these students have experienced increased activity after being introduced to educational games.

As a comparison, four students who received the interpretation criteria were categorized as quite good (CB). BAM, EAD, RGK, and RJP students, through a circular questionnaire, got a percentage of less than 65. It can be concluded that these four students have not made progress in being active during learning.

Interpretation of value qualifications in students' responses to educational games is classified into three. First, very good qualifications (SB) with a percentage interval of $85\% \leq P \leq 100\%$ (meaning students who get a percentage score of 85 to 100). Eight students in class VIIIC contain very good (SB) qualifications. In detail, Figure 2 shows that 27% of VIIIC students have very good qualifications (SB).

Second, good qualifications (B) with a percentage interval of $65\% \leq P \leq 85\%$ (includes students who get grades in that range). Eighteen students in class VIIIC have good qualifications (B).

A detailed understanding of the distribution of student grades can be seen in Figure 2. It illustrates that as many as 60% of VIIIC students obtained good qualifications (B). In line with the good assessment criteria, it provides a clear picture of the level of competency and mastery of subject matter by class VIIIC students. This in-depth analysis of grade distribution provides additional insight into the factors that contribute to student academic success, providing a basis for improvement efforts and the development of more effective learning strategies to achieve educational goals.

Third, quite good qualifications (CB) with a percentage interval of 45% ≤ P ≤ 65% (meaning students who get a percentage score of 45 to 65). Class VIIIC students contain four students who qualify as quite good (CB). In detail, Figure 2 shows that 13% of VIIIC students have quite good qualifications (CB). The main factor is differences in student learning preferences. Each student has a unique learning style, and some students are more responsive to different learning methods. Motivational factors and initial level of understanding of the material can also influence students' responses to learning. The conditions of the learning environment and social support from classmates or teachers can also play a role in influencing student activity during learning. Therefore, to increase the effectiveness of learning, teachers need to pay attention to and accommodate the diverse learning needs of each student, as well as consider these factors in planning and implementing learning.

The conclusion is that the use of educational game media significantly contributes to increasing student activity. This is manifested based on the participation rate of 87% which is detailed in Figure 1. This finding is consistent with the questionnaire analysis conducted on class VIIIC students. The application of educational game media turns out to be able to stimulate student activity in the learning process, create an environment that supports active interaction, and improve a more comprehensive understanding of concepts.

The research results show that the use of Macromedia Flash-based educational games with the Fisher-Yates Shuffle algorithm has important implications for increasing student activity in learning. Student responses to the educational games, measured as increased activeness, showed that the majority of students experienced significant increases in their participation and involvement in the learning process. This emphasizes the importance of using technology, especially educational games, as a learning aid that can stimulate students' interest and motivation to learn. The results of value calculations and questionnaire distribution show that the Macromedia Flash digital module makes a positive contribution to students' learning motivation and understanding. Observations of class VIIIC students show that the majority of them achieved satisfactory grades and experienced an increase in the learning activity.

This implication is consistent with research by Supriharyanti et al., (2020) which supports the effectiveness of Macromedia Flash digital modules in learning. This research highlights the importance of using multimedia technology, especially educational games, in supporting an interactive and effective learning process. The implications of the results of this research can be the basis for developing a curriculum that pays attention to students' intrinsic experiences and provides new variations in learning methods. Apart from that, these findings can also be a reference for educators and researchers in designing more effective and enjoyable learning strategies.

Teacher Response to the "TISTER" Application as an Android-based Learning Media

The results of the assessment were carried out by two teachers regarding advertising text material, slogans, and posters in the educational game application "TISTER". There are five aspects assessed (in the form of material content, suitability of learning objectives, suitability of targets, completeness, and relevance of content). Researchers implemented the formula that has been described to calculate the percentage of assessments for each teacher. The percentage of assessments from the 1st teacher's response to indicators 1-5 (V1-V5), namely 80%, 82%, 80%, 86% and 82%. The percentage of assessments from the second teacher's response to indicators 1-5 (V1-V5), namely 84%, 80%, 82%, 80% and 88%.

Figure 3
Display of Educational Game Materials "TISTER".
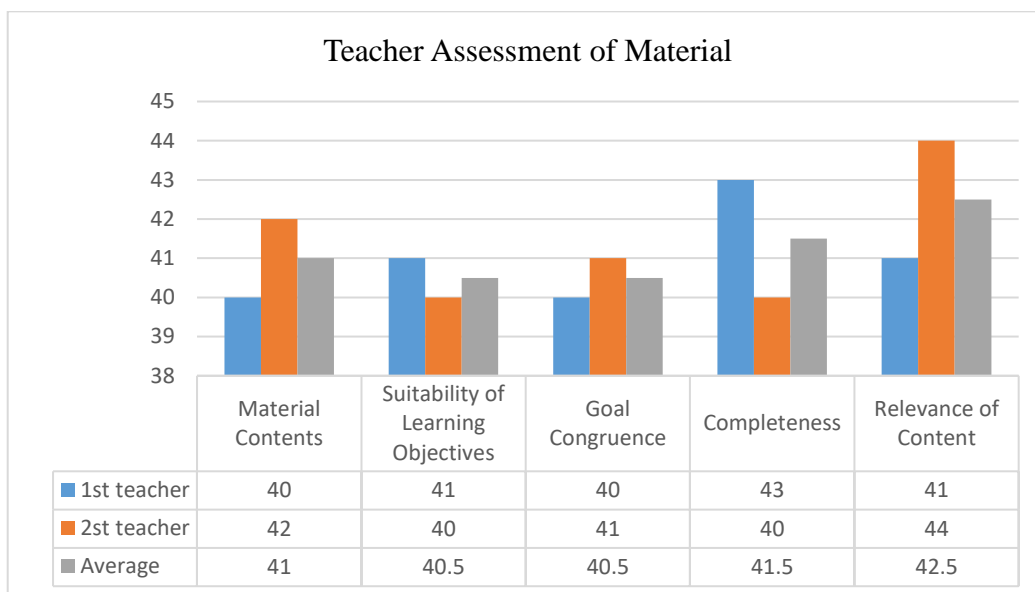
Figure 4
Teacher Assessment of the Material

	Material Contents	Suitability of Learning Objectives	Goal Congruence	Completeness	Relevance of Content
1st teacher	40	41	40	43	41
2st teacher	42	40	41	40	44
Average	41	40.5	40.5	41.5	42.5

Percentage of assessment from the 1st teacher on indicator number 1 (V1)

$$P = \frac{V_i}{n} \times 100\%$$

$$P = \frac{40}{50} \times 100\%$$

$$P = 80\%$$

Percentage of assessments from the 2nd teacher on indicator number 1 (V1)

$$P = \frac{V_i}{n} \times 100\%$$

$$P = \frac{42}{50} \times 100\%$$

$$P = 84\%$$

Teachers 1 and 2's assessment of the material assesses whether the material contains accurate information. Examine the facts, concepts, and theories presented in the material. The teacher checks the suitability of the material with the set learning objectives. The material must support the achievement of the learning objectives that have been designed. The material must be appropriate to the knowledge level, age, and needs of the target group. The teacher ensures that the material is

understood and relevant to the target students. The teacher checks the consistent level of material in conveying information and completeness in fulfilling learning objectives. The teacher checks that the content of the material is relevant to the topic or subject being discussed. A detailed view of the material can be seen in Figure 3.

Teacher responses to material in educational game applications have an important role in ensuring the quality and accuracy of the content. They are tasked with verifying the material contained in the application by applicable curriculum standards or reference sources. Ensure that the material is appropriate for the cognitive development and age of the target user. Teachers help avoid the spread of false or inaccurate information so that educational game applications are relied on as trusted learning sources and support students' educational development positively.

The results of this research found that teachers' responses to educational game applications were influenced by the level of training received. It is important to provide adequate training to teachers and listen to feedback to optimize the use of educational game applications in learning contexts. In connection with relevant research by Wasgito (2014) states that teachers' assessments of material are selected based on individuals who have in-depth knowledge. The teacher is tasked with assessing or reviewing various aspects of the material contained in the educational game "TISTER".

The aspects assessed by teachers regarding the material vary depending on the context. In general, it covers five aspects (material content, suitability of learning objectives, suitability of targets, completeness, and relevance of content) (Nopiani et al., 2021). This aspect was validated by two teachers. The maximum number of marks given by each teacher for each indicator is 50.

The teacher's response to the material in educational games is carried out by providing an assessment of five performance indicators (V1-V5). The 1st teacher gave varying assessment percentages, ranging from 80% to 86%, with details of the scores that can be seen in Figure 4. The 2nd teacher gave varying responses, the assessment ranged from 80% to 88%, with specific indicator values being 84%, 80%, 82%, 80%, and 88%. The average percentage of teacher 1's response assessment for all indicators was 82%, while teacher 2 gave an average of around 83%. This analysis provides an overview of the teacher's views on the material to see the quality of educational games. Differences in responses between teachers provide valuable insights for further development and improvement. Steps in designing educational games that are more effective and responsive to user needs.

Results of the percentage of responses from teachers to media in educational games. The third teacher's response to indicators 1-5 (V1-V5), namely 94%, 90%, 90%, 96% and 90%. The percentage of assessments from the 4th teacher on indicators 1-5 (V1-V5), namely 90%, 96%, 96%, 90%, and 98%. It can be seen from the assessment process by two teachers regarding the media contained in the "TISTER" game application. The indicators looked at related to educational content, age appropriateness, interactive design, audiovisual quality, and evaluation. Researchers implemented the formula that has been described to calculate the percentage of assessments for each teacher.
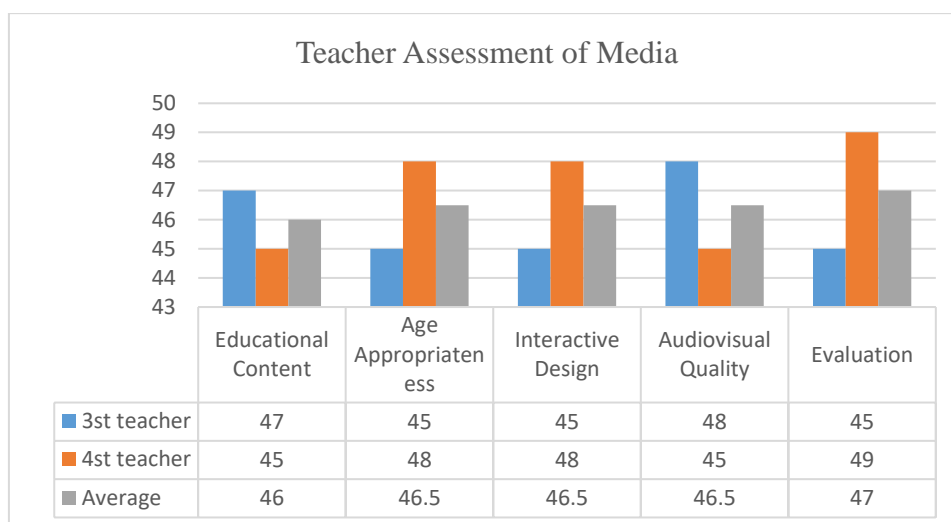
Figure 5
Teacher Assessment of Media

Percentage of assessments from
3rd teachers on indicator 1 (V₁)

$$P = \frac{V_i}{n} \times 100\%$$

$$P = \frac{47}{50} \times 100\%$$

$$P = 94\%$$

Percentage of assessments from
4th teachers on indicator 1 (V₁)

$$P = \frac{V_i}{n} \times 100\%$$

$$P = \frac{45}{50} \times 100\%$$

$$P = 90\%$$

Teachers' responses to educational game media contain assessment indicators (educational content, age suitability, interactive design, audiovisual quality, and evaluation) (Nopiani et al., 2021). This aspect was validated by 2 teachers regarding media. First, evaluate the extent to which the game supports the learning of class VIII students. It includes relevant educational materials (Indonesian language subjects advertising texts, slogans, and posters). Second, assess the suitability of the educational game "TISTER" with the target age. Every educational game must be adapted to the cognitive and emotional development of students at a certain age level.

Third, the game design aspects (user interface, navigation, and interactivity) ensure that the game is easy to understand and interesting for class VIII students. Fourth, the quality of graphics, animation, and sound in games is assessed to ensure an engaging and motivating gaming experience. Fifth, educational games with evaluation elements to monitor the learning progress of class VIII students. Teachers assess whether this measurement system is effective and appropriate.

There are two main things studied in this research regarding teacher responses. First, the teacher's response to the educational game material (content of the material, suitability of learning objectives, suitability of targets, completeness and relevance of the content). Second, the teacher's response to educational game media contains assessment indicators (educational content, age suitability, interactive design, audiovisual quality, and evaluation). In connection with research by Budiarti & Riwanto (2021) and Y. Artanti et al., (2022), this research decision is very relevant in detailing the contribution of each indicator to the overall research. Therefore, the percentage results of each teacher's assessment become a critical basis for improvement and development to achieve the expected quality standards. The difference in assessment percentages between the two teachers reflects variations in the interpretation of the qualitative or quantitative aspects being evaluated.

Teacher evaluation of media to see the quality of educational games. Two teachers provide assessments of five performance indicators (V1-V5). The 3rd teacher gave an assessment percentage of 94%, 90%, 90%, 96%, and 90% for indicators 1 to 5 respectively. The 4th teacher gave varying assessments, ranging from 90% to 98%, with specific indicator values being 90%, 96%, 96%, 90%, and 98%. The average percentage of the 3rd teacher's assessment for all indicators was around 92%, while the 4th teacher gave an average of around 94%. This reflects that the educational game received positive appreciation from both teachers in terms of the media, with an assessment that exceeded the 90% threshold. Teachers' engagement with media in assessing aspects such as visual design, sustainability of content, and effectiveness of educational messages provides valuable insight into the user experience and the potential of games to engage and educate their target audience. Positive evaluations from media teachers indicate that these aspects have been successfully implemented in this educational game, providing a strong basis for further development and improving the quality of the media.

This implication is consistent with research (Latifah & Damayanti, 2022; Nopiani et al., 2021) research results show that teachers' responses to educational game media also play an important role in determining the quality of the game. Evaluation was carried out on five indicators (educational content, age appropriateness, interactive design, audiovisual quality, and evaluation). Teachers' positive evaluation of the media shows that the educational game "TISTER" successfully meets the expected quality standards and provides a strong basis for further development. This research underlines the importance of adequate training for teachers and educational game developers to ensure that the materials and media presented are appropriate to learning and user needs. Differences in teacher responses also provide valuable insights for further development in the design of more effective and responsive educational games.

CONCLUSION

Based on the results of the research and discussion, it was concluded that teachers and students responded to educational games based on the Fisher-Yates Shuffle algorithm in learning advertising texts, slogans, and posters. This research has significant implications for the development of science, especially related to the implementation of educational game-based learning. Through a case study approach, this research succeeded in showing that educational games based on Macromedia Flash with the Fisher-Yates Shuffle algorithm can be implemented effectively. This is clear evidence that the implementation of learning using educational games has a positive impact that can improve the quality of learning. The results of this research can be used as a reference in increasing the effectiveness of using educational games based on Macromedia Flash and the Fisher-Yates Shuffle algorithm.

The implementation of these educational games also proves their effectiveness in increasing student activity, as reflected in the increase in the progress percentage of 87%. This success confirms that the use of technology in learning can have a significant positive impact on the level of student involvement in the learning process. Questionnaire analysis of indicators of student learning independence shows satisfactory results, including aspects of fun, involvement, relevance, ease of use, graphic and audio quality, progress in learning, feedback, and platform suitability. This shows that multimedia-based educational games can stimulate students' interest and participation, as well as support the development of their learning independence.

DECLARATIONS

Author contribution	:	Ermira Nilansari Putri leads and is responsible for all research projects on teacher and student responses to educational games. He also wrote the script and collaborated with the second, third, and fourth writers. Laili Etika Rahmawati, Main Sufanti, and Hafiza Sana Mansoor participated in data collection in the field, interviews with teachers, transcription, and analysis. The four authors also revised the manuscript. All four authors approved the final manuscript.

REFERENCE

Agustin, E. C., Kusumajanto, D. D., Wahyudi, H. D., & Hidayat, R. (2021). Pengembangan E-Modul Berbantuan Aplikasi Flip Builder pada Mata Pelajaran Marketing (Studi Pada Kelas X Bisnis Daring dan Pemasaran SMKN 1 Turen). *Jurnal Ekonomi, Bisnis dan Pendidikan*, *1*(5), 470–478. https://doi.org/10.17977/um066v1i52021p470-478

Aliyah, V. N., Chamalah, E., & Arsanti, M. (2018). Keterampilan Menulis Poster dengan Model Pembelajaran Kontekstual dan Media Gambar Bertema Iklan Layanan Masyarakat. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *4*(1), 94–106. https://doi.org/10.22219/kembara.v4i1.5484

Andayani, R. (2021). Google Meet Meningkatkan Belajar Kelas 8 Materi Teks Iklan Slogan dan Poster Siswa SMP Negeri 52 Surabaya. *Syntax Idea*, *3*(11), 2490–2504. https://doi.org/10.46799/syntax-idea.v3i11.1574

Anita, A., & Astuti, S. I. (2022). Digitalisasi dan Ketimpangan Pendidikan: Studi Kasus terhadap Guru Sekolah Dasar di Kecamatan Baraka. *Jurnal Pendidikan dan Kebudayaan*, *7*(1), 1–12. https://doi.org/10.24832/jpnk.v7i1.2509

Artanti, Y., Nuryadi, N., & Marhaeni, N. H. (2022). Respon Siswa terhadap Aplikasi Tepytha sebagai Media Pembelajaran Interaktif Berbasis Android. *Laplace : Jurnal Pendidikan Matematika*, *5*(1), 50–60. https://doi.org/10.31537/laplace.v5i1.671

Bella, A. D. A. M., Yuliana, J. N., & Wulandari, S. R. (2021). Media Poster pada Materi Teks Iklan, Slogan, dan Poster Kelas VIII Bahasa Indonesia. *Jurnal Genre: Bahasa, Sastra, dan Pembelajarannya*, *3*(1), 18–23. https://doi.org/10.26555/jg.v3i1.2866

Budiarti, W. N., & Riwanto, M. A. (2021). Pengembangan Modul Elektronik (E Modul) Keterampilan Berbahasa dan Sastra Indonesia SD untuk Meningkatkan Keterampilan Menyimak Mahasiswa PGSD. *Elementary School 8*, *8*(1), 97 – 104.

Chen, Y. F., Luo, Y. Z., Fang, X., & Shieh, C. J. (2018). Effects of the Application of Computer Multimedia Teaching to Automobile Vocational Education on Students' Learning Satisfaction and Learning Outcome. *Eurasia: Journal of Mathematics, Science and Technology Education*, *14*(7), 3293–3300. https://doi.org/10.29333/ejmste/91245

Damayanti, F. G., Rahmawati, L. E., Prayitno, H. J., & Sulistyono, Y. (2023). Implicit Functions in Digital Comic Strip Discourse and its Implications in Learning Anecdotal Texts of Indonesian Subjects in High School. *Advances in Social Science, Education, and Humanities Research*, *757*, 761–778. https://doi.org/10.2991/978-2-38476-086-2_66

Dipani, M. A. (2023). Inovasi Metode Pembelajaran Menggunakan Game-Based Learning (GBL) untuk Memotivasi Pelajar. *SAINTEK: Sains dan Teknologi*, *2*(1), 197–204.

Farhan, M., Ijlal, M., Aditama, D., & Chotijah, U. (2022). Color Recognition Educational Game Using Fisher-Yates for Early Childhood Potential Development. *Jurnal Inovtek Polbeng - Seri Informatika*, *7*(2), 279–289. https://doi.org/10.35314/isi.v7i2.2866

Handican, R., Darwata, S. R., Arnawa, I. M., Fuazan, A., & Asmar, A. (2023). Pemanfaatan Game Edukatif dalam Pembelajaran Matematika: Bagaimana Persepsi Siswa? *RANGE: Jurnal*

Pendidikan Matematika, *5*(1), 77–92. https://doi.org/10.32938/jpm.v5i1.4691

Hidayatullah, M. J., & Haryadi, H. (2018). Efektivitas Media Permainan Simulasi dan Media Gambar Peristiwa terhadap Prestasi Belajar Materi Teks Diskusi. *Diksi*, *26*(1), 29–39. https://doi.org/10.21831/diksi.v26i1.16013

Ida Kholida, S., Suprianto, & Ketut Mahardika, I. (2020). Development of Work Sheet Students in Guided Inquiry Based on the Game Education Using Macromedia Flash. *Journal of Physics: Conference Series*, *1569*(2), 1–8. https://doi.org/10.1088/1742-6596/1569/2/022006

Inderasari, E., Arum Hapsari, D., Yufarlina Rosita, F., & Ulya, C. (2021). Analysis of The Language Use Style in Public Service Advertisement "Being Wise In Social Media" on Radios in Surakarta. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 508–528. https://doi.org/10.22219/kembara.v7i2.17893

Irfan, M., Ramdhania, D. R., Nita, I. S., Priatna, T., & Atmadja, A. R. (2020). Design and Build an Early Childhood Puzzle Educational Game Using the Fisher-Yates Shuffle Algorithm as an Android-Based Scrambler For Snippets. *Proceedings - 2020 6th International Conference on Wireless and Telematics, ICWT 2020*, *58*(December), 1–6.

Kartini, K. S., & Putra, I. N. T. A. (2020). Respon Siswa terhadap Pengembangan Media Pembelajaran Interaktif Berbasis Android. *Jurnal Pendidikan Kimia Indonesia*, *4*(1), 12–19. https://doi.org/10.23887/jpk.v4i1.24981

Khusna, W. L., & Hardjatno, N. J. M. T. (2022). The Ideational Meaning of Covid-19 Health Promotion Posters: Multimodal Discourse. *Diksi*, *30*(1), 57–65. https://doi.org/10.21831/diksi.v30i1.47248

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., & Kuchai, O. (2022). Possibilities of Using Multimedia Technologies In Education. *IJCSNS: International Journal of Computer Science and Network Security*, *22*(6), 727–732. https://doi.org/10.22937/IJCSNS.2022.22.6.91

Latifah, U., Busri, H., & Badrih, M. (2023). The Aesthetic Rhetoric of The Language of Online Advertising in Ramadan 2022: A Functional Study of The Prague School. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 285–299. https://doi.org/10.22219/kembara.v9i1.22546

Latifah, U., & Damayanti, M. I. (2022). Pengembangan Alat Evaluasi Pembelajaran Menggunakan Platform Wordwall.Net untuk Siswa Kelas II Sekolah Dasar. *JPGSD: Jurnal PGSD*, *10*(6), 1415–1424.

Mana, L. H. A. (2021). Respon Siswa terhadap Aplikasi Tiktok sebagai Media Pembelajaran Bahasa Indonesia. *JIRA: Jurnal Inovasi dan Riset Akademik*, *2*(4), 418–429. https://doi.org/10.47387/jira.v2i4.107

Marhaeni, N. H., Melvinasari, M., & Amirin, I. (2023). Respons Siswa SMK terhadap Media Pembelajaran Berbantuan Software MIT App Inventor 2 pada Materi Logika Matematika. *Journal on Education*, *5*(2), 2297–2304. https://doi.org/10.31004/joe.v5i2.884

Marisda, D. H., Handayani, Y., & Rahmawati, R. (2020). The Combination of Interactive Conceptual Learning Models And Multimedia Interactive to Minimize Misconceptions on The Science Content. *Journal of Physics: Conference Series*, *1572*(1), 1–7. https://doi.org/10.1088/1742-6596/1572/1/012069

Martinez-Alier, J. (2021). Mapping Ecological Distribution Conflicts: The Ejatlas. *Extractive Industries and Society*, *8*(4), 1–16. https://doi.org/10.1016/j.exis.2021.02.003

Mega, R., Mirandani, M., & Indihadi, D. (2022). Keterampilan Menulis Slogan Berbasis Pengalaman Membaca Teks Narasi Peserta Didik SD Kelas V. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, *2*(2), 267–274.

Montiel-Ruiz, F. J., Sánchez-Vera, M. D. M., & Solano-Fernández, I. M. (2023). Social Networks and Gamification in Physical Education: A Case Study. *Contemporary Educational Technology*, *15*(1), 1–15. https://doi.org/10.30935/cedtech/12660

Muji, A. P., Ambiyar, A., Aziz, I., & Hidayat, H. (2021). The Implementation of Quizizz-Based Online

Evaluation in Higher Education: An Exciting Alternative For Evaluation. *International Journal of Research in Counseling and Education*, *5*(2), 149–157. https://doi.org/10.24036/00478za0002

Nasher, F., & Ferdiansyah, M. I. (2021). Game Edukasi Mengenal Huruf Hijaiyah untuk Anak Usia Dini Berbasis Mobile (Studi Kasus: DTA Nurul Muttaqien). *MJI: Media Jurnal Informatika*, *13*(2), 92–100. https://doi.org/10.35194/mji.v13i2.1917

Nopiani, R., Made Suarjana, I., & Sumantri, M. (2021). Emodul Interaktif pada Pembelajaran Tematik Tema 6 Subtema 2 Hebatnya Cita-Citaku. *MIMBAR PGSD Undiksha*, *9*(2), 276-289. https://doi.org/10.23887/jjpgsd.v9i2.36058

Nurhayati, E. (2020). Meningkatkan Keaktifan Siswa dalam Pembelajaran Daring Melalui Media Game Edukasi Quiziz pada Masa Pencegahan Penyebaran Covid-19. *Jurnal Paedagogy: Jurnal Penelitian dan Pengembangan Pendidikan*, *7*(3), 145–150. https://doi.org/10.33394/jp.v7i3.2645

Papautsky, E. L., Crandall, B., Grome, A., & Greenberg, J. M. (2015). A Case Study of Source Triangulation: Using Artifacts as Knowledge Elicitation Tools in Healthcare Space Design. *Journal of Cognitive Engineering and Decision Making*, *9*(4), 347–358. https://doi.org/10.1177/1555343415613720

Prasetyo, A. D., & Abduh, M. (2021). Peningkatan Keaktifan Belajar Siswa Melalui Model Discovery Learning di Sekolah Dasar. *Jurnal Basicedu: Research & Learning in Elementary Education*, *5*(4), 1717–1724. https://doi.org/10.31004/basicedu.v5i4.991

Purbawati, C., Rahmawati, L. E., Hidayah, L. N., & Wardani, L. S. P. (2020). Tingkat Partisipasi Siswa Sekolah Menengah Pertama dalam Pembelajaran Daring di Masa Pandemi Covid-19. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, *11*(1), 102–108. https://doi.org/10.24176/re.v11i1.4919

Putikadyanto, A. P. A., Rahmawati, F., & Setiadi, A. (2022). The Acknowledgments in Student Theses: Eastern and Western Ideology. *OKARA: Jurnal Bahasa dan Sastra*, *16*(2), 245–265. https://doi.org/10.19105/ojbs.v16i2.5999

Rahayu, S. P. (2015). Analisis Wacana Iklan Perawatan Kulit Wajah pada Majalah Femme Actuelle (Pendekatan Mikrostruktural dan Makrostruktural). *Diksi*, *23*(1), 67–76. https://doi.org/10.21831/diksi.v23i1.6626

Rahmiati, R., Melyanti, R., Suryani, D., & Ambiyar, A. (2021). Mobile Game Education About Using Capitals Hiragana and Katakana Fisher-Yates Shuffle Algorithm and Fuzzy Tsukamoto. *IJMH: International Journal of Management and Humanities*, *5*(9), 30–34.

Revano, T. F., Garcia, M. B., Habal, B. G. M., Contreras, J. O., & Enriquez, J. B. R. (2019). Logical Guessing Riddle Mobile Gaming Application Utilizing Fisher-Yates Algorithm. *IEEE 10th International Conference on Humanoid, Nanotechnology, Information Technology, Communication and Control, Environment and Management, HNICEM 2018*, *March*(14), 1–4.

Riangsari, A., & Sufanti, M. (2013). Jenis dan Tema Teks dalam Buku Siswa Bahasa Indonesia Ekspresi Diri dan Akademik SMA Kelas X Serta Relevansinya dengan Kompetensi Kurikulum 2013. *Kajian Linguistik dan Sastra*, *27*(1), 15–27.

Sabrina, A., Iskandarsyah Siregar, S., & Sosrohadi, S. (2021). Lingual Dominance and Symbolic Power in the Discourse of Using the Pedulilindungi Application as a Digital Payment Tool. *IJLS: International Journal of Linguistics Studies*, *1*(1), 52–59. https://doi.org/10.32996/ijls.2021.1.2.8

Sadzili, M. H., Adham, M. J. I., & Triyadi, S. (2021). Analisis Gaya Bahasa dan Pola Sintaksis pada Slogan Iklan Makanan di Televisi. *Jurnal Educatio FKIP UNMA*, *7*(3), 1289–1297. https://doi.org/10.31949/educatio.v7i3.1456

Setiawan, T., Nur Hasanah, F., & Nasrudin, F. W. (2021). Penggunaan Chromebook Bermuatan Game Edukasi untuk Meningkatkan Aktivitas dan Prestasi Belajar Matematika Siswa SD di Kabupaten Boyolali. *Indonesian Journal of Islamic Elementary Education*, *1*(1), 75–86. https://doi.org/10.28918/ijiee.v1i1.3921

Shute, V., Rahimi, S., Smith, G., Ke, F., Almond, R., Dai, C.-P., Kamikabeya, R., Liu, Z., Yang, X., & Sun, C. (2021). Maximizing Learning Without Sacrificing the Fun: Stealth Assessment, Adaptivity and Learning Supports In Educational Games. *Journal of Computer Assisted Learning*,

    37(1), 127–141. https://doi.org/10.1111/jcal.12473

Sukarno, S., Nurdianto, A., & Setiari, A. D. (2021). Strategi dan Teknik Persuasi Perekrutan Calon Anggota Baru (Studi Kasus Kebahasaan pada Bisnis Multi Level Marketing Bodong). *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya, 7*(2), 406–423. https://doi.org/10.22219/kembara.v7i2.17202

Supriharyanti, D., Usodo, B., & Slamet, I. (2020). Effectiveness of Macromedia Flash Digital Module. *Journal of Physics: Conference Series, 1469*(1), 1–7. https://doi.org/10.1088/1742-6596/1469/1/012083

Suryana, O. A., Supriadi, K. I., & Kasmui, K. (2018). Desain Media Permainan Edukasi Berorientasi Chemo-Edutainment pada Pembelajaran Kimia SMA. *CIE: Chemistry in Education, 7*(2), 46–53.

Wasgito, M. A., & Setiadarma, W. (2014). Pengembangan Media Permainan Edukatif Teka-Teki Silang (TTS) dalam Proses Pembelajaran Siswa Kelas VII SMP Negeri 2 Kalianget. *Jurnal Pendidikan Seni Rupa, 2*(3), 36–43.

Wayan Mertha, I., & Mahfud, M. (2022). History Learning Based on Wordwall Applications to Improve Student Learning Results Class X IPS in MA As'Adiyah Ketapang. *IJERLAS: International Journal of Educational Review, Law And Social Sciences, 2*(5), 507–612. https://doi.org/10.54443/ijerlas.v2i5.369

Widodo, A. Y. P., Yennita, Y., Azhar, A., & Islami, N. (2019). Development of physics learning media on rotational materials based on interactive multimedia. *Journal of Physics: Conference Series, 1351*(1). https://doi.org/10.1088/1742-6596/1351/1/012057

Yulika, N. L. E. C., Budiarta, I. W., & Susanthi, I. G. A. A. D. (2022). Analisis Makna, Pesan, dan Retorika dalam Iklan Kitabisa.com. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya, 8*(2), 472–491. https://doi.org/10.22219/kembara.v8i2.21340

Research Trends in the Indonesian Elementary School Literacy Movement: From Number of Publications, Research Approaches, to Findings

(Tren Penelitian Gerakan Literasi Sekolah Dasar Indonesia: Dari Jumlah Publikasi, Pendekatan Penelitian, hingga Temuan)

Asep Yudianto*
Universitas Negeri Yogyakarta, Indonesia
asepyudianto.2022@student.uny.ac.id

Ali Mustadi
Universitas Negeri Yogyakarta, Indonesia
ali_mustadi@uny.ac.id

Siti Eshah Binti Mokhsein
Universiti Pendidikan Sultan Idris, Malaysia
eshahmokhsein@gmail.com

***Corresponding author: Asep Yudianto | email: asepyudianto.2022@student.uny.ac.id**

Abstract: The implementation of literacy in Indonesian elementary schools (SD) in the era of information and technology plays a key role in equipping the younger generation with language and critical thinking skills to face future challenges. This article aims to analyze the implementation of literacy in Indonesian elementary schools from 2019 to 2023 through a literature review by understanding trends ranging from the number of publications, research approaches, subjects, sub-studies, instruments, data analysis, to findings related to literacy implementation. This research method uses a qualitative approach through a narrative literature review by grouping similar extracted data according to the results measured to answer the research objectives. The research results show that there were differences in the number of publications from year to year with a decrease in 2020 and an increase in 2021 and 2022, but decreased again in 2023. Quantitative research dominates and is followed by qualitative research. Most research subjects were fourth grade students and teachers. The most researched sub-study of literacy is scientific literacy. The data collection instruments commonly used are tests with the most frequently used data analysis method being descriptive statistics. The findings illustrate the importance of literacy in elementary school students' learning, supported by GLS and the effectiveness of inquiry learning models, interactive media, STEM approaches, and digital literacy in increasing students' literacy skills and motivation. Collaboration in developing literacy in various aspects of elementary school learning is very necessary. The research results concluded that the number of publications fluctuated, with dominant research on fourth grade students and teachers, focused on scientific literacy, used tests as the main instrument, and emphasized the importance of developing teacher digital literacy and numeracy through collaboration.

Keywords   implementation of elementary school literacy, literature review, research trends

Abstrak: Implementasi literasi di Sekolah Dasar (SD) Indonesia di era informasi dan teknologi memegang peranan kunci dalam membekali generasi muda dengan keterampilan berbahasa dan berpikir kritis untuk menghadapi tantangan masa depan. Artikel ini bertujuan untuk menganalisis implementasi literasi di SD Indonesia dari tahun 2019 hingga 2023 melalui tinjauan literatur dengan memahami tren mulai dari jumlah publikasi, pendekatan penelitian, subjek, sub kajian, instrumen, analisis data, hingga temuan terkait dengan implementasi literasi. Metode penelitian ini menggunakan pendekatan kualitatif melalui literatur review naratif dengan mengelompokkan data-data hasil ekstraksi yang sejenis sesuai dengan hasil yang diukur untuk menjawab tujuan penelitian. Hasil penelitian menunjukkan bahwa ditemukan perbedaan jumlah publikasi dari tahun ke tahun dengan penurunan pada tahun 2020 dan peningkatan pada tahun 2021 dan 2022, namun kembali menurun pada tahun 2023. Penelitian kuantitatif mendominasi dan diikuti oleh penelitian kualitatif. Subjek penelitian terbanyak adalah siswa kelas IV dan guru. Sub-kajian literasi paling banyak diteliti adalah literasi sains. Instrumen pengumpulan data yang umum digunakan adalah tes dengan metode analisis data yang paling sering digunakan adalah deskriptif statistik. Hasil temuan menggambarkan pentingnya literasi dalam pembelajaran siswa SD, didukung oleh GLS dan efektivitas model pembelajaran inkuiri, media interaktif, pendekatan STEM, serta literasi digital dalam meningkatkan kemampuan literasi dan motivasi siswa. Kolaborasi pengembangan literasi di berbagai aspek pembelajaran SD sangat diperlukan. Hasil penelitian menyimpulkan bahwa jumlah publikasi fluktuatif, dengan penelitian dominan pada siswa kelas IV dan guru, fokus pada literasi sains, menggunakan tes sebagai instrument utama, dan menekankan pentingnya pengembangan literasi digital dan numerasi guru melalui kolaborasi.

Kata Kunci   implementasi literasi sekolah dasar, tinjauan literatur, tren penelitian

INTRODUCTION

A critical initiative in literacy development is the National Literacy Movement (GLN) Program launched by the Ministry of Education and Culture in 2017 (Susilawati et al., 2015; Wulandari, 2020). This program aims to improve reading, writing and numeracy skills for students at all levels of education. GLN involves various parties, including the government, schools, teachers, parents, and the community, to create a conducive environment for literacy development. Literacy is essential in facing an increasingly complex and globally connected world. Literacy skills include reading, writing, numeracy, science, digital, financial, cultural and civic literacy (Satgas Gerakan Literasi Sekolah Kemendikbud, 2019). Literacy has a vital role in the daily lives of individuals and in increasing their participation in an increasingly complex and globally connected society (Bejaković & Mrnjavac, 2020; Carroll et al., 2019; Conard, 2019). Strong literacy skills enable individuals to gain knowledge, communicate effectively, engage in the world of work, and make decisions (Boyle et al., 2019; Shaffer et al., 2019). In educational settings, literacy is an essential foundation for students' academic success and holistic development (Bomer et al., 2019; Rasi et al., 2019). By implementing effective literacy programs in schools, educators can help students build the ability to read, write, speak, and understand information critically (Tompkins, 2017). Exemplary literacy implementation can also help increase students' interest and motivation in learning, and prepare them to become skilled, critical citizens and connected to the global world (Freire & Macedo, 1987).

The importance of literacy is recognized by many countries (Rowsell, 2015), including Indonesia, which has launched various programs and initiatives to increase literacy at various levels of education, including elementary schools (El Islami & Nuangchalerm, 2020; Madani, 2019). In the Indonesian context, efforts to increase literacy in elementary schools since 2016 have become the main focus to ensure that every student has adequate reading skills to face future challenges (Satgas Gerakan Literasi Sekolah Kemendikbud, 2019). The development of literacy in Indonesia has experienced significant progress in recent years. The Indonesian government has recognized the importance of literacy in advancing education and society, and various efforts have been made to increase literacy levels in the country. Information and communication technology development has also contributed to expanding access to literacy. The broader spread of mobile devices and internet access allows Indonesian people to access various reading and information sources more efficiently. Digital books and online learning platforms have also become alternatives for promoting literacy among students and the general public. Not only that, various literacy activities have also been held at local and national levels. Literacy festivals, workshops and reading competitions are a means of increasing interest and awareness of the importance of literacy among the public. Public and school libraries also play an essential role in providing access to the public to develop reading habits.

The implementation of literacy in elementary schools has an important role in building a strong learning foundation and providing provisions for students to develop their potential optimally (Segundo Marcos et al., 2020; Sukma et al., 2020). Students can acquire the skills necessary to read, write, talk, and critically comprehend information through literacy. Excellent reading and writing abilities enable pupils to communicate ideas, expand their horizons, and obtain knowledge. Literacy also improves students' understanding and interpretation of various texts and sources of information, so that they can retrieve relevant information, evaluate the truth of the information, and relate it to the knowledge they have. With strong literacy skills, students can build a solid foundation for learning across a variety of disciplines and develop critical thinking skills that are important in facing future challenges. Apart from that, the implementation of literacy also plays a role in developing effective speaking and listening skills. Literacy helps students articulate their ideas orally and express opinions appropriately. Through literacy, students are also taught to listen well, understand other people's points of view, and communicate effectively. Good speaking and listening skills help students interact

well in school and community settings, and prepare them to participate in discussions, collaborate on team projects, and build healthy social relationships. Thus, the implementation of literacy provides a strong foundation for students in developing important communication skills throughout their lives. Therefore, educators, those involved in education policy, and other relevant parties might benefit from having a thorough grasp of how literacy is implemented in Indonesian elementary schools.

The development of literacy in Indonesia faces by several challenges and problems (Ekawati et al., 2020; Hafifah & Sulistyo, 2020; Rosmery, 2023). Low interest in reading, limited access to reading materials, limited quality of reading materials, low literacy awareness and education, the role of parents and communities needing improvement, digital literacy, and regional disparities are the main challenges. The results of a study conducted by the Center for Policy Research study team in 2018 concluded that the Reading Literacy Activity Index (Alibaca Index) was in the low category with 37.32 points (Lukman et al., 2020). To overcome this, collaborative efforts need to be made between government, schools, communities and the private sector. Holistic literacy programs, increasing access to quality reading materials, better literacy education, strengthening the role of parents and communities, as well as attention to digital literacy are essentials steps in advancing literacy development in Indonesia (Satgas Gerakan Literasi Sekolah Kemendikbud, 2019). However, there is still hope to overcome these challenges. Full support from all parties, including government, schools, communities and families, can create an environment conducive to literacy development (Hasanah & Silitonga, 2020). By increasing access to quality reading materials, cultivating an interest in reading from an early age, and inclusive literacy education, it is hoped that literacy in Indonesia can continue to increase. Apart from that, there needs to be increased awareness of the importance of literacy and the active role of parents and communities in helping children's literacy development. With joint efforts, Indonesia can achieve better literacy development and benefit for education and societal progress significantly.

The results of previous research provide an overview of the school literacy movement in various educational contexts. This research was conducted by Napitupulu (2023), and focuses on evaluating the School Literacy Movement (GLS) at Salman Alfarisi Elementary School. The research subjects were students involved in the GLS program, with research focused on six aspects of literacy. Questionnaires and interviews were utilized to gather data, and the context input process and product assessment model (CIPP) were employed for analysis. The study's findings demonstrate that the GLS programme already has sufficient infrastructure and facilities at the input stage. Still, there are challenges about the infrastructure and facilities' completeness at this point of the project. Even so, the products of the GLS program managed to achieve a success rate of 87.5%, especially in increasing students' interest in reading by the main goal of GLS at SD Salman Alfarisi Cibinong, namely growing students' interest in reading. Furthermore, Husna & Supriyanto (2021) conducted research with a qualitative approach at the elementary school level. They use documentation and literacy studies as the main instruments. The study's findings are intended to provide an overview of how GLS was implemented in Indonesia during the Covid-19 pandemic, focusing on initiatives like Sibatu Guli and Tugu Berseri. Furthermore, this study highlights the challenges educators, parents, and students encounter implementing GLS. However, it also demonstrates how these challenges can be met by utilizing digital reading platforms like Literacy Cloud, the Story Jump online tool, and others of a similar nature. A literature study conducted by Purwanto et al. (2023) revealed that school literacy training contributes to improving literacy culture, increasing insight and improving students' skills, and helping to form a better personality. Important factors in supporting the GLS program include the availability of good book facilities, active participation of teachers in literacy activities, and commitment from teachers and school leaders. However, there are several obstacles which include poor understanding of the GLS program, suboptimal socialization, low student awareness of reading regularly, and lack of motivation. Therefore, cooperation between schools, students, parents, communities, and regional or national governments is considered important to overcome obstacles and problems in implementating of school literacy.

This article aims to analyze the implementation of literacy in Indonesian elementary schools from 2019 to 2023 through a literature review by understanding trends ranging from the number of publications, research approaches, subjects, sub-studies, instruments, and data analysis, to findings related to literacy implementation. By understanding this, a better understanding can be created about the efforts that have been made and the steps that need to be taken to improve student literacy in Indonesian elementary schools. In this article, researchers will conduct a comprehensive literature review to identify the number of publications, research approaches, subjects, sub-studies, instruments, data analysis, and findings related to the implementation of literacy in Indonesian elementary schools during the period studied. Apart from that, researchers will also explore the impact of the literacy programs that have been carried out and their implications in improving the quality of education at the elementary level. By conducting this literature review, it is hoped that we can gain a better understanding of how literacy is integrated into the curriculum and learning practices in Indonesian elementary schools. It is hoped that this research's findings will significantly impact the creation of more sustainable and successful teaching practices and policies that will raise student literacy in Indonesia.

METHOD

This type of research uses a qualitative approach through a literature review which involves content analysis and synthesis of relevant literature using a narrative research approach. This research method was chosen to explore complex concepts, explain phenomena, and identify trends and patterns in relevant literature. Next, data was collected through a manual literature search in scientific journal databases in April 2023. This research adopts a research design previously conducted by (Susetyarini & Fauzi, 2020). The author has criteria for selecting literature that will be reviewed as a limitation in the research, namely: 1) the article has been published in a journal that has the national standard Sinta 2 (https://sinta.kemdikbud.go.id/); 2) the articles used by the author are only published in the last 5 years, namely from 2019 to 2023; 3) the articles reviewed contain information about the implementation of literacy at the elementary school level in Indonesia.

In this research, a content analysis guide was used as an instrument to observe related aspects (**Table 1**). There are seven main aspects analyzed in this research, namely: (1) number of publications per year; (2) research approach; (3) research subjects; (4) literacy topics selected for study; (5) treatment; (6) data collection instruments; and (7) data analysis methods. Exceptions, and category decisions in aspects (1), (4), and (5) were not made beforehand because there were no previous studies that could be used as a reference to determine which categories should be included. Therefore, the possibility of overly general categories emerged when content analysis was performed on multiple articles. On the other hand, categories in aspects (2), (3), (6), and (7) were determined before data collection was carried out. These categories can be seen in **Table 1** which adapted from previous research (Susetyarini & Fauzi, 2020). In addition, aspect (2) is divided into two sub-aspects, namely (2a) general research approach and (2b) Quantitative research approach.

Table 1
Aspects and Categories Used for Content Analysis in the Study

Aspect	Category	
Research approach (2a)	A.1- RnD A.2- Classroom Action Research (PTK)	A.3- Qualitative Research A.4- Quantitative Research A.5- Mixed Research
Quantitative research approach (2b)	B.1- Observational Study (OS) B.2- Correlation Research (CR) B.3- Survey Research (SR) B.4- Pre-Experimental Design (PED)	B.5- True Experimental Design (TED) B.6- Quasi-Experimental Design (QED) B.7- Ex Post Facto Designs (EPFD)
Research subject	C.1- Grade 1 elementary school students C.2- 2nd grade elementary school students C.3- 3rd grade elementary school students C.4- 4th grade elementary school student	C.7- Teacher C.8- Headmaster C.9- Expert C.10- Parent

Aspect	Category	
	C.5- 5th grade elementary school students	C.11- Literacy Team
	C.6- 6th grade elementary school students	
Data collection instrument	D.1- Questionnaire	D.3- Test questions
	D.2- Observation guidelines	D.4- Interview guidelines
		D.5- Documentation
Data analysis method	E.1- descriptive statistics	E.6- ANCOVA
	E.2- triangulation	E.7- Correlation
	E.3- MANOVA	E.8- N Gain
	E.4- t-test	E.9- F-test
	E.5- ANOVA	

The research began by looking for literature sources that would be used as review sources on the official website of the national journal Sinta 2 (https://sinta.kemdikbud.go.id/). Next, the researcher searched for journals by limiting them to the keyword "basic". This was done to avoid the large number of journals appearing, and the author emphasized the concentration of basic education. After finding several suitable journal sources, the researcher opened the journal website and searched using the keyword "literacy". Based on the results of searches carried out by researchers based on data sources and obtained 57 articles sourced from 4 journals. Of the 57 articles, 29 articles were obtained that met the author's criteria. After all the articles were obtained, the researcher conducted content analysis using the provided instruments. Literature analysis and synthesis is done to obtain findings from relevant literature that will be analyzed and synthesized to present research results. Every article is assigned to one of several predefined categories according to certain pertinent factors. The information the authors provided in the article's methods, discussion, and abstract sections served as the foundation for this classification choice. Following that, a bar chart will be used to display the gathered data to facilitate a clearer visualization.

RESULTS AND DISCUSSION

Based on the analysis carried out by researchers based on data sources, content analysis and instruments that have been determined, the results obtained regarding the number of publications, research approaches, subjects, sub-studies, instruments, data analysis, and findings related to literacy implementation are as follows.

Number of Publications
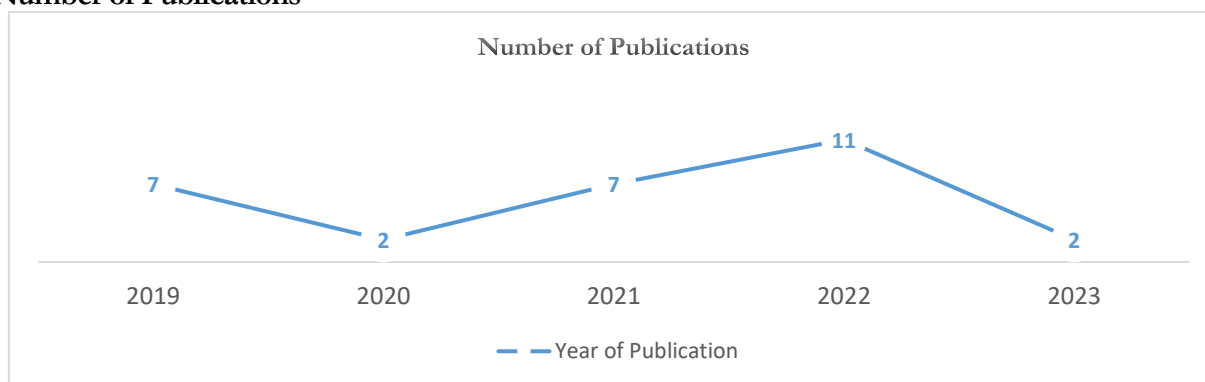
Figure 1
Number of Publications

From Figure 1, it can be seen that the trend in the number of publications does not follow a consistent upward pattern, but varies from year to year. From 2019 to 2021, Indonesia and the world experienced the Covid-19 pandemic which impacted on society and the world of education (Siahaan, 2020), locking measures implemented to facilitate remote instruction (Andini et al., 2022). Additionally, Suyadi et al., (2023) clarified that children's poor academic performance and lack of life

skills resulted from learning loss. The study's findings, which indicate a drop in research during the pandemic, corroborate this. The literacy movement is an alternative for improving the standard of education, according to a growing study in 2022 (Haliz & Nanggala, 2023; Marsitah et al., 2023; Suparya et al., 2022). All parties involved in the learning process must participate to overcome the loss of learning outcomes. In this case, this means strengthening ties with the community and parents to raise the instruction standard with the aid of cutting-edge learning models (Kertih et al., 2023).

Research Approach
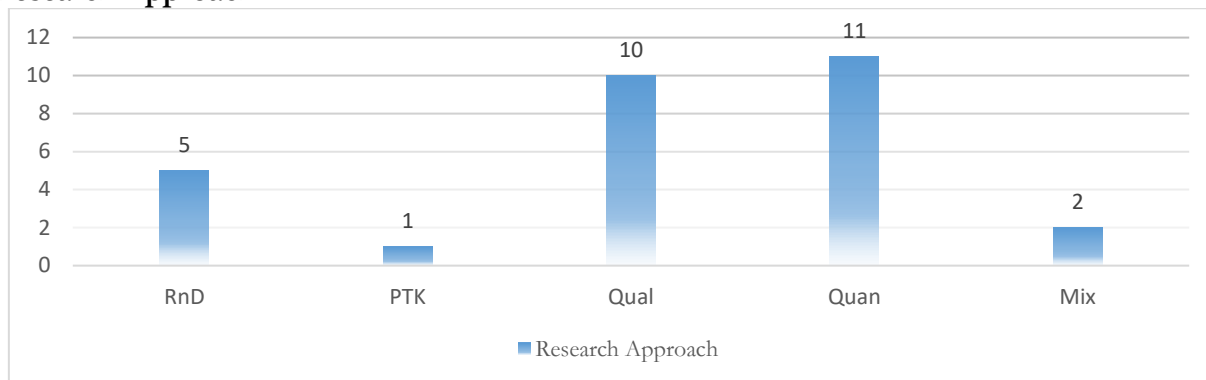
Figure 2
Research Approach

The data in Figure 2 provides an overview of research approaches in various research contexts. This information can assist researchers in understanding trends using of certain types of research and selecting research methods appropriate to the research objectives and questions being asked. In line with Sendari (2023) indicates that statistical analysis may be used to analyse quantitative data. As statistics is founded on mathematical ideas, the quantitative approach is regarded as a rational and scientific entity. Furthermore, Singer (2019) explained that one of the main reasons why quantitative research is in great demand is because it uses data and has a fairly rapid impact on research in general. Then, classroom action research becomes research that is very rarely carried out, this is in line with Daud & Kaleka (2020) which explains that teachers have difficulty dividing teaching time with conducting classroom action research, teachers have difficulty determining problems that occur in the classroom to be used as research, teachers still have difficulty starting the background for a structured and systematic classroom action research proposal, teachers do not understand it well. Cycles in Classroom Action Research, teachers still have difficulty understanding research methodology, and lack understanding of Classroom Action Research.

Quantitative Research Approach
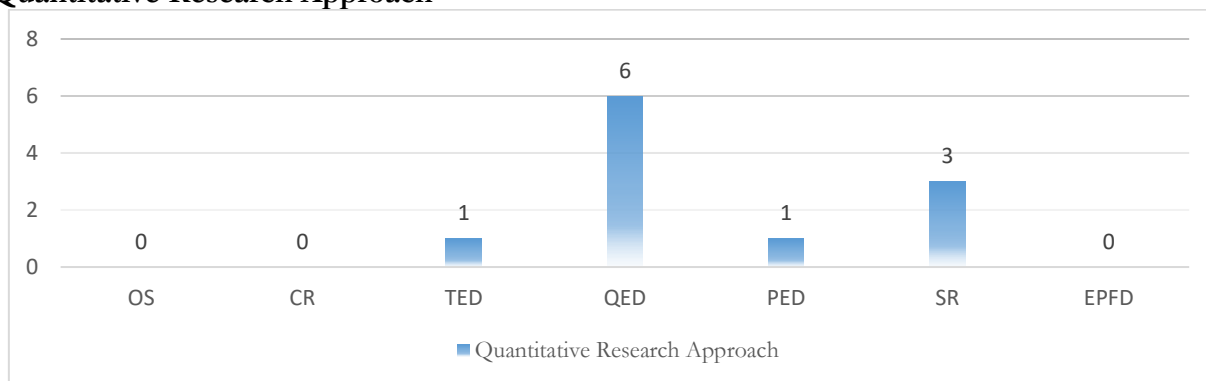
Figure 3
Quantitative Research Approach

This provides an overview of researchers' preferences and focus in conducting quantitative research in various fields. Figure 3 provides initial information about the types of quantitative research that have been conducted and can be used as a basis for looking at trends and preferences in quantitative research. Based on research conducted by Abraham & Supriyati (2022) explained that this quasi-experimental research does not have strict limits on randomization and at the same time can control threats to validity. This is of course one of the reasons why researchers choose quasi-experiment as the method most often used in research, especially regarding the literacy movement. Furthermore Gopalan et al.,s (2020) give a summary of the popular quasi-experimental research techniques in this expanding body of work, focusing especially on papers from prestigious educational research publications, such as those published by the American Educational Research Association. Furthermore, research results from Osmanović Zajić & Maksimović (2022) highlight the significance of using a unique epistemological and methodological approach to investigate the source and effect of educational phenomena, which is quasi-experimental research.

Research Subject
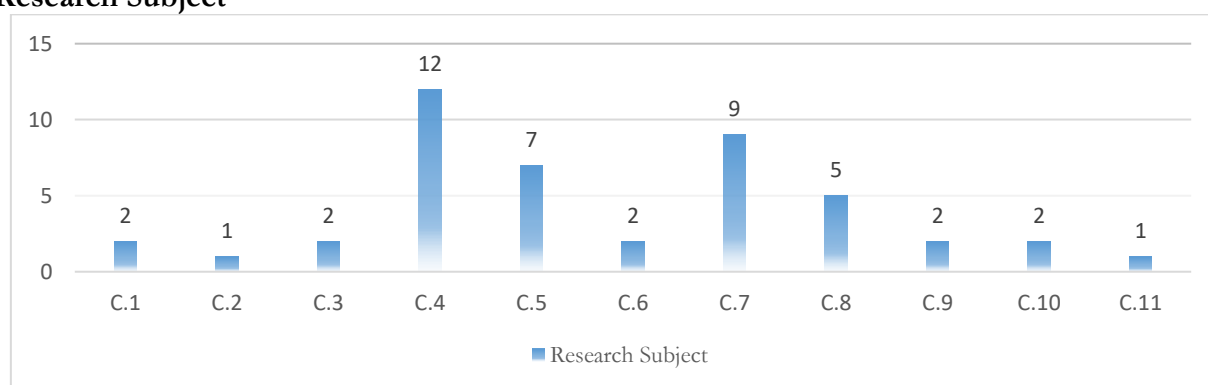
Figure 4
Research Subject

Research conducted by Yıldız et al., (2009) shows that 40% of grade 4 students have reading skill problems. In addition, life skills education can be provided at a younger age (4th grade of elementary school). It can make a positive contribution to students' individual, social, academic, professional and moral development (Akfırat & Kezer, 2016). Winarni et al., (2020) also explained that language and scientific literacy skills are important because they encourage higher-level thinking in fourth-grade students and enable students to understand the meaning of what they read and apply it in everyday problem-solving. There is evidence linking the importance of reading fluency in predicting reading comprehension in 4th-grade students, but the role of reading fluency during development remains uncertain (Rodriguez Brito et al., 2023). Figure 4 provides an overview of the frequency distribution of research based on research subjects. This information can be used to see the interest or focus in a particular research subject.

Sub Literacy Studies
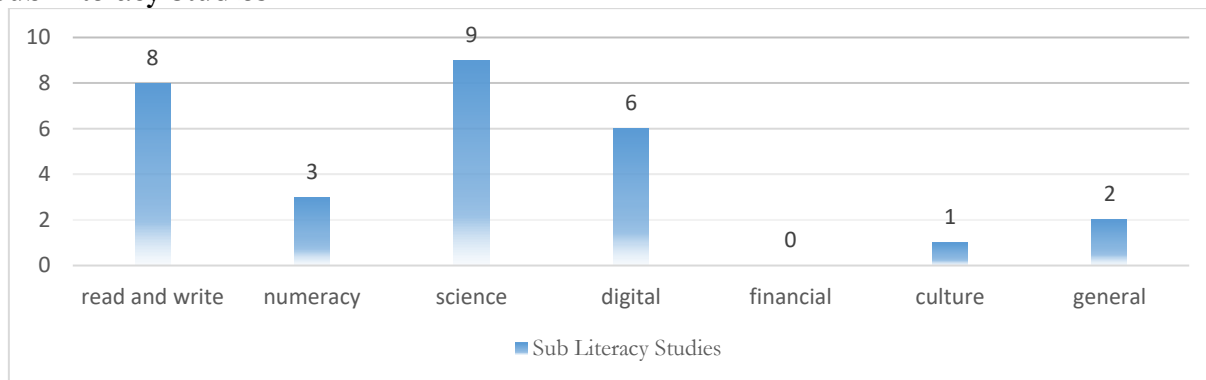
Figure 5
Sub Literacy Studies

Figure 5 shows that the Science literacy sub-study has the largest number of studies, followed by Literacy, Digital, Numeracy, Culture and General. However, no research has been recorded in the financial literacy sub-study. Reporting from ojk.go.id, development of good quality human resources can start from government intervention at the stages of human development, one of which is early childhood. In this way, financial literacy from an early age will produce Indonesian human resources that will be financially literate in the future (OJK, n.d.). Williams et al. (2022) offer several suggestions that can help students achieve the two key learning objectives of financial literacy, which are: (1) increasing student involvement in program management, and (2) enhancing record keeping. According to research conducted in Shanghai, most young people prefer to pay with digital devices and have positive attitudes towards mobile payments, However, some children expressed concerns about their ability to use this method appropriately (He et al., 2023). In contrast to financial literacy, scientific literacy is ranked first in the number of studies, this is in line with research conducted by Smith et al., (2012) which explains that scientific literacy is generally valued and recognized among educators as a desired learning outcome. A socio-scientific issue (SSI)--based teaching approach can increase epistemic engagement and increase students' scientific and environmental literacy (Kinslow et al., 2019). This data provides initial information about the focus of research in the field of literacy and can be used to discern trends and preferences in literacy research. The research focus in a particular literacy sub-study may reflect specific needs or interests in literacy development in various fields.

Instrument Data Collection
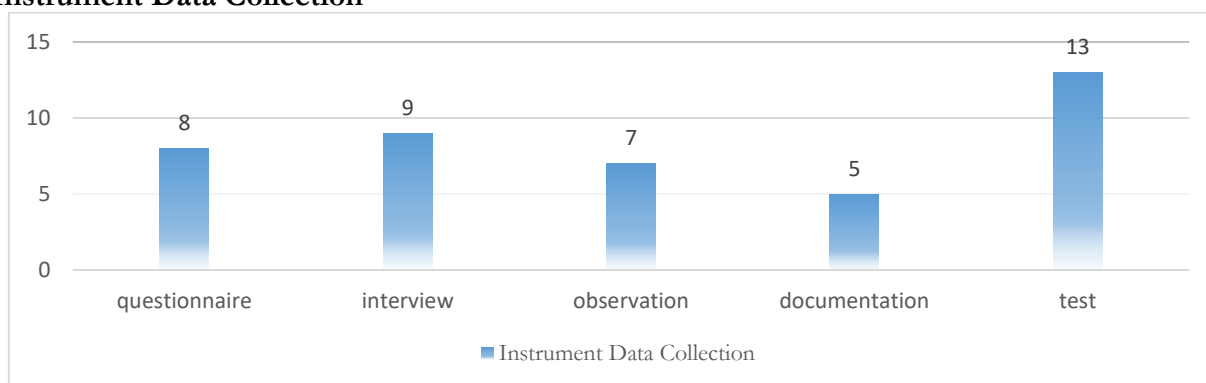
Figure 6
Instrument Data Collection

Tests are used as a tool to collect data in a significant number of studies. This is because tests are a method used to measure a person's ability level (Sukendra & Atmaja, 2020). Tests can quantify the knowledge, skills, aptitudes, and capacities of people or organizations (Kurniawan & Puspitaningtyas, 2016). The test was carried out to increase student literacy through the GLS program

(Solihin et al., 2020), Apart from that, other data collection instruments such as questionnaires, interviews, observation, and documentation were also used in varying amounts, with the number of studies being 8, 9, 7, and 5 respectively. Figure 6 provides an overview of the preferences for using data collection instruments in the study. This information can help researchers understand trends using certain instruments and select instruments that suit their research needs. Using appropriate instruments will ensure valid and relevant data collection to answer the research questions.

Data Analysis
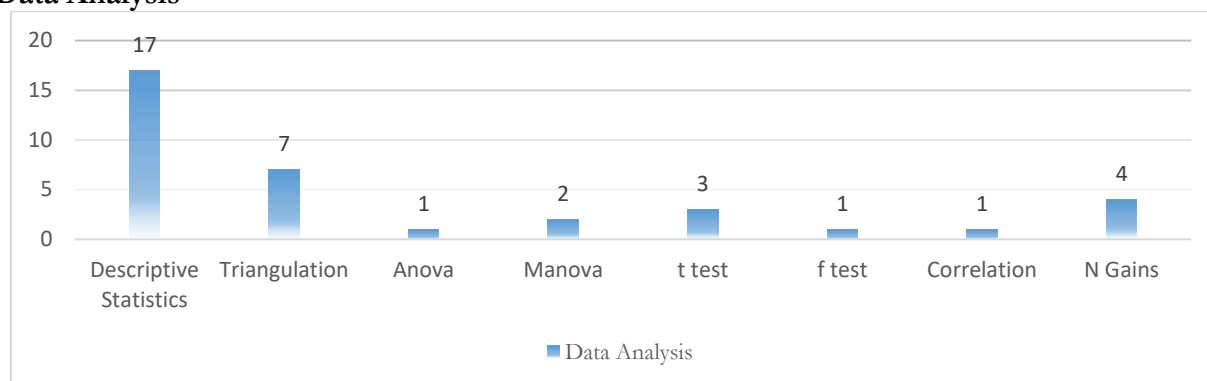
Figure 7
Data Analysis

Nasution (2017) explains that descriptive statistics data is easier to understand or read. Murphy (2021) also explains that significance tests become obvious in very large or very small samples, and all that matters is descriptive statistics. The triangulation method was also used in a significant number, namely 7 studies. Meanwhile, the Anova, Manova, t test, f test, correlation, and N Gain methods are used in a smaller study. Figure 7 provides an overview of preferences in selecting data analysis methods in research. This information can help researchers understand trends in the use of certain analytical methods and select methods that suit their research needs. Choosing the right analysis method will ensure accurate and relevant results to answer the research questions. In addition, an understanding of various data analysis methods can also help researchers better interpret and present research findings.

Findings

The conclusions of the numerous research outcomes can be regarded as follows, based on the analysis that has been done. Elementary school students' learning is significantly impacted by literacy. With the dedication of administrators, teachers, students, and other school personnel, the School Literacy Movement (GLS) has been effectively implemented in several schools (Yunianika & Suratinah, 2019; Anindya et al., 2019). Apart from the important role of schools in GLS, the role of the family is also an aspect that must be remembered. Sajawandi et al. (2021) states that there are four principles for a literate family, namely: 1) Availability of sufficient reading material. 2) A variety of texts tailored to the needs of young readers. 3) Interaction with literacy. 4) Sustainable and integrated operations. According to these guidelines, family literacy contacts are generally very high and are solely connected to official educational objectives; they have yet to be developed in an integrated or long-lasting manner. Although there are obstacles such as limited books and infrastructure and it has not been built in an integrated and sustainable manner (Mumpuni et al., 2021; Sajawandi et al., 2021; Sari et al., 2022; Yasa et al., 2022), GLS can increase students' reading interest and their literacy skills (Apriliana et al., 2022; Arini et al., 2020). Research conducted by Ekayani & Suwedawati (2023) added that students' need for reading material, their act of looking for it, their enjoyment of it, their interest in it, and their drive to read constantly may all be developed through GLS. Furthermore, it has been demonstrated that utilising interactive multimedia and inquiry-based learning models with scaffolding approaches can enhance students' scientific literacy and improve their science learning results

(Muliastrini et al., 2019; Suprianti et al., 2021). Apart from literacy skills, the inquiry learning model with scientific literacy has been proven to improve students' critical thinking skills with very good classification (Sutiani et al., 2021). STEM-based learning media and digital literacy also help increase student motivation and understanding in learning (Maula & Fatmawati, 2020; Sari et al., 2022), and this is consistent with the study. According to Mudra (2020), the advantages of digital literacy include enhancing the young students' writing, reading, speaking, and listening skills as well as their familiarity with real-world content, increased frequency of digital technology use, and increased online collaboration between teacher- and student-learners.

When considering both traditional ecological knowledge and Indonesian language literacy, field trip experiences and the adoption of an independent literacy curriculum substantially impact on students' literacy (Khofiyya et al., 2023; Sumarwati et al., 2021). According to Rijal et al. (2018) research, over 79% of students rated each field trip activity favourably, and assessments showed that students' environmental literacy was generally at a medium level. In the meanwhile, average behaviours and attitudes outweigh the knowledge and cognitive skill components. However, environmental education and distance learning through field trips need to be held in small groups as alternative learning during the pandemic (Kuswendi & Arga, 2020). Apart from that, increasing teacher competency in digital literacy and numeracy is a challenge that needs to be overcome (Atmojo et al., 2022; Suprawata & Riastini, 2022). Teachers need to develop digital literacy skills to be able to integrate technology in learning (Atmojo et al., 2022, 2023), while numeracy learning strategies and literacy assessments need to be considered in planning curricular activities (Rini et al., 2021; Rohmah et al., 2022).

In terms of developing reading materials and literacy media, it is proven that a balanced literacy approach, the use of Songung Jula-Juli media, and the use of digital literacy-based learning videos are effective in increasing student literacy (Cahyani & Jayanta, 2021; S. Ekawati et al., 2022; Ermerawati, 2019; Hamna & Ummah Bk, 2022; Limiansih et al., 2021; Naila et al., 2022; Primaniarta & Subrata, 2022; Setiyadi et al., 2019; Wijaya et al., 2019). To gain a deeper comprehension of the literacy movement's implementation and the impact of the Covid-19 pandemic on students' reading motivation, it is imperative to gather a varied range of data (Aziz et al., 2021; Mumpuni et al., 2021). The study's overall findings highlight the significance of literacy development across a range of primary school curriculum areas. Schools, instructors, students, and other relevant parties must work together to improve kids' literacy, awareness, and comprehension in the language, science, and technology.

Based on the research results presented, several findings can be drawn. First, in the analysis of the number of publications per year, we can see fluctuations in the number of publications from year to year. It can be seen that in 2020 there was a drastic decline in the number of publications, but in 2021 and 2022 there was a significant increase before decreasing again in 2023. Then, in the analysis of research types, quantitative research (Quan) is the type of research that is most frequently carried out, followed by qualitative research (Qual) and research with a mixed approach (Mix). RnD and PTK research has fewer numbers than other types of research. In the analysis of quantitative research types, TED and QED research are the most frequently conducted types of research, followed by SR and PED research. However, no studies have used OS, CR, and EPFD research types. Furthermore, in the analysis of research subjects, the research subjects of class IV students and teachers were the most researched research subjects. Other research subjects have fewer studies.

In the analysis of literacy sub-studies, the Science literacy sub-study is the focus of most research (Apriyani et al., 2021), followed by Literacy, Digital, Numeracy, Culture and General. However, no research focuses on the financial literacy sub-study. In the analysis of data collection instruments, it can be seen that tests are the most widely used instruments in research, followed by questionnaires, interviews, observation, and documentation. Finally, in analyzing data analysis methods, the descriptive statistical method is the most used.

However, in implementing GLS, there are obstacles such as limited books and infrastructure (Purwandari et al., 2020; Rasyidah et al., 2021; Wahyuningsih & Mustadi, 2019; Wijayanti et al., 2023). This indicates that schools need more to increase students' access to books and reading resources.

Additional studies demonstrate that enhancing students' scientific literacy abilities and science learning outcomes can be accomplished through interactive multimedia and inquiry learning models with scaffolding strategies (Muliastrini et al., 2019). Apart from that, STEM-based learning media and digital literacy can also help increase students' motivation and understanding in learning (Maula & Fatmawati, 2020; Sari et al., 2022). Apart from that, field trip experiences and the implementation of an independent literacy curriculum also have a significant influence on student literacy, both in the context of Traditional Ecological Knowledge (TEK) literacy and Indonesian (Khofiyya et al., 2023; Sumarwati et al., 2021). However, it is necessary to provide environmental education and distance learning through field trips in small groups to obtain optimal results. Environmental education can help students understand the importance of protecting the surrounding environment and make them agents of change who care about environmental issues (Kuswendi & Arga, 2020).

The study's conclusions offer insightful information about the significance of literacy in educational settings. By putting the School Literacy Movement into practice and utilizing inquiry-based learning approaches, STEM-based media and digital literacy, as well as field trip experiences, students can improve their literacy skills and gain a better understanding in various subjects. Apart from that, the implementation of an independent literacy curriculum and environmental education also makes a significant contribution in developing student literacy.

It is important to remember that the results of this study only include a number of articles that fit the author's criteria. There may be other studies that were not included in this analysis. Therefore, to gain a more comprehensive understanding, it is recommended to involve wider data sources and look at more research related on literacy in the context of student education at the elementary school level, followed by the triangulation method. Other methods such as Anova, Manova, t test, f test, correlation, and N Gain are used in smaller quantities.

These results support the notion that literacy is significant in elementary school student learning. Students' interest in reading and literacy levels has increased thanks in part to the School Literacy Movement (GLS). It has also been established that integrating interactive multimedia and inquiry-based learning models with scaffolding tactics can improve students' scientific literacy and science learning results. Digital literacy-based and STEM (science, technology, engineering, and mathematics) based-learning resources further improve students' motivation and understanding for learning. Field trip experiences and the implementation of an independent literacy curriculum also significantly influence student literacy.

CONCLUSION

Many inferences can be made based on the research findings and the discussion provided, including the following: First off, there is annual variation in the quantity of research papers. 2020 had a significant drop, which was followed by increases in 2021 and 2022 before another dip in 2023. The number of publications is increasing, although at an uneven pace. Second, the most common kind of research undertaken is quantitative research, followed by qualitative research. Research with a combined approach between qualitative and quantitative has a relatively small number of studies. Third, the research subjects most researched were fourth-grade students, followed by teachers. Some research subjects have a limited number of studies. Fourth, the most researched literacy sub-study is science, followed by reading and writing, digital and numeracy. No research was recorded in the financial literacy sub-study. Fifth, the most widely used data collection instrument is tests, followed by questionnaires, interviews, observation and documentation. Sixth, descriptive statistics is the most commonly used data analysis method, followed by triangulation. Other analytical methods are used in smaller quantities. Seventh, Literacy has a vital role in student learning at the elementary school level. GLS has been successfully implemented with the committed support of all parties at the school. The inquiry learning model, use of interactive media, and STEM and digital literacy approaches effectively increase students' literacy skills and motivation. Field trip experiences and the implementation of an independent literacy curriculum also positively effect on student literacy. Finally, teachers need to develop digital literacy and numeracy competencies, as well as pay attention to learning strategies and

literacy assessments. Developing reading materials and literacy media also plays an important role in increasing student literacy. Collaborative efforts are needed to develop literacy in various elementary school learning aspect.

DECLARATIONS

Author contribution	:	Asep Yudianto, as the main author, played an important role in conducting research and writing for this article, including collecting and analyzing data and writing most of the manuscript. Also ensure proper acknowledgment and citation for all resources used in research. Ali Mustadi, second author and supervisor, provided guidance and feedback during the research and writing process, and contributed to the writing of the article by helping formulate arguments and develop a writing framework. Siti Eshah Binti Mokhsein, third author, served as an independent reviewer, providing different perspectives and feedback to improve the quality of the article. Also contribute to article writing by helping validate research methods and data analysis. All of them have agreed to this final text.
Funding statement	:	-
Conflict of interest	:	Three authors declare that they have no competing interests.
Ethics Approval	:	The authors agrees to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Abraham, I., & Supriyati, Y. (2022). Desain Kuasi Eksperimen dalam Pendidikan: Literatur Review. *Jurnal Ilmiah Mandala Education*, *8*(3), 12-29. https://doi.org/10.58258/jime.v8i3.3800

Akfirat, O. N., & Kezer, F. (2016). A Program Implementation for the Development of Life Skills of Primary School 4th Grade Students. *Journal of Education and Practice*, *7*(35), 9–16.

Andini, I., Safitri, N. A. N., & Hendri. (2022). Analisis Efek Pandemi Covid-19 terhadap Pendidikan di Indonesia. *Jurnal Ilmu Komputer, Ekonomi dan Manajemen (JIKEM)*, *2*(1), 196–204.

Apriliana, A., Tatat Hartati, Dadang Sunendar, & Rahman. (2022). Literacy Learning in Early Grades: Teacher Thought on Teaching Literacy. *Jurnal Ilmiah Sekolah Dasar*, *6*(4), 592–602. https://doi.org/10.23887/jisd.v6i4.49994

Apriyani, Y., Supriyati, Y., & Margono, G. (2021). The Influence of Learning Models on Scientific Literacy in Physics Course: A Meta-Analysis Research. *International Journal of Science and Society*, *3*(4), 44–51. https://doi.org/10.54783/ijsoc.v3i4.392

Arini, N. W., Dibia, I. K., & Bayu, I. G. W. (2020). School Literacy Movement Enhancing Students' Writing Skills and Creative Thinking Skills. *Jurnal Ilmiah Sekolah Dasar*, *4*(4), 546–552. https://doi.org/10.23887/jisd.v4i4.29847

Atmojo, I. R. W., Ardiansyah, R., & Adi, F. P. (2023). The Level of Classroom Teacher Digital Literacy in The Technology Dimension of The Instant Digital Competence Assessment (IDCA). *Mimbar Sekolah Dasar*, *10*(1), 165-180.

Atmojo, I. R. W., Ardiansyah, R., & Wulandari, W. (2022). Classroom Teacher's Digital Literacy Level Based on Instant Digital Competence Assessment (IDCA) Perspective. *Mimbar Sekolah Dasar*, *9*(3), 431–445. https://doi.org/10.53400/mimbar-sd.v9i3.51957

Aziz, R., Susanto, D., Safitri, S. I., Mazida, L. I., & Wijaya, T. (2021). Literacy Learning Problems: Developing the Character of Reading Fondness in Elementary School Students During the Covid-19. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, *11*(2), 1-10. https://doi.org/10.25273/pe.v11i2.10221

Bejaković, P., & Mrnjavac, Ž. (2020). The Importance of Digital Literacy on the Labour Market. *Employee Relations: The International Journal*, *42*(4), 921–932. https://doi.org/10.1108/ER-07-2019-0274

Bomer, R., Land, C. L., Rubin, J. C., & Van Dike, L. M. (2019). Constructs of Teaching Writing in Research About Literacy Teacher Education. *Journal of Literacy Research*, *51*(2), 196–213. https://doi.org/10.1177/1086296X19833783

Boyle, S. A., McNaughton, D., & Chapin, S. E. (2019). Effects of Shared Reading on the Early Language and Literacy Skills of Children with Autism Spectrum Disorders: A Systematic Review. *Focus on Autism and Other Developmental Disabilities*, *34*(4), 205–214. https://doi.org/10.1177/1088357619838276

Cahyani, N. L. P., & Jayanta, I. N. L. (2021). Digital Literacy-Based Learning Video on The Topic of Natural Resources and Technology for Grade IV Elementary School. *Jurnal Ilmiah Sekolah Dasar*, *5*(3), 538-548. https://doi.org/10.23887/jisd.v5i3.37918

Carroll, J. M., Holliman, A. J., Weir, F., & Baroody, A. E. (2019). Literacy Interest, Home Literacy Environment and Emergent Literacy Skills in Preschoolers. *Journal of Research in Reading*, *42*(1), 150–161. https://doi.org/10.1111/1467-9817.12255

Conard, S. (2019). Best Practices in Digital Health Literacy. *International Journal of Cardiology*, *292*, 277–279. https://doi.org/10.1016/j.ijcard.2019.05.070

Daud, M. H., & Kaleka, M. B. U. (2020). Analisis Kesulitan bagi Guru IPA untuk Melakukan Penelitian Tindakan Kelas (PTK). *Optika: Jurnal Pendidikan Fisika*, *3*(02), 36–42. https://doi.org/10.37478/optika.v3i02.502

Ekawati, R., Susanti, S., & Chen, J.-C. (2020). Primary Students' Mathematical Literacy: A Case Study. *Infinity Journal*, *9*(1), 49-58. https://doi.org/10.22460/infinity.v9i1.p49-58

Ekawati, S., Rukayah, & Suryandari, K. C. (2022). The Development of Balanced Literacy Approach-Based Reading Material for Students of Elementary School. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, *12*(2), 187–198. https://doi.org/10.25273/pe.v12i2.13956

Ekayani, N. L., & Suwedawati, G. A. K. A. (2023). Implementation of the School Literacy Movement (GLS) in Growing Reading Interest of The Students. *International Journal of Multidisciplinary Sciences*, *1*(2), 205–217. https://doi.org/10.37329/ijms.v1i2.2279

El Islami, R. A. Z., & Nuangchalerm, P. (2020). Comparative Study of Scientific Literacy: Indonesian and Thai Pre-Service Science Teachers Report. *International Journal of Evaluation and Research in Education (IJERE)*, *9*(2), 261-268. https://doi.org/10.11591/ijere.v9i2.20355

Ermerawati, A. B. (2019). The Application of Let's Read! In Extensive Reading Class: Integrating Mall and Task-Based Learning. *Mimbar Sekolah Dasar*, *6*(3), 317–329. https://doi.org/10.17509/mimbar-sd.v6i3.20870

Freire, P., & Macedo, D. P. (1987). *Literacy: Reading the Word & The World*. Routledge & Kegan Paul.

Gopalan, M., Rosinger, K., & Ahn, J. B. (2020). Use of Quasi-Experimental Research Designs in Education Research: Growth, Promise, and Challenges. *Review of Research in Education*, *44*(1), 218–243. https://doi.org/10.3102/0091732x20903302

Hafifah, G. N., & Sulistyo, G. H. (2020). Teachers' ICT Literacy and ICT Integration in ELT in the Indonesian Higher Education Setting. *Turkish Online Journal of Distance Education*, *21*(3), 186–198. https://doi.org/10.17718/tojde.762050

Haliz, V. N., & Nanggala, A. (2023). Pengaruh Media Pembelajaran pada Gerakan Literasi pada Anak Sekolah Dasar Kelas Rendah DI SDN 258 Sukarela. *Innovative: Journal of Social Science Research*, *3*(2), 3857–3868. http://j-innovative.org/index.php/innovative/article/view/769

Hamna, H., & Ummah Bk, Muh. K. (2022). Science Literacy in Elementary Schools: A Comparative Study of Flipped Learning and Hybrid Learning Models. *Profesi Pendidikan Dasar*, *9*(2), 132–147. https://doi.org/10.23917/ppd.v9i2.19667

Hasanah, U., & Silitonga, M. (2020). *Implementasi Gerakan Literasi Sekolah Dasar*. Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan.

He, H., Luo, W., Gong, Y., Berson, I. R., & Berson, M. J. (2023). Digital Financial Literacy of Young Chinese Children in Shanghai: A Mixed Method Study. *Early Education and Development*. *35*(1), 57-76 https://doi.org/10.1080/10409289.2023.2208011

Husna, A. F., & Supriyanto, A. (2021). Implementasi Gerakan Literasi Sekolah di Sekolah Dasar pada Masa Pandemi Covid-19. *Journal of Practice Learning and Educational Development*, *1*(3), 87–93. https://doi.org/10.58737/jpled.v1i3.3

Ika Tri Yunianika & Suratinah. (2019). Implementasi Gerakan Literasi Sekolah di Sekolah Dasar Dharma Karya Universitas Terbuka. *Jurnal Ilmiah Sekolah Dasar*, *3*(4), 497-503. https://ejournal.undiksha.ac.id/index.php/JISD/index

Kertih, I. W., Widiana, I. W., & Suwela Antara, I. G. W. (2023). The Phenomena of Learning Loss Experienced by Elementary School Students During the Covid-19 Post Pandemic. *Emerging Science Journal*, *7*(2), 201–213. https://doi.org/10.28991/ESJ-2023-SPER-014

Khofiyya, A. N., Mirnawati, L. B., & Setiawan, F. (2023). Literacy Read and Write in the Application of the Independent Curriculum. *Jurnal Ilmiah Sekolah Dasar*, *7*(1), 114–121. https://doi.org/10.23887/jisd.v7i1.56644

Kinslow, A. T., Sadler, T. D., & Nguyen, H. T. (2019). Socio-Scientific Reasoning and Environmental Literacy in a Field-Based Ecology Class. *Environmental Education Research*, *25*(3), 388–410. https://doi.org/10.1080/13504622.2018.1442418

Kurniawan, A. W., & Puspitaningtyas, Z. (2016). *Metode Penelitian Kuantitatif* (1st Ed.). Pandiva Buku.

Kuswendi, U., & Arga, H. S. P. (2020). Developing Primary School Students' Environmental Literacy by Utilizing Scraps. *Mimbar Sekolah Dasar*, *7*(2), 198–215. https://doi.org/10.17509/mimbar-sd.v7i2.26497

Limiansih, K., Sumarah, I. E., & Erviana, V. D. (2021). Developing Pictorial Storybook on Alternative Energy for Primary School. *Profesi Pendidikan Dasar*, *8*(1), 1–14. https://doi.org/10.23917/ppd.v8i1.13460

Lukman, Indah, Ika, & Dkk. (2020). *Mengukur Capaian Program Gerakan Literasi Sekolah (GLS): Merumuskan Instrumen Evaluasi untuk Memajukan Literasi* (1st Ed.). Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan.

Madani, R. A. (2019). Analysis of Educational Quality, A Goal of Education for All Policy. *Higher Education Studies*, *9*(1), 100-112. https://doi.org/10.5539/hes.v9n1p100

Marsitah, I., Annisa, C. N., Yani, S., Oktari, E., & Rainapia, R. (2023). Pelatihan Literasi dalam Meningkatkan Kemampuan Karya Tulis Ilmiah pada Anak Di SD 22 Peusangan. *Multidisiplin Pengabdian Kepada Masyarakat*, *2*(03), 53–58. https://ejournal.seaninstitute.or.id/index.php/pkm/article/view/1411

Maula, N. R., & Fatmawati, L. (2020). Pengembangan Media Pembelajaran Kayaku (Kayanya Alam Negeriku) Berbasis STEM Kelas IV Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, *4*(1), 97-105. https://doi.org/10.23887/jisd.v4i1.22351

Mudra, H. (2020). Digital Literacy Among Young Learners: How Do Efl Teachers and Learners View its Benefits and Barriers? *Teaching English with Technology: IATEFL Poland Computer Special Interest Group & University of Nicosia*, *20*(3), 3–24. https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-b96ae22d-d0db-4654-8326-ff613391cb2a

Muliastrini, N. K. E., Nyoman, D., & Rasben, D. G. (2019). Pengaruh Model Pembelajaran Inkuiri dengan Teknik Scaffolding terhadap Kemampuan Literasi Sains dan Prestasi Belajar IPA. *Jurnal Ilmiah Sekolah Dasar*, *3*(3), 254–262. https://doi.org/10.23887/jisd.v3i3.14116

Mumpuni, A., Kurniawan, P. Y., Nurbaeti, R. U., Fadillah, A. N., Yuliyanti, M., & Indriyani, N. (2021). Implementation of the School Literacy Movement During the Covid-19 Pandemic. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, *11*(1), 75. https://doi.org/10.25273/pe.v11i1.7928

Murphy, K. R. (2021). In Praise of Table 1: The Importance of Making Better Use of Descriptive Statistics. *Industrial and Organizational Psychology*, *14*(4), 461–477. https://doi.org/10.1017/iop.2021.90

Naila, I., Ridlwan, M., & Nurdianah, L. (2022). Using Ecl Media to Improve Information Literacy of Islamic Elementary School Students. *Mimbar Sekolah Dasar*, *9*(2), 289–302. https://doi.org/10.53400/mimbar-sd.v9i2.44819

Napitupulu, D. (2023). Evaluasi Implementasi Program Gerakan Literasi Sekolah di Sekolah Dasar. *Khazanah Pendidikan*, *17*(1), 262–270. https://doi.org/10.30595/jkp.v17i1.16331

Nasution, L. M. (2017). Statistik Deskriptif. *Jurnal Hikmah*, *14*(1), 12-34.

OJK. (n.d.). Literasi Keuangan bagi Anak Usia Dini: Apa Pentingnya? *OJK*. Retrieved 10 November 2023, from https://sikapiuangmu.ojk.go.id/FrontEnd/CMS/Article/20629

Osmanović Zajić, J., & Maksimović, J. (2022). Quasi-Experimental Research as an Epistemological-Methodological Approach in Education Research. *International Journal of Cognitive Research In Science, Engineering and Education (Ijcrsee)*, *10*(3), 177–183. https://doi.org/10.23947/2334-8496-2022-10-3-177-183

Primaniarta, M. G., & Subrata, H. (2022). Development of Kidung Jula-Juli as a Media for Children's Literac. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, *12*(2), 174–186. https://doi.org/10.25273/pe.v12i2.12947

Purwandari, S., Awaliya, E. M., & Anisah. (2020). Library Management in The Implementation of School Literacy Movement in Primary Schools. *Proceedings of the 1st Borobudur International Symposium on Humanities, Economics and Social Sciences (Bis-Hess 2019)*, 904–908. https://doi.org/10.2991/assehr.k.200529.190

Purwanto, A., Rugaiyah, & Madhakomala. (2023). Studi Literatur: Efektivitas Gerakan Literasi dalam Meningkatkan Sumber Daya Peserta Didik di Sekolah Dasar. *Jurnal Ilmu Sosial dan Humaniora*, *2*(1), 122–129. https://doi.org/10.55123/sosmaniora.v2i1.1768

Rasi, P., Vuojärvi, H., & Ruokamo, H. (2019). Media Literacy for All Ages. *Journal of Media Literacy Education*, *11*(2), 1–19. https://doi.org/10.23860/jmle-2019-11-2-1

Rasyidah, I., Rini, T. A., & Arafik, Muh. (2021). *How is the School Literature Movement (GLS) Implemented During Pandemic in Elementary School?* 139–145. https://doi.org/10.2991/assehr.k.211210.023

Rijal, M., Saefudin, & Amprasto. (2018). Field Trip Method as an Effort to Reveal Student Environmental Literacy on Biodiversity Issue and Context. *Journal of Physics: Conference Series*, *1013*, 012020. https://doi.org/10.1088/1742-6596/1013/1/012020

Rini, T. A., Cholifah, P. S., Nuraini, N. L. S., & Margetts, K. (2021). Readiness Of Elementary Teachers in Minimum Competency Assessment: Teachers' Competence in Arranging Literature and Numeration Tests. *Profesi Pendidikan Dasar*, *8*(2), 156–169. https://doi.org/10.23917/ppd.v8i2.16157

Rodriguez Brito, G., F. Ribeiro, C., L. D. Fernandes, P., O. Julião, B., R. Alves, R. J., & G. Seabra, A. (2023). Fluência de Leitura, Reconhecimento de Palavras E Compreensão Leitora Em Alunos do 4º Ao 9º Ano do Ensino Fundamental: Revisão Sistemática. *Avances En Psicología Latinoamericana*, *40*(3), 123-136. https://doi.org/10.12804/revistas.urosario.edu.co/apl/a.10533

Rohmah, A. N., Sutama, S., Hidayati, Y. M., Fauziati, E., & Rahmawati, L. E. (2022). Planning For Cultivation Numerical Literacy in Mathematics Learning for Minimum Competency Assessment (AKM) in Elementary Schools. *Mimbar Sekolah Dasar*, *9*(3), 503–516. https://doi.org/10.53400/mimbar-sd.v9i3.51774

Rosmery, M. R., & Simorangkir. (2023). Evaluative Study of The Effectiveness of The School Literacy Movement in High Schools. *International Journal of Research and Review*, *10*(2), 916–922. https://doi.org/10.52403/ijrr.202302109

Rowsell, J. (2015). *The Routledge Handbook of Literacy Studies* (1st Ed.). Routledge. https://doi.org/10.4324/9781315717647

Sajawandi, L., Syaefudin Saud, U., & Musthafa, B. (2021). Family Readiness Profiles in Implementing School Literacy Movement to Form Literate Generation: A Qualitative Study on Parents of Elementary School Students. *Icliqe 2021: Proceeding of the 5th International Conference on Learning Innovation and Quality Education*, 1–5. https://doi.org/10.1145/3516875.3516901

Sari, D. I. P., Prayitno, H. J., Rahmawati, L. E., & Prastiwi, Y. (2022). Culture of Digital Literacy in Thematic Learning at The Basic Education Level. *Jurnal Ilmiah Sekolah Dasar*, *6*(3), 467–475. https://doi.org/10.23887/jisd.v6i3.46334

Satgas Gerakan Literasi Sekolah Kemendikbud. (2019). *Desain Induk Gerakan Literasi Sekolah* (II). Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.

Segundo Marcos, R. I., López Fernández, V., Daza González, M. T., & Phillips-Silver, J. (2020). Promoting Children's Creative Thinking Through Reading and Writing in A Cooperative Learning Classroom. *Thinking Skills and Creativity*, *36*, 100663. https://doi.org/10.1016/j.tsc.2020.100663

Sendari, A. A. (2023, Mei). Kuantitatif Adalah Jenis Penelitian, Ketahui Kelebihan dan Kekurangannya. *Liputan 6*. https://www.liputan6.com/hot/read/5299668/kuantitatif-adalah-jenis-penelitian-ketahui-kelebihan-dan-kekurangannya?page=6

Setiyadi, R., Kuswendi, U., & Ristiana, M. G. (2019). Learning of Reading Comprehension Through Reading Workshop in the Industry 4.0. *Mimbar Sekolah Dasar*, *6*(2), 160-173.

Shaffer, J. F., Ferguson, J., & Denaro, K. (2019). Use of the Test of Scientific Literacy Skills Reveals That Fundamental Literacy is an Important Contributor to Scientific Literacy. *Cbe—Life Sciences Education*, *18*(3), ar31. https://doi.org/10.1187/cbe.18-12-0238

Siahaan, M. (2020). Dampak Pandemi Covid-19 terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*, *1*(1), 73–80. https://doi.org/10.31599/jki.v1i1.265

Singer, J. D. (2019). Reshaping the Arc of Quantitative Educational Research: It's Time to Broaden Our Paradigm. *Journal of Research on Educational Effectiveness*, *12*(4), 570–593. https://doi.org/10.1080/19345747.2019.1658835

Smith, K. V., Loughran, J., Berry, A., & Dimitrakopoulos, C. (2012). Developing Scientific Literacy in a Primary School. *International Journal of Science Education*, *34*(1), 127–152. https://doi.org/10.1080/09500693.2011.565088

Solihin, L., Pratiwi, I., Hijriani, I., & Sudrajat, U. (2020). *Mengukur Capaian Program Gerakan Literasi Sekolah (GLS): Merumuskan Instrumen Evaluasi Untuk Memajukan Literasi*. Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan.

Sukendra, I. K., & Atmaja, I. K. S. (2020). *Instrumen Penelitian*. Mahameru Press.

Sukma, E., Ramadhan, S., & Indriyani, V. (2020). Integration of Environmental Education in Elementary Schools. *Journal of Physics: Conference Series*, *1481*(1), 012136. https://doi.org/10.1088/1742-6596/1481/1/012136

Sumarwati, S., Suryanto, E., Slamet, S., & Wati, M. A. (2021). Field Trip and its Effect on Traditional Ecological Knowledge Literacy During the Covid-19 Pandemic in Rural Primary School. *Jurnal Ilmiah Sekolah Dasar*, *5*(4), 688. https://doi.org/10.23887/jisd.v5i4.39870

Suparya, I. K., Suastra, I. W., & Arnyana, I. B. P. (2022). Rendahnya Literasi Sains: Faktor Penyebab dan Alternatif Solusinya. *Jurnal Ilmiah Pendidikan Citra Bakti*, *9*(1), 153–166. http://jurnalilmiahcitrabakti.ac.id/jil/index.php/jil/article/view/580

Suprawata, I. G., & Riastini, P. N. (2022). Gender And Educational Level: Analysis of Elementary School Teacher Numerical Skills. *Jurnal Ilmiah Sekolah Dasar*, *6*(2), 236–243. https://doi.org/10.23887/jisd.v6i2.42501

Suprianti, D., Munzil, M., Hadi, S., & Dasna, I. W. (2021). Guided Inquiry Model Assisted with Interactive Multimedia Influences Science Literacy and Science Learning Outcomes. *Jurnal Ilmiah Sekolah Dasar*, *5*(3), 415-429. https://doi.org/10.23887/jisd.v5i3.38802

Susetyarini, E., & Fauzi, A. (2020). Trend of Critical Thinking Skill Researches in Biology Education Journals Across Indonesia: From Research Design to Data Analysis. *International Journal of Instruction*, *13*(1), 535–550. https://doi.org/10.29333/iji.2020.13135a

Susilawati, S., Sardin, & Sulistiono, E. (2015). The Effectiveness of the Ten Minutes Reading Movement (Excellent) In Developing the Literature of Family Members (Case Study on The Family of "Gemas" Participants in Cigending Village). *Open Journal of Social Sciences*, *3*(12), 134–141. https://doi.org/10.4236/jss.2015.312014

Sutiani, A., Situmorang, M., & Silalahi, A. (2021). Implementation of an Inquiry Learning Model with Science Literacy to Improve Student Critical Thinking Skills. *International Journal of Instruction*, *14*(2), 117–138. https://doi.org/10.29333/iji.2021.1428a

Suyadi, S., Selvi, I. D., Sibawaihi, S., Zahroh, U., & Muassomah. (2023). Children's Future Adversity: Learning Loss Risk During Online Learning in Covid-19 Pandemic. *International Journal of Instruction*, *16*(2), 457–478. https://doi.org/10.29333/iji.2023.16225a

Tompkins, G. E. (2017). *Literacy for the 21st Century: A Balanced Approach* (Seventh Edition). Pearson.

Wahyuningsih, S., & Mustadi, A. (2019). The Implementation of Gerakan Literasi Sekolah (GLS) Program in Elementary School. *KNE Social Sciences*, 568–580. https://doi.org/10.18502/kss.v3i17.4684

Wijaya, A. S. D., Suhardi, S., & Mustadi, A. (2019). Aksesibilitas Kemampuan Literasi Media Siswa Sekolah Dasar. *Profesi Pendidikan Dasar*, *1*(1), 1–10. https://doi.org/10.23917/ppd.v1i1.7787

Wijayanti, S. H., D.W., M. T. W., Baskoro, J. T., Manalu, M. T., & Cita, L. N. (2023). The School Literacy Movement in Elementary School: From Pre-Pandemic to Post-Pandemic Covid-19. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, *15*(1), 189–202. https://doi.org/doi: 10.37680/qalamuna.v15i1.2388

Williams, P., Morton, J. K., & Christian, B. J. (2022). Enhancing Financial Literacy in Children 5–12 Years Old Using Authentic Learning Within a School Market Garden Programme. *EDUCATION 3-13*, *50*(3), 361–374. https://doi.org/10.1080/03004279.2020.1851741

Winarni, E. W., Hambali, D., & Purwandari, E. P. (2020). Analysis of Language and Scientific Literacy Skills for 4th Grade Elementary School Students Through Discovery Learning and ICT Media. *International Journal of Instruction*, *13*(2), 213–222. https://doi.org/10.29333/iji.2020.13215a

Wulandari, F. A. (2020). Relevance of National Literacy Movement, School Literacy Movement with Strengthening Character Education on MI Subject Matter. *AIUA: Jurnal of Islamic Education*, *2*(1), 93-104.

Yasa, I. M. W., Budi Wijaya, I. K. W., Indrawan, I. P. O., Muliani, N. M., & Darmayanti, N. W. S. (2022). The Implementation Profile of The Science Literacy Movement in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, *6*(2), 319–330. https://doi.org/10.23887/jisd.v6i2.45174

Yıldız, M., Yıldırım, K., Ate, S., & Çetinkaya, Ç. (2009). An Evaluation of The Oral Reading Fluency of 4th Graders with Respect to Prosodic Characteristic. *International Journal of Human Sciences*, *6*(1), 353-360.

Yunita Anindya, E. F., Suneki, S., & Purnamasari, V. (2019). Analisis Gerakan Literasi Sekolah pada Pembelajaran Tematik. *Jurnal Ilmiah Sekolah Dasar*, *3*(2), 238-249. https://doi.org/10.23887/jisd.v3i2.18053

Humor Techniques in a Collection of Anecdotal Texts from *dari Canda Nabi dan Sufi Sampai Kelucuan Kita* by Mustofa Bisri

(Teknik Humor dalam Kumpulan Teks Anekdot *Dari Canda Nabi dan Sufi Sampai Kelucuan Kita* Karya Mustofa Bisri)

Toat Abdaul Islami*
Universitas Sebelas Maret,Indonesia
abdaultoat@student.uns.ac.id

Andayani
Universitas Sebelas Maret, Indonesia
andayani@staff.uns.ac.id

Muhammad Rohmadi
Universitas Sebelas Maret, Indonesia
mamad_r76@staff.uns.ac.id

*Corresponding author: Toat Abdaul Islami | email: abdaultoat@student.uns.ac.id

Abstract: The realization of humor texts can be used to examine anecdotal texts in order to make new findings from the perspective of linguistics and humor. Sufi humor is the basis of the anecdote text chosen because it contains references to religious messages, history, and the condition of past society. This study aims to identify humor techniques and their functions in the anecdotal texts From the Jokes of the Prophet and Sufis to Our Jokes by Mustofa Bisri. The research approach applied is content analysis with Berger's Logic Humor Technique. The data sources are 5 anecdotal texts that contain logical humor from 70 texts in From the Jokes of the Prophet and Sufi to Our Jokes by Mustofa Bisri. Purposing sampling was used for sampling technique. The data collection used document analysis, while the data validity test used theoretical triangulation. The data analysis used a flowing model. The results showed four logical humor techniques in the anecdotal texts From the Jokes of Prophets and Sufis to Our Jokes by Mustofa Bisri, namely ignorance, repetition, absurdity, and mistake. In addition, the humor logic used focuses on the mindset and ridiculous actions performed by the characters in the anecdote text. Logic in humor is different from the logic generated from ordinary human thinking so that jokes can be produced. The results of this study can be used as Sufi literacy media in the world of education. Logical humor techniques are reinforced by psychological findings that point to the absurd thinking and actions performed by the characters. he study about anecdotal texts from *Dari Canda Nabi & Sufi sampai Kelucuan Kita* can be the learning recourse reference for the students and the society in general. Hopefully, the application of the humor technique in the anecdotal text study can be the study reference for similar humir study so that the anecdotal text study is not limited on its learning method, but the students can comprehend the essence, structure, and humor technique stated in the anecdotal texts.

Keywords anecdote, logic, technique, sufis

Abstrak: Realisasi teks humor dapat direalisasikan untuk menelaah teks anekdot agar menjadi temuan yang baru pada perspektif linguistik dan humor. Humor sufi menjadi landasan teks anekdot yang dipilih karena berisi rujukan pesan agama, sejarah, dan kondisi masyarakat waktu silam. Tujuan penelitian ini adalah untuk mengidentifikasi teknik humor dan fungsinya dalam teks anekdot *Dari Canda Nabi dan Sufi Sampai Kelucuan Kita* Karya Mustofa Bisri. Pendekatan penelitian yang diterapkan analisi isi dengan teknik humor logika Berger. Yang menjadi sumber data adalah 5 teks anekdot yang memuat humor logika dari 70 teks yang ada dalam *Dari Canda Nabi dan Sufi Sampai Kelucuan Kita* ciptaan Mustofa Bisri. Jadi, pengambilan sampelnya adalah teknik *purposing sampling*. Pengumpulan datanya menggunakan analisis dokumen, sedangkan uji validitas data menggunakan triangulasi teori. Analisis datanya menggunakan model mengalir. Hasil penelitian menunjukkan empat teknik humor logika dalam teks anekdot *Dari Canda Nabi dan Sufi Sampai Kelucuan Kita Karya Mustofa Bisri*, yaitu ketidaktahuan, pengulangan, absurditas, dan kesalahan. Selain itu humor logika yang digunakan menitikberatkan pada pola pikir dan tindakan-tindakan konyol yang dilakukan oleh karakter dalam teks anekdot. Logika dalam humor berbeda dengan logika yang ditimbulkan dari pemikiran manusia awam sehingga lelucon dapat dihasilkan. Hasil penelitian ini dapat digunakan sebagai media literasi sufi pada dunia pendidikan**.** Teknik humor logika diperkuat dengan temuan-temuan psikologi menitikberatkan pada pola pikir dan tindakan-tindakan konyol yang dilakukan oleh karakter. Kajian humor terhadap teks anekdot *Dari Canda Nabi & Sufi sampai Kelucuan Kita* dapat menjadi referensi sumber belajar bagi peserta didik dan masyarakat umum. Kajian teks anekdot dengan mengaplikasikan pemakaian teknik humor diharapkan menjadi rujukan penelitian humor yang serupa agar penelitian teks anekdot tidak terbatas pada metode pembelajarannya saja. Namun, peserta didik memahami hakikat, struktur, dan teknik humor yang tersemat dalam teks anekdot.

Kata Kunci anekdot, logika, sufi, teknik humor

INTRODUCTION

Humor has always been present in all aspects of human life continuing to grow and develop in daily activities (Martin dan Kuiper dalam (Martin, 2006; Pedrazzini & Scheuer, 2018). Humor has a broader association than the term of humor itself. The term in question contains satire, irony, and parody. In addition, there is a term that is more closely related to comedy as a performance of humor which differs from the definition of humor itself (Perret, 1994). Humor can cause fear and arrogancy disappear, yet creativity arouses based on the place and time (Jennifer Aaker, 2018).

Research conducted by Mcdonald (2012) explains that the function of humor is as a lubricant for people's social life. The basic purpose of the evolution of humor and laughter is to facilitate cooperation between people in their relationships with each other. Humor can also function as a stress reliever, support friendship between strangers, and even relieve tension in group chaos (Carroll, 2014; Sa'diyah, 2022). Humor can have the capacity to reveal unique human qualities. To the extent that humans can understand all forms of humor, humans can better understand one of the unique features of other human conditions (Rappoport, 2005; Sover, 2014). However, humor can become a bad thing if it is used to increase a group's sense of superiority by racism against other groups (Roeswan & Panjaitan, 2021).

Humor is related to human religiosity as religious people. The relationship between humor and religion is not widely analyzed theoretically and empirically. Humor and religion are interrelated because of the context and topics that surround them (Marwan, 2018; Travlos & Travlos, 2022). Ancient cultures of the past show that humor was related to belief systems or religions. This is proven by the discovery of ancient Egyptian tombs with the formation of cute monuments (Murashko, 2021). In the 20th century, humor became popular culture in America with discussions of major issues such as politics and Judaism as a source of jokes.

The essence of humor itself, etymologically in the 16th century, comes from the word humor which means the fluid in the human body that determines the stimulus for laughter (Ruch, 1998). The definition of humor is differentiated from joke. Joke generally consists of a setup, which presents a situation in which narrative events develop, followed by a punch line, which usually appears at the end of the text (Attardo, 2014). Humor can be defined as anything that entertains normal subjects in abnormal conditions (Orlov, 2021). Approaches to humor are traditionally divided into superiority theory, incongruity theory, and helping theory (Morreall, 2009). Superiority theory brings humor closer to laughter as a result of the superiority of a party with a higher status over another party with a lower status (Mcdonald, 2012). This humor can occur in relationships between different religious groups (Ott & Schweizer, 2018). In their findings, humor can be appreciated because it is affiliated with one's group. The study in this paper will get closer to the theory of incongruity in a joke object in anecdotal texts which so far has never been related to the three basic humor theories. According to Attardo, (2017) humor study is an integrated scientific discipline of psychology, language and philosophy. Humor is used in the sub-study of science itself and can also be used to enrich the repertoire of other scientific disciplines such as psychology, literature, politics, culture, and so on.

In psychological aspect, study on humor can be seen in the findings of (Aharoni, 2020; Sulejmanov et al., 2018; Burmeister & Carels, 2020). Psychological analysis in humor will be used in this study to examine the logical function of the humor techniques. The findings of Dionigi & Canestrari (2018) pointed the use of humor by therapists and clients in cognitive therapy. As a result, there are various humor methods used in therapy, for example hyperbole and repetition. The use of humor in psychology can increase closeness between clients and psychologists. This study can certainly show the benefits of humor in the field of psychology which intersects with linguistics,

namely hyperbole and repetition. Another humor study in psychology was conducted by (Scheel et al., 2017). The results of the study suggest that humor on a work environment scale can increase a good mood for employees. The stress and emotional demands of work placed on workers should also be given time to rest with humor so that human resources and social ties between workers can be better established than before. Dynel (2011) explained how humor is a medicine to fight unpleasant feelings such as shame or pain. Not all humor is humorous in its implementation because not all forms of entertainment objects are humor. Entertainment objects must be intended to be entertaining and funny in order to be humorous (Roberts, 2019).

In the linguistic aspect, the study of humor can be linked to the study of pragmatics (Dynel, 2011). The relationship between humor and pragmatics can be studied in the aspects of word play, the use of figures of speech in communication, and maxim violations themselves (Attardo, 1994). Several studies on pragmatics as a humor study can be found in several studies (Inya & Inya, 2018; Dynel & Poppi, 2019; Tsami, 2019; Wibisono, 2020; 'Afiif et al., 2021; Usman & Fauzan, 2020). These studies link the use of humor in conversation or speech as the object. Humor is closely related to satire and irony. Irony and satire have a nobler value and more didactic goals, while irony is critical and pessimistic (Nicolson, 1946). However, study of linguistic humor is still limited to pragmatic theory, while the humor techniques analyzing an anecdotal text have not been studied. Anecdotal texts refer toan object of verbal humors that signify the use of language tools (such as games and words that rely on similar speech or the form of riddles). Language games have been studied in teaching methods for morphology courses with the aim of improving student achievement (Kinanti & Nurdahlia, 2018). Humor can be used as a persuasive medium for society by utilizing anecdotal texts (Nurdianto & Setiari, 2021). Thats study cannot fully summarize how humorous discourse is studied in the form of text analysis in the form of comprehensive humor techniques. In this case, humor is studied at the linguistic level. In this study, the analysis of the humor technique used is the logical humor technique which highlights the understanding of a character's thought patterns.

Verbal humor can be done through a standup comedy performance which utilizes speech acts in its delivery as in the findings of (Aarons & Mierowsky, 2017; Al-Jabri et al., 2023). The length of verbal humor pieces can vary from very short, for example one sentence, to very long, such as funny novels (Attardo, 2014). he data source processed in this paper refers to the verbal form, namely a collection of anecdotal texts in the book *Dari Canda Nabi dan Tawa Sufi sampai Kelucuan Kita* by (Bisri, 2016). This study is an alternative to studying verbal humor through text or non-verbally, as in the verbal humor research findings above. Speech or verbal forms in anecdotal texts are the basis for using the linguistic side in the process of studying humorous texts. Logic humor cannot be separated from the form of a character's words, even though the main source is understanding the character's mindset.

Based on the findings above, the aim of this study is to identify humor techniques Berger (2011) in anecdotal discourse. Humor techniques are divided into four parts, namely identity, logic, language and visual phenomenon. Because anecdote text is verbal humor in written form, the humor techniques used are logic and language (Berger, 2017). The use of proprietary language techniques Berger (2017) was studied by Rochmawati (2017) who combined pragmatic strategies and rhetorical techniques in English jokes. Humor techniques can include pun, satire, sarcasm, and so on. This study provides new insights into anecdotal text analysis, but humor techniques have not been used in the study. Thus,it is deemed important to apply humor techniques in examining anecdotal texts.

Editorials regarding the definition and anatomy of anecdotal texts have not yet been found in research (Satiyoko, 2019). This study uses anecdote as a method in literacy, not as the essence of its formation. Therefore, the techniques contained or the structure of text creation need to be studied in more depth. This study seeks to reveal humor techniques that are implemented in a collection of anecdotal texts so that they can become reference teaching materials for students.

Research on anecdotal texts has been studied by (Wardani et al., 2017). The results of the study are the teaching materials from anecdotal texts contain local characters and wisdom. The research seeks to describe construction and meaning, both textually and contextually. In addition, researchers

tested the suitability of an anecdotal text that was analyzed as a reference source for student learning. The similarity with the study carried out by the author is in the reference material although the novelty of the anatomy or humor technique itself has not been studied in detail. Research about anecdotes on learning has also been conducted by several researchers (Manshur et al., 2018; Pantow et al., 2021; Muchson et al., 2023). The study of anecdotal texts in the learning process continues to be developed from time to time. The research was continued by (Sobari & Ramadhan, 2020). Previous research focused on character content in anecdotal texts (Wardani et al., 2017), while the research of (Sobari & Ramadhan, 2020) aimed to improve the practical ability to write anecdotal texts by utilizing discovery learning. . The method used in learning anecdotal texts was also carried out by Hasminur, et al., (2022). However, hese studies did not focus on analyzing humor techniques to examine anecdotal texts with the aim the production of anecdotal texts. Providing anecdotal text teaching materials can also be directed at other media. Famsah & Ambarwati (2022) studied the benefits of anecdotal texts in making comic strips with the aim of increasing students' interest in anecdotal texts. However, this research changes the nature of anecdotal texts into joke texts. This becomes a problem when the definition of an anecdote text is not given the right etymology.

Based on the background above, this study is based on one indicator, namely the literacy of anecdotal texts which are difficult to distinguish from humorous texts. Apart from that, anecdotal text analysis has never been studied using humor techniques. Previous studies examined the use of pragmatic studies only on forms of humor that were not specific. Besides, the analysis of humor has not been studied using Berger's humor technique. The object of research on anecdotal texts is not to examine the problem of using humor techniques, but rather the use of media and learning methods. For this reason, researchers are interested in examining humor techniques in a collection of anecdotal texts by Mustofa Bisri. Through this study, it is hoped that it will become anecdotal text learning literature in Indonesian language subjects at class X high school level, both for educators and students. This study can be used as a reference for anecdotal texts that contain logical humor techniques, so that students can compose anecdotal texts well and pay more careful attention to learning anecdotal texts.

METHOD

This study used qualitative method as the type of research with a qualitative descriptive approach. The collected data were verbal data, namely words or groups of words in sentences in the form of dialogues or monologues (Jason & Glenwick, 2016). The data taken are text fragments that use logical humor techniques (Berger, 2017). The data source in this study is Mustofa Bisri's book: *Dari Canda Nabi & Sufi sampai Kelucuan Kita*. The collection technique was in the form of documents. The book becomes the source of data that will be analyzed as in language studies (Danial, 2009). Next, the data was analyzed using content analysis. This technique was carried out by recording messages and symbols in documentation (Lasswell, 1948). In this study, the studied symbol is the anecdote text by Mustofa Bisri which used Berger's logical humor technique. Data validity was carried out through theoretical triangulation with the perspectives of more than one theory in analyzing data (Creswell, 2018). Researchers integrate several relevant studies and various theoretical perspectives, such as history, psychology, and linguistics to prove the validity of the findings

RESULTS AND DISCUSSION

This study tries to reveal several findings related to the definition of anecdotal texts and the anatomy built in them. Anecdotes are a type of humor alongside observational humor and irrational humor (Dynel, 2013). In substance, an anecdote contains the experience of a memorable figure, but its factuality and actuality cannot be taken from it. This makes fictional jokes and anecdotes almost indistinguishable. However, from these differences it can be concluded that anecdotes have a common thread in real history (Attardo, 2014). In fact, the difference lies in the absence of a punch line at the end of the anecdote (Attardo, 2017).

Anecdotes can be found in events in the history (Attardo, 2014). The main media that is most

common in applying Islamic humor is anecdote. Humor in Islam can also be called Sufi humor, which is one of the categories of humor with a religious theme (Mcdonald, 2012). One of the characters who is the object of stories in Islamic humor is Nasreedin Mullah's anecdotes. Nasreddin Mullah is a quite popular figure in oral traditions and folk literature in the Islamic world (Morreall, 2009). This character has another name, Hoja Nasreddin in Turkish, who has an inspiring and clever humorous story (Goitein, 2010).

Al-Qur'an is a reference for several Sufi anecdotes (Attardo, 2014). One of them is in the story of the Prophet Moses which is found in QS Taha: 17-19, QS Al Qasas: 15, 26, and QS An-Naml: 10. The story of the Bedouin Arabs can also be used as an example of an anecdotal text in QS At-Taubah: 96—98. Sufistic anecdotal stories can be inspired by the Prophet's words to an old beggar who refer to Surah Al Waqiah: 36-37. In this surah, humor can weaken a person's anxiety (Shiddiqy, 1995; Salim Bahreisy, 1990). The benefits of affiliative humor and self-enhancement are positively correlated with optimism and negatively correlated with anxiety (Menéndez-Aller et al., 2020). From this study, humor and religion are interrelated.

Sufi anecdotes with Islamic topics refer to the teachings of Sufism which are in line with the contents of the Al Quran and Hadith. The humorous side of Sufi humor will be easy to enjoy if readers know the character's stories and wisdom advice (Marwan, 2015). Therefore, Sufi humor in anecdotal texts needs to be studied more deeply. Apart from containing a moral message, Sufi anecdote texts are based on non-fictional figures that occurred in the past.

In this collection of anecdotes, a collection of anecdotes by Mustofa Bisri, there is an anatomy of Berger's logical humor. In Webster's dictionary, logic is a pair of reasoning devices to distinguish what is valid and what is not. Logical humor is humor that comes from the unity of human ideas (Berger, 2011). A joke sometimes involves erroneous logic compared to conventional logic (Ritchie, 2014). The study of Lee et al., (2022) shows that the ideas used in humor are divergent thinking towards creativity. The book offers several humor techniques in this category. The humor techniques are ignorance, repetition, absurdity and error which are categorized in Table 1 below.

Table 1
Humor Techniques in Anecdotal Text Collections
Dari Canda Nabi & Sufi Sampai Kelucuan Kita (DCNSKK)

No	Judul Anekdot	Tekik humor logika
1	*Nu'aiman Menghadiahi Nabi*	Ignorance *(Ketidaktahuan)*
2	*Nu'aiman dan Orang Buta*	Ignorance *(Ketidaktahuan)*
3	*Menjual Kawan*	Ignorance *(Ketidaktahuan)*
4	*Si Tamak As'yab*	Ignorance *(Ketidaktahuan)*
5	*Segan Terus Menolak*	Repetition *(Repetisi)*
6	*Ketololan Bisa Mengganggu, Bisa Menghibur*	Absurdity *(Absurditas)*
7	*Menghina Ashabul Kahfi*	Absurdity *(Absurditas)*
8	*Bayangan, Tandanya*	*Mistake (Kesalahan)*

Ignorance

The technique of ignorance itself means a character who is ignorant and stupid. This can occur due to exposure of ignorance by cute characters. These events may occur because we readers are "ahead" of a story's stupid characters (Berger, 2011). ignorance techniques are found to be used. The following is an example of using the ignorance technique.

> "One day Nuaiman presented the Prophet Muhammad SAW with a jar of honey. Nu'aiman told the honey seller to deliver a jar of honey to the Prophet and said, 'Later you will also ask for the price.' Receiving a gift of honey and a bill for the price, the Prophet said, 'This is definitely Nu'aiman's doing again."

> *"Suatu hari Nuaiman menghadiahi Nabi Muhammad Saw., seguci madu. Nu'aiman menyuruh penjual madu untuk mengantarkan seguci madu itu kepada nabi dan berkata, Nanti kamu minta juga uang*

harganya,' Mendapat hadiah madu dan tagihan harganya, Nabi pun bersabda, 'Ini pasti ulah Nu'aiman lagi". (DCNSKK, 2016:8—9).

From the anecdote above. The technique of ignorance is used to strengthen Nu'aiman's character as an ignorant figure. In fact, his nosiness reached the point where he dared to bully a figure who was respected by the Islamic community at that time, namely the Prophet Muhammad saw. Nu'aiman's humorous character is at odds with the moral aspect. Humor based on morals can influence the level of humor (Yamane et al., 2021). *Nu'aiman is a figure who plays a role in the preaching of Islam even though he is a nosy person and the Prophet knew it (Ramdani et al., 2018).* The character of Nu'aiman's ignorance can also be found in the following passage.

> "One day, a blind man named Abu Miswar passed in front of Nu'aiman who asked him to show him a place to urinate. With the air of a good person, Nu'aiman led the blind man into the mosque and then said, 'Please come here!'"
>
> *"Suatu hari lewat di depan Nu'aiman seorang buta bernama Abu Miswar yang meminta tolong kepadanya untuk menunjukkan tempat kencing. Dengan lagak orang baik, Nu'aiman pun menuntun si orang buta itu ke dalam masjid kemudian berkata, 'Silakan di sini!" (DCNSKK,2016:9—10).*

The humor technique of the logic of ignorance is used by the character Nu'aiman in the anecdote text to explain that apart from being ignorant and nosy, Nu'aiman can be said to be a stupid character. This is because he had the heart to tease Abu Miswar, a blind man, into urinating in the mosque. A study reveals that ignorance can give rise to stupidity in characters, even though stupidity sometimes goes hand in hand with intelligence itself (Adee, 2013). An attitude of ignorance is integrated as a form of uncertainty in making decisions regarding a problem (Giang, 2015).

The technique of ignorance in this case is deemed inappropriate because it demeans blind people. A joke by laughing at one person's misfortune and uplifting another person (Damanik & Mulyadi, 2020). This phenomenon can now become a form of bullying comedy as it causes offense to the target of the joke. However, it can also create humor for other people (Dynel, 2021). In fact, it is not uncommon for a phenomenon called roasting to occur between large companies to increase the quantity of customers, such as the humor carried out by the fast-food company, Wendy's, on Twitter (Dynel, 2020). *Nu'aiman's* logic of ignorance goes hand in hand with his creativity so that the application of these traits can create habits (Rahmayanti & Hermoyo, 2021). This type of event can be seen in the following story.

> "When the group passed a village, Nu'aiman deliberately approached several villagers he met and offered, do you want to buy slaves? I have a healthy and diligent slave, look at that there!" he said while pointing at his colleague"
>
> *"Ketika rombongan melewati suatu dusun, Nu'aiman sengaja menghampiri beberapa orang penduduk dusun yang dijumpainya dan menawarkan, kalian mau membeli budak? Saya mempunyai seorang budak yang sehat dan rajin, lihat itu di sana!" katanya sambil menunjuk rekannya" (DCNSKK,2016:11).*

Apart from the character of Nu'aiman, the use of ignorance techniques can also be found in other characters. These characters include Nasreedin Khoja and Ash'ab Attama. Joha himself is the most popular pseudohistorical character from anecdotes throughout the Islamic world. This nickname could refer to *Nasreedin Khoja* (Meri, 2006).

Nasreedin Khoja's story can mostly be made into a joke. In some of his stories there are many jokes, advice and Sufi awareness (Shah, 1988). Nasrudin Khoja's anecdote has been studied (Akmal et al., 2022) in the realm of types and functions of religious humor. The research also found four types of humor applied in Nasreedin Khoja's anecdotes. One of the functions of humor is social management for society. This has also been studied by Akmal et al., (2022). In this study, Nasreedin Khoja's anecdote describes an optimistic and patient figure, but he really hates forms of corruption,

degradation of society and superstition. Torusdağ (2020) explained that in Nasreedin's anecdotes, intelligence is the main element. Providing an overview of the truth of life with a sense of humor to make fun of the mistakes, he makes in normality. Nasreddin Hodja also has his own perspective to unite and integrate society.

Apart from Nasreddin Hodja, there is also the character Ash'ab At-tama. The explanation of the character Ash'ab is also said to be a form of ignorance humor technique. This technique shows a character's pranks in teasing other characters. Ash'ab's character is also shown as a greedy character. This humorous character does not show any form of empathy for other people (Raras et al., 2022). This figure is famous for the funny story about him when he was present at a wedding or other party (Lesmana, 2015). This can be found in the following passage.

> One day, with the intention of teasing his friends, Ash'ab told them that a friend was holding a dinner party. He said the invitation was just word of mouth. Whether you believe it or not, it is clear that that evening, Asyab's friends all left. Ash'ab himself, when he saw his friends leaving and not coming, his greed recurred. (what is this and the source?)
>
> *Suatu hari, dengan niat iseng menggoda kawan-kawannya, si Ash'ab ini memberitahukan kepada mereka bahwa seorang teman mengadakan pesta makan malam. Katanya undangannya hanya lisan dari mulut ke mulut. Entah percaya atau tidak yang jelas pada malam harinya, kawan-kawan Asyab pergi semua. Ash'ab sendiri, ketika melihat kawan-kawannya pergi dan tak kunjung datang, tamaknya pun kumat. (ini apa dn sumbernya?)*
>
> "Could it be that that friend is really having a party?" he said in his heart. So he went to the house of a friend who he said was holding a party. It's a shame he didn't meet his friends, even the host, the friend he mentioned wasn't at home."
>
> *"Jangan-jangan memang teman itu benar-benar mengadakan pesta?" Katanya dalam hati. Maka pergilah dia menyusul ke rumah teman yang dikatakannya mengadakan pest aitu. Karuan saja dia tidak menjumpai kawan-kawannya, bahkan tuan rumah, teman yang disebut-sebut itu pun tidak ada di rumah." (DCNSKK,2016:82—83).*

Ash'ab is one of the humorous characters who lived during the Umayyad period. His father was a prisoner of the rebellion. Ash'ab was born in the ninth year of the Hijrah. The place of birth and most of his life was in Medina. He was a singer, entertainer, and comedian to serve his customers (Goitein, 2010).

Repetition

Repetition appears more often in studies of the aesthetic use of language style. The findings of Latifah et al., (2023) & Inderasari et al., (2021) explained that repetition technique in advertising is divided into epistrofa, tautotes, and epizeuxis. This repetitive language style becomes an element of the beauty of advertising language in the form of an implicit invitation to the communicant through the syntax of repetition. The repetition technique is a humor technique that takes advantage of repeated situations and is related to characters who have monomania. In solo comedy science, this technique can be called callback. This technique is making a reference to a previous joke to serve as a point for the next laugh (Carter, 1989). In the book *Dari Canda Nabi & Sufi sampai Kelucuan Kita* reader can find the use of this technique as in the following text.

> When Joha was asked to look for wood for a campfire and cooking, Joha refused with the excuse, "'I mbok, don't be told to go into the forest to look for wood, I'm most afraid of snakes.'"
> "Okay, just get some water from the river over there," said one of his friends.
> "Wow, the river is so fast, I can't swim. What happens if I fall too?"
> That's how every time he was given an assignment, Joha always refused for various reasons
>
> *Ketika Joha diminta untuk mencari kayu buat api unggun dan memasak, Joha menolak dengan alasan, "'Saya mbok jangan disuruh ke hutan cari kayu, saya paling takut dengan ular.'"*
> *"Baiklah, kauambil air saja di sungai sana itu," kata salah seorang kawannya.*

"Wah, sungainya begitu deras, sedang saya tidaj bisa berenang. Bagaimana nanti kalau saya ikut terjatuh?"
Begitulah setiap kali diserahin tugas, Joha selalu menolak dengan berbagai alasan. (DCNSKK,2016:54).

This repetition technique is used to create humor that is focused on Joha's character. Joha's character always evades and repeats answers when given a task by his colleagues. This repetition technique also indicates Joha's monomaniacal character because of his ideas, which in the end a joke can be generated. This repetition technique is more often used in psychological studies related to word production in the human cognitive dimension (Roelofs, 2023). In research of Parks & Werner (2020) *repetition* can have a strong impact on the recognition of words through sight and hearing. In language, repetition is a habitual pattern of doing and talking about something (Perregaard, 2022).

Absurdity

Absurdity is a limitation that provides us with the absence of a comedy object (McGowan, 2017). Comedy is often a space where an amazing phenomenon and absurd can coexist (Melvin Helitzer, 2005). Absurdity can be applied to the literary form of theater. Unreasonable thinking even connects our identity with reality and tests it, giving rise to debate of thoughts (Martínez, 2022). Absurd cannot be found in a person's existence, but occurs due to existing facts (Lazăr, 2013). This technique is characterized by imaginative characters uttering reckless statements, nonsense and confusion so that humor can be produced. The following is an example of the use of absurdity techniques in the book *Dari Canda Nabi & Sufi sampai Kelucuan Kita.*

One day Joha shouted very loudly, "Thank God! Thank God," he screamed from the roof of his house. The neighbors who heard him ran to him and asked,
"What is it?"
"My qamis fell down," answered Joha
"Qamis fell, why are you screaming Alhamdulillah?" asked confused people.
Hey, you guys are so stupid, if I were with that qamis, I would fall too and I would die. Luckily not!

Suatu hari Joha berteriak-teriak keras sekali, "Alhamdulillah! Alhamdulillah"Jeritnya dari atas atap rumahnya. Para tetangga yang mendengar pun berlarian menghampirinya dan bertanya-tanya,
"ada apa?"
"Baju qamisku jatuh ke bawah," jawab Joha
"Qamis jatuh kok kau berteriak-teriak Alhamdulillah?" tanya orang-orang bingung.
Lho, bodoh sekali kalian ini, kalau aku berada qamis itu, aku kan ikut terjatuh dan mampuslah aku. Untung tidak!" (DCNSKK,2016:24).

Joha's character in this text fragment utilizes the technique of absurdity which is demonstrated by the words "if I were with that qamis, I would fall too and I would die. Luckily not." This statement seems to be pure nonsense. If someone heard it, of course they would be angry. However, because it was Joha's character who was speaking, people felt that they were acting naturally towards the character's behavior. Joha's verbal expressions involve accusatory speech towards the interlocutor based on his feelings so that humorous speech becomes expressive for the speaker. Expressive speech can be found anywhere, including anecdotal texts (Shafira et al., 2021).

Reckless words and actions carried out by absurd characters in this book can also be found in the following dialogue fragment.

"Then in your opinion, which is more noble, Abu Bakr or Umar?"
"of course Umar is nobler than Abu Bakr."
"How do you know?"
"Well, just look, when Abu Bakr died, Umar came to mourn him. Meanwhile, when Umar died, Abu Bakr was not present to mourn him."

"Lalu menurut Anda, mana yang lebih mulia, Abu Bakr ataukah Umar?"

> *"Tentu saja Umar lebih mulia dari Abu Bakr."*
> *"Bagaimana Anda tahu?"*
> *"Lho, lihat saja, ketika Abu Bakar wafat, Umar datang melayatnya. Sedangkan saat umar wafat, Abu Bakar tidak hadir melayatnya." (DCNSKK,2016:50)*

This dialogue indicates someone's statement is reckless and makes the other person angry. This statement is actually a true statement. However, if you look closely, this statement seems to provoke anger. Umar's figure was considered nobler than Abu Bakr because Abu Bakr was not present to mourn when Umar died. In the history of the companions of the Prophet Muhammad, Abu Bakr was a *khulafaurasyidin* figure who died in 634 AD, while Umar bin Khattab died in 644 AD (Susmihara, 2015). Judging from the year of his death, it is clear that Abu Bakr could not mourn because he had died long before Umar died. Likewise, Umar was able to mourn Abu Bakr because he was still alive and mourned Abu Bakr's passing. Joha's character indirectly explains a person's lack of understanding in assessing a leader. In the eyes of Muslims, the two *khulafaurasyidin* are equally noble and cannot be compared. Both have good values that are worth emulating (Imran, 2016).

The words of the character Joha mark the use of absurdity techniques to create logical humor for the reader. Joha doesn't know someone's position, but on the other hand Joha respects both of them. This condition causes an irony that makes no sense for Joha. The irony of absurdity often creates a joke effect attached to the speech and creates an inconsistency in what is said (Piskorska, 2016). This technique makes the reader seem to be affected by what is conveyed in the anecdote. In literary works or anecdotal texts, the creation of absurdity can be enhanced through the use of subversion of standard grammar, inference, implicature and reduction. The average object of the absurdity technique is the exaggerated of pronouns spoken by the characters (Bunker, 2020). Even though what is conveyed seems like complete nonsense, the reader's logical thinking is played,so that a reaction of laughter is born.

Mistake

Mistake technique is a technique that involves various types of stupid and ridiculous mistakes. This technique is different from misunderstanding, which is verbal (Berger, 2017). Mistake in verbal form can appear in the realm of writing the morphology and syntax of a text (Sa & Kunci, 2022). This error is exploited in the context of applying humor techniques. In the book *Dari Canda Nabi & Sufi sampai Kelucuan Kita* teknik *kesalahan*, there are 7 techniques for mistake. One of them can be found in the following example.

> One day Ben Khalaf was looking for something in the desert. When asked what he was doing, he answered, "Looking for something I planted around here."
> "Didn't you give a sign?"
> "Already. I used to plant it exactly in the part that was exposed to cloudy shadows. Now how come the shadow isn't there."
>
> *Pada suatu hari Ben Khalaf mencari-cari sesuatu di padang pasir. Ketika ditanya sedang apa, dia menjawab, "Sedang mencari sesuatu yang saya tanam di sekitar sini."*
> *"apa tidak kauberi tanda?"*
> *"sudah. Dulu kutanam persis di bagian yang terkena bayangan mendung. Sekarang kok bayangannya tidak ada." (DCNSKK,2016:25)*

The actions taken by the main character in the dialogue above cause laughter because of the assumptions he makes. The error technique used in the anecdote gives the impression that the main character enjoys committing ridiculous actions. He marked something with the shadow of a cloud. If understood logically, clouds never stay in one place. So, if you put something under the shadow of a cloud, it is definitely a silly and stupid act or can be said to be an error or a mistake. Errors or mistakes are evaluative terms associated with unsuccessful goal-directed processes (Harteis et al., 2008).

Many jokes are created to mislead readers or viewers. However, the way the internal structure of the joke itself is built is based on faulty logic (Ritchie, 2014). The purpose of this form of error is to show the humor contained in the event. Even though the story involves real characters, the incident still uses humor technique unintentionally.

CONCLUSION

Based on the discussion above, the researcher can find the use of humor techniques in the book. The technique in this study uses the study of Berger's logic humor technique which consists of ignorance, repetition, absurdity and error. The data analyzed include 8 logical humor techniques consisting 4 ignorance techniques, 1 repetition technique, 2 absurdity techniques, and 1 error technique. Logical humor techniques are strengthened by psychological findings which focus on thought patterns and ridiculous actions carried out by the characters. The logic in humor is different from the logic that arises from ordinary human thinking so that jokes can be produced. The intelligence used in humor often overlaps. The term intelligence itself is cleverness with words that are usually funny, but not always funny (Gentner, 1977). Berger's logical humor technique can be used as an analysis in reviewing several humor studies. Berger's humor logic in previous research has examined the power that drains humor from political actions (Sørensen, 2013). The preparation of scripts in drama performances also utilizes Berger's humor techniques to be more creative and able to create a local atmosphere (Ismail et al., 2018). However, both studies have not identified deep humor techniques in anecdote texts.

Humor studies of anecdotal texts *Dari Canda Nabi & Sufi sampai Kelucuan Kita* can be a a learning resource for students and public in general. It is hoped that the study of anecdotal texts by applying the use of humor techniques will become a reference for similar humor studies so that anecdotal text studies are not limited to learning methods alone. However, students understand the nature, structure and techniques of humor embedded in anecdotal texts. In addition, correct and appropriate anecdotal humor text literatures are still rarely given to students. It is hoped that the book can be used as ateaching material for anecdotal texts in Indonesian language learning.

DECLARATIONS

REFERENCE

'Afiif, L. M., Winarni, R., & Rohmadi, M. (2021). Tindak Tanggapan dalam Gelar Wicara Video "Coklat Kita Humor Sufi." *Ranah: Jurnal Kajian Bahasa*, *10*(1), 86-100. https://doi.org/10.26499/rnh.v10i1.2116

Aarons, D., & Mierowsky, M. (2017). How to do Things With Jokes: Speech Acts in Standup Comedy. *European Journal of Humour Research*, *5*(4), 158–168.

https://doi.org/10.7592/EJHR2017.5.4.aarons

Adee, S. (2013). Stupidity: What Makes People do Dumb Things. *New Scientist*, *217*(2910), 30–33. https://doi.org/10.1016/S0262-4079(13)60819-2

Aharoni, R. (2020). Detachment of Empathy: A Common Denominator for Two Theories of Humour. *European Journal of Humour Research*, *8*(1), 55–67. https://doi.org/10.7592/EJHR2020.8.1.AHARONI

Akmal, S., Hamidi, F., Ismed, I., & Nasir, M. (2022). Dissecting the Types and Functions of Religious Humor in Nasreddin Hoja Short-Stories. *Englisia: Journal of Language, Education, And Humanities*, *10*(1), 146-167. https://doi.org/10.22373/ej.v10i1.13191

Al-Jabri, H., Alhasan, G., & Ali, S. (2023). Subtitling Arabic Humour Into English: The Case of Arabic Stand-Up Comedies on Netflix. *European Journal of Humour Research*, *11*(2), 159–177. https://doi.org/10.7592/EJHR2023.11.2.754

Attardo, S. (1994). *Linguistic Theories of Humor*. Mouton De Gruyter.

Attardo, S. (2014). *Encyclopedia of Humor Studies* (Jim Brace-). Sage Publications.

Attardo, S. (2017). *The Routledge Handbook of Language and Humor* (S. Attardo (Ed.)). Routledge.

Berger, A. A. (2011). *An Anatomy of Humor*. Routledge.

Berger, A. A. (2017). The Art of Comedy Writing. In *The Art of Comedy Writing*. Transaction Publishers. https://doi.org/10.4324/9781351305723

Bisri, A. M. (2016). *Dari Canda Nabi & Sufi Sampai Kelucuan Kita* (R. Wijaya (Ed.)).

Bunker, E. (2020). The Overuse of Proper Nouns and The Creation of The Absurd in the Works of Daniil Kharms. *Russian Literature*, *116*, 1–16. https://doi.org/10.1016/j.ruslit.2020.09.001

Burmeister, J., & Carels, R. (2020). Disparagement Humour and Anti-Obesity Attitudes. *European Journal of Humour Research*, *8*(1), 68–81. https://doi.org/10.7592/EJHR2020.8.1.BURMEISTER

Carroll, N. (2014). *Humour: A Very Short Introduction*. Oxford University Press.

Carter, J. (1989). *Stand-Up Comedy: The Book*. Bantam Dell.

Creswell, J. W. J. D. C. (2018). *Qualitative, Quantitative, and Mixed Methods Approaches* (H. Salmon (Ed.); Fifth Edit). Sage Publications.

Damanik, S. F., & Mulyadi. (2020). Indonesian Humorous Status in Social Media: An Application of Script-Based Semantic Theory of Humour. *Studies In English Language and Education*, *7*(2), 657–671. https://doi.org/10.24815/siele.v7i2.17237

Danial Z. (2009). *Metodologi Penelitian Sastra: Deskriptif, Kualitatif, dan Kuantitatif*. UIN Malang Press.

Dionigi, A., & Canestrari, C. (2018). The Use of Humour By Therapists and Clients in Cognitive Therapy. *European Journal of Humour Research*, *6*(3), 50–67. https://doi.org/10.7592/EJHR2018.6.3.dionigi

Dynel, M. (2011). *The Pragmatics of Humour Across Discourse Domains* (M. Dynel (Ed.)). John Benjamins Publishing.

Dynel, M. (2013). Developments in Linguistic Humour Theory. *Topics in Humor Research; Vol 1; Issn: 2212-8999(Print)*,*1*.http://ezproxy.scu.edu.au/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-05175-000&site=ehost-live

Dynel, M. (2020). On Being Roasted, Toasted and Burned: (Meta)Pragmatics of Wendy's Twitter Humour. *Journal Of Pragmatics*, *166*, 1–14. https://doi.org/10.1016/j.pragma.2020.05.008

Dynel, M. (2021). Humour and (Mock) Aggression: Distinguishing Cyberbullying from Roasting. *Language And Communication*, *81*, 17–36. https://doi.org/10.1016/j.langcom.2021.08.001

Dynel, M., & Poppi, F. I. M. (2019). Risum Teneatis, Amici?☆: The Socio-Pragmatics of Roastme Humour. *Journal of Pragmatics*, *139*, 1–21. https://doi.org/10.1016/j.pragma.2018.10.010

Famsah, S., & Ambarwati, A. (2022). Pemanfaatan Anekdot dalam Membuat Komik Strip Bertema Sosial bagi Peserta Didik SMK Bidang Animasi: Kajian Sastra Interdisipliner. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 303-316. https://doi.org/10.22219/kembara.v8i2.21721

Gentner, D. (1977). Playing with Words. In *Contemporary Psychology: A Journal of Reviews* (Vol. 22, Issue 10). https://doi.org/10.1037/015479

Giang, P. H. (2015). Decision Making Under Uncertainty Comprising Complete Ignorance and Probability. *International Journal of Approximate Reasoning*, *62*(January), 27–45. https://doi.org/10.1016/j.ijar.2015.05.001

Goitein, S. D. (2010). Brill Classics in Islam. *Studies in Islamic History and Institutions*, 393–393. https://doi.org/10.1163/ej.9789004179318.i-394.76

Harteis, C., Bauer, J., & Gruber, H. (2008). The Culture of Learning From Mistakes: How Employees Handle Mistakes in Everyday Work. *International Journal of Educational Research*, *47*(4), 223–231. https://doi.org/10.1016/j.ijer.2008.07.003

Hasminur, Zulhaini, Arief Rachman Hadi, & Sinaga, M. (2022). The Storyboards in Making Short Film as an Implementation of Learning Anecdote Texts Keefektifan Penggunaan Storyboard dalam Pembuatan Film Pendek sebagai Implementasi Pembelajaran Teks Anekdot. *Geram*, *10*, 52–63. https://doi.org/10.25299/geram.2022.vol10(2).11219

Imran, M. (2016). Sahabat Nabi SAW dalam Perspektif Sunni dan Syi ' Ah (Pengaruhnya pada Kesahihan Hadis). *Aqlam: Journal of Islam And Plurality*, *1*(1), 15–34. http://dx.doi.org/10.30984/ajip.v1i1.497

Inderasari, E., Arum, D., Yufarlina, F., & Ulya, C. (2021). Analisis penggunaan gaya bahasa iklan layanan masyarakat bijak bersosial media di radio Kota Surakarta. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 508-528. https://doi.org/10.22219/kembara.v7i2.17893

Inya, B. T., & Inya, O. (2018). Conversational Humour in a Nigerian Radio News Programme: A Case Study of Lati Inu Aka Aka Biodun/Kayode. *European Journal of Humour Research*, *6*(4), 75–94. https://doi.org/10.7592/EJHR2018.6.4.inya

Ismail, M. B., & Indrayuda, I., & Shamsuddin, M. E. B. (2018). The Application of Asa Berger Humour Technique by Sabri Yunus from The Dramaturgy Perception in â€ œKaroot Komediâ€. *Harmonia: Journal of Arts Research and Education*, *18*(2), 162-171. https://doi.org/10.15294/harmonia.v18i2.12725

Jason, L., & Glenwick, A. D. S. (2016). *Handbook of Methodological Approaches to Community Based Research.* Oxford University Press.

Jennifer Aaker, N. B. (2018). Humour, Seriously Why Humour is a Superpower at Work and in Life. in *Angewandte Chemie International Edition, 6(11), 951–952.* (vol. 3, issue 1). Penguin Random House.

Kinanti, K. P., & Nurdahlia, D. U. (2018). Pengaruh Penggunaan Teks Permainan Bahasa terhadap Prestasi Mahasiswa pada Mata Kuliah Morfologi. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *4*(1), 56–62. https://doi.org/https://doi.org/10.22219/kembara.v4i1.5269

Lasswell, H. D. (1948). *The Structure and Function of Communication in Society.* The Blackwell Publishing.

Latifah, U., Busri, H., & Badrih, M. (2023). Retorika Estetik Bahasa Iklan Online Ramadan 2022: Kajian Fungsional Aliran Praha. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 285–299. https://doi.org/10.22219/kembara.v9i1.22546

Lazăr, A. (2013). Teaching Absurd Literature–A Pragmatic Approach to Ionesco's Transgressive Dramatic Discourse: The Conversational Maxims. *Procedia - Social and Behavioral Sciences*, *76*, 441–445. https://doi.org/10.1016/j.sbspro.2013.04.142

Lee, S., Kenworthy, J. B., & Paulus, P. B. (2022). Effects of Positive Affect And Humor on Divergent Thinking. *Journal of Creativity*, *32*(3), 100037. https://doi.org/10.1016/j.yjoc.2022.100037

Lesmana, M. (2015). *Tasting the Culinary Humor of Ash ' Ab At-Tamma ' Department of Areas Study University of Indonesia. 5*(2), 275–280.

Manshur, R., Suwandi, S., & Suyitno, S. (2018). Implementasi Kurikulum 2013 Revisi 2016 pada Pembelajaran Menulis Teks Anekdot. *Indonesian Language Education and Literature*, *4*(1), 22-35. https://doi.org/10.24235/ileal.v4i1.1982

Martin, R. A. (2006). The Psychology of Humor: An Integrative Approach. *The Psychology of Humor: An Integrative Approach*, 1–446. https://doi.org/10.1016/B978-0-12-372564-6.X5017-5

Martínez, C. A. S. (2022). ¿Human-Like Computers? Velden, Manfred (2022). Human-Like Computers: A Lesson in absurdity. Berlin: Schwabe Verlag. *Journal of Responsible Technology*, *11*(May), 100037. https://doi.org/10.1016/j.jrt.2022.100037

Marwan, I. (2015). *Semiotika Humor Sufi*.

Marwan, I. (2018). Rasa Humor dalam Perspektif Agama. *Buletin Al-Turas*, *19*(2), 267–278. https://doi.org/10.15408/bat.v19i2.3720

Mcdonald, P. (2012). *The Philosophy of Humour*. Humanities-Ebooks.

McGowan, T. (2017 *Only a Joke Can Save Us: A Theory of Comedy*. Northwestern University Press.

Melvin Helitzer. (2005). *Comedy Writing Secrets*. Writer's Digest Books.

Menéndez-Aller, Á., Postigo, Á., Montes-Álvarez, P., González-Primo, F. J., & García-Cueto, E. (2020). Humor as a Protective Factor Against Anxiety and Depression. *International Journal of Clinical and Health Psychology*, *20*(1), 38–45. https://doi.org/10.1016/j.ijchp.2019.12.002

Meri, J. W. (2006). *Medieval Islamic Civilization: An Encyclopedia*. Routledge.

Morreall, J. (2009). Comic Relief: A Comprehensive Philosophy of Humor. In *Comic Relief: A Comprehensive Philosophy of Humor*.

Muchson, A., Widyartono, D. (2023). Janaka: Aplikasi Android Pembelajaran Menulis Teks Anekdot Kurikulum SMK Pusat Keunggulan. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, *6*(1), 165-178. https://doi.org/10.30872/diglosia.v6i1.553

Murashko, A. (2021). Laughter, Carnival, and Religion in Ancient Egypt. *European Journal of Humour Research*, *9*(2), 26–35. https://doi.org/10.7592/EJHR2021.9.2.437

Nicolson, S. H. (1946). *No Title*. The Dropmore Press.

Nurdianto, A., & Setiari, A. D. (2021). Strategi dan teknik persuasi perekrutan calon anggota baru (Studi kasus kebahasaan pada bisnis multilevel marketing bodong). *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 406-423. https://doi.org/10.22219/kembara.v7i2.17202

Orlov, D. (2021). Origins of Bosnian Humour and its Role During The Siege of Sarajevo. *European Journal of Humour Research*, *9*(4), 173–188. https://doi.org/10.7592/EJHR2021.9.4.522

Ott, K. H., & Schweizer, B. (2018). Does Religion Shape People's Sense of Humour? A Comparative Study of Humour Appreciation Among Members of Different Religions and Nonbelievers. *European Journal of Humour Research*, *6*(1), 12–35. https://doi.org/10.7592/EJHR2018.6.1.ott

Pantow, M. F., Ratu, D. M., & Meruntu, O. S. (2021). Nilai-Nilai Moral dalam Teks Anekdot Abdurrahman Wahid (Gus Dur) dan Implikasinya bagi Pembelajaran Bahasa Indonesia di Sekolah. *Jurnal Bahtra*, *1*(2), 14–22. https://doi.org/10.36412/jb.v1i2.2536

Parks, C. M., & Werner, L. L. S. (2020). Repetition Effects in Auditory and Visual Recognition. *Acta Psychologica*, *204*(March 2019), 1–10. https://doi.org/10.1016/j.actpsy.2020.103021

Pedrazzini, A., & Scheuer, N. (2018). Distinguishing Cartoon Subgenres Based on a Multicultural Contemporary Corpus. *European Journal of Humour Research*, *6*(1), 100–123. https://doi.org/10.7592/EJHR2018.6.1.pedrazzini

Perregaard, B. (2022). Experienced Repetition. Integrational Linguistics and the First-Person Perspective. *Language and Communication*, *86*(2), 111–118. https://doi.org/10.1016/j.langcom.2022.05.005

Perret, G. (1994). Comedy Writing Workbook. In *Time*. http://www.getcited.org/pub/103185988

Piskorska, A. (2016). Echo and Inadequacy in Ironic Utterances. *Journal of Pragmatics*, *101*, 54–65. https://doi.org/10.1016/j.pragma.2016.05.007

Rahmayanti, R. D., & Hermoyo, R. P. (2021). Pendidikan karakter dalam film animasi Riko the Series produksi garis sepuluh. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(1), 157-172. https://doi.org/10.22219/kembara.v7i1.15139

Ramdani, L., Sumijati, S., & Nuraeni, H. G. (2018). Pesan Dakwah dalam Buku Humor Karya Mustofa Bisri. *Tabligh: Jurnal Komunikasi dan Penyiaran Islam*, *3*(1), 46–67. https://doi.org/10.15575/tabligh.v3i1.31

Rappoport, L. (2005). *Punchlines: The Case for Racial, Ethnic, and Gender Humor*. Praeger Publishers.

Raras, C., Pangesti, N., & Rahmawati, L. E. (2022). Muatan pendidikan karakter dalam wacana humor Covid-19. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1), 97-110. https://doi.org/10.22219/kembara.v8i1.19932

Ritchie, G. (2014). Logic and Reasoning in Jokes. *European Journal of Humour Research*, *2*(1), 50–60. https://doi.org/10.7592/ejhr2014.2.1.ritchie

Roberts, A. (2019). A Philosophy of Humour. In *A Philosophy of Humour*.

Rochmawati, D. (2017). Pragmatic and Rhetorical Strategies in the English-Written Jokes. *Indonesian Journal of Applied Linguistics*, *7*(1), 149–159. https://doi.org/10.17509/ijal.v7i1.6868

Roelofs, A. (2023). Accounting for Word Production, Comprehension, and Repetition in Semantic Dementia, Alzheimer's Dementia, and Mild Cognitive Impairment. *Brain and Language*, *238*(January), 105243. https://doi.org/10.1016/j.bandl.2023.105243

Roeswan, S. V. K., & Panjaitan, Y. A. (2021). Deconstructing Racist Humor: How Archie Boston's Advertisements Provoke Institutionalized Racism. *OKARA: Jurnal Bahasa dan Sastra*, *15*(1), 40–55. https://doi.org/10.19105/ojbs.v15i1.4522

Ruch, W. (1998). The Sense of Humor : Explorations of a Personality Characteristic. In *The Sense of Humor*. Mouton De Gruyter. https://doi.org/10.1515/9783110804607

Sa'diyah, I. (2022). Kesalahan Berbahasa Indonesia Tulis pada Aspek Ejaan, Morfologi, dan Sintaksis oleh Peserta Pelatihan Menulis Lembaga Pengelola Dana Pendidikan (LPDP). *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 255-271. https://doi.org/10.22219/kembara.v8i2.22282

Salim Bahreisy, S. B. (1990). *Terjemahan Singkat Tafsir Ibnu Katsier*. PT Bina Ilmu.

Satiyoko, Y. A. (2019). Anekdot Tentang Kekuasaan dan Mentalitas dalam Cerkak "Kursi" dan "Ledhek" Karya Krishna Miharja. *WIDYAPARWA*, *46*(2), 248–262. https://doi.org/10.26499/wdprw.v46i2.203

Scheel, T., Putz, D., & Kurzawa, C. (2017). Give Me a Break: Laughing With Colleagues Guards Against Ego Depletion. *European Journal of Humour Research*, *5*(1), 36–51. https://doi.org/10.7592/EJHR2017.5.1.scheel

Shafira, R., Wiwaha, R., Andajani, K., & Harsiati, T. (2021). Tindak tutur ekspresif dalam video pembelajaran bahasa Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 335-352. https://doi.org/10.22219/kembara.v7i2.17702

Shah, I. (1988). *The Sufis*. ISF Publishing.

Shiddiqy, T. M. H. A. (1995). *Tafsir al-qur'anul majid an-nur*. pt pustaka rizki putra semarang.

Sobari, T., & Ramadhan, M. (2020). Pembelajaran Menulis Teks Anekdot dengan Menggunakan Metode Discovery Learning. *Indonesian Language Education and Literature*, *6*(1), 36. https://doi.org/10.24235/ileal.v6i1.4246

Sørensen, M. J. (2013). *Humorous political stunts : speaking " truth " to power ? 1*(2), 69–83.

Sover, A. (2014). Humour and Enjoyment Reducers in Cinema and Theatre Comedy. *European Journal of Humour Research*, *2*(3), 86–97. https://doi.org/10.7592/ejhr2014.2.3.sover

Sulejmanov, F., Spasovski, O., & Platt, T. (2018). The Development of the Humour Structure Appreciation Scale and Its Relation to Sensation Seeking Inventory and Need for Closure Scale. *European Journal of Humour Research*, *6*(1), 124–140. https://doi.org/10.7592/EJHR2018.6.1.sulejmanov

Susmihara. (2015). Karakteristik Dkawah Khulafa Al-Rasyidin. *Jurnal Adabiyah*, *15*(2), 141–155.

Torusdağ, G. (2020). The Power of Discourse, Critical Discourse Analysis Onnasreddin Hodja Anecdotes. *International Journal of Social Humanities Sciences Research (JSHSR)*, *7*(60), 2888–2893. https://doi.org/10.26450/jshsr.2118

Travlos, K., Akyüz, D., & Mert-Travlos, C. (2022). Caricaturing the Enemy: Caricatures and the Greek-Turkish War 1919-1922. *European Journal of Humour Research*, *10*(4), 57–81. https://doi.org/10.7592/EJHR2022.10.4.707

Tsami, V. (2019). Metapragmatic Stereotypes and Humour: Interpreting and Perceiving Linguistic Homogeneity in Mass Culture Texts. *European Journal of Humour Research*, *7*(4), 68–85.

https://doi.org/10.7592/EJHR2019.7.4.tsami

Usman, J., & Fauzan. (2020). Analyzing the Humorous Communicative Interactions During the Wartimes in Aceh. *Studies In English Language and Education*, *7*(2), 607–621. https://doi.org/10.24815/siele.v7i2.16890

Wardani, E. D., Rustono, & Nuryatin, A. (2017). Analisis Teks Anekdot Bermuatan Karakter dan Kearifan Lokal sebagai Pengayaan Bahan Ajar Bahasa Indonesia di SMA. *Jurnal Pendidikan Bahasa dan Sastra Indonesia, 6*(2), 68--77. https://doi.org/10.15294/jpbsi.v6i2.23505

Wibisono, S. (2020). Teknik dan Strategi Penciptaan Humor Komedian Jawa dalam "Basiyo-Nartosabdho Besanan." *Widyaparwa*, *48*(1), 28–40. https://doi.org/10.26499/wdprw.v48i1.509

Yamane, H., Mori, Y., & Harada, T. (2021). Humor Meets Morality: Joke Generation Based on Moral Judgement. *Information Processing and Management*, *58*(3), 102520. https://doi.org/10.1016/j.ipm.2021.102520

The Influence of Online Self-Regulated Learning on BIPA Teaching Material Development Skills Using the Canva Application

(Pengaruh *Online Self-Regulated Learning* terhadap Keterampilan Pengembangan Bahan Ajar BIPA Menggunakan Aplikasi Canva)

Vivi Indriyani*
Universitas Negeri Padang, Indonesia
viviindriyani@fbs.unp.ac.id

Hasri Fendi
UIN Imam Bonjol Padang, Indonesia
hasrifendi@uinib.ac.id

Rohaidah Binti Haron
Universiti Malaya, Malaysia
eyda1826@um.edu.my

***Corresponding author: Vivi Indriyani | email: viviindriyani@fbs.unp.ac.id**

Abstract: Creating instructional materials is an essential responsibility for educators during the process of teaching and learning. Prospective instructors can learn skills in compiling instructional materials during their undergraduate studies. This technique entails the utilization of students' writing proficiency and autonomous capabilities in developing inventive instructional resources. The CANVA program is a useful tool for creating educational materials. Presently, higher education can be pursued through both traditional in-person instruction and online platforms. This project employs the Online Self-Regulated Learning (SRL) technique and utilizes e-learning tools to generate Indonesian language teaching materials for Foreign Speakers (BIPA). The research is to examine the influence of Online Self-Regulated Learning on the proficiency in creating BIPA teaching materials using the Canva application among aspiring Indonesian language instructors at Padang State University. This research employed experimental methodologies and quasi-experimental designs, specifically utilizing a posttest only control design. The group under study comprises students enrolled in the 2020 cohort of the PBSI Study Program. Purposive sampling strategies were employed to choose two classes as samples for this investigation. The research instrument is an assessment tool. The data analysis process included conducting normality and homogeneity tests on the data, followed by performing the Independent Sample T Test. The results indicated that the data did not follow a normal distribution, thus it was analyzed using Mann U Whitney non-parametric statistics. The test results indicate a notable disparity in the mean learning outcomes between students who employ the Online Self-Regulated Learning technique to create BIPA teaching materials using the Canva application, and students who utilize the assignment method.

| Keywords | canva aplication, learning materials, online self regulated learning (SRL) |

Abstrak: Membuat bahan ajar merupakan tanggung jawab penting bagi pendidik selama proses belajar mengajar. Calon instruktur dapat mempelajari keterampilan dalam menyusun bahan ajar selama studi sarjana mereka. Teknik ini memerlukan pemanfaatan kemahiran menulis siswa dan kemampuan otonom dalam mengembangkan sumber daya pembelajaran yang inventif. Program CANVA adalah alat yang berguna untuk membuat materi pendidikan. Saat ini, pendidikan tinggi dapat ditempuh melalui pengajaran tatap muka tradisional dan platform online. Proyek ini menggunakan teknik Online Self-Regulated Learning (SRL) dan memanfaatkan perangkat e-learning untuk menghasilkan bahan ajar Bahasa Indonesia bagi Penutur Asing (BIPA). Penelitian ini bertujuan untuk menguji pengaruh Online Self-Regulated Learning terhadap kemahiran membuat bahan ajar BIPA menggunakan aplikasi Canva pada calon pengajar bahasa Indonesia di Universitas Negeri Padang. Penelitian ini menggunakan metodologi eksperimen dan desain eksperimen kuasi, khususnya menggunakan desain kontrol posttest only. Kelompok yang diteliti adalah mahasiswa yang terdaftar pada Program Studi PBSI angkatan 2020. Strategi purposive sampling digunakan untuk memilih dua kelas sebagai sampel untuk penyelidikan ini. Instrumen penelitian adalah alat penilaian. Proses analisis data meliputi melakukan uji normalitas dan homogenitas data, dilanjutkan dengan melakukan Uji Independent Sample T Test. Hasil penelitian menunjukkan bahwa data tidak mengikuti distribusi normal, sehingga dianalisis menggunakan statistik non parametrik Mann U Whitney. Hasil pengujian menunjukkan terdapat disparitas rerata hasil belajar yang mencolok antara siswa yang menggunakan teknik Online Self-Regulated Learning untuk membuat bahan ajar BIPA menggunakan aplikasi Canva dengan siswa yang menggunakan metode penugasan.

| Kata Kunci | aplikasi canva, bahan ajar, online self regulated learning (SRL) |

INTRODUCTION

The swift advancement of digital technology has resulted in the accessibility of extensive information, becoming a crucial necessity across various sectors such as the economy, health, agriculture, transportation, science, management, and education (Kayaalp et al., 2022). Innovations in technology have tremendously influenced every aspect of the educational process, including formal as well as informal learning environments. For students, the use of modern technology has become an absolute necessity (Widi et al., 2022), because technology has become an integral part of lifestyle, not just a tool for generation Z (Seemiller & Grace, 2017). In today's productive classroom environment, the use and exploration of technology is the main impetus for forming a solid learning foundation (Koehler et al., 2013). Through this approach, students are expected to be skillful in using technology and are able to learn effectively (Schunk & DiBenedetto, 2016).

Contemporary language educators are now expected to possess a broad spectrum of skills extending beyond the traditional 21st-century competencies like creativity, collaboration, critical thinking, and problem-solving abilities (Tafazoli, 2021b). Proficiency in digital literacy is increasingly recognized as a fundamental skill for educators in the modern era (Eshet-Alkalai, 2004; Kaçar, 2022). The integration of technology into teaching methodologies reminds crucial in the current classroom environemnt, equipping students with the necessary tools to navigate future challenges (Lachner et al., 2021). Enhancing the digital competencies of prospective educators is essential, as well as imparting strategies for applying these skills effectively within classroom settings (Tafazoli, 2021a).

In a broader scope, digital learning includes the use of various types of digital resources in teaching process starting from the planning, implementation, to evaluation stages in an effort to ensure student's learning progress (Burdick & Willis, 2011). The availability of digital learning materials is a key element in the learning process (Syafril et al., 2022). Educators or teachers are expected to utilize diverse digital learning resources and integrate them into the classroom environment. By integrating these tools to develop instructional materials or multimedia content, it enables teachers to enhance the learning outcomes. Moreover, due to the changes of students' characteristics and learning style nowadays, it compels teachers to adjust their teaching methodologies and learning materials accordingly (Avcı, 2022). Previous research has shown that students tend to prefer digital learning materials (Al-Qatawneh et al., 2019; Spica, 2022). This is due to the advantages of digital learning materials in terms of cost-effectiveness, portability, ease of use, as well as functionality such as the ability to search, copy, paste and navigate content quickly (Grissett & Huffman, 2019).

Utilizing and crafting digital teaching materials inherently entails a fusion of technological and pedagogical elements, as it necessitates deliberation on factors that affect the material efficacious and its impact on the student learning experience (Vilppola et al., 2022). Both manual and digital teaching materials have similarities, namely that they both present learning material based on the standard of competency and learning indicators, and include practical questions. The standard of competency and learning indicator are important because they help students understand the learning outcomes that are expected after the learning process ends (Rahayu & Haq, 2020). However, digital teaching materials have their own advantages because it allows them to be easily distributed via various social media platforms such as, WhatsApp, Telegram, Facebook and others (Mutiara & Emilia, 2022; Nurhayati et al., 2021).

In fact, there have been various digital tools used by teachers. One of which is Canva platform. Canva is a tool that is often used in developing digital teaching materials (Wijayati, 2022). This tool can be designed for various learning activities with specific objectives (Anwar, 2021). Canva facilitates students to create various creative materials online easily (Hadi et al., 2021). Compared to other design applications and editors, Canva stands out in design and provides ready-made photo design examples that can be used as templates (Rorimpandey & Fatwa, 2023). The components of this application are considered simple so they support visual learning and increase students' visual literacy (Adawiyah et al., 2019). In addition, Canva can

be accessed online for free or by subscription, and is easy to use for creating teaching materials (Alfian et al., 2022). Thus, Canva platform provides many benefits for teachers.

Canva is an online design platform offering a plethora of tools including presentations, resumes, flyers, posters, graphics, infographics, logos, bookmarks, banners, notifications, among others (Tanjung & Faiza, 2019). Its presentation categories span across a wide array of topics including innovation, education, technology, business, advertising, animation, agendas, and more (Astuti, 2021). Teachers can provide high-quality images or photos and media templates for Canva, which can then be flexibly resized. Using Canva does not take up much time in the creative process for teachers (Melinia & Nugroho, 2022). Canva offers the advantage of not needing to be installed on a computer since it is a web and cloud-based tool. It can also be used through a mobile application that is compatible with Android and iPhone devices (Salam & Adam Mudinillah, 2021).

Canva as a website is a visual media source that can be used as a world-class window for foreign languages, and Canva for Education is one of the newest media (Fauziyah et al., 2016). Canva serves as a visual media platform offering access to a vast array of resources beyond the confines of the language classroom, presenting an assortment of authentic materials readily available for use (Yundayani et al., 2019). With its appealing design and user-friendly features accessible on both smartphones and laptops, this application empowers educators and learners alike to craft teaching materials with enhanced creativity and efficiency (Maryunani, 2021). Using the Canva application is not only a learning medium, but can also improve student learning outcomes (Elsa & Anwar, 2021; Khoiriyah et al., 2022; Leryan et al., 2018; Rahmatullah et al., 2020; Wulandari & Mudinillah, 2022). Apart from that, using Canva can also increase students' learning motivation (Pelangi, 2020).

Unfortunately, teachers often appear to lack sufficient experience or skills in terms of professionalism, which results in a lack of capacity to use digital technology effectively in learning contexts (Koehler et al., 2013). To meet current educational demands, prospective teachers need to have skills in developing their own teaching materials by utilizing digital technology, one of which is through the use of the Canva application. To achieve this, prospective teachers need to be trained in these skills, especially in the context of teaching Indonesian. Indonesian language teachers are not only tasked with teaching students in the language, but also have career potential as teachers for foreign students studying Indonesian. In the course on developing Indonesian language teaching materials for foreign speakers (BIPA), students are expected to be able to develop teaching materials as a means of learning Indonesian.

In fact, the impact of COVID-19 and advances in science and technology have changed the learning process, especially at the higher education level, where learning can be done both face-to-face and online. In the context of developing BIPA teaching materials, researchers use Online Self Regulated Learning (SRL) using e-learning applications provided by universities to assist lecturers in teaching. This application is important in supporting online learning in this era. The importance of independent learning in online education has been highlighted by various studies (Broadbent, 2017; Hong et al., 2021). Independent learning is defined as students' ability to independently and proactively engage in the learning process and regulate their behavior and motivation to achieve learning goals (Doğan, 2022). This technique is a dynamic and purposeful process in which learners set their own learning goals and then strive to manage, control, and govern their thinking, motivation, and actions. They do their own learning with the guidance and constraints of their learning goals as well as the characteristics of their contextual environment (Khurshid, 2020).

Self-regulation skills in education refer to a set of qualities that promote students' independence in their learning pursuits (Almoslamani, 2022; Liu et al., 2022). These skills include many aspects of human cognitive functioning, motivation, metacognition, perception, and environmental awareness, all aimed at achieving the best possible learning results (Fawait et al., 2020; Vattøy, 2020). The importance of independent learning and learning strategies is explained through their relationship to student performance and learning success (Broadbent, 2017). In other words, students who use independent learning strategies effectively tend to show better performance (Fuchs et al., 2022). However, self-regulation strategies also apply in the context of online learning, with the exception of environmental adjustments, because online learning is often already structured, leaving little room for adjustments to the learning environment (Li et al., 2022).

A number of studies have highlighted the importance of developing independent learning skills in the context of e-learning, which can improve students' learning outcomes and academic achievement. Independent learning is a key element in successful online learning, where students follow learning plans, complete assignments, and push themselves to achieve high standards (Durnalı et al., 2022). Self-regulatory behavior enables students to efficiently utilize self-regulation skills in an online learning environment, providing them with confidence and certainty (Landrum, 2020). The importance of self-regulation is emphasized by individual characteristics that promote proficiency in using technology, a tendency for curiosity and discovery, and awareness of the benefits provided by online learning (Tabak & Nguyen, 2013). Participating in self-directed learning requires confidence, perseverance, and unwavering commitment to educational goals (Fadli et al., 2022). These attributes empower students to efficiently allocate their time and effort in acquiring the necessary materials for their educational journey (Izci, 2016). This also has an impact on curiosity, organization, self-motivation, self-control, enthusiasm, openness to learning, and comfort in facing uncertainty and change (Cho et al., 2017). Specifically, these are the individual's skills and abilities to manage the learning process (Zhoc & Chen, 2016).

Research regarding the development of Indonesian language teaching materials for foreign speakers (BIPA) has been carried out previously. Several previous studies, such as those conducted by Bursan & Fatimah (2019), developed teaching materials based on local culture, especially Makasar culture, through Computer Assisted Instruction (CAI). Meanwhile, Arumdyahsari et al., (2016) also developed teaching materials for Indonesian speaking skills for BIPA speakers. In addition, Nirmalasari (2022) developed coffee-based Indonesian listening teaching materials for BIPA students. Even though many of these studies have been conducted in different BIPA learning context, the research regarding the competency of prospective BIPA teaching students in developing teaching materials reminds underexplored. Therefore, this research cannot be considered a duplication or reduplication of previous research. Based on this explanation, the aim of this research is to determine the effect of Online Self-Regulated Learning on BIPA teaching material development skills using the Canva application for prospective Indonesian Language teachers at Padang State University.

This research has several urgencies that can be considered as it was depicted in the following. First, this research provides insight into the effectiveness of using digital media in the context of developing teaching materials, one of which is the CANVA website. Second, the ability to learn independently is an important skill at this time, especially for students who have implemented online learning assisted by e-learning. Third, the current development of BIPA means that we need to prepare professional teaching staff to be able to develop their own teaching materials as an important part of their professionalism.

METHOD

In order to collect the data, this study employed quantitative research methods and utilized experimental and quasi-experimental research approaches. This study employed a posttest only control design, which aimed to compare the treatment effects of two groups: the control group and the experimental group. The experimental group is a cohort that got involved in the intervention, whereas the control group does not. The research sample consisted of students from the PBSI Study Program, namely from the class of 2020. These students were divided into five distinct courses. Two classes were selected as research samples using purposive sampling techniques. The reasons for selecting the sample include the class being at the same semester level, having a similar level of ability, and being a class studying the BIPA package. The data collection method involves a performance test, where students are assigned to create BIPA teaching materials.

The research instrument used in this study was adopted performance tests as an evaluation method. This test is designed with a structured format in three different parts. First, the context section presents brief information about the tasks to be carried out, including the teaching materials, function and structure of the teaching materials to be developed, and so on. Second, the instructions section provides detailed guidance on how to develop teaching materials, which can be adapted to the level of understanding and topic of the BIPA material to be studied. Third, the assessment rubric section presents the assessment criteria that will be used to assess the quality of the teaching materials that have been developed. This instruction provides clear

guidance for students about the assessment standards that will be applied by lecturers, as well as a clearer picture of the quality expected from the teaching materials they produce. Once the instrument is developed, the test is validated by experts. In the context of this research, performance test instruments are used to evaluate students' abilities in developing teaching materials for learning Indonesian for Foreign Speakers (BIPA). By using a structured format, the instrument provides clear guidance for students about what is expected in developing teaching materials, as well as the assessment criteria that will be used by lecturers to assess their work. Validation by education experts also adds confidence to the validity and reliability of the instrument.

The experimental class used an e-learning application by implementing Online Self-Regulated Learning in developing BIPA teaching materials using the Canva application, while the control class employed onlythe assignment method. This research did not conduct a pre-test because performance tests are an aspect of skills that are difficult to carry out before learning. The statistical analysis steps used to process research data involve first testing the normality of the data, assessing the homogeneity of the data, and testing the Independent Sample T Test. If the prerequisite tests are not met (not normal or not homogeneous), then a nonparametric test is carried out using the Mann-Whitney U test. Data analysis is carried out using the SPSS application.

Table 1
Research design

Class	Treatment	Post-test
Control		O1
Experiment	X	O2

The hypothesis of this research is as follows.
H0: There is no difference in the average learning outcomes of students who use Online Self-Regulated Learning on BIPA teaching material development skills using the Canva application compared to students who are given assignments.
Ha: There is a difference in the average learning outcomes of students who use Online Self-Regulated Learning on BIPA teaching material development skills using the Canva application compared to students who are given assignments.

RESULTS AND DISCUSSION

In this research, results were found in the form of student performance tests from post-test trials in two groups, including the control group and the experimental group. The results of this research can be explained as follows. First, a statistical description of the data that has been processed using SPSS is carried out. Descriptive statistical analysis of this research data is presented in Table 2.

Table 2
Data Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Control Class	26	80	90	82.88	0.689
Experiment Class	24	80	95	88.38	0.814

Based on Table 2, there is a striking difference between the average learning outcomes in the control class and the experimental class. To validate the existence of significant differences, it is necessary to carry out statistical tests on student learning outcomes using SPSS. The second step involved testing the normality of the trial data, which used the Shapiro-Wilk test with a significance level of 0.05. After the data is processed using SPSS software, the output results are shown in Table 3.

Table 3
Data Normality Test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning outcomes	1	.333	26	.000	.742	26	.000
	2	.271	24	.000	.859	24	.003
a. Lilliefors Significance Correction							

The results of the Shapiro-Wilk test in Table 3 indicate that the score data for both groups, the control class posttest data (0.000) and the experimental class posttest (0.003), do not follow a normal distribution with a significance level of less than 0.05. Therefore, considering this data, it can be inferred that the posttest data for both the control class and experimental class are samples that do not follow a normal distribution. The third stage involves conducting a homogeneity test on the trial data to ascertain if the two populations originate from the same variation. The homogeneity of the data in this study was assessed using the Levene test, which was conducted using the SPSS programme. Table 4 contains the findings of the homogeneity test.

Table 4
Data Homogeneity Test

Learning Outcomes			
Levene Statistic	df1	df2	Sig.
.054	1	48	.818

Based on the above table, Table 4 shows that the average post-test data has a significance value of 0.818. If the probability value or significance level is higher than 0.05, then it can be inferred that the population's variance is uniform. The next stage is to use non-parametric statistics, specifically the Mann-Whitney U test, to determine the average difference between two unpaired samples (control and experimental classes on post-test results), based on the data's normality and homogeneity tests. The following results are obtained from calculations made with the SPSS application.

Table 5
Mann U Whitney Test

Test Statistics[a]	
	Learning Outcomes
Mann-Whitney U	82.000
Wilcoxon W	433.000
Z	-4.661
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Group	

The test findings indicate that the Asymp.sig value obtained (2-tailed) was 0.000, which is below the significance level of 0.05. Thus, it can be inferred that there is a significant difference in the average learning outcomes of students who participate in Online Self-Regulated Learning to create Indonesian language teaching materials for Foreign Speakers (BIPA) using the Canva application, compared to students who only receive assignments.

Research findings suggest that there is a difference in the average learning outcomes between students who use Online Self-Regulated Learning to create Indonesian language teaching materials for Foreign Speakers (BIPA) with the Canva program, compared to those who only get assignments. Several researches have investigated self-regulated learning in online learning settings (Broadbent, 2017; Cho & Shen, 2013), and some have claimed that it is associated with good learning experiences, increased engagement, and an effective learning process (Viriya, 2022). Therefore, students that flourish in online learning are those who are very skillful in effectively utilizing self-regulation throughout their learning process (Sun & Rueda, 2012). In an online learning environment, great responsibility is required from

students to control their own learning process (Wang et al., 2013). They are asked to plan their studies, manage their time, and determine the best way to engage with the course material efficiently. Thus, independent learning plays an important role in controlling individual learning and supporting students to engage independently and actively in the learning process (Bol & Garner, 2011; Kara et al., 2020).

Researchers believe that Self-Regulated Learning (SRL) plays a key role in learning success, as it has been revealed by several studies (Hao, 2016; Hartley & Bendixen, 2011). Online learning provides numerous advantages, such as developing students' self-directed learning skills, enabling them to actively engage in the teaching and learning process as well as participate in interactive and adaptable learning experiences. Online learning also enables students to assess and analyze their learning progress (Diningrat & Ngussa, 2022). According to Moos & Bonde (2016), people who have independent learning skills are able to recognize their own actions and evaluate their performance based on these behaviors. They also tend to observe themselves in the learning context, identify their shortcomings, and work to improve them (Özdal et al., 2022). Implementing independent learning is also thought to foster student creativity (Lemmetty & Collin, 2021), which aligns with the enhancement of individual competencies like creativity, communication, and collaboration in professional settings (Toh & Kirschner, 2020). In this way, it is hoped that individuals can take greater responsibility for their own learning and development (Bansal, 2021).

As per Barnard-Brak et al., (2010), individual academic performance tends to fluctuate in accordance with their level of SRL skills; for instance, a minimal and disorganized independent study approach consistently correlates with lower academic achievement. Similarly, a study conducted by Zalli et al., (2020) in Malaysia demonstrates that SRL strategies such as time management, planning, and self-evaluation significantly influence student satisfaction with their learning experiences. Since self-regulation encompasses personal cognitive, metacognitive, motivational, perceptual, and environmental dimensions aimed at achieving learning objectives (Fawait et al., 2020), it facilitates students' independence in their learning process. This approach is also apt for individuals seeking to self-regulate their learning, as it necessitates assuming independent responsibility for their learning from educators and leveraging available online resources (Rasheed et al., 2020).

The development of Indonesian language learning teaching materials for foreign speakers (BIPA) requires language skills from prospective student teachers, especially in writing skills. Regarding these language skills, various studies show that Self-Regulated Learning (SRL) can improve several aspects of students' writing performance (Mahmud & German, 2021). A study by Ariyanti et al., (2018) found that independent learners tend to put more effort into learning to write, which results in better writing results. In the context of affective learning, SRL is also related to motivation and seeking help, which is crucial for students in completing assignments such as writing a thesis (Mbato & Cendra, 2019). Research by Wijaya (2021) showed that the continuous incorporation of SRL internalized by academic writing advisors can produce complementary internal and external motivation, which in turn helps students achieve success in academic writing, which is important for their future careers. Pionera et al., (2020) revealed that students exhibiting low levels of Self-Regulated Learning (SRL) also demonstrate proficient writing skills, sometimes surpassing those of students with high levels of SRL. This suggests that students with lower SRL levels still possess the potential to undergo substantial improvements in achieving learning outcomes, particularly in the realm of writing skills.

The utilization of the CANVA program for the creation of instructional materials has gained significant popularity among educators. Several prior studies have demonstrated the benefits of utilizing this program for the creation of educational materials. For instance, Puspita et al., (2022) discovered that the utilization of CANVA yielded positive results in enhancing reading comprehension abilities specifically for informative literature. Similarly, Usman et al., (2023) demonstrated that teachers exhibited favorable reactions and displayed significant enthusiasm in creating language teaching materials using this application. This was mostly due to the enhanced creativity of the generated teaching materials, which effectively stimulated student motivation in the learning process.

Additionally, this study also emphasizes the utilization of CANVA in creating instructional resources for non-native language learners. Andrianto et al., (2021) examined the utilization of

infographics or CANVA media to investigate the attributes, cultural understanding, and tourism of grade 6 BIPA pupils at the Surabaya European School. In addition, Simanjuntak et al., (2022) created teaching resources for BIPA level A1 that specifically emphasize the culture of North Sumatra. These materials were built utilizing the CANVA application. In addition, Rahmawati & Daulany (2023) demonstrated the utilization of CANVA in creating instructional resources for those who are not native speakers. Their research demonstrates that the utilization of CANVA facilitates students' comprehension of the subject due to its visually appealing and comprehensible image or video format. In addition, this program can be utilized to enhance instructor creativity and foster the acquisition of diverse abilities necessary for pupils in numerous domains of life.

CONCLUSION

This study examines the dynamics of learning at the tertiary level, which has undergone a considerable transition to online learning. An instance of this is Padang State University, which has extensively implemented e-learning software to facilitate the process of online education for both students and instructors. An example of this application may be seen in the course "Development of BIPA Teaching Materials," where an Online Self-Regulated Learning technique is utilized. The research findings indicate a notable disparity in the mean learning outcomes between students who employ this methodology and those who adhere to the standard assignment method. This research advice emphasizes the significance of utilizing the Online Self-Regulated Learning approach as a substitute for online learning. By employing this method, educators can foster student autonomy in the educational journey, bolstered by the advice provided by online learning platforms. This approach is expected to be more efficient than using only conventional assignment techniques.

In addition, it is imperative to enhance comprehension about the implementation of Online Self-Regulated Learning within the framework of online education. The development of a sophisticated learning model by leveraging additional applications that are compatible with this methodology should be further investigated. Therefore, the full potential of Online Self-Regulated Learning in enhancing students' learning abilities and academic performance at the tertiary level can be maximized. Future research could investigate the potential application of this strategy to enhance several skills, including speaking, listening, and understanding grammar, within the framework of learning Indonesian for Foreign Speakers (BIPA). Therefore, the utilization of Online Self-Regulated Learning in online education will continue to advance and prove valuable insight for educational practitioners and researchers in the future.

While this research offers valuable insights into the efficacy of the Online Self-Regulated Learning approach for learning Indonesian as a foreign language (BIPA), particularly in creating BIPA teaching materials using the Canva application, it is important to acknowledge certain limitations. The scope of this research is confined to a single university and a specific course, thereby limiting the applicability of the findings to that particular environment. Furthermore, this study did not thoroughly examine the impact of external factors, such as unreliable internet access or students' level of technological preparedness, on learning outcomes, despite the emphasis on online learning. In addition, the measurement solely emphasizes student learning outcomes and does not take into account students' subjective feedback or experiences with the learning approach employed. Future study might enhance the understanding of the efficiency of this learning strategy in different educational environments by taking into account these constraints.

DECLARATIONS

Author contribution	:	Vivi Indriyani leads and is responsible for all research projects on Muhammadiyah figures in East Java. He also wrote the manuscript and collaborated with the second and third authors. Hasri Fendi and Rohaidah participated in writing the article. Three authors approved the final manuscript

Funding statement	:	This research was conducted using private funding.
Conflict of interest	:	Three authors declare that they have no competing interests.
Ethics Approval	:	The authors agrees to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Adawiyah, A., Hasanah, A., & Munsi, M. F. (2019). Literasi Visual Melalui Teknologi Canva: Stimulasi Kemampuan Kreativitas Berbahasa Indonesia Mahasiswa. *Proceeding Education Transformation in Facing Industrial Revolution 4.0*, 184–187.

Al-Qatawneh, S., Alsalhi, N., Al Rawashdeh, A., Ismail, T., & Aljarrah, K. (2019). To E-Textbook or Not to E-Textbook? A Quantitative Analysis of the Extent of the Use of E-Textbooks at Ajman University From Students' Perspectives. *Education and Information Technologies*, *24*(5), 2997–3019. https://doi.org/https://doi.org/10.1007/s10639-019-09912-4

Alfian, A. N., Putra, M. Y., Arifin, R. W., Barokah, A., Safei, A., & Julian, N. (2022). Pemanfaatan Media Pembelajaran Audio Visual Berbasis Aplikasi Canva. *Jurnal Pengabdian Kepada Masyarakat UBJ*, *5*(1), 75–84. https://doi.org/https://doi.org/10.31599/jabdimas.v5i1.986

Almoslamani, Y. (2022). The Relationship Between Self-Regulation Learning and Online Learning Adoption. *Cypriot Journal of Educational Sciences*, *17*(6), 2117–2126. https://doi.org/https://doi.org/10.18844/cjes.v17i6.7550

Andriyanto, O. D., Hardika, M. & Sukarman. (2021). Canva as a Media for Exploration of Indonesian Tourism Knowledge in BIPA Learning. *International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)*, 190-194.

Anwar, K. (2021). The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, *5*(1), 62–69. https://doi.org/http://dx.doi.org/10.30587/jetlal.v5i1.2253

Ariyanti, A., Fitriana, R., & Pane, W. S. (2018). Self-Regulated Learning In Writing of EFL Learners. *Indonesian Journal of English Language Teaching and Applied Linguistics*, *3*(1), 155–166. https://doi.org/https://doi.org/10.21093/IJELTAL.V3I1.170

Arumdyahsari, S., Hs, W., & Susanto, G. (2016). Pengembangan Bahan Ajar Keterampilan Berbicara Bahasa Indonesia Bagi Penutur Asing Tingkat Pemula. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, *1*(5), 828–834.

Astuti, S. P. (2021). Pemanfaatan Canva Design sebagai Media Pembelajaran Mata Kuliah Fisika Listrik Statis. *Navigation Physics: Journal of Physics Education*, *3*(1), 8–15. https://doi.org/https://doi.org/10.30998/npjpe.v3i1.563

Avcı, S. (2022). Examining the Factors Affecting Teachers' use of Digital Learning Resources with Utaut2. *Malaysian Online Journal of Educational Technology*, *2022*(3), 200–214. https://doi.org/http://dx.doi.org/10.52380/mojet.2022.10.3.399

Bansal, K. (2021). A Relative Study of Emotional Intelligence on Self-Directed Learning. *Materials Today: Proceedings*, 2934–2937. https://doi.org/https://doi.org/10.1016/j.matpr.2020.08.701

Barnard-Brak, L., Paton, V. O., & Lan, W. Y. (2010). Self-Regulation Across Time of First-Generation Online Learners. *ALT-J: Research in Learning Technology*, *18*(1), 61–70. https://doi.org/https://doi.org/10.1080/09687761003657572

Bol, L., & Garner, J. K. (2011). Challenges in Supporting Self-Regulation in Distance Education Environments. *Journal of Computing in Higher Education*, *23*(2–3), 104–123. https://doi.org/https://doi.org/10.1007/s12528-011-9046-7

Broadbent, J. (2017). Comparing Online and Blended Learners' Self-Regulated Learning Strategies

and Academic Performance. *The Internet and Higher Education*, *33*, 24–32. https://doi.org/https://doi.org/10.1016/j.iheduc.2017.01.004

Burdick, A., & Willis, H. (2011). Digital Learning, Digital Scholarship and Design Thinking. *Design Studies*, *32*(6), 546–556. https://doi.org/https://doi.org/10.1016/j.destud.2011.07.005

Bursan, I. Z., & Fatimah, R. T. (2019). Pengembangan Bahan Ajar Bahasa Indonesia Berbasis Budaya Lokal Bagi Penutur Asing (BIPA). *Jurnal Penelitian dan Penalaran*, *6*(2), 97–112.

Cho, M. H., Kim, Y., & Choi, D. H. (2017). The Effect of Self-Regulated Learning on College Students' Perceptions of Community of Inquiry and Affective Outcomes in Online Learning. *Internet & Higher Education*, *34*, 10–17. https://doi.org/10.1016/j.iheduc.2017.04.001

Cho, M. H., & Shen, D. (2013). Self-Regulation in Online Learning. *Distance Education*, *34*(3), 290–301. https://doi.org/https://doi.org/10.1080/01587919.2013.835770

Diningrat, S. W. M., & Ngussa, B. M. (2022). Effect of Online Flipped Classroom on Students' Self-Directed Learning: A Case Of Some Universities In Indonesia. *Journal of Educators Online*, *19*(3). https://doi.org/10.9743/JEO.2022.19.3.7

Doğan, Y. (2022). Higher Education EFL Learners' Online Self-Regulated Learning During the Covid-19 Pandemic: Relationships of Some Variables With Self-Regulation. *Novitas-ROYAL*, *16*(2), 16–35.

Durnalı, M., Orakci, Ş., & Toraman, Ç. (2022). Distance Education Students' Acceptance of Online Learning Systems, Attitudes Towards Online Learning and Their Self-Directed Learning Skills. *Malaysian Online Journal of Educational Technology*, *10*(2), 76–94. https://doi.org/https://doi.org/10.52380/mojet.2022.10.2.236

Elsa, E., & Anwar, K. (2021). The Perception of Using Technology Canva Application as a Media For English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, *5*(1), 62–69. https://doi.org/10.30587/jetlal.v5i1.2253

Eshet-Alkalai, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era. *Journal of Educational Multimedia and Hypermedia*, *13*(1), 93–106.

Fadli, F., Budiningsih, C. A., Wahyono, S. B., Sukirno, S., Parthasarathy, K., & Johari, R. J. (2022). Techno Self Online Learning Pevar as a New Learning Alternative: Paradigm and Construction. *International Journal of Evaluation and Research in Education*, *11*(1), 392–402. https://doi.org/10.11591/ijere.v11i1.21458

Fauziyah, N. L., Widodo, J. P., & Yappi, S. N. (2016). The Use of ' Canva For Education ' and The Students ' Perceptions of its Effectiveness in The Writing Procedure Text. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *5*(1), 6368–6377. https://doi.org/https://doi.org/10.33258/birci.v5i1.4359

Fawait, A., Setyosari, P., Sulthoni, S., & Ulfa, S. (2020). Identification of Factors Affecting of Character Education Program on High School Students' Self-Regulation Skills. *Journal for the Education of Gifted Young Scientists*, *8*(1), 435–450. https://doi.org/http://dx.doi.org/10.17478/jegys.683155

Fuchs, K., Pösse, L., Bedenlier, S., Gläser-Zikuda, M., Kammerl, R., Kopp, B., Ziegler, A., & Händel, M. (2022). Preservice Teachers' Online Self-Regulated Learning: Does Digital Readiness Matter? *Education Sciences*, *12*(4), 1–14. https://doi.org/10.3390/educsci12040272

Grissett, J. O., & Huffman, C. (2019). An Open Versus Traditional Psychology Textbook: Student Performance, Perceptions, and Use. *Psychology Learning & Teaching*, *18*(1), 21–35. https://doi.org/https://doi.org/10.1177/1475725718810181

Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching Writing Through Canva Application to Enhance Students' Writing Performance. *JOLLT Journal of Languages and Language Teaching*, *9*(2), 228–235. https://doi.org/https://doi.org/10.33394/jollt.v%vi%i.3533

Hao, Y. (2016). Exploring Undergraduates' Perspectives and Flipped Learning Readiness in Their Flipped Classrooms. *Computers in Human Behavior*, *59*, 82–92. https://doi.org/https://doi.org/10.1016/j. chb.2016.01.032

Hartley, K., & Bendixen, L. D. (2011). Educational Research in the Internet Age: Examining the Role of Individual Characteristics. *Educational Researcher*, *30*(9), 22–26. https://doi.org/https://doi.org/10.3102/0013189X030009022

Hong, J. C., Lee, Y. F., & Ye, J. H. (2021). Procrastination Predicts Online Self-Regulated Learning and Online Learning Ineffectiveness During the Coronavirus Lockdown. *Personality and Individual Differences*, *174*, 1–8. https://doi.org/https://doi.org/10.1016/j.paid.2021.110673

Izci, K. (2016). Internal and External Factors Affecting Teachers' Adoption of Formative Assessment to Support Learning. *Tojet - The Turkish Online Journal of Educational Technology*, *10*(8), 2541–2548.

Kaçar, I. G. (2022). Pre-Service EFL Teachers as Digital Material Designers: A Case Study Into the TPACK Development in the Turkish Context. *Teaching English with Technology*, *22*(3–4), 107–130.

Kara, M., Kukul, V., & Cakir, R. (2020). Self-Regulation in Three Types of Online Interaction: How Does it Predict Online Pre-Service Teachers' Perceived Learning And Satisfaction? *The Asia-Pacific Education Researcher*, *30*, 1–10. https://doi.org/https://doi.org/10.1007/s40299-020-00509-x

Kayaalp, F., Gökbulut, B., Meral, E., & Başci-Namli, Z. (2022). The Effect of Digital Material Preparation Training on Technological Pedagogical Content Knowledge Self-Confidence of Pre-Service Social Studies Teachers Dijital Materyal Hazırlama Öğretiminin Sosyal Bilgiler Öğretmen Developing at an Extraordinary Pace A. *Journal of Theoretical Educational Science*, *15*(3), 475–503. https://doi.org/http://doi.org/10.30831/akukeg.1061527

Khoiriyah, B., Darmayanti, R., & & Astuti, D. (2022). Design for Development of Canva Application-Based Audio-Visual Teaching Materials on the Thematic Subject "Myself (Me And My New Friends)" Elementary School Students. *Jurnal Pendidikan dan Konseling (JPDK)*, *4*(6), 6287–6295. https://doi.org/10.31004/jpdk.v4i6.9291

Khurshid, F. (2020). Online Collaboration and Self-Regulated Learning in Online Learning Environment. *Pakistan Journal of Distance & Online Learning*, *VI*(I), 177–193.

Koehler, M. J., Mishra, P., & Cain, W. (2013). What is Technological Pedagogical Content Knowledge (TPACK)? *Journal of Education*, *193*(3), 13–19. https://doi.org/https://doi.org/10.1080/15391523.2003.10782399

Lachner, A., Fabian, A., Franke, U., Preiß, J., Jacob, L., Führer, C., & Thomas, P. (2021). Fostering Pre-Service Teachers' Technological Pedagogical Content Knowledge (TPACK): A Quasi-Experimental Field Study. *Computers & Education*, *174*, 104304. https://doi.org/https://doi.org/10.1016/j.compedu.2021.104304

Landrum, B. (2020). Examining Students' Confidence to Learn Online, Self-Regulation Skills and Perceptions of Satisfaction And Usefulness of Online Classes. *Online Learning*, *24*(3), 128–146. https://doi.org/http://dx.doi.org/10.24059/olj.v24i3.2066

Lemmetty, S., & Collin, K. (2021). Self-Directed Learning in Creative Activity: An Ethnographic Study In Technology-Based Work. *The Journal of Creative Behavior*, *55*(1), 105–119. https://doi.org/http://dx.doi.org/10.1002/jocb.438

Leryan, L. P. A., Damringtyas, C. P., Hutomo, M. P., & Printina, B. I. (2018). The Use of Canva Application as an Innovative Presentation Media Learning History. *Prosiding Seminar Nasional FKIP 2018*, 190–203. https://doi.org/https://doi.org/10.24071/snfkip.2018.20

Li, G., Luo, H., Lei, J., Xu, S., & Chen, T. (2022). Effects of First-Time Experiences and Self-Regulation on College Students' Online Learning Motivation: Based on a National Survey During Covid-19. *Education Sciences*, *12*(4), 1–19. https://doi.org/https://doi.org/10.3390/educsci12040245

Liu, C. Y., Jiao, Y., & Qiu, W. T. (2022). The Roles of Language Aptitude and Online Self-Regulated Learning in Foreign Language Achievements. *Language Teaching Research Quarterly*, *31*, 83–100. https://doi.org/10.32038/LTRQ.2022.31.07

Mahmud, Y. S., & German, E. (2021). Online Self-Regulated Learning Strategies Amid a Global

Pandemic: Insights from Indonesian University Students. *Malaysian Journal of Learning and Instruction*, *18*(2), 45–68. https://doi.org/10.32890/mjli2021.18.2.2

Maryunani. (2021). Meningkatkan Prestasi Belajar Siswa dalam Pembelajaran Daring di Masa Pandemi Melalui Aplikasi Canva untuk Kelas VI SDN Krembangan Selatan III Surabaya. *Jurnal Inovasi Pendidikan Dasar*, *4*(1), 190–196. https://doi.org/10.51878/elementary.v1i4.734

Mbato, C. L., & Cendra, A. (2019). EFL Undergraduate Students' Self Regulation in Thesis Writing. *Journal of English Language and Education (JELE)*, *5*(1), 66–82. https://doi.org/https://doi.org/http://dx.doi. org/10.26486/jele.v5i1.949

Melinia, S., & Nugroho, N. (2022). Creating a Video Using Canva Application as an English Learning Media of Recount Text Material. *JEdu: Journal of English Education*, *2*(2), 118–129. https://doi.org/https://doi.org/10.30998/jedu.v2i2.6644

Moos, D. C., & Bonde, C. (2016). Flipping the Classroom: Embedding Self-Regulated Learning Prompts in Videos. *Technology, Knowledge and Learning*, *21*(2), 225–242. https://doi.org/https://doi. org/10.1007/s10758-015-9269-1

Mutiara, E., & Emilia, E. (2022). Developing Flipbook-Based Teaching-Learning Material in the Culinary Arts Program of UNIMED. *International Journal of Education in Mathematics, Science and Technology*, *10*(3), 650–662. https://doi.org/https://doi.org/10.46328/ijemst.2487

Nirmalasari, Y. (2022). Pengembangan Bahan Ajar Menyimak Berbasis Kopi bagi Pemelajar BIPA Tingkat Pemula. *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, dan Sastra)*, *6*(1), 61–72. https://doi.org/10.33479/klausa.v6i1.564

Nurhayati, Ampera, D., Chalid, S., Farihah, & Baharuddin. (2021). Development of Blended Learning Type and Flipped Classroom-Based Cultural Arts Subjects. *International Journal of Education in Mathematics, Science and Technology*, *9*(4), 655–667. https://doi.org/https://doi.org/10.46328/ijemst.1975

Özdal, H., Özden, C., Atasoy, R., & Güneylİ, A. (2022). Effectiveness of Self-Regulated Learning Skills on Web-Based Instruction Attitudes in Online Environments. *Pegem Egitim ve Ogretim Dergisi*, *12*(1), 182–193. https://doi.org/10.47750/pegegog.12.01.18

Pelangi, G. (2020). Pemanfaatan Aplikasi Canva sebagai Media Pembelajaran Bahasa dan Sastra Indonesia Jenjang SMA/MA. *Jurnal Sasindo UNPAM*, *2*(8), 79–96. https://doi.org/http://dx.doi.org/10.32493/sasindo.v8i2.79-96

Pionera, M., Degeng, I. N. S., Widiati, U., & Setyosari, P. (2020). Instructional Methods and Self-Regulated Learning in Writing. *International Journal of Instruction*, *13*(3), 43–60. https://doi.org/https://doi.org/10.21093/IJELTAL.V3I1.170

Puspita, R. D., dkk. (2022). Development of Teaching Materials to Improve Reading Comprehension Skills for 5th Grade Students: Canva APP Supported. *JMIE: Journal of Madrasah Ibtidaiyah Education*, 6(2), 2022, 163-172.

Rahayu, A. D., & Haq, M. S. (2020). Sarana dan Prasarana dalam Mendukung Pembelajaran Daring pada Masa Pandemi Covid-19. *Jurnal Inspirasi Manajemen Pendidikan*, *9*(1), 186–199.

Rahmatullah, R., Inanna, I., & Ampa, A. T. (2020). Media Pembelajaran Audio Visual Berbasis Aplikasi Canva. *Jurnal Pendidikan Ekonomi Undiksha*, *12*(2), 317–327.

Rahmawati & Daulany, E. (2023). The Developing of Indonesian Teaching Materials for Foreign Speakers by Using Canva Media. *English Teaching and Linguistics Journal*, 4(1), 59-66. https://doi.org/10.30596/etlij.v4i1.13416

Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the Online Component of Blended Learning: A Systematic Review. *Computers & Education*, *144*, 1–17. https://doi.org/https://doi.org/10.1016/j.compedu.2019.103701

Rorimpandey, W. H. F., & Fatwa, A. (2023). Using the Canva Application in Learning to Collect Print Media Advertising Text in Class V Elementary School. *JP (Jurnal Pendidikan): Teori dan Praktik*, *8*(1), 60–69. https://doi.org/10.26740/jp.v8n1.p60-69

Salam, M. Y., & Adam Mudinillah. (2021). Canva Application Development for Distance Learning on Arabic Language Learning in MTs Thawalib Tanjung Limau Tanah Datar. *JTP - Jurnal Teknologi Pendidikan*, *23*(2), 101–111. https://doi.org/http://dx.doi.org/10.21009/JTP2001.6

Schunk, D. H., & DiBenedetto, M. K. (2016). Self-Efficacy Theory in Education. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (pp. 34–54). routledge. https://doi.org/https://www.routledgehandbooks.com/doi/10.4324/9781315773384.ch3

Seemiller, C., & Grace, M. (2017). Generation Z: Educating and Engaging the next Generation of Students. *About Campus*, *22*(3), 21–26. https://doi.org/https://doi.org/10.1002/abc.21293

Simanjuntak, E.E., et al. (2022). Development of BIPA Teaching Materials Level A1 Changed with North Sumatera Culture Based on the Canva Application. *ICIESC*. EUDL Publisher.

Spica, E. (2022). The Influence of Technological Savviness and Home Internet Access on Student Preferences for Print or Digital Course Materials. *International Journal of Teaching and Learning in Higher Education*, *34*(1), 81–96.

Sun, J. C. Y., & Rueda, R. (2012). Situational Interest, Computer Self-Educacy and Self-Regulation: Their Impact on Student Engagement in Distance Ducation. *British Journal of Educational Technology*, *43*(2), 191–204. https://doi.org/https://doi.org/10.1111/j.1467-8535.2010.01157.x

Syafril, Rahmi, U., & Azrul. (2022). The Development of Case Study Teaching Materials for Prospective Teachers in LPTK. *Pegem Egitim Ve Ogretim Dergisi*, *12*(2), 193–199. https://doi.org/10.47750/pegegog.12.02.19

Tabak, F., & Nguyen, N. T. (2013). Technology Acceptance and Performance in Online Learning Environments: Impact of Self-Regulation. *MERLOT Journal of Online Learning and Teaching*, *9*(1), 116–130.

Tafazoli, D. (2021a). Call Teachers' Professional Development Amid The Covid-19 Outbreak: A Qualitative Study. *CALL-EJ*, *22*(2), 4–13.

Tafazoli, D. (2021b). Language Teachers' Professional Development and New Literacies: An Integrative Review. *Aula Abierta*, *50*(2), 603–614. https://doi.org/https://doi.org/10.17811/rifie.50.2.2021.603-614

Tanjung, R. E., & Faiza, D. (2019). Canva sebagai Media Pembelajaran pada Mata Pelajaran Dasar Listrik dan Elektronika. *Voteteknika (Vocational Teknik Elektronika Dan Informatika)*, *7*(2), 79–85. https://doi.org/https://doi.org/10.24036/voteteknika.v7i2.104261

Toh, W., & Kirschner, D. (2020). Self-Directed Learning in Video Games, Affordances and Pedagogical Implications for Teaching and Learning. *Computers & Education*, *154*. https://doi.org/https://doi.org/10.1016/j.compedu.2020.103912

Usman, H., et al. (2023). The Use Canva Application to Developing Integrated Language Skills Teaching Materials Based on Local Wisdom. *European Journal of Humanities and Educational Advancements (EJHEA)*, 4(10), 68--72.

Vattøy, K.-D. (2020). Teachers' Beliefs About Feedback Practice as Related to Student Selfregulation, Self-Efficacy, and Language Skills in Teaching English as a Foreign Language. *Studies in Educational Evaluation*, *64*, 1–10. https://doi.org/https://doi.org/10.1080/09500693.2010.541529

Vilppola, J., Lämsä, J., Vähäsantanen, K., & Hämäläinen, R. (2022). Teacher Trainees' Experiences of the Components of ICT Competencies and Key Factors in ICT Competence Development in Work-Based Vocational Teacher Training in Finland. *International Journal for Research in Vocational Education and Training*, *9*(2), 146–166. https://doi.org/10.13152/IJRVET.9.2.1

Viriya, C. (2022). Exploring the Impact of Synchronous, Asynchronous, and Bichronous Online Learning Modes on EFL Students' Self-Regulated and Perceived English Language Learning. *Reflections*, *29*(1), 88–111.

Wang, C. H., Shannon, D., & Ross, M. (2013). Students' Characteristics, Self-Regulated Learning, Technology Self_Efficacy, and Course Outcomes in Online Learning. *Distance Education*, *34*(3), 302–323. https://doi.org/https://doi.org/10.1080/01587919.2013.835779

Widi, B., Fatimah, N., & Zuraina, A. (2022). Digital Literacy Readiness: Voices of Indonesian Primary and Secondary English Teachers. *English Language Teaching Education Journal*, *5*(2), 129–142. https://doi.org/https://doi.org/10.12928/eltej.v5i2.6562

Wijaya, K. F. (2021). English Education Master Students' Self-Regulated Learning Strategies in Academic Writing. *Jet (Journal of English Teaching)*, *7*(1), 15–29. https://doi.org/https://doi.org/10.33541/jet.v7i1.2313

Wijayati, R. D. (2022). Developing Islamic-Values-Based Powtoon Learning Media for Muhammadiyah Kindergarten Teachers: Covid-19 and TEYL. *English Language Teaching Educational Journal*, *5*(2), 103–118. https://doi.org/https://doi.org/10.12928/eltej.v5i2.2806

Wulandari, T., & Mudinillah, A. (2022). Efektivitas Penggunaan Aplikasi Canva sebagai Media Pembelajaran IPA MI/SD. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, *2*(1), 102-118. https://doi.org/https://doi.org/10.32665/jurmia.v2i1.245

Yundayani, A., Susilawati, & Chairunnisa. (2019). Investigating the Effect of Canva on Students' Writing Skills. *journal of english education*, *7*(2), 169–176. https://doi.org/https://doi.org/10.25134/erjee.v7i2.1800.Received

Zalli, M. M. M., Nordin, H., & Hashim, R. A. (2020). Online Self_Regulated Learning Strategies in Moocs: A Measurement Model. *International Journal of Emerging Technologies in Learning*, *15*(8), 255–263. https://doi.org/https://doi.org/10.3991/IJET. V15I08.12401

Zhoc, K. C., & Chen, G. (2016). Reliability and Validity Evidence for the Self-Directed Learning Scale (SDLS). *Learning and Individual Differences*, *49*, 245–250.

Linguistic Landscape of *Malukat* Temple in Gianyar, Bali: Analysis on Public Signage

(Lanskap Linguistik pada Pura *Malukat* di Gianyar, Bali: Analisis pada Papan Ruang Publik)

Ni Putu Meri Dewi Pendit
Universitas Terbuka, Indonesia
putumeri@ecampus.ut.ac.id

Afriliani
Universitas Terbuka, Indonesia
afriliani@ecampus.ut.ac.id

Ni Made Verayanti Utami*
Universitas Mahasaraswati Denpasar,
Indonesia
verayanti.utami@unmas.ac.id

*Corresponding author: Ni Made Verayanti Utami | email: verayanti.utami@unmas.ac.id

Abstract: One intriguing aspect in linguistic studies is linguistic landscape, which encompasses the use of language in public spaces. This research aims to delineate the syntactic characteristics of information boards within self-cleaning temples (Malukat) situated in Gianyar, Bali. Furthermore, it investigates the function of the bilingual information boards' (Indonesian and English). The study employs a qualitative method to elucidate the syntactic scopes and semantic functions found in the informational boards. The analysis draws from landscape linguistics theory by Yendra and Artawa (2020) and incorporates micro-linguistics theories, including Noortyani's (2017) syntactic scope theory, Landry and Bourhis (1997) linguistic landscape theory, and Nida's (2000) translation equivalence theory. Findings reveal that temple information boards exhibit diverse syntactic scopes, predominantly in the form of sentences, as they convey detailed and comprehensible information to visitors. The semiotic function employed in public space signboards predominantly features informational and symbolic functions, contributing to the overall linguistic landscape of the temple environment. The research concludes the fact that the dynamic relationship between language, culture, and public spaces, emphasizing the need for a nuanced approach to linguistic analysis in diverse environments.

| Keywords | linguistic landscape, public signs, semiotic function, syntactic scope, temple |

Abstrak: Salah satu aspek yang menarik perhatian dalam studi linguistik adalah pemandangan linguistik, yang mencakup penggunaan bahasa dalam ruang publik. Penelitian ini bertujuan untuk menguraikan ciri sintaksis pada papan informasi di dalam pura-pura tempat penyucian diri (Malukat) yang terletak di Gianyar, Bali. Penelitian ini juga menganalisis fungsi dari papan informasi dwibahasa (Indonesia dan Inggris). Penelitian ini menggunakan metode kualitatif untuk menjelaskan ruang lingkup sintaksis dan fungsi semantik yang ditemukan pada papan-papan informasi. Analisis ini merujuk pada teori linguistik lanskap oleh Yendra dan Artawa (2020) dan menggabungkan teori mikro-linguistik, termasuk teori ruang lingkup sintaksis oleh Noortyani (2017), teori lanskap linguistik oleh Landry dan Bourhis (1997), dan teori kesepadanan terjemahan oleh Nida (2000). Hasilnya menunjukkan bahwa papan informasi yang terdapat di pura-pura tersebut menampilkan ruang lingkup sintaksis yang beragam, terutama dalam bentuk kalimat, karena papan-papan tersebut menyampaikan informasi yang detail dan mudah dipahami kepada pengunjung. Fungsi semiotik yang digunakan dalam papan tanda ruang publik secara dominan menampilkan fungsi informatif dan simbolis, berkontribusi pada lanskap linguistik keseluruhan dari lingkungan pura. Penelitian ini menyimpulkan fakta bahwa hubungan dinamis antara bahasa, budaya, dan ruang publik, menekankan perlunya pendekatan yang dinamis dalam analisis linguistik di lingkungan yang beragam.

| Kata Kunci | lanskap linguistik, tanda ruang publik, fungsi semiotik, ruang lingkup sintaksis, pura |

INTRODUCTION

Landscape Linguistics (LL) is an arising scholastic discipline that spotlights on the language utilized in open spaces, enveloping public street signs, billboards, road names, place names, business shop signs, and government-fastened public data sheets (Paramarta, 2022; Rahayu et al., 2023; Sari et

al., 2022), all in all molding the semantic climate of a specific topographical district, region, or metropolitan combination (Landry & Bourhis, 1997; Erikha, 2018; Florenta & Rahmawati, 2021). The fields of applied linguistics and sociolinguistics overlap in this area of study. In this examination, we notice semantic and cultural signs among people from different ethnic backgrounds as they manifest inside society (Risaldi et al., 2021; Sa'diyah, 2022; Rico & González Pastor, 2022). The contrast between language use in official and unofficial spatial contexts is one example of a sociolinguistic pattern that is frequently looked at in LL research. The assessment of LL at the authority level is frequently alluded to as the Top-Down concept, where texts inside open spaces are produced by administrative elements. On the other hand, the informal level is called the Bottom-Up concepts, wherein texts inside open spaces start from private substances or people (Gorter, 2006; Aini et al., 2023; Arias Alvarez & Bernardo-Hinesley, 2024).

The landscape linguistic in this study is related to the authority level, where public space signs and information boards inside the *Malukat* temple are made by local authorities. The data collection site chosen for this research are *Tirta Empul* Temple and *Dalem Pingit Sebatu* Temple, situated in the Gianyar regency of Bali. Within these temples doesexists an official announcement sign sanctioned by local authorities, serving the purpose of disseminating information regarding the procedures and regulations for participating in the 'malukat' ceremony. 'Malukat' signifies a spiritual purification ritual aimed at cleansing the mind and soul of individuals. The term 'malukat' derives from the word 'lukat,' connoting transformation towards improvement or initiation, and it embodies the idea of purification, signifying a similar concept of initiation.

Figure 1
Information Board Issued by the Tourism Office of Gianyar Regency at Tirta Empul Temple

The information board shown in Figure 1 utilizes four different languages, explicitly Indonesian, English, French, and Mandarin. In any case, it is significant that inside the temple area, not all open signage consolidates every one of the four languages. The majority of the signs in the temple area are bilingual, with Indonesian and English translations. Considering this specific circumstance, there emerges a requirement for more engaged research concerning the linguistic landscape, especially fixated on the most common way of making an interpretation of starting with one language then onto the next (Wulansari, 2020; Suari, 2021; Siregar et al., 2023; Topacio, 2023). The test in translation ordinarily rotates around how meaning is conveyed from one arrangement of signs, enveloping hypothesis, language, and culture to another (Foley, 1997; Artawa, 2023; Charlston, 2022; Handini et al., 2021). Tending to translation challenges requires the grammatical design and semantic job to pass on identical messages from the source language (SL) to the objective language (TL) while transferring for the most natural equivalence in TL. This phenomenon encourages the objectives of this study, which means to depict the syntactic scope and semantic function of public signage inside the 'Malukat' Temple area in Gianyar, Bali.

Several previous studies that are relevant to the main issues or topics in this study are examined in this study. Mulyawan et al., (2022) published the first study, titled "Language Contestation at

Batukau Temple, Bali (a linguistic landscape study)." Its goal was to compare the temple's original status as a sacred spiritual location to the current language dispute over signs in public spaces. Information in this research were archived through direct perception utilizing photography procedures. Comparative data from previous conditions were gathered simultaneously from a variety of online public sources. Their examination discoveries demonstrate that the introduction of Balinese script is less conspicuous ascompared with the Roman script. Balinese script is treated as an emblematic capability to underscore Bali's character nearby. The message and the location both play a significant role in determining whether Indonesian and English are spoken. Non-spiritual outdoor signs like environmental information, education, sanitation, and prohibition signs about the temple's sacred status use both languages. Additionally, COVID-19 prevention signs are written in all languages. This research shares similarities with Mulyawan et al.'s study in terms of data sources, focusing on public space signs in the temple. However, there are differences in the research topic or problem formulation. Mulyawan et al. examine language contestation on public space boards in the temple, while this study investigates the syntactic scope and semantic function of the public signage in Malukat temple. There are also differences in the theories used, namely language contestation theory and syntactic and semantic theory trough linguistic landscape.

Additionally, Mulyawan's (2020) "Reading Visual Design of Outdoor Signs in Kuta (A Case Study of Multimodal Linguistic Landscapes)" is a relevant prior study for this one. The study's objective was to investigate the visual grammar of outdoor commercial signs. The phonetic information utilized incorporated all traffic signs, billboards, site names, and advertisements. Mulyawan et al.'s study employed a multimodal approach to analyze signs from three aspects: representation, interaction, and composition. Findings revealed that all actors' representations in outdoor signs were prominent, serving not only as human icons but also as figures, symbols, or voice indexes instead of callout statements. In the interaction process, all actors acted as highlights for information, service, and product requests and/or offers with an objective attitude. Regarding the composition process, the significance of all elements was centralized with various information value positions, forming a non-linear text framing. Each text stood independently with both ideal and real information, as intended by its creator. In terms of core issues, Mulyawan study and this research differ. Mulyawan analyzed the visual grammar of public space signs, while this study analyzes the syntactic scope and semantic function in informational boards. Differences in theories used by these studies are evident, with the previous study employing Kress and Van Leeuwen (2006) to analyze visual grammar in three aspects, while this study utilizes the syntactic theory by Noortyani's (2017). Not only are differences discussed in this literature review, but similarities between the two studies are also acknowledged, particularly in the use of linguistic landscape approaches as a research method.

In a similar study, Mishra (2023) conducted a study titled "The prominence of English in the Linguistic Landscape of Jamshedpur," which delves into the linguistic landscape of Jamshedpur city in India. Employing a mixed methods approach, Mishra's study integrates both quantitative and qualitative analyses to examine the array of public and private signs in the cityscape. This investigation unveils a deliberate portrayal of monolingual, bilingual, or multilingual signage, each representing distinct cultural identities. The study scrutinizes the distribution of signs across five sample locations, probing into their content, functions (whether symbolic or informational), and the underlying motivations guiding the language choice of sign producers. While akin to the present study in its focus on linguistic landscape analysis and the examination of public signs, Mishra's research diverges in terms of geographical location, conducted in Jamshedpur, India, as opposed to Bali, Indonesia. Furthermore, while Mishra analyzes the producers' motivations behind language choice on signs, the current study concentrates on the syntactic scope of sign content focusing in bilingual contexts. As a result, the present study contributes to a broader range of linguistic inquiry, encompassing syntax, applied linguistics in translation, and landscape linguistics, thereby enriching our understanding of cultural context and local wisdom within linguistic landscapes.

Sari & Savitri (2021) conducted a study titled "*Penamaan Toko di Sidoarjo Kota: Kajian Lanskap Linguistik*," which aims to provide insights into the linguistic landscape of shop naming in Sidoarjo.

Their research is multifaceted, aiming to describe the linguistic landscape based on monolingual, bilingual, and multilingual forms of shop names, analyze the phrase syntax patterns used, and elucidate the functions served by these linguistic landscapes. Employing a qualitative descriptive method, the researchers collected data on the names of clothing, food, and shelter shops from various streets in Sidoarjo. Their findings reveal several key insights: firstly, they identify six distinct syntactic patterns within the linguistic landscape of shop naming in Sidoarjo. Secondly, they note differences in phrase pattern usage based on the language employed, with bilingual stores often adopting a Head-Modifier pattern, especially when incorporating Indonesian-Javanese languages. Additionally, they observe a contestation between Indonesian and English languages, with variations in phrase patterns used based on the language and store ownership. Lastly, they delineate the information and symbolic functions served by the linguistic landscape, emphasizing the provision of product and service information, as well as the expression of ownership, identity, and regional origin. While the previous study shares similarities with the present research in its focus on linguistic landscape analysis, syntactical patterns, and the functions of signs, there are notable differences. Primarily, the data focus on shop names in Sidoarjo, contrasting with the present study's examination of signage in the *malukat* temple area in Bali, Indonesia. Furthermore, while the previous study primarily concentrates on linguistic and landscape aspects, the current study delves deeper into cultural and local wisdom implications within the messages conveyed by the signage, thereby enriching our understanding of the broader socio-cultural context surrounding these linguistic landscapes. Thus, this becomes the novelty of the present research.

This research confines its scope to the linguistic landscape analysis of bilingual (two-language) informational boards situated only in two sacred Malukat temples. The concept utilized in this study revolves around the notion of appropriate syntactic structure as semantic function of the public signages, an evolution from prior research where the predominant syntactic scope and communicative roles of the data can be revealed. In this study, there are some different points compared to the previous studies. It can be seen in terms of the theoretical framework utilized to elucidate the examined phenomenon or issue combines principles from grammatical theory (micro-linguistic syntactic theory), linguistic landscape theory, and translation theory (macro-linguistics). Also, the Operational Definition of Concepts (for qualitative research) encompasses the delimitation of the scope and characteristics of variables or concepts employed in the study, providing a reference for the development of instruments. Last, the research data and locations are also different. Therefore, this study brings novelty in terms of the linguistic landscape and translation which is related to the religious tourism site in Bali, especially in *Malukat* temple.

METHOD

This study employs a qualitative approach through direct observation on the public signages in *Malukat* temples. This research was conducted at two distinct temples. The first is Tirta Empul Temple, located in Tampaksiring, Gianyar, Bali. Due to the fact that international tourists consider this temple to be one of the most popular Malukat temples, it has information boards that are available in multiple languages. As indicated by information given by Wijaya & Savitri (2021), the guest measurements for Tirta Empul Temple in 2019 were as per the following: 611,397 adults and 20,195 children. Dalem Pingit Sebatu Temple, which is in Tegallalang, Gianyar, is the second temple. In contrast to the previous temple, the later has fewer guest statistics. However, this temple receives a greater number of foreign tourists than the other temple in Gianyar. This temple has been selected as the location for the research because of this.

The data sources in this study consist of both essential and auxiliary information. Primary data relates to the bilingual information boards, the translation from Indonesian to English. Also, secondary data include interviews directed with 4 informants who live near Tampaksiring and Tegallalang, Gianyar. The informants are the temples' officials liable for directing the temple's development.

Data collection for this research employed a qualitative approach, involving direct observations of information boards in both Indonesian and their English translations. Several stages were executed in gathering linguistic data, including photographing the information boards within the temple, conducting interviews with predetermined informants, transcribing the text from signs into tabular format, converting interview voice recordings into textual transcripts, and applying codes (coding) to demarcate syntactic scope in Source Texts and Target Texts. Subsequently, the collected data underwent analysis using qualitative data analysis methodology, encompassing data presentation, interpretation, and descriptive verification through sentences and paragraphs. The research employed various data collection instruments, including a Redmi Note 10 Pro smartphone equipped with a 108 MP rear camera, an audio recorder, a laptop from the Asus A455L series for data input, and conventional stationery items such as notebooks and pens.

The qualitative data analysis in this research involved several sequential phases: determining the syntactic scope of translated texts on public space boards, utilizing the theory elucidated by Noortyani (2017) regarding syntactic scope; comparing the prevalence of syntactic scope in the obtained data to ascertain the dominant scope; leveraging the theory of linguistic lanscape by Landry & Bourhis (1997) along with support from Nida's (2000) theory of translation equivalence; analyzing the proclivity of factors contributing to the dominant scope and the communicative role within the public signage at the *Malukat* temple.

RESULTS AND DISCUSSION

Through the analysis of gathered data, it has been observed that there are a total of forty occurrences of bilingual translations found in both the source language (SL) and target language (TL) on public signage situated within the Tirta Empul Temple and Dalem Pingit Sebatu Temple area. Within these forty instances, it was noted that one word and five phrases were translated, while the remaining examples consisted of complete sentences. The translation strategies employed in these instances were observed to encompass both informational and symbolic functions, highlighting a significant approach to conveying meaning across languages. For a more comprehensive understanding of these findings, a detailed breakdown is provided in the subsequent table, offering insights into the specific translation methods and their implications.

Table 1
The Syntactic Scope of Public Signages at *Malukat* Temple

Location	Syntactic Scopes	Number
Pura Tirta Empul	phrase	3
	sentence	32
Pura Dalem Pingit Sebatu	word	1
	phrase	2
	sentence	2

There were four representative data has chosen to be discussed in this section:

Figure 2
Information Board in Parking Area

SL   **:**   parking   motorcycle
                      N_1 N_2
                    parkir   *motor*

TL   **:**   'motorcycle parking'
(Dalem Pingit Sebatu Temple, 9 April 2023)

The syntactic structure observed between the source language and target language in Figure 2 contributes significantly to the overall quality of translation. Despite the inherent shift in the translation process, this divergence is considered acceptable, as articulated by Parsa et al. (2023) in "Evaluating the Evaluator: A Novel Perspective on Translation Quality Assessment." The reviewers emphasize the dynamic nature of translation, noting that a range of factors such as the situational context, translator's competence, and other external influences can impact the quality of the translated output. In this specific instance, the competence of the translator in effectively transitioning the structure from the source language ("parkir motor") to the target language ("motorcycle parking") assumes paramount importance in determining the quality of the translated public signage. This competence not only ensures linguistic accuracy but also plays a pivotal role in shaping the perception of the target audience towards the translated message.

The bilingual public sign in Figure 2 exhibits a dual language presentation with Indonesian positioned at the upper section, denoting the source language (SL), and English located at the lower section, signifying the target language (TL). Functioning as an informational sign, its textual content serves the purpose of disseminating specific information, specifically guiding visitors on the appropriate motorcycle parking areas. This translational function aligns with Chen (2023) assertion in Chapter 6 of his book, elucidates the workings of eco-translation at the microlevel. Through the use of real-world instances, such as the translation of public signs, the author illustrates the necessity for specific decision-making processes based on a prescribed set of rules governing adaptation and selection. This underscores the significance of signage with textual content, serving the purpose of disseminating precise information to its intended audience.

The translated substance falls inside the domain of phrases, as characterized by Noortyani (2017), who elucidates a phrase as a linguistic unit involving at least two words and involving a singular clause element function, like subject (S), predicate (P), object (O), supplement (Pel), or depiction (Ket). Further, nominal phrases, verbal phrases, adjectival phrases, numeral phrases, and prepositional phrases are the five categories that Noortyani divides phrases into (Noortyani, 2017). The data (1) is located inside the nominal phrase group, portrayed by phrases with a noun core. This noun, specifically the word "*parkir*," is encapsulated in the Indonesian context by the expression "*parkir motor*." Notably, the nominal phrase "*parkir motor*" is a nominal modificative phrase because the word "*parkir*" (N1/Nomina1) is explained by the word "*motor*" (N2/Nomina2). The term "*parkir motor*" is now translated as "motorcycle parking" in the TL. This expression likewise expects the form of a noun phrase in English, made out of the noun "parking" and the modifying term "motorcycle," working as an attributive adjective that depicts the noun.

Figure 3
Prohibition Sign for the Visitors

SL	:	*Dilarang*	*masuk*	*tanpa*	*memakai*	*sarong.*
		V₁	V₂	Prep	V₃	N

| | | V_1 | V_2 | Prep | V_3 | N |

| | | Forbidden enter without wear sarong | | | | |

TL : 'Forbidden to enter without wearing sarong.'

(Tirta Empul Temple, 2 April 2023)

The bilingual public space signage within Figure 3 is characterized by a prohibition-oriented nature. This signboard functions as a prohibition signboard, as discerned from the text's explicit intention to proscribe certain acts or actions. The bilingual composition is manifest through the presence of both Indonesian and English texts. A syntactic analysis of the text reveals the predominant use of imperative sentences, a linguistic construction employed to command or prohibit. Specifically, the imperative sentence in focus communicates a directive, explicitly forbidding visitors from entering the temple area unless adorned with a sarong. The verb *"dilarang"* employed in the original text conveys the essence of prohibition, and its translation into "forbidden" in the target language (TL) aligns with this intended meaning (Herpindo et al., 2022; Inderasari et al., 2021; Manalastas, 2024).

In terms of linguistic function, the signboard primarily serves an informational purpose by communicating explicit directives aimed at regulating visitor behavior within the temple premises. This aligns with its categorization as an informational signboard. However, it also carries a symbolic function by symbolizing and enforcing cultural norms and practices, emphasizing the significance of wearing a sarong as a requisite for temple entry. The dual linguistic presentation enhances accessibility, catering to both local and non-local visitors. This is aligned with the result of Mulyawan et al. (2022) research that the translation of public signage in a temple play roles in non-spiritual outdoor signs, such as environmental information, education, sanitation, and prohibition signs related to the temple's sacred status. The symbolic function observed in the signage depicted in Figure 3 also parallels the analytical framework proposed by Traykov (2014) in his exploration of street art. Traykov posits that street art, particularly graffiti, operates as a form of provocation that challenges established traditions, prompting alternative interpretations and discursive practices regarding past and present socio-political contexts. Drawing parallels to the Bulgarian state, street art serves as a potent symbol that bridges the gap between a tumultuous historical past and an equally turbulent present, while also raising poignant questions about the trajectory of the future. This symbolic representation not only underscores the enduring presence of history and politics in the fabric of everyday life but also serves as a platform for critical engagement with societal norms and power dynamics. By engaging with street art, individuals are prompted to confront and interrogate prevailing narratives, fostering a deeper understanding of the complexities inherent in navigating collective memory and cultural identity. Thus, the symbolic function of both the signage and street art transcends mere aesthetic expression, serving as catalysts for socio-political discourse and introspection within contemporary society.

Figure 4
Warning Sign about the Pond

SL	:	*Perhatian.*	*Dilarang*	*membuang*	*logam*	*ke dalam*	*kolam*	*ini*
		N_1	V_1	V_2	NP	Prep	N_2	Det
		attention	prohibited	throw	money iron	into	pond	this

TL : 'Attention. Don't throw coin into the pond.'

(Tirta Empul Temple, 2 April 2023)

As stated by Pritayanti et al., (2023) the tourist attraction of *malukat* remains notably absent from specific local regulations, a gap addressed by Bali Province No. 5 of 2020, which outlines standards for implementing Balinese cultural tourism. Without proper management by local village authorities, sites of spiritual tourism, such as *malukat* temples, are vulnerable to damage and pollution from tourists unaware of the sacred significance of these locations. In response to this concern, local village managers have taken initiative-taking measures to safeguard these destinations, particularly around the *malukat* temple area, where natural spring water holds profound spiritual importance. One such measure involves the installation of public signage aimed at educating visitors and preventing harm to the temple and its surroundings. For instance, the bilingual sign depicted in Figure 4 at Tirta Empul Temple exemplifies the concerted efforts of local village managers to preserve and protect their temple environment. This initiative not only underscores the significance of community stewardship in maintaining cultural heritage sites but also highlights the importance of effective communication in promoting responsible tourism practices. Through such proactive measures, stakeholders seek to strike a balance between tourism development and the preservation of sacred spaces, ensuring the sustainability of these cultural treasures for future generations (Molina & Hurtado Albir, 2002; Nida & Taber, 1974).

The bilingual sign within Figure 4 assumes the character of a warning sign, as discerned from its explicit textual content designed to convey a specific caution. The linguistic structure of the sign comprises sentences that take the form of warning command sentences. A syntactic analysis of the text reveals the prevalence of this sentence type, characterized by the issuance of advice in the form of admonition or suggestion to alert individuals about particular hazards or points of consideration (Herpindo et al., 2022; Inderasari et al., 2021). The text specifically cautions visitors against the act of tossing coins into the pond, emphasizing the imperative need to safeguard the well-being of the fish inhabiting the water. The warning command sentence employed advises visitors to exercise mindfulness regarding animal safety and to adhere to local wisdom while traversing the temple precincts (Yang, 2019; Nugroho, 2022).

In terms of its communicative function, the sign serves a dual role. Primarily, it functions as an informational sign by providing explicit guidance to visitors on proper conduct within the temple area, aiming to prevent potential harm to the aquatic life in the pond. Simultaneously, the sign assumes a symbolic function by embodying and enforcing ethical considerations associated with respect for the environment and local customs (Venuti, 2000; Vinay, 2000). The use of bilingual text ensures broader accessibility, catering to both local and non-local visitors while reinforcing the cultural significance of ecological awareness and adherence to traditional practices.

Figure 5
Prohibition Sign around *Wantilan* Area

SL	:	*Perhatian.*	*Tidak*	*diperkenankan*	*menaruh/*	*mengganti*	*pakaian*	*di*	*area*	*wantilan*	*ini*
		N$_1$	Neg	V$_1$	V$_2$	V$_3$	N$_2$	Prep	N$_3$	N$_4$	Det
		Attention	no	allowed	put	change	clothes	at	area	*wantilan*	this

TL : 'Not allowed putting/changing clothes in this place.'

(Tirta Empul Temple, 2 April 2023)

Gorda et al., (2023) highlight the complex aspect surrounding the commercialization of the *malukat* ritual. They highlight the significant role of various supporting factors, including community creativity, economic considerations, and the pervasive influence of social media as a promotional tool. Legal frameworks governing the preservation and protection of cultural tourism, involving both positive law and local wisdom, emerge as crucial elements in this discourse (Florenta & Rahmawati, 2021; Manalastas, 2024). Within the context of safeguarding the *malukat* ritual and the sanctity of the *malukat* temple environment, local village authorities have taken proactive steps, such as implementing public signage infused with local wisdom. Figure 5 illustrates one such instance, where visitors, both domestic and foreign, are prohibited from placing personal belongings or changing clothes in designated areas, specifically the *wantilan*, due to cultural sensitivities (Sari et al., 2022; Rahayu et al., 2023). This exemplifies a tangible manifestation of how local wisdom is integrated into preservation efforts, underscoring the commitment to safeguarding cultural heritage while accommodating the needs of contemporary tourism. By enacting such measures, communities seek to uphold and transmit their cultural wisdom to future generations, fostering a sustainable and respectful approach to cultural tourism management.

The bilingual signboard encapsulated in Figure 5 serves a distinctively prohibitive function, as evident from its explicit textual content designed to interdict certain behaviors or actions. Constituting an example of a prohibition signboard, both of its texts are formulated as sentences, with the predominant syntactic structure manifesting as negative form sentences. In this textual context, the negative form sentence assumes the role of a directive, expressly forbidding visitors from engaging in activities such as placing clothing or personal belongings within the vicinity of the *wantilan* area (Herpindo et al., 2022).

A closer syntactic analysis reveals the nuanced construction of the negative form sentence, wherein the verb "prohibited" conveys the essence of restriction. The multifaceted prohibition extends to activities encompassing not only the depositing of clothes and belongings but also precludes the act of changing attire within the *wantilan* area. The specificity of the prohibition underscores a meticulous delineation of the proscribed conduct, emphasizing a comprehensive range of actions that are not permissible. Furthermore, the *wantilan* area, elucidated as a Balinese pavilion with diverse applications in hosting sizable gatherings, ceremonies, or communal meetings, contextualizes the prohibition within the unique cultural and functional attributes of this locale. The prohibition, therefore, is aligned with the preservation of the sanctity and purpose of the *wantilan* area, reflecting a confluence of cultural norms and practical considerations.

In terms of its communicative function, the signboard primarily operates as an informational instrument, conveying explicit directives to visitors regarding permissible conduct within the proximity of the *wantilan* area. Simultaneously, it embodies a symbolic function by articulating and upholding cultural norms associated with the respectful use of communal spaces, particularly those endowed with cultural and communal significance (Paramarta, 2022; Pritayanti et al., 2023). The bilingual presentation enhances accessibility, catering to both local and non-local visitors, and reinforces the contextualized understanding of the prohibition within the cultural and functional dimensions of the *wantilan* area.

CONCLUSION

The analysis presented underscores the discernible presence of diverse syntactic structures in the public signage situated within both *Tirta Empul* Temple and the *Dalem Pingit Sebatu* area. These structures span the linguistic spectrum, encompassing individual words, phrases, and sentences. The

word-based syntactic elements are specifically categorized within the realm of verbs. Particularly noteworthy is the inclusion of modificative noun phrases in the phrase-based syntactic scope, whereas the sentence-based syntactic structures take on both simple and complex forms. The latter encompasses a variety of sentence types, including informational, imperative, warning, and prohibition sentences.

Functionally, the public signage at *malukat* temples serves both informational and symbolic purposes. The informational function takes precedence, as the primary objective is to apprise visitors of the established policies and rules within the temple area. This is evidenced by the explicit use of sentence-based structures to articulate directives and guidelines. Concurrently, the public signage assumes a symbolic function by subtly conveying cultural messages. The incorporation of cultural symbols and norms in the signage at the *malukat* temple denotes a parallel emphasis on both conveying practical information and instilling a sense of cultural reverence and adherence. The symbiotic coexistence of informational and symbolic functions reflects a nuanced and purposive approach to public communication within the temple precincts. For future research endeavors, it is recommended to conduct a more in-depth examination of the cultural symbols and norms embedded within public signage at temple areas, particularly focusing on their origins, meanings, and cultural significance. Also, they can investigate how different visitor demographics, such as tourists from various cultural backgrounds and local worshippers, perceive and interpret the messages conveyed through public signage at Malukat Temple. By exploring these research directions, scholars can gain a deeper understanding of the intricate interplay between public signage, cultural symbolism, and communication dynamics within temple environments, contributing to both scholarly discourse and practical insights for temple management and cultural preservation efforts.

DECLARATIONS

REFERENCE

Aini, A. N., Yarno, Y., & Hermoyo, R. P. (2023). Lanskap Linguistik di Stasiun Surabaya Pasarturi. *DIGLOSIA: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, *6*(3), 795-814. https://doi.org/10.30872/diglosia.v6i3.691

Arias Álvarez, A., & Bernardo-Hinesley, S. (2024). Language Contact, Identity Building and Attitudes Towards the use of a Minoritized Language in the Public Space. *Linguistic Landscape*, *10*(2), 190-214. https://doi.org/10.1075/ll.23022.ari

Artawa, K. (2023). *Lanskap Linguistik Pengenalan, Pemaparan, dan Aplikasi.* Deepublish.

Charlston, D. (2022). Translation and Tourism: Strategies for Effective Cross-Cultural Promotion. *Translation & Interpreting.org. 14*(1), 222-226.

Chen, N. (2023). Eco-Translatology: Towards an Eco-Paradigm of Translation. *Translation & Interpreting.org.* 15 (1), 288-292.

Erikha, F. (2018). Konsep Lanskap Linguistik Pada Papan Nama Jalan Kerajaan (Râjamârga): Studi Kasus di Kota Yogyakarta. *PARADIGMA: Jurnal Kajian Budaya*, 8(1), 38-52.

Florenta, S., & Rahmawati, L. E. (2021, May). Lanskap Linguistik Multibahasa dalam Ruang Publik Pariwisata Kabupaten Gunung Kidul. In *Prosiding University Research Colloquium* (pp. 57-63).

Foley, W. A. (1997). *Anthropological Linguistics: An Introduction*. Oxford: Basil Blackwell.

Gorter, D. (2006). *Linguistik Landscape: A New Approach to Multilingualism*. Clevedon: Multilingual Matters.

Handini, G. N., Nashihah, H., Al Khumairo, I. N., & Yusuf, K. (2021). Situasi Kebahasaan pada Lanskap Linguistik di Masjid Tiban Malang. *INSYIRAH: Jurnal Ilmu Bahasa Arab dan Studi Islam*, *4*(2), 120-133. https://doi.org/10.26555/insyirah.v4i2.5349

Herpindo, H., Wijayanti, A., Shalima, I., & Ngestrini, R. (2022). Kategori, Fungsi, dan Peran Sintaksis Bahasa Indonesia dengan PoS Tagging Berbasis Rule dan Probability. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1), 51-65. https://doi.org/10.22219/kembara.v8i1.18602

Inderasari, E., Hapsari, D. A., Rosita, F. Y., & Ulya, C. (2021). Analisis Penggunaan Gaya Bahasa Iklan Layanan Masyarakat Bijak Bersosial Media di Radio Kota Surakarta. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 508-528. https://doi.org/10.22219/kembara.v7i2.17893

Landry, R., & Bourhis, R. Y. (1997). Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study. *Journal of Language and Social Psychology*, *16*(1), 23-49. https://doi.org/10.1177/0261927X97016100

Manalastas, N. E. L. (2024). Domain Dichotomy and Sociolinguistic Inequality in Philippine Museum Spaces: Evidence from the Linguistic Landscape. *Linguistic Landscape*. *34*(2), 23-37 https://doi.org/10.1075/ll.23055.man

Mishra, S. (2023). The prominence of English in the Linguistic Landscape of Jamshedpur. *Linguistic Landscape: An International Journal (LL)*, *9*(4). https://doi.org/10.1075/ll.22001.mis

Molina, L., & Hurtado Albir, A. (2002). Translation Techniques Revisited: A Dynamic and Functionalist Approach. *META*, *47*(4), 498-512. https://doi.org/10.7202/008033ar

Mulyawan, I. W. (2020). Reading Visual Design of Outdoor Signs in Kuta (A Case Study of Multimodal Linguistic Landscapes). *Cogent Arts & Humanities*, *7*(1), 1748987. https://doi.org/10.1080/23311983.2020.1748987

Mulyawan, I. W., Paramarta, I. M. S., & Suparwa, I. N. (2022). Language Contestation at Batukau Temple, Bali (A Linguistic Landscape Study). *Cogent Arts & Humanities*, *9*(1), 2090651. https://doi.org/10.1080/23311983.2022.2090651

Nida, E. (2000). *Principles of Correspondence*. In: Venuti, Lawrence., Editor. *The Translation Studies Reader*. London: Routledge. p. 126-140.

Nida, E. A., & Taber, C. R. (Eds.). (1974). *The Theory and Practice of Translation* (Vol. 8). Brill Archive.

Noortyani, R. (2017). *Buku Ajar Sintaksis*. Yogyakarta: Penerbit Media Pustaka.

Nugroho, F. T. (2022). *Contoh-Contoh Kalimat Perintah yang Perlu Dipahami*. Dikutip dari: https://www.bola.com/ragam/read/4969222/contoh-contoh-kalimat-perintah-yang-perlu-dipahami, pada 28 Oktober 2022.

Paramarta, I. M. S. (2022). Kontestasi Bahasa pada Tanda Luar Ruang di Daerah Pariwisata *SAWERIGADING*, *28*(1), 63-79. https://doi.org/10.26499/sawer.v28i1.1003

Parsa, R. N., & Afrouz, M. (2023). Evaluating the Evaluator: A Novel Perspective on Translation Quality. *Translation & Interpreting.org.* *15*(2), 184-188. https://doi.org/10.12807/ti.115202.2023.r03

Pritayanti, I. G. A. A. G., Mulyawati, K. R., & Permatasari, I. (2023). Pengembangan Daya Tarik Wisata Melukat sebagai Intangible Heritage di Kabupaten Gianyar. *KERTHA WICAKSANA*, *17*(2), 123-130. https://doi.org/10.22225/kw.17.2.2023.123-130

Rahayu, A. A. A. N. S., Sudharma, K. J. A., & Sutrisni, K. E. (2023, January). Melukat Ritual for Commercialization and Protection Toward Cultural Tourism in Bali. In *3rd International Conference on Business Law and Local Wisdom in Tourism (ICBLT 2022)* (pp. 618-629). Atlantis Press. https://www.atlantis-press.com/proceedings/icblt-22/125984147

Rico, C., & González Pastor, D. (2022). The Role of Machine Translation in Translation Education: A Thematic Analysis of Translator Educators' Beliefs. *Translation & Interpreting: The International Journal of Translation and Interpreting Research*, *14*(1), 177-197. Retrieved from https://search.informit.org/doi/abs/10.3316/informit.360710023023812

Risaldi, A., Santoso, A., & Syahri, M. (2021). Modalitas sebagai Fitur Lingual Praktik Kuasa dalam Komunitas Pedofilia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 241-255. https://doi.org/10.22219/kembara.v7i2.17682

Sa'diyah, I. (2022). Kesalahan Berbahasa Indonesia Tulis pada Aspek Ejaan, Morfologi, dan Sintaksis oleh Peserta Pelatihan Menulis Lembaga Pengelola Dana Pendidikan (LPDP). *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 255-271. https://doi.org/10.22219/kembara.v8i2.22282

Sari, P. R. J., Wisudawati, N. N. S., & Yulianti, N. M. D. R. (2022). The" Melukat" Tradition as Millennial Religious Tourism in Badung, Bali. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, *24*(2), 241-248. https://doi.org/10.25077/jantro.v24.n2.p241-248.2022

Sari, R. N., & Savitri, A. D. (2021). Penamaan Toko di Sidoarjo Kota: Kajian Lanskap Linguistik. BAPALA, *8*(3), 47-62.

Siregar, R. S., Astutik, D., Liestyasari, S. I., & Parahita, B. N. (2023). The Cultural Semantics: Internalization of Javanese Language Local Wisdom to Prevent Moral Degradation Among Students. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(2), 455-467. https://doi.org/10.22219/kembara.v9i2.25790

Suari, A. A. P. (2021). Linguistik Lanskap di Museum Lontar Gedong Kirtya. In *International Seminar on Austronesian Languages and Literature IX (ISALL IX), September* (pp. 1-11).

Topacio, K. N. M. (2023). Women in Signs: A Linguistic Landscape Analysis of Red-Light Districts in Ermita-Malate, Manila. *Linguistic Landscape*, *9*(2), 158-180. https://doi.org/10.1075/ll.19032.top

Traykov, B. (2014). Transforming Alyosha into Superman: Invented Traditions and Street Art Subversion in Post-Communist Bulgaria. *TranscUlturAl: A Journal of Translation and Cultural Studies*, *6*(1), 56-66. https://doi.org/10.21992/T95D1B

Venuti, L. (2000). *The Translation Studies Reader*. London: Routledge.

Vinay, J. P., & Darbelnet, J. (2000). A Methodology for Translation. *The Translation Studies Reader*, 23(3), 84-93.

Wijaya, T., & Savitri, A. D. (2021). Penamaan Kedai Kopi di Trenggalek Kota: Kajian Lanskap Linguistik. *BAPALA*, *8*(7), 57-70.

Wulansari, D. W. (2020). Linguistik Lanskap di Bali: Tanda Multilingual dalam Papan Nama Ruang Publik. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, *3*(2), 420-429. https://doi.org/10.24176/kredo.v3i2.4600

Yang, Z. (2019). On the Acceptability of English Translation of Public Signs. *Theory and Practice in Language Studies*, *9*(10), 1315-1319.

Hate Speech in Instagram Comments of DPR RI: A Forensic Linguistic Analysis

(Tuturan Kebencian di Komentar Instagram DPR RI: Analisis Linguistik Forensik)

Valdi Giffari Rahmayati Putra*
Universitas Islam Malang, Indonesia
valdigiffari6@gmail.com

Angga Febriyatko
Universitas Islam Malang, Indonesia
anggafebriyatko@gmail.com

Hasan Busri
Universitas Islam Malang, Indonesia
hasanbusri@unisma.ac.id

*****Corresponding author: Valdi Giffari Rahmayati Putra |email: valdigiffari6@gmail.com**

Abstract: This study aims to examine the comments on Instagram posts made by the Indonesian House of Representatives (DPR RI) through forensic linguistic analysis employing lexical semantics, speech act theory by Searle (1979), and the violation of politeness maxims according to Leech (2014). The research also focuses on identifying legal violations within these comments. The research methodology utilized is qualitative, employing a case study approach. Data collection was conducted through documentation by capturing all comments posted on the DPR RI's Instagram post on July 20, 2023, via screenshots. Data analysis was carried out qualitatively, primarily employing content analysis. Analytical steps included data organization, lexical-semantic analysis, identification and classification of speech acts and violations of politeness maxims, interpretation, and legal violation tracking. The research data comprised five hate comments on the DPR RI's Instagram post concerning the passing away news of its members on July 20, 2023. The analysis revealed that these comments contained negative and derogatory by using language that tarnished reputations and made unsubstantiated accusations. Some comments also violated politeness maxims, particularly the maxims of sympathy and praise. These actions potentially violate Article 310 (2) of the Indonesian Penal Code (KUHP) regarding defamation, Article 315 of the KUHP regarding minor insults, and Article 27 (3) of the Electronic Information and Transactions Law (UU ITE) regarding defamation through electronic media.

Keywords   forensic linguistics, hate speech, language and law, social media, violations of the law

Abstrak: Penelitian ini bertujuan untuk mengkaji komentar-komentar pada unggahan Instagram DPR RI melalui analisis linguistik forensik dengan pendekatan semantis leksikal, tindak tutur dari Searle (1979), dan pelanggaran maksim kesopanan dari Leech (2014). Penelitian ini juga berfokus untuk menelusuri pelanggaran undang-undang dalam komentar-komentar itu. Metode penelitian yang diterapkan yaitu penelitian kualitatif dengan pendekatan studi kasus. Penelitian ini menggunakan metode dokumentasi untuk mengumpulkan semua komentar yang diposting pada unggahan Instagram DPR RI pada tanggal 20 Juli 2023. Teknik pengumpulan data dilakukan melalui tangkapan layar dari perangkat peneliti. Analisis data dilakukan dengan pendekatan kualitatif, terutama analisis konten. Langkah-langkah analisis meliputi pengorganisasian data, analisis semantik leksikal, identifikasi dan klasifikasi tindak tutur dan pelanggaran maksim kesopanan, interpretasi, serta penelusuran pelanggaran hukum. Data penelitian ditemukan berupa lima komentar kebencian pada unggahan Instagram DPR RI yang berisi tentang berita duka kehilangan salah satu anggota pada tanggal 20 Juli 2023. Hasil analisis menunjukkan bahwa lima komentar tersebut mengandung unsur negatif dan peyoratif, dengan penggunaan kata-kata yang mencemari nama baik dan menuduh tanpa bukti. Beberapa komentar juga mengandung pelanggaran maksim kesopanan, terutama maksim simpati dan maksim pujian. Hal ini berpotensi melanggar pasal 310 ayat (2) KUHP tentang pencemaran nama baik, pasal 315 KUHP tentang penghinaan ringan, serta pasal 27 ayat (3) UU ITE tentang pencemaran nama baik melalui media elektronik.

Kata Kunci   linguistik forensik, tuturan kebencian, bahasa dan hukum, media sosial, pelanggaran undang-undang,

INTRODUCTION

Language plays a central role in the legal world as it serves as the primary means to convey and communicate rules, regulations, and legal decisions (Nieto, 2020; Tiersma, 2020; Vie et al., 2015). Complex legal systems contain specialized terminology and different language structures, thus requiring precise understanding to avoid ambiguity or misinterpretation (Diani et al., 2022; Ramadhan, 2018; Setiawan, 2022; Simanjuntak, 2019). Moreover, language also plays a crucial role in tracing legal traces, both from victims and perpetrators, through various data sources in the form of oral or written texts (Busri & Badrih, 2022; Pericha, 2019). By conducting forensic linguistic analysis, important information can be revealed from legal documents, witnesses, or other linguistic evidences. The importance of the relationship between language and law forms the basis for efforts to uphold justice and order in society.

In the field of linguistics, there are divisions known as micro, macro, and applied linguistics. The applied linguistics branch related to law is forensic linguistics. This branch focuses on the application of linguistic knowledge in the field of law and the justice system. Forensic linguistics involves the use of linguistic science in legal contexts (Ardhianti & Indayani, 2022; Prasetyo, 2022; Rusdiansyah, 2020; Subyantoro, 2019). This means that this discipline encompasses the application of language theories, methods, and analysis in various legal fields such as civil law, constitutional law, environmental law, criminal law, customary law, and others. Therefore, forensic linguistics involves the application of linguistic knowledge to support legal case needs and resolutions.

The scope of forensic linguistics encompasses seven aspects within the legal system and the application of language in legal contexts (Mahsun, 2018; Susanthi, 2021; Susanto & Nanda, 2020). The seven main focuses of forensic linguistic analysis include: first, language in legal documents such as regulations, contracts, or statements. The aim is to understand the content, accuracy of terminology usage, and legal implications contained within them. Second, language is used by law enforcement and police. This involves analyzing police reports, interrogations, and investigative procedures to ensure that the language used by authorities reflects objectivity, neutrality, and precision in legal processes. Third, conducting interviews with minors and other susceptible witnesses involved in the legal framework (Afifuddin, 2023; Alduais et al., 2023; Rachmad & Milal, 2023). The goal is to detect possible manipulation, pressure, or suggestion that may influence their testimonies. Fourth, interaction in the courtroom. This is conducted to understand the language and speaking styles used in court proceedings, providing insights into the effectiveness of arguments and the impressions made by the involved parties. Fifth, linguistic evidence and expert testimony in court, such as letters, text messages, or recorded conversations. This can be used to help understand the meaning or intent behind a case. Sixth, authorship and plagiarism (Sawirman et al., 2014; Subyantoro, 2022). This is done to detect potential plagiarism or copyright violations in written works, both in academic contexts and legal publications. Seventh, forensic phonetics and speaker identification. By using language and voice analysis, forensic techniques are used to identify anonymous speakers in conversations or messages that may be related to criminal activities or threats (Sugiarto & Qurratulaini, 2020; Suryani et al., 2021).

Forensic linguistic studies encompass three main aspects, including; first, language in legal proceedings (Datang, 2020; Halid, 2022; Kusno et al., 2022). This aspect involves analyzing the language used during legal proceedings, including courtroom hearings, investigative processes, and interviews with witnesses or defendants. Understanding the language used in these interactions helps support justice, ensure the neutrality of information delivery, and prevent manipulation in the judicial process (Hayuwardhani, 2020; Houtman & Suryati, 2018; Mintowati & Dasion, 2020). Second, language in legal products. This study relates to the analysis of language in legal products, such as laws, regulations, contracts, and court judgments. It is essential to accurately understand the meanings and legal implications of these texts, avoid ambiguity or misinterpretation, and ensure the correct use of legal terminology. Third, language as legal evidence. Forensic linguistics also focuses on analyzing language in legal evidence, such as letters, text messages, or recorded conversations (Elstein & Kredens, 2023; Halid, 2022; Rahman, 2019). Understanding the language in these pieces

of evidence helps experts and authorities understand the meanings, intentions, or identities related to specific legal cases.

Forensic linguistics is one of the branches of applied linguistic studies that focuses on the utilization of linguistic studies in forensic matters (Machdori et al., 2023; Musawir et al., 2022; Santoso, 2020). In this context, linguistic principles and methods are used to analyze language samples in legal investigations scientifically. Forensic linguistics experts can utilize the results of analyses from various linguistic fields, such as phonology, phonetics, morphology, syntax, lexicon, semantics, text analysis (discourse & pragmatics), language style (stylistics), translation, interpretation, and diachronic linguistic studies (Arianto, 2021; Aziz, 2021; Ramadhani, 2021). Various theories from specific linguistic streams are also useful in uncovering linguistic evidence in forensic contexts. Thus, forensic linguistics provides a significant contribution to resolving legal issues with a scientific and objective language analysis approach.

The advancement of technology has transformed social media into a massive communication platform, enabling people to interact and share information quickly and widely. However, behind its success as a communication tool, social media also brings the potential for criminal activities and the dissemination of illegal content (Herwin et al., 2021; Nasution, 2019). In Indonesia, this phenomenon is further fueled by the increasing number of internet users, reaching millions of people. With many individuals having access to the internet and social media, the vulnerability to legal violations is escalating (Arianto, 2021; Majid, 2019; Syarif, 2020). The spread of fake news, defamation, slander, and other criminal acts often occurs through social media platforms (Arianto, 2021; Asfar, 2020; Musawir et al., 2022; Shabrina et al., 2022). Therefore, the Indonesian government has responded to this situation by enacting laws, one of which is the Electronic Information and Transactions Law (*UU ITE*) (Hamidi, 2019; Syahid et al., 2022). The main objective of the Law of ITE is to regulate and control the use of the internet and social media, as well as to enforce penalties on individuals committing cybercrimes.

Criminal acts such as defamation, slander, and harassment often occur through spoken or written discourse on social media platforms (Erizal et al., 2019; Fortuna, 2020; Ruzaite, 2018; Zhang et al., 2018). This phenomenon is increasingly prevalent in the digital era, where many accounts belonging to government institutions, influencers, or public figures become targets for individuals who comment and disseminate misleading or defamatory information. In this research, the choice of the Instagram social media platform for analysis is based on the topic of the study. The selection of Instagram as the research object and the focus on hate speech is grounded in several underlying reasons:

1. Relevance of User Population: Instagram is a highly popular social media platform in Indonesia, with the number of users reaching 106 million as of April 2023 (Julius, 2024). This makes Indonesia as the fourth-largest country in terms of Instagram users. The significance of this large user base indicates the strong influence of Instagram in shaping, transforming, and providing opinions and perceptions to/from society.
2. Presence of Government Accounts: Many government agencies have official accounts on Instagram to disseminate information to the public, including the Ministry of Communication and Informatics (@kemenkominfo), Ministry of Social Affairs (@kemensosri), Ministry of Home Affairs (@kemendagri), and many other government agencies. Whether from the executive, judiciary, or legislative branches, all have Instagram accounts.
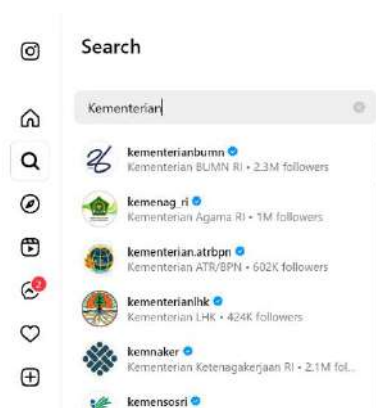
Figure 1
Searching of Government Institution Instagram Accounts

Many government agencies choose to use Instagram because this platform can be utilized for Computer-Mediated Communication (CMC), which is the process of virtual communication through computer media without physical contact, reducing interpersonal relationships. CMC also serves as a communication technology tool for processing messages, ideas, and information that are true (Arnus, 2015; Tulung et al., 2021). In this context, the accessibility dimension of CMC indicates its wide reach in information dissemination, while the speed dimension demonstrates CMC's ability to deliver messages quickly. Furthermore, the information quantity dimension shows CMC's ability to fulfill information needs, while the effectiveness, suitability of information, and motivation dimensions indicate CMC's ability to enhance knowledge, deliver information tailored to needs, and provide motivation to message recipients. Moreover, there is a significant correlation between the use of CMC and the high popularity of Instagram in Indonesia. With the number of Instagram users reaching 106 million as of April 2023, this platform is one of the most popular in Indonesia (Julius, 2024). Therefore, many active government agencies on Instagram utilize the presence of CMC to effectively disseminate information to the public, utilizing the communication features provided by this platform. Thus, the correlation between CMC and the popularity of Instagram demonstrates the relevance and usefulness of this social media in the sphere of government communication and public interaction.

3. Spread of Hate Speech: The phenomenon of hate speech often occurs on social media, including Instagram. Various features available on the platform, such as commenting on photo or video posts, are often utilized to engage in hate speech (Ash-Shidiq & Pratama, 2021; Ningrum et al., 2019; Waruwu & Vera, 2020). This is a concern because Instagram has a fast information flow and numerous official accounts from government agencies. This research is interested in understanding in-depth how hate speech is formed and how it affects interactions and public perceptions of government agencies. Thus, this study aims to contribute a better understanding of the negative impact of hate speech in the digital environment, especially on the stability and legitimacy of government institutions.

4. Importance of Language Understanding in Legal Contexts: This study also aims to develop an understanding of how forensic linguistics can be applied to understand language and law. By choosing Instagram as the research object, researchers can explore how language is used in the context of social media and how it relates to legal aspects and justice.

Through forensic linguistics, researchers employ semantic (lexical semantics) and pragmatic (speech acts and politeness maxim violations) analysis tools. Semantic is a branch of linguistic science that studies the meaning of words, phrases, sentences, or texts (Aisah et al., 2023; Ray, 2019). Within semantics, there are various sub-branches, one of which is lexical semantics. Lexical semantics focuses on analyzing the meaning of words separately, without considering the context or position of the words in the sentence (Putra et al., 2023; Salsabila & Indrawati, 2022; Zulkarnain, 2023). The primary goal of lexical semantics is to understand the basic or intrinsic meaning of a

word. An example of the application of lexical semantics is as follows: understanding the basic meaning of words such as "car," "house," "eat," and "sleep" without considering how these words are used in a sentence. The use of lexical semantic analysis tools in forensic linguistics can help researchers understand the meanings of words used in texts or conversations separately, without having to consider their context (Budiarti & Faris, 2022; Ray, 2019; Zaman, 2022). This is important in analyzing texts or conversations for forensic purposes, where a precise understanding of word meaning can provide insight into the intent, purpose, or implied message behind the words used.

The subsequent emphasis lies in pragmatics, a linguistic field examining the influence of context, purpose, and social conventions influence the meaning of utterances (Widyatnyana et al., 2023; Yani & Nurfidah, 2023). In this research, the focus is on two aspects of pragmatics: speech acts by Searle (1979) and violations of politeness maxims by Leech (2014). Speech acts refer to the actions or functions performed by a speech or utterance, which can include requesting, giving, stating, refusing, and so on (Alfarizi et al., 2023; Saifudin, 2019). Violations of politeness maxims occur when someone breaches the principles of politeness in conversation/text (Russilawati et al., 2022). In the context of forensic linguistics, understanding pragmatics, namely speech acts and violations of politeness maxims, can aid in analyzing and interpreting written or oral communication in legal contexts. For instance, in the analysis of speech texts or conversations in legal cases, understanding how utterances are used and how politeness principles are violated can provide insight into the intentions, falsehoods, or specific feelings of the involved perpetrator.

Several previous studies have shown significant interest in the field of forensic linguistics, with many cases or legal studies being observed. For example, in cases of defamation, various studies have been conducted, such as the one by (Casim et al., 2019). This research focused on three main aspects: 1) the analysis of the statement "*Bau Ikan Asin*" uttered by initial GG (Galih Ginanjar) to FA (Fairuz Arafiq) from the perspective of forensic linguistics related to the Law of ITE; 2) the semantic analysis of the statement "*Bau Ikan Asin*"; and 3) pragmatic analysis of the statement "*Bau Ikan Asin*". Furthermore, the research by Susanthi (2021) also discussed the same topic and had almost similar research objectives to Casim et al., (2019), namely the "*Bau Ikan Asin*" case involving Galih Ginanjar. The analysis in both studies was based on forensic linguistic methods, including lexical-semantic analysis, grammatical semantic analysis, and pragmatic analysis. The findings from both studies indicate that the statement "*Bau Ikan Asin*" may violate Article 45 Paragraph 1 of the ITE Law and Articles 310 and 311 of the Indonesian Penal Code (*KUHP*) regarding defamation.

There are also legal cases related to hoaxes that have been the focus of forensic linguistics, such as those investigated by (Saputro, 2019). This research aimed to uncover the truth behind the alleged voice recording attributed to Gatot Nurmantyo. By comparing Gatot's original voice recording with the alleged one, the researchers analyzed four linguistic aspects: stylistics, sociolinguistics, phonology, and discourse. The results showed significant differences in all four aspects, confirming that the alleged recording did not originate from Gatot himself. Furthermore, research by (Asfar, 2020) also investigated hoax cases using a forensic linguistic approach. This study analyzed alleged hoax news about COVID-19. The analysis method involved lexical semantics on Facebook posts from an account with the initials AZ. The results showed that the information disseminated by the account was not factual, and verified as a hoax based on a clarification letter from the Regional Government Health Office. In both studies, it was found that the forensic linguistic approach was able to significantly contribute to uncovering the truth in hoax cases. Analysis conducted through various linguistic aspects such as stylistics, sociolinguistics, phonology, discourse, and lexical semantics helped identify non-factual information or hoaxes.

In the research on interrogation data retrieval, two relevant studies stand out. The first study, conducted by Waljinah (2016), aimed to analyze conversational implicatures in police interrogations with victims, perpetrators, or suspects. The results indicated the presence of humanistic conversational implicatures aimed at avoiding deterrence from the interrogated parties. Furthermore, the study conducted by Satria et al., (2022) also focused on identifying the maxim of cooperation in interrogation conversations using a forensic linguistic approach. This research

explored interrogations conducted by the police with perpetrators of an attack. The study's findings showed that the four principles outlined in Grice's cooperation, namely maximum quantity, maximum quality, relevance, and manner, played a crucial role in the interrogation session between investigators (law enforcement officers) and witnesses/victims as well as suspects at the Sinjai Police Station. The findings from both studies highlight the importance of forensic linguistic aspects in understanding and analyzing interrogation conversations to support the legal process.

Many previous studies have explored the field of forensic linguistics in various legal contexts. For example, in cases of defamation, research by Casim et al., (2019) and Susanthi (2021) highlights the "*Bau Ikan Asin*" case involving Galih Ginanjar and Fairuz Arafiq. Both studies used forensic linguistic methods, including lexical, grammatical, and pragmatic analysis, to demonstrate that the utterance "*Bau Ikan Asin*" violated relevant laws. Similar occurrences are evident in hoax cases, as investigated by Saputro (2019) and Asfar (2020), where forensic linguistic approaches were employed to dissect the truthfulness of alleged false recordings and news. The findings show the significant contribution of forensic linguistics in uncovering the truth in such legal cases. Furthermore, in the context of interrogation data retrieval, research by Waljinah (2016) and Satria et al., (2022) highlights the importance of conversational implicatures and maxims of cooperation in interactions between police and suspected criminals. The findings from both studies underline the relevance of forensic linguistics in supporting the legal process by understanding interrogation conversations in-depth.

This study aims to fill the gap in previous research in the field of forensic linguistics. While many studies have examined various aspects of forensic linguistics, there has been no specific research focusing on examining comments on social media posts, especially on accounts of governmental institutions such as the Indonesian House of Representatives (DPR RI). This study also introduces innovation in analytical tools, with a focus on a deep analysis of the language and context of these comments. The lexical semantic and pragmatic approaches are utilized to understand the forms of speech acts and violations of politeness maxims. By addressing this gap, this research is expected to contribute a new contribution to the understanding of language crimes phenomenon on social media.

The purpose of this research is to examine the comments on Instagram posts by the Indonesian House of Representatives (DPR RI) through two analytical approaches: lexical semantics and pragmatics (speech acts and politeness maxims), as well as to assess the correlation of these comments with violations of Indonesian laws. In the aspect of lexical semantics, this study aims to analyze the meanings of the words used in these comments, without considering the position of the words in the sentence (Rahmah et al., 2023; Salsabila & Indrawati, 2022). Meanwhile, in the aspect of pragmatics, the focus is on identifying the forms of speech acts from Searle (1979), which include five forms: directive, assertive, expressive, declarative, and commissive (Mabaquiao, 2018). Directive Form: This is a speech act aimed at attempting to change the behavior of the listener (requests, commands, or invitations). Assertive Form: This is a speech act that states or claims the truth of a proposition (statements, notifications, or expressions of opinion). Expressive Form: This is an act that expresses the emotional or feelings of the speaker (gratitude, regret, or joy). Declarative Form: This is a speech act that formally or authoritatively changes a condition through the utterance of a statement. Commissive Form: This is a speech act that commits the speaker to act in the future. This speech act involves promises, pledges, or offers.

Not only speech acts, but the researchers also analyze violations of politeness maxims using the politeness maxims proposed by (Leech, 2014; Aini, 2018). The forms of politeness maxims include sympathy maxim, wisdom maxim, generosity maxim, humility maxim, praise maxim, and agreement maxim. Wisdom Maxim: This principle highlights the importance of speaking wisely, politely, and respectfully in communication. It involves the use of appropriate and non-offensive words, as well as avoiding direct confrontation. Generosity Maxim: This maxim refers to the attitude of generosity and willingness to help others in conversation. It involves actions such as giving compliments, offering assistance or showing attention to others. Praise Maxim: This principle

highlights the importance of giving praise and appreciation to others in conversation. It involves expressing appreciation for someone's achievements, appearance, or good qualities sincerely and politely. Humility Maxim: This maxim leads to a humble attitude and avoids behavior that is overly arrogant or arrogant in conversation. It involves acknowledging the strengths of others, appreciating their contributions, and avoiding statements that belittle or feel superior. Agreement Maxim: This principle emphasizes the importance of reaching an agreement or consensus in communication. It involves being open to listening to others' opinions, seeking common ground, and reaching compromises that are acceptable to all parties. Sympathy Maxim: This maxim refers to a sympathetic attitude and understanding of others' feelings and situations in conversation. It involves showing attention and support to someone who is experiencing difficulty or sadness, as well as avoiding behavior that is insensitive or unsympathetic.

In addition, this study will also examine the relationship between these comments and violations of Indonesian laws, especially the Electronic Information and Transactions Law (UU ITE), the Indonesian Penal Code (KUHP), and other applicable laws. Thus, this research aims to provide a deeper understanding of how language-related crimes used in social media comments can have legal implications and their connection to compliance with legal regulations in Indonesia. By exploring these two aspects, this study seeks to provide a notable contribution to the domain of forensic linguistics and its relevance to legal contexts and public policies.

METHOD

This research employs a qualitative method aimed at gaining a profound understanding of the phenomenon under study (Masduqi et al., 2021; Siddiqui et al., 2021). In qualitative research, the focus lies on collecting descriptive and detailed data while understanding the social context and the inherent meaning within the phenomenon (Adlini et al., 2022; Ali Basyah & Razak, 2020; Firmansyah et al., 2021). The primary objective of qualitative research is to depict, comprehend, and elucidate phenomena comprehensively. Conversely, in its approach, the researchers utilize a case study method, as in this study, which refers to a deep dive into a specific case or event, in this case, the comments on the Instagram posts of the Indonesian House of Representatives (DPR RI). Case studies enable researchers to delve deeply and meticulously into specific phenomena and their contexts (Fariziah et al., 2021; Rokhmah et al., 2022). In the context of this research, a case study approach will allow the researchers to focus more on analyzing specific comments and exploring their meanings and implications thoroughly.

The data source for this research comprises comments posted on the official Instagram account of the Indonesian House of Representatives (DPR RI), which uses the username "dpr_ri" and can be accessed via https://www.instagram.com/dpr_ri/. The research data was collected from the latest Instagram posts by DPR RI on July 20, 2023, in line with the data collection timeline. Data collection on that date was conducted to observe direct responses to the content newly posted by the DPR RI account at that time. This helps in understanding the actual responses to the content that is currently in the spotlight, especially due to the news of the passing of a DPR member at that time. However, it should be noted that there is no requirement to limit data collection to a specific day. The selection of that date serves merely as a representation of a relevant moment for the purposes of this research. In this study, the primary instrument used is the researchers themselves as the human instrument. The term "human instrument" refers to the researcher's role as the data collector, directly involved in the process of observation and recording (Masitoh & Putra, 2024; Putra et al., 2024). The researchers actively engage in collecting data by directly observing the comments on the Instagram posts of DPR RI. In addition to observation, the researchers also utilizes a notebook as an instrument to record data during the data collection process. In this notebook, the researchers records detailed information for each observed comment, including the posting date and time, as well as the relevant content of the comments. Thus, the researchers acts as the primary intermediary between the data source and the analysis conducted in this research.

The data collection technique utilized in this research is the documentation method. The researchers collected all comments posted on the Instagram posts of DPR RI on July 20, 2023, which are publicly available, without exception. The data collection process was conducted using screenshots captured by the researcher's device. Approximately 215 comments were collected from various accounts that commented on the post. Each observed and relevant comment was recorded through screenshots, ensuring that the data gathered could be studied in detail and accurately.

Figure 2
Total Comments on Data Source

For data analysis, this study will utilize a qualitative method involving content analysis. After data collection is completed, the data analysis stage begins with the following steps:

1. Data Organization: The comments collected from the Instagram posts of the Indonesian House of Representatives (DPR RI) are organized and structured systematically to facilitate further analysis. Data are arranged according to specific criteria relevant to the research objectives. The data organization process consists of two main events: data collection (comments are gathered from the DPR RI Instagram post on July 20, 2023) and data cleansing (removing irrelevant or duplicate data to ensure data validity).
2. Lexical Semantic Analysis: Once the data are organized, the researchers initiate the analysis by understanding the meanings of the words used in the comments.
3. Speech Act and Politeness Maxim Violation Analysis: Subsequently, the researchers analyze speech acts and violations of politeness maxims found in the comments. This involves identifying types of speech acts such as directives, assertives, expressives, declaratives, and commissives, and understanding the intention behind each speech act. It also involves identifying types of politeness maxim violations, such as sympathy maxim, wisdom maxim, generosity maxim, humility maxim, praise maxim, and agreement maxim.
4. Interpretation: After comprehending the lexical semantics, speech acts, and violations of politeness maxims in the comments, the findings are interpreted directly based on the research objectives.
5. Legal Violation Tracking: In this stage, the researchers trace potential violations of Indonesian laws, especially the Information and Electronic Transactions Law (UU ITE), the Penal Code (KUHP), and other applicable laws. The researchers examines whether the comments contain elements that contravene the prevailing legal provisions. This is linked to relevant laws based on the interpretation of findings from lexical semantics, speech acts, and violations of politeness maxims.

In presenting the data, the researchers have taken additional steps by censoring the profile

pictures, usernames, and other privacy elements from the comments observed. The purpose of this action is to ensure the researcher's safety in the process of forensic linguistic analysis. It is important to note that this research solely serves academic purposes in the field of language and will not be utilized as proof in legal proceedings because the researcher's capacity is that of a linguistics academic, not a law enforcement officer. This censorship step is part of research ethics principles that respect the privacy of individuals involved in the context of social media.

RESULTS AND DISCUSSION

This study focuses on comments on Instagram posts by the Indonesian House of Representatives (DPR RI) using forensic linguistic analysis. The objective of this study is to examine comments on DPR RI Instagram posts through semantic lexical and pragmatic (speech acts and violations of the politeness maxim) analysis, as well as to assess the connection of these comments with violations of Indonesian laws. In the aspect of semantic lexical, this research aims to analyze the meanings of the words used in these comments, regardless of the position of words in sentences. Meanwhile, in the pragmatic aspect, the focus is on identifying speech act forms from Searle (1979), which include directive, assertive, expressive, declarative, and commissive acts (Mabaquiao, 2018).

Not only speech acts, but the researchers also analyzes violations of politeness maxim using Leech's politeness maxim (Aini, 2018). The researchers uses three linguistic aspects in the analysis to sharpen the evidence of comments that violate Indonesian laws. Additionally, this research will also examine the connection between these comments and violations of Indonesian laws, particularly the Information and Electronic Transactions Law (ITE Law), the Indonesian Penal Code (KUHP) and other relevant laws.

Description of Post

This research is focused on the analysis of lexical semantics, speech acts, and violations of the maxims of politeness on posts posted on the official government account of the Indonesian House of Representatives (*DPR RI*) with the username "dpr_ri" on July 20, 2023. The main focus of the research is on the comments attached to those posts. The collected data includes a total of 215 comments, with the potential to increase over time. The researchers chose the date and the post as a representation of a relevant moment for the purpose of this research.

Figure 3
Uploading The DPR RI on July 20, 2023

On July 20, 2023, on the *DPR RI* Instagram account, there was a post containing mourning news about the passing of one of the members of the Indonesian House of Representatives. However, beneath that post, the researchers found negative comments that were not in line with the tone of the post. These comments clearly show a lack of compliance with ethics and sympathy in responding to the mourning news. This raises questions about the social context and the connection of these

comments to violations of Indonesian laws, particularly the Electronic Information and Transactions Law (*UU ITE*) and the Penal Code (*KUHP*). The use of the Penal Code and the Electronic Information and Transactions Law in this study is due to their relevance to the context of the comments found on the DPR RI Instagram account. The Penal Code regulates criminal acts in Indonesia in general, while the Electronic Information and Transactions Law specifically regulates crimes that occur in the digital world and electronic transactions, including on social media platforms like Instagram. By referring to these two laws, the researchers can evaluate whether the comments analyzed violate existing legal provisions. Regarding the violation of legal provisions, the researchers does not directly provide judgment but conducts a language analysis of the comments. Through lexical semantic and pragmatic analysis (in terms of speech acts and violations of the maxims of politeness), this research aims to offer a comprehensive comprehension of the purposes and implications of the comments investigated by the researchers, as well as to identify their connection to related legal issues. To protect the researcher's safety during forensic linguistic analysis, personal identifiers such as profile pictures and usernames in the observed comments were censored. This is in line with research ethics principles to uphold privacy. It's important to clarify that this study only serves academic purposes and cannot be used as legal evidence, as the researchers is a linguistics academic, not a law enforcement officer.

Analysis of DPR RI Instagram Comments

In this section, the researchers presents the findings from the comments on the DPR RI Instagram post. Five comments caught the researcher's attention as they were suspected of violating the law, especially regarding violations of Indonesian laws. These findings become the focus of analysis to understand the meaning of words (lexical semantics) and the purposes of these comments (speech acts and violations of maxims of politeness). In interpreting the meaning of words/phrases, the researchers uses Wikikamus, KBBI (*Kamus Besar Bahasa Indonesia*), or other reliable reference sources. Wikikamus, as explained by (*Wikikamus*, n.d.-a), is a project of Wikipedia that provides a free dictionary in various languages, including a repository of words or phrases accessible through https://id.wiktionary.org/wiki/Wikikamus. This allows for searching for meanings of informal or local words not found in KBBI (*Kamus Besar Bahasa Indonesia*). In the analysis of speech acts, the researchers refers to Searle's (1979) theory, while the analysis of violations of maxims of politeness follows Leech's approach (2011), to identify and understand the intent behind the observed utterances. Below is the presentation of data from this study:

Data 1
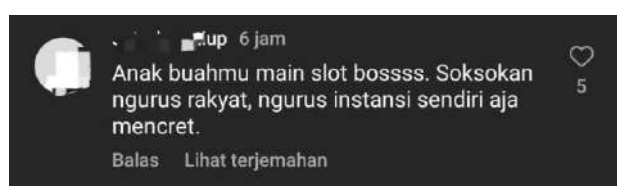
Figure 4
Comments on Instagram DPR RI

In Data 1, the researchers found a comment from the username "...up" that was not in line with the context of the post announcing the mourning news. The comment reads, "**anak buahmu main slot bosssss. Soksokan ngurus rakyat, ngurus instansi sendiri aja mencret.**" Below is the analysis of the three aspects (lexical semantics, speech acts, and violations of maxims of politeness):

> Lexical Semantic Aspect:
> In this comment, there's the use of pejorative and negative terms. "***Mesin slot***" refers to gambling activities, "***soksokan***" depicts pretentious behavior, and "***mencret***" signifies a poor digestive condition. According to Pratama (2023), "***mesin slot***" is a gambling game involving lever-pulling or button-pressing to match symbols. According to *Wikikamus*, n.d.-b, "***soksokan***" describes pretentious behavior or acting superior.

Meanwhile, according to *Wikikamus*, n.d.-c, "***mencret***" refers to digestive issues causing loose stool. Hence, lexical semantic analysis reveals that the comment carries demeaning meanings, interpreted as an attack or mockery toward the target. The phrase "***anak buahmu main slot***" accuses the target of involvement in gambling or detrimental activities. The expression "***soksokan ngurus rakyat***" implies that the target is only pretending to care about the people, while not actually doing so. The use of "***mencret***" metaphorically depicts incompetence or failure in fulfilling duties or responsibilities.

Speech Act Aspect:
Based on the findings, the comment falls into the category of assertive speech acts. In this context, the phrase "***anak buahmu main slot bossss***" asserts that the target is involved in damaging gambling activities. The expression "s***oksokan ngurus rakyat, ngurus instansi sendiri aja mencret***" also indicates affirmation of dissatisfaction with the target's performance, implying that they only pretend to care about the people without taking real action, while their own institution is in a bad or ineffective condition.

Violation of Maxims Politeness Aspect:
The analysis of this comment reveals violations of two maxims, there are the maxim of praise and the maxim of sympathy. The use of coarse and pejorative language such as "***mencret***" and insulting phrases like "***soksokan ngurus rakyat***" does not reflect the maxim of praise. The maxim of praise demands that one conveys words in a respectful and commendatory manner, not using demeaning or insulting language. Furthermore, the violation of the maxim of sympathy lies in the context of using this comment containing negative words on a post announcing the mourning news of a DPR member. The maxim of sympathy requires one to show concern and sympathy for mourning or unfavorable situations.

Data 2

Figure 5
Comments on Instagram DPR RI

In Data 2, the researchers found a comment from the username "...e.k" (comment 1) expressing gratitude in response to the news of mourning. Then, the comment from "...e.k" was replied to by the username "...nn3" (comment 2), providing affirmation or reinforcement to comment 1. Here is a more detailed explanation:

Comment 1	:	"*Alhamdulillah*, a Member of DPR has passed away."
Comment 2	:	"Hopefully, others will follow soon."
Context	:	Comment 1 provides a comment first, then is responded to by comment 2. Below is the analysis of three aspects, lexical semantics, speech act form, and violation of the maxim of politeness, as follows:

Lexical Semantic Aspect:
Comment 1   :   "***Alhamdulillah Anggota DPR ada yang meninggal***"

The word "**Alhamdulillah**" signifies an expression of gratitude to Allah.
The term "**Anggota DPR**" refers to someone who is a member of the Indonesia People's Representative Council.
The word "**meninggal**" means the condition of someone passing away.
Comment 2   :   "**Semoga yang cepat lain nyusul**"
The word "**Semoga**" expresses hope or prayer.
The phrase "**yang lain**" refers to a subject not explicitly mentioned.
The word "**cepat**" means quickly or in a short time.
The word "**nyusul**" means to follow or catch up with someone who has passed away.

Comment 1 expresses gratitude for the death of a DPR member with the phrase "**Alhamdulillah**" which lexically signifies happiness over an event considered good. Additionally, the use of "**Anggota DPR**" refers to an individual who is part of the People's Representative Council, and "**meninggal**" indicates that the individual has passed away. Meanwhile, Comment 2 expresses hope or prayer for someone else to follow soon after the DPR member in passing away. In lexical-semantic analysis, the use of "**Semoga**" indicates hope, while "**yang lain**" refers to a subject not specifically mentioned. The word "**cepat**" indicates a desire for the event to occur quickly, and "**nyusul**" refers to the action of following or catching up with someone who has passed away.

Speech Act Aspect:
Comment 1 can be classified as an assertive speech act because it presents a statement expressing the author's attitude or views toward an event, in this case, gratitude for the death of the DPR member. The author clearly states a personal view that is positive regarding the event. On the other hand, Comment 2 falls into the category of expressive speech act as it contains a hope or prayer directed towards someone else, in this case, a hope for someone else to soon follow or pass away after the DPR member. This expression of hope or prayer reveals the author's feelings or desires regarding a specific event or situation.

Violation of Maxims Politeness Aspect:
Both Comment 1 and Comment 2 violate the maxim of politeness, particularly the maxim of sympathy. Comment 1 expresses gratitude for someone's death, which breaches social norms and ethics in a mourning situation. Furthermore, Comment 2 is considered impolite for expressing hope for someone to soon follow or pass away after someone has died. This can be seen as lacking sympathy towards the mourning situation, violating the principle of sympathy in communication.

Data 3
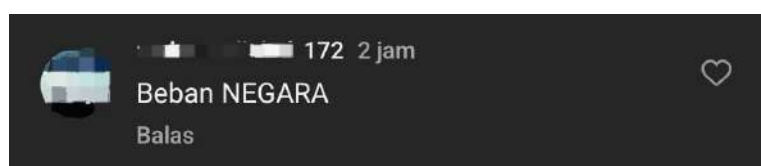
Figure 6
Comments on Instagram DPR RI

In Data 3, the researcher found a comment from the username "...172". The comment does not contain explicitly negative words, but it sounds negative because it is posted on a post bearing mourning news. Below is the analysis of the three aspects:

Lexical Semantic Aspect:
The word "**beban**" means something burdensome or taxing.
The word "**negara**" refers to a political entity that holds sovereignty over a certain territory and governs its citizens.

From the given explanation, it is evident that in the given context, the word "***beban***" is used to express the view that the subject in the post, which represents an institution, is perceived as burdensome or taxing to the country. This may indicate that the commenter feels that the actions or policies undertaken by this subject are seen as difficult or burdensome for the country.

Speech Act Aspect:
This comment falls into the assertive form of speech act because it conveys a statement or opinion by expressing dissatisfaction with someone or an institution. The dissatisfaction leads the commenter to assert that they are something burdensome to the country.

Violation of Maxim Politeness:
This comment has violated the maxim of politeness, especially the maxim of sympathy. The comment makes a statement that they are burdensome to the country. This is considered an unsympathetic remark towards the ongoing mourning situation.

Data 4

Figure 7
Comments on Instagram DPR RI

In Data 4, the researchers found a comment from the username "...eo". The comment is clearly negative as it expresses gratitude towards the news of someone's passing. Below is the analysis of the three aspects:

Lexical Semantic Aspect:
The word "***syukurin***" is derived from the word "***syukur***", which means an expression of gratitude or happiness for something.
The word "***mati***" means the state of someone passing away.
From the analysis, it can be concluded that in the context of the comment, the use of the word "***syukurin***" indicates an expression of gratitude or happiness regarding someone's death.

Speech Act Form Aspect
Analysis of the comment shows that the expression "syukurin mati" falls into the category of expressive speech act because it expresses the feelings of the subject towards the event being conveyed. In this context, the expression indicates the subject's feeling of gratitude or relief over the death of someone discussed in the post. This speech act more portrays the expression of the actor's feelings of joy or relief towards the subject, thus uttering the expression not to convey information or command to others. Therefore, the expression can be classified as an expressive speech act.

Violation of Maxim Politeness
This comment violates the maxim of politeness, especially the maxim related to sympathy. The expression is considered unsympathetic towards the ongoing mourning situation. In that context, expressing gratitude or happiness over someone's death is seen as an inappropriate attitude because it does not respect the feelings or mourning conditions of others involved in the event. As a result, the comment is considered to violate the principle of politeness in social interaction, especially in situations that require sympathy.
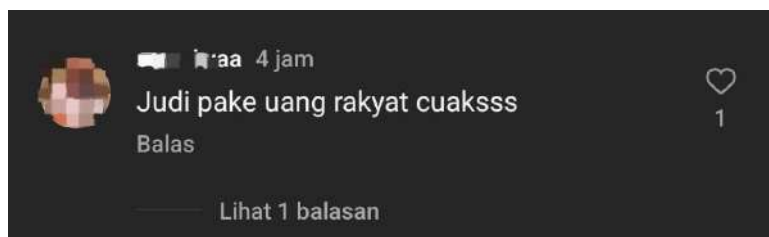
Data 5

Figure 8
Comments on Instagram DPR RI

In Data 5, the researchers found a comment from the username "...aa". The comment reads "Judi pake uang rakyat cuaksss". This comment clearly contains negative elements by making an accusation towards someone. Below is the analysis of the three aspects:

> Lexical Semantic Aspect:
> The word "***judi***" means the activity of playing games with money or valuable items at stake to seek profit, usually relying on luck.
> The term "***uang rakyat***" refers to funds or financial resources originating from the state budget or the public.
> According to (*Sempat Viral Di Media Sosial, Apa Arti Cuaks?*, 2023), the term "***cuaksss***" is a slang term commonly used by teenagers as a form of ridicule or protest against an idea. This term is often uttered at the end of a sentence and carries a negative or bad connotation. Thus, "***cuaksss***" is used to convey disagreement or dissatisfaction with something indirectly and in an informal context.
> From this analysis, it can be concluded that the comment expresses disagreement or protest against gambling activities that use public funds, conveyed indirectly by using the word "***cuaksss***" as a sarcasm. The comment shows concern or dissatisfaction with the use of public funds for activities considered non-beneficial or contrary to the principle of social justice. Additionally, lexical semantic analysis also depicts that the words "***judi***" and "***uang rakyat***" have clear meanings in the context of the comment, reinforcing the message being conveyed.
>
> Speech Act Form Aspect:
> This comment can be categorized as an assertive speech act because it expresses a statement or opinion firmly regarding gambling activities suspected of using public funds from taxpayers. By using the word "***cuaksss***" at the end of the sentence, this comment directly expresses disagreement or protest against practices deemed unethical or inappropriate. Therefore, it can be said that the comment has a strong assertive nature in voicing concerns about the use of public funds for gambling activities.
>
> Violation of Maxim Politeness:
> In this analysis, there is a violation of the maxim of politeness, especially the maxim of sympathy, in the comment. Associating gambling with "***uang rakyat***" indicates a lack of compliance with the context of the mourning news conveyed in the post. Linking gambling to public funds, the comment shows less sympathy or empathy towards the situation, instead highlighting issues irrelevant to the context of the mourning news being discussed. Therefore, this can be considered a violation of the maxim of politeness, especially in the context of situations requiring a sympathetic attitude towards grieving conditions.

From the analysis of the five data comments on the Instagram post of the Indonesian House of Representatives (DPR RI), several findings were revealed in the three aspects under study. Semantically, the comments contained words with negative and pejorative connotations. In speech acts, the majority of the comments fell into the assertive category, expressing opinions and sarcasm. However, there were also comments that were expressive in nature, conveying feelings and hopes regarding the discussed situation. Additionally, violations of the maxims of politeness, only two violations were found in the comments, especially in the maxims of sympathy and praise. This is evident from the subsequent table:

Table 1
Summary of Analysis Results

Data Number	*Username*	Comments	Lexical Semantic Aspect	Speech Act Form Aspect	Violation of Maxim Politeness
1	…up	*Anak buahmu main slot bosssss. Soksokan ngurus rakyat, ngurus instansi sendiri aja mencret.*	Use of pejorative and negative words	Assertive	Maxim sympathy and praise
2	…e.k	*Alhamdulillah Anggota DPR ada yang meninggal*	An expression of gratitude for someone's death	Assertive	Maxim sympathy
3	…nn3	*Semoga yang cepat lain nyusul*	Expressions of hope and prayer for the death of "the other"	Expressive	Maxim sympathy
4	…172	*Beban Negara*	Use of negative words	Assertive	Maxim sympathy
5	…aa	*Judi pake uang rakyat cuakssss*	Accusation for someone	Assertive	Maxim sympathy

By this table, it is easier to understand the characteristics and differences of each comment in their semantic and pragmatic analysis. In this table, the column "Lexical Semantic Aspect" explains the meaning of the word-by-word used in the comments. The "Speech Act Aspect" column states the speech act form of the comment. Then, the "Violation of Maxim Politeness" column indicates whether the comment violates the maxim of politeness.

The findings of this research indicate that there are five comments that are suspected of containing elements of legal violations. The analysis is conducted by considering the aspects of semantic lexical, speech acts, and violations of the politeness maxim. These five comments include: "**Anak buahmu main slot bosssss. Soksokan ngurus rakyat, ngurus instansi sendiri aja mencret**", "**Alhamdulillah Anggota DPR ada yang meninggal**", "**Semoga yang cepat lain nyusul**", "**Beban Negara**", and "**Judi pake uang rakyat cuakssss**". In the aspect of semantic lexical, the researchers found comments containing pejorative and negative language. In Data 1, there are words "**mencret**" and "**soksokan**" interpreted as "a digestive condition resulting in loose stools" and "pretending to be capable but incapable". In Data 2 and 3, there are no comments containing pejorative and negative language, but they contain expressions of gratitude for the death of a DPR member. Then, in Data 4, there is the word "**beban**" which can be interpreted as something burdensome or being burdened. In Data 5, there are no pejorative comments, but there are accusations. The researchers concludes that comments containing pejorative and negative elements or expressions of gratitude are unacceptable because they are commenting on a post delivering the mourning news of a deceased DPR member.

In terms of Searle's speech acts forms (1979), the researchers found 2 forms of speech acts, including assertive (4 comments) and expressive (1 comment). The assertive form (stating) is found in Data 1, 2, and 4. Data 1 makes a statement that DPR members are incapable of carrying out their state duties. In Data 2, the comment states that the commenter is grateful for the death of the DPR member. Then, in Data 4, the commenter states that a DPR member is someone who burdens the state. Next, in the assertive form (insinuating), it is located in Data 5. Data 5 insinuates that DPR members use public taxes for gambling.

This context is related to the latest news on July 20, 2023 (Huda, 2023). The news is about another DPR member who was caught on camera allegedly gambling during a DPR meeting. Furthermore, in the expressive speech act form in Data 3, the comment shows that the commenter hopes for the death of another DPR member.

In terms of violations of the politeness maxim from Leech (2014), two types of violations were found, namely the sympathy maxim and the praise maxim. In the praise maxim, it is found in Data 1 through "***Soksokan ngurus rakyat, ngurus instansi sendiri aja mencret.***". This comment does not praise but gives a disrespectful or judgmental attitude towards the DPR member. Then, violations of the sympathy maxim were found in all five comments. This happens because all five comments contain elements of antipathy or do not contain elements of sympathy/empathy, even though the post informs about the mourning news.

Correlation with Legal Violations in Indonesia

The comment from user "...up" (Data 1) stating "***anak buahmu main slot bosssss. Soksokan ngurus rakyat, ngurus instansi sendiri aja mencret***" indicates an accusatory tone by using the pronoun "your", referring to the subject mentioned in the post. This makes the target of the comment clear without ambiguity, as the context of the post is about a deceased member of the DPR. The comment contains an element of accusation in the phrase "***anak buahmu main slot bossss***", expressed in a public space without concrete evidence. Under this accusation, the comment could be punishable under Article 310 paragraph (2) of the Indonesian Penal Code (KUHP), which states that "If done in writing or images that are broadcasted, shown, or displayed in public, it shall be punished for written defamation with imprisonment for a maximum of 1 year and 4 months or a maximum fine of Rp4.5 million". This provision is a continuation of paragraph 1 of Article 310 of the KUHP, which states: "Anyone who deliberately attacks the honor or reputation of someone by accusing something, the intention of which is clear so that it becomes known to the public, shall be punished for defamation with imprisonment for a maximum of 9 months or a maximum fine of Rp4.5 million."

In this context, it is important to understand that the phrase "attacking one's good name" in Article 310 paragraph (1) is interpreted as an attack that is not physical, but concerns the feelings and self-esteem of individuals related to public perception (Ali et al., 2022). Honor refers to personal feelings or dignity, while a good name reflects the positive perception of the public towards someone. Article 310 paragraph (2), which regulates written defamation, adds additional elements, including (a) all elements in paragraph (1), (b) accusing in writing or through broadcasted images, shown, or displayed, and (c) openly. "Broadcasted" refers to the dissemination of writing or images in sufficient quantities to be printed or photocopied, and then distributed widely. "Shown" involves the display of writing or images containing defamation to the public, while "displayed" refers to the placement of writing or images in public places to be seen by many people. Thus, the phrase "***anak buahmu main slot bosssss***" could be subject to Article 310 paragraph 2 of the Indonesian Penal Code (KUHP) based on the explanation above.

Furthermore, the words "***Soksokan ngurus rakyat, ngurus instansi sendiri aja mencret***" which encompass elements of insult or defamation of character are suspected to be punishable under Article 27 paragraph 3 of the ITE Law (Information and Electronic Transactions Law). This article states that "Every person who intentionally and without right distributes and/or transmits and/or makes accessible Electronic Information and/or Electronic Documents containing content of insult and/or defamation of character." In the context of the comment, it can be considered as electronic information containing content of insult and defamation of character against the individual or institution targeted. Therefore, the dissemination or creation of access to such comments in public spaces such as social media platforms can be considered a violation. In Data 1, it is suspected to be punishable by two overlapping articles (Article 310 paragraph 2 of the Penal Code, and Article 27 paragraph 3 of the ITE Law), because the comment contains two sentences, each containing unfounded accusations and defamation.

The comment (Data 2) from the username "...e.k" stating "***Alhamdulillah Anggota DPR ada yang meninggal***" and the response from "...nn3" (Data 3) replying to that with "***Semoga yang lain cepat nyusul***" indicates that the comment from "...nn3" agrees or aligns with the comment from "...e.k" which contains an element of celebration towards the deceased member of the DPR. Although the comments

include positive words such as "***Alhamdulillah***" and "***Semoga***", they carry the meaning of rejoicing in the midst of condolences. This is suspected to be punishable under mild defamation according to Article 315 of the Indonesian Penal Code (KUHP), which states "Any deliberate insult that is not defamatory or defamatory in writing, done to someone either publicly in speech, or in writing, or in front of the person himself orally or by act, as well as with writing that is sent or delivered to him, shall be punished for mild defamation, with imprisonment for a maximum of four and a half months or a fine of up to Rp. 4,500." Thus, Data 2 and 3 are suspected to be punishable using Article 315 of the Penal Code regarding mild defamation. Data 2 and 3 are related because Data 3 responds to Data 2 in the comment. Both data contain insults because of joy over the death of a DPR member and hope for the death of another.

The comment from the username "...172" (Data 4) stating "***beban negara***" presents challenges in analyzing its criminal elements. This is because the two words do not specifically refer to any particular subject and their meanings are unclear. However, upon reviewing the context and situation of the comment, it is implied that the individual burdening the country is a member of the DPR mentioned in the post. This could potentially be punishable under Article 315 of the Indonesian Penal Code (KUHP), which states "Any deliberate insult that is not defamatory or defamatory in writing, done to someone either publicly in speech, or in writing, or in front of the person himself orally or by act, as well as with writing that is sent or delivered to him, shall be punished for mild defamation, with imprisonment for a maximum of four and a half months or a fine of up to Rp. 4,500." Data 4 is also the same as Data 2 and 3, suspected to be punishable through Article 315 of the Penal Code regarding mild defamation. The comment in Data 4 indicates an insult to a DPR member by sending a message that they/he is someone who burdens the state.

The comment from username "...aa" (Data 5) stating "***judi pake uang rakyat cuakss***" suggests an accusation and defamation of character. The phrase "***judi pake uang rakyat***" implies that someone from the DPR (in the post) has engaged in gambling and used public tax money for their bets. This statement is made publicly and without strong evidence. It is suspected that this could be punishable under Article 310 paragraph (2) of the Indonesian Penal Code (KUHP) and is also suspected to be punishable under Article 27 paragraph 3 of the ITE Law. This article states that "Every Person who intentionally and without right distributes and/or transmits and/or makes accessible Electronic Information and/or Electronic Documents containing defamatory and/or slanderous content." In Data 5, it is suspected to be punishable under Article 310 paragraph 2 of the Penal Code because it contains unfounded accusations. Comments in Data 5 and Data 1 contain the same element, namely unfounded accusations. They accuse a DPR member of gambling using public funds. These accusations are based on the latest news on July 20, 2023, regarding another DPR member who was caught on camera allegedly gambling during a meeting. However, those who made these accusations were commenting on a post about a deceased DPR member, so they seemed out of context and accused someone in that post.

From the five comments on the Instagram post of the Indonesian House of Representatives (DPR RI), there is a potential violation of Indonesian laws regarding defamation and insult. These comments contain elements of unfounded accusations, insults, and defamation, which may violate the laws in Indonesia according to the Indonesian Penal Code (KUHP) and the Information and Electronic Transactions (ITE) Law. Articles that could be applied to these five comments include Article 310 paragraph 2 and Article 315 of the Indonesian Penal Code, as well as Article 27 paragraph 3 of the ITE Law. By not directly mentioning (without personal pronouns or someone's name), these comments contextually imply that they are directed towards the relevant subject or institution in the post.

These five comments have been analyzed through three linguistic aspects, so that the evidence can be linked to the applicable laws in Indonesia. The Indonesian Penal Code (KUHP) and the Information and Electronic Transactions Law (ITE Law) are the laws that can be linked to the five comments analyzed. From the five comments on the Instagram post of the Indonesian House of Representatives (DPR RI) on July 20, 2023, it is evident that there is a potential violation of Indonesian laws related to defamation and insult. These comments contain elements of unfounded accusations, insults, and defamation, which may violate the laws in Indonesia according to the Indonesian Penal Code (KUHP) and the Information and Electronic Transactions (ITE) Law. The articles that could be applied to these five comments include three, two of

which are Article 310 paragraph 2 and Article 315 of the Indonesian Penal Code, and Article 27 paragraph 3 of the ITE Law.

Based on the findings of this research and previous studies from Asfar (2020); Casim et al., (2019); Saputro (2019); Satria et al., (2022); Susanthi, (2021); Waljinah (2016) which have been presented, there are significant differences. In comparing the findings of this research with previous studies, several aspects can be identified. First, the analytical tool used in this research includes a semantic lexical analysis approach, speech acts, and violations of the politeness maxim to analyze comments on social media. Unlike previous research that may have only used one analytical approach, the combined approach used in this research allows for a more holistic understanding of the phenomenon of linguistic crimes on social media. Substantial findings from this research indicate that comments on social media often contain violations of politeness maxim and the use of coarse language, in line with several previous studies highlighting similar tendencies. The contribution to the literature provided by this research is by combining semantic lexical analysis, speech acts, and violations of the politeness maxim in the context of comments on social media. This approach enhances comprehension regarding language usage to interact and convey messages on social media platforms in more detail than previous research. The findings of this research also have important practical implications in the context of content moderation and policy development on social media platforms. By understanding the communication patterns identified in this research, social media platforms can enhance their content moderation strategies to minimize content that violates rules and create a safer and more civilized environment for users.

By using forensic linguistic analysis to analyze these comments, the researchers can identify that some comments are suspected of violating the laws in Indonesia. For example, comments that make unfounded accusations or insult someone, especially in the context of news of mourning or death, which potentially violate laws related to defamation and insult. Additionally, there are also comments expressing negative hopes or desires towards certain subjects, which can also violate laws regarding mild defamation. Through forensic linguistic analysis, this research can help identify potential language crimes on social media that are suspected of violating laws and understand their impact on applicable laws.

The use of semantic lexical analysis, speech acts, and violations of the politeness maxim can provide important contributions in uncovering the phenomenon of language crimes prevalent on social media. The semantic lexical analysis allows the identification of word and phrase patterns used in harmful or offensive contexts, as well as the mapping of harmful communication behavior trends on social media. Meanwhile, speech act analysis helps in understanding the true intent of the communication used, distinguishing whether a statement is intended as sarcasm, threat, or just an expression of emotion. By understanding violations of the politeness maxim, researchers can identify comments or posts that violate communication ethics standards and applicable laws, such as defamation or insult. The contribution to the wider community from the findings of such research is a better understanding of how language crimes occur on social media, helping them become more vigilant and critical of the information they consume. The findings of this research can also be used as a basis for formulating better policies in regulating communication behavior on social media, both by the government and by the social media platforms themselves. Thus, the use of semantic lexical analysis, speech acts, and violations of the politeness maxim provides a significant contribution to understanding and addressing the phenomenon of language crimes on social media, as well as enhancing awareness and protection of the public against them.

CONCLUSION

In this study, concerning the analysis of comments on Instagram posts by the Indonesian House of Representatives (DPR RI), three linguistic aspects were employed: lexical semantics, speech acts according to Searle, and violations of politeness maxims by Leech. The results of the analysis indicate that all the comments analyzed contain negative and pejorative elements, potentially violating norms of politeness and applicable laws in Indonesia. There are comments that make accusations without evidence, insult individuals, and express ill wishes towards deceased members of the DPR. These violations are suspected to contravene Article 310(2) of the Indonesian Penal Code regarding defamation and Article 315 of the Penal Code concerning mild insults, as well as Article 27(3) of the ITE Law concerning electronic media insults. This

research underscores the importance of a thorough understanding of language and politeness in social media communication.

Derived from the results of this study, there exist various recommendations for future studies that focus on forensic linguistics. Firstly, studies could broaden the scope of sampled comments from various social media platforms and other public institutions to further comprehend different patterns of communication and potential violations. Secondly, future research could delve deeper into the social effects and impacts of comments containing negative elements and legal violations. Consequently, this research could provide a more meaningful contribution to the understanding and handling of forensic linguistic cases within the context of social media in Indonesia.

DECLARATIONS

Author contribution	:	Valdi Giffari Rahmayati Putra leads and is responsible for all research projects entitled "Hate Speech in Instagram Comments DPR RI: A Forensic Linguistic Analysis". He also wrote the manuscript and collaborated with the second and third authors. Angga Febriyatko and Hasan Busri participated in data collection in the field and analysis of the data found. Three authors also revised the manuscript. Three authors approved the final manuscript.
Funding statement	:	This research did not receive institutional funding, only private funding.
Conflict of interest	:	Three authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article published in KEMBARA in 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Edumaspul: Jurnal Pendidikan*, *6*(1), 974–980. https://doi.org/10.33487/edumaspul.v6i1.3394

Afifuddin, A. (2023). A Review of Maite Correa's Article on Forensic Linguistics: An Overview of the Intersection and Interaction of Language and Law. *JETLEE : Journal of English Language Teaching, Linguistics, and Literature*, *3*(1), 46–49. https://doi.org/10.47766/jetlee.v3i1.1352

Aini, Q. (2018). Fungsi Pelanggaran Maksim Prinsip Kesantunan Pada Komentar Berita Online di Fanspage Facebook Merdeka.Com. *PRASASTI: Journal of Linguistics*, *3*(2), 200-210. https://doi.org/10.20961/prasasti.v3i2.12492

Aisah, A., Triyadi, S., & Pratiwi, W. D. (2023). Analisis Semantik Leksikal pada Portal Berita Kumparan.com Edisi Januari 2022 Relevansinya sebagai Bahan Aajr Teks Berita di SMP Kelas VIII. *Jurnal Wahana Pendidikan*, *10*(2), 267-280. https://doi.org/10.25157/jwp.v10i2.9087

Alduais, A., Al-Khulaidi, M. A., Allegretta, S., & Abdulkhalek, M. M. (2023). Forensic Linguistics: A Scientometric Review. *Cogent Arts and Humanities*, *10*(1), 2214387. https://doi.org/10.1080/23311983.2023.2214387

Alfarizi, M. A., Azizah, H. R. N., Putri, S. A., Linawati, A., & Utomo, A. P. Y. (2023). Analisis Tindak Tutur Representatif pada Daftar Putar "MKU Bahasa Indonesia" dalam Kanal Rahmat Petuguran. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *6*(1), 40–53. Retrieved from https://doi.org/10.24853/pl.6.1.40-53

Ali Basyah, N., & Razak, A. (2020). Metode Kualitatif Dalam Riset Bisnis: Satu Tinjauan. *Economica Didactica*, *2*(1), 1–9. https://doi.org/10.17529/jed.v2i01.18369

Ali, R., Farooq, U., Arshad, U., Shahzad, W., & Beg, M. O. (2022). Hate Speech Detection on Twitter Using Transfer Learning. *Computer Speech & Language*, *74*, 101365.

Ardhianti, M., & Indayani. (2022). Tuturan yang Berdampak Hukum Ditinjau dari Elemen dan Fungsi Konteks Kultural di Media Sosial Tik-Tok Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1), 143–159. https://doi.org/10.22219/kembara.v8i1.19235

Arianto. (2021). Dugaan Hoaks Seputar Vaksin Covid-19 di Indonesia dalam Kerangka Linguistik Forensik. *KoPeN*, *3*(1), 115-129. Retrieved from https://ejurnal.mercubuana-yogya.ac.id/index.php/Prosiding_KoPeN/article/view/1660

Arnus, S. H. (2015). Computer Mediated Communication (CMC), Pola Baru Berkomunikasi. *Al-Munzir*, *8*(2), 275–289.

Asfar, D. A. (2020). Forensic Linguistics of Hoax Text About Covid-19 Issues That Handled By Police Station of Bengkayang, West Kalimantan. *Prosiding Seminar Nasional Linguistik dan Sastra (SEMANTIKS) 2020*, 218–277. Retrieved from https://jurnal.uns.ac.id/prosidingsemantiks/article/view/44966

Ash-Shidiq, M. A., & Pratama, A. R. (2021). Ujaran Kebencian di Kalangan Pengguna Media Sosial di Indonesia: Agama dan Pandangan Politik. *Universitas Islam Indonesia*, *2*(1), 1–11. Retrieved from https://journal.uii.ac.id/AUTOMATA/article/view/17286

Aziz, A. (2021). Linguistik Forensik: Sebuah Sumbangsih Linguistik untuk Penegakan Hukum dan Keadilan. *Jurnal Forensik Kebahasaan*, *1*(1), 3–8.

Budiarti, D., & Faris, I. N. I. (2022). Analisis Kasus Dugaan Pencemaran Nama Baik terhadap Figur Publik oleh Warganet Instagram. *Jurnalistrendi: Jurnal Linguistik*, *7*(2), 138–148. https://doi.org/10.51673/jurnalistrendi.v7i2.1163

Busri, H., & Badrih, M. (2022). Representation of Linguistic Characteristics in Mass Media. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra dan Pengajarannya*, *8*(1), 1–14. https://doi.org/10.22219/kembara.v8i1.19324

Casim, Suci, D. M., Pratomo, & Sundawati, L. (2019). Kajian Linguistik Forensik Ujaran Bau Ikan Asin oleh Galih Ginanjar terhadap Fairuz A.Rafiq. *METABAHASA*, *1*(2), 22–28.

Datang, F. A. (2020). Perspektif Historis dalam Linguistik Forensik. *IJFL: International Journal of Forensic Linguistics*, *1*(1), 10–16. https://ejournal.warmadewa.ac.id/index.php/ijfl

Diani, I., Arono, & Yunita, W. (2022). A Pragmatics Study on Verbal Abuse Against Women and Children by Bengkulu Communities on Social-Media, at Schools, and in Families. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajaran*, *8*(2), 391–406. https://doi.org/10.22219/kembara.v8i2.21900

Elstein, S., & Kredens, K. (2023). Occupational Stress in Forensic Linguistic Practice. *Journal of Applied Linguistics and Professional Practice*, *17*(1), 50-62.

Erizal, E., Irawan, B., & Setianingsih, C. (2019). Hate Speech Detection in Indonesian Language on Instagram Comment Section Using Maximum Entropy Classification Method. *International Conference on Information and Communications Technology, ICOIACT 2019*, 533–538. https://doi.org/10.1109/ICOIACT46704.2019.8938593

Fariziah, M., Humairoh, N., & Agustina, F. R. (2021). Studi Kasus Pemrolehan Bahasa Pertama pada Anak Usia Empat Tahun. *GENIUS*, *2*(1), 31–39.

Firmansyah, M., Masrun, M., & Yudha S, I. D. K. (2021). Esensi Perbedaan Metode Kualitatif dan Kuantitatif. *Elastisitas-Jurnal Ekonomi Pembangunan*, *3*(2), 156–159. https://doi.org/10.29303/e-jep.v3i2.46

Fortuna, P., Soler, J., & Wanner, L. (2020, May). Toxic, Hateful, Offensive or Abusive? What Are we Really Classifying? an Empirical Analysis of Hate Speech Datasets. In *Proceedings of the Twelfth Language Resources and Evaluation Conference* (pp. 6786-6794).

Halid, R. (2022). Tindak Tutur Pelaku Pecemaran Nama Baik di Media Sosial Kajian Linguistik Forensik. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, *5*(2), 441–458. https://doi.org/10.24176/kredo.v5i2.6342

Hamidi, A. (2019). Ambulans Pembawa Batu: Kajian Linguistik Forensik. *Etnolingual*, *53*(9), 168–169.

Hayuwardhani, A. R. (2020). Transitivity Analysis of Gavin Eugene Long'S Suicide Note: A Forensic Linguistic Study. *Jurnal Kajian Linguistik dan Sastra*, *4*(2), 99–114.

https://doi.org/10.23917/kls.v4i2.8083

Herwin, H., Mahmudah, M., & Saleh, S. (2021). Analisis Kejahatan Berbahasa dalam Bersosial Media (Linguistik Forensik). *FON: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *17*(2), 159–168. https://doi.org/10.25134/fon.v17i2.4431

Houtman, H., & Suryati, S. (2018). The History of Forensic Linguistics as an Assisting Tool in the Analysis of Legal Terms. *Sriwijaya Law Review*, *2*(2), 215-232. https://doi.org/10.28946/slrev.vol2.iss2.135.pp215-233

Huda, L. (2023). *Anggota DPRD DKI Diduga Main "Game Slot" Saat Rapat Paripurna, Pengamat: Yakin, Ini Bukan Pelanggaran Pertama*. Kompas.Com. https://megapolitan.kompas.com/read/2023/07/21/22362071/anggota-dprd-dki-diduga-main-game-slot-saat-rapat-paripurna-pengamat?page=all

Julius, N. (2024). *Data Jumlah Pengguna Instagram di Indonesia 2024*. Upgraded.Id. https://upgraded.id/data-jumlah-pengguna-instagram-di-indonesia#:~:text=Berdasarkan laporan We Are Social,122%2C9 juta pengguna Instagram.

Kusno, A., Arifin, M. B., & Mulawarman, W. G. (2022). Pengungkapan Muatan Ujaran Kebencian Berdasarkan Kesukuan pada Bahasa sebagai Alat Bukti Hukum: Analisis Linguistik Forensik (Disclosure of Hate Speaking Based on Ethnicity on Language As Legal Evidence: Forensic Linguistic Analysis). *Jurnal Bahasa, Sastra dan Pembelajarannya*, *12*(2), 235. https://doi.org/10.20527/jbsp.v12i2.12721

Leech, G. N. (2014). *The Pragmatics of Politeness*. Oxford University Press, USA.

Mabaquiao, N. M. (2018). Speech Act Theory: From Austin to Searle. *Agustinian Journal*, *19*(1), 35–46.

Machdori, Maknun, T., & Iswary, E. (2023). Forensic Linguistics Study on Natalius Pigai'S Speech for Central Javanese Ethnic (Jokowi and Ganjar Pranowo as an Object). *ELS Journal on Interdisciplinary Studies in Humanities*, *6*(2), 20-33.

Mahsun, M. S. (2018). *Linguistik Forensik: Memahami Forensik Berbasis Teks dalam Analogi DNA* (Ed.); I). Rajawali Pers.

Majid, A. (2019). Fenomena Penyebaran Hoaxdan Literasi Bermedia Sosial Lembaga Mahasiswa Universitas Muslim Indonesia. *Jurnal Komodifikasi*, *8*(Desember), 228–241.

Masduqi, H., Fatimah, F., & Subiyanto, A. (2021). Qualitative Research into Reading in English as a Foreign Language in Indonesia–Quo Vadis? *Indonesian TESOL Journal*, *3*(2), 76–87. https://doi.org/10.24256/itj.v3i2.1805

Masitoh, D., & Putra, V. G. R. (2024). Mantra Dhanyang Mageri Omah: Analisis Fonologis, Morfologi, dan Sintaktis dalam Perspektif Aksiologis. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, *7*(1), 107–122. https://doi.org/10.30872/diglosia.v7i1.854

Mintowati, M., & Dasion, H. Y. T. (2020). Hate Speech: Forensic Linguistics Study. *3rd Social Sciences, Humanities, and Education Conference (SoSHEC 2019) Hate*, *380*(SoSHEC), 266–268. https://doi.org/10.2991/soshec-19.2019.59

Musawir, M., Amir, J., & Saleh, M. (2022). Honesty in Language in Special Fugitive Scandal: Forensic Linguistic Studies in Broadcasting Talks Indonesia Lawyers Club. *Journal of Asian Multicultural Research for Social Sciences Study*, *3*(1), 40–49. https://doi.org/10.47616/jamrsss.v3i1.256

Nasution, H. (2019). Pencemaran Nama Baik dalam Perspektif Linguistik Forensik. *KELASA*, *14*(1), 12–22.

Nieto, V. G. (2020). Defamation as a Language Crime —A Sociopragmatic Approach to Defamation Cases in the High Courts of Justice of Spain. *International Journal of Language and Law*, *9*(March 2019), 1–22. https://doi.org/10.14762/jll.2020.001

Ningrum, D. J., Suryadi, S., & Chandra Wardhana, D. E. (2019). Kajian Ujaran Kebencian di Media Sosial. *Jurnal Ilmiah KORPUS*, *2*(3), 241–252. https://doi.org/10.33369/jik.v2i3.6779

Pericha, A. D. R. (2019). Mengungkap Makna Surat Wasiat Bunuh Diri di Media Berita Online Berbahasa Indonesia. *Jurnal Bioleuser*, *3*(1), 5–9.

Prasetyo, S. E. (2022). *Strategi Komunikasi Pemasaran Pedagang Tradisional dalam Mengelola Keluhan Pelanggan di Pasar Pembangunan Deli Serdang* [Universitas Muhammadiyah Sumatera Utara].

Pratama, R. L. (2023). *Apa Itu Judi Slot? Berikut Pengertian, Sejarah, Risiko, hingga Ancaman Pidananya.* Kompas.Com.https://www.kompas.tv/lifestyle/427835/apa-itu-judi-slot-berikut-pengertian-sejarah-risiko-hingga-ancaman-pidananya?page=all

Putra, V. G. R., Novela, F., & Busri, H. (2024). Linguistic Landscape Study: Signs of Public Transportation Places in Sidoarjo Regency. *DIGLOSIA: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, *7*(1), 163–174. https://doi.org/10.30872/diglosia.v7i1.866

Putra, V. G. R., Viono, T., & Ambarwati, A. (2023). Absurditas dalam Kumpulan Cerita pada Buku Cerita Rakyat Daerah Jawa Timur. *Semantik*, *12*(2), 161–174. https://doi.org/10.22460/semantik.v12i2.161-174

Rachmad, R. N., & Milal, A. D. (2023). A Forensic Linguistic Study. *Pioneer: Journal of Language and Literature*, *15*(1), 33-45. https://doi.org/10.36841/pioneer.v15i1.2756

Rahmah, F., Hari, L., Ndraha, O., & Widyanti, P. (2023). Analisis Makna Leksikal dan Idomatikal Umpassa (Limbaga dalam Adat Pranikah Batak Simalungun): Kajian Semantik. *LOA: Jurnal Ketatabahasaan dan Kesusastraan*, *18*(1), 83–90.

Rahman, N. I. Z. (2019). Penggunaan Kata Tabu di Media Sosial: Kajian Linguistik Forensik. *SEMIOTIKA: Jurnal Ilmu Sastra dan Linguistik*, *20*(2), 120. https://doi.org/10.19184/semiotika.v20i2.13823

Ramadhan, C. (2018). Konvergensi Civil Law dan Common Law di Indonesia dalam Penemuan dan Pembentukan Hukum. *Mimbar Hukum - Fakultas Hukum Universitas Gadjah Mada*, *30*(2), 213-229. https://doi.org/10.22146/jmh.31169

Ramadhani, F. (2021). Ujaran Kebencian Netizen Indonesia dalam Kolom Komentar Instagram Selebgram Indonesia: Sebuah Kajian Linguistik Forensik. *AKSARA: Jurnal Bahasa dan Sastra*, *22*(1), 1–19. https://doi.org/10.23960/aksara/v22i1.pp1-19

Ray, S. A. (2019). Analisis Jenis-Jenis Metafora dalam Surat Kabar: Kajian Semantik. *BASASTRA*, *3*(2), 146–150. https://doi.org/10.30743/bahastra.v1i2.1153

Rokhmah, A. I. N., Widawati, C. W., Yuniarta, I. R., & Suwandi, S. (2022). Studi Kasus Pelaksanaan Asesmen Pembelajaran Bahasa Indonesia Menggunakan Aplikasi Moodle. *Jurnal Inovasi Teknologi Pendidikan*, *9*(2), 160-169. https://doi.org/10.21831/jitp.v9i2.51644

Rusdiansyah. (2020). Hukum dan Linguistik Forensik. *Al-Amwal : Journal of Islamic Economic Law*, *5*(1), 70–84. https://doi.org/10.24256/alw.v5i1.1420

Russilawati, R., Kadariyah, N., & Fajrianor, F. (2022) Pelanggaran Prinsip Kesopanan pada Interaksi Mata Kuliah Cross Cultural Understanding. In *Prosiding Seminar Nasional Linguistik dan Sastra (SEMANTIKS)* (Vol. 4, pp. 412-422).

Ruzaite, J. (2018). In search of hate speech in Lithuanian public discourse: A corpus-assisted analysis of online comments. *Lodz Papers in Pragmatics*, *14*(1), 93–116. https://doi.org/10.1515/lpp-2018-0005

Saifudin, A. (2019). Teori Tindak Tutur dalam Studi Linguistik Pragmatik. *LITE: Jurnal Bahasa, Sastra, dan Budaya*, *15*(1), 1–16. https://doi.org/10.33633/lite.v15i1.2382

Salsabila, G., & Indrawati, D. (2022). Analisis Semantik Leksikal pada Lirik Lagu dalam Album "Manusia" Karya Tulus. *Jurnal SAPALA*, *9*(3), 34–40.

Santoso, D. (2020). A Forensic Linguistics Study of Ahok's Statements in Psychological Variables Use Computerized Text Analysis. *TEST: Engineering & Management*, *83*(May-June 2020), 11485–11494.

Saputro, G. (2019). Studi Kasus Linguistik Forensik: Hoaks Rekaman Suara yang Diduga Gatot Nurmantyo. *DIKSI*, *27*(1), 14–25. https://doi.org/10.21831/diksi.v27i1.26171

Satria, H., Darwis, M., & Kamsinah, K. (2022). Implikatur Percakapan Interogasi terhadap Saksi/Korban Penganiayaan: Kajian Linguistik Forensik. *Jurnal Ilmu Budaya*, *10*(2), 18–21.

Sawirman, Hadi, N., & Yusdi, M. (2014). *Linguistik Forensik* (Y. Markolinda (Ed.); 1st ed.). Andalas University Press.

Searle, J. R. (1979). *Expression and Meaning: Studies in the Theory of Speech Acts.* Cambridge University Press.

Sempat Viral di Media Sosial, Apa Arti Cuaks? (2023). CNN Indonesia. https://www.cnnindonesia.com/gaya-hidup/20230703082627-284-968683/sempat-viral-di-media-sosial-apa-arti-cuaks

Setiawan, F., Prasetya, A. D. A., & Putra, R. S. (2022). Analisis wacana kritis model Teun Van Dijk pada pemberitaan kasus pencabulan santri oleh anak Kiai Jombang dalam media online. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 224-237. https://doi.org/10.22219/kembara.v8i2.21772

Shabrina, S. N., Zamzani, & Setiawan, T. (2022). Analisis Teks Hoaks Seputar Informasi Bank: Kajian Bahasa Perspektif Analisis Wacana Kritis dan Linguistik Forensik. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 492–507. https://doi.org/10.22219/kembara.v8i2.21478

Siddiqui, K. A., Bahawal, S., Rashid, H. A., Usama, A. R., & Aizaz, S. (2021). Qualitative Research in Applied Linguistics: A Practical Introduction, edited by Juanita Heigham and Robert Croker. *IJORER : International Journal of Recent Educational Research*, *2*(5), 610–613. https://doi.org/10.46245/ijorer.v2i5.110

Simanjuntak, E. (2019). Peran Yurisprudensi dalam Sistem Hukum di Indonesia. *Jurnal Konstitusi*, *16*(1), 83-96. https://doi.org/10.31078/jk1615

Subyantoro. (2019). Linguistik Forensik: Sumbangsih Kajian Bahasa dalam Penegakan Hukum. *Adil Indonesia Journal*, *1*(1), 51–60.

Subyantoro. (2022). *Linguistik Forensik: Sebuah Pengantar* (M. Arbarini (Ed.); 1st ed., Issue 1). CV Farishma Indonesia.

Sugiarto, S., & Qurratulaini, R. (2020). Potensi Kriminal Cyber Crime pada Meme: Sebuah Kajian Linguistik Forensik. *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *7*(1), 46-57. https://doi.org/10.33603/deiksis.v7i1.2495

Suryani, Y., Istianingrum, R., & Hanik, S. U. (2021). Linguistik Forensik Ujaran Kebencian terhadap Artis Aurel Hermansyah di Media Sosial Instagram. *Belajar Bahasa*, *6*(1), 107–118. https://doi.org/10.32528/bb.v6i1.4167

Susanthi, I. G. A. A. D. (2021). Analisis Pencemaran Nama Baik dengan Kajian Linguistik Forensik. *IJFL (International Journal of Forensic Linguistic*, *2*(1), 1–3. https://doi.org/10.22225/ijfl.2.1.4067.1-3

Susanto, & Nanda, D. S. (2020). Dimensi Analisis Bahasa dalam Linguistik Forensik. *IJFL: International Journal of Forensic Linguistics*, *1*(1), 17–22. https://doi.org/10.22225/ijfl.1.1.1327.17-22

Syahid, A., Sudana, D., & Bachari, A. D. (2022). Perundungan Siber (Cyberbullying) Bermuatan Penistaan Agama di Media Sosial yang Berdampak Hukum: Kajian Linguistik Forensik. *SEMANTIK*, *11*(1), 17–32. https://doi.org/10.22460/semantik.v11i1.p17-32

Syarif, E. (2020). Pengaruh Media Sosial terhadap Sikap dan Pendapat Pemuda Mengenai Ujaran Kebencian. *Jurnal Common*, *3*(2), 120–141. https://doi.org/10.34010/common.v3i2.2602

Tiersma, P. M. (2020). What is Language and Law? And Does Anyone Care? *Legal Studies Paper*, *11*, 131–148.

Tulung, A. A., Suskarwati, S. U., & Abinta, V. C. (2021). Instagram as Media Government Public Relations Ministry of Communication and Information Technology during the Covid-19 Pandemic. *COMMED: Jurnal Komunikasi dan Media*, *5*(2), 137–153. https://doi.org/10.51601/ijersc.v2i4.90

Vie, S. I. R., Tvarka, O. J. I., & Putvinskio, H. V. (2015). The Role of Interrelation Between Language and Law. *Public Security and Public Order*, *13*, 223–232.

Waljinah, S. (2016). Linguistik Forensik Interogasi: Kajian Implikatur Percakapan dari Perspektif Makna Simbolik Bahasa Hukum. *Prosiding Prasasti*, *0*(0), 740–744.

Waruwu, D. F. M., & Vera, N. (2020). Ujaran Kebencian di Media Sosial (Studi Netnografi di Akun Instagram @prof.tjokhowie). *AGUNA: Jurnal Ilmu Komunikasi*, *1*(1), 55–69.

Widyatnyana, K. N., Rasna, I. W., & Putrayasa, I. B. (2023). Analisis Jenis dan Makna Pragmatik Ujaran Kebencian di dalam Media Sosial Twitter. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*,

12(1), 68–78.

Wikikamus. (n.d.-a). Pusat Layanan Universitas STEKOM/STIE STEKOM. Retrieved April 11, 2024, from https://p2k.stekom.ac.id/ensiklopedia/Wikikamus

Wikikamus. (n.d.-b). Wikikamus. Retrieved April 11, 2024, from https://id.wiktionary.org/wiki/sok

Wikikamus. (n.d.-c). Wikikamus. Retrieved April 11, 2024, from https://id.wiktionary.org/wiki/mencret

Yani, M., & Nurfidah. (2023). Kajian Pragmatik Percakapan Dosen dan Mahasiswa pada Mata Kuliah Pragmatik Program Studi Pendidikan Bahasa dan Sastra Indonesia STKIP Harapan Bima. *Jurnal Pendidikan Mandala*, *8*(1), 322–328. http://dx.doi.org/10.58258/jupe.v8i1.4985

Zaman, S. (2022). Karakterisasi Ujaran Negatif Berdampak Hukum di Indonesia: Kajian Linguistik Forensik (Characterization of Negative Speech With Legal Impact in Indonesia: Forensic Linguistic Study). *Prosiding Seminar Nasional Linguistik dan Sastra (SEMANTIKS)*, *4*, 423–435.

Zhang, Z., Robinson, D., & Tepper, J. (2018). Detecting Hate Speech on Twitter Using a Convolution-GRU Based Deep Neural Network. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, *10843 LNCS*, 745–760. https://doi.org/10.1007/978-3-319-93417-4_48

Zulkarnain, L. P. (2023). Semantik Leksikal Pantun dalam Sastra Sasak. *Jurnal Ilmiah Telaah*, *8*(1), 17. https://doi.org/10.31764/telaah.v8i1.13360

Implementing Problem-Based Learning to Improve Collaborative Writing Skills through Lesson Study in the Indonesian Language Subject

(Implementasi Problem Based Learning dalam Meningkatkan Keterampilan Menulis Kolaboratif melalui *Lesson Study* pada Mata Pelajaran Bahasa Indonesia)

Achmad Fawaid*
Universitas Nurul Jadid, Probolinggo, Indonesia
fawaidachmad@unuja.ac.id

Miftahul Huda
University of Antwerp, Antwerpen, Belgium
miftahul.huda@uantwerpen.be

*Corresponding author: Achmad Fawaid | email: fawaidachmad@unuja.ac.id

Abstract: The time constraints, lack of resources, and conventional teaching methods often make students lose interest in writing skills. This article analyses the implementation of problem-based learning approaches through lesson study as an effective solution to enhance students' writing skills collaboratively on Indonesian language subject. The lesson study activity directed in applying problem-based learning was done as much as six times with writing skills material. The research was conducted with a participatory based qualitative approach to six different classes at SMAN 2 Tanggul Jember, each consisting of an average of 35 students. Data related to writing skills were collected through student work sheets, while data related to collaboration were collected through observation sheets. This study resulted in an increase in the aspect of writing skills performed by the model teacher and lecturer in six open classes. More students scored between 61-80, meeting the criteria of BSH (Developing as Expected). On the other hand, improvements have also been observed in the process of inter-student collaboration in writing. For example, a few students who were previously idle in the classroom became more engaged, the teaching process began to be structured, and student activity within groups increased. In conclusion, problem-based learning, practiced through study lessons, has significantly enhanced students' collaborative writing skills at the Senior High School level.

Keywords Collaboration, Indonesian language, lesson study, problem based learning, writing skills

Abstrak: Terbatasnya waktu, kurangnya sumber daya, dan metode pengajaran konvensional sering membuat siswa kehilangan minat dalam keterampilan menulis. Artikel ini berusaha menganalisis penerapan pendekatan pembelajaran berbasis masalah melalui lesson study sebagai solusi yang efektif untuk meningkatkan keterampilan menulis siswa secara kolaboratif pada mata pelajaran Bahasa Indonesia. Aktivitas lesson study yang diarahkan dalam menerapkan pembelajaran berbasis masalah dilakukan sebanyak enam kali dengan materi keterampilan menulis. Penelitian ini dilaksanakan dengan pendekatan kualitatif partisipatoris untuk enam kelas berbeda di SMAN 2 Tanggul Jember, yang terdiri dari rata-rata 35 siswa per kelas. Data terkait keterampilan menulis dikumpulkan melalui lembar kerja siswa, sementara data terkait kolaborasi dikumpulkan melalui lembar observasi. Data lesson study dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa dalam aspek keterampilan menulis yang dilakukan oleh guru dan dosen model pada enam kali open class, terdapat peningkatan siswa pada rentang nilai 61-80 dan pada kriteria grafik perkembangan BSH (Berkembang Sesuai Harapan). Di sisi lain, peningkatan juga teramati pada proses kolaborasi antarsiswa dalam menulis, misalnya mulai berkurangnya siswa yang idle di kelas, mulai terstrukturnya tahapan mengajar guru, mulai meningkatnya keaktifan siswa dalam dinamika kelompok. Kesimpulannya, pembelajaran berbasis masalah yang dilakukan melalui kegiatan lesson study dapat secara signifikan meningkatkan keterampilan menulis kolaboratif antarsiswa di sekolah menengah atas.

Kata Kunci Kolaborasi, bahasa Indonesia, lesson study, pembelajaran berbasis masalah, keterampilan menulis

INTRODUCTION

One of the crucial aspects of 21ˢᵗ century education is the development of writing skills (Motallebzadeh et al., 2018; Wrahatnolo, 2018; Yu et al., 2019). A good writing ability is not only an important academic competence, but also a valuable skill in various aspects of life, both in the personal and professional spheres. The Indonesian language has become one of the important and compulsory subjects in primary school until college to support this writing skills (Hasanudin et al., 2021; Mulyana, 2018).

However, the challenge of teaching writing skills is often a problem faced by teachers and students in high schools. Time constraints, lack of resources, and conventional teaching methods often make students lose interest in writing (Ariningsih et al., 2012; Hoerudin, 2021; Sugiarto & Suhendra, 2018). They feel constrained by complex grammar rules, as well as lack of motivation in the learning process (Aliyah et al., 2018; Azis, 2016; Gianistika, 2021; Hoerudin, 2022). Therefore, innovative approaches to learning writing skills have become crucial, one of them through problem-based learning. Problem-based learning (PBL) is a learning approach that places problem-solving at the core of the learning process.

The studies on implementation of problem-based learning in increasing writing skills are various (Fitriyani et al., 2019; Kamaruddin et al., 2023; Kristyanawati et al., 2019; Nisa, 2016). They generally focused on the implementation of PBL as an approach that encourages students individually to identify, formulate, and find solutions to problems in writing through student practice and textbooks, without enabling teachers to also improve their teaching skills to increase students' collaboration. However, the ways in which students' collaborative writing skills have lacked attention.

In the context of implementing PBL in the classroom, Hmelo-Silver's study (2004) investigated what and how students learn in PBL. It emphasized that PBL encourages students to develop a deep understanding of the learning material through authentic problem exploration and the application of knowledge in real-life contexts (Hmelo-Silver, 2004). However, Hmelo-Silver's research focused more on students' overall understanding in PBL. Savery (2015) provided a general overview of PBL, including its definition and differences from other learning approaches. He emphasized that PBL encourages students to develop collaborative skills, problem-solving abilities, and critical thinking through problem-based activities (Savery, 2015). Nonetheless, Savery did not specifically examine the implementation of PBL in the context of improving collaborative writing abilities through Lesson Study.

Meanwhile, in the context of applying Lesson Study to Indonesian language materials, several studies have also been conducted. Another study on the implementation of Lesson Study in improving the quality of Indonesian language learning highlighted the importance of collaboration among teachers in planning learning activities that are relevant to students' needs (Rozak & Fauziah, 2013). However, Kurniawan did not specifically examine the use of PBL in Lesson Study and its impact on students' collaborative writing abilities. Herawati et al., (2014) conducted research on improving students' writing abilities through the PBL model in the Indonesian language subject. This study showed that PBL can enhance students' writing abilities through problem-based learning (Herawati et al., 2014). However, Suryadi did not specifically examine the collaborative aspect of writing. There is no specific research that examines the implementation of PBL in improving students' collaborative writing abilities through Lesson Study in the Indonesian language subject.

The gap is found on the use of PBL in improving students' collaborative writing abilities through Lesson Study in the Indonesian language subject. Therefore, this research will be an important contribution by integrating PBL into Lesson Study in the context of developing students' collaborative writing abilities.

Preliminary observations and interviews with the Headmaster of SMAN 2 Tanggul and four Indonesian language teachers showed that students had a low ability to write scientific writings, literary appreciations, short stories, even observation reports. One teacher wanted to focus on the student's ability to write scientific texts, one wanted to focus on students' skills in writing and reading literature, one wanted to concentrate on the ability of students to write observation results, and the other wanted

to focus upon students' abilities in writing scripts, while the headmaster more interested in focusing problems on Indonesian language teachers. In the end, we agreed to focus on students' ability to write collaboratively according to the topics that will be taught at each Indonesian language subject.

The lack of writing skills of SMAN 2 Tanggul students were caused by various factors, including the quality of meaningless learning processes and most of students who are able to solve problems with low order thinking, whereas writing skills can only be improved through continuous practice, awareness of the importance of writing to critical thinking (Dhanya & Alamelu, 2019; Kartawijaya, 2018; Perumal & Ajit, 2020). Writing is one of the highest of the three other skills, because it also combines and influences on the other skills, i.e. reading, listening, and speaking. Writing skills are higher order thinking skills that enable students to have creativity in articulating ideas logically and systematically (Hakim & Sari, 2022; Sianturi et al., 2020; Sopiani & Said, 2019).

Lesson study is an approach that focuses on teacher development and improving the quality of teaching through collaboration in three phases, *plan, do, see* (planning, implementing, and reflecting) (Asyari et al., 2016; Saito et al., 2006). In the context of a lesson study at SMAN 2 Tanggul, a group of teachers of the Indonesian language work together to design, teach, and evaluate lessons.

This approach seeks to be integrated with problem-based learning in Indonesian language subjects. Lesson study provides a strong framework for the development of PBL approaches in Indonesian language teaching (Munthe et al., 2023; Ratnaningsih et al., 2022; Wahyuni et al., 2021; Yusita et al., 2021). By collaborating, teachers can learn from each other and develop more effective teaching practices in teaching students writing skills.

METHOD

This research was conducted from July to September 2023. During these three months, three cycles of lesson study (*plan-do-see*) were conducted by Nurul Jadid University lecturer and SMAN 2 Tanggul partner teacher alternately. SMAN 2 Tanggul is an A accredited school and one of Sekolah Penggerak in Jember district. The school is located at Salak No.126, Krajan, Tanggul Wetan, Kec. Tanggul, Jember District, East Java. Table 1 describes the design of the three-stage implementation of the lesson plan during July to September 2023 at SMAN 2 Tanggul.

This research was carried out using a participatory based qualitative approach to gain a deep understanding of the perspectives, experiences, and perceptions of the research subjects (Reason & Bradbury, 2001). In this type of research, the subjects (students and teachers) are not merely objects of observation but actively involved in the data collection, analysis, and interpretation processes. This approach was conducted in six different classes, each consisting of an average of 35 students. Data related to students' writing skills is collected and assessed through student worksheets, while data related to students' collaboration is collected and assessed through observation sheets. Lesson study data was analyzed descriptively and qualitatively.

Table 1
Lesson Study Cycle in the Indonesian Language Subject at SMAN 2 Tanggul

No	Cycle	Material	Model Teacher/Lecturer	Plans	Do	See
1	Cycle I	Writing a report on observation results	Citra Kartika Rini	Aug 5th, 2023	Aug 9th, 2023 (Class XD, 35 students)	Aug 11th, 2023
		Writing paragraphs collaboratively	Achmad Fawaid	Aug 11th, 2023	Aug 14th, 2023 (XC Class, 33 students)	Aug 15th, 2023
2	Cycle II	Writing argumentative texts	Renny Politika Dewi	Aug 21st, 2023	Aug 25th, 2023 (Class XI-B, 36 students)	Aug 28th, 2023
		Writing paragraphs collaboratively	Achmad Fawaid	Aug 29th, 2023	Aug 30th, 2023	Aug 31st, 2023

No	Cycle	Material	Model Teacher/Lecturer	Plans	Do	See
					(Class XB, 37 students)	
3	Cycle III	Writing historical texts	Meilinda Putri Widyawati	Sep 7th, 2023	Sep 8th, 2023 (Class XII 4, 35 students)	Sep 8th, 2023
		Presenting and writing data	Achmad Fawaid	Sep 11th, 2023	Sep 11th, 2023 (Class XI-D, 34 students)	Sep 11th, 2023

The assessment instruments throughout this phase use rubrics, while the assessment technique uses interval score for the entire material presented by the model teacher and development graphics techniques for all materials presented through the model lecturer (A detailed description of the assessment techniques and instruments at this stage can be seen in Table 3, Table 4, Table 5, Table 6, Table 7). All this data will be analyzed descriptively by first reducing to data that is considered unimportant.

RESULTS AND DISCUSSION
Plan

The LS team planned to draw up an action plan (Figure 1) and a problem-based learning plan (Figure 2) to enhance collaborative writing skills. There were some discussions in this learning planning, among others, regarding when to implement, focus on problems to be solved, learning models to be developed, and teaching materials/media/instruments developed. Most of these issues were discussed in the action plan planning last month. In our learning planning at that time, we focused more on determining (a) seats; (b) observers' names; (c) learning media; (d) documentation media; (e) logbook filling plans; (f) attendance lists; (g) documentation; (h) open class phases; (i) observation protocols. It was agreed that seats would be arranged in advance before learning or according to the needs of teachers. The names of the observers were taken from other students and Indonesian language teachers who were not model teachers. The learning media consisted of projectors and teaching materials. The documentation media was a camera and video recording phone. The logbook filling plan was planned. The attendance list was made by the teacher. Documentation photos were collected in the drive. Observation records were provided. Observation protocols were also designed for each observer.
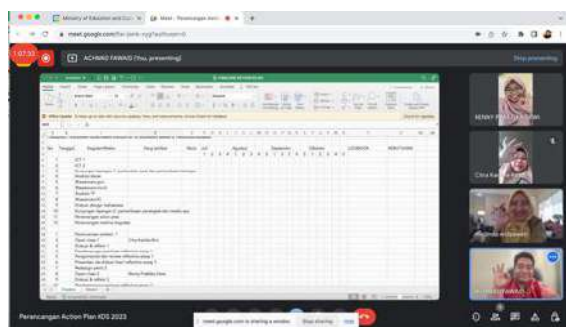
Figure 1
Plan: Designing an Action Plan

Figure 2
Plan: Designing Teaching Scenario

Students' writing skills were measured using observations from other teachers and students' worksheets according to the current topic/materials. The observation sheets (Table 2) were used to measure student collaboration, while the student worksheets (Table 3) were used for measuring student writing skills. For the observation sheets, various criteria were used to assess the quality of learning throughout the phase, ranging from perception, motivation, core activities, group activities,

closing activities, observer reflections, as well as other records related to the interaction between students in a group, interactions among groups, student-teacher interaction, student-media/learning resource interactions, and student-learning environment interactions.

Table 2
LS Observation Sheet

Observed	Notes
A. APPERCEPTION	
1. Does the teacher ask about students' feelings and psychological conditions today? How do students respond to this question?	
2. Does the teacher give trigger questions at the beginning of the lesson? How do students respond to this question?	
3. Apart from asking about feelings and giving trigger questions, what other apperception activities does the teacher carry out (quizzes, singing, brainstorming, icebreaking, etc.)? How did students respond to this activity?	
B. MOTIVATION	
1. Has the teacher explained the learning objectives? Is the TP in accordance with the teaching module or did the teacher modify it?	
2. Did the teacher explain the benefits of studying today's material? How do students respond to these benefits?	
C. CORE ACTIVITIES	
1. How does the teacher present media/teaching materials? How do students respond to the media/teaching materials? Are there students who have difficulty understanding the teaching material?	
2. How do teachers try to encourage inactive students to learn? Was the effort successful?	
D. GROUP ACTIVITIES	
1. How does the teacher group students (whether based on gender, learning style, intelligence level, or even distribution of numbers, etc.)? What is the condition of each group? Is it quiet or busy? Is the group permanent or pre-set?	
2. How does the teacher present the LKPD to groups of students? How do students respond to the assignment? Are there any students who don't seem to understand? Why?	
3. When working on the LKPD, are all students in the group actively involved? Are there students/groups who are idle (appear passive)? What are the characteristics? Why? How do teachers try to help those who have difficulty? How do students respond to the teacher's efforts?	
4. How did each group do the task? Are there groups working on tasks in a group without dividing roles first? Is there a group where each member focuses on carrying out individual tasks because their roles have been divided by the group leader?	
5. How does the teacher supervise student group activities? Do you just stay silent in front of the class, or do you just walk around supervising the group's work? How do students respond to teachers during this supervision process?	
6. Are there students or groups who are faster than the class average in completing assignments? How do teachers try to facilitate them? How did they respond to the teacher's efforts?	
7. During teaching, does the teacher appear to be making modifications to the teaching module/RPP? Is this modification a teacher's decision to respond to the class situation and students?	
E. CLOSING & REFLECTION ACTIVITIES	
1. What does the teacher do in closing activities (e.g., review, reflection, giving appreciation, giving homework, collecting assignments, etc.)? How do students respond to the closing activity?	
2. Other notes: Other aspects that observers can pay attention to include focusing on interaction between students in one group, student interaction between groups, student-teacher interaction, student-teacher interaction, learning media/resources, and student-teacher interaction. environment.	

Meanwhile, regarding the student's work sheet with the material of the observation results report, the criteria include the systematics of the idea of observation outcomes reports, the underlying ideas of observations results, and the grammatical accuracy in the observations outcome reports (Table

3). For paragraph writing materials, the criteria used are clarity, argumentation, causality in each paragraph-forming sentence (Table 4). For argumentation text writing materials, the criterion used is how the student writes the title, the facts in the argumentation texts, the relationship of every paragraph, and the grammatic in the arguments text (Table 5). For historical text writing material characteristics, the criteria are the use of sentences with past meanings, use of verbs with indirect sentences, use of chronological and temporal conjunctions, and use of mental verbs (Table 6). For data presentation materials from illustrations of tables and graphs, the criteria include data description structure and the use of indicative phrases (Table 7).

Table 3
Assessment Instrument for Writing Observation Reports

Grades	Score	Assessment criteria
Very less	< 20	The report written is irregular and does not reflect the main idea of the observation text
Not enough	21 - 40	The report is written regularly, but does not reflect the main idea of the observation text
Enough	41 - 60	The written report is systematic, reflects the main idea, but the grammar is not correct
Good	61 - 80	The report written is systematic, reflects the main idea, grammatically correct, but does not paraphrase
Very good	> 81	Written reports are systematic, reflect the main idea, have correct grammar and paraphrase

*Criteria of achievement:
Students can achieve the learning objectives if they get a score > 61

Table 4
Assessment Instrument for Writing Argumentative Texts

Grades	Score	Assessment criteria
Very less	< 20	The written text does not reflect the correct title, the ideas between paragraphs are incoherent, and there are many grammatical errors
Not enough	21 - 40	The written text reflects the correct title, but the ideas between paragraphs are incoherent, and there are many grammatical errors
Enough	41 - 60	The text written reflects the correct title, the ideas between paragraphs are coherent, but there are many grammatical errors
Good	61 - 80	The written text reflects appropriate titles, coherent inter-paragraph ideas, and few grammatical errors
Very good	> 81	The text written reflects the correct title, coherent ideas between paragraphs, and no grammatical errors, as well as supporting data

*Criteria of achievement:
Students can achieve the learning objectives if they get a score > 61

Table 5
Assessment Instrument for Writing Historical Texts

Grades	Score	Assessment criteria
Very less	< 20	Do not use sentences with past meaning Do not use verbs in indirect sentences Do not use chronological and temporal conjunctions Does not use mental verbs
Not enough	21 - 40	Use sentences with past meaning Use few verbs in indirect sentences Slight use of chronological and temporal conjunctions Little use of mental verbs
Enough	41 - 60	Use sentences with past meaning Using verbs in indirect sentences Slight use of chronological and temporal conjunctions Little use of mental verbs
Good	61 - 80	Use sentences with past meaning

Grades	Score	Assessment criteria
		Using verbs in indirect sentences
		Using chronological and temporal conjunctions
		Little use of mental verbs
Very good	> 81	Use sentences with past meaning
		Using verbs in indirect sentences
		Using chronological and temporal conjunctions
		Using uses mental verbs

*Criteria of achievement:
Students can achieve the learning objectives if they get a score > 61

Table 6
Assessment Instrument for Writing Paragraph

Indicator	Starting to Develop	Develop	Developing as Expected	Proficient
Contents of the report	Not yet able to write paragraphs well, the results of observations and experiences are not clearly stated in the writing. The ideas and information in the report are mixed up and the relationships between paragraphs are unrelated.	Able to write paragraphs well, observations and experiences clearly. The report shows clear relationships in some paragraphs.	Able to write paragraphs well, observations and experiences clearly. The report explains logical causal relationships accompanied by logical arguments so that it can convince the reader.	Able to write paragraphs well, observations and experiences clearly. The report explains logical causal relationships accompanied by logical arguments so that it can convince the reader and there are relevant supporting facts.
Grammar	Have not used punctuation and capital letters or most of them are not used correctly.	Some punctuation and capital letters are used appropriately.	Most punctuation and capital letters are used appropriately.	All punctuation and capital letters are used appropriately.

*Criteria of achievement:
Students are considered to have achieved the learning objectives if the two criteria above reach at least the Developing as Expected (BSH) indicator.

Table 7
Assessment Instrument for Writing and Presenting Data from Tables/Graphs

Indicator	Starting to Develop	Develop	Developing as Expected	Proficient
Description structure	The data description contains no minimal structure: averages, lows, highs, spikes, and drops	Data descriptions contain minimal structure: averages, lows, highs, spikes, and drastic drops	Data descriptions contain minimal structure: averages, lows, highs, spikes, and drastic drops	Data descriptions contain a complex structure: validity, theory of the data, problems arising from the data, accompanied by analysis of the problems
Indicative phrase	Data descriptions do not use indicative phrases in the correct order, for example *Table 1 shows, Graph 12 shows*, etc., and there are still many grammatical errors found	Data descriptions do not use indicative phrases in the correct order, for example *Table 1 shows, Graph 12 shows*, etc., and there are still many grammatical errors found	Data descriptions use indicative phrases in order, for example *Table 1 shows, Graph 12 shows*, etc.	Data descriptions use indicative phrases in order, for example *Table 1 shows, Graph 12 shows*, etc.

*Criteria of achievement:

Students are considered to have achieved the learning objectives if these two indicators are at the Developing According to Expectations (BSH) stage.

Do

At this stage, there were three open class activities alternated by the model teacher and model lecturer. Regarding the open class cycle I, the model teacher, Citra Kartika Rini, performed an open class by applying problem-based learning, giving a task to a group of students to find objects around to be observed, and the results were written in the report of the observation results. It gave students the opportunity to search, observe, and analyze surrounding objects potentially to enhance students' high-level thinking skills (Figure 3). The model lecturer, Achmad Fawaid, implemented problem-based learning by assigning students to supplement the subject sentences with clarifying sentences. It gave an opportunity to groups of students to explore ideas on explanatory sentences allowed them to think critically (Figure 4).

Figure 3
Open class I: model teacher

Figure 4
Open class I: model lecturer

Second, the open class cycle II, the model teacher, Renny Praktika Devi, applied problem-based learning by assigning a group of students to write arguments based on YouTube videos about food sustainability in Indonesia. By watching videos, it allowed students to think critically (Figure 5). The model lecturer, Achmad Fawaid, implemented problem-based learning in the same way as cycle I, supplementing the subject sentences with clarifying sentences, so that students' thinking abilities and creativity would be improved (Figure 6).

Figure 5
Open class II: model teacher

Figure 6
Open class II: model lecturer

Third, the open class cycle III, the model teacher, Meilinda Putri Widyawati, applied problem-based learning by assigning a group of students to write historical texts from readings "East Java Countries". By giving them the opportunity to produce historical text, it enabled students to have creativity in writing historic texts according to a specific structure (Figure 7). Model lecturer, Achmad Fawaid, implemented problem-based learning by commissioning groups of students to write

descriptions and arguments on data in the form of tables and graphs. In this way, students were able to think high-level to compile, collect information, and analyze data to be re-produced in systematic writing (Figure 8).

Figure 7
Open class III: model teacher

Figure 8
Open class III: model lecturer

Of the scenarios above, three cycles have been passed. Each cycle of model teachers and model lecturers taught in the open class. This was done so that teachers and lecturers had experience in improving their teaching and were able to identify the major weaknesses in teaching writing skills. Based on the assessment of the writing tasks assigned to the students, there was an increase from cycle I, to cycle II, to the cycle III, both carried out by the model teacher and the model lecturer. An overview of these learning results can be seen in the Table 8.

Table 8
Results of student writing competency at the *do* stage of model teachers

No	Value Range	Cycle I: Citra K.R.	Cycle II: Renny P.D.	Cycle III: Meilinda P.W.
1	0 – 20	2	1	1
2	21 – 40	5	7	3
3	41 – 60	16	18	14
4	61 – 80	7	7	12
5	81 – 100	4	4	1
Total		34 students	36 students	35 students

Table 8 shows that there is an increase in the number of students in the grade range 41-60, with a respective increase of 2 students. Meanwhile, in the rating range 61-80, the increase is relatively high in cycle III, with 12 students compared to only 7 students in cycles I and II. Nevertheless, continuous improvement is needed because in cycle III, only one student has an above-average score, while there are 4 students in cycles I and II.

Table 9
Results of student writing competency at the *do* stage of model lecturer

No	Developmental Criteria	Cycle I: Ah. Fawaid	Cycle II: Ah. Fawaid	Cycle III: Ah. Fawaid
1	BB = Undeveloped	9	7	3
2	MB = Starting to Develop	12	8	3
3	BSH = Developed as Expected	11	21	23
4	SB = Highly Developed	1	1	5
Total		33 students	37 students	34 students

Table 9 indicates an increase in the number of students who have the ability to write according to the criteria of the BSH development chart (*Berkembang Sesuai Harapan*/ Developed as Expected). In Cycle I, there were only 11 students, while in Cycles II and III, there was almost a doubling of the

increase, with 21 students and 23 students respectively. Similarly, in the SB criterion, there was an increase of 5 students in Cycle III, whereas in the previous cycles I and II, there was only 1 student.

See

In this phase, lecturers and teachers engaged in discussion and reflection on the learning outcomes of the three previous cycles (Figure 9). The focus of the reflection was on learning activities, especially student learning dynamics in groups. Three cycles, experienced by model teachers, were attended by the students, while the model lecturers cannot attend since at that time there were other activities on campus.

Figure 9
Reflection with teacher

Nevertheless, it was generally seen that there was an improvement in the quality of learning and student focus when working in groups as shown in the following tables.

Table 10
Cycle I reflection: Citra K. Rini

No	Observer	Reflection Results	Corrective action
1	Achmad Fawaid	There was 1 group, where 2 male members seemed to just smile. When asked the reason, they answered that the group leader did not give him the opportunity to be involved in working on group assignments.	The teacher needs to convey to the other members that these two people will later be asked to make a presentation.
2	Imam Sujai	Of the 34 students, 20 students looked active and 14 looked sleepy and lacked enthusiasm, because class time was in the afternoon	Teachers need to occasionally give quizzes and non-cognitive questions.
3	Renny Praktika Dewi	24 out of 34 students were quite active and responsive, 2 were sleepy, 4 were chatting and joking, and 4 seemed unfocused	Teachers need to approach and provide treatment to students like this more often.
4	Meilinda Putri W.	Of the 34 students, 5 students were still far from learning, 2 students were too enthusiastic, and the LKPD given was still a more active role for the female students in completing their group assignments.	Teachers need to consider grouping homogeneously or based on learning styles.
5	Eri Sutatik	Some students were not very enthusiastic, because the teacher only asked cognitive questions. There were 5 students who looked confused because of the brief explanation of the material and immediately formed groups.	Teachers need to approach students who are confused more often and start to be sensitive to the classroom atmosphere.

Table 11
Cycle I reflection: Achmad Fawaid

No	Observer	Reflection Results	Corrective action
1	Citra Kartika Rini	Some students seemed confused by the presence of a new teacher from the lecturer element.	Model lecturers need to introduce themselves more first so that students are not idle
2	Imam Sujai	There were 2 students who could not answer the trigger question, but the rest were able to answer well.	The model lecturer should wait for the 2 students to answer, there is no need to immediately give it to another student.
3	Renny Praktika Dewi	There are 3 people in 1 group who are not involved in doing the task in the group.	The model lecturer needs to approach him and ask the cause.
4	Meilinda Putri W.	Some students seemed idle while doing their assignments, perhaps because they were all new and class was in the afternoon	Model lecturers need to ask the subject teacher about the characteristics of the students before entering class so they can better condition their teaching.
5	Eri Sutatik	Students seemed unfocused when the model lecturer faced problems in presenting the PPT slide material.	Model lecturers need to be familiar with the general sequence in the learning process, and also need to be more familiar with the basic things during PPT presentations.

Table 10 and Table 11 shows that there are still many issues in student group discussions, such as inactive students, idle, unfocused, etc. The main factor is because it's still the first experience for model teachers and model lecturers to do open class practices observed by others. They are not really familiar with the patterns of effective learning and teaching. Another factor is because in this Cycle I, the class that is accepted is Class X, the students are still new students in SMAN 2 Tanggul, so they can not be connected well with each other. A lot of hardships seen. Technical questions, such as PPT questions that did not show up to make classes delayed, were also early experiences in cycle I.

However, at cycle II, there began to be improvements and improvements in student learning group discussions. The issues faced were not more varied than cycles I, suggesting that the quality of student learning collaboration began to improve slowly. It can be seen in Table 12 and Table 13 below.

Table 12
Cycle II reflection: Renny P. Dewi

No	Observer	Reflection Results	Corrective action
1	Achmad Fawaid	Some students are busy, because the Bluetooth sound is not too loud. Some students became unfocused, because the video presentation was also hampered because the network was not good. In the kinesthetic group, 1 person seemed dominant, because the man was alone. Auditory group, each engrossed in listening to recordings and working on their own. The visual group discussed more with each other, but no one started working on the task.	The model teacher needs to ensure that each group quickly completes the assignment, and gives tips on how to do the assignment as a group in a short time.
2	Imam Sujai	36 students are active, enthusiastic about listening to the teacher, focused on doing their assignments. 1 student looked nervous, but the presentation still went well due to positive support from his friends and the teacher	Model teachers need to provide more positive appreciation than just continuing to provide instructions for completing assignments.
3	Citra Kartika Dewi	Some students were idle, because the teacher gave trigger questions that were not in accordance with the learning objectives. Some students seemed to be having difficulty, but the teacher approached them and helped them. It's just that, some are successful, some are not.	Teachers need to choose appropriate trigger questions. Motivation is important, but focusing on the material is also no less important.
4	Meilinda Putri Widyawati	Students appear idle when distributing assignments. Teachers divide groups and tasks according to learning styles. Visual with writing, kinesthetic with presentation, auditory with interpretation. However, this grouping seems to make it difficult for students to do their assignments.	Teachers do not always have to focus on dividing groups based on learning styles if they feel that it is not very effective in giving group assignments.
5	Eri Sutatik	Some students were confused about doing their assignments, because it turned out that the group divisions were different based on learning styles, but the learning media was the same, namely video recordings on YouTube.	If from the start the groups are divided based on learning styles, then the ideal learning media will also be different and adapted to different learning styles.

Table 13
Cycle II reflection: Achmad Fawaid

No	Observer	Reflection Results	Corrective action
1	Citra Kartika Rini	Only 2 students in the class seemed not paying attention, they seemed to be sick.	Model lecturers need to ask questions and approach students who appear sick and ask how they are.
2	Imam Sujai	Students enjoy the teaching, but the lesson time is only 45 minutes, so working on assignments in groups feels very fast	Model lecturers need to simplify group assignments according to the remaining time.
3	Renny Praktika Dewi	Some students were confused about which group they should join, because previously there had been no patent grouping.	Model lecturers need to form groups more quickly according to seat numbers, without needing students to move places so that time is efficient.
4	Meilinda Putri Widyawati	There was 1 group consisting of 4 students and 2 female students, but the involvement of 2 female students was less active.	The model lecturer needs to approach and provide treatment for the passivity of students in the group.
5	Eri Sutatik	Students in this class tend to be active, different from the first cycle. The model lecturer seems to have demonstrated mastery of the classroom and appropriate teaching patterns even though his time is very limited.	Model lecturers must be early and not late to class so that time is not wasted.

Table 12 and Table 13 shows that the issue of group dynamics has begun to decrease. Each of the partner teachers/lecturer began to learn from the elementary mistakes they experienced during cycle I. The group dynamics began to appear strong, students also started to be active. The main factor is that in addition to the teacher/lecturer model has already begun to find effective teaching patterns, also because the class hosted by the teacher model is class XI, which generally has started to know each other after 1 academic year. It would make it easier for the teacher to manage the class.

By the third cycle, the student learning group began to increase, along with their writing competence also increasing. It can be seen in Table 14 and 15 below.

Table 14
Cycle III reflection: Meilinda Putri W.

No	Observer	Reflection Results	Corrective action
1	Achmad Fawaid	Students are generally very enthusiastic, but their enthusiasm is a bit loud.	Model teachers need to pay attention to the comfort of other classrooms. Enthusiasm is important, but don't let it disturb the class next door.
2	Imam Sujai	2 students looked sleepy, but the rest were enthusiastic.	Model teachers must be more observant in seeing students in the corner of the classroom who have the potential to be sleepy, idle and unfocused
3	Citra Kartika Rini	On average, students are enthusiastic, even though the teacher has not given specific assignments related to writing this material.	Model teachers can focus on students' comfort in learning, but writing material as the core of the learning objectives must also be considered.
4	Renny Praktika Dewi	Almost all students looked focused and happy, but they looked busier than usual.	Model teachers must be able to condition student excitement.
5	Eri Sutatik	Students enthusiastically and competitively look for linguistic features in historical texts, but there has been no effort to focus on writing skills	Model teachers need to occasionally pay attention to students' writing abilities, because this was one of their concerns during the previous action class discussion.

Table 15
Cycle III reflection: Achmad Fawaid

No	Observer	Reflection Results	Corrective action
1	Citra Kartika Rini	One group and another group were very enthusiastic, because the model lecturer gave challenging material, about describing table and graph data.	It needs to be improved, but with modifications to different materials to improve writing skills
2	Imam Sujai	There were only 2 students who didn't seem enthusiastic, because they were very sleepy, but in the end they became enthusiastic again when they were asked to make a presentation	Model lecturers need to be more active in seeing students throughout the room so that they are more involved in group activities and presentations.
3	Renny Praktika Dewi	Each group worked hard to write, some wrote by copying on Google, but generally they were able to finish on time	Model lecturers need to simplify questions and group assignments so that they can be completed more efficiently and on time.
4	Meilinda Putri Widyawati	Some students were disappointed because the lights went out several times and were idle, but the model lecturer was able to provide good icebreaking	Model lecturers need to ensure there is a plan B when technical problems like this occur.
5	Eri Sutatik	It went out several times, making students busy and unfocused, but students generally enjoyed being competitive. The model lecturer looks more familiar than the previous two cycles.	Model lecturers can bring portable LCD devices to anticipate problems with sudden power outages.

Table 14 and Table 15 shows that there are almost no issues of student learning group dynamics. They are commonly passionate, enthusiastic, and competitive. It's offset by two main factors. First, the class hosted by the model teacher/lecturer is class XI and class XII, in which the students are more familiar with each other, there is no rigidity, the friendship relationship is strong, and the teacher has also begun to understand their character, the model lecturer has also discovered the teaching patterns in the partner schools. Except the problem of crowds and dead lights alone that seemed to be dominantly reflected by the observer on this cycle III, other than that, nothing was fatal. Classes went very smooth and efficient.

Discussion

The results of this study show that the lesson study process (plan, do, see) can improve the quality of learning in training the writing skills of SMAN 2 Tanggul students. In other words, the application of lesson studies has an impact on the professionalism of teachers in teaching. The application of lesson studies also significantly improves students' collaborative writing skills as shown in Cycle II (Table 2) and Cycle III (Table 3). The more the LS team is able to discuss, share knowledge, and observe, and reflect, the more they understand how to improve their professional teaching skills as demonstrated in Reflection II (Table 6 and Table 7) and Reflection III (Tabel 8 dan Tabel 9). This finding is consistent with previous studies that the increasing professionalism of teachers in teaching gradually will improve the quality of learning and student learning outcomes in writing (Mas, 2008; Muizzuddin, 2019; Oktavia & Zaim, 2023).

The implementation of lesson study should be simultaneous. SMAN 2 Teachers' efforts in applying problem-based learning through lesson study showed a significant impact on students' writing skills, whether it was writing paragraphs, reporting observations, writing argumentation texts, and writing characteristics of historical narrative text, or writing descriptions of graphic data or tables. Therefore, the application of problem-based learning through lesson study can help students learning goals in writing scientific texts. This is in line with some previous research that mentioned that problem-based learning not only improves critical thinking skills, but also writing skills (Dastgeer & Afzal, 2015; Hima et al., 2021; Palupi & Subiyantoro, 2020; Safi'i et al., 2022; Sari et al., 2021).

A systematically planned and applied lesson study makes the learning process of writing skills more efficient, especially in the design of a lesson plan. Model teachers also get a lot of constructive feedback related to material, time allocation, teaching techniques, assessments, assignments, as well as evaluations related to student learning group dynamics. The similar results were obtained from several previous studies, related to the influence of lesson study on student collaboration in learning (Nuzalifa, 2021; Oktaviani, 2022; Salasiah et al., 2022). This case shows that there are important benefits that the lesson study team has gained in relation to a gradual improvement in terms of content, strategy, and learning media, along with classroom management.

The implementation of problem-based learning carried out through several phases of lesson study, namely plan, do, see, becomes very effective in classroom learning with material writing skills. Several feedback obtained regarding the material during the implementation of the lesson study shows that lesson studies can effectively improve students' skills in writing paragraphs, arguments, historical texts, and data descriptions from tables and graphs. Students' teamwork skills and critical thinking skills are also improved, along with the teaching improvements made by the model teacher/lecturer during the lesson study. It can be seen, among other things, from less student idle during the discussion process to the arguments they deliver in their presentations and their work on the worksheet.

The implementation of problem-based learning that is systematically monitored through lesson study activities can be effective feedback to improve teacher teaching and student learning quality. This is in line with some previous research that problem-based learning can enhance student creativity, collaboration, and thinking skills over other learning, such as lectures and expositors (Fitriyani et al., 2019; Hasanah et al., 2019; Riskayanti, 2021). On the other hand, problem-based learning allows students to have more than one answer. Students are better able to write paragraphs

by first exploring them through specific writing structures. Teachers are no longer the primary source of learning, and this is what can enhance their skills in writing more exploratively.

The LS team and students are aware of the impact of this lesson study. As previous research has stated, lesson study can build conducive situations in improving the quality of learning and teaching through sharing both teaching practices and the psychological condition of students in groups (Firman, 2007; Nurwidodo et al., 2021; Suratno, 2012). This was acknowledged, among other things, by one of the observers who mentioned that the lesson study provides important information about the small details that teachers should pay attention to and anticipate during the teaching process, ranging from technical issues of using projectors or learning media to the student's facial rays during interaction with other students, teachers, media, and tasks. Students are also more proactive and engaged in the learning process as the presence of other teachers becomes more motivating for them to learn.

CONCLUSION

Research results show that the application of problem-based learning to improve collaborative writing skills in SMAN 2 Tanggul can be enhanced through a series of processes plan, do, see. In terms of writing skills performed by model teachers in three open classes, there was an increase in students in the range of 41-60 respectively there was a 2 increase in the number of students, while in the 61-80 range the improvement was relatively high in cycles III, 12 compared to cycles I and II with only 7 students. As for the open class conducted by model lecturers, there has been an increase of students who have the ability to write on the criteria of BSH development chart (Developing As Expected). In cycle I, there were only 11 students, whereas in the cycles II and III there was almost a double increase, 21 students and 23 students. On the other hand, an increase can also be observed in the process of inter-student collaboration in writing, for example, begins to decrease the students who are idle in the classroom, starts to structurize the teaching phase of teachers, beginning to increase the student's activity in group dynamics. Thus, it can be concluded that problem-based learning practiced through study lessons has improved students' writing skills collaboratively at SMAN 2 Tanggul.

The future research is recommended to focus on experimental methods and surveys of 2 classes (experimental class and control class) in order to obtain the more precise result. Furthermore, research is needed on students' psychological factors regarding learning through lesson study, because one of the focuses of lesson study is how students learn, not merely teachers learn. It is also recommended that the future research is carried out on the comparison of learning outcomes between schools and universities with the similar content and methods through lesson study in order to obtain a comprehensive description of the lesson study for the development of the Indonesian language. The implication of this research is a fact that lesson study will be 'methodological supplement' for any learning method to increase the language skills at schools or universities.

DECLARATIONS

Ethics Approval	:	The authors agree to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Aliyah, V. N., Chamalah, E., & Arsanti, M. (2018). Keterampilan Menulis Poster dengan Model Pembelajaran Kontekstual dan Media Gambar Bertema Iklan Layanan Masyarakat. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *4*(1). https://doi.org/10.22219/kembara.v4i1.5484

Ariningsih, N. E., Sumarwati, S., & Saddhono, K. (2012). Analisis Kesalahan Berbahasa Indonesia dalam Karangan Eksposisi Siswa Sekolah Menengah Atas. *BASASTRA*, *1*(1), 130–141.

Asyari, M., Al Muhdhar, M. H. I., Susilo, H., & Ibrohim. (2016). Improving Critical Thinking Skills Through the Integration of Problem Based Learning and Group Investigation. *International Journal for Lesson and Learning Studies*, *5*(1), 36–44. https://doi.org/10.1108/IJLLS-10-2014-0042

Azis, A. (2016). Pengaruh Keterampilan Membuka Pelajaran terhadap Motivasi Siswa dalam Belajar Bahasa Indonesia Sekolah Dasar. *Journal of Educational Science and Technology*, *2*(2), 65–73.

Dastgeer, G., & Afzal, M. T. (2015). Improving English Writing Skill: A Case of Problem Based Learning. *American Journal of Educational Research*, *3*(10), 1315–1319.

Dhanya, M., & Alamelu, C. (2019). Factors Influencing the Acquisition of Writing Skills. *International Journal of Innovative Technology and Exploring Engineering*, *8*(7), 259–263.

Firman, H. (2007). Critical Success Factors untuk Pengembangan Lesson Study Berbasis MGMP: Pelajaran yang Dipetik dari Kabupaten Sumedang. *Seminar Nasional Exchange of Experiences on Best Practices of Lesson Study, Bandung.*

Fitriyani, D., Jalmo, T., & Yolida, B. (2019). Penggunaan Problem Based Learning untuk Meningkatkan Keterampilan Kolaborasi dan Berpikir Tingkat Tinggi. *Jurnal Bioterdidik*, *7*(3), 77–87. http://doi.org/https://doi.org/10.23960/jbt.v7i3.17480

Gianistika, C. (2021). Strategi Pembelajaran Contextual Teaching dan Motivasi Siswa terhadap Hasil Belajar Membaca Nyaring Bahasa Indonesia. *Edukatif: Jurnal Ilmu Pendidikan*, *3*(3), 656–671. https://doi.org/10.31004/edukatif.v3i3.359

Hakim, M. W., & Sari, D. M. M. (2022). Practicing Contextual Teaching and Learning Approach to Enhance Students' Higher Order Thinking Skill on Writing Ability. *ELSYA: Journal of English Language Studies*, *4*(3), 298–308.

Hasanah, E., Darmawan, D., & Nanang, N. (2019). Pengaruh Penggunaan Media Pembelajaran Articulate dalam Metode Problem Based Learning (PBL) terhadap Peningkatan Kemampuan Berpikir Kreatif Peserta Didik. *Teknologi Pembelajaran*, *4*(2), 1-12. https://doi.org/10.31980/TP.V4I1.503?sid=semanticscholar

Hasanudin, C., Subyantoro, S., Zulaeha, I., & Pristiwati, R. (2021). Strategi Menyusun Bahan Ajar Inovatif Berbasis Mobile Learning untuk Pembelajaran Mata Kuliah Keterampilan Menulis di Abad 21. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, *4*(1), 343–347.

Herawati, N., Widodo, M., & Munaris, M. (2014). Peningkatan Kemampuan Menulis melalui Model Pembelajaran Problem Based Learning Siswa Kelas IX. *J-Simbol: Jurnal Magister Pendidikan Bahasa dan Sastra Indonesia*, *2*(1), 12-28.

Hima, A. N., Saputro, T. H., & Farah, R. R. (2021). Benefits and Challenges of Doing Task-Based Language Teaching in Indonesia: Teachers' Perception. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(1), 131–142. https://doi.org/10.22219/kembara.v7i1.15805

Hmelo-Silver, C. E. (2004). Problem-Based Learning: What and How do Students Learn? *Educational Psychology Review*, *16*, 235–266.

Hoerudin, C. W. (2021). Strategi Guru dalam Pembelajaran Bahasa Indonesia di Sekolah Menengah Atas. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen dan Pendidikan*, *2*(1), 28–35.

Hoerudin, C. W. (2022). Upaya Guru Meningkatkan Motivasi Belajar Siswa pada Pembelajaran Bahasa Indonesia. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen dan Pendidikan*, *3*(1), 32–41.

Kamaruddin, A., Patmasari, A., Whanchit, W., & Suriaman, A. (2023). The Effect of IBL (Inquiry-Based Learning) Model on EFL Students' Critical Thinking Skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 15–23. https://doi.org/10.22219/kembara.v9i1.22766

Kartawijaya, S. (2018). Improving Students' Writing Skill in Writing Paragraph Through an Outline Technique. *Curricula: Journal of Teaching and Learning*, *3*(3), 67-79. http://doi.org/10.22216/jcc.2018.v3i3.3429

Kristyanawati, M. D., Suwandi, S., & Rohmadi, M. (2019). Peningkatan Keterampilan Menulis Teks Eksposisi Menggunakan Model Problem Based Learning. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, *9*(2), 192–202. https://doi.org/10.46244/metamorfosa.v10i1.1730

Mas, S. R. (2008). Profesionalitas Guru dalam Peningkatan Kualitas Pembelajaran. *Jurnal Inovasi*, *5*(2), 1-10.

Motallebzadeh, K., Ahmadi, F., & Hosseinnia, M. (2018). Relationship Between 21st Century Skills, Speaking and Writing Skills: A Structural Equation Modelling Approach. *International Journal of Instruction*, *11*(3), 265–276.

Muizzuddin, M. (2019). Pengembangan Profesionalisme Guru dan Peningkatan Kualitas Pembelajaran. *Jurnal Kependidikan*, *7*(1), 127–140. https://doi.org/10.24090/jk.v7i1.2957

Mulyana, A. T. (2018). Model Pengembangan Bahan Ajar Bahasa Indonesia sebagai Mata Kuliah Wajib Umum (MKWU) Berbasis Paradigma Pembelajaran Abad Ke-21 pada Aspek Career and Life Skills (CLS). *Jurnal Inovasi Pendidikan MH Thamrin*, *2*(2), 43–54.

Munthe, R. N. S., Agustin, A. S., Putri, Z. A., Kundariati, M., Anggur, M. R. I., Fadilla, N. B., Nurhawa, W. O., Susilo, H., Ibrohim, I., & Sudrajat, A. K. (2023). Implementation of Problem-Based Learning Model Through Lesson Study for Improving Prospective Biology Teachers' Communication and Collaboration Skills. *AIP Conference Proceedings*, *2569*(1).

Nisa, K. A. (2016). Problem Based Learning dalam Meningkatkan Kemampuan Menulis Karya Ilmiah Mahasiswa. *PETIK: Jurnal Pendidikan Teknologi Informasi dan Komunikasi*, *2*(1), 24–35.

Nurwidodo, H. E. S. F. R., Junaid, S. A. R. R., Pratama, I. W. S. N. R., & Setya, M. E. O. I. W. (2021). *Best Practice Pelaksanaan Lesson Study di Indonesia.* Cv. Azka Pustaka.

Nuzalifa, Y. U. (2021). Penerapan Model Pembelajaran Think Pair Share (TPS) Berbasis Lesson Study sebagai Upaya untuk Meningkatkan Keterampilan Kolaborasi Mahasiswa. *Jurnal Pendidikan dan Pembelajaran Sains Indonesia (JPPSI)*, *4*(1), 48–57. https://doi.org/10.23887/jppsi.v4i1.31774

Oktavia, Y., & Zaim, M. (2023). Development of a Learning Model for Writing Scientific Articles Based on Blended Learning Integrated Creative Problem Solving. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 239–250. https://doi.org/10.22219/kembara.v9i1.22787

Oktaviani, R. N. (2022). Implementasi Model Pembelajaran Problem Based Learning (PBL) Berbasis Lesson Study untuk Meningkatkan Keterampilan Komunikasi dan Kolaborasi Mahasiswa pada Mata Kuliah Perencanaan Pembelajaran di SD. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, *6*(2), 257–276.

Palupi, B. S., & Subiyantoro, S. (2020). The Effectiveness of Guided Inquiry Learning (GIL) and Problem-Based Learning (PBL) For Explanatory Writing Skill. *International Journal of Instruction*, *13*(1), 713–730.

Perumal, K., & Ajit, I. (2020). Enhancing Writing Skills: A Review. *Psychology and Education Journal*, *57*(9), 2229–2236.

Ratnaningsih, D., Suprapto, I., & Prayogi, R. (2022). Peningkatan Kemampuan Berpikir Kritis Mahasiswa dalam Kerangka Lesson Study Melalui Model Pembelajaran Berbasis Masalah. *Edukasi Lingua Sastra*, *20*(1), 23-39.

Reason, P., & Bradbury, H. (2001). *Handbook of Action Research: Participative Inquiry and Practice*. Sage.

Riskayanti, Y. (2021). Peningkatan Keterampilan Berpikir Kritis, Komunikasi, Kolaborasi dan Kreativitas Melalui Model Pembelajaran Project Based Learning di SMA Negeri 1 Seteluk. *SECONDARY: Jurnal Inovasi Pendidikan Menengah*, *1*(2), 19–26. https://doi.org/10.51878/secondary.v1i2.117

Rozak, A., & Fauziah, E. (2013). Implementasi Lesson Study sebagai Upaya Peningkatan Kompetensi Pedagogik Guru Bahasa Indonesia di SMP Kabupaten Cirebon. *Jurnal Pendidikan Bahasa dan Sastra*, *13*(1), 1–11.

Safi'i, I., Tarmini, W., Hikmat, A., & Yanti, P. G. (2022). Competency Achievement Indicators in Indonesian High School Electronic School Books: Overview of The Development of Creative-Innovative Thinking Aspects. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 407–416. https://doi.org/10.22219/kembara.v8i2.21304

Saito, E., Hendayana, S., Imansyah, H., Ibrohim, Isamu, K., & Hideharu, T. (2006). Development of School-Based in-Service Training Under the Indonesian Mathematics and Science Teacher Education Project. *Improving Schools*, *9*(1), 47–59.

Salasiah, S., Hariyanto, D., Ahini, T., Widhiastuti, A., Adawiyah, R., Erdiningsih, E., Hermansyah, M. A., & Haryono, A. (2022). Peningkatan Keterampilan Kolaborasi dan Keterlaksanaan Pembelajaran IPA Secara Daring Melalui Lesson Study. *JIPI (Jurnal IPA & Pembelajaran IPA)*, *6*(1), 20–32. https://doi.org/10.24815/jipi.v6i1.23726

Sari, Y. I., Utomo, D. H., & Astina, I. K. (2021). The Effect of Problem Based Learning on Problem Solving and Scientific Writing Skills. *International Journal of Instruction*, *14*(2), 11–26.

Savery, J. R. (2015). Overview of Problem-Based Learning: Definitions and Distinctions. *Essential Readings in Problem-Based Learning: Exploring and Extending the Legacy of Howard S. Barrows*, *9*(2), 5–15.

Sianturi, L. P. D., Silalahi, D. E., & Purba, C. N. (2020). Improving Students' Writing Ability Based on Higher Order Thinking Skills (HOTS) Questions at 8th Grade in SMP Swasta Kartika 1-4 Pematangsiantar. *Journal of English Teaching as a Foreign Language*, *6*(2), 1–17.

Sopiani, P. S., & Said, I. (2019). Investigating Students' Higher Order Thinking Skills (HOTS) in Writing Skill (A Case Study at The Eleventh Grade of a Senior High School in Banjar). *Journal of English Education and Teaching*, *3*(3), 328–342.

Sugiarto, S., & Suhendra, R. (2018). Pendampingan terhadap Guru Sekolah Menengah Pertama Mengidentifikasi Masalah Belajar Siswa pada Mata Pelajaran Bahasa Indonesia. *Jurnal Kependidikan*, *2*(2), 13–18.

Suratno, T. (2012). Lesson Study in Indonesia: An Indonesia University of Education Experience. *International Journal for Lesson and Learning Studies*, *1*(3), 196–215.

Wahyuni, N. K. A., Wibawa, I. M. C., & Sudiandika, I. K. A. (2021). Implementasi Model Pembelajaran PBL (Problem Based Learning) terhadap Hasil Belajar Tematik (Muatan Pelajaran Bahasa Indonesia). *Jurnal Ilmiah Pendidikan Profesi Guru*, *4*(2), 230–239. https://doi.org/10.23887/jippg.v4i2.36088

Wrahatnolo, T. (2018). 21st Centuries Skill Implication on Educational System. *IOP Conference Series: Materials Science and Engineering*, *296*(1), 012036.

Yu, T. X., Mohammad, W., & Ruzanna, M. (2019). Integration of 21st Century Learning Skills (4C Elements) In Interventions to Improve English Writing Skill Among 3K Class Students. *International Journal of Contemporary Education*, *2*(2), 100-119. https://doi.org/10.11114/ijce.v2i2.4498

Yusita, N. K. P., Rati, N. W., & Pajarastuti, D. P. (2021). Model Problem Based Learning Meningkatkan Hasil Belajar Tematik Muatan Pelajaran Bahasa Indonesia. *Journal for Lesson and Learning Studies*, *4*(2), 174–182. https://doi.org/10.23887/jlls.v4i2.36995

Patriarchy Depiction through the Female Main Character's Relationship in Marie Lu's *The Kingdom of Back*

(Pengejawantahan Patriarki pada Relasi Tokoh Utama Perempuan dalam Novel *the Kingdom of Back* Karya Marie Lu)

LDP Wardani*
Universitas Jember, Indonesia
dyahpw.sastra@unej.ac.id

Nadia Meivitasari Putri Nisrina
Universitas Jember, Indonesia
nadiameivitasari85@gmail.com

Hairus Salikin
Universitas Jember, Indonesia
hairussalikin.sastra@unej.ac.id

Imam Basuki
Universitas Jember, Indonesia
imambasuki.sastra@unej.ac.id

Erna Cahyawati
Universitas Jember, Indonesia
ernacahyawati@unej.ac.id

Ghanesya Hari Murti
Universitas Jember, Indonesia
ghanesyaharimurti@unej.ac.id

***Corresponding author: LDP Wardani | email: dyahpw.sastra@unej.ac.id**

Abstract: Literary works are reflections of society's nature in real life, and writers often emerge the issue regarding patriarchy in their literary works. Patriarchy is not a new topic and often depicted in literary works, especially in how women of patriarchy are portrayed. This study aims to determine how the practice of patriarchy is represented through the relationship between characters in *The Kingdom of Back*. In this qualitative research, Stuart Hall's representation theory, particularly Michel Foucault's discursive approach is employed to analyze the data. In addition, Sylvia Walby's concept of patriarchy strengthens the basic assumption. The findings of this study show how *The Kingdom of Back* presented patriarchy that limits women's freedom and influences the relationship between the characters, which puts women to bear the damage and stand in an unequal position. The novel portrays a woman's struggle through male domination, oppression, and exploitation in the relationship as a consequence of her desire to resist patriarchal culture, which barred her from achieving her dreams to leave a legacy through her music and composition. Nannerl finally succeeds to overcome the patriarchy barrier and struggling to live as an composer. Furthermore, as the author and diasporic subject, Marie Lu is still influenced by the deep-rooted value of patriarchy from her home country.

Keywords   culture, discourse, patriarchy, representation, The Kingdom of Back

Abstrak: Karya sastra merupakan cerminan dari sifat masyarakat dalam kehidupan nyata, penulis seringkali mengangkat isu patriarki di dalam karya sastra. Patriraki bukanlah topik baru dan sering direpresentasikan melalui karya sastra, terutama tentang bagaimana perempuan di bawah budaya patriarki digambarkan dalam karya sastra.. Penelitian ini bertujuan untuk mengetahui bagaimana praktik patriarki direpresentasikan melalui hubungan antar tokoh dalam novel *The Kingdom of Back* karya Marie Lu. Melalui penelitian kualitatif ini, teori yang digunakan untuk membentuk interpretasi adalah teori representasi yang dikemukakan oleh Stuart Hall, khususnya pendekatan diskursif Michel Foucault. Selain itu, penelitian ini juga menggunakan konsep patriarki oleh Sylvia Walby untuk memperkuat asumsi dasar penelitian ini. Hasil temuan penelitian ini menunjukkan bahwa melalui novel *The Kingdom of Back,* Marie Lu sebagai pengarang menghadirkan patriarki sebagai penghalang kebebasan perempuan dan mempengaruhi hubungan antar tokoh, yang menempatkan perempuan pada posisi yang dirugikan dan tidak setara. Novel ini menggambarkan perjuangan perempuan melalui dominasi, penindasam, dan eksploitasi dari tokoh laki-laki dalam hubungan sebagai konsekuensi dari keinginannya untuk mencoba melawan budaya patriarki yang menghalangi jalan untuk mencapai mimpinya untuk meninggalkan warisan melalui musik dan komposisi. Akhirnya, Nanerl berhasil mengatasi pembatasan di masyarakat patriarkal dan menjadi seorang musisi. Selain itu, faktanya, Marie Lu sebagai pnengarang dan subjek diaspora masih dipengaruhi oleh nilai patriarki yang mengakar di negara asalnya yaitu China.

Kata Kunci   budaya, diskursus, patriarki, representasi, The Kingdom of Back

INTRODUCTION

Marie Lu's first novel she wrote after college graduation, *The Kingdom of Back* (2020)*,* was finally published after being kept for around 12 years. It was published in March 2020 and filled with some gender-related issues, such as; sexism, gender roles, feminism, patriarchy, and misogyny. This novel tells the story of Maria Anna Mozart (nicknamed Nannerl) and her struggle to resist patriarchy which limits her achieving her dreams. Consequently, she went through domination, oppression, and exploitation in her relationship with the male characters in the story. Nannerl is the older sister of the Classical period's prolific and influential composer, Wolfgang Amadeus Mozart. She is a young woman living in the 18th century of Europe who desired to leave a legacy through her music and composition. Despite her incredible skill and musical experience, the classical gender norms of Europe have dismissed her prodigious musical talent to obscurity. Begin with the limitation placed on her, she met Hyacinth, a male stranger with the magical power to make her wish come true. She takes the risk and goes through unexpected events, misfortune, betrayal, and struggle to achieve her dreams.

Despite of the growth of the human mindset and modernized society, gender inequality, the gap, and the notion of men's superiority remain flourishing in society. Since the existence of deep-rooted patriarchy continues to inherit from generation to generation, it implies that this phenomenon is still relevant to discuss. Additionally, patriarchy often Depicted in literary works, especially how women of patriarchy are portrayed and treated in literary works. In other words, literary works are the reflection of society's nature in real life (Wellek & Warren, 1942).

As part of society, the author expresses their thoughts through cultural values and practices in various ways and forms exhibited in their literary works. Female authors often highlighted about issues surrounding women. Comparatively, Muyassaroh (2021) declared that literary work is the result of the author's creative process, which originates from human life. As a result of the creative process, the author usually has their own touch and style for their literary works. Moreover, the author tends to contemplate and reflect on various phenomena or real-life issues of the social life surrounding the author's environment.

Furthermore, throughout her novel, Marie Lu wants to express her disappointment toward patriarchal culture, which tends to limit women and never give them equal chance as men. It could be summed up that conducting research based on the social issue depicted in literary works is necessary. In this case, Marie Lu stated that she desired to write about the reflection of real life-issue that women need to experience nowadays (Tome, 2020). It implies that society and the social issues around her influence her work. Hence, the problem of this paper is to reveal the practice of patriarchy portrayed through the female main character's relationship in Marie Lu's *The Kingdom of Back*.

The problem in the story emerged due to the act of resisting patriarchy which barred women from pursuing their dreams. Consequently, she went through dominant, oppressive, and exploitative relationships. A woman who struggles and is caged by patriarchy is the result of the deep-rooted patriarchal culture in society. The struggle could be in the forms of discrimination, domination, oppression, and exploitation from men, consequently for trying to achieve the same treatment or equality as men enjoyed (Gunawan, 2020; Walby, 1990). The studies on social issues, especially regarding women and patriarchy, have been carried out by other researchers, including Amussen & Poska (2012), Anggara (2019), Chowdhury (2009), Ferdoos & Zahra (2016), Gunawan (2020), Hossen (2020), Said-Foqahaa & Maziad (2011), Sugiarti (2021), Zaenab (2015). Gunawan's analysis focuses on the representation of patriarchal discourse presented throughout the gender-related issues in Marie Benedict's *The Other Einstein*. Gunawan's analysis shows that the patriarchal discourse is portrayed through discrimination, oppression, and exploitation towards women who seek equality in the domestic and public spheres. Therefore, the other previously mentioned research also shares the similarity in the topic but with a different research focus. For instance, firstly, Hossen's analysis focuses on patriarchy and women's subordination in the society of Bangladesh. In his research, he disclosed

that in Bangladesh's patriarchal system, men control women's lives in various areas, such as production, reproduction, and economics. Secondly, Ferdoos & Zahra researched the influence of patriarchy on women's decision-making power. The finding revealed that even though women claim to have the right to make their own decisions, but they always ask for permission from someone close to them, notably for decisions related to education, mobility, recreation, and marriage. Thirdly, Said-Foqahaa & Maziad addressed the challenges that implead the full participation of Arab women in decision-making processes.

Moreover, Sugiarti researched the portrayal of patriarchal culture in folklore, especially in East Java folklore. This research explained the pattern of East Javanese folklore that portrays patriarchal culture and the factors beyond the existence of patriarchal culture, including economic, cultural, and people's mindsets. The result shows that male characters of East Javanese folklore are fully empowered. However, the female characters are powerless in the context of making decisions.

All of the research mentioned before will be used to assist in conducting this research because of the similarity of topic shared between them, which is women and patriarchy. Furthermore, despite of the widely discussed topic, the researcher who conduct how patriarchy is represented in Marie Lu's works is yet to be found, especially in the first historical fantasy novel of Mozart's sister. Therefore, this study aims to reveal the practice of patriarchy represented through the female main character's relationship in *The Kingdom of Back*.

This research is framed through the representation theory proposed by Stuart Hall, especially Michel Foucault's discursive approach. Hall described representation as the production of meaning through language as a medium to convey something meaningful or represent the world meaningfully to others (Hall, 1997). Thus, we can say that representation is the production of meaning through a language based on the concepts or ideas we have in our heads. By adopting the discursive approach, the data in the forms of sentences and quotations are examined to find the discourse beyond the story. The discourse of *The Kingdom of Back* is examined by connecting the text's analysis from the novel and the contextual background. The contextual background for this research means the real condition or the situation in real life based on the novel's setting, in this case, the 18th century European patriarchy. Additionally, the author's critical position might be presented through her opinion and how she depicted the issue of patriarchy throughout her works.

METHOD

This qualitative research is concerned with qualitative data. Qualitative research obtains and examines non-numeric data, such as words or images as a focus of the analysis. Moreover, concerning with exploring the details (Blaxter, Hughes, & Tight, 2010; Denscombe, 2003). Correspondingly, the data are the expressions related to the patriarchal practice and behavior in the form of sentences retrieved from the manuscript of *The Kingdom of Back* written by Marie Lu. In addition, to support the primary data, the secondary data are obtained from journal articles, theses, or books relevant to this research.

This research employed the documentary method to collect the data. Blaxter et al., (2010) quoted in Purwitasari & Setiawan's article stated that the documentary method is applied by the process of reading, understanding, and analyzing critically to classify the relevant information regarding this research. The data are collected through several phases. First, for primary data, the researcher closely and comprehensively reads the novel to obtain the dialogue and quotations that depict patriarchy's practice throughout the relationship between the characters. Second, highlighting and classifying the data based on the forms of patriarchal practice and behavior in the novel.

Stuart Hall's representation theory is used to dismantle the practice of patriarchy represented by the female main character's relationship through the constructed language in the novel. Additionally, to find the discourse constructed through the novel, the analysis of the practice of patriarchy represented by the female main character's relationship will be connected with the contextual background in the 18th century European. Moreover, the information regarding the author's opinion on the issue are examined along with the discourse of patriarchy through the text and contextual analysis to get the critical position of the author.

RESULTS AND DISCUSSION

Patriarchy is a system in which the power relation and distribution between men and women are unequal. Men dominate, oppress, exploit, and subordinate women in several ways (Shokri & Asl, 2015; Walby, 1990). According to Sakina (2017), patriarchy which dominates the culture of society, causes gaps and injustices between gender, affecting the various aspects of human activities. Men who hold the greater power and role in society have rights and great influence in the economic, social, political, psychological, and law spheres. Moreover, as a blind belief, patriarchy only lets women have less control upon their ideology, resources, and authority in their lives than men. Men held an overwhelming number of upper hierarchal positions in society with hierarchies (Goldberg, 1993; Hossen, 2020).

Patriarchal society believes that men are the first holder of power and are positioned at the top of the hierarchy. Additionally, patriarchy promotes or encourages males with privilege by being male-dominated, male-identified, and male-centered. On the contrary, women are marginalized and subordinated (Johnson, 2005; Shokri & Asl, 2015). The women who struggling to meet their dream is usually outcasted from the social standard (Bugden et al., 2023). This phenomenon of women's subjugation also happens in the object of this research within the portrayal of female character in *The Kingdom of Back*. Based on the setting of the novel, the European 18th century is still influenced by the spirit of patriarchy. In the 18th century, the only identity reserved for women was only as a wealthy man's wife. Women's life was solely dedicated to finding a husband, serving them flawlessly, and reproducing (Güven, 2022).

Types of Patriarchal Behavior Against Women

Throughout the female main character's relationship with male characters in *The Kingdom of Back*, she is disadvantaged by the patriarchal behavior she went through as a consequence of trying to resist patriarchy. Nannerl intends to oppose the patriarchal culture that influences the surrounding society to limit, discriminate, oppress, and exploit women who want to be equal to men (Gunawan, 2020; Sugiarti, 2021). Moreover, Sugiarti's research quoted from Bachrin et al., (2024); Soghe & Pangau (2023) stated that patriarchal values have been acculturated and adopted by society and applied in various aspects of life. Additionally, according to Wardani et al., (2023), citing from Darojatin's view, stated that women cannot achieve the freedom they seek if the society has agreed and become accustomed to the values and norms of patriarchy.

Therefore, Sugiarti et al., (2022), quoting from Taylor's view, declared that in the development and modernized human life, women experienced injustice in positioning their roles. Women are regarded to be positioned in inferior groups, and they must comply with the men's superiority. Besides, men's desire to obtain such social power, an acknowledgment in society, and they are being privileged is undeniable. This happens because of the fact that men need to have power to boost their self-esteem (Shokri & Asl, 2015). Then in line with that, quoted from Johnson (2005), patriarchal society promotes male privilege by being male-dominated, male-identified, and male-centered. It is also organized around the obsession of control and contributed as the one of the critical aspects of women's oppression. It seems like patriarchy gives absolute priority to men, on the contrary, to some extent limits women's human rights (Sultana, 2011).

The patriarchal behavior possessed by male characters in the story is portrayed upon practicing domination, oppression, and exploitation towards the female main character, Nannerl. In addition, the relationships between the characters are; 1) the relationship with Johann Georg 'Leopold' Mozart, which their relationship defined as a father-daughter relationship, 2) the relationship with Hyacinth, they are in a mutually beneficial relationship, and their relationship is bound by the promise and bargaining that they agreed. They promise to help each other's wish, Nannerl with her wish to leave a legacy as a professional musician. On the other side, Hyacinth wishes to regain the throne of the magical land. The following discussion will explain about male characters' patriarchal behavior toward Nannerl as the female main character of *The Kingdom of Back*.

Domination

The patriarchal behavior possessed by the male of patriarchy is portrayed upon the act of asserting and practicing the dominant behavior in the relationship between the female main character and the male

characters in the story. The male characters, namely Johann Georg "Leopold" Mozart and Hyacinth, show the different acts of domination. Leopold as Nannerl's father portrays the domination in their father-daughter relationship through the act of making decisions for her and the rest of the family. Otherwise, Hyacinth, a male stranger with magical power that Nannerl met, shows domination towards Nannerl through the act of controlling.

Dominant is the basic instinct possessed by men. Patriarchy which is constructed socio-culturally always gives men more privileges compared to women. Therefore, men are considered superior and stronger than women. Otherwise, women as inferior and weaker than men. In accordance with that, men of patriarchy are believed to have power over females. This kind of power refers to power as the power to dominate, in which one side is believed to be superior and has a greater influence on another (Barnett & Duvall, 2005; Haugaard, 2012). Throughout the men's domination over women the various problems emerged, namely gender inequality, sexual oppression, and they need to go through such disadvantages and discrimination due to their gender. Women must seek a way to presence in male environment (Pitti, 2019).

In the family sphere, women are regarded as passive dependents and their spouses' property. It is implied that women are viewed as followers and belong to their spouses. Therefore, with the existence of men's superiority notion, gender stereotypes, and the patriarchal culture believed by society, men are benefited through the authority to make decisions. In fact, Said-Foqahaa & Maziad's research discovered that throughout history, men had the authority to make decisions in all aspects of life, in public as well as private settings. During the decision-making process, the participation of women has consistently been limited by the majority of the patriarchal system that enforces at various aspects of life. Similarly, this phenomenon occurs in the object of this research, male characters occupy the authority and rights to be controllers, decision-makers, and are positioned in the top of the hierarchy.

Firstly, Leopold, the head of the household and man of patriarchy, occupies the position of decision-maker and controller for the rest of the family members. In the story, when Mozart's family faces struggle in the midst of Wolfgang's absence from their schedule due to his scarlet fever. Moreover, Leopold is in the middle of an economic struggle because of the archbishop is cutting his salary. He decides for the rest of the family members and orders Nannerl to perform alone (Lu, 2020, p. 115). Furthermore, Leopold's depiction of women appears to be underestimating and supporting the notion that women are not reasonable enough to make decisions. It can be seen in the action performed by Leopold during his argument regarding the smallpox epidemic in Vienna, and he addresses that women must be reasonable and obedient within male's orders (Lu, 2020, p. 275).

More of Leopold's acts to emphasize the authority towards Nannerl is shown when he orders Nannerl with his eyes holding a silent warning, "Go sit with Woferl in his room. I will come and get you when I'm ready" (Lu, 2020, p. 276). Then, he decided only to take his son to a safer place during the broke out of the smallpox epidemic, leaving his wife and daughter. Leopold warns Nannerl, "You cannot come," and he continues with, "Stay here with your mother" (Lu, 2020, p. 279). Then, the arguments ended badly, and Leopold left his daughter and wife to evacuate Wolfgang. In this part of the story, Leopold does not hesitate to address her daughter as selfish girl and involves physical violence to make Nannerl obey him. It could be seen in the quotation below:

> "Papa slapped me. I gasped, suddenly dizzy, and touched my cheek with my hand. "You are a selfish girl," he said. His eyes burned me. "Go back inside. I will not tell you again. Wait for me—I will come back for you and your mother." With that, he turned away one last time and stepped into the coach." (Lu, 2020, p. 280)

The quotation above shows that he asserts dominance by making decisions only with his voice, addressing her as a selfish girl, and even involving violence toward his daughter. It is implied that Leopold does not even hesitate to do violence to make his daughter obey him. This is in line with Dutt's (2018) statement, she stated that violence against women strengthens the sociocultural beliefs of patriarchy, which tends to preserve male dominance through the legitimation, normalization, and justification of violence. Under the patriarchal order, gender-power relations directly impact women's subordination role in society.

Men are permitted to employ brute force to gain control, command, and respect from females, it is allowed under the socially determined norms that society believes.

Secondly, the other male character with a mutually beneficial relationship with Nannerl, Hyacinth is represented as men who controls Nannerl. There is an event when Nannerl is severely ill after declining the next tasks from him and discovers her six sonatas have been published without her permission under her brother's name. Later, two weeks passed, and he started encountering Nannerl and reminding her about their promise. He invented a story about Wolfgang's betrayal over Nannerl. He stirred confusion to convince Nannerl while she was in a bad state. Hyacinth reminds Nannerl that he could be her guardian if she let him be. The acts of convincing perform indirect controlling towards the female main character. It can be seen from the quotation below:

> "You and I are one, Nannerl. I am your friend. Friends help each other, and dislike seeing each other in distress. I can help you become what you want to be, help you heal, or I can let you die tonight, mourned only by your father and mother and brother. But I can only be your guardian if you let me help you. Now, what is you want?" (Lu, 2020, p. 212)

Additionally, the act of convincing could be seen in the part when Hyacinth tells Nannerl that he still can hear the echo of Nannerl's first wish. Nannerl's wish to attain immortality through her music and composition (Lu, 2020, p. 213). Furthermore, the portrayal of Hyacinth as a male with magical power, it is clear that he is considered superior and stronger than Nannerl. Realized that her father would not hesitate to sacrifice her work for money after witnessing her sonatas stolen by her father, and she could never publish her dozen finished pieces of music under her name. Moreover, she understood that she could not fulfill her wish without Hyacinth's help and power, and wanted to achieve her dreams (Lu, 2020, p. 212-213). She has no other choice but to agree to continue their promise. Nannerl's action of agreeing to continue their bargain also implied that she let Hyacinth control her, notably, she let Hyacinth order and command her through the tasks that Nannerl must fulfil. It is shown in the following passages:

> "Hyacinth tilted his head at me in approval. "Then do not tell your brother," he answered. "Meet me at midnight in two weeks, here in this room, and we shall help each other, as friends do."" (Lu, 2020, p. 213)

Right after both of them agree and decide to continue their bargain, Hyacinth immediately gives Nannerl command for the next tasks that she needs to do. Moreover, Nannerl should obey and follow his order because she let Hyacinth control her by agreeing to continue their bargain. The act of domination portrayed by Hyacinth is shown through his order to Nannerl and his power to make Nannerl obey him. As for Leopold, he portrays the act of domination by ordering, controlling, and making decisions to assert and semphasize his dominance as a male patriarchy and the head of the family.

Oppression

The second patriarchal behavior possesed by male of patriarchy are portrayed upon the act of practicing the oppressive behavior in the relationship between the female main character and the male character in the story, especially Leopold. The forms of oppression represented in the forms of limitation, invalidation, discrimination, and disadvantages towards the female main character in the story. The use of authority and law also contibutes to prevents Nannerl from being equal to her brother, Wolfgang.

Women's oppression and exploitation has been one of major effects of the existence of patriarchy. Oppression could be defined as the act of dehumanizing and denying people language, education, and other opportunities that causing them become less humane in both their minds and their bodies (Astuti & Harry Kistanto, 2021; Simanjuntak et al., 2021). Additionally, according to Nirwinastu's study cited from Weber's view the practice of oppression have been continuously practiced for decades, have adjusted to cultural changes, and have gradually become parts of daily behavior. Women are individual who belong to the non-dominant and subordinate group which make them more prone going through oppression. It could defined as using authority, law, or unjust physical force to prevent others to achieve freedom or equality. Moreover,

this practice of oppression is mantained within variety mechanisms, including those found in social norms and stereotypes. Furthermore, the oppression's key characteristics are altered by the social groups (Napikoski, 2021; Taylor, 2016).

The oppressive relationship in this story is presented upon the relationship of the female main character and her father, patricularly Nannerl and Leopold. In which, the male figure plays a role as a oppresser. The act of oppression moslty through mental oppression. One factor that exert influence on Nannerl's oppression is that she is a woman living in patriarchal society, and she discovers what she wants to do for her career. However, she is woman of 18th century and it is not proper for her to become a professional musician, women are expected to marry, become housewife. Then, she tries to resist the society rules which assign women with domestic area's works.

The act of discrimination towards Nannerl performs as the oppression in the story. Nannerl always get different treatments from her father, her father praises Wolfgang as a miracle that their family owns with a whole adoration, but he never mentions Nannerl. In her teenage years known as musician and child prodigy in the patriarchy society, she is distinguished from her brother's fame as a gifted child prodigy skilled in composing since his early life. Whereas, Nannerl only treated as an accompaniment to her brother's performance. There are some events shows that Leopold underestimates Nannerl's ability and talent. It could be seen in the following quotation:

> "That is because what others cannot do, Woferl can," he said, turning to my brother with a rare smile. "It is the miracle that they seek, and you are it."
> I waited for Papa's glance to fall on me too, to include me in his good mood and the miracle that was out family. But he ignored me and went back to his conversation with Mama.." (Lu, 2020, p. 2012)

The part of the story above happens when the Mozart family rides to Dutch, and Leopold tries to convince his wife that they will offer the well-worth payment as they ask their children to perform for them. Therefore, from the data quoted before, it is clear that Nannerl experiences discrimination and invalidation of her musical talent. Later, she discovers that a bound volume of Wolfgang's composition commissioned by the Dutch finished quickly. Then, she discovered that her father stole her stored composition and sold it into the bound of volume under Wolfgang's name.

> "Six of *my* sonatas, with minor changes. They had been published in a bound volume, like I'd always dreamed of, but the did not have my name anywhere on them. Instead, they were signed by Woferl.
> Wolfgang Amadeus Mozart had stolen my music." (Lu, 2020, p. 204)

The narration shows that Nannerl is disadvantaged by the published stolen music without getting credit and appreciation for her works, and her father is the one who bears the blame for publishing Nannerl's sonatas under her brother's name without her consent. The piece of evidence that could confirm that her father's actions are disadvantaged and invalidated Nannerl's feelings is happening when she had a chance to ask her father the reason beyond her father's action and did not ask her beforehand. However, Leopold believes that telling her would not make any difference and she would feel miserable in the end, either sooner or later. He assumes that Nannerl's music would be useless if Leopold did not publish it under Wolfgang's name because she could only store her work and could not publish it under her own name (Lu, 2020, p. 246). It implies that Leopold ignores his daughter's feelings and violates Nannerl's rights as the owner of the music he stole.

Nirwinastu (2021) declared that the limitation towards women's ability to develop their leadership and intelligence is another manner of oppression. Comparatively, the act of limitation towards Nannerl's musical talents is represented when she realizes that the sight of paper tempted her to compose her own variation of melodies. She hesitates due to the existing women's stereotype that women should run the household and do all of the domestic work. She was aware that the composition belonged to man's realm, was not her place, and her father had never hinted otherwise. The limitation is not only portrayed through

the social rules and gender stereotypes that prevent her from achieving her desire and prohibit her from developing Nannerl's musical talent, Leopold, as the father and man under patriarchy, would never allow her daughter to do so. There is a part of the story when Wolfgang discovers about Nannerl's music and tells her to show it to Leopold. However, Nannerl hates that idea because she thinks that their father would not like it. Leopold might prevent her from publishing or performing for an audience since it is not proper for a lady like her (Lu, 2020, p. 130). Therefore, the other proof can be seen below:

> "Papa would not approve, if he saw me. What would he do? Take away my notebook, perhaps. He might ban me from future performances and let Woferl go alone. But most likely of all, he would destroy my compositions as punishment for my disobedience. A daughter who went around her father's lessons, who stepped into a realm that he never gave her permission to enter? He would be embarrassed at my brashness and angry at my rebellion. I imagined him tossing the music into the stove, both of us watching the delicate paper curl into ash." (Lu, 2020, p. 68)

Nannerl was truly aware that women of the 18th century of European patriarchy were treated differently, underestimated, and positioned lower than men. It proves that patriarchal society almost never offered women the same amount of opportunities and positions as men enjoyed at that time. Therefore, women were expected to marry and become housewives. Some stereotypes regarding women's presence outside the house, according to the nature, were considered as corrupting both the women themself and the society, and the only way for women to achieve a "successful life" at that time was through marriage. It is in accordance with the traditional gender roles, which forbid women from engaging in the public sphere since women are regarded to be incapable of carrying out the roles (Amussen & Poska, 2012; Cama, 2022; Nirwinastu, 2021). By pursuing and earning as a professional musician was believed to reduce the opportunities for marriage because it would flaws the women's reputation through her musical career.

Exploitation

The last patriarchal behavior possessed by the male of patriarchy in the story is portrayed upon the act of practicing exploitative behavior in the relationship between the female main character and the male characters in the story. Both of Leopold and Hyacinth are exploiting Nannerl for their own benefit. Leopold exploits Nannerl's energy and thoughts to gain Wolfgang's money and fame. At the same time, Hyacinth manipulated and used Nannerl's energy and trust to help him claim the magical land's throne. The exploitation of women is a problem that frequently emerges in human life because of the mistreatment experienced by women. Simanjuntak et al., (2021) defined exploitation as making use of someone's vulnerability unfairly in order to gain advantages from them. In other words, it is the act of utilizing others to satisfy themselves and obtain a certain amount of profit or benefit without fairly compensating them. The exploitative relationship in this story puts Nannerl in the position of the victim of exploitation in the patriarchal society. On the contrary male characters plays the role of an exploiter.

The first portrayal of exploitation towards Nannerl is conducted throughout her father's action, who uses her talent and energy after discovering that she is capable of composing as well as Wolfgang. She worked on composing under Leopold's order without getting credit and appreciation for her works, and her name was never mentioned in her composition. It started when the archbishop stopped Leopold's wage because of his extended absence, when he was back the archbishop lowered his wage and prohibited him from leaving again. Furthermore, after negotiating his wage and keeping Leopold's salary during his absence, they ask for another proof of Wolfgang's talent by commissioning an oratorio to Wolfgang within a week. However, Leopold's acknowledged that his son could not finish such work in a week, and he makes Nannerl help Wolfgang do an oratorio commissioned by the archbishop to maintain Wolfgang's reputation as a child prodigy that he earned across Europe (Lu, 2020, p. 243).

> "I want you and Woferl to do nothing else in these eight days, to go nowhere, until you have finished the oratorio. I will check on you both twice a day, at morning and at night, and your mother will bring you food. If Woferl tires, you will take his place." (Lu, 2020, p. 248)

The quotation points out that she agrees to her father's command since her father has the authority as a head of the household. Thus, as a daughter and woman in the family, Nannerl was expected to be obedient to her father. The following morning Leopold locked Wolfgang and Nannerl in the music room with writing equipment and a clavier. They were not allowed to leave the room until nighttime. There was the part of the story when Nannerl understood that her name would not appear in the oratorio's title next to Wolfgang's name (Lu, 2020, p. 248), and makes the assumption about Nannerl's exploitation emerges.

Later, the stronger arguments could prove that Nannerl is going through exploitation by her father. Nannerl is upset and hurt by what her father has done to her. Leopold only lets Wolfgang sign the oratorio with his name and does not even feel guilty but mutters about the time that Mozart's sibling needs to finish the whole oratorio (Lu, 2020, p. 254-255). The other evidence that shows that exploitation impacts her mind can be found when Nannerl argued with her mother about Leopold's unsatisfied act towards his children's hard work (Lu, 2020, p. 255). This implies that Nannerl is pissed and upset concerning her father's order. Moreover, her mother is aware of Leopold stealing and selling Nannerl's composition to Princess Carolina, however she remains silent and never questions Leopold's decision for them (Lu, 2020, p. 256). It means that Nannerl's mother is indirectly involved and participated in her daughter's exploitation, and Nannerl's mother, as a wife prefers to obey her husband's orders and decisions over her own conscience.

Leopold utilizes Nannerl to compose for Wolfgang's fame, she is working to gain recognition for her brother's name. Nevertheless, she does not draw every single appreciation she deserves. She does it solely for her brother and to fulfill her father's order. Leopold's action in exploiting Nannerl makes him get profit and prestige as a father of the child prodigy Wolfgang Amadeus Mozart, although he sacrifices his daughter's feelings. Correspondingly, Susilowati (2021) specified the reason beyond men should be respected and obeyed by women. She stated that men are considered as the figure who is responsible for fulfilling the whole family's needs, capable of being the breadwinner and the backbone of the family. Additionally, men are stronger through their physically built bodies which supports them to work harder and earn more money than women.

Furthermore, the exploitative relationship is also presented by Hyacinth towards Nannerl. Hyacinth expresses exploitation through the act of manipulating and using Nannerl's energy to help him claim the throne of the magical land. Nannerl keeps her promise to do the tasks from Hyacinth as the fulfillment of their bargain and Hyacinth orders her to carry out tasks beyond her capability. Actually, it is related to gender stereotypes. In traditional gender construction, women are fed with the notion that women are expected to be weak and passive. Following that, Nirwinastu's study quoted from Showalter's view stated that women are reserved the passivity, ignorance, and docility roles. On the contrary, Nannerl must perform tasks involving physical strength, courage, and the ability to use weapons to fight the monster, ogre, and mysterious creatures. The fetched treasures, weapons, and Nannerl's actions in executing the tasks reflect masculine traits since it is not something that women should have or do regarding traditional gender roles. All of Nannerl's tasks that she needs to do in order to keep her promise to Hyacinth and in return, Hyacinth would help her leave a legacy in her career as a musician as she wished to be.

The tasks Nannerl carried out included (1) drawing a night flower growing inside the underwater cave and stealing it from The Queen of the Night (Lu, 2020, p. 98), (2) stealing a sword from the castle on the hill where the great ogre lives, a sword that sharp enough to cut away the thorns around the castle (Lu, 2020, p. 140), (3) finding a golden crossbow fitted with a single arrow from the rock pillars circled by the poisonous ground with tall blueish grass that chafing whatever and whoever who tries to pass it (Lu, 2020, p. 164), (4) penetrating through the poisoned river around the castle using the golden arrow and slaying the monster swimming patrols in its depths (Lu, 2020, p. 178), (5) cutting through the thorns on the other side of the river using the sword (Lu, 2020, p. 218), (6) reaching and melting the locked door in the highest tower from the spell by crushing the night flower into powder (Lu, 2020, p. 219). According to traditional gender roles, Nannerl does not perform feminine traits but masculine traits. Beauvoir (2012) specified the social construction of femininity and masculinity traits, and she argued that being feminine implies being weak, futile, and docile...any self-assertion will dismiss her femininity and seductiveness. To manifest her wish, Nannerl needs to do as Hyacinth told her, all the tasks, weapons, and treasures that reflect masculine traits. It is implied that if she wants to retrieve the same career or position as men enjoy, she must be a man by

doing some traits possessed by men according to gender stereotypes. She must be strong, brave, and aggressive.

Therefore, the practice of exploitation performed by Hyacinth also shows through the act of manipulating. Simanjuntak et al., (2021) declared that exploitation occurs when an oppressor controls someone's effort in order to gain advantages from the oppressed by manipulating them. In this case, Hyacinth is the one who controls Nannerl's effort to gain an advantage from the act of manipulating her. Nannerl realizes that Hyacinth lied and might betray their bargaining after meeting the princess at the highest tower and experiencing familiarity after all the occasions she went through while fulfilling the tasks.

> "The Queen of the Night was not a wicked witch, but the queen herself. The ogre in the clearing had not been an ogre at all, but the king's champion, who had failed to find the queen and her son. And Hyacinth . . . I thought of the river monster that guarded against him, the bundles of dead grass tied all along the castle's gates. They were the same grasses Hyacinth couldn't touch in the clearing with the arrow, the same that were poisonous to him. The grass was protection for the castle, meant to keep him out.
> Hyacinth was never the princeling of the kingdom, the queen's missing son. He was the faery creature that had stolen the boy, the monster that the kingdom had tried to keep out." (Lu, 2020, p. 227-228)

The realization that Hyacinth consistently lies to her throughout their bargaining. She acknowledged that Hyacinth is not the princeling of the kingdom, but he intends to destroy the kingdom. She is aware that she has been manipulated to help him. She understood that Hyacinth's wish to claim his birthright, his throne, and reunite with his sister was his other lie. She never knew Hyacinth's true wish and what he had bargained with her (Lu, 2020, p. 230). It shows that Hyacinth manipulated Nannerl by telling lies and hiding his true wish for his own benefit. Besides, he utilizes Nannerl to gain his desire to rule the kingdom, he also threatens Nannerl and her family until she complies with his order when he does not get what he wants. His behavior could be assessed as a practice of exploitation due to using Nannerl's energy and trust to benefit him through manipulating and threatening.

The Critical Position of the Author

Marie Lu was born in China in the year of 1984. Xinwei Lu was her birth-given name (Bell, 2016). In 1989, Lu and her family immigrated to the United States as a young child. Although she settled in the United States at the age of 5, her early life in China greatly influenced her writing process. During the Cultural Revolution, Lu's mother lived under the Chinese government's repression. Now, she is a full-time writer and lives in Los Angeles, California, with her husband, son, and dogs. She stated that she has been interested in child prodigies since she grew up playing piano, especially Mozart's music. Then, her interest in Mozart's music triggered her to write a new narratively connected story of a historical novel with *The Kingdom of Back*.

The Kingdom of Back is her piece of work from rewriting the first novel she wrote after graduating from college. The novel tells the story of Mozart's older sister (Maria Anna Mozart, nicknamed Nannerl), she was the child prodigy and woman composer at that time. Moreover, Lu assumed the role Nannerl might have played in Mozart's music and composition through her novel. In fact, throughout the online article written by Sophia Hall (2022), she reported that an Australian professor discovered a shred of evidence that Mozart claimed credit for Nannerl's compositions. There is also an indication that Nannerl composed her own music, but none of them survived, especially under her name. Later, it turned out that Martin Javis, the retired Australian professor declared that Nannerl actually wrote three out of five Mozart's violin concertos. The professor also proposed that the reason beyond Mozart's claims the sister's works, Nannerl might choose to have her work published under her brother's name at that time, due to the gender restrictions prohibiting grown-up women from pursuing the career of professional composer or musician.

In the story, Lu portrays the female main character as a talented woman who highly desires to leave a legacy through her music and compositions. However, women of the 18th century of European patriarchy were limited by culture and social rules. Additionally, a woman pursuing a career as a musician in the 18th century was considered inappropriate, could harm her reputation, and make her unsuitable for marriage

(Grey, 2023). Moreover, the existing image of ideal women at that time, the portrayal of ideal women was women who were domestically focused and submissive to their husbands.

Through the portrayal of Nannerl as the female main character in the novel, Lu tries to convey her thoughts and feelings regarding women's talents that have been silenced by history. Nannerl is equally talented as her brother. Leopold even acknowledged her talent in writing composition without saying it directly, and he knew that Nannerl could write a composition (Lu, 2020, p. 246). However, in the process to achieving her dream, male characters dominate, oppress, and exploit her as a consequence of trying to resist the patriarchal culture. Nannerl never imagined in a state of such limited, invalidated, underestimated, and used as a tool to gain Wolfgang's fame and money, but she has no other choices. It implies that Lu attempts to depict how strongly the ideology of patriarchy influences Nannerl's life in the story. Furthermore, no matter how talented and strong women are, they cannot resist the rules of society and must obey men's orders.

The characteristics of the female main character in the story were constructed based on Lu's understanding and perspective towards the actual story of Mozart and the society of the town they lived in, particularly Salzburg. The characterization of Nannerl is based on the portrayal of a woman from the 18th century who desires to resist patriarchy by trying to pursue her dream of becoming a professional musician. In addition, she also represents how rules bind women and cannot be separated from the culture of patriarchy. The representation of difficulties and miseries that Nannerl needs to experience proves that no matter how hard she tries to have equal rights as her brother in the patriarchal society, she will fail in the end.

Marie Lu as the writer understands how it must feel to love something that the world refused to let her pursue. She could relate to it as telling stories became a part of her, she could not perceive the agony of being barred from writing because of her gender. Similarly, Nannerl experienced in her life. Additionally, through her story, she wants to criticize people who discriminate, oppress, exploit, and limit women, especially women who want the same opportunities and rights as men. It could be seen from the regret that she shows towards the limitation placed on Nannerl. She imagined what legacy she could have left if she had been given the same amount of attention and access as her brother enjoyed. It is such a shame that we lost the beautiful creations because Nannerl was a woman silenced by history, whether through her gender, race, religion, sexual orientation, or socio-economic circumstances (Lu, 2020, p. 319).

Marie Lu stated in her biography that she lives in Los Angeles and writes about patriarchy in Austria. The author is Chinese-American, and the novel sets in Europe. Despite the differences of the setting of the novel and the author's world, the patriarchal culture shared between Nannerl and Marie Lu shares the same characteristics. For instance, how society views and treats career women working in the public sphere. They tend to discriminate against women and consider women to focus on domestic chores. In the author's world, women are paid less than men, underrepresented in the public sphere, and face limited opportunities to get suitable jobs. The same thing occurs in the novel's setting. This is in accordance with the author's intention within her works, she wants to emerge the reflections of real-life issues that women face nowadays and hopes that her story could encourage women to overcome difficulties to fulfill their dreams.

The critics towards patriarchy are voiced within the act of trying to resist patriarchy by the female main character of the story. Since patriarchy is a strong culture, at the end of the story, she fails to oppose the oppressing and dominating patriarchal culture. As the author and diaspora subject, she is still influenced by the deep-rooted value of her home country. Her early life in China greatly influenced her work, such as the value of deep-rooted patriarchy. Even though Nannerl cannot completely resist patriarchy which prevents her from pursuing her dream, she is able to resist exploitation and domination by male characters when she considers the worth of her wishes and the things she needs to sacrifice to make her wish come true (Lu, 2020, p. 270).

CONCLUSION

Marie Lu portrays the narrative from the perspective of Maria Anna Mozart (Nannerl), the female main character of the novel, telling the story of Nannerl's journey and desire to leave a legacy as a professional musician in a patriarchal culture. She intends to oppose the patriarchal culture which limits women to pursuing their dreams. As a consequence, she went through domination, oppression, and exploitation by the

male characters of this story. *The Kingdom of Back* is more than the product of the author's imagination based on Mozart's sibling story, the author attempts to emerge the social condition that women need to face nowadays and during the 18th century European patriarchy. The story represents women's subordination or subjugation portrayed by the female main character. Moreover, the female main character also experienced patriarchal sphere in her relationship with male characters, notably, she is dominated, oppressed, and exploited throughout her relationship.

The Kingdom of Back depicts women's subordination and the limitation that women needs to struggle in order to pursue their dreams. Women have experienced men's patriarchal behavior, miseries, and pressures from trying to oppose the patriarchal culture. Furthermore, Marie Lu intends to present the continued existence of patriarchy through the construction of the female main character's relationship with male characters. Thus, Marie Lu does not blatantly show the rejection of patriarchy and the act of women's subordination.

The implications of the results of this study inspire all women's readers to keep going pursue their dreams. They must aware that patriarchy is a fact and exist in our culture. I hope the next researcher will discuss about how women struggle to remove the barrier of patriarchy to have a granted life. In addition, women have awareness towards the issue of patriarchy and encourage women to improve and continue to remove the barriers to their dreams like the portrayal of Nannerl's story in the novel.

DECLARATIONS

Author contribution	:	L.D.P. Wardani leads and is responsible for this project. She collaborated with H. Salikin to guide Nadia MP Nisrina composing draft article and wrote the manuscript. Erna Cahyawati and Imam Basuki participated in collecting data. Meanwile Ghanesya H Murti helped to proofread the manuscript. All authors revised and approved the final manuscript.
Funding statement	:	This research is proposing to get funding from Universitas Jember.
Conflict of interest	:	Six authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Amussen, S. D., & Poska, A. M. (2012). *Restoring Miranda: Gender and the limits of European patriarchy in the early modern Atlantic world. 7*(03), pp 342-363. https://doi.org/10.1017/S174002281200023X

Anggara, D. T. (2019). *The Representation of Patriarchal Discourse in Pamela Clare's Extreme Exposure* (Thesis). English Department of Faculty of Humanities Jember University.

Bachrin, A. H., Hanum, I. S., & Yusriansyah, E. (2024). Perlawanan Tokoh Utama Perempuan terhadap Budaya Patriarki dalam Naskah Film Dua Garis Biru Karya Gina S. Noer. *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, dan Budaya, 8*(1), 35-52. http://dx.doi.org/10.30872/jbssb.v8i1.12720

Barnett, M., & Duvall, R. (2005). Power in International Politics. *International Organization, 59*(01). https://doi.org/10.1017/S0020818305050010

Beauvoir, S. D. (2012). *The Second Sex* (C. Borde & S. Malovany-Chevallier, Trans.). New York: Knopf Doubleday Publishing Group.

Bell, S. (2016). *Former Video Game Developer, Bestselling Author and Alumna Marie Lu Publishes Her Sixth novel.* Retrieved from https://dornsife.usc.edu/news/stories/former-video-game-developer-bestselling-author-and-alumna-marie-lu-publishes-her-sixth-novel/

Blaxter, L., Hughes, C., & Tight, M. (2010). *How to Research* (4. ed). Maidenhead: Open Univ. Press.

Bugden, M., McKenzie, H., Hanna, L., & Graham, M. (2023). "Do You Have Kids? Do You Have Kids? How Many Kids Do You Have?" the Enforcement of Hegemonic Gender in Australian Society. *Journal of Gender Studies*. https://doi.org/10.1080/09589236.2023.2277461

Cama, J. (2022). *Maria Anna Mozart*. iFeminist. Retrieved from https://ifeminist.org/mozart.html

Chowdhury, F. D. (2009). Theorising patriarchy: The Bangladesh Context. *University of Rajshahi*, *37*(4), 12-29. https://doi.org/doi:10.1163/156853109X460200

Denscombe, M. (2003). *The Good Research Guide: for Small-Scale Social Research Projects* (2nd ed.). McGraw-Hill Education.

Dutt, A. (2018). Locating Patriarchy in Violence Against Women in India: Social, Legal and Alternative Responses. *PEOPLE: International Journal of Social Sciences*, *4*(2), 212–228. https://doi.org/10.20319/pijss.2018.42.212228

Dwi Astuti, R., & Harry Kistanto, N. (2021). *Women Oppression As a Result of Male Dominated Culture as Represented in Shenoy's Novel 'The Secret Wish List.' 317*(E3S Web of Conferences). https://doi.org/10.1051/e3sconf/202131703005

Ferdoos, A., & Zahra, S. (2016). Patriarchy and Decision Making Power of Women. *Biannual Journal of Gender and Social Issues*, *15*(2), 55–67.

Goldberg, S. (1993). *Why Men Rule: A theory of Male Dominance*. Open Court.

Grey, J. (2023). *Mozart's Sister Might Have Been an Even Better Composer*. Retrieved from https://www.8notes.com/discover/maria-anna-mozart.asp

Gunawan, M. F. (2020). *The Representation of Patriarchal Discourse in Marie Benedict's the Other Einstein* (Thesis). English Department of Faculty of Humanities Jember University.

Güven, M. (2022). *The Status of Women in 18th Century English Society*. Retrieved from https://www.byarcadia.org/post/the-status-of-women-in-18th-century-english-society

Hall, Sophia. (2022). *Mozart Claimed Credit for His Sister's Compositions, Says Former Conductor Turned Professor*. Classic FM. Retrieved from https://www.classicfm.com/composers/mozart/claimed-credit-sister-compositions/

Hall, Stuart, & Open University (Eds.). (1997). *Representation: Cultural Representations and Signifying Practices*. London: Thousand Oaks, Calif: Sage in association with the Open University.

Haugaard, M. (2012). Rethinking the Four Dimensions of power: Domination and empowerment. *Journal of Political Power*, *5*(1), 33–54. https://doi.org/10.1080/2158379X.2012.660810

Hossen, M. S. (2020). *Patriarchy Practice and Women's Subordination in the Society of Bangladesh: An Analytical Review. 2*(3), 51–60.

Johnson, A. G. (2005). *The Gender Knot: Unraveling our Patriarchal Legacy* (Revised and updated ed). Philadelphia, PA: Temple University Press.

Lu, M. (2020). *The Kingdom of Back*. New York: Putnam/G. P. Putnam's Sons.

Muyassaroh, M. (2021). Dimensi Gender dalam Novel-Novel Indonesia Periode 1920-2000-an Berdasarkan Kajian Kritik Sastra Feminis. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(1), 366–387. https://doi.org/10.22219/kembara.v7i2.16558

Napikoski, L. (2021). *Oppression and Women's History*. Retrieved from https://www.thoughtco.com/oppression-womens-history-definition-3528977

Nirwinastu, D. G. (2021). Oppression Towards Women as Depicted in Marge Piercy's Selected Poems. *Journal of Language and Literature*, *21*(2), 453–463. https://doi.org/10.24071/joll.v21i2.3772

Pitti, I. (2019). Being Women in a Male Preserve: An Ethnography of Female Football Ultras. *Journal of Gender Studies*, *28*(3), 318–329. https://doi.org/10.1080/09589236.2018.1443803

Purwitasari, D., & Setiawan, D. I. (2015). *Social Disparity and Class Struggle Against Dictatorship in Suzanne Collin's Mocking Jay*. Retrieved from https://repository.unej.ac.id/handle/123456789/68202

Said-Foqahaa, N., & Maziad, M. (2011). Arab Women: Duality of Deprivation in Decision-Making Under Patriarchal Authority. *Hawwa*, *9*(1–2), 234–272. https://doi.org/10.1163/156920811X578539

Sakina, A. I. (2017). Menyoroti Budaya Patriarki di Indonesia. *Share: Social Work Journal*, *7*(1), 71. https://doi.org/10.24198/share.v7i1.13820

Shokri, N., & Asl, M. P. (2015). Patriarchal Hierarchies of Power and The Subordination of Women: Real Doll as a Replacement of Woman Figure. *Advances in Language and Literary Studies*, *6*(4). https://doi.org/10.7575/aiac.alls.v.6n.4p.216

Simanjuntak, D. N., Tambunan, A. R. S., & Tetty, M. (2021). Main Character's Struggle Against Woman Oppression in "Marlina the Murderer in Four Acts Movie. Oppression In". *Linguistica*, *10*(1), 418. https://doi.org/10.24114/jalu.v10i1.24253

Soghe, P. M. P., & Pangau, T. A. (2023). Upaya Mengatasi Ketidaksetaraan Gender sebagai Akibat dari Budaya Patriarki di Jepang. *CERDIKA: Jurnal Ilmiah Indonesia*, *3*(12), 1154-1161. https://doi.org/10.59141/cerdika.v3i12.721

Sugiarti, S, Andalas, E. F., & Bhakti, A. D. P. (2022). Representasi Maskulinitas Laki-laki dalam Cerita Rakyat Nusantara. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1), 181-196. https://doi.org/10.22219/kembara.v8i1.18245

Sugiarti, S. (2021). Budaya Patriarki dalam Cerita Rakyat Jawa Timur. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 424-437. https://doi.org/10.22219/kembara.v7i2.17888

Sultana, A. (2011). *Patriarchy and Women's Subordination: A Theoretical Analysis*. 18. Retrieved from http://banglajol.info/index.php/AFJ/article/download/12929/9293

Susilowati, R. (2021). Female Character's Struggle Upon Patriarchy Portrayed in Mary E. Wilkins's the Revolt of Mother. *Edukasi Lingua Sastra*, *19*(1), 1–14. https://doi.org/10.47637/elsa.v19i1.314

Taylor, E. (2016). *Groups and Oppression*. Retrieved from https://onlinelibrary.wiley.com/doi/abs/10.1111/hypa.12252

Tome, M. (2020). *Q&A: Marie Lu, Author of 'The Kingdom of Back.'* Retrieved from https://thenerddaily.com/marie-lu-author-interview/

Walby, S. (1990). *Theorizing Patriarchy*. Oxford: Basil Blackwell Inc.

Wardani, L. D. P., Ardiansyah, M. R., & Astutiningsih, I. (2023). Women's Objectification in Charles Bukowski's Post Office. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 319–335. https://doi.org/10.22219/kembara.v9i1.23097

Wellek, R., & Warren, A. (1942). *Theory of Literature*. New York: Harcourt, Brace and Company.

Zaenab. (2015). *The Construction of Patriarchal Ideas Through the Heroine Bella in Twilight Saga: Breaking Dawn* (Thesis). English Department of Faculty of Humanities Jember University.

Development of E-Comic Media Assisted by Class Minimum Competency Assessment (AKM) for Enhancing Competency in Elaborating Fairy Tale Messages among Lower Grade Students

(Pengembangan Media *E-Comic* Berkawal Berbantuan Asesmen Kompetensi Minimum (AKM) Kelas Upaya Peningkatan Kompetensi Menguraikan Pesan Dongeng pada Siswa Kelas Rendah)

Mulyani*
Universitas Negeri Semarang, Indonesia
mulyanithok122@students.unnes.ac.id

Panca Dewi Purwati
Universitas Negeri Semarang, Indonesia
pancadewi@mail.unnes.ac.id

Nugraheti Sismulyasih SB
Universitas Negeri Semarang, Indonesia
nugraheti@mail.unnes.ac.id

*Corresponding author: Mulyani | email: mulyanithok122@students.unnes.ac.id

Abstract: Reading comprehension is the process of understanding information in a passage. Students with limited proficiency to elaborate fairy tale messages are the basis for this research. Students have the capability to read, but they have not reached the level of understanding the content the readings. The utilization of educational resources is restricted solely to books at present. This research aims to determine the design development, feasibility, and effectiveness of controlled e-comic media assisted by class minimum competency assessments (AKM) in improving student learning outcomes regarding the competency to elaborate fairy tale messages for third-grade elementary school students. The method used in this study is Research and Development using the Borg and Gall development model. Product validity testing is carried out by material expert validators and media expert validators. The results of this research show that the media feasibility test results obtained were 88% with the title very feasible and the feasibility test results from material experts were 90% with the title very feasible. The results of the large-scale trial showed improvement from pre-test to post-test with an average N-Gain of 0.67 and significance (2-tailed) of $0.000 < 0.05$. The conclusion of this research indicates that controlled e-comic media assisted by minimum competency assessment (AKM) class is deemed feasible and effective in improving the competency of elaborating the message of fairy tales for third-grade students at SDN 1 Sangge and SDN 2 Sangge.

Keywords	class minimum competency assessment, e-comic media, elaborating the message of fairy tales

Abstrak: Membaca pemahaman merupakan proses untuk memahami informasi dalam sebuah bacaan. Kemampuan siswa pada materi menguraikan pesan dongeng yang masih rendah menjadi dasar adanya penelitian ini. Siswa sudah mampu membaca akan tetapi belum mampu memahami isi bacaan yang terkandung di dalamnya. Penggunaan media pembelajaran masih terbatas pada penggunaan buku saja. Penelitian ini bertujuan untuk mengetahui desain pengembangan, kelayakan dan keefektifan media *e-comic* berkawal berbantuan asesmen kompetensi minimum (AKM) kelas dalam meningkatkan hasil belajar siswa mengenai kompetensi menguraikan pesan dongeng siswa kelas III sekolah dasar. Metode dalam penelitian ini menggunakan jenis penelitian *Research and Development* dengan menggunakan model pengembangan *Borg and Gall*. Uji validitas produk dilaksanakan dengan validator ahli materi dan validator ahli media. Hasil dari penelitian ini menunjukkan bahwa hasil uji kelayakan media yang diperoleh sebesar 88% dengan predikat sangat layak dan hasil uji kelayakan dari ahli materi 90% dengan predikat sangat layak. Hasil uji coba pemakaian pada uji skala besar mengalami peningkatan dari *pre-test* dan *post-test* dengan rata-rata N-Gain 0,67 dan signifikansi (2-tailed) yaitu 0,000 < 0,05**.** Simpulan dari hasil penelitian ini menunjukkan bahwa media *e-comic* berkawal berbantuan asesmen kompetensi minimum (AKM) kelas dinyatakan layak dan efektif digunakan dalam meningkatkan kompetensi menguraikan pesan dongeng siswa kelas III SDN 1 Sangge dan SDN 2 Sangge.

Kata Kunci	asesmen kompetensi minimum (AKM) kelas, media *e-comic*, menguraikan pesan dongeng

INTRODUCTION

Makarim (2019) has made improvements by establishing and changing the Merdeka Curriculum from the 2013 curriculum on December 10, 2019. The government implemented four policies aimed at enhancing the quality of education. These include transitioning from the National Standard School Examination (USBN) to assessments, replacing the National Exam (UN) with AKM, which emphasizes literacy, numeracy, and student character development, aligning with international standards such as PISA and TIMSS Kemendikbud (2021). Additionally, lesson plans were streamlined to include three key components: learning objectives, activities, and assessments. Education serves as the cornerstone for nurturing high-quality human resources, which are essential for fostering strong literacy skills.

Proficient reading abilities are fundamental for students as they pave the way for developing other essential skills in the future (Klimova & Zamborova, 2020). Reading comprehension refers to a person's capacity to reconstruct messages from the reading material (Dewi et al., 2021). Reading comprehension refers to readers' understanding of the meaning and content of reading, with the purpose of allowing readers to comprehend the entire reading material they read (Sun et al., 2021). Reading is a mental activity that strives to grasp the content of the item being read (Melati et al., 2023; Daulay, 2021). Morrow in Niswariyana (2021) defines reading comprehension as a person's ability to absorb, interpret, and investigate the major concepts and material in a reading, both implicitly and explicitly.

The researcher conducted an interview with the third-grade teacher of SDN Sangge, Boyolali Regency, who stated that the students' limited proficiency in elaborating fairy tale messages is evidenced by the learning achievements of Indonesian language students in basic competence (KD) 3.8, which involves elaborating messages in fairy tales presented orally, in writing, and visually with the aim of pleasure, or in the independent curriculum in phase B (grades 3 and 4). The learning outcomes (CP) of the reading and viewing elements, namely students' ability to understand messages and information about daily life, narrative texts, and children's poetry in print or electronic form, are still low, remaining below the Minimum Criteria for Completeness (KKM) determined by the school, which is 70. The third-grade students of SDN 1 Sangge consist of 10 students, comprising 5 males and 5 females. Among them, 4 out of 10 students (40%) scored above the KKM, while the remaining 6 out of 10 students (60%) scored below the KKM, with an average score of 60.9. The third-grade students of SDN 2 Sangge consist of 8 students, with 4 males and 4 females. Among them, 3 out of 8 students (37.5%) scored above the KKM, while the remaining 6 out of 10 students (62.5%) scored below the KKM, with an average score of 62.6.

The purpose of reading comprehension is to obtain a thorough understanding of the information in a reading passage. In addition, students are also expected to understand the meaning in the text and answer questions from the text that has been read. There are many reading texts that contain moral messages that can shape students' characteristics, one of which is fairy tales. Fairy tales according to Kartika (2021) are a made-up story that never happened in real life, but it can be a good lesson as readers can learn the message from it. Students need to be taught to improve their appreciation of Indonesian literature; one way is by understanding the contents of fairy tale texts as an effort to preserve old literature (Nurjanah, 2022).

The competency of comprehending fairy tale messages refers to students' capacity to clearly articulate what messages are contained in a fairy tale. Not all students are able to capture and explain what messages are contained in a fairy tale. If students are able to understand the moral messages in fairy tales, it is hoped that students can imitate good things and apply them in everyday life. Students in improving reading comprehension need something that can interest them in learning so that they are easily able to reconstruct the messages contained in the text properly. Reader background and systematic development are important to improve reading comprehension skills (Smith et al., 2021). Students need things that can help increase their motivation during learning activities, for example by using learning media.

Learning media are all tools used to clarify the messages conveyed in order to achieve appropriate and efficient learning objectives. Learning media is any instrument used to communicate information and

messages during the course of educational instruction in order to encourage student participation and motivation to study (Arsyad, 2015: 10). Learning media is highly suggested for usage in learning activities at school. In line with Hasan et al., (2021), learning media is a connecting tool between professors who supply knowledge and students as recipients of information to motivate and it enables students to participate fully and meaningfully in the teaching and learning process.

The third-grade teacher stated that some pupils have not been able to understand the substance of the reading and extract information from the text that has been read, particularly understanding the message in a fairy tale book. This indicates the suboptimal use of learning media in achieving student competencies. Teachers have so far only conducted text-based learning and have not utilized media that can capture students' attention. These issues contribute to the low learning motivation of Indonesian language students in the competency of elaborating fairy tale messages. The learning model used by the teacher still adheres to a conventional approach and does not align with the syntax in the teaching module. If this situation is left unaddressed, it is likely that students' Indonesian learning outcomes will not improve. On the other hand, students should enhance their skills to become more involved and creative during educational engagements (Boysen et al., 2022).

The learning media developed needs to prioritize practicality and effectiveness in its use (Wallner & Barajas, 2020). Teachers must be able to construct learning models or tactics that catch students' attention in order to increase their reading comprehension skills. Teachers' communication competency in developing learning strategies is required in constructing and sustaining a classroom environment so that lessons can run successfully and efficiently (Mujianto, 2021). The Know Want to Know Learned (KWL) learning strategy can assist students in increasing their reading comprehension skills (Magdalena et al., 2020). Learning media can have an impact if the objectives, learning materials, learning strategies and evaluation tools are synchronized, thus requiring an assessment that can measure students' abilities, namely in the form of a class minimum competency assessment (AKM). Content, cognitive level, and question format are factors that must be considered in developing a class AKM instrument. Class AKMs are used to help classroom teachers diagnose each student's learning outcomes (Kemendikbud, 2020).

Based on this background, researchers are endeavoring to provide alternatives to solve problems in accordance with the requests of teachers and students, aiming to enhance the competence of describing fairy tales by developing media in Indonesian language learning lessons, particularly focusing on the material of describing fairy tale messages. This is done through conducting research entitled "Development of E-Comic Media Escorted with the Assistance of Class Minimum Competency Assessment (AKM) Competency Improvement Efforts to Elaborate Fairy Tale Messages" with the goal of fostering high learning motivation among students and making learning activities more interesting, ultimately leading to an improvement in student competence in describing fairy tale messages.

Study that supports this research, was conducted by Nurmnalina (2021), showed the usage of comic media in four grade students can increase their reading comprehension skills. The results of the difference test with an average of 0.037 and the gain value test of 0.376 indicate that comic media can help students improve their reading comprehension. Another study was conducted by Nuryani et al., (2023) entitled "Improving Understanding of the Content of Fairy Tale Messages Through the KWL Strategy for *Madrasah Ibtidaiyah* Students". The differences between cycles I and II demonstrate the study's findings. Cycle I achieved 67%, while Cycle II achieved 92% met all the criteria. The results of this study demonstrate that the learning material is appropriate to use in the teaching and learning process. Iman et al., (2021) conducted further research on AKM-based learning media and problem-solving, yielding positive results with a mean value of 3.5 ($3.5 \leq V \leq 4$). The evaluation results of student and teacher responses to the learning media are classified as practical, with an average assessment of 3.4 ($2.6 \leq XI \leq 3.5$). The results of student learning tests are classified as effective, with a percentage value of 61% ($60 < P \leq 80$). These findings suggest that the learning media is a viable option for use in the learning process.

Based on the preceding studies, the author cannot disregard earlier studies that explore the utilization of comedic media for education in elementary schools. Prior research indicates that comic media can enhance student learning outcomes regarding reading comprehension. However, comic media is often utilized without accompanying learning strategies and evaluations aligned with the media developed for students.

Learning tends to be solely focused on comic media without incorporating meaningful learning from the provided strategies and evaluations. While the KWL strategy is suitable for enhancing students' reading comprehension, such as identifying fairy tale messages, relying solely on this strategy can lead to student boredom and demotivation during learning. Therefore, in teaching reading comprehension of Indonesian language subjects, it is necessary to combine and appropriately integrate media, learning strategies, and innovative learning evaluations to improve student learning outcomes. Classroom minimum competency assessment (AKM) is one alternative that can be used to create varied evaluations aligned with student characteristics.

This study is unique in that it uses escorted e-comic media in conjunction with classroom minimum competence assessment (AKM), which has never been done before. The advancements in modern media, especially within the domain of the Indonesian language, offer valuable resources for understanding the underlying messages conveyed in fairy tales. The purpose of this research is to find out how to develop e-comic media design, as well as assess the feasibility and effectiveness of e-comic media integration with AKM support. This media development design is critical for creating material that meets the demands of students while they are studying. This media's practicality will have a big impact on its efficacy, as it will serve.

The development of *e-comic* media with class minimum competency assessment (AKM) is different from previous research because in this study the media used is more advanced, by utilizing the sophistication of today's technology. Escorted e-comic media, helped by class minimum competence assessment (AKM), can be employed in digital or printed form. Additionally, e-comic media begins with the KWL technique, which can make students more active before, during, and after reading activity. This e-comic media is created by utilizing a class minimum competence assessment (AKM) that may be used to test students' success in elaborating fairy tale messages. It also includes evaluation questions that refer to competency-based national exams learning media and e-comic media. Writings and interactive images can be used in a minimum competency assessment (AKM) class to stimulate and facilitate students' understanding of the contents of a fairy tale reading, thereby improving student engagement as well as learning results, particularly in the competency of elaborating messages in fairy tales.

The result of this study is able to contribute in the form of guided e-comic learning media assisted by classroom minimum competence assessment (AKM) that can be utilized in Indonesian language learning for the competency of describing fairy tale messages. This media can also assist teachers with instructional methods and learning strategies, provide various evaluations to assess students' abilities, and enhance students' comprehension of fairy tale meanings.

METHOD

This research is R&D (Research and Development) research. R&D research is a method used to test the effectiveness and to develop a product (Sugiyono, 2021). This R&D research, according to *Borg and Gall* in Sugiyono (2021: 404), has eight stages of implementation that are condensed according to the needs of researchers, which include: (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product trial; (7) product revision; (8) trial use.

The data on the development process of *e-comic* media design, with the help of classroom minimum competency assessment (AKM) on the material of elaborating fairy tale messages, were obtained through observation, interviews and teacher needs questionnaires. The feasibility data and effectiveness data of this media development were obtained through the validation questionnaires of material experts and media experts, which then analyzed qualitatively, along with teacher response questionnaires.

The quality of the *e-comic* media material, aided by the minimum competency assessment (AKM) of the class, can be known through the testing and validation stage by material experts. Material validation has the aim of knowing the feasibility of the competency material to describe the message in fairy tales according to student needs. The following is a table of scoring provisions for each descriptor or statement according to Widoyoko (2018: 110).

Tabel 1
Provisions for Material Expert Assesment

Percentase	Criteria
0% – 25 %.	Less Feasible
26% – 50 %.	Decent Enough
51% - 75 %.	Worth
76% - 100 %.	Very Feasible

The material test consists of four aspects: learning objectives, students' level of thinking, support for learning content, and aspects of images in achieving goals. These aspects support learning content such as facts, concepts, principles, or generalizations. The five aspects can be translated into 20 indicators as follows.

Table 2
Indicators of Material Expert Validation Assessment

No.	Criteria	Number of Indicators
1	Actuary with learning objectivities	3
2	Appropriate to the students' level of thinking	4
3	Support for learning content	6
4	Images can facilitate the achievement of objectives	3
5	Appropriate to support lesson content	4
	Number of Indicators	**20**

The quality of *e-comic* learning media with the help of classroom minimum competency assessment (AKM) can be known through the testing and validation stage by media experts. The purpose of media validation is to assess the practicality of a medium required by students. The following is a table of scoring provisions for each descriptor of each indicator according to Widoyoko (2018: 110).

Table 3
Provisions for Media Expert Assessment

Percentase	Criteria
0% – 25 %.	Less Feasible
26% – 50 %.	Decent Enough
51% - 75 %.	Worth
76% - 100 %.	Very Feasible

There are four aspects in the media expert test, namely aspects of media suitability, media display, usage aspects, and aspects of excellence. The four aspects can be translated into 20 indicators as follows.

Table 4
Media Expert Validation Assessment Indicators

No	Criteria	Number of Indicators
1	Compatibility	4
2	Display	7
3	Usage	5
4	Advantages	4
	Number of Indicators	**20**

Data on the improvement of student learning outcomes in this study were obtained using the results of the *pre-test* and *post-test* in the large-scale test. The data analysis techniques used in this research

are qualitative and quantitative data analysis. Data analysis is a systematic collection of data obtained from interviews, observations and document data so that it can be disseminated to the public widely and easily understood Sugiono (2018: 482). Qualitative data analysis leads to interview activities, observations, and document data that are applied descriptively interpretative. While quantitative data is obtained from analyzing *pre-test* and *post-test* results in large-scale tests using the *paired sample t-test* and *N-gain* test.

The *paired sample t-test* was used to assess the effectiveness of the media, marked by the difference in the average before and average after treatment. The *N-gain* test aims to determine the increase that occurs on the average student learning outcomes before and after using the escorted *e-comic* learning media assisted by minimum competency assessment in the competency of elaborating fairy tale messages. The formula in the N-Gain test is as follows.

$$\text{N- Gain} = \frac{skor\ posttest - skor\ pretest}{SMI - skor\ pretest}$$

The interpretation criteria for the gain index according to Yudhanegara & Lestari (2017: 235) are as follows.

Table 5
Interpretasi Indeks Gain

N-Gain Score	Criteria
N-gain ≥ 0,70	High
0,30 < N-gain < 0,70	Medium
N-gain ≤ 0,30	Low

RESULTS AND DISCUSSION

This research resulted in escorted e-comic learning media aided by classroom minimum competence assessment (AKM), or electronic comics designed to facilitate the learning process. In the initial stage, the researcher identified a problem: students' limited proficiency in elaborating fairy tale messages, as observed in the results of Indonesian language learning. Specifically, at SDN Sangge 1, the average score was 60.9, and at SDN Sangge II, it was 62.6, both below the KKM threshold of 70. Other issues were identified based on researchers' interviews, observations, and document analysis, including a lack of diverse learning media and students' difficulties in grasping the content of readings, leading to a decline in student interest in learning. The lack of variety in learning materials prompts researchers to develop a product.

Based on these problems, the researchers proceeded it with data collection through a series of interviews, observations, and questionnaires targeting teachers' requirements pertinent to the intended product. This process served as a foundation for researchers to ascertain the specifications of the product to be developed. The results of the recapitulation of the teacher needs analysis reveal that during Indonesian language learning, teachers do not capitalize on the availability of learning media, resulting in learning not being presented in an engaging manner. Teachers solely rely on reading books as a reference in teaching. Students require learning media that can capture their attention and be enjoyable. Throughout the learning process, students seek visual learning media rich in imagery and stories that engage them, thereby increasing their interest and motivation.

The following phase is to create the product based on the issues identified through interviews, observations, data collection, and teacher needs questionnaires.

Table 6
Recapitulation of Teacher Needs Questionnaire

No	Indicator asked	Answer
1	Is Indonesian language learning especially in elaborating fairy tale messages difficult to do?	Yes
2	Do the results of reading skills in elaborating fairy tales need to be improved?	Yes
3	Does the teacher still use the lecture method in delivering the material?	Yes

No	Indicator asked	Answer
4	Is there a need for more engaging learning media technologies to help the students enhance their reading comprehension?	Yes
5	Do students like digital learning media?	Yes
6	Which learning media display should be used?	Colorful and Attractive
7	How should the assessment of minimal competence (AKM) in the classroom be used in conjunction with the usage of escorted e-comic media?	Easy

Researchers offer an alternative by creating an e-comic (electronic comic) based on the KWL technique, referred to as starting. The *e-comic* media was also developed with the help of a class minimum competency assessment (AKM) which is used as an evaluation in measuring the extent of students' understanding of the material in elaborating the message of fairy tales. This media contains three stories adapted from local wisdom in Boyolali*, namely the *Poor Farmer, the Greedy Hunter,* and the Jackfruit *Tree and the Traveler.*

The process of implementing the KWL strategy starts with prompting students to respond to simpler questions to gauge their initial proficiency levels. Subsequently, prior to delving into reading fairy tales in e-comics, students are instructed to generate questions about the aspects they wish to explore within the fairy tales they are about to engage with. Students will read the fairy tale storyline presented with conversations between characters with interesting pictures and settings. After students finish reading the *e-comic*, students are directed to elaborate the information they get by using the *Liveworksheet* application and *Quizizz paper mode* to find out the extent of student understanding. All designs, beginning with tales, talks, and visuals, are organized and include learning about loving plants and animals in daily life. Research conducted by Purwati et al., (2021) provides support for the idea that there are numerous applications available for this approach that can be used in implementing Classroom AKM including *Google Form, Quizizz, Testmoz, ProProfs,* and other types of applications that are still unknown to teachers. *Google form and Quizizz* applications can be the most recommended alternative because basically teachers have practiced in facilitating learning.

The media is generated using Canva application. The media is in an electronic form, but it can still be utilized in a printed form. Also, the media technology used in this study is in the form of e-comic media or electronic comics as making comics nowadays is easier and able to provide both versions. With the rapid growth of technology, digital media has emerged as a new medium for generating comics (Wicaksana et al., 2020). The development of increasingly advanced technology makes almost every student have digital devices such as cellphones, laptops, and so on, and this makes students more interested in learning with multimedia (Maity, 2022). The application of technology is able to introduce students from an early age to face future advances in science and technology (Spiteri & Chang Rundgren, 2020). Henceforth, the product that the researchers developed, which is called E-Comic Media Guided by Minimum Competency Assessment (AKM) Classroom efforts to improve the competence of elaborating fairy tale messages in low-grade students, is applicable in this case: third grade students of SDN Sangge.

The next stage is product validation. Product validation is carried out with the help of experts in accordance with their fields to assess a product in order to find out its strengths and weaknesses. At this point, media and material specialists validated e-comic media for the class using the minimum competency assessment (AKM). Material expert validation was conducted by Dr. Sri Sukasih, S.S., M. Pd., a lecturer in the Indonesian Language course of Semarang State University's PGSD study program. Media expert validation was conducted by Moh. Fathurrahman, S.Pd., M.Sn., an art lecturer in Semarang State University's PGSD study program.

Subject matter experts and media specialists participated in a validation questionnaire. The outcomes revealed that subject matter experts attained a 90% rating, meeting the criteria for high practicality. Similarly, media experts achieved an 88% rating, also meeting the same criteria. Below is the table depicting the data.

Table 7
**Material Expert and Media Expert Validation Results**

No	Test Subject	Results	Qualification
1	Material Expert	90%	Very Feasible
2	Media Expert	88%	Very Feasible

From these discoveries, one could deduce that the e-comic product, supported by the minimum competency assessment (AKM) class, proves highly functional for its intended use. Once evaluated and advised by specialists, the product's shortcomings become apparent. Weaknesses that have been known are then made improvements by researchers in accordance with the direction and input of experts (Sugiyono, 2019: 302). The suggestions and improvements given by the validators are as follows.

Table 8
Validator Revision Results

No	Validation	Advice	Improvements
1	Material	Eliminate two similar words in one sentence	Eliminate two similar words in one sentence.
2	Media	Use Funs rift font	Replacing fonts that are not yet suitable with Fun serif fonts in some parts in media.

The design of the escorted e-comic media assisted by the minimum competency assessment (AKM) for the revised class based on the results of the validator's suggestions is as follows.
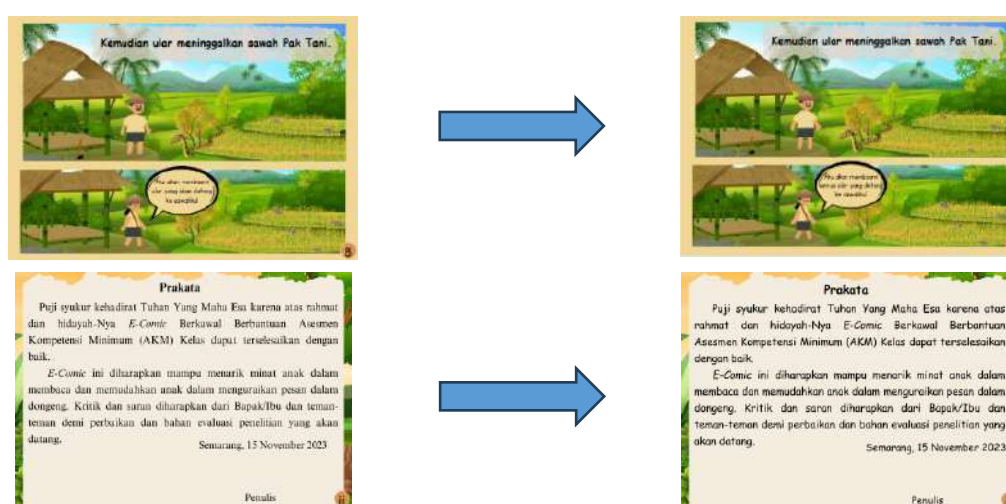
Figure 1
Design Revision

The results of changes after the product revision by material experts and media experts, the next stage is applied to improving the appearance of the e-comic media assisted by the minimum competency assessment (AKM) class. The following is the media display of the escorted e-comic media assisted by the class minimum competency assessment (AKM).

Figure 2
E-Comic Media Display

The next stage is product testing. During this phase, the product underwent testing with a small group to gather feedback and insights regarding the effectiveness of the e-comic media supported by the class minimum competency assessment (AKM). This study conducted a product trial by practicing the use of e-comic media aided by the minimum competency assessment (AKM) of the class in a small-scale trial, the sample taken by researchers amounted to 8 students of SDN 2 Sangge, Boyolali Regency.

The product testing phase involved conducting written tests (pre-test and post-test) utilizing the experimental method of a one-group pre-test-post-test design. The objective was to conduct a precise comparison of the outcomes before and after the implementation of e-comic media, with the support of the minimum competency assessment (AKM) class. Upon the conclusion of the learning sessions, the researcher administered a questionnaire or response survey to the teachers. This aimed to gather feedback and gauge the teachers' responses to the utilization of e-comic media supported by the minimum competency assessment (AKM) class in Indonesian language instruction.

Table 9
Results of Small Group Product Usage Trial

Action	Average	Lowest Score	Highest Score	Number of Students Completed	Percentage Description
Pre-test	50,6	37	75	2	25%
Post-test	85	61	94	6	75%

From the Table 9, it is evident that there is a noteworthy improvement in students' Indonesian language learning outcomes regarding the comprehension of fairy tale messages. This improvement is observed through the comparison of pre-test and post-test scores following the trial usage of the product in small groups. The total number of students who completed the pre-test amounted to 2 students out of a total of 8 students or obtained 25%, while in the post test action the number of students who completed amounted to 6 students out of a total of 8 students or reached 75% completeness. The existing data is then calculated using the N-gain formula to show that there is a discernible difference in the improvement of students' Indonesian language learning outcomes in the area of fairy tale message comprehending before and after using e-comic media in conjunction with the Minimum Competency Assessment (AKM) class in learning.

$$\text{N- Gain} = \frac{skor\ post-test - skor\ pre-test}{SMI - skor\ pre-test}$$

The interpretation criteria for the gain index according to Yudhanegara & Lestari (2017: 235) are as follows.

Table 10
Gain Index Interpretation

Value N-Gain	Criteria
N-gain ≥ 0,70	High
0,30 < N-gain < 0,70	Medium
N-gain ≤ 0,30	Low

Additionally, the researchers calculated the available data in the small-scale trial using the N-Gain formula and the t-test, yielding the following results.

Table 11
Effectiveness Test Results

Criteria	Value
N-Gain Class	0,69
Sig. (2-tailed)	0,001

Table 11 shows that the small group experienced an average increase (N-Gain) of 0.69, meeting the medium criteria. This average rise indicates that the utilization of e-comic media in conjunction with minimum competency assessment (AKM) is beneficial for third-grade students of SDN Sangge in enhancing Indonesian learning outcomes, particularly in interpreting fairy tale messages. The pre-test and post-test mean difference test, conducted using the SPSS 25 application, yielded a value (2-tailed) of 0.001. The sig value (2-tailed) > 0.005 indicates that there is no significant difference between students' Indonesian learning results in decoding fairy tale messages in the pre-test and post-test. However, the t-test results indicate a significant difference (sig (2-tailed) 0.001 < 0.005) between the pre-test and post-test results in the ability to comprehend fairy tale messages.

After testing the product on a small scale, the researcher obtained feedback from the teacher response questionnaire, which highlighted weaknesses in the product. The suggestions provided by the validator will be utilized for enhancing the developed product to ensure its effectiveness when used. Closed questionnaires were employed in this study, utilizing a Guttman scale that provided alternative answer

options of yes and no for respondents, namely teachers. Respondents were required to tick the answer options that matched their opinions.

Table 12
Teacher Response Questionnaire

No	Criteria	Yes	No
1	The media display of the Escorted E-Comic Assisted with Minimum Competency Assessment (AKM) Class is interesting.	√	
2	The images and illustrations in the Classroom E-Comic Assisted Minimum Competency Assessment (AKM) media are clear.	√	
3	The text in the Escorted E-Comic media assisted by the Classroom Minimum Competency Assessment (AKM) can be read clearly.	√	
4	Escorted E-Comic Media Assisted with Minimum Competency Assessment (AKM) uses colors that are bright, attractive, and comfortable to the eyes.	√	
5	The instructions in using the Classroom E-Comic Assisted with Minimum Competency Assessment (AKM) media are easy to understand.	√	
6	Escorted E-Comic Media Assisted with Minimum Competency Assessment (AKM) Classroom can be studied alone or in groups.	√	
7	The use of escorted E-Comic media assisted by Classroom Minimum Competency Assessment (AKM) can increase learning interest.	√	
8	Learning objectives are clearly formulated.	√	
9	The material provided is consistent with the indicators to be achieved.	√	
10	Material in the media This E-Comic Guided by Minimum Competency Assessment (AKM) Class is easy to understand.	√	
11	The material in the Classroom Escorted E-Comic Assisted by Minimum Competency Assessment (AKM) media is quite complete.	√	
12	Add insight into reading comprehension.	√	
13	The language used in the Classroom Escorted E-Comic Assisted with Minimum Competency Assessment (AKM) media is easy to understand.	√	
14	The use of sentences is easy to understand.	√	
15	The terms used are understandable.	√	

The results of analysing teachers' responses can be summarised as follows that the class e-comic media aided by the minimum competency assessment (AKM) obtained a 100% assessment percentage with the assessment criteria "Very Feasible". The next stage carried out by researchers is product revision based on teacher suggestions and input when conducting small-scale trials. The teacher suggested changing the size of the writing in the section that details the character's activities so that students can read it more easily and with interest. The teacher's suggestions and input when conducting small-scale trials are as follows.

Table 13
Revision Results Based on Teacher Suggestions

Appraiser	Suggestions and Feedback	Before revision	After revision
Teachers and Students	It is better if the size of the writing in the explanation section is enlarged again		

Based on the results of the teacher response questionnaire research, the class e-comic media aided by the minimum competency assessment (AKM) obtained a percentage of 100%, implying that it is very feasible to be used on a large scale to improve students' competence to elaborate fairy tale messages.

The following step is the usage trial. The subjects were third-grade students at SDN 1 Sangge, with a total of ten students. The trial usage of e-comic learning media with the support of a minimum

competency assessment (AKM) class on the competency of describing fairy tale messages in order to determine media effectiveness based on students' Indonesian learning outcomes. The product trial was carried out through written tests (pre-test and post-test) using the experimental method of one group pre-test post-test design, allowing researchers to accurately compare the situation after and before the use of e-comic media assisted by minimum competency assessment (AKM) classes.

Table 14
Large Group Product Usage Trial Results

Action	Average	Lowest Score	Highest Score	Number of Students Completed	Percentage Description
Pre-test	62,5	42	89	4	40%
Post-test	88	61	95	9	90%

Based on Table 14, it is possible to conclude that there was a significant shift in students' Indonesian learning outcomes in the content of interpreting fairy tale messages on pre-test and post-test activities, as evidenced by the results of small group product usage trials. The total number of students who reached completeness during the pre-test amounted to 4 students out of a total of 10 students or obtained 40%, while in the post-test action the number of students who reached completeness was 9 students out of a total of 10 students or reached 90% completeness. The existing data is then calculated using the N-Gain formula to show that there are differences in the improvement of students' Indonesian learning outcomes in the material of elaborating fairy tale messages before and after using e-comic media with the help of a minimum competency assessment (AKM) class in learning, as shown below.

$$\text{N- Gain} = \frac{skor\ post-test - skor\ pre-test}{SMI - skor\ pre-test}$$

The interpretation criteria for the gain index according to Yudhanegara & Lestari (2017: 235) are as follows.

Table 15
Gain Index Interpretation

N-Gain Value	Criteria
N-gain ≥ 0,70	High
0,30 < N-gain < 0,70	Medium
N-gain ≤ 0,30	Low

Furthermore, the researchers calculated the existing data in the large-scale trial based on the N-Gain formula and the t-test and obtained the following results.

Table 16
Results of the Large Scale Effectiveness Test

Criteria	Value
N-Gain Kelas	0,67
Sig. (2-tailed)	0,000

Based on Table 16, there was an increase in the average (N-Gain) of small groups in students' Indonesian learning outcomes regarding the material of elaborating messages, from the pre-test value of 62.5 to 88 in the post-test value, with an average difference of 25.5. This resulted in an average rise (N-Gain) of 0.67, meeting the medium criteria. This average rise demonstrates that the utilization of e-comic media with the assistance of minimum competence assessment (AKM) is effective for third-grade students of SDN Sangge in improving Indonesian learning outcomes, particularly in the topic of interpreting fairy tale messages. Table 14 also displays the results of the pre-test and post-test mean difference test using the SPSS 25 application, showing a value (2-tailed) of 0.000. The criteria for

testing a paired sample t-test are met if the sig value (2-tailed) > 0.005, indicating no significant difference between students' Indonesian learning outcomes in the material of describing fairy tale messages on the pre-test and post-test. However, the t-test results show that sig (2-tailed) 0.001 < 0.005, indicating a significant difference between the pre-test and post-test results. Based on these findings, the e-comic media assisted by the minimum competency assessment (AKM) in this class can be declared effective for implementation in learning activities, especially in the material of describing fairy tale messages in the class of 3rd grade students of SDN Sangge.

Research relevant to this study was conducted by Handayani & Koeswanti (2020) that there was an increase in elementary school learning interest with comic media. These results are evidenced by Sig. (2-tailed) of 0.000 or less than 0.05, so it can be said that the pre-test and post-test have significant differences. This study's findings suggest that comedic media can boost students' enthusiasm in reading.

Research conducted by Fitri et al., (2023) on the Development of Digital Comics to Improve Learning Outcomes on the Material of Pancasila Values of Grade IV Elementary School Students revealed the following results: 1) development of digital comic media for learning media for Pancasila values; 2) the media produced showed valid feasibility with an average validation value of 96.2%; 3) a percentage of 90.3% falls into the very valid category, obtained from student responses to the digital comics created; 4) the t-test results yielded a sig (2-tailed) value of 0.000 < 0.05, indicating a difference in the average pre-test and post-test results in both the limited test and the broad test. Thus, digital comics can increase learning results in the Pancasila moral material for students' grade 4th elementary school students.

Another study conducted by Al-Adwani et al., (2021) regarding The Effect of Using KWL Strategy on Reading Comprehension of 5th Grade EFL Students in Kuwait which shows results based on data analysis which shows that monitoring and comprehension strategies (K-W-L) which is effective and is a major marker of reading understanding among all children in the study. The KWL-plus technique has been shown to be successful in increasing comprehension abilities among young EFL students in Kuwait. KWL-Plus was able to increase student engagement with the curriculum by fostering collaborative brainstorming sessions. The KWL-plus strategy is an effective and practical method for increasing the comprehension of young EFL students in Kuwait. The implementation of KWL-Plus can result in a more interactive reading experience for students through the collective brainstorming process. Further research conducted by Chesa (2022) on the Assessment of Minimum Competencies (AKM) for Elementary Grades showed that this AKM can be used as a basis for determining students who have achieved the target learning competencies.

Based on the literature review, the development of e-comic media aided by minimum competency assessment (AKM) class has a difference with previous research because in this study the media used is the latest since it adapts to the current situation where technological developments are very fast and advanced where technology has entered all aspects of daily human life. Besides being contemporary, e-comic media also utilizes the sophistication of current technology because technology can make it easier to design images that are tailored to the competencies to be achieved, namely by using the Canva application. This is consistent with the concept that multimedia technology has proven to be the right strategy to bridge the gap in providing unlimited access to quality education and improve learner performance (Abdulrahaman et al., 2020).

Classroom-assisted minimum competency assessment (AKM) e-comic media can be used in digital or printed form, besides that this research is based on the steps of the KWL strategy by adjusting students' abilities and the evaluation questions used refer to the competency-based national assessment. E-comics have pictures and writing with a language that can increase student understanding quickly. An image can be said to be a visual display that is static and has certain information or messages (Momang, 2021). The learning media for e-comic media, with the help of the minimum competency assessment (AKM) class, has interactive writings and images that can stimulate and facilitate students' knowledge of the contents of fairy tales, allowing students to improve

their curiosity and learning outcomes, particularly in the competency of elaborating fairy tale messages in students of 3rd grade elementary schools.

This is consistent with research done by Manongga (2021) that technology can be utilized to support learning activities to achieve the desired results. When the learning and teaching process is carried out, learning media is the main requirement for creating active, effective, and efficient learning (Wijnen et al., 2023). The creation of this learning media has a positive impact on teachers to transfer knowledge to students in order to achieve learning goals with an interesting learning process (Jureynolds et al., 2021). Moreover, the presence of this media can address constraints in delivering content and enhance student motivation to engage in learning activities (Akhyar et al., 2018).

The utilization of the KWL strategy facilitates students in understanding the meaning of the message conveyed in the fairy tale, thus enabling them to formulate a fitting conclusion to the message. This KWL strategy has advantages in providing meaning about the content of messages in fairy tales such as being able to write down the information obtained and then linked to previous learning. The existence of this KWL strategy makes students have the right reading goals so that students understand about interpreting the content of the message in the reading presented (Satrijono et al., 2019). The implications of this KWL strategy are that students may like reading activities, be motivated, want to interpret the story material, and intend to read.

The application of methods can help children read effectively and efficiently to increase comprehension (Laoli, 2021). The researcher developed a class minimum competence assessment (AKM) to examine students' ability to understand the content of reading and elaborate fairy tale messages. Assessments are conducted to find out information about students' abilities whether they have achieved the expected abilities. This AKM class is designed the findings of information on improving the standard of learning and outcomes for learners in the classroom.

Furthermore, AKM is designed to increase the quality of learning, which can affect student results in the classroom. The existence of AKM can help teachers in developing learning strategies according to the right level (Rohim, 2021). Teachers can customize learning based on students' competency levels, allowing students to easily obtain skills in the disciplines presented. Competence is the ability needed to do something (Jayanti & Rosita, 2019).

The results of study and development of guided e-comic media, together with classroom minimum competence assessment (AKM), can benefit third-grade elementary school children. This material can pique students' interest and boost their learning motivation. Escorted e-comic media assisted by class minimum competency assessment (AKM) makes students have high curiosity when receiving learning. The media given makes it simple for teachers to teach content on elaborating fairy tale messages using appealing graphics that students can grasp. Not only that, but the media may assist students learn how to understand fairy tale messages in school.

CONCLUSION

Based on the results of research on the development of e-comic media with the assistance of a minimum competency assessment (AKM) class in Indonesian language subject matter, specifically on elaborating fairy tale messages in the 3rd grade class of SDN Sangge, it was created to meet the demands of teachers and students by utilizing digital technologies and the Canva application. The feasibility of e-comic media assisted by class minimum competency assessment (AKM) has been tested by the entire team of validators consisting of material experts and media experts. The research results indicate that the material expert's assessment reached 90%, meeting the criteria for being very feasible, while the media expert's assessment resulted in 88%, also meeting the very feasible criteria. Additionally, a 100% positive response was obtained from the teacher response questionnaire, further supporting the feasibility of e-comic media in conjunction with class minimum competency assessment (AKM). Escorted e-comic media, combined with minimal competence assessment (AKM), proves to be an effective method for improving the competency of reading fairy tale messages, with the average N-Gain learning outcome increasing to 0.67 and a 2-tailed significance level of 0.000 < 0.05. The study's findings indicate that employing e-comic media in conjunction with

a minimum competency assessment (AKM) class can enhance third-grade students' ability to elaborate fairy tale messages.

The creation of e-comic media using class minimum competence assessment (AKM) can assist teachers in providing content to elementary school students in 3ʳᵈ grade Indonesian language topics to enhance their understanding of fairy tale concepts. Classroom e-comic media contains images and storylines packaged in an interesting and engaging way, thereby capturing students' attention. This undoubtedly fulfils the purpose of learning media, which is to ignite students' interest and maintain their attention throughout the learning process to achieve learning objectives. This medium was designed to aid children in understanding the messages in fairy tales.

Based on research and development of e-comic media in conjunction with class minimum competency assessment (AKM), it is evident that this media can assist Indonesian language learners in elementary school in interpreting fairy tale messages. Teachers should create diverse and innovative Indonesian language learning materials to enhance students' comprehension and learning outcomes in Indonesian education. Students are encouraged to utilize escorted e-comic learning media as an independent learning resource at home, with the assistance of class minimum competence assessment (AKM). Schools are urged to provide facilities to teachers such as training aimed at developing innovative Indonesian language learning media to enable students to easily comprehend and improve their language skills.

Declarations

Author contribution	:	In this study, Mulyani was responsible for all stages of the research, including planning, data collection, analysis, and drafting the article. Dr Panca Dewi Purwati, M.Pd. and Nugraheti Sismulyasih SB, S.Pd., M.Pd. as supervisors provided crucial methodological direction and intellectual guidance. With their support, this research could be carried out well and this journal article was prepared appropriately.
Funding statement	:	This research was conducted with personal resources with no financial support from external agencies or organisations. All costs associated with the research, including data collection, analysis, and writing, were borne personally by the authors.
Conflict of interest	:	Three authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Akhyar. (2018). The Effect of the Use of Learning Media Based on Presentation Media on Interest and Mathematical Learning Outcomes. *MaPan: Jurnal Matematika dan Pembelajaran, 6*(2), 221-236. https://doi.org/10.24252/mapan.2018v6n2a8

Abdulrahaman, M. D., Faruk, N., Oloyede, A. A., Surajudeen-Bakinde, N. T., Olawoyin, L. A., Mejabi, O. V., Imam-Fulani, Y. O., Fahm, A. O., & Azeez, A. L. (2020). Multimedia Tools in the Teaching and Learning Processes: A Systematic Review. *HELIYON, 6*(11), e05312. https://doi.org/10.1016/j.heliyon.2020.e05312

Al-Adwani, A., AlFadley, A., AlGasab, M., & Alnwaiem, A. F. (2021). The Effect of Using KWL (Know-Want-Learned) Strategy on Reading Comprehension of 5th Grade EFL Students in Kuwait. *English Language Teaching, 15*(1), 79-89. https://doi.org/10.5539/elt.v15n1p79

Arsyad, A. (2016). *Media Pembelajaran.* Jakarta: PT Rajagrafindo Persada.

Boysen, M. S. W., Sørensen, M. C., Jensen, H., Von Seelen, J., & Skovbjerg, H. M. (2022). Playful Learning Designs in Teacher Education and Early Childhood Teacher Education: A Scoping

Review. *Teaching and Teacher Education, 120*. https://doi.org/10.1016/j.tate.2022.103884

Chesa, N., & Nafi'ah, B. A. (2022). Asesmen Kompetensi Minimum (AKM) Kelas Sekolah Dasar sebagai Sarana Evaluasi Kemampuan Literasi dan Numerasi Siswa. *Jurnal Pendidikan Dasar, 13*(2), 67-86. https://doi.org/10.21009/jpd.v13i2.28482

Daulay, M. I. (2021). Pengembangan Media Komik untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas IV SDN 41 Pekanbaru. *Jurnal ONOMA: Pendidikan, Bahasa, dan Sastra, 7*(1), 24-34. https://doi.org/10.30605/onoma.v7i1.452

Dewi, S. M., Prawiyogi, A. G., Anwar, A. S., & Wahyuni, C. S. (2021). Efektivitas Strategi Direct Reading Thingking Activities terhadap Peningkatan Kemampuan Membaca Pemahaman di Sekolah Dasar. *Jurnal Basicedu, 5*(1), 453-455. https://doi.org/10.31004/basicedu.v5i1.786

Famsah, S., & Ambarwati, A. (2022). Pemanfaatan Anekdot dalam Membuat Komik Strip Bertema Sosial bagi Peserta Didik SMK Bidang Animasi: Kajian Sastra Interdisipliner. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya, 8*(2), 303–316. https://doi.org/10.22219/kembara.v8i2.21721

Fitri, A. S., Aeni, A. N., & Nugraha, R. G. (2023). Pengembangan Komik Digital untuk Meningkatkan Hasil Belajar pada Materi Nilai-Nilai Pancasila Siswa Kelas IV Sekolah Dasar. *Al-MADRASAH: Jurnal Pendidikan Madrasah Ibtidaiyah, 7*(1), 220-235. https://doi.org/10.35931/am.v7i1.1756

Handayani, P., & Koeswanti, H. D. (2020). Pengembangan Media Komik untuk Meningkatkan Minat Membaca Siswa Sekolah Dasar. *Jurnal Basicedu, 4*(2), 396-401. https://doi.org/10.31004/basicedu.v4i2.365

Hasan, M., Milawati, Darodjat, Khairani, H., & Tahrim, T. (2021). *Media Pembelajaran*. In Tahta Media Group.

Iman, N., Usman, N., & Bahrun, B. (2021). Implementasi Kebijakan Sekolah Dasar dalam Menghadapi Asesmen Kompetensi Minimum. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 6*(2), 250-260. https://doi.org/10.17977/jptpp.v6i2.14464

Jayanti, R., & Rosita, Y. D. (2019). Pengembangan Kompetensi Kebahasaan dalam Menulis Teks Cerpen Sejarah di MAN 7 Jombang. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya, 5*(2), 245. https://doi.org/10.22219/kembara.vol5.no2.245-253

Jureynolds, Rosalin, K., & Ying, Y. (2021). Comic Strip Project in The M-Comic Application for Mandarin Vocabulary Learning. *Journal of Physics: Conference Series, 1764*(1). https://doi.org/10.1088/1742-6596/1764/1/012090

Kartika. (2021). Pembelajaran Membaca Dongeng Siswa Kelas IV Sekolah Dasar dengan Menggunakan Model Role Playing Melaui Media Gambar. *Journal of Elementary Education, 04*(3), 467–472. https://doi.org/10.22460/collase.v4i3.5429

Kemendikbud. (2020). Buku Saku Asesmen Diagnosis Kognitif Berkala. *Repostori Kemendikbud*.

Kemendikbud. (2021). Buku Saku SMK Pusat Keunggulan. *Repostori Kemendikbud*.

Klimova, B., & Zamborova, K. (2020). Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition —A Review Study. *Education Sciences, 10*(12), 1–11. https://doi.org/10.3390/educsci10120391

Laoli, A. (2021). Activate Reading Comprehension of Second Language Acquisition (SLA) by Applying Know-Want to Know-Learned (KWL) Strategy. *IJEE (Indonesian Journal of English Education), 8*(2), 179–197. https://doi.org/10.15408/ijee.v8i2.20910

Magdalena, I., Cempaka, B., & Azhar, C. R. (2020). Meningkatkan Kemampuan Membaca Melalui Strategi Pembelajaran Know Want Learned (KWL) Siswa di Kelas IV SDN Pinang 1. *EDISI: Jurnal Edukasi dan Sains, 2*(3), 387–400. https://ejournal.stitpn.ac.id/index.php/edisi

Maity, J. (2022). Comics in Digital Forms: An Overview and Growth of Digital Comics in the Present Era. *Contemporary Literary Review India, 9*(1), 86–98.

Manongga, A. (2021). Pentingnya Teknologi Informasi dalam Mendukung Proses Belajar Mengajar di Sekolah Dasar. *Pascasarjana Univeratas Negeri Gorontalo Prosiding Seminar Nasional Pendidikan Dasar, 978-623–98*(November), 1–7.

Makarim. 2020. Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 4 Tahun 2020. Jakarta: Kementerian Pendidikan dan Kebudayaan. Diakses dari https://kemdikbud.go.id. pada 12 April 2023

Melati, B., Laili, R. E., Markhamah, & Ku-Ares, T. (2023). Evaluasi CIPP Pembelajaran Keterampilan Membaca di Program Studi Pendidikan Bahasa dan Sastra Indonesia: Analisis Proses dan Produk. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 1–14. https://doi.org/10.22219/kembara.v9i1.23516

Momang, H. D. (2021). Pengembangan Model Buku Ajar Digital Keterampilan Menyimak Berdasarkan Pendekatan Autentik. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(1), 71–93. https://doi.org/10.22219/kembara.v7i1.16202

Mujianto, G., & Sudjalil, S. (2021). Pengelolaan Kelas pada Praktik Pengalaman Lapangan (PPL) Pendidikan Profesi Guru (PPG) Prajabatan Bidang Studi Bahasa Indonesia di SMA Negeri 7 Malang. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *6*(2), 255–265. https://doi.org/10.22219/kembara.v6i2.14057

Niswariyana, A. K. & Muhdar, S. (2021). Strategi Pembelajaran Keterampilan Berbahasa Berbasis Multiple Intelligences pada Anak Berkebutuhan Khusus. *Jurnal Ilmiah Telaah*, *6*(1), 106-112. https://doi.org/10.31764/telaah.v6i1.3872

Nurjanah, S., & Nugraheni, A. S. (2022). Meningkatkan Pemahaman Isi Pesan Dongeng Melalui Strategi Know Want To Know Learned (KWL) Pada Siswa Madrasah Ibtidaiyah. *Jurnal Basicedu*, *6*(1), 812–818. https://doi.org/10.31004/basicedu.v6i1.1977

Nuryani, S., Nugraheni, N., & Artiningsih, A. (2023). Pembelajaran Berdiferensiasi untuk Meningkatkan Kemampuan Berpikir Kreatif Peserta Didik Menggunakan Media Kantong Budaya. *Madani: Jurnal Ilmiah Multidisiplin*, *1*(6), 10519-10535. https://doi.org/10.31004/jptam.v5i2.4076

Purwati, P. D., Faiz, A., Widiyatmoko, A., Ngabiyanto, & Maryatul, S. (2021). Asesmen Kompentensi Minimum (AKM) Kelas Jenjang Sekolah Dasar Sarana Pemacu Peningkatan Literasi Peserta Didik. *Sosio Religi: Jurnal Kajian Pendidikan Umum*, *19*(1), 13–24. https://doi.org/10.17509/sosio%20religi.v19i1.39347

Rohim, D. C. (2021). Konsep Asesmen Kompetensi Minimum untuk Meningkatkan Kemampuan Literasi Numerasi Siswa Sekolah Dasar. *Jurnal VARIDIKA*, *33*(1), 54–62. https://doi.org/10.23917/varidika.v33i1.14993

Satrijono, H., Fitri Badriyah, I., & Surya Hutama, F. (2019). Penerapan Strategi Know, Want To Know, Learned (KWL) untuk Meningkatkan Hasil Belajar Membaca Pemahaman Siswa Kelas IVB Tema Indahnya Keragaman di Negeriku di SDN Jember Lor 02. *JPK*, *5*(1), 102–107.

Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The Role of Background Knowledge in Reading Comprehension: A Critical Review. *Reading Psychology*, *42*(3), 214–240. https://doi.org/10.1080/02702711.2021.1888348

Spiteri, M., & Chang Rundgren, S. N. (2020). Literature Review on the Factors Affecting Primary Teachers' Use of Digital Technology. *Technology, Knowledge and Learning*, *25*(1), 115–128. https://doi.org/10.1007/s10758-018-9376-x

Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Sugiyono. (2019). Metode Penelitian Kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta.

Sugiyono. (2021). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Sulasteri, S., Rusydi Rasyid, M., & Akhyar, M. (2018). The Effect of the Use of Learning Media Based on Presentation Media on Interest and Mathematical Learning Outcomes. *MaPan*, *6*(2), 221–236. https://doi.org/10.24252/mapan.2018v6n2a8

Sun, Y., Wang, J., Dong, Y., Zheng, H., Yang, J., Zhao, Y., & Dong, W. (2021). The Relationship Between Reading Strategy and Reading Comprehension: A Meta-Analysis. *Frontiers in Psychology*, *12*(August), 1–11. https://doi.org/10.3389/fpsyg.2021.635289

Wallner, L., & Barajas, K. E. (2020). Using Comics and Graphic Novels in K-9 Education: An Integrative Research Review. *Studies in Comics*, *11*(1), 37–54.

https://doi.org/10.1386/jem_00014_1

Wicaksana, I. P. G. C. R., Agung, A. A. G., & Jampel, I. N. (2020). Pengembangan E-Komik dengan Model ADDIE untuk Meningkatkan Minat Belajar tentang Perjuangan Persiapan Kemerdekaan Indonesia. *Jurnal Edutech Undiksha*, *7*(2), 48. https://doi.org/10.23887/jeu.v7i2.23159

Widoyoko, E. (2015). Teknik Instrumen Penelitian. Yogyakarta: Pustaka Pelajar.

Wijnen, F., Walma van der Molen, J., & Voogt, J. (2023). Primary School Teachers' Attitudes Toward Technology Use and Stimulating Higher-Order Thinking in Students: A Review of The Literature. *Journal of Research on Technology in Education*, *55*(4), 545–567. https://doi.org/10.1080/15391523.2021.1991864

Yudhanegara, M. R., & Lestari, K. E. (2017, May). How to Develop Students' Experience on Mathematical Proof in Group Theory Course by Conditioning-Reinforcement-Scaffolding. In *5th SEA-DR (South East Asia Development Research) International Conference 2017 (SEADRIC 2017)* (pp. 186-189). Atlantis Press.

Alleged Deviations from Religious Teachings at the Al Zaytun Islamic Boarding School in Online News Portals: Critical Discourse Analysis of Teun A. van Dijk's Model

(Dugaan Penyimpangan Ajaran Agama pada Pondok Pesantren Al Zaytun dalam Portal Berita Online: Analisis Wacana Kritis Model Teun A. van Dijk)

Putri Haryanti*
Universitas Sebelas Maret, Indonesia
puthar98@student.uns.ac.id

Ani Rakhmawati
Universitas Sebelas Maret, Indonesia
anirakhmawati@staff.uns.ac.id

*Corresponding author: Putri Haryanti | email: puthar98@student.uns.ac.id

Abstract: Lately, the allegations of deviations from religious teachings that occurred at the Al Zaytun Indramayu Islamic Boarding School have become a hot topic of discussion. The fact that the leadership of the Islamic boarding school deviated from religious teachings raises concerns for the Indonesian people as a whole. Islamic boarding schools should be the center of religious civilization. The purpose of this study is to analyze text structure, social cognition and social context in the news Tribunnews.com, Sindonews.com, and Liputan6.com regarding alleged deviations from religious teachings that happened at Al Zaytun Islamic Boarding School. The source of research data comes from the online news portals about alleged deviations from religious teachings that occurred at the Al Zaytun Islamic Boarding School. This research is a type of qualitative research that uses data collection methods through documentation, observation, observation, and direct recording. Data analysis methods used include reduction, presentation, and verification. The findings from the research show that three news stories have the same theme and topic, namely informing about alleged deviations from religious teachings that took place at Al Zaytun Islamic Boarding School. The three stories have been analyzed using the discourse analysis model by Teun A. van Dijk. The results of critical discourse analysis conclude that the news presented included in the criteria for critical analysis according to Teun A. van Dijk's model, includes (1) text structure, (2) social cognition, and (3) social context. This research has implications for the implied message, which expects readers to be more careful in choosing news portals. Apart from that, it is also appealed to the general public to be aware of any deviant actions that might occur even in an environment that is considered to be religious.

| Keywords | analysis of critical discourse, news portals, religious deviations, Islamic boarding schools |

Abstrak: Akhir-akhir ini, dugaan penyimpangan ajaran agama yang terjadi di Pondok Pesantren Al Zaytun Indramayu menjadi topik pembicaraan hangat. Fakta bahwa pimpinan pondok pesantren menyimpang dari ajaran agama mengundang keprihatinan masyarakat Indonesia secara keseluruhan. Padahal, pondok pesantren seharusnya menjadi pusat peradaban agama. Tujuan dari kajian ini menganalisis struktur teks, kognisi sosial dan konteks sosial pada berita *Tribunnews.com, Sindonews.com, dan Liputan6.com* mengenai dugaan penyimpangan ajaran agama yang terjadi pada Ponpes Al Zaytun. Sumber data penelitian berasal dari portal berita online tentang dugaan penyimpangan ajaran agama yang terjadi pada Ponpes Al Zaytun. Penelitian ini merupakan jenis penelitian kualitatif yang menggunakan metode pengumpulan data melalui dokumentasi, observasi, simak, dan pencatatan langsung. Metode analisis data yang digunakan meliputi reduksi, penyajian, dan verifikasi. Temuan dari penelitian menunjukkan bahwa terdapat tiga berita mempunyai tema dan topik yang sama, yaitu menginformasikan tentang dugaan penyimpangan ajaran agama yang terjadi di Ponpes Al Zaytun. Ketiga berita tersebut telah dianalisis dengan menggunakan model analisis wacana oleh Teun A. van Dijk. Hasil analisis wacana kritis dalam *Tribunnews.com, Sindonews.com, dan Liputan6.com* menyimpulkan warta yang disajikan, termasuk dalam kriteria analisis kritis menurut model Teun A. van Dijk, meliputi (1) struktur teks, (2) kognisi sosial, dan (3) konteks sosial. Penelitian ini memiliki implikasi terhadap pesan tersirat, yang mengharapkan pembaca untuk menjadi lebih cermat dalam memilih portal berita. Selain itu, juga diimbau kepada khalayak umum agar waspada terhadap setiap tindakan menyimpang yang mungkin terjadi di lingkungan yang dirasa agamis sekalipun.

| Kata Kunci | analisis wacana kririts, portal berita, penyimpangan agama, pondok pesantren |

INTRODUCTION

Today, the general public has an uncomplicated access to various forms of mass media, consisting of print, electronic, and internet media. These diverse media formats draw users by providing the latest information anytime and anywhere as long as they are connected to the internet (Indriyawati, & Hudiyono, 2023; Elsen, 2021; Cangara, 2010: 123-126). Mass media functions not only as a source of information but also as a means of entertainment and communication for many individuals (Edgerly & Vraga, 2019; Habibie, 2018). The advance development of technology leads to the extensive usage of online media, like online news portals, as the main source of information. Online news portals have a significant role in information dissemination, indicating the growing preferences of audiences in consuming news through mass media (Fajarini et al., 2020). The increasing number of online news portals in Indonesia has intensified competition within the industry (Romadhoni, 2018; Arifin, 2013).

According to Press Council data, there are 1,647 registered online news portals in Indonesia. However, only 85 portals have been factually confirmed, and the remaining portals are only administratively confirmed. The growing number of online news portals in Indonesia holds an important responsibility on them to maintain journalistic standards (Setiawan, 2020; Suciartini, 2017; Shabrina & Setiawan, 2022). Individuals often go to blogs and social networking sites for information on various topics such as politics, law, culture, and social developments (Alyusi, 2016; Allgaier et al., 2013; Pujiastuti & Anshori, 2022; Silaswati, 2019). Since then, speed becomes a pivot point of todays' communication highlighting the need for an accurate and up-to-date information from the media. Furthermore, public's participation in providing factual information using supporting data, is considered to be significant in shaping their experiences with the media (Kencana et al., 2022; Bayquni, & Santoso, 2021).

Due to this fact, many news sites compete to present coverage of an event from multiple points of view. The following news outlets, such as Tribunnews.com, Sindonews.com, and Liputan6.com try to deliver diverse perspectives on events. If Tribunnews.com focuses on direct sourcing, local values, and reader engagement, on the other hand Sindonews.com prioritizes on providing accurate and fast information, while Liputan6.com emphasizes fact-checking and debunking hoaxes, for example the recent news coverage that includes the controversy surrounding alleged religious deviations at the Al Zaytun Islamic Boarding School, involving accusations against Sheikh Panji Gumilang. As the school's leader, he faced accusations of raping a student (Tribunnews.com, 2023). Reports implying concerns about religious teachings at the Al Zaytun Islamic Boarding School have been circulating for some time (Sindonews.com, 2023). However, investigations into these allegations are still in the early stages and require thorough examination and analysis (Kompasiana.com, 2023). The West Java MUI has attempted to look into the teachings at the school, but Panji Gumilang has declined to meet with the MUI team (Detik.com, 2023). The media plays a crucial role as an information intermediary and reflects social structures. Mass media is quite an effective means of disseminating information to the general public through various discourses originating from individuals, communities and government (Hakim & Triyono, 2021; Nur, 2021; Nursalam et al., 2021). However, sometimes, there is author's bias in the information; hence consumers are deemed to be careful and thorough in filtering information appropriately. In a report, the author's bias is closely related to the writing that will be produced. There is propaganda behind the language of the text, anything that might systematically distort the message or meaning in a piece of news (Mc Charty, 2019; Hermina, 2014). Neutral and clear news reporting is essential to avoid ambiguity and multiple interpretations (Payuyasa, 2017). Discourse is linguistics unit with most complete grammatical unit Kridalaksana (2009) that whether it is oral or written, plays a significant

role in conveying information through various media platforms (Putri & Ramadhan, 2020; Rahmawati, 2016).

Based on the above explanation, critical discourse analysis can be utilized to study news portals regarding alleged religious deviations that took place at the Al Zaytun Islamic Boarding School. Critical discourse analysis focuses on the relationship between subjects involved in discourse. It can be applied to verify the media's attitude towards issues of inequality, injustice, and the marginalization of certain groups (Farez & Andhita, 2020; Rashidi & Souzandehfar, 2010). Moreover, according to Ulinnuha (2013), CDA can also be used as a tool to discuss the relationship between ideological practices, a person's power, and social phenomena. Discourse is defined as a means of studying social phenomena that includes aspects of hegemony, power, and ideology (Kaur & Mutty, 2016). Aljuaythin (2020) mentioned that critical discourse analysis that aims to explore content related to ideology, gender, identity, and the manifestation of social rumors through discourse. Additionally, Teun A. van Dijk stated that discourse analysis comprises three elements: text structure, social cognition, and context. Text structure refers to the framework and tactics in discourse used to describe a phenomenon. Meanwhile social cognition involves the writer's knowledge when producing writing, while the context dimension involves understanding texts that grow in society (Van Dijk, 2000).

There are three levels in viewing a text in the critical discourse analysis approach according to Teun A. van Dijk. The first level is macro structure, which involves understanding the general meaning of a text by looking at its topic. The second level is the superstructure, which refers to the framework of the text. The third level is microstructure, which comprises a more detailed analysis of the meaning of discourse through aspects of semantics (details, background, intent, prejudice), syntax (coherence, sentence form, pronouns), stylistics (use of lexicon), and rhetoric (graphics, expression, metaphor) from this statement it can be concluded that the discourse framework must pay attention to aspects of universal meaning (Masitoh, 2020; Van Dijk, 2000). Social cognition connects knowledge in the creation of discourse. Van Dijk views discourse through three aspects, namely text structure, social cognition, and social context. The social cognition aspect includes the understanding, behavior and opinions of the discourse writer, while the social context aspect contains cultural and situational factors and behavior (Yusar 2020; Eriyanto, 2011). This opinion is in line with Fairclough's opinion, which uses discourse to understand how text is used as a tool in describing social practices (Fairclough, 2005). By combining discourse elements, this study elaborates these elements into a practical and effective approach. This allows discourse analysis to provide greater value and benefits, as mentioned in research (Hakim & Triyono, 2021).

Relevant research has been conducted by Lado (2014) and Albaburrahim (2017). Lado's research (2014) analyzed critical discourse in the television program entitled Balada Perda on Metro TV, while this study analyzes critical discourse in the context of online news portals. Even though they use the same model, the difference lies in the research object. Albaburrahim's (2017) research examines critical discourse analysis of a case related to shares. The difference is that Albaburrahim's (2017) research examined cases at Metro, while this research focuses on alleged deviations from religious teachings that happened at Al Zaytun Islamic Boarding School.

The next relevant research was conducted by Humaira (2018) regarding critical discourse analysis which focused on critical discourse analysis of certain newspapers. Fitriana's (2019) study also used Teun A. van Dijk's critical discourse analysis model in online news. It focused on cases of Umrah travel fraud. There are similarities in the use of the critical discourse analysis model, but this research has a different focus and object study from the previous studies (Humaira, 2018; Fitriana, 2019). Since this research focuses on alleged deviations from religious teachings that took place at the Al Zaytun Islamic Boarding School.

Fifth, similar research was conducted by Yanti et al., (2019) regarding critical discourse analysis used in the text of the presidential election victory speech. The difference between Yanti and Ni Putu Dewi's (2019) research and this study lies on the data source form. Yanti et al., (2019) used speech texts as the data source, while this research uses online news portals as the data source. Sixth, a related study to critical discourse conducted by Mukhlis (2020) discusses

online newspapers regarding distance learning due to the Covid-19 pandemic. The similarity is that both studies use Teun A. van Dijk's model to analyze critical discourse in online newspapers. Yet there is a difference in the research focus. Mukhlis's (2020) research focuses on distance learning due to the Covid-19 pandemic, while this research focuses on the controversy over alleged religious deviation that happened at the Al Zaytun Islamic Boarding School. Thus, the similarity lies only on the use of critical discourse analysis model in online newspapers, but not on the focus.

The following studies are also applying critical discourse analysis as their method of analysis, yet each study has different research focus compared to this study. Seventh, Siagian et al., (2022) examines critical discourse analysis in on the issue of postponing the 2024 elections using Teun A. van Dijk's model. Eighth, research conducted by Setiawan (2022) which observed online news regarding a sexual harassment case committed by a Kiai's son. Ninth, research conducted by Winingsih (2022) observed the narrative discourse on the issue of weakening the KPK. The similarity is that both studies use Teun A. van Dijk's model to analyze critical discourse. However, the difference lies in the research focus. Winingsih's research (2022) focuses on the narrative of the issue of weakening the Corruption Eradication Committee in Newsroom Narrative reporting, while this research focuses on alleged deviations from religious teachings that took place at the Al Zaytun Islamic Boarding School in the online news *Tribunnews.com, Sindonews.com and Liputan6.com*. Hence, the similarity lies only on the use of same critical discourse analysis model, but not on the focus of the study.

Research on critical discourse analysis of reporting on alleged religious deviations at the Al Zaytun Islamic Boarding School has a novel and significant contribution. Since there is no previous analysis of news related to alleged religious deviations at the Al Zaytun Islamic Boarding School. In addition, this study will also examine critical discourse analysis in three news stories. Therefore, this research provides a new perspective on the phenomenon. It aims to promote critical thinking and explore social issues in Islamic boarding schools, which are meant to be centers of Islamic civilization with the rising allegations of religious deviation at the Al Zaytun Islamic Boarding School. This study can also enlighten on the quality of journalism for future generations. Furthermore, in the field of Indonesian language and literature, the findings can be used as a reference for future researchers focusing on critical discourse analysis in online news reporting. Last, this research also contributes to uncovering social practices such as abuse of power, ideology, domination, and specific interests in online news discourse. In conclusion, critical discourse analysis of reporting on alleged religious deviations at the Al Zaytun Islamic Boarding School through online news portals is a valuable contribution to various fields of study.

METHOD

This study applied a qualitative descriptive approach in the form of library research which leads to document analysis (Marican, 2009: 97; Babbie, 2010: 332). This method is used to examine previously published data sources (Sutrisna, 1987). Furthermore, this study used online news sources such as *Tribunnews.com, Sindonews.com, and Liputan6.com* which discussed similar topics without any specific time period restrictions. This research observed alleged deviation from religious teachings that happened at the Al Zaytun Islamic Boarding School, which is currently being reviewed. Data collection techniques utilized in this research included documentation, listening and taking notes. There were three sources of news as follows: a) News on the *Tribunnews.com portal* published on June 23 2023 at 11.39 discussed "*Sederet Penyimpangan Ajaran Sesat Al Zaytun Selama Kepemimpinan Panji Gumilang*" (a series of deviations from Al Zaytun's heretical teachings during the leadership of Panji Gumilang), b) *Sindonews.com* online news published on June 23 2023 at 13.11 that conversed about "*Pimpinan Al Zaytun Panji Gumilang Dilaporkan Polisi atas Dugaan Penyimpangan Agama*" (Al Zaytun Leader Panji Gumilang Reported by Police for Alleged Religious Deviance), c) *Liputan6.com* online news published on July 3 2023 at 10.30 review under the title of "*Ditolak Panji Gumilang, MUI Klaim Telah Temukan Data Penyimpangan di Ponpes Al Zaytun*" (Rejected by Panji Gumilang, MUI Claims to Have Found Data Deviations at Al Zaytun

Islamic Boarding School). The data analysis technique used the flowing technique proposed by (Miles et al., 2014:16-20). The data analysis stages included data reduction, presentation and verification. Data analysis carried out in this research used an interactive analysis model. This study will explore information from several sources available on online media portals to analyze critical discourse regarding alleged deviations from religious teachings that took place at the Al Zaytun Islamic Boarding School.
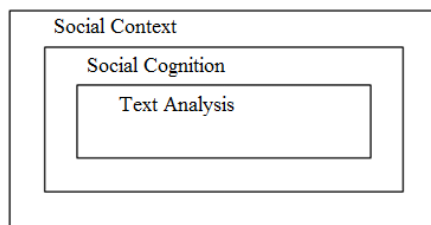
Figure 1
Teun A. van Dijk's Critical Discourse Analysis Model

RESULTS AND DISCUSSION

The elements of online news in *Tribunnews.com, Sindonews.com,* and *Liputan6.com.* analyzed using Teun A. van Dijk's were discourse analysis model which includes text structure, social cognition, and social analysis. Below is the detail explanation.

Discourse Discussion Analysis Table 1
A Series of Deviations from Al Zaytun's Heretical Teachings
During the Leadership of Panji Gumilang
Source: *Tribunnews.com*

Discourse Structure	Component	Analysis
Macro Structure	Thematic: Themes and Topics	A series of deviant teachings at Al Zaytun Islamic Boarding School during Panji Gumilang's reign
Superstructure	Schematic Schematic	Title: A series of deviations from Al Zaytun's heretical teachings during the leadership of Panji Gumilang
		Contents: A number of facts revealed related his teachings which deviated from the teachings and Islam beliefs, under Panji Gumilang's leadership
		Conclusion: A number of deviant teachings that happened at the Al Zaytun Islamic Boarding School sparked controversy
Microstructure 1	Semantics: Setting, Details, Intent, Presupposition	Background Elements: Al Zaytun Islamic Boarding School, Indramayu
		Detail elements: Described a series of alleged deviant teachings at Al Zaytun Islamic Boarding School during the leadership of Panji Gumilang
		Elements of Intent: Deviations from religious teachings that took place at Al Zaytun Islamic Boarding School during Panji Gumilang's leadership
		Presupposition Elements: Deviations from religious teachings that happened at the Al Zaytun Islamic Boarding School under the leadership of Panji Gumilang have been going on for a long time but were recently revealed.
Microstructure 2		Form elements:

	Syntax: Form, Sentences, Coherence, Pronouns	The first sentence of the news text presents information in a deductive pattern
		Coherence elements: This news text contained a close relationship between the information conveyed. The author used repetition of words to clarify meaning and strengthen the relationship between information.
		Pronoun elements: The news text used the word "I" as the first-person singular pronoun and the word "he" as the third person singular pronoun. The use of this pronoun helped identify the speaker (writer) and the third subject discussed in the news text.

Discourse Discussion Analysis Table 2
Title: Al Zaytun Leader Panji Gumilang Reported by Police for Alleged Religious Deviance
Source: *Sindonews.com*

Discourse Structure	Component	Analysis
Macro Structure	Thematic: Theme or Topic	The leader of the Al Zaytun Islamic Boarding School, Panji Gumilang, was reported on charges of religious blasphemy
Superstructure	Schematic Schematic	Title: Al Zaytun leader Panji Gumilang was reported by the police for alleged religious deviation
		Contents: Panji Gumilang was reported to Bareskrim Polri, on suspicion of committing religious deviation and sexual harassment against his students.
		Conclusion: There were three main accusations directed at Panji Gumilang for alleged religious blasphemy
Microstructure 1	Semantics: Setting, Details, Intent, Presupposition	Background Elements: Al Zaytun Islamic Boarding School (Indramayu)
		Detail elements: Described several allegations of religious blasphemy or deviation from religious teachings committed by Panji Gumilang which resulted in him being reported to the police.
		Elements of Intent: Reporting by the leadership of the Al Zaytun Islamic Boarding School regarding allegations of religious blasphemy or deviation from teachings committed by Panji Gumilang
		Presupposition Elements: There were violations in the form of deviation from religious teachings committed by Al-Zaytun and Panji Gumilang.
Microstructure 2	Syntax: Form, Sentences, Coherence, Pronouns	Form elements: The second sentence from the news text provided information using a deductive pattern.
		Coherence elements: The news text contained interrelated relationships between the information presented, and uses repetition of certain words.
		Pronoun elements: The pronouns used in the news text included "we" and "us" as first person plural pronouns. On the other hand, the word "he" represents a third person pronoun

Discourse Discussion Analysis Table 3
Title: Rejected by Panji Gumilang, MUI Claims to Have Found Data Deviations at Al Zaytun Islamic Boarding School
Source: *Liputan6.com*

Discourse Structure	Component	Analysis
Macro Structure	Thematic: Theme or Topic	Panji Gumilang's refusal to undergo an investigation process did not make the MUI give up on continuing to thoroughly investigate alleged religious irregularities at the Al Zaytun Islamic Boarding School.
Superstructure	Schematic Schematic	Title: Rejected by Panji Gumilang, MUI claimed to have found data irregularities at Al Zaytun Islamic Boarding School
		Contents: The MUI did not give up to perform a thorough investigation of alleged deviations from religious teachings at Al Zaytun Islamic Boarding School amidst the rejection of MUI's investigation team by Panji Gumilang
		Conclusion/Conclusion: Despite being rejected, the MUI investigation team found a number of data on religious deviations that happened at the Al Zaytun Islamic Boarding School and would process the data meticulously.
Microstructure 1	Semantics: Setting, Details, Intent, Presupposition	Background Elements: Al Zaytun Islamic Boarding School (Indramayu)
		Detail elements: Described how the MUI attempted to carefully investigate allegations of religious deviation at the Al Zaytun Islamic Boarding School even though its investigation team was rejected by Panji Gumilang.
		Elements of Intent: MUI's efforts to not give up in conducting an investigation of alleged religious irregularities even though the Al Zaytun Islamic Boarding School leader showed an uncooperative attitude.
		Presupposition Elements: Data on irregularities at Al Zaytun Islamic Boarding School that have been collected by the MUI investigation team could be used as irrefutable evidence to be reported to the authorities.
Microstructure 2	Syntax: Form, Sentences, Coherence, Pronouns	Form elements: Sentences from the news text presented information using deductive patterns.
		Coherence elements: The news text contained interrelated information and useed reduplication to emphasize the sentences above.
		Pronoun elements: The use of pronouns referring to the first-person plural such as "we" and "us" as well as the use of third person singular pronouns such as "he".

Structure Macro

According to Pelangi (2019), macro structure is a structure that focusses on discussing a topic, particularly in a news story. The macro structure model by Teun A. van Dijk portrays the overall essence of a news story which can be analyzed through the themes or topics it contained.

Based on the three online news stories outlets (*Tribunnews, Sindonews and Liputan6,* they all had similar themes or topics related to the polemic regarding alleged deviations of Islamic teachings at the Al Zaytun Islamic Boarding School. However, each online news displayed different subthemes. The description of the three sub-themes on *Tribunnews.com, Sindonews.com,* and *Liputan6.com* were as follows:

1. The first article on *Tribunnews.com portal* had a sub-theme regarding several points which were evidence of a series of deviations from religious teachings that happened at the Al Zaytun Islamic Boarding School during the leadership of Panji Gumilang.
2. The second news published by *Sindonews.com,* discussed the reasons why Panji Gumilang was reported to the police.
3. The third news presented by *Liputan6.com* had a different take than the previous two articles. It delivered a sub-theme of data on deviations from religious teachings at the Al Zaytun Islamic Boarding School collected by the MUI investigation team.

Regarding the delivery of the sub-themes of the three online news portals, it can be seen that there were differences in the meaning of the titles of each news portal.

Table 4
Differences in the Meaning of The Titles of Each News Portal

News Portal	Information
Tribunnews.com	explained clearly about the deviations from heretical teachings at the Al Zaytun Islamic Boarding School during Panji Gumilang's leadership, along with the demonstrations that occurred as a result of alleged heretical sect.
Sindonews.com	tried to uncover evidence and police report involving Panji Gumilang.
Liputan6.com	described the MUI's efforts to uncover alleged religious irregularities at the Al Zaytun Islamic Boarding School, despite rejection from Panji Gumilang. MUI succeeded in finding data indicating that there were irregularities at the Al Zaytun Islamic Boarding School.

Based on this explanation, it can be concluded that the three news portals above met the requirements of the text structure aspects of Teun A. van Dijk model. Although similar in nature, each news portal had its own characteristics in presenting information to consumers. This finding is in line with the statement by Handiyani & Hermawan (2017) that each news portal has a different writing style to convey information. This finding is also in line with the opinion of Yanti et.al, (2019) that the main ideas presented in the three news discourses were expressed explicitly or implicitly depending on the writing style. This finding is also similar to Fitriana's (2019) who analyzed the framework of the news focusing on the Umrah travel fraud case.

Superstructure

Based on the given explanation, we can see that the superstructure is the design of a discourse including the beginning, main and conclusion. The schematic combination of various interrelated elements can be studied in the superstructure. Based on the context of the three news stories above, they always started with a headline as the core or essence of the news. At the beginning of the news text, there were representation of discourse references aimed to attract readers in understanding the main idea of the discourse or news content. The results of the analysis in the three news stories showed that each news story starting from the headline reflected the core of the news. For example, news from *Tribunnews.com* (23 June 2023) entitled *"Sederet Penyimpangan Ajaran Sesat Al Zaytun Selama Kepemimpinan Panji Gumilang"*. Menawhile online news from *Sindonews.com* published on June 23 2023 wrote *"Pimpinan Al Zaytun Panji Gumilang Dilaporkan Polisi atas Dugaan Penyimpangan Agama"*. Last, online news from *Liputan6.com* published on July 3 2023 went with the title *"Ditolak Panji Gumilang, MUI Klaim Telah Temukan*

Data Penyimpangan di Ponpes Al Zaytun". Thus, it can be inferred that the three news texts follow a superstructure pattern with a title as the core of the news describing the content of the news.

Based on the provided information, there were superstructure elements that are fulfilled in the three online news, namely introduction, content, closing and conclusion. The portal's writing structure was guided by the inverted pyramid structure pattern, where important information is placed at the beginning, supplemented with subsequent important information, and closed with complementary information. The inverted pyramid was a commonly used news writing style that starts from the headline *which* attracts the reader's attention and provides a brief overview of the news topic. Then, there was a news core section *(lead)* which contains important and concise information that summarizes the essence of the news. The body of the news contained more detailed and in-depth information that developed the topic expressed in *the lead.* Finally, the news ended with complementary information which can be in the form of quotes, opinions, or additional details that supported the news. This inverted pyramid structure benefited the reader, because with this structure the reader got the most important information and grabbed their attention from the start, while providing more details gradually. This is in accordance with writing news in effective and easy to understand language which will have an impact on conveying information well (Hakim & Triyono, 2021).

The differences between the three portals could be seen in the storyline presented in each title. On the first news portal, *Tribunnews.com* placed several main points as evidence of religious deviation that took place at the Al Zaytun Islamic Boarding School in the early to middle part. In the middle to the closing section, *Tribunnews.com* presented a sub-theme regarding the demonstrations that surrounded the Al Zaytun Islamic Boarding School due to the impact of alleged heretical sects. The presentation of news on the *Tribunnews.com portal* positioned the media as a forum capturing all the facts that actually happened, so that the information could be conveyed systematically and completely to readers. Meanwhile, *Sindonews.com* placed its media objectively in disseminating information regarding the chronology of Panji Gumilang or the leader of the Al Zaytun Islamic Boarding School being reported to the police for alleged deviation from religious teachings. Then, *Liputan6.com* located its media to support Panji Gumilang's more in-depth investigation regarding alleged religious deviations. Based on the explanation above, the writing of the three news stories had sufficient superstructure elements including the title to attract the reader's attention, an introduction describing the news content, news content revealing the facts as the main discussion, and a closing providing a conclusion to the news. This finding is similar to Mukhlis' (2020) statement that news texts were assessed for the unity of chapters and sub-chapters which included a harmonious beginning, main and final parts. This finding was also supported by a study conducted by Hakim & Triyono (2021) which stated that the criteria for news in the superstructure included the beginning, core and end parts that were well integrated with each other. With these elements, news writing can be more effective in conveying information to readers in a clear and structured manner.

Structure Micro 1

It consisted of various elements, including background, details, intent, and statements. In the context of news about alleged deviations from Islamic teachings at Al Zaytun Islamic Boarding School, micro structure can be used to present a series of events related to the case. By using this microstructure, news writers can present detailed and structured information, provide adequate context, and involve relevant sources to support the news (Eriyanto, 2011). The findings from microstructure 1 on *Tribunnews.com, Sindonews.com* and *Liputan6.com* were described below.

1. The settings or settings in the three news stories above happened at Al Zaytun Islamic Boarding School, Indramayu. This background was illustrated by three news reports that presented an information regarding alleged deviations of religious teachings. This led to police report of Panji Gumilang.

2. The detailed elements in the first news focused on a series of evidence of alleged deviant teachings at Al Zaytun Islamic Boarding School during Panji Gumilang's leadership.

Meanwhile, in the second report, the detailed elements explained several allegations of religious blasphemy or deviation from religious teachings committed by Panji Gumilang which resulted in him being reported to the police. The detailed elements of the latest news discourse were reflected in the MUI's various efforts to thoroughly investigate alleged religious irregularities at the Al Zaytun Islamic Boarding School even though its investigation team was rejected by Panji Gumilang.

In fact, the Al Zaytun Islamic Boarding School (Ponpes) was surrounded by hundreds of people on Thursday, June 15 2023. The demonstration occurred because of allegations of heretical sects and alleged rape which reportedly happened at the Al Zaytun Islamic Boarding School. The controversial statement expressed by the head of Al Zaytun Islamic Boarding School, namely Panji Gumilang, sparked anger among residents. In response, hundreds of residents demonstrated in front of Al Zaytun Islamic Boarding School in Indramayu. Interestingly, in this situation, the followers of Panji Gumilang even sang a Jewish song in Hebrew entitled "Shalom Aleichem" (Tribunnews.com, 2023). This was quite a surprising fact and provided an illustration of the dynamics and controversy that took place at the Al Zaytun Islamic Boarding School.

3. The elements of intent in the three news discourses showed similarities in reporting alleged deviant teachings of the Al Zaytun Islamic Boarding School that ended with Panji Gumilang report was brought to the authorities. Apart from that, in the midst of these allegations spreading, the MUI did not give up in thoroughly investigating alleged religious irregularities even though the Al Zaytun Islamic Boarding School leadership showed an uncooperative attitude.

4. The presupposition elements in the three news discourses were not the same. News 1 led readers' opinions to focus on the deviant teachings of the Al Zaytun Islamic Boarding School under the leadership of Panji Gumilang that had been going on for a long time but it was only recently been revealed. News 2 directed the readers to see strong evidence of violations in the form of deviation from religious teachings that took place at the Al Zaytun Islamic Boarding School and Panji Gumilang was being reported to the police. The third news aimed to direct readers to see the MUI's efforts to collect data on irregularities at the Al Zaytun Islamic Boarding School by providing irrefutable evidences to back up the report to the authorities.

The news article talked alleged deviant teachings at the Al Zaytun Islamic Boarding School and MUI's effort to investigate these allegations by gathering evidences for police report. Each presented news title, had unique characteristics depicting the particular point of view of the story although they focused on the same topic. This finding is line with the previous studies by Syakur & Sumarlam, (2021); Hakim & Triyono (2021) that highlight the use of multi-interpretive language and diverse elements of setting, detail, and intent in news discourse. Furthermore, Dezhkameh et al., (2021) discovered that the media and newspapres abide to national or agency guidelines in depicting rules and regulations. Ramanathan & Hoon (2015) suggested that critical discourse analysis uncovers authority and ideological practices in disseminating diverse perspectives or points of view.

Structure Micro 2

The syntactic elements in this section were analyzed focusing on syntax, or the choice of words used by journalists to publish news. This statement was in line with Lestari's (2021) opinion that syntax could be used as a strategy to attract readers' interest. In the three news stories, the sentence structures employed were both deductive and inductive, aiming to deliver the news starting from a general perspective and then providing supporting explanations, or vice versa. The order of words in a sentence had two purposes: locating core elements at the beginning (deductive) or at the end (inductive) (Bakri et al., 2020). In these three discourses, coherence was illustrated through the use of repetition. In addition, in the three online news stories, the author used pronouns such as first-person singular pronouns (*I*), first person plural pronouns (we and *us*), third person singular pronouns (*he* and

him), and used nicknames. Overall, the three news reports exhibited an adequate microstructure in terms of syntactic elements, such as sentence form, coherence, and use of pronouns. The presentation of the discourse in the three news stories was quite clear and comprehensive. This finding was in line with the opinion of Wahyudi et al., (2021) saying syntactic studies can describe the subject in a real way, either directly or implicitly. Previous research by Fitriana (2019) which focused on analyzing the structure of news texts, also stated the same thing.

Social Cognition

Social cognition is an approach used to analyze discourse in news texts. Social cognition involves understanding how individuals in a social context process, interpret, and give meaning to the information they receive, including in the context of media discourse such as news texts (Wahab, 2019). Apart from that, there are four schemes used to understand how texts are processed by the media, such as news texts. These schemes include person schema, self schema, role schema, and event schema (Eriyanto, 2011). According to these four schemes, the researchers could infer that the *Tribunnews.com* portal reflected the author's understanding and knowledge of the deviations from religious teachings committed at the Al Zaytun Islamic Boarding School, *the Sindonews.com* news portal mirrored the author's understanding and knowledge of the police report against Panji Gumilang and alleged religious deviations that happened at the Al Zaytun Islamic Boarding School. The news portal *Liputan6.com* portrayed the author's understanding and knowledge of Panji Gumilang's rejection and MUI's claims regarding alleged religious deviations at the Al Zaytun Islamic Boarding School. The most striking part of the three news stories was the seventh scheme. These reports were in accordance with the sequence of events from *Tribunnews.com, Sindonews.com,* and *Liputan6.com* regarding the investigation of teaching deviations at the Al Zaytun Islamic Boarding School. Each media outlet offered a unique perspective on the allegations, but they all agreed that this incident was an undesirable case that could tarnish the reputation of Islamic boarding schools, which were meant to be religious and adhere to Islamic teachings. This event worked as a reminder for everyone to be alert and selective when selecting a place to pursue their education.

Social Context

Teun A. Van Dijk outlines critical discourse with a focused on social context. This technique consisted of two main aspects, namely the practice of power and access that persuade discourse (Van Dijk, 2000). Based on the discourse description from *Tribunnews.com, Sindonews.com,* and *Liputan6.com* the social context analysis is as follows.

1. Practice of power

   To deliver a report of alleged deviant teachings at the Al Zaytun Islamic Boarding School, the practice of power depended on the editor-in-chief of each news report. Motives for ownership of *Tribunnews.com, Sindonews.com, Liputan6.com* also played crucial part since the majority of national media tend to be objective and did not take sides with one particular camp or group (Silaswati, 2019). *Tribunnews.com's* advantage stayed on its direct approach to sources without intermediaries, as well as its focus on local values and closeness to readers in delivering news. Meanwhile, *Sindonews.com* ensured that it provided access to accurate, quality and fast information to the entire community. Meanwhile, *Liputan6.com* emphasized on the importance of accuracy and sharpness of news by using trusted information sources in presenting the latest and accurate information. This site also has a Fact Check Channel which aims to clarify circulating claims and actively participate in fighting hoaxes and false news. This resulted in the reporting of alleged deviant teachings carried out by the Al Zaytun Islamic Boarding School being presented in effective sentences and did not have bias towards one party.

2. Components Affecting Discourse

   Consumers were also part of the elements and had an impact on news of alleged deviant

teachings at the Al Zaytun Islamic Boarding School. In the excerpts from the three journal portals, there were several comments from the Forum Indramayu Menggugat (IFM), Ketua-Umum-DPP Forum Advokat Pembela-Pancasila (FAPP), Sekjen MUI Buya Amirsah, Bareskrim Polri, and MUI regarding deviations religious teachings at Islamic boarding schools Al Zaytun. Based on the comments submitted in the middle of the news excerpts on the three portals, it was clear that they strongly condemned the violations committed by the Al Zaytun Islamic Boarding School. Hence, it can be concluded that *Tribunnews.com, Sindonews.com, and Liputan6.com* reports presented topics that were similar to the reality. Recommendations from the head of the Al Zaytun Islamic Boarding School, Sheikh Panji Gumilang, indicated that all actions would be held accountable. In addition, the appeal reflected in this incident of deviant teachings reminded each individual to be alert in an environment that align with Islamic teachings.

CONCLUSION

Based on the descriptions of the three online news portals, it can be concluded that the news collaboration informed about alleged teachings that happened at the Al Zaytun Islamic Boarding School (Tribunnews.com, 2023) (Sindonews.com, 2023) (Liputan6.com, 2023). Discourse analysis based on Teun A. van Dijk's model involves three aspects: superstructure, macrostructure and microstructure. The differences in the meaning of the titles carried by each news portal are included in the macrostructure analysis. This aims to facilitate public understanding of the news content of each news story. The findings of the analysis of the superstructure section show that the writing of the discourse had met the criteria including the beginning, main and final parts. A title that attracted the reader's attention, followed by an introduction that begins the main body of the news, and explained the topic of the news discussion, then concluded them. Furthermore, the microstructural analysis reflects the authors' efforts to assemble a discourse that presented several pieces of evidence of deviation from religious teachings at the Al Zaytun Islamic Boarding School. However, after in-depth analysis, no use of graphics, metaphors and expressions was found in the three news stories.

After analyzing social cognition, it was discovered that the most prominent schema seen in the three news stories was the event schema. These findings were in line with the sequence of events presented by *Tribunnews.com, Sindonews.com, and Liputan6.com,* which focused on unraveling evidence of violations of deviant religious teachings at the Al Zaytun Islamic Boarding School. The deviations from the teachings at the Al Zaytun Islamic Boarding School were worrying social phenomenon, because they occurred in an environment that should be steeped in Islamic values, and were carried out by individuals who should be role models for everyone. This news also had a negative impact on the image of Islamic boarding schools which had been in accordance with Islamic teachings. In situations like this, social media embodied social phenomena according to branding when disseminating news. Online news published on *Tribunnews.com, Sindonews.com, and Liputan6.com* corresponded to the real situation at the scene. This research has implications for moral values intended for the wider community to be more careful in filtering information in the news. Apart from that, this research also urges the general public to be alert to deviant acts in places that are considered safe. In addition, this study is expected to be a reference for future researchers and useful in developing the body of knowledge regarding critical discourse analysis models by Teun A. Van Dijk.

DECLARATIONS

Author contribution	:	Putri Haryanti is a graduate student at Sebelas Maret University. She is also awardee of the LPDP scholarship. Ani Rakhmawati is a lecturer in the Indonesian Language Education department. She is one of the lecturers who has an interest in Linguistics, especially Discourse Analysis. Both authors approved the final manuscript.
Funding statement	:	This research is funded by LPDP (Lembaga Pengelola Dana Pendidikan).

Conflict of interest	:	Both authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Albaburrahim, A., & Sujinah, S. (2017). Analisis Wacana Kritis pada Pemberitaan Kasus Papa Minta Saham di Metro TV. *Lingua Franca: Jurnal Bahasa, Sastra, dan Pengajarannya*, *1*(2), 1-12. https://doi.org/10.30651/lf.v1i2.552

Aljuaythin, W. (2020). A Critical Discourse Analysis of Female Role Assignment in Saudi and American Advertisements. *Asiatic: IIUM Journal of English Language and Literature*, *14*(1), 217-231. https://doi.org/10.31436/asiatic.v14i1.1845

Allgaier, J., Dunwoody, S., Brossard, D., Lo, Y. Y., & Peters, H. P. (2013). Journalism and Social Media as Means of Observing the Contexts of Science. *BioScience*, *63*(4), 284-287. https://doi.org/10.1525/bio.2013.63.4.8

Alyusi, S. D. (2016). *Media Sosial: Interaksi, Identitas dan Modal Sosial*. Jakarta: Prenada Media.

Arifin, P. (2013). Persaingan Tujuh Portal Berita Online Indonesia Berdasarkan Analisis Uses and Gratifications. *Jurnal Ilmu Komunikasi*, *10*(2)., 195-212. https://doi.org/10.24002/jik.v10i2.353

Babbie, E. R. (2010). *The Practice of Social Research*. Cengage AU.

Bakri, B. F., Mahyudi, J., & Mahsun, M. (2020). Perempuan di Bidang Politik dalam Surat Kabar Lombok Post Tahun 2019: Analisis Wacana Kritis Perspektif Teun A. van Dijk. *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya, 17*(1), 65–78. https://doi.org/10.30957/lingua.v17i1.625

Bayquni, B., & Santoso, P. Y. (2021). Postkomodifikasi Portal Berita di kompas.com pada Pemberitaan Vaksin *Covid-19. WACANA: Jurnal Ilmiah Ilmu Komunikasi*, 20(1), 56-66. https://doi.org/10.32509/wacana.v20i1.1325

Cangara, H. (2010). *Pengantar Ilmu Komunikasi*. Jakarta: PT Raja Grafindo

Detik.com. (2023, 18 Juni 2023). Dugaan Ajaran Menyimpang di Ponpes Al Zaytun. https://www.detik.com/jabar/berita/d-6776973/dugaan-ajaran-menyimpang-di-ponpes-al-zaytun

Dezhkameh, A., Layegh, N., & Hadidi, Y. (2021). A Critical Discourse Analysis of Covid-19 in Iranian and American Newspapers. *GEMA Online Journal of Language Studies, 21*(3), 231-244. http://doi.org/10.17576/gema-2021-2103-13

Edgerly, S., & Vraga, E. K. (2019). News, Entertainment, or Both? Exploring Audience Perceptions of Media Genre in a Hybrid Media Environment. *Journalism*, *20*(6), 807–826. https://doi.org/10.1177/1464884917730709

Elsen, R. (2021). Perancangan Arsitektur Microservice untuk Portal Berita Daring. *Jurnal Algoritma*, *18*(2), 352-357. https://doi.org/10.33364/algoritma/v.18-2.875

Eriyanto. (2011). *Analisis Wacana: Pengantar Teks Media*. Yogyakarta: LKiS.

Fairclough, N. (2005). *Analyzing Discourse Textual: Analysis for Social Research*. USA: Routledge.

Fajarini, P. T., Wirdiani, N. K. A., & Dharmaadi, I. P. A. (2020). Evaluasi Portal Berita Online pada Aspek Usability Menggunakan Heurtistic Evaluation dan Think Aloud. *Jurnal Teknologi Informasi dan Ilmu Komputer (JTIIK), 7*(5), 905-910. http://dx.doi.org/10.25126/jtiik.2020753587

Farez, L. N., & Andhita, P. R. (2020). Wacana Ekofeminisme Tirto. Id: Telaah Sikap Media dalam Konflik Kartini Kendeng dengan PT. Semen IndonesiA. *Jurnal Common*, *4*(2), 144-160. https://doi.org/10.34010/common.v4i2.4434

Fitriana, R. A. (2019). Analisis wacana Kritis Berita Online Kasus Penipuan Travel Umrah (Model Teun A. van Dijk). *BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya*, *3*(1), 44–54. http://dx.doi.org/10.17977/um007v3i12019p044

Habibie, D. K. (2018). Dwi Fungsi Media Massa. *Interaksi: Jurnal Ilmu Komunikasi*, *7*(2), 79-86.

Hakim, A. H., & Triyono, S. (2021). Analisis Wacana Kritis Model Teun van Dijk pada Pemberitaan Kasus Korupsi Ekspor Benih Lobster dalam Berita Daring (Critical Discourse Analysis of van Dijk Model on The News of Lobster Seed Export Corruption Case in Daring News). *Metalingua: Jurnal Penelitian Bahasa*, 19(2), 205–212.

Handiyani, P., & Hermawan, A. (2017). Kredibilitas Portal Berita Online dalam Pemberitaan Peristiwa Bom Sarinah Tahun 2016 (Analisis Isi Portal Berita Detik.Com dan Kompas.Com Periode 14 Januari-14 Februari 2016). *Jurnal Komunikasi, 12*(1), 51–68. https://doi.org/10.20885/komunikasi.vol12.iss1.art4

Hermina. (2014). Analisis Wacana Berita Kisah-Kisah dari Perbatasan Negara (Liputan Khusus edisi Minggu 12 Juni 2011 Kaltim Post). *eJournal Ilmu Komunikasi, 2*(3), 229-243.

Humaira, H. W. (2018). Analisis Wacana Kritis (AWK) Model Teun A. van Dijk pada Pemberitaan Surat Kabar Republika. *Literasi: Jurnal Bahasa dan Sastra Indonesia serta Pembelajarannya*, *2*(1), 32-40. http://dx.doi.org/10.25157/literasi.v2i1.951

Indriyawati, L., & Hudiyono, Y. (2023). Analisis Wacana Kritis Model van Dijk pada Berita Online Pencucian Uang Pejabat. *JBSI: Jurnal Bahasa dan Sastra Indonesia*, *3*(01), 40-49. http://dx.doi.org/10.47709/jbsi.v3i01.2298

Kaur, M., & Mutty, B. (2016). The Commodification of Islam?: A Critical Discourse Analysis of Halal Cosmetics Brands. *KEMANUSIAAN: The Asian Journal of Humanities*, *23*.

Kencana, W. H., Situmeang, I. V. O., Meisyanti, M., Rahmawati, K. J., & Nugroho, H. (2022). Penggunaan Media Sosial dalam Portal Berita Online. *IKRA-ITH HUMANIORA: Jurnal Sosial dan Humaniora*, *6*(2), 136-145.

Kridalaksana, H. (2009). *Kamus Liguistik*. Jakarta: PT Gramedia Pusaka Utama.

Kompasiana.com. (2023, 29 Juni 2023). Kontroversi Ponpes Al-Zaytun: Dugaan Penyimpangan Berujung Panji Gumilang Dilaporkan ke Polri. https://nasional.kompas.com/read/2023/06/24/10413231/kontroversi-ponpes-al-zaytun-dugaan-penyimpangan-berujung-panji-gumilang

Lado, C. R. (2014). Analisis Wacana Kritis Program Mata Najwa "Balada Perda" di MetroTV. *Jurnal E-Komunikasi*, *2*(2), 1-12.

Lestari, H. P. (2021). Analisis Wacana Kritis Lirik Lagu "Lexicon" Ciptaan Isyana Sarasvati. *UNDAS: Jurnal Hasil Penelitian Bahasa dan Sastra*, *17*(1), 47-62. https://doi.org/10.26499/und.v17i1.3398

Liputan6.com. (2023, 3 Juli 2023). Ditolak Panji Gumilang, MUI Klaim Telah Temukan Data Penyimpangan di Ponpes Al Zaytun. https://www.liputan6.com/islami/read/5334269/ditolak-panji-gumilang-mui-klaim-telah-temukan-data-penyimpangan-di-ponpes-al-zaytun

Marican, S. (2009). *Kaedah Penyelidikan Sains Sosial*. Pearson Prentice Hall.

Masitoh, M. (2020). Pendekatan dalam Analisis Wacana Kritis. *Edukasi Lingua Sastra*, *18*(1), 66–76. https://doi.org/10.47637/elsa.v18i1.221

Miles, M. B., Huberman, A.M. & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications.

Mukhlis, M., Al Masjid, A., Widyaningrum, H. K., Komariah, K., & Sumarlam, S. (2020). Analisis Wacana Kritis Model Teun A. van Dijk pada Surat Kabar Online dengan Tajuk Kilas Balik Pembelajaran Jarak Jauh Akibat Pandemi Covid-19. *Geram*, *8*(2), 73-85. https://doi.org/10.25299/geram.2020.vol8(2).5867

Nur, E. (2021). Peran Media Massa dalam Menghadapi Serbuan Media Online. *Majalah Semi Ilmiah Populer Komunikasi Massa*, *2*(1), 51-64.

Nursalam, N., Sulaeman, S., & Mustafa, I. (2021). Analisis Istilah Wacana Kebijakan Pembatasan Sosial Covid-19 di Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 388-405. https://doi.org/10.22219/kembara.v7i2.16500

Payuyasa, I. N. (2017). Analisis Wacana Kritis Model van Dijk dalam Program Acara Mata Najwa di Metro TV. *Segara Widya: Jurnal Penelitian Seni*, *5*(2), 14-24. https://doi.org/10.31091/sw.v5i0.188

Pelangi, I. (2019). *Representasi Ideologi dalam Wacana Sosial dan Relevansinya terhadap Pengajaran Wacana: Kajian Teori Teun A. van Dijk*. Disertasi. Universitas Negeri Makassar. Makassar.

Pujiastuti, I., & Anshori, D. (2022). Peran Media Online Magdalene. co terhadap Persepsi Masyarakat pada Isu Kesehatan Mental Ibu (Perspektif Sara Mills). *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 317-334. https://doi.org/10.22219/kembara.v8i2.21419

Putri, I. P., & Roem, E. R. (2021). Analisis Khalayak pada Portal Berita Online di Sumatera Barat. *JRK (Jurnal Riset Komunikasi)*, *12*(1), 84-102. http://dx.doi.org/10.31506/jrk.v12i1.11372

Putri, L. M., & Ramadhan, S. (2020). Keresahan Komika terhadap Pelanggaran Aturan Pemerintah dalam Menghadapi Wabah Covid-19: Analisis Sosiocultural Practice. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *6*(2), 205-212. https://doi.org/10.22219/kembara.v6i2.13494

Rahmawati, I. Y. (2016). Analisis Teks dan Konteks pada Kolom Opini "Latihan Bersama Al Komodo 2014" Kompas. *Jurnal Dimensi Pendidikan dan Pembelajaran*, *5*(1), 49-57. https://doi.org/10.24269/dpp.v4i1.53

Ramanathan, R., & Hoon, T. B. (2015). Application of Critical Discourse Analysis in Media Discourse Studies. *3L: Southeast Asian Journal of English Language Studies*, *21*(3), 57-68.

Rashidi, N., & Souzandehfar, M. (2010). A Critical Discourse Analysis of the Debates Between Republicans and Democrats Over the Continuation of War in Iraq. *The Journal of Linguistic and Intercultural Education*, *3*(2), 43-55.

Romadhoni, B. A. (2018). Meredupnya Media Cetak, Dampak Kemajuan Teknologi Informasi. *An-Nida: Jurnal Komunikasi Islam*, *10*(1), 13-20. https://doi.org/10.34001/an.v10i1.741

Setiawan, A. (2020, 8 Febriari). *Media Online Perlu Berbenah*. Medcom.Id. https://www.medcom.id/pilar/kolom/Wb70Wyak-media-onlineperluberbenahdiri?utm_source=apps_android&utm_medium=share&utm_campaign=share

Setiawan, F., Prasetya, A. D. A., & Putra, R. S. (2022). Analisis Wacana Kritis Model Teun Van Dijk pada Pemberitaan Kasus Pencabulan Santri oleh Anak Kiai Jombang dalam Media Online. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 224-237. https://doi.org/10.22219/kembara.v8i2.21772

Shabrina, S. N., & Setiawan, T. (2022). Analisis Teks Hoaks Seputar Informasi Bank: Kajian Bahasa Perspektif Analisis Wacana Kritis dan Linguistik Forensik. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(2), 492-507. https://doi.org/10.22219/kembara.v8i2.21478

Siagian, M. S., Surip, M., & Dalimunthe, S. F. (2022). Analisis Wacana Kritis Teun A. van Dijk pada Program Acara Newscast Isu Penundaan Pemilu 2024. *MUKADIMAH: Jurnal Pendidikan, Sejarah, dan Ilmu-ilmu Sosial*, *6*(2), 369-374. https://doi.org/10.30743/mkd.v6i2.5327

Silaswati, D. (2019). Analisis Wacana Kritis dalam Pengkajian Wacana. *METAMORFOSIS: Jurnal Bahasa, Sastra Indonesia dan Pengajarannya*, *12*(1), 1-10. https://doi.org/10.55222/metamorfosis.v12i1.124

Sindonews.com. (2023, `23 Juni 2023). Pimpinan Al Zaytun Panji Gumilang Dilaporkan Polisi atas Dugaan Penyimpangan Agama. https://nasional.sindonews.com/read/1135293/13/pimpinan-al-zaytun-panji-gumilang-dilaporkan-polisi-atas-dugaan-penyimpangan-agama-1687500364

Suciartini, N. N. A. (2017). Analisis Wacana Kritis "Semua karena Ahok" Program Mata Najwa Metro TV. *Aksara*, *29*(2), 267-282.

Sutrisna, H. (1987). *Metode Riset*. Yogyakarta: Universitas Gajah Mada Press.

Syakur, A., & Sumarlam, S. (2021). Analisis Wacana Kritis Teun A. van Dijk pada Media Online: Teks Iklan Layanan Kesehatan Masyarakat tentang Covid-19. In *Prosiding Seminar Nasional Linguistik dan Sastra (SEMANTIKS)* (Vol. 3, pp. 591-601).

Tribunnews.com. (2023, 23 Juni 2023) "Sederet Penyimpangan Ajaran Sesat Al Zaytun Selama Kepemimpinan Panji Gumilang. https://priangan.tribunnews.com/2023/06/23/sederet-penyimpangan-ajaran-sesat-al-zaytun-selama-kepemimpinan-panji-gumilang

Ulinnuha, R., Udasmoro, W., & Wijaya, Y. (2013). Critical Discourse Analysis Theory and Method In Social And Literary Framework. *Indonesian Journal of Applied Linguistic*, *2*(2), 262-274.

Van Dijk, T. A. (2000). *Critical Discourse Analysis*. New York: Sage.

Wahab, A. (2019). *Analisis Wacana Kritis pada Pemberitaan Media Online Kumparan.com dan Arrahmahnews. com tentang Penolakan Pengajian Khalid Basalamah di Sidoarjo, Jawa Timur*. Tesis. Fakultas Dakwah dan Ilmu Komunikasi UIN Syarif Hidayatullah Jakarta.

Wahyudi, N., Anshori, D. S., & Nurhadi, J. (2021). Pemberitaan Tirto. id tentang Kekerasan di Papua: Analisis Wacana Kritis Teun van Dijk. *Jurnal Pesona*, *7*(2), 123-136.

Winingsih, W., Anshori, D., & Nurhadi, J. (2022). Analisis Wacana Kritis Model van Dijk terhadap Isu Pelemahan KPK dalam Pemberitaan Narasi Newsroom. *LITERA*, *21*(1), 94-103. https://doi.org/10.21831/ltr.v21i1.40811

Yanti, N. P. D. E., Putrayasa, I. B., & Artika, I. W. (2019). Analisis Wacana Kritis Teun A. Van Dijk pada Teks Pidato Klaim Kemenangan Pilpres 2019. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, *3*(3), 356-362. https://doi.org/10.23887/jipp.v3i3.21846

Yusar, F., Sukarelawati, S., & Agustini, A. (2020). Kognisi Sosial dalam Proses Analisis Wacana Kritis Model van Dijk pada Buku Motivasi. *Jurnal Komunikatio*, *6*(2), 65-76. https://doi.org/10.30997/jk.v6i2.2876

Construction of the Indonesian Presidents' Speeches at the UN: Historical Discourse Analysis

(Kontruksi Pidato Presiden Indonesia di PBB: Analisis Wacana Historis)

Antok Risaldi*
Universitas Internasional Semen
Indonesia, Indonesia
antok.risaldi@uisi.ac.id

Anang Santoso
Universitas Negeri Malang, Indonesia
anang.santoso.fs@um.ac.id

*Corresponding author: Antok Risaldi | email: antok.risaldi@uisi.ac.id

Abstract: The construction of the speeches of the four presidents lies at the complex intersection of sociohistorical practices, where the disciplines of psychology, political science, history, sociology, and anthropology were formed. The aim of this study was to analyze the corpus-based construction of the Indonesian Presidents' speech at the UN. This research method used a descriptive approach. This type of qualitative research was oriented towards historical discourse analysis. This research data consisted of words, phrases, and sentences obtained from speeches by four Indonesian presidents at the UN. The data corpus of the four Indonesian presidents' speeches was obtained from the YouTube channel. The collection of corpus data in this research was carried out through observation to find out whether the videos of the four presidents' speeches were sound and complete. The available data corpus was analyzed based on Wodak's analysis of historical discourse (HDA). The research results indicated that the construction of the four Indonesian presidents' speeches at the UN included the use of discursive strategies, namely argumentation and nomination. The findings of this research also showed that the argumentation strategy used topics that were divided into the past, present, and future. This topic refers to intrinsic topics in the form of reality, economy, justice, health and urgency, while extrinsic topics include reality, history, economics, threats, justice, health, and urgency. The nomination strategy found the use of personal deixis in the form of I, we, and us as identity markers in the Indonesian presidents' speeches at the UN. The conclusion of this research indicated that the topic analysis and identity markers used by the four Indonesian presidents were different. This can be seen from the use of the number of words that appear in the four speech data corpus, which showed how the four presidents opened their talks and how they identified themselves, defined their countries, and described their attitudes.

| Keywords | historical discourse analysis, Indonesian president, argumentation strategy, nomination strategy |

Abstrak: Konstruksi pidato keempat presiden terletak pada persimpangan kompleks praktik sosiohistoris di mana disiplin ilmu psikologi, ilmu politik, historis, sosiologi, dan antropologi dibentuk . Tujuan penelitian ini menganalisis kontruksi pidato presiden Indonesia di PBB berbasis korpus. Metode penelitian ini menggunakan pendekatan deskriptif. Jenis penelitian kualitatif yang berorientasi analisis wacana historis. Data penelitian ini berupa kata, frasa, dan kalimat yang diperoleh dari pidato keempat presiden Indonesia di PBB. Korpus data pidato keempat presiden Indonesia diperoleh pada kanal youtube. Pengambilan korpus data dalam penelitian ini dilakukan melalui observasi untuk menentukan apakah video pidato keempat presiden tersebut mengeluarkan suara dan utuh. Korpus data yang sudah tersedia dianalsisis berdasarkan analisis wacana historis (AWH) Wodak. Hasil penelitian ini menunjukkan bahwa konstruksi pidato keempat presiden Indonesia di PBB terdapat penggunaan strategi diskursif, yakni argumentasi dan nominasi. Temuan penelitian ini menunjukkan bahwa strategi argumentasi terdapat pengguna topik yang terbagi atas masa lalu, masa sekarang, dan masa depan. Topik ini mengacu kepada topik intrinsik berupa topik realitas, ekonomi, keadilan, kesehatan, dan urgensi, sedangkan topik ekstrinsik berupa topik realitas, sejarah, ekonomi, ancaman, keadilan, ksehatan, dan urgensi. Strategi nominasi ditemukan adanya penggunaan deiksis persona berupa saya, kami, dan kita sebagai penanda identitas dalam pidato presiden Indonesia di PBB. Simpulan penelitian ini menunjukkan bahwa analisis topik dan penanda identitas yang digunakan oleh keempat presiden Indonesia memiliki perbedaan. Hal ini dapat dilihat dari penggunaan jumlah kata yang muncul pada keempat korpus data dari pidato menunjukkan bagaimana keempat presiden membuka pembicaraan mereka dan bagaimana mereka mengidentifikasi diri mereka sendiri, mendefinisikan negara mereka, dan menggambarkan sikap mereka.

| Kata Kunci | analisis wacana historis, presiden Indonesia, strategi argumentasi, strategi nominasi |

INTRODUCTION

The structure of the four presidential speeches is at the complex intersection of the socio-historical practices that make up the disciplines of psychology, political science, history, sociology, and anthropology. Identity is an analytical tool in psychology, which focuses mostly on individual behavior and characteristics. It is often far from identity as an analytical tool in political science, which focuses on power and contestation within or between societies (Gumperz, 1982). Two main assumptions are made in the conceptualization of identity in this study. Identities, both individual and collective, are always changing. However, these assumptions about identity are not widely held by scholars, who trend to ignore internal inconsistencies, tensions, and the possibility of national identity transformation (Wodak, 2009; Wodak et al., 1999). The second assumption is based on Jenkins (1996) about definition of social identity, according to which minimal expressions of identity refer to the way in which individuals and collectives differ in their social relations with or from other individuals and collectives.

Construction is about the arrangement and relationship of words in sentences or groups of words used to form spoken texts. The task of discourse construction is to construct meaning in the form of words, sentences, paragraphs, or an article or book on a larger scale. News contains writing that is combined with words and images that have implicit and direct meaning and contain certain main themes. From an analytical perspective, discourse is constructed and limited by social structures in the broadest sense and at all levels: class and social interactions at the social level, unique relationships with certain institutions such as law or education, classification systems that have different norms and practices that are discursive and non-discursive and so on (Fairclough, 1992). The structure of the Indonesian presidents' speeches at the United Nations, consists of three parts, which are opening, body and closing. Each speech frame is linked to each other, so they cannot be separated.

Discovering the structure of the speeches of the four Indonesian presidents at the United Nations requires an examination of language as a primary means of identity construction in social and political discourse. As Fairclough (1992) says, a speaker's identity is expressed in the linguistic forms and meanings he chooses. In addition, critical discourse analysis considers both written and spoken discourse forms of social practice in which language users engage in various activities, including identity construction (Fairclough & Wodak, 1997; Wodak, 1996). Wodak (2006) uses one of the CDA data analysis methods that can be used to study the manipulativeness of political speeches and the identities reflected in those speeches according to the assumptions or themes that form the backbone of political speech arguments. This is because there is no research that uses historical discourse analysis (HDA) to analyze political discourse in the Indonesian context. This gives reason to use HDA to investigate whether differences in political ideological identity can be observed among the four Indonesian presidents of the UN.

Historical discourse analysis (HDA) as a paradigm for the study of political discourse was developed in Vienna in several manuscripts (Wodak, 1994; Wodak et al., 1990). One of the main goals of this analysis is to collect as many genres and discourses as possible regarding the given topic, as well as the historical dimensions of the problem. Historical discourse analysis (HDA) considers Wodak (2006) three types of criticism, namely (1) immanent criticism of a text or discourse, which seeks to discover the internal or relational structure of discourse; (2) sociodiagnostic criticism that seeks to expose the persuasive and manipulative nature of certain discursive practices; and (3) predictive criticism that promotes communication. As Wodak (2006) said, to avoid bias in discourse analysis, the analysis should follow the principle of triangulation. Therefore, one of the main features of historical discourse analysis (HDA) is the flexibility to work with different multi-method approaches and to use different empirical data and background information.

A key concept in historical discourse analysis (HDA) is topos (plural: topoi). In the literature related to logic and reasoning, especially argumentation theory, there are several definitions and conceptual notions of this subject. The concept used by Wodak (2006) in HDA is narrow and adapted. To apply the principle of triangulation, HDA researchers use argumentative theory, or more precisely thematic theory. In argumentation theory, Wodak (2006) suggests that a topic or premise is either a direct or implicit condition contained in an argument. Wodak added that topics relate to content through sequences or rules of reasoning that connect arguments or arguments to conclusions and propositions. The first is that the HDA theme type is the parent theme. As argued by Bruxelles et al., (1995), a given vocabulary or lexical group can give rise to several topics. In one paper, Baker et al., (2008) used keywords to identify topics using computational linguistic methods. They also use the word subject interchangeably. Internal subjects separated from subjects raised during the argument (external subjects, dynamic subjects). Internal themes are dynamically linked to pave the way for the use of external themes used in arguments.

This argumentative strategy has two main weaknesses in relation to the aims of this study. First, arguments can take different forms. It can also be argued that arguments can have more than one actor and can be studied on a macro scale. This view of argumentation is very useful in developing analytical models of public political speeches, where the speaker and the audience (public) share most of the information. In every political speech, the audience tries to create an impression of the speech being made, such as moderate, humble, dictatorial or radical. On the other hand, political speakers try to identify or distance themselves from certain political parties and trends with the help of topics. In speech politics, then, there is deliberate dynamic argumentation. The speaker tries to achieve or evoke a certain impression using themes (internal and external); on the other hand, the audience uses themes to complete the argument. This is a model of interactive argumentation theory that is not assumed by the old argumentation theory. In light of the topic overview above, a topic definition can be proposed that fits each statement. Based on this new definition, topics in a speech can be linked by a single word or a group of vocabulary to several other topics that together form a topical area. Thus, topics can be related to other topics in the speech according to the requirements of the argument.

Historical discourse analysis (HDA) is applied to the phenomenon of linguistic problems from various aspects. Several aspects of the HDA field of study start from immigrant problems in discursive practices in the past and try to clarify the tasks of immigrants today and build margins and boundaries of discourse (van Leeuwen & Ruth, 1999; Yoosun, 2006; Khosravinik, 2010; Yoosun & Rupaleem, 2012). Apart from that, historical discourse analysis is also applied in the context of academic discourse (Watss, 2007; Bondi, 2009; Thomas et al., 2013). In political issues, historical discourse analysis is used to reveal the content of speeches which are linked to past, present and future history (Lu & Ahrens, 2008; Boyd, 2009; Ingólfur, 2010; Oddo, 2011; Wodak, 2015; Wodak & Salomi, 2015).

Studies related to identity construction, argumentation, and especially the use of discourse topics have been conducted by some previous researchers Subuki et al., (2023) entitled "Gunung Sitol District Court Decision No.07/Pid.B/2013/PN-GS: Construction of forensic Argument". The results of this study show that if we use the evaluation questions proposed by Douglas Walton to test the quality of arguments based on one's knowledge (argument from knowledge), it can be argued that the justified and persuasive claims contained in the word are probably bad. A further study was conducted by Lemba et al., (2023) entitled "Ecofeminist Identity of Lamaholot Women in the Besi Pare Tonu Wujo Myth". The findings of study show that the ecofeminist identity of Lamaholot women in Tonu Wujo was constructed through her collaboration with Lera Wula Tana Ekan and the male and patriarchal cultural system as the right strategy to renew the nature and culture of Lamaholot. The study of Risaldi et al., (2021) entitled "Modality as a lingual feature of power practices in the pedophile community" explains that in discourse analysis CDA focuses mainly on power CDA and ideology. Critical discourse analysis focuses its analysis on power and ideology, in other words, discourse analysis becomes critical when the analysis focuses on how power relations and ideology shape discourse and the constructive effect of discourse on social

identity, social relations and knowledge, and as belief systems; they are not things that are usually visible to the participants in the discussion (Fairclough, 1995).

From previous research, it can be seen that this research is new in four ways. First, this research reveals the identity of the speeches of the four Indonesian presidents at the UN. Second, this research was conducted on YouTube social media using Wodak's historical discourse analysis (HDA) which views discourse as discursive action. Third, previous research in revealing identity has used an ecofeminist approach and CDA Fairclough's theory, whereas this research is novel in the theory used by HDA Wodak which focuses on discursive strategies, namely argumentation strategies and nomination strategies. In the previous research, it can also be seen that the method used was descriptive qualitative, whereas in this research a qualitative descriptive approach is oriented towards corpus-based historical discourse analysis. Fourth, this research compares the four speeches of Indonesian presidents to find argumentation strategies that are illustrated through the use of topics through intrinsic topics and extrinsic topics, while nomination strategies are illustrated through the use of persona deixis as a marker of identity through the number of words that appear in the data corpus and the use of persona deixis.

Regarding to previous literature and research, it shows that there are many studies that use HDA from all aspects of the problem. However, it is still difficult to find studies on the Indonesian presidents' speeches at the UN, especially using HDA theory. From this, research into the construction of the Indonesian presidents' speeches at the UN is a worthy subject for research. Thus, research on the identity construction of the four Indonesian presidents' speeches at the UN complements historical discourse analysis research and can be used as a tool to identify the ideological attitudes of the four presidents in a political context. This is in line with the opinion of Nursalam et al., (2021), that the discourse text has a certain ideology, so it can be analyzed in depth by paying attention to the linguistic elements in order to uncover the ideology of the text contained in it. Therefore, the aim of this research concerns the construction of speeches as represented in the use of topics and identity markers used by the four Indonesian presidents at the UN through language studies from the perspective of historical discourse analysis based on corpus linguistics. This research contributes as a reference for Indonesian language learning, especially in speech and argumentation text material as well as linguistics, especially critical discourse analysis.

METHOD

This research method used a descriptive approach. This type of qualitative research is oriented towards corpus-based historical discourse analysis. This research corpus consisted of the speeches of the four Indonesian presidents, namely Sukarno, Suharto, Susilo Bambang Yudhoyono and Joko Widodo in the general assembly which took place at the UN Headquarters in New York. This research data consisted of words, phrases and sentences obtained from the speeches of the four Indonesian presidents at the UN. The criteria for selecting the four speeches as research data were based on the absence of discourse studies that examined the topics and identity construction of the Indonesian president at the UN through speeches delivered in Indonesian and English. The data corpus of the four Indonesian presidents' speeches was obtained on the YouTube channel which is detailed as follows.

Table 1
Data Source of Indonesian Presidents' speeches at the UN

No	President	Speech	Youtube account	Link
1.	Soekarno	English	Motivation Spot	https://www.youtube.com/watch?v=2ofGyhyVVO0
2.	Soeharto	Bahasa Indonesia	Soeharto Channel	https://www.youtube.com/watch?v=KLqdRGMH0iQ
3.	Susilo Bambang Yudhoyono	English	VOAIndonesia	https://www.youtube.com/watch?v=bhUrcBrqkfc
4.	Joko Widodo	Bahasa Indonesia	KOMPASTV	https://www.youtube.com/watch?v=aPQ-oieaNNw

The researchers only found the speeches of the four Indonesian presidents, namely Sukarno, Suharto, Susilo Bambang Yudhoyono and Joko Widodo, while no videos of speeches were found for other presidents. The collection of data corpus in this research was undertaken through observation to determine whether the videos of the four presidents' speeches had sound and were intact. The next step was downloading the video transcription of the presidents' speeches from YouTube by utilizing the transcript feature on YouTube and copying the transcript into Microsoft Word. Next, changing the file in the form of a word document into TXT form via the Zamzar online file conversion application was conducted. Files in the form of TXT were entered into a data corpus (corpora) using the AntConc 3.5.9 (Windows) 2020 application to determine the word types and word tokens that appeared in the four presidential speeches.

Table 2
Data Corpus of Indonesian Presidents' speeches at the UN

	Soekarno	Soeharto	Susilo Bambang Yudhoyono	Joko Widodo
Word Types	224	223	901	1134
Word Tokens	480	409	2199	2789

The available data corpus was analyzed based on Wodak's historical discourse analysis (HDA) by paying attention to three important dimensions in the historical discourse method: the content of the data, the discursive strategies used, and the linguistic realization of these contents and strategies. The research data that has been collected is analyzed using discursive strategies, namely argumentation strategies and historical discourse analysis (HDA) nominations. The steps used in carrying out the investigation are as follows. First, the researcher conducted an examination of the argumentation strategies used by the four presidents in using topics related to the historical dimension of discursive action. This topic relates to an issue also explored in a number of previous investigations. After that, we compared the results of the use of topics used by the four prominent presidents regarding the past, present and future. Second, we identified the nomination strategies used by the four Indonesian presidents in pronouncing their names through linguistic devices in the form of persona deixis. The use of the nomination strategy as a marker of the identity of the four Indonesian presidents at the UN uses persona deixis which reflects identification and involvement with the audience. The next step was comparing what persona deixis appears in speeches at the UN. This research aims to see whether there are changes in the argumentation and nomination strategies used by the four Indonesian presidents in representing themselves as president of Indonesia, society and the Indonesian nation.

RESULTS AND DISCUSSION

This research produced two major findings, namely the use of argumentation strategies and nomination strategies. The argumentation strategy consists of using topics, namely intrinsic and extrinsic topics that refer to the past, present and future which appear in the speeches of the four presidents of the Republic of Indonesia at the UN as a tool to identify the speaker's ideological stance in a political context. The nomination strategy in the form of using personal deixis is illustrated by the percentage frequency of personal deixis that appears in the data corpus and as a marker of identity for the four Indonesian presidents.

Argumentation Strategy

General statistical information from the study of the four corpora reveals some interesting initial findings about the topics used in the Indonesian presidency at the UN which are divided into past, present and future. Look at Figure 1 below.
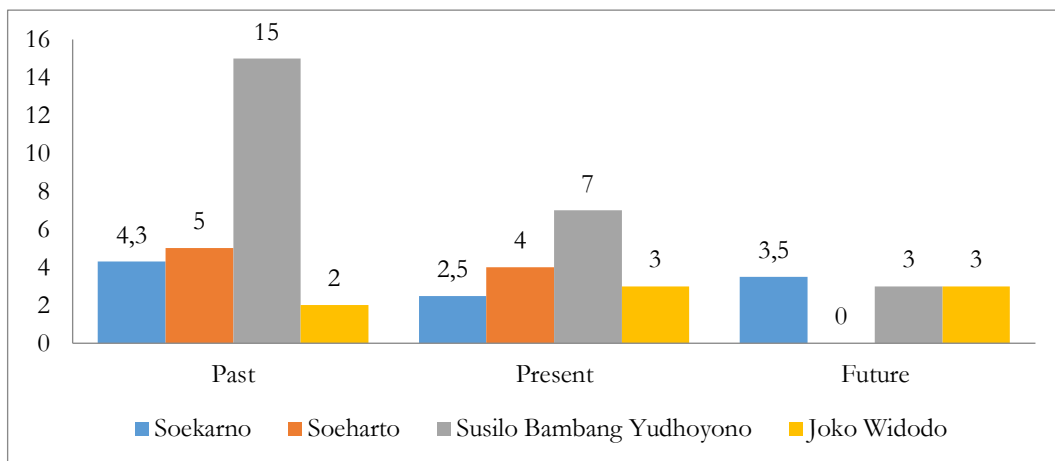
Figure 1
Frequency of Topic in Speech

Based on Figure 1 above, it can be seen that the use of topics used by the four presidents provides a certain orientation to their speeches. Soekarno in his speech used striking topics related to the past, such as the issue of peace which was represented by five years ago, 29 Asian and African countries sent representatives to the city of Bandung to discuss world security. The same thing also happened to Suharto who used past topics, such as the 50 year history of the UN and the 50 proclamation of Indonesian independence as a form of representation of the issue of world peace and conflict prevention through UN diplomacy.

Susilo Bambang Yudhoyono used general terminology to refer to world issues in the past, such as the use of the terms two decades since the fall of the Berlin Wall, cold war in 1990, 1990 in Southeast Asia, old cold war, Southeast Asian Nations in 1960- poverty, and the 30-year conflict in the US, while the present can be seen from the striking topics of the suffering of the Palestinian people in Gaza, the Ukrainian conflict, relations between Russia and the West, and the ongoing conflicts in Syria and Iraq. The striking topic of Susilo Bambang Yudhoyono's speech contains global issues that must be resolved by all countries, especially the United Nations (UN). This can be considered a strategy in incident naming.

Topics were analyzed from a chronological perspective classified into three subcategories of past, present, and future time (Figure 1). The analysis was carried out by considering the nature of the problems and incidents referred to by each topic raised. As shown in the figure above, Soekarno used various topics ranging from the past, present and future, while Suharto did not use the topic of the future in his speech at the UN. Susilo Bambang Yudhoyono and Joko Widodo also showed the same thing, differing in the frequency of other topics related to the past and present. Susilo Bambang Yudhoyono referred to past events and problems, even those in the historical remote, twice as much as Joko Widodo. Considering the number of topics related to the present, Susilo Bambang Yudhoyono used them more often. The topics that emerge can be described as parts of the argument that include mandatory premises, either explicit or inferential.

One perspective that can be used as an argumentative strategy for the four Indonesian presidents is historical discourse analysis (HDA) as one of the most influential CDA schools with their respective basic science models: the historical model (Wodak, 2006), model of social cognition (van Dijk, 2008), and the dialectical social model (Fairclough, 1995; 2000; 2001; 2003), or multimodal (van Leeuwen, 2004; 2008), Kress & Van Leeuwen (2006) which did not use the topic at all. In the analysis, the list of topics used by the four presidents was extracted as in Table 1, which shows the intrinsic topics used in the PBB speeches of Soekarno, Suharto, Susilo Bambang Yudhoyono and Joko Widodo. The topics presented here were all intrinsic because for all of them a particular lexicon can be found in speech and appears in the order in which it was found in speech to give a better picture of its development.

Table 3
Intrinsic Topics Used in Speeches at the UN

No	President	Intrinsic Topics				
		Reality Topic	Economic Topic	Justice Topic	Health Topic	Urgency Topic
1.	Soekarno	The struggle and sacrifice of the Indonesian people	-	-	-	Indonesia as a facilitator of countries in Asia and Africa that need assistance
2.	Soeharto	50th anniversary of independence proclamation	-	-	The UN has played an important role in Indonesia's struggle to maintain independence.	-
3.	Susilo Bambang Yudhoyono	-	Poverty and public health issues in Indonesia	-	-	Transformative development
		-	-	-	-	Smart government
		-	-	-	-	Innovative leadership
4.	Joko Widodo	-	Indonesian economy will soon recover and grow inclusively	Rights of women and minority groups	Covid Pandemic will be handled quickly and evenly	-
		-	-	Issues of violence and marginalization of women in Afghanistan	-	-
		-	-	-	-	Palestine Independence
		-	-	-	-	The political crisis in Myanmar
		-	-	-	-	The G20 Issue in Indonesia

Table 3 shows that the intrinsic topics used in speeches at the UN produced by the four Indonesian presidents were domestic issues, such as political, humanitarian, religious and social issues. Soekarno in his speech raised the issue of the struggle and sacrifice of the people as well as Indonesia's role as a facilitator for countries in Asia and Africa which reflects this, while Soeharto raised the issue of the struggle of the Indonesian people which occurred on the 50th anniversary of the proclamation of independence and emphasized how Indonesia maintained this independence. Different things were expressed by Soesilo Bambang Yudhoyono who raised the issue of development to overcome poverty and public health through an intelligent government, while Jakowi's speech raised the issue of economic recovery, handling Covid-19, as well as the issue of violence that occurred in Afghanistan and Palestinian independence for Israel, and G20 issues.

Table 4
Extrinsic Topics Used in Speeches at the UN

No	President	Extrinsic Topics						
		Reality Topic	History Topic	Economic Topic	Threat Topic	Justice Topic	Health Topic	Urgency Topic
1.	Soekarno	-	The issue of state building on the ruins of an empire	-	-	World peace	-	Hopeful contributions to the leaders of newly

No	President	Extrinsic Topics						
		Reality Topic	History Topic	Economic Topic	Threat Topic	Justice Topic	Health Topic	Urgency Topic
								independent countries
		-	-	-	-	Coloniaslime is related to global security	-	Asian, African, American, European, Australian expectations of the UN
2.	Soeharto	Elimination of colonialism domination, poverty and world injustice	-	Financial crisis	-	Diplomacy	-	Peace issues
		-	-	-	-	-	-	The international development strategy
		-	-	-	-	-	-	The new international order
3.	Susilo Bambang Yudhoyono	Global issues	-	Economic opportunities in global trade	UN powers and authority	Peace, prosperity and justice	-	-
		The UN's failure to address development	-	-	Interstate and intrastate conflicts	-	-	-
		Poverty and environmental destruction	-	-	Theorism in Islamic countries	-	-	-
4.	Joko Widodo	G20 Issues	-	Global economic recovery	-	Terrorism conflicts and wars of peace	Globalized health	Low resilience of development climate
		-	-	Green and sustainable economy	-	-	Strategic value and climate change issues	Vulnerable groups for whom inclusivity is a top priority

Table 4 shows the extrinsic topics used and created by Soekarno, Suharto, Susilo Bambang Yudhoyono and Joko Widodo in talks at the UN. Intrinsic topics together with the lexicon in the data corpus were used to extract extrinsic topics raised by the four presidents, as shown in Table 2. Extrinsic topics were "peace, security, health, economics, poverty and environmental issues raised by the four presidents in a speech at the United Nations. Based on this, it can be seen that Sukarno emphasized more on security and peace issues, while Suharto also used security, peace and economic issues. There were four presidents who displayed more extrinsic topics and there were also those who display them less, for two reasons. First, topics were generally created, blended, reshaped, and integrated historically. Second, the topic appeared in the speeches of all four presidents as self-evident, commonly known and widely used.

Nomination Strategy

The corpus was analyzed to compare the discourses of the four presidents regarding two types of identity, personal and national. When examining the use of identity markers, the focus was on the narrative that the speaker uses to convey his meaning and the group with which the speaker identifies (Wodak, 2009). The three most important personal deixes were I, we and us. Some arguments about the use of "I" and whether it can be used to refer to the self in an institutional context. Although the exact role of "we" and "us" in personal deixis was debatable an plays an important role in identity formation (Hutchby, 1996; Ten Have, 1991; Tracy & Haspel, 2004). Taylor & Cooren (1997) argue that in institutional and organizational speech in general, first person deixis can represent the entire institution of which the speaker is a competent member. Although the speech was originally delivered in English, the official translation of the speech into Indonesian and vice versa is analyzed because it was presented in English to an international audience. After translating the speech and cross-checking the original text, it was assumed that the content of the speech remains unchanged throughout the translation. The frequency of identity symbols in the speech of the President of Indonesia at the United Nations were presented in the figure below.
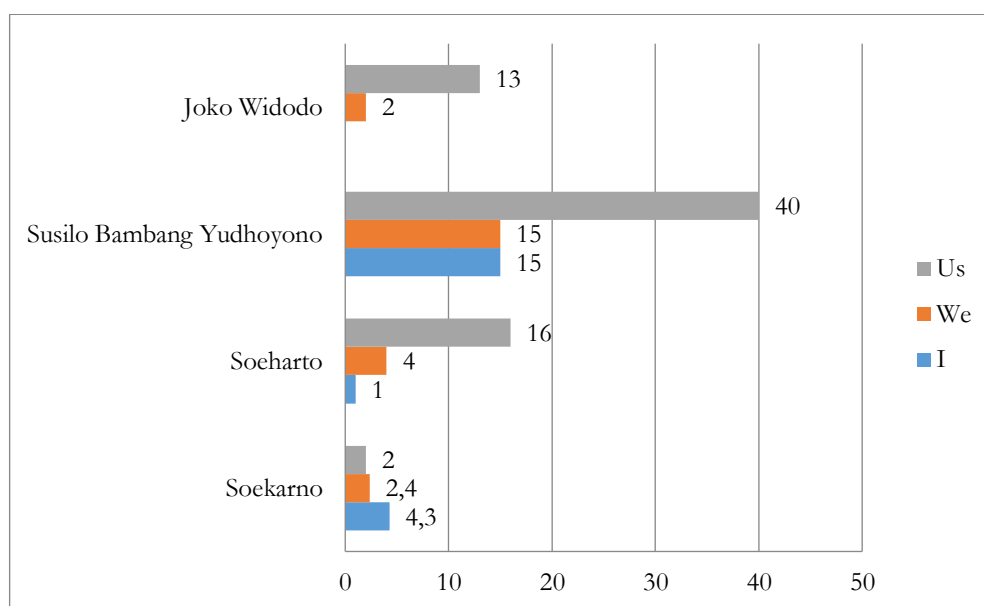
Figure 2
Frequency of Identity Markers in the Indonesian Presidents' Speeches at the UN

The figure above shows the number of words that appear in the four data corpus from the speeches of Soekarno, Suharto, Susilo Bambang Yudhoyono and Joko Widodo. We used the AntConc 3.5.9 (Windows) 2020 application to find out the frequency of occurrence. Figure 2 showed that Soekarno's identity markers were in the form of persona deixis 2 times, we 2.4 times, and I 4.3 times out of 224 word types. Soeharto's identity markers were in the form of persona deixis "us" 16 times, "us" 4 times, and "me" 1 time out of 223 word types. Susilo Bambang Yudhoyono's identity marker was in the form of persona deixis 40 times, we and I 15 times from 901 word types. Joko Widodo's identity marker was in the form of persona deixis "us" 13 times and "us" 2 times.

The use of persona deixis as a marker of the identity of the four Indonesian presidents at the UN used first person deixis which reflects identification and involvement with the audience. The use of persona deixis is a form of manifestation of a person's integrity and firmness. Furthermore, in terms of the use of personal deixis, Chilton & Schaffner (1997) argued that it can be adopted both inclusively and exclusively. They were inclusively adopted as a strategy to express solidarity. Meanwhile, they were exclusively used to share responsibilities, so that every action and policy decided and agreed upon was not solely imposed on the individual. This can be seen in the following quote:

(1) Today, **I am** President Soekarno who is greeting (Speech /Soekarno)
   *Hari ini, **saya** seorang presiden Soekarno yang tengah menyapa (Pidato/Soekarno)*

(2) It is an honor for **me** to participate on behalf of the government and people of Indonesia (Speech /Soeharto)

*Suatu kehormatan bagi **saya** untuk ikut serta atas nama pemerintah dan rakyat Indonesia (Pidato/Soeharto)*

(3) **I** observe that today the international community is worried about the danger of the old Cold War returning to our full main power relations are getting worse (Speech /Susilo)

***Saya** mengamati bahwa hari ini internasional masyarakat khawatir akan bahaya tersebut dari Perang Dingin lama kembali ke kekuatan utama penuh kami hubungan semakin memburuk (Pidato/Susilo)*

(4) **I** have to admit that there are still many challenges facing Indonesia (Speech /Jokowi)

***Saya** harus mengakui bahwa masih banyak tantangan yang dihadapi Indonesia (Pidato/Jokowi)*

In data (1) and (2), personal deixis used by Soekarno and Soeharto was in the form of the word I to indicate his identity as the president of Indonesia. This is reinforced by the statement sentence after the word I in data (1) in the form of President Soekarno who is greeting, while the word I in data (2) is also used to greet the audience at the UN. In the context of sentences (1) and (2), I can be used to refer to the Indonesian nation led by Soekarno and Suharto so that the audience believes that he was indeed the president of Indonesia. In contrast to the use of personal deixis in data (3) and (4), Susilo Bambang Yudhoyono and Joko Widodo's speeches were used to express personal opinions and convey that issues occurring in Indonesia and abroad were the topic of discussion. In the context of sentences (3) and (4), they did not represent themselves, but a collectivity on behalf of the Indonesian nation and people.

The four Indonesian presidents also used the persona deixis we and we as a representation of self-identity. Our personal deixis was subjective personal deixis used to refer to the subject complement or subject clause. Objective person deixis referred to the same person or thing as the equivalent subject person deixis. This can be seen in the following quote:

(5) If **we** succeed in solving one problem, then solutions to various other problems will open (Speech/Soekarno)

*Jika **kami** berhasil menyelesaikan satu masalah, maka solusi dari berbagai masalah yang lain akan terbuka (Pidato/Soekarno)*

(6) Governments and all the people of the world turn to the UN for the continuation of **our** hopes (Speech/Soeharto)

*Para pemerintah dan seluruh rakyat dunia berpaling pada PBB demi kelanjutan harapan-harapan **kami** (Pidato/Soeharto)*

(7) What **we** need to end the suffering of the Palestinian people (Speech /Susilo)

*Yang **kami** butuhkan untuk mengakhiri penderitaan rakyat Palestina (Pidato/Susilo)*

(8) **We** continue to work to fulfill our commitments in 2020 Indonesia (Speech/Jokowi)

***Kami** terus bekerja memenuhi komitmen kami pada tahun 2020 Indonesia (Pidato/Jokowi)*

Our use of persona deixis in data (5), (6), (7), and (8) of the four speeches of the Indonesian presidents was used to refer to the speaker and listener. The word "we" was also sometimes used by the four Indonesian presidents to avoid talking about themselves as individuals and instead suggest that others get involved. Our use of persona deixis made the self smaller by making it part of the collective. The most important thing was when "we" was used in the Indonesian presidents' speeches which serves to create a nation or state where many people as a society are involved and not referring to one particular individual. By using "our "persona deixis as a marker of identity, the four Indonesian presidents refered to certain issues that depend on the context in which the speech occurs. Our identity markers wre used by speakers to include others in their speech to create a group with a clear identity and make others also responsible for the problems that occur. This can be seen in the following data excerpt.

(9) If **we** succeed in resolving, for example, the issue of disarmament (Speech/Soekarno)

*Jika **kita** berhasil menyelesaikan, misalnya masalah perlucutan senjata (Pidato/Soekarno)*

(10) Let **us** make this 50th anniversary of our concentration a good momentum for all of us (Speech/Soeharto)

*Marilah **kita** jadikan peringatan 50 tahun konsentrasi kita ini sebagai momentum yang baik bagi kita semua (Pidato/Soeharto)*

(11) The elusive two-state solution what **we** need to resolve the conflict in Ukraine is now shaking relations between Russia and the West and we need to find an effective and durable solution (Speech /Susilo)

Solusi dua negara yang sulit dipahami yang **kita** *butuhkan menyelesaikan konflik di Ukraina itu sekarang mengguncang hubungan antara Rusia dan Barat dan kita perlu menemukan solusi yang efektif dan tahan lama (Pidato/Susilo)*

(12) **We** must give hope that the pandemic of 19 will be handled (Speech /Jokowi)

Kita *harus memberikan harapan bahwa pandemik of 19 akan bisa tertangani (Pidato/Jokowi)*

The use of personal deixis in (9), (10), (11) and (12) first identifed the good qualities of the speaker. The four presidents of Indonesi use our practice to apply for UN membership as a collective identity. Our personadeix in the speeches of the four Indonesian presidents at the United Nations aimed to express an institutional identity, namely that the four Indonesian presidents spoke as representatives of the nation. On the other hand, the word between us conveyed the image of the nation as a jointly responsible nation. So our use was intentional to make the public feel a duty to help each other between countries within the UN as a form of social identity.

Regarding the use of personal deix, van Dijk (2002) argued that our person and our deix can be embraced both inclusively and exclusively. They were widely recognized as an expression of solidarity. At the same time, they were exclusively used to share responsibility, so that every action and policy decided and agreed upon is not the responsibility of just one person (Dahnilsyah, 2017). On the other hand, personal deix was often used as a strategy to gain support and develop trust. Personal deix was used to refer to the person or thing the speaker is talking about, and can be used to refer to oneself. Collins (1990) states that there are two types of personal pronouns, namely subjective and objective personal pronouns. Subjective personal pronouns are used to refer to subject complements or subject clauses, such as they, I, we, you, he and they. An objective personal pronoun refers to the same person or thing as the corresponding subject pronoun. Confirming this, research by Risaldi (2023) showed that the use of personal pronouns shows the power of a person.

The analysis of the four data corpora below showed how the four presidents opened their debates and how they identified themselves, defined countries and describe positions. To this end, the open speech was important because it tended to strengthen identity (Levine, 1983; MacCannell, 1984; Koller, 2012; Zundel et al., 2016). The way the four presidents of Indonesia started discussions and their presentations cannot be put in the same category. The introductions of the four presidents varied greatly in length and wording. This can be seen in the following speech extract.

(13) Today I speak to the leaders and founders of the nation. But indirectly. I also speak to those you represent, to those who have sent you here, to those who have entrusted their future to your hands. I really want my words to penetrate my mind and heart. In the depths of the human heart, in the heart of the great soul, from whom so many cheers are heard. Today I am President Sukarno who greets you (Speech/Soekarno)

Hari ini saya berbicara kepada para pemimpin dan pendiri bangsa. Tetapi, secara tidak langsung, Saya juga berbicara kepada yang Anda wakili, kepada mereka yang telah mengirim anda ke sini, kepada mereka yang telah mempercayakan masa depan mereka ke tangan anda. Saya sangat menginginkan bahwa kata-kata saya dapat meresap di pikiran dan hati. Di lubuk hati manusia yang terdalam, di dalam hati yang berjiwa besar, yang darinya telah terdengar begitu banyak sorak sorai. Hari ini, saya seorang presiden Soekarno yang tengah menyapa anda (Pidato/Soekarno)

Soekarno started his speech by greeting the leaders and founders of the nation who were present and jumped in to talk about domestic affairs which voiced the aspirations of the Indonesian people. However, this was not the case with Suharto, who used a shorter introduction (approx. words) than Soekarno's speech (approx. words) where he took the opportunity to establish the position of leader of the Indonesian nation by using sentences on behalf of the Indonesian government and people, as seen in the quote below:

(14) Bismillahirrahmanirrahim. Mr. President and Mr. Secretary General, it is an honor for me to participate on behalf of the government and people of Indonesia (Speech/Soeharto)
Bismillahirrohmannirrohim. Tuan Presiden dan Tuan Sekertaris Jenderal merupakan suatu kehormatan bagi saya untuk ikut serta atas nama pemerintah dan rakyat Indonesia (Pidato/Soeharto)

If Soeharto started his speech by saying basmallah, this was different from Joko Widodo's speech, who started his speech by using the excellency to address the UN leaders and state leaders. What Suharto did by saying Basmallah was similar to the speech of Susilo Bambang Yudhoyono who started his speech with Basmallah. This can be seen in the quote below:

(15) The Excellency the President of the UN General Assembly. His Excellency the Secretary General of the United Nations. Excellencies, leaders of UN member states. The results of the UN General Assembly session are awaited by the world community to answer the world's main anxiety about when society will be free from flooding and when the economy will soon recover and grow inclusively (Speech/Jokowi)
Yang mulia presiden majelis umum PBB. Yang mulia Sekretaris Jenderal PBB. Yang mulia para pemimpin negara anggota PBB. Hai hasil sidang Majelis umum PBB ini ditunggu oleh masyarakat dunia untuk menjawab kegelisahan utama dunia kapan masyarakat akan terbebas dari banjir demi Kapan perekonomian akan segera pulih dan tumbuh inklusif (Pidato/Jokowi)

Joko Widodo gave a speech in Indonesian by greeting the president of the UN general assembly using the greeting "Your Excellency" as a form of respect. After starting the opening speech with a form of greeting, he continued his speech by discussing economic issues which can be seen from the expressions "the world's main anxiety" and "when will the economy recover and grow inclusively" to show the same feelings as when Joko Widodo felt what he felt by the world community. However, this was not the case with Susilo Bambang Yudhoyono who used a shorter foreword (around 42 words) in which he took the opportunity to speak about his disagreement with the theme used in the UN general assembly. This can be seen from the following speech excerpt.

(16) Bismillah rahmani raheem madam. president, ladies and gentlemen it is a great honor for me to spend once again before this august body the last time that I did during my two terms as president of Indonesia, I rather disagree with the chosen theme (Speech/Susilo)
Bismillah rahmani raheem nyonya presiden, tuan dan nyonya sekalian itu kehormatan besar bagi saya untuk menghabiskan sekali lagi sebelum tubuh agung ini terakhir kali bahwa saya melakukannya selama dua istilah saya sebagai presiden Indonesia saya lebih tidak setuju dengan tema yang dipilih (Pidato/Susilo)

Susilo Bambang Yudhoyono delivered a speech in English by addressing the chairman of the UN general assembly as "Madam president", "sir and madam" accompanied by expressions of respect. In the speech excerpt there was the expression "disagree with the theme chosen" by the UN. It seemed that Susilo Bambang Yudhoyono was targeting the UN general assembly more directly, which of course could threaten his face. Historical discourse analysis cannot be separated from the analysis of the speaker's ideological attitudes as reflected in vocabulary and grammatical choices. Hart (2014) illustrated the role that grammar can play as a model of language (and images) in revealing ideology in texts and discourse in social and political contexts. Based on speeches delivered by the four Indonesian presidents using examples taken from various discourses related to global issues, including discourses on climate, war, peace, and so on. From this example, the main argument put forward was that the cognitive processes required to understand language are based on visual experience. This was in line with studies conducted by Crilly et al., (2016) and Stockwell (2019) the use of a cognitive linguistic perspective in discourse can be used as evidence to analyze grammatical structures in order to dismantle hegemonic and ideological practices.

The use of argumentative strategies in the form of topics that the President of Indonesia discussed at the United Nations, both domestic and foreign, related to the past, present and future. The subject of critical discourse analysis was one of the classical argumentation concepts originating from Aristotle and Cicero (Žagar, 2010). The topic concept has received much attention in argumentation studies,

both in argumentation and discourse studies, although its use and meaning are still unclear. It emphasized the historical discourse (HDA) approach to the subject, the context is limited, and it exposes the argumentative strategy of HAD to criticism. To overcome possibile shortcomings and to better understand the topos, a classical approach to the concept was recommended, which originates from Aristotle's rhetoric and dialectic. Thus, the focus on political discourse aimed to illustrate the synthesis of HDA argumentation strategies and themes in the speeches of the four Indonesian presidents as a useful analytical and theoretical tool.

The use of perona deixis in the speech of the Indonesian president at the UN was singular and plural, as in quotes (1), (2), (3) and (4) and (9), (10), (11) and (12) as a strategy of self-presence in relation to power and with the relationship between solidarity. To show his power, the President of Indonesia used certain personal deixes, especially me, me and us. On the other hand, those four presidents used very common ways to show power and solidarity, choosing the right words for their interlocutors and also using specific words. The Indonesian president used the subjective personal deixis to refer to subject complements or subject phrases such as me, us and us. The difference was that all four Indonesian presidents used objective pronouns to refer to the same people or things comparative subject pronouns. In the speech of the Indonesian president, the use of personal deixis was divided into two categories: first person and second person deixis. The four presidents of Indonesia also used second person deix, as in quotes (5), (6), (7) and (8), while first person deix, as in quotes (1), (2), (3).) and (4) and (9), (10), (11) and (12).

Thematic analysis and identity markers used by the four Indonesian presidents were different. This can be seen in the word count usage of the four Indonesian presidents in the four data corpora, which showed how the four presidents opened their discourse and how they identified themselves, defined their country, and described their attitudes. Bamman et al., (2014) explained that a person's gender identity can be seen in the relationship between language style and social networks. In general, gender emerges as individuals position themselves in relation to audience, subject, and gender norms. This was consistent with Muyassaroh (2021) that gender development in society was important between gender and gender. Although these two terms have opposite meanings, the auhe concept of gender refers to the biologically determined division of two human sexes that are not interchangeable by nature (male or female). A person's identity can also be seen from the use of the first, second and third forms of personal deixis. This is in line with Miltersen (2016) and Lotte (2015), identity is the general view that communities and the identities connected to them are not given by nature, but are socially constructed between humans through actions and speech. Through deictic choices the persona contributes to the construction of community and inherent identity.

CONCLUSION

Regarding the explanation above, three conclusions are expressed. First, use of discursive strategies were identified, namely the nomination arguments used by the four Indonesian presidents in their speeches at the UN. Second, related to argumentation strategies, the use of topics in historical discourse analysis (HDA) can provide a certain orientation to their speeches under the umbrella of critical discourse analysis (CDA.) The study of the four corpora revealed several interesting initial findings regarding the topics used in the Indonesian president at the UN which is divided into past, present and future. Second, the topics in the historical discourse analysis found in the six speeches of the Indonesian president were two intrinsic topics (reality topics, economic topics, justice topics, health topics, and urgent topics), and extrinsic topics (reality topics, historical topics, threat topics, justice, health topics, and urgent topics) which can be studied through the perspective of historical discourse analysis.

Third, related to the nomination strategy, the personal deixis was used as a marker of identity in the speeches of the four Indonesian presidents at the UN, dominated by the first personal deixis which was represented through me to signify his identity as an Indonesian president. The four Indonesian presidents also used the persona deixis we and we as a representation of self-identity. Our personal deixis was subjective personal deixis used to refer to the subject complement or subject

clause. Objective person deixis referred to the same person or thing as the equivalent subject person deixis. This research also has suggestions for researcher in the field of discourse studies to develop historical discourse in an academic context. HDA can also be used to analyze the arguments of the political elite ahead of the 2024 political year. For readers, it is hoped that it can provide an overview of the topics and identity markers used by the four Indonesian presidents through historical discourse in order to use words that represent themselves and their nation in the context of political discourse. For discourse experts, it is expected that it can provide insight into historical discourse methods based on the use of topics that can assist in critical discourse analysis.

DECLARATIONS

Author contribution	:	Antok Risaldi leads and is responsible for all research projects on construction of the indonesian presidents' speeches at the UN. He also collaborated with Anang Santoso who is a Professor of Critical Discourse Analysis on the concept of understanding critical discourse analysis theory with their respective basic science models, there are Wodak's historical model, Van Dijk's social cognition model, and Fairclough's dialectical social model. From the discussion with the second author, it was obtained that the understanding used in historical discourse analysis has many words with unique meanings and needs further explanation from us as the authors of the article. Both authors also revised the manuscript and approved the final manuscript.
Funding statement	:	This research didn't receive funding.
Conflict of interest	:	Both authors declare that they have no competing interests.
Ethics Approval	:	The authors agrees to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Baker, P., Gabrielatos, C., Khosravinik, M., Krzyżanowski, M., McEnery, T., & Wodak, R. (2008). A Useful Methodological Synergy? Combining Critical Discourse Analysis and Corpus Linguistics to Examine Discourses of Refugees and Asylum Seekers in the UK press. *Discourse and Society*, *19*(3), 273–306. https://doi.org/10.1177/0957926508088962

Bamman, D., Eisenstein, J., & Schnoebelen, T. (2014). Gender Identity and Lexical Variation in Social Media. *Journal of Sociolinguistics*, *18 (2)*, 135–160. https://doi.org/10.1111/josl.12080

Bondi, M. (2009). Polyphony in Academic Discourse: A Cross-Cultural Perspective on Historical Discourse. *Cross-Linguistics and Cross-Cultural in Perspective on Academic Discourse*, 83–108.

Boyd, M. S. (2009). De-Constructing Race and Identity in US Presidential Discourse: Barack Obama's Speech on Race/La Deconstrucción de Raza e Identidad En El Discurso Presidencial de Barack Obama. *Atlantis*, *31(2)*, 75–94. http://www.jstor.org/stable/41055365

Bruxelles, S., Ducrot, O., & Raccah, P. Y. (1995). Argumentation and The Lexical Topical Fields. *Journal of Pragmatics*, *24(1)*, 99–114. https://doi.org/10.1016/0378-2166(95)94776-5

Chilton, P. & Schaffner, C. (1997). Discourse and Politics. In T.A. Van Dijk (ed.), Discourse as a Social Interaction: Discourse Studies: a Multidisciplinary Introduction. In *Blackwell* (Vol. 2).

Collins, C. (1990). *English Grammar*. Collins ELT.

Crilly, D., Hansen, M., & Zollo, M. (2016). The Grammar of Decoupling: A Cognitive-Linguistic Perspective on Firms' Sustainability Claims and Stakeholders' Interpretation. *Academy of Management Journal*, *59*(2), 705–729. https://doi.org/10.5465/amj.2015.0171

Dahnilsyah. (2017). The Implied Power Through the Use of Personal Pronouns in Obama"s Speeches: Critical Discourse Analysis. *International Journal of Educational Best Practices (IJEBP)*,

1(2), 59–71. http://dx.doi.org/10.31258/ijebp.v1n2.p59-71

Fairclough, N. (1992). Discourse and Text: Linguistic and Intertextual Analysis within Discourse Analysis. *Discourse and Society*, *3*(2), 193-217. http://dx.doi.org/10.1177/0957926592003002004

Fairclough, N. (1995). *Critical Discourse Analysis*. Longman.

Fairclough, N. (2000). *New Labour, New Language*. Routledge.

Fairclough, N. (2001). *Language and Power*. Pearson Education.

Fairclough, N. (2003). *1st Edition Analysing Discourse Textual Analysis for Social Research*. Routledge.

Fairclough, N., & Wodak, R. (1997). Critical Discourse Analysis. In T. A. van Dijk M. Alemi et al./ International Journal of Society, Culture & Language. *Discourse as Social Interaction: Discourse Studies 2 (A Multidisciplinary Introduction)*, *6(1)*, 258–284.

Gumperz, J. J. (1982). *Language and Social Identity (Vol. 2)*. Cambridge University Press.

Hart, C. (2014). *Discourse, Grammar and Ideology: Functional and Cognitive Perspectives*. Bloomsbury Publishing.

Hutchby, I. (1996). *Confrontation Talk: Arguments, Asymmetries, and Power on Talk radio*. Psychology Press.

Ingólfur, Á. J. (2010). The Politics of Historical Discourse Analysis: A Qualitative Research Method? *Discourse: Studies in the Cultural Politics of Education*, *31*(2), 251–264.

Jenkins, R. (1996). *Social Identity*. Routledge.

Khosravinik, M. (2010). The Representation of Refugess, Asylum Seekers and Immigrants in British Newspaper: A Critical Discourse Analysis. *Journal of Language and Politics*, *9*(1), 1–28. https://doi.org/10.1075/jlp.9.1.01kho

Koller, V. (2012). How to Analyse Collective Identity in Discourse – Textual and Contextual Parameters. *Critical Approaches to Discourse Analysis across Disciplines*, *5*(2), 19 – 38. https://doi.org/10.7311/tid.16.2022.11

Kress, G., & Van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*. Routledge.

Lemba, V. C., Lawet, P. W., Puka, A. O. B., & Maran, K. U. (2023). Identitas Ekofeminisme Perempuan Lamaholot dalam Mitos Besi Pare Tonu Wujo. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 269-284. https://doi.org/10.22219/kembara.v9i1.24302

Levine, J. (1983). Materialism and Qualia: The Explanatory GAP. *Pacific Philosophical Quarterly*, *64(4)*, 354–361.

Lotte, F. (2015). Signal Processing Approaches to Minimize or Suppress Calibration Time in Oscillatory Activity-Based Brain–Computer Interfaces. *Proceedings of the IEEE*, *103*(6), 871–890.

Lu, L. W. L., & Ahrens, K. (2008). Ideological influence on BUILDING metaphors in Taiwanese presidential speeches. *Discourse & Society*, *19*(3), 383-408. https://doi.org/10.1177/0957926508088966

MacCannell, D. (1984). Reconstructed Ethnicity Tourism and Cultural Identity in Third World Communities. *Annals of Tourism Research*, *11*(3), 375–391. https://doi.org/10.1016/0160-7383(84)90028-8

Miltersen, E. H. (2016). Nounself Pronouns: 3rd Person Personal Pronouns as Identity Expression. *Journal of Language Works-Sprogvidenskabeligt Studentertidsskrift*, *1*(1), 37–62. Retrieved from https://tidsskrift.dk/lwo/article/view/23431

Muyassaroh, M. (2021). Dimensi Gender dalam Novel-novel Indonesia Periode 1920-2000-an Berdasarkan Kajian Kritik Sastra Feminis. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7(2)*, 366–387. https://doi.org/10.22219/kembara.v7i2.16558

Nursalam, N., Sulaeman, S., & Mustafa, I. (2021). Analisis Istilah Wacana Kebijakan Pembatasan Sosial Covid-19 di Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 388–405. https://doi.org/10.22219/kembara.v7i2.16500

Oddo, J. (2011). War Legitimation Discourse: Representing 'Us' and 'Them' in four US Presidential Addresses. *Discourse & Society*, *22*(3), 287-314. https://doi.org/10.1177/0957926510395442

Risaldi, A. (2023). Power Through the Use of Personal Pronouns in E-Mail Interactions of Pedophil:

Critical Discourse Analysis. *Retorika: Jurnal Bahasa, Sastra, dan Pengajarannya*, *16*(1), 87–98. https://doi.org/10.26858/retorika.v16i1.37111

Risaldi, A., Santoso, A., & Syahri, M. (2021). Modalitas sebagai Fitur Lingual Praktik Kuasa dalam Komunitas Pedofilia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7(2)*, 241–255. https://doi.org/10.22219/kembara.v7i2.17682

Stockwell, P. (2019). *Cognitive Poetics: An Introduction*. Routledge.

Subuki, M., Sholeha, M., Hudaa, S., & Hariyanto, B. (2023). Konstruksi Argumentasi Putusan Pengadilan Negeri Gunung Sitoli No. 07/Pid. B/2013/PN-GS: Kajian Linguistik Forensik. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 89-102. https://doi.org/10.22219/kembara.v9i1.24279

Taylor, J. R., & Cooren, F. (1997). What Makes Communication 'Organizational'?: How the Many Voices of a Collectivity Become the One Voice of an Organization. *Journal of Pragmatics*, *27*(4), 409–438. https://doi.org/10.1016/S0378-2166(96)00044-6

Ten Have, P. (1991). *Talk and Institution: A Reconsideration of the Asymmetry of Doctor-Patient Interaction In D. Boden & D. H. Zimmerman (Eds.), Talk and Social Structure: Studies in Ethnomethodology and Conversation Analysis*. Polity Press.

Thomas, P., John, W., & Owen, L. (2013). Constructing 'the History of Strategic Management': A Critical Analysis of the Academic Discourse. *Business History*, *55*(7), 1119-1142. https://doi.org/10.1080/00076791.2013.838039

Tracy, K., & Haspel, K. (2004). Language and Social Interaction: Its Institutional Identity, Intellectual Landscape, and Discipline-Shifting Agenda. *Journal of Communication*, *54*(4), 788–816. https://doi.org/10.1111/j.1460-2466.2004.tb02654.x

Van Dijk, T. (2002). *Critical Discourse Studies: A Socio Cognitive Approach*. Sage.

Van Dijk, T. A. (2008). *Discourse and Context. A Socio-Cognitive Approach*. Cambridge University Press.

Van Leeuwen, T. (2004). *Metalanguage in Social Life. Language Power and Social Process, 11, 107-130.*

Van Leeuwen, T. (2008). *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford University Press.

Van Leeuwen, T., & Wodak, R. (1999). Legitimizing Immigration Control: A Discourse Analysis. *Discourse Studies*, *1*(1), 83–118. https://doi.org/10.1177/1461445699001001005

Watss, E. (2007). Creating the Academy: Historical Discousre and the Shape of Community in the Old Academy. *The Journal of Hellenic Studies*, *127*, 106–122. https://doi.org/10.1017/S0075426900001634

Wodak, R. (1994). The Development and Forms of Racist Discourse in Austria Since 1989. In G. Graddol & S. Thomas (Eds.). In *Language in Changing Europe*. Multilingual Matters.

Wodak, R. (1996). *Disorders of Discourse*. Longman.

Wodak, R. (2006). Mediation Between Discourse and Society: Assessing Cognitive Approaches in CDA. *Discourse Studies*, *8*(1), 179–190. https://doi.org/10.1177/1461445606059566

Wodak, R. (2009). *The Discursive Construction of National Identity*. Edinburgh University Press.

Wodak, R. (2015). Critical Discourse Analysis, Discourse-Historical Approach. *The International Encyclopedia of Language and Social Interaction*, 1–14. https://doi.10.1002/9781118611463/wbielsi116

Wodak, R., de Cillia, R., Reisigl, M., & Liebhart, K. (1999). *The Discursive Construction of National Identity*. Edinburgh University Press.

Wodak, R., Nowak, P., Pelikan, J., Gruber, H., de Cillia, R., & Mitten, R. (1990). *Wir Sind Alle Unschuldige Taterl: Diskurshistorische Studien Zum Nachkriegsantisemitismus*. Suhrkamp.

Wodak, R., & Salomi, B. (2015). European Identities and the Revival of Nationalism in the European Union: A Discourse Historical Approach. *Journal of Language and Politics*, *14*(1), 87-109. https://doi.org/10.1075/jlp.14.1.05wod

Yoosun, P., & Rupaleem, B. (2012). Whom Should we Serve? A Discourse Analysis of Social Worker's Commentary on Undocumented Immigrants. *Journal of Progressive Human Services*, *23*(1), 18–40. https://doi.org/10.1080/10428232.2011.605745

Yoosun, T. (2006). Constructing Immigrants: A Historical Dicourse Analysis of the Representations of Imigrants in US Social Work, 1882-1952. *Journal of Social Worl*, *6*(2), 169–203. https://doi.org/10.1177/1468017306066673

Žagar, I. (2010). Topoi in Critical Discourse Analysis. *Lodz Papers in Pragmatics*, *6*(1), 3–27. https://doi.org/10.2478/v10016-010-0002-1

Zundel, M., Robin, H., & Andrew, P. (2016). Using History in the Creation of Organizational Identity. *Management & Organizational History*, *11*(2), 211–235. https://doi.org/10.1080/17449359.2015.1124042

Ideology of National Insight in Teaching Materials of Compulsory Curriculum Subjects of Indonesian Language: Norman Fairclough's Perspective

(Ideologi Wawasan Kebangsaaan dalam Bahan Ajar MKWK Bahasa Indonesia: Perspektif Norman Fairclough)

Muhammad Zulfadhli*
Universitas Pendidikan Indonesia &
Universitas Bhayangkara Jakarta Raya,
Indonesia
mhd.zulfadhli@upi.edu

Dadang S. Anshori
Universitas Pendidikan Indonesia,
Indonesia
dadanganshori@upi.edu

Andoyo Sastromiharjo
Universitas Pendidikan Indonesia,
Indonesia
andoyo@upi.edu

Deri Wan Minto
Universitas Pendidikan Indonesia,
Indonesia
deri.wan@upi.edu

Laely Farokhah
Universitas Muhammadiyah
Jakarta, Indonesia
laely.farokhah@umj.ac.id

*Corresponding author: Muhammad Zulfadhli | email: mhd.zulfadhli@upi.edu

Abstract: National insight is an important concept that should be internalized by the younger generation. The understanding of national insight among students, as the younger generation, is still categorized as insufficient, so efforts are needed to strengthen national insight through the Compulsory Curriculum Subjects of Indonesian Language. This research aims to reveal the ideology of national insight within the teaching materials of Compulsory Curriculum Subjects of Indonesian Language from Norman Fairclough's perspective in 2013 with the theory of critical discourse analysis. This research used a qualitative approach. The research data were obtained from texts in the teaching materials of Compulsory Curriculum Subjects of Indonesian Language. Texts containing the concept of national insight were analyzed using Norman Fairclough's 2013 model of critical discourse analysis. The research data obtained were analyzed through the stages of reduction, presentation and verification. The data validation in this research was conducted using triangulation techniques. The results showed that in terms of the text aspect, both texts represent the ideology of love for the nation and homeland, as well as the aspiration for a just and prosperous society, through a text theme focusing on the obligation to pay taxes. In terms of discourse practice, the role of language in both texts serves as a tool for promoting an ideology by the involved groups. Furthermore, in terms of social-cultural practice, both texts emphasize socio-economic aspects. In conclusion, the teaching materials of Compulsory Curriculum Subjects of Indonesian Language represent several ideologies of national insight through texts that are presented as a means of spreading ideology by considering social and economic aspects. The results of this research have implications for national insight education for students in higher education through texts containing national insight contained in teaching material of Compulsory Curriculum Subjects of Indonesian Language.

Keywords ideology, Indonesian language, national insight, Norman Fairclough model

Abstrak: Wawasan kebangsaan merupakan elemen yang sangat penting bagi generasi muda untuk dipahami secara mendalam. Pemahaman mahasiswa sebagai generasi muda mengenai wawasan kebangsaan masih belum memadai sehingga perlu dilakukan upaya untuk memperkuat wawasan kebangsaan melalui Mata Kuliah Wajib Kurikulum (MKWK) Bahasa Indonesia. Penelitian ini bertujuan untuk mengungkap ideologi wawasan kebangsaan yang terdapat dalam bahan ajar MKWK Bahasa Indonesia berdasarkan perspektif Norman Fairclough Tahun 2013 dengan teori critical discourse analysis. Penelitian ini menggunakan pendekatan kualitatif. Data penelitian diperoleh dari teks-teks yang terdapat dalam bahan ajar MKWK Bahasa Indonesia. Teks-teks yang mengandung konsep wawasan kebangsaan dianalisis menggunakan analisis wacana kritis model Norman Fairclough Tahun 2013. Data penelitian yang diperoleh dianalisis melalui tahapan reduksi, penyajian dan verifikasi. Validasi data pada penelitian ini dilakukan melalui teknik triangulasi. Hasil penelitian menunjukkan pada aspek teks, kedua teks merepresentasikan ideologi cinta terhadap bangsa dan tanah air serta cita-cita masyarakat yang adil dan makmur melalui teks yang berfokus pada kewajiban membayar pajak. Pada aspek praktik wacana, bahasa dalam kedua teks berperan sebagai alat untuk menyebarkan ideologi dari kelompok-kelompok yang terlibat. Sedangkan pada aspek praktik sosial-budaya, kedua teks tersebut menekankan aspek sosial dan ekonomi. Secara umum, bahan ajar MKWK Bahasa Indonesia yang tersedia saat ini telah merepresentasikan beberapa ideologi wawasan kebangsaan melalui teks yang disajikan sebagai sarana penyebaran ideologi dengan mempertimbangkan aspek sosial dan ekonomi. Hasil penelitian ini berimplikasi pada pendidikan wawasan kebangsaan untuk

mahasiswa di perguruan tinggi melalui teks-teks bermuatan wawasan kebangsaan yang terdapat pada bahan ajar MKWK Bahasa Indonesia.

Kata Kunci	bahasa Indonesia, ideologi, model Norman Fairclough, wawasan kebangsaan
How to Cite	Zulfadhli, M., Anshori, D., Sastromiharjo, A., Minto, D. W., & Farokhah, L. (2024). Ideology of National Insight in Teaching Materials of Compulsory Curriculum Subjects of Indonesian Language: Norman Fairclough's Perspective. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *10*(1), 278-294. https://doi.org/10.22219/kembara.v10i1.26734

INTRODUCTION

Indonesia is a country that has an ideology. Ideology in the linguistic concept is related to the context of discussion regarding behavior, culture, and language as factors that always influence individuals and groups (Alshahrani, 2022). Ideology gives strength to a nation and state, so they are not easily influenced by various problems faced in national and state life. The strength of a country includes having a strong and solid state ideology. The strength and solidity of a country is supported by the existence of a national insight so that one's perspective on oneself, ideology and hopes can strengthen and maintain unity and nationalism (Herdiawanto & Hamdayana, 2010). Moreover, national insight refers to the views held by the Indonesian people in managing national and state life. This view refers to national identity and awareness of the national system originating from Pancasila, the 1945 Constitution of the Republic of Indonesia, and Bhinneka Tunggal Ika. The aim is to solve various problems faced by the nation and state to achieve Indonesian Vision 2025 which is realizing an Indonesia that is independent, advanced, just, and prosperous (Negara, 2014).

Understanding the ideology of national insight should be taught in primary, secondary, and tertiary education to prevent group fanaticism, primordialism, classism, and tribalism. If the understanding of national insight values and their implementation declines, the millennial generation is at risk of experiencing disorientation, dislocation, individualism, and even exposure to ideologies based on racial hatred and terrorism (Fatimah et al., 2020). In this context, Budimansyah (2010) stated that empowering national insight and love of the homeland must be carried out continuously to ensure the survival of the nation and state. By understanding the national insight and having good character, foreign cultures will not easily influence the younger generation (Hanipah et al., 2022).

In facts, national insight has not yet been fully internalized in every Indonesian society, especially in the younger generation such as students. In this research, the national insight is defined as conservation in the context of national insight, which is an effort to maintain the conception of the Indonesian perspective in order to manage national and state life based on national identity and awareness of the national system which originates from Pancasila, the 1945 Constitution of the Republic of Indonesia, and Bhinneka Tunggal Ika, to solve various problems faced by the nation and state to achieve Indonesia's Vision 2025. The research results of Murdowo et al., (2021) revealed that the understanding of students of the pillars of national insight only reached 40.6%, which is sufficient understanding. Meanwhile, the level of students' understanding of the meaning, values, national principles and implementation of patriotism only reached 59.2%, which is included in the sufficient category. The results of this research indicate that respondents' understanding of national insight is still at a sufficient level. Responding to this problem, it is important for education in higher education to integrate elements of nationalism in the curriculum and build an academic culture that focuses on national insight (Rahman, 2019). Language programs in universities can be integrated into the curriculum by adopting various ideologies, including those focused on specific disciplines, community service, student needs, or cultural identity and national belonging (Mnguni, 2021).

National insight is an important thing for every student to understand and internalize. Students as agents of change should have a good understanding of national insight. National insight can be a means of developing student character. Research conducted by Kusmayadi (2017) has revealed a positive and significant correlation between understanding national insight and student character. The results of research conducted by Sriwati et al., (2014) also showed a positive and significant relationship between understanding

of national insight and students' democratic attitudes. It means that a deep understanding of national insight by students is closely related to their attitudes and character in the educational process in higher education.

Higher education as a level of education where the majority of students are the younger generation has an obligation to strengthen national insight for students. Strengthening national insight in higher education can be done through special courses on national insight or integrating national insight content into existing courses. National insight can be integrated into the teaching of Compulsory Curriculum Subjects of Indonesian Language. Indonesian in higher education does not only play a role in supporting students with language skills. Indonesian in higher education also plays a role in fostering students' character and personality through the integration of values, including the content of national insight. In line with Firman (2022), the aim of language courses is for students to be proficient in using language to master, apply, and develop science, technology, and art while maintaining a sense of personal responsibility as Indonesian citizens.

One of integration forms of national insight into Compulsory Curriculum Subjects of Indonesian Language is through the integration of national insight content in teaching materials of Compulsory Curriculum Subjects of Indonesian Language which contain national defense and love of the homeland as the basis for actual contextual content in accordance with Directorate General of Higher Education of the Republic of Indonesia Number 84 of 2020 concerning substance development in mandatory courses. Referring to the Decree of the Director General of Higher Education Number 84 of 2020, substance development in mandatory courses can be carried out by exploring and inserting actual and contextual content, including: (a) local wisdom, (b) drugs, (c) ethical decline, (d) defending the country, (e) love of homeland, (f) demonstrating awareness and concern for environmental sustainability, (g) emergency reaction to catastrophes, (h) radicalism, (i) tax consciousness, and (j) corruption, according to the characteristics of the course and study program. One of actual and contextual contents that can be used as a learning resource is national insight. Language learning activities ideally need to be based on the perceptions and beliefs of applicable educational policies (Chang, 2021; Dery & Reingold, 2021).

Many previous studies have been carried out regarding national insight in higher education. Some previous research including research on the internalization of national insight values in students at universities (Bukhari, 2019; Setiawan et al., 2020; Suryadi, 2021), research on strengthening national insight for students (Ahmad, 2017; Faizah, 2020; Jatmikowati et al., 2019), research on national insight education in higher education (Japar, 2017; Komarudin et al., 2019; Siregar, 2022), research on strengthening national insight through learning Indonesian in tertiary institutions (Koroh & Ola, 2020), and research on developing national insight-based learning media for students in higher institutions (Murdowo et al., 2021; Zulkarnais et al., 2018). Several previous studies have shown that the focus of research is still largely focused on strengthening national insight in general in higher education, but it has not yet focused on developing learning tools that contain national insight in higher education, especially in the context of Compulsory Curriculum Subjects of Indonesian Language. The research that focuses on analyzing the ideology of national insight in teaching materials of Compulsory Curriculum Subjects of Indonesian Language in universities is still limited and has not been carried out by many researchers. This research focus to reveal the ideology of national insight in teaching materials, especially in teaching materials of Compulsory Curriculum Subjects of Indonesian Language in universities.

Teaching materials of Compulsory Curriculum Subjects of Indonesian Language consist of various material components. Text is a material component that is closely related to the ideology of national insight. Understanding national insight in the texts of teaching materials of Compulsory Curriculum Subjects of Indonesian Language can be done through critical discourse analysis. Critical discourse analysis integrates the customary practice of critical social analysis in language studies, and makes an important contribution to critical social analysis that centers on discourse and its relationship with other social elements, such as power relations, ideology, institutions, social identity, etc (Fairclough, 2003). The critical discourse analysis approach views discourse as a form of social practice (Eriyanto, 2012; Fairclough & Wodak, 1997; Titscher et al., 2000; Yuliyanti et al., 2022).

To understand the messages and objectives related to ideology, one of a relevant text analysis is critical discourse analysis from Fairclough (Fairclough, 2013). Through the approach, ideological

construction can be revealed by understanding the hidden meaning behind the statements conveyed. Critical discourse analysis from Fairclough model involves three phases, including description, interpretation, and explanation. Moreover, Critical discourse analysis from Norman Fairclough can be employed for analysis a series of statements in writing in the text and explore the ideology of national insight in the text of the teaching materials of Compulsory Curriculum Subjects of Indonesian Language. This research aims to reveal the ideology of national insight in teaching materials of Compulsory Curriculum Subjects of Indonesian Language from Norman Fairclough's perspective. The novelties of this research include (1) this research analyzes the ideology of national insight in teaching materials of Compulsory Curriculum Subjects of Indonesian Language in higher education, (2) this research employs critical discourse analysis in accordance with Norman Fairclough's perspective, and 3) this research contributes ideas and topics for the future research. This research gives contribution for the development teaching materials containing national insight and efforts of national insight education for younger generation through Compulsory Curriculum Subjects of Indonesian Language in higher education.

METHOD

This research was a qualitative study aimed to analyze and deepen detailed descriptions of the research object through critical analysis of the texts contained in the teaching materials of Compulsory Curriculum Subjects of Indonesian Language. Research data was obtained from the texts contained in the teaching materials of Compulsory Curriculum Subjects of Indonesian Language contained in the Indonesian Language Textbook of *Ekspresi Diri dan Akademik* by the Directorate General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education of the Republic of Indonesia in 2016. The texts selected were in the teaching materials of Compulsory Curriculum Subjects of Indonesian Language because the texts contained in these teaching materials were the main reference or source books for learning Indonesian language in higher education.

Part of the teaching materials studied were texts containing national insight in teaching materials of Compulsory Curriculum Subjects of Indonesian Language. The indicators of national insight included respect for the inherent value of humanity as creatures created by God Almighty, mutual determination for an independent, free and united national life, love for the nation and homeland, democracy and sovereignty of the people, social solidarity, and a society that fair and prosperous. Through these indicators of national insight, researchers identified texts in the Indonesian Language Textbook of *Ekspresi Diri dan Akademik*. Next, after identification, the researcher read them carefully by adjusting them to the criteria of the text being analyzed. Referring to the analysis, there were two texts that contain national insight, including love for the nation and homeland and a just and prosperous society which were found in teaching materials of Compulsory Curriculum Subjects of Indonesian Language, a textbook of *Ekspresi Diri dan Akademik*. Through this analysis process, the researcher obtained two texts according to the indicators of national insight, which are explained in Table 1 as follows.

Table 1
Text Data

Code	Indicators of National Insight	Text Title
A1	Love for nation and homeland	*Meningkatkan Kepatuhan Wajib Pajak UMKM* In translation: Improving Taxpayer Compliance for Micro, Small and Medium Enterprises
A2	A just and prosperous society	*Pajak Sebagai Ujung Tombak Pembangunan* In translation: Taxes as the Spearhead of Development

The data in this research was obtained directly from the texts contained in the Teaching Materials of Compulsory Curriculum Subjects of Indonesian Language, a texbook of *Ekspresi Diri dan Akademik*. The data used consisted of two texts entitled *"Meningkatan Kepatuhan Wajib Pajak UMKM"* (In translation: Improving Taxpayer Compliance for Micro, Small and Medium Enterprises) and *"Pajak Sebagai Ujung*

Tombak Pembangunan" (In translation: Taxes as the Spearhead of Development). The two texts were then analyzed using the Norman Fairclough 2013 model of critical discourse analysis approach involved description, interpretation, and explanation of three relevant dimensional aspects, including text, discourse practice, and socialcultural practice (Fairclough, 2013). The level analysis is described in Table 2 as follows (Eriyanto, 2012; Fairclough, 2013).

Table 2
Norman Fairclough's Guide to Critical Discourse Analysis

Level	Concept	Method
Text	The text is reviewed using a descriptive pattern, which is summarizing the material and descriptive analysis. In this case, the text is analyzed focused on the material and language used.	Critical linguistics
Discourse practice	Discourse practice is analyzed using interpretation patterns, that is, interpreting the text is related to the discourse practice performed. Analysis of the content and language in the text is connected to the editorial or text production process.	In-depth interviews and news room
Sociocultural practice	Sociocultural practices are analyzed using an explanatory pattern, namely how to connect text production with the sociocultural practices in which the text is located.	Literature study, historical tracing

Next, the research data obtained were analyzed through the phases of reduction, presentation and verification (Miles & Huberman, 1994). The data reduction were performed by grouping the data that has been collected according to dimensional aspects of Norman Fairclough Model including text, discourse practice, and socialcultural practice aspects and according to indicators of national insight. Presentation of the data in this research was carried out by classifying the reduced data based on the main problem and presented in matrix form, making it easier for researchers to see the relationship between research data. Concluding data and verification in this research were carried out by the researchers based on data that had been processed through data reduction and display. Meanwhile, the data validity verification was carried out to validate the research data that has been obtained. Validation of research data used triangulation techniques. Triagulation is a technique for checking the validity of data that uses something outside the data. This means that this research checked the degree of trust through several data sources.

RESULTS AND DISCUSSION

This research aims to reveal the ideology of national insight in teaching materials of Compulsory Curriculum Subjects of Indonesian Language from Norman Fairclough's perspective. Norman Fairclough's critical discourse analysis model describes, interprets, and explains a text from three dimensional aspects, including text, discourse practice, and socialcultural practice. The results and discussion of critical discourse analysis in the text entitled *"Meningkatan Kepatuhan Wajib Pajak UMKM"* (In translation: Improving Taxpayer Compliance for Micro, Small and Medium Enterprises) and *"Pajak Sebagai Ujung Tombak Pembangunan"* (In translation: Taxes as the Spearhead of Development) as follows.

Text

The main model in Fairclough's research is textual analysis (Fairclough, 2013). Textual analysis is divided into three parts, consisting of opening, content, and closing. Textual analysis also assess the quantity of words, the size of the number of words, and reporting which can be interpreted as the amount of attention the media is paying to the discourse (Ahmadi, 2020). The results of the text structure analysis of two texts containing national insight are shown in Table 3 below.

Table 3
Results of Text Structure Analysis of Two Texts Containing National Insight

Text Elements	Love for Nation and Homeland	A Just and Prosperous Society
Text Title	*Meningkatan Kepatuhan Wajib Pajak UMKM* In translation:	*Pajak Sebagai Ujung Tombak Pembangunan* In translation: Taxes as the Spearhead of Development

Text Elements	Love for Nation and Homeland	A Just and Prosperous Society
	Improving Taxpayer Compliance for micro, small and medium enterprises	
Initial Part	Representation of micro, small and medium enterprises have a significant role in the national economy	Tax representation has a vital role in a country
Contents Section	Representation of tax compliance for micro, small and medium enterprises is still inadequate	Representation of the real form of tax seen from development
Final Part	Supervision of tax obligations for micro, small and medium enterprises and policies pro- micro, small and medium enterprises	The importance of taxes to improve people's welfare and the prosperity of all the country's children

According the results of the analysis of text structure of the two texts containing national insight, the text elements containing love for the nation and homeland emphasized on how to increase taxpayer compliance in micro, small and medium enterprises. Compliance in paying taxes was still inadequate, especially in the context of micro, small and medium enterprises, which was revealed through the views of several journalists who tended to sympathize with micro, small and medium enterprises. In several statements expressed, it was highlighted that the main reasons for the low contribution of micro, small and medium enterprises taxpayers to tax revenues included administrative constraints, tax percentages that were considered uncompetitive for taxpayers, as well as ethical and environmental factors that influenced the level of adherence to tax payment, and the possibility of being detected by tax authorities.

However, according to the author, the ideology that appears in the text wanted to emphasize that taxpayer compliance was inadequate based on several reasons so that it became the basis for evaluation for tax institutions to evaluate and improve taxpayer regulations for micro, small and medium enterprises. The journalist's ideology aimed to draw the attention of readers that errors occur not only at the level of micro, small and medium enterprises, but also tax institutions through the language conveyed. Texts that contain national insight, namely a just and prosperous society, tended to show the role of taxes in national development, thereby attracting readers' attention to paying taxes.

Fairclough pays attention to texts at various levels (Eriyanto, 2012). A text not only reflects the description of the object being described, but also the relationship between these objects. There are three basic elements in the text analysis model, consisting of representation in sentences, combinations of sentences, and relationships between these sentences. Social relations and identity are also a focus in text analysis. For example, previous research by Setiawan (2021) revealed that representation in Fairclough's critical discourse analysis model can be traced through three aspects, including how people, groups, and ideas are displayed in sentences, combinations of sentences, and the relationship between these sentences. As a result of identifying the text in the two online news stories below.

Representation in Clauses

The representation in clauses in texts containing national insight contained in teaching materials of Compulsory Curriculum Subjects of Indonesian Language is explained in Table 4 as follows.

Table 4
Data from Text Analysis Contains National Insights on Representation in Sentences

Element	Love for Nation and Homeland	A Just and Prosperous Society
Vocabulary level	Compliance, payer (performer)	Payment, obligation (performer)
Grammatical level	Theme: *Meningkatkan Kepatuhan Wajib Pajak UMKM* In translation: Improving Taxpayer Compliance for Micro, Small and Medium Enterprises	Theme: *Pajak Sebagai Ujung Tombak Pembangunan* In translation: Taxes as the Spearhead of Development Event: *Pembayaran pajak merupakan manifestasi dari tanggung jawab negara dan partisipasi Wajib*

Element	Love for Nation and Homeland	A Just and Prosperous Society
	Event: *Mengapa tingkat kepatuhan pajak masih rendah? Terdapat beberapa alasan mengapa pembayar pajak UMKM belum secara maksimal berkontribusi dalam penerimaan pajak* (2nd Paragraph, 3rd Sentence) In translation: Why is the level of tax compliance still low? There are several reasons why micro, small and medium enterprise taxpayers have not contributed optimally to tax revenues	*Pajak dalam melaksanakan kewajiban perpajakan secara langsung dan bersama-sama, dengan tujuan mendukung pembiayaan negara dan pembangunan nasional* (3rd paragraph, 2nd sentence) In translation: Tax payments are a manifestation of state responsibility and taxpayer participation in carrying out tax obligations directly and jointly, with the aim of supporting state financing and national development
Metaphor	-	*Seperti denyut jantung bagi manusia, jika pajak terhenti, maka kehidupan dan eksistensi manusia juga terhenti* (20th paragraph, 3rd sentence) In translation: Like the heartbeat for humans, if taxes stop, then human life and existence also stops

The representation in the clauses could be observed through the use of vocabulary to convey and describe something, to show how something was grouped into certain categories (Eriyanto, 2012). In Table 4, the data showed the use of vocabulary in both texts, such as *"kepatuhan, pembayar, pembayaran, dan kewajiban"* or "compliance, payer, payment, and obligation". From these words, it could be concluded that the two texts relating to national insight had a strong representation in the clauses through the use of vocabulary that indicates the perpetrator. Previous research by Sholikhati & Mardikantoro (2017) also stated that in terms of vocabulary aspects, there were several vocabulary aspects used to represent the construction of corruption news discourse in Metro TV and NET media.

The actors in these two texts represented the ideology of the dominant tax institution by emphasizing or affirming that the tax institution wanted the public to obey the rules. As stated in *"Mengapa tingkat **kepatuhan** pajak masih rendah? Terdapat beberapa alasan mengapa **pembayar** pajak UMKM belum secara maksimal berkontribusi dalam penerimaan pajak"* (2nd paragraph, 3rd sentence) or in translation "Why is the level of tax compliance still low?" There were several reasons why micro, small, and medium enterprise taxpayers had not contributed optimally to tax revenues." This emphasis referred to the ideology of love for the nation and homeland which can be realized with a large contribution from people who comply with taxes and pay taxes on micro, small, and medium enterprise. This result was confirmed by research from (Widyawari & Zulaeha, 2016) which stated that formal vocabulary referred to markers of the perpetrator's identity, which in this case referred to the statements conveyed.

Another thing was also reflected in the statement *"**Pembayaran** pajak merupakan manifestasi dari **tanggung jawab** negara dan partisipasi Wajib Pajak dalam melaksanakan kewajiban perpajakan secara langsung dan bersama-sama, dengan tujuan mendukung pembiayaan negara dan pembangunan nasional"* (3rd paragraph, 2nd sentence) or in translation "Tax payments are a manifestation of state responsibility and Taxpayer participation in carrying out tax obligations directly and jointly, with the aim of supporting state financing and national development". This emphasis referred to the ideology of a just and prosperous society. This illustrated that tax payments and obligations were part of creating a just and prosperous society. Through the statements in the text, the level of vocabulary used emphasized on love for the nation and homeland as well as creating a just and prosperous society. This illustration was a dimension of the ideology of national insight.

Furthermore, on the same theme, the representation in the clauses showed differences in the use of grammar between the two texts. The message in a text used vocabulary and grammar (Novelly et al., 2021). The idea of linguistics had an important content, namely moral values (Constantin-Dureci, 2022). Texts containing love for the nation and homeland better described an event with active sentence structure at the beginning of the sentence with the presence of active verbs at the beginning of the sentence, while texts containing a just and prosperous society emphasized on the subject at the beginning of the sentence as the role of the action that must be carried out. Even though these two texts presented events at the grammatical

level, these two texts were more direct and emphasized on the perpetrator or actor to carry out the action. As stated by Eriyanto (2012), the form of action reflects how an actor carries out an action towards another person which results in a result or consequence.

Next, the metaphorical sentences displayed in the text provided a dimension of conveying the message indirectly to the reader. The presence of metaphors aimed to convey information that was conveyed indirectly. The metaphorical elements contained in the words used by the author strengthened the message to be conveyed. This could be seen from the use of metaphorical sentences in texts that contained national insight, namely the elements of a just and prosperous society. As for the sentence ""*Seperti* **denyut jantung** *bagi manusia, jika pajak terhenti, maka kehidupan dan eksistensi manusia juga terhenti*" or in translation "Like the heartbeat for humans, if taxes stop, then human life and existence also stops". The use of the phrase "**denyut jantung** " or heartbeat in this sentence described the support of power which in this context was the spearhead of development through taxes. The use of metaphorical phrases in this sentence wanted to attract the the readers' sympathy for the text which was found to contribute greatly to tax payers because without people paying taxes, the support for the power of development would not be strong. As stated by Eriyanto (2012), metaphor was used as a means of whether reality was interpreted as positive or negative. In context, the metaphor in the text gave an ideological nuance of national insight, which created a just and prosperous society by paying taxes.

Representation in Subordinate Clause Combinations

The representation in combinations of clauses in texts containing national insight contained in teaching materials of Compulsory Curriculum Subjects of Indonesian Language is explained in Table 5 as follows.

Table 5
Data Resulting from Analysis of Combinations of Sentences in Texts Containing National Insights

Element	Love for Nation and Homeland	A Just and Prosperous Society
Coherence	*Pembayar di sektor ini dipermudah, baik dari segi administrasi maupun tarif yang kompetitif.* **Namun**, *PPN masih menjadi kendala mengingat pelaku UMKM mempunyai kewajiban sebagai pengusaha kena pajak dengan peredaran usaha di atas Rp600 juta* (9th paragraph, 1st sentence) In translation: Payers in this sector are made easier, both in terms of administration and competitive rates. However, value added tax is still an obstacle considering that micro, small and medium business actors have obligations as taxable entrepreneurs with business turnover above IDR 600 million	*Pajak memiliki peran yang sangat vital dalam sebuah negara, tanpa pajak kehidupan negara tidak akan bisa berjalan dengan baik* (1st paragraph, 2nd sentence) In translation: Taxes have a very vital role in a country, without taxes the life of the country would not be able to run well

In Table 5, the data from the analysis showed the combination of clauses in texts that contain national insight. The existence of coherence indicated the ideology adopted by the speaker. Consistent relationships between elements in discourse or text produced clear and coherent understanding (Djajasudarma, 2006). In texts that express love for the nation and homeland, there were combinations of clauses that conflict with the use of the conjunction *"namun"* or however. This conjunction was used to clarify the meaning of the first sentence. One clause can be merged with other clauses to form an understanding that can be understood (Eriyanto, 2012). On the other hand, in texts that emphasized a just and prosperous society, there was a combination of meanings from the first clause to the second clause. This built an association with the audience through the facts conveyed in the text regarding the reasons for paying taxes and their impact. If the two clauses were separated, the relationship between the statements would be lost. Through this process, ideology was formed through the use of language. This is in line with Fairclough (2003)

view that discourse forms ideology, which can also be called group ideology. Therefore, discourse has a role in forming social identity (Fairclough, 2003).

Representation in a Series of Intersentences

The representation in a series of sentences in texts containing national insight contained in teaching materials of Compulsory Curriculum Subjects of Indonesian Language is explained in Table 6 as follows.

Table 6
Data Resulting from Analysis of Inter-sentence Sequences in Texts Containing National Insight

Element	Love for Nation and Homeland	A Just and Prosperous Society
Beginning		*Tidak dapat dipungkiri bahwa salah satu faktor pendukung pendapatan nasional berasal dari penerimaan pajak yang berkontribusi sekitar 70% dari total pendapatan negara. Pajak memiliki peran yang sangat penting dalam keberlangsungan negara, karena tanpa pajak, kehidupan negara tidak dapat berjalan dengan lancar.* (1st paragraph, 1st & 2nd sentences) In translation: It cannot be denied that one of the supporting factors for national income comes from tax revenues which contribute around 70% of total state income. Taxes have a very important role in the sustainability of the country, because without taxes, the life of the country cannot run smoothly.
End	Dengan melakukan pengawasan yang ketat terhadap kewajiban pajak UMKM dan menerapkan kebijakan yang mendukung UMKM, dapat mengurangi biaya kepatuhan pajak dan mendorong para pembayar pajak untuk menjadi lebih patuh. Peningkatan kepatuhan pembayaran pajak akan berarti peningkatan penerimaan pajak dan menurunkan tingkat ketidakjujuran dalam pembayaran pajak. (14th paragraph, 1st & 2nd sentences) In translation: By carrying out strict supervision of the tax obligations of micro, small and medium enterprises and carrying out policies that support micro, small and medium enterprises, we can reduce tax compliance costs and encourage taxpayers to become more compliant. Increasing tax payment compliance will mean increasing tax revenues and reducing the level of dishonesty in tax payments	

In Table 6, a series of inter-sentences in the text containing national insight which contained elements of love for the nation and homeland; the author placed the position of the actor or actor at the final part as a reaction to emphasize on taxpayers. The final message at the end of the text aimed to remind the micro, small and medium enterprises community of the importance of complying with tax payment obligations as a step to increase tax revenues and reduce the level of taxpayer dishonesty. Implicitly, the ideology to be conveyed was love for the nation and homeland, which was reflected in the ideological practices expressed through this discourse. This part meant the hope that readers would support and obey the decisions of the

perpetrators or actors, and consider the responsibility to fulfill tax obligations as a real form of love for the nation and homeland. This representation was related to the dominance of sentences that stand out compared to other parts, as well as the importance of whether participants in the discourse text are considered as independent individuals or provide reactions in the text (Eriyanto, 2012). On the other hand, in texts containing national insight that have elements of a just and prosperous society, the position of the perpetrator or actor was shown at the beginning to give a positive reaction to the readers. The author wanted a positive response from readers in the form of sympathy that tax revenues made a major contribution to the country's development and as a manifestation of ideology to create a just and prosperous society, of course by paying taxes.

Relation

Participants in the media context were related and displayed in the text. According to Fairclough, there are three participant classifications, namely journalists, media audiences, and public participants. Data resulting from analysis in relation to texts containing national insight contained in teaching materials of Compulsory Curriculum Subjects of Indonesian Language are explained in Table 7 as follows.

Table 7
Data Resulting from Analysis in Relations to Texts Containing National Insights

Element	Love for Nation and Homeland	A Just and Prosperous Society
The role of taxes with society	*Meski UMKM berperan dominan terhadap perekonomian nasional, apabila dikaitkan dengan pemenuhan kewajiban perpajakan, terlihat bahwa kepatuhan pajak UMKM masih belum memadai.* (2nd paragraph, 1st sentence) In translation: Even though micro, small and medium enterprises play a dominant role in the national economy, when it comes to fulfilling tax obligations, it appears that adherence to tax regulations for micro, small and medium enterprises is still inadequate.	*Pajak memiliki peran yang sangat vital dalam sebuah negara, tanpa pajak kehidupan negara tidak akan bisa berjalan dengan baik.* (1st paragraph, 2nd sentence) In translation: Taxes have a very vital role in a country, without taxes the life of the country would not be able to run well
Community participants with the author	*PPN masih menjadi kendala mengingat pelaku UMKM mempunyai kewajiban sebagai pengusaha kena pajak dengan peredaran usaha di atas Rp 600 juta.* (9th paragraph, 2nd sentence) In translation: Value added tax is still an obstacle considering that MSMEs have obligations as taxable entrepreneurs with business turnover above IDR 600 million.	*Pembayaran pajak merupakan perwujudan dari kewajiban kenegaraan dan peran serta Wajib Pajak untuk secara langsung dan bersama-sama melaksanakan kewajiban perpajakan untuk pembiayaan negara dan pembangunan nasional.* (3rd paragraph, 2nd sentence) In translation: Paying taxes demonstrates citizens' duties to the state and the role of taxpayers to directly and jointly carry out tax obligations to support state funding and advance national development.
Writer with reader	*Peningkatan kepatuhan pembayaran pajak berarti peningkatan penerimaan pajak dan penurunan tingkat ketidakjujuran pembayar pajak.* (14th paragraph, 2nd sentence) In translation: Increasing compliance with tax payments means increasing tax revenues and reducing the level of taxpayer dishonesty.	*Untuk itu mari kita semua sadar akan pentingnya pajak dan ingatlah bahwa pajak bukan hanya pungutan tetapi alat untuk meningkatkan kesejahteraan rakyat dan kemakmuran seluruh anak negeri.* (21st paragraph, 2nd sentence) In translation: For this reason, let us all be aware of the importance of taxes and remember that taxes are not just levies but a tool to improve people's welfare and the prosperity of all the country's children.

According to the analysis of the relationships contained in the two texts, the two texts had related relationships, namely the role of taxes and society, community participation and writers, and writers and readers. These three relationships were constructed through statements contained in texts containing national insight. The first relationship was the role of taxes with society. In the text, the element of love for the nation and homeland had a strong role between micro, small and medium enterprises and the economy. Furthermore, in the text the element of a just and prosperous society had a strong relationship to the role of taxes in a country which would make a big contribution to its people.

Furthermore, the second relationship related to community participation and the author. In the first text, the relationship between value added tax was an obstacle for taxpayers. Participants conveyed their aspirations to the author in the text. Furthermore, in the second text, tax payments were a real form of state responsibility and the engagement of taxpayers in carrying out tax obligations together. Next, the third relationship, namely the writer and reader. In the first text, there was an appeal from the author to readers to comply with tax payments and in the second text a conscious effort to share the importance of taxes and a tool for the prosperity of all the country's children. Thus, the two texts had a strong ideological relationship with national insight.

Identity

The author's identity iwa reflected and built in the text. According to Fairclough, the writer located and identified himself with the problem or social group involved. This can be observed in Table 8 below.

Table 8
Analysis Result Data displayed in the Text Contains National Insight

Element	Love for Nation and Homeland	A Just and Prosperous Society
The author identifies himself with taxes	*Meningkatnya kepatuhan dalam membayar pajak berarti akan terjadi peningkatan dalam penerimaan pajak dan penurunan tingkat ketidakjujuran dari pembayar pajak* (14th paragraph, 2nd sentence) In translation: Increasing compliance in paying taxes means there will be an increase in tax revenues and a decrease in the level of dishonesty on the part of taxpayers	*Sebagian besar pendapatan nasional diperoleh dari penerimaan pajak, yang memberikan kontribusi sekitar 70% dari total penerimaan negara. Pajak memainkan peran yang sangat penting dalam fungsi negara, karena tanpa pajak, keberlangsungan negara tidak dapat berjalan dengan efektif* (Paragraph 1, sentences 1 & 2) In translation: Most of the national income is derived from tax revenues, which contribute around 70% of total state revenue. Taxes play a very essential role in the functioning of the state, because without taxes, the sustainability of the state cannot run effectively
The writer identifies himself with society	*Mengapa tingkat kepatuhan pajak masih rendah? Terdapat beberapa faktor yang menjelaskan mengapa pembayar pajak UMKM belum sepenuhnya berkontribusi dalam penerimaan pajak dengan maksimal* (2nd paragraph, 3rd sentence) In translation: Why is the level of tax compliance still low? There are several factors that explain why micro, small and medium enterprise taxpayers have not fully contributed to maximum tax revenues	*Sebagai warga negara yang bertanggung jawab, sudah sewajarnya kita patuh dalam membayar pajak. Dengan membayar pajak, kita dapat melihat hasil nyatanya melalui pembangunan infrastruktur umum seperti jalan, jembatan, sekolah, rumah sakit/puskesmas, dan kantor polisi, yang semuanya didanai menggunakan dana pajak* (Paragraph 6, sentences 1 & 2) In translation: As responsible citizens, it is natural for us to be obedient in paying taxes. By paying taxes, we can see real results through the development of public infrastructure such as roads, bridges, schools, hospitals/health centers, and police stations, all of which are funded using tax funds

If analyzed from an identity perspective, the two texts containing national insight above showed how the author positions and identified himself with the problem or social group involved. The author's position on love of the nation and homeland identified him as a supporter of taxes or a call for compliance with tax

payments and reducing the level of dishonesty among taxpayers. The author involved himself with the community by supporting the action that tax payments were still low due to several reasons or obstacles faced by taxpayers. Then, in the text with elements of a just and prosperous society, the author identified himself as a supporter of the tax section in the form of information provided that the largest national income comes from tax revenues and had a vital role in the country development. Lastly, the author identified himself with the community, based on an invitation or call for citizens to be obedient in paying taxes because the taxes paid coud build public facilities in order to create a just and prosperous society.

Discourse Practice

The creation of a text could not be separated from the reproduction process by individuals or groups with different backgrounds and goals. Mandt (2021) states that language is a character that reflects ideology and patterns of civilization. Every news discourse, without exception, was produced and compiled by various parties involved in the media structure, including journalists, editors, editorial heads, news directors, and media managers. The ideology put forward by the author dominates the text. In the text containing love for the nation and land entitled *"Meningkatan Kepatuhan Wajib Pajak UMKM"* (In translation: Improving Taxpayer Compliance for Micro, Small and Medium Enterprises) was part of *Kompas* production which played a role in the economic sector, while in the text containing a just and prosperous society with the title *"Pajak Sebagai Ujung Tombak Pembangunan"* (In translation: Taxes as the Spearhead of Development) was a production of *pajak.go.id* by Muhammad Iqbal which is a part of the government that supports all rules and policies.

The media side of *Kompas* and *pajak.go.id* page was in favor of the government. According to Fiske (2012), journalists and media in general tended to be strongly influenced by certain ideologies when reporting on events. This partiality was clearly illustrated in the statements in the text. If you look at the situation, the role of language in the texts of these two news stories was as a means of launching an ideology from the groups involved. In line with Nursalam et al., (2021), aspects of discourse practice could become the ideology of text creation. This discourse practice dimension displayed the processes of discourse practice which include aspects of production, dissemination, and consumption. According to Fairclough's perspective, this discourse practice had two interrelated sides, namely the production side which plays a role in the media context and the consumption side which involves the role of the audience (Eriyanto, 2012).

Socio-Cultural Practices

At the explanation stage, there were three aspects for analyzing sociocultural practices based on situational, institutional, and social as follows.

Situational

Situational aspects were related to the conditions under which the text was produced. As explained by Eriyanto (2012), situationality was related to the time or atmosphere of the event when the text was created. Each text wass produced in a unique and unique condition or atmosphere, so that one text could be different from other texts. In the context of a text that contains national insight, such as love for the nation and homeland, the author made a statement based on the fact that the level of tax compliance was still low. This was demonstrated by the number of micro, small and medium enterprises reaching more than 50 million units, but the number of individual taxpayers with Taxpayer Identification Numbers was only around 20 million. Through these conditions and situations, the author wanted to encourage increased tax payment compliance from micro, small and medium enterprise taxpayers. However, the author did not completely blame micro, small and medium enterprises. This wa reflected in the explanation of the reasons why micro, small and medium enterprise taxpayers had not contributed optimally to tax revenues.

The situational context that has occurred has influenced micro, small and medium enterprises in paying their obligations, but the author used this discourse as a medium to provide clarification regarding non-compliance in paying taxes. This showed that the author was in two different situations, namely inviting people to comply with taxes and seeking sympathy from micro, small and medium businesses by conveying the reasons why micro, small and medium businesses did not pay taxes. As stated in previous research by

Setiawan (2021), situationality in news texts was formed in unique conditions or atmosphere, so there was a possibility that one text can be different from another text for the same case. This was different from texts that contain national insights, such as a just and prosperous society. In this text, the author made a statement that tries to attract public sympathy and empathy by describing the important role of taxes in the country, that without taxes, the country would not run well. Through these conditions and situations, the author tried to build public trust that by paying taxes to the state, the state was involved in development. This also refleced the formation of ideology in the final statement, that taxes were not only a payment obligation, but also a tool to improve people's welfare and the prosperity of the entire nation.

Institutional

The institutional aspect was related to the role of organizational institutions in discourse production practices. As stated by Setiawan (2021), in critical discourse analysis Fairclough's model at the institutional level highlights the influence of organizational institutions in discourse production, including the influence of advertisers, circulation/ratings, and competition between media. Important institutional factors were institutions related to the media economy. Explicitly, the text containing love for the nation and homeland with the title *"Meningkatan Kepatuhan Wajib Pajak UMKM"* (In translation: Improving Taxpayer Compliance for Micro, Small and Medium Enterprises) presented several institutions, involving tax institutions and micro, small and medium enterprise actors. Tax institutions were in a position to remind tax actors, especially micro, small and medium enterprises and micro, small and medium enterprises, to also convey the obstacles they face. On the other hand, the influence of media in the form of a compass made a positive contribution to the economy where the news readers were economists. This means that the economic aspects of journalists had an influence on the amount of discourse generated or produced.

Furthermore, the text containing a just and prosperous society with entitled *"Pajak Sebagai Ujung Tombak Pembangunan"* (In translation: Taxes as the Spearhead of Development) presented the tax institution as the main institution. This was due to the discourse originating on pajak.go.id page by Muhammad Iqbal. The tax institution played a strong role in producing this news to convey to the public that taxes play a big role in development. The author of the text wanted to present public confidence in paying taxes and the large contribution we make to the public in paying taxes. The government's dominance was more dominant because the news sources presented were part of the government. Of course, the news presented was pro or supports government policies. In this way, institutions and organizations became a place for writers or to communicate indirectly in writing. This case could not be separated from and takes into consideration the government institutions and organizations that oversee them. In line with Gölbaşı (2017), even though discourse and practice are determined by social structure, discourse holds the potential to generate an impact on social structure, ensuring its continuity, and altering it.

Social

The social aspect was related to the news that appears. Language is an essential element of the social factor (Fairclough, 2013). Social aspects included the condition of the political system, economic system, or cultural system as a whole. Both texts contained national insight, namely love for the nation and homeland and a just and prosperous society. Both texts emphasized socio-economic aspects in writing the text. Social was built from people who pay taxes and obey taxes which would be related to the economy in the form of equitable development. The news presented was in the form of things that society needs, such as justice, prosperity and nationalism. Through this text, the community context also supported it as a form of love and homeland. Based on the research results, the social problem that was revealed was that community compliance in paying was still not as expected, so there was a need to internalize the value of love for the homeland through compliance with paying taxes.

Through these two texts, there was the use of representation, relationships and identity in text form with a pattern of exposition and statements that were firm and convincing to convey goals that support the people and development. The rationales behind the two statements in the text were shaped by situational, institutional, and social factors. The text also contained a specific ideology that was conveyed

to enable other people to understand and follow the message conveyed in the text. By utilizing these aspects, the ideology of national insight was reflected in the two texts.

Generally, text analysis based on Norman Fairclough's perspective revealed that there was an ideological representation of national insight conveyed through the content of the text in the teaching materials of Compulsory Curriculum Subjects of Indonesian Language. Research from Setiawan et al., (2020) showed that there was a positive and significant relationship between national insight and nationalism. It means that national insight was important to develop for students in university. In the age of globalization, fostering national character entailed guiding and instilling the qualities of the nation to enhance the quality of human resources, which served as the foundation for human resources (Aminin et al., 2018).

The results of this research have implications for national insight education for students in tertiary institutions. In line with the research results, Indonesian language learning in tertiary institutions is ideally supported by teaching materials containing texts containing national insight, as is manifested in taxpayer texts which contain the value of love for one's country. Therefore, this research provides recommendations for future research to research the development of teaching materials of Compulsory Curriculum Subjects of Indonesian Language containing national insight.

CONCLUSION

Critical discourse analysis of Norman Fairclough's model involves description, interpretation, and explanation of three dimensional aspects, including text, discourse practice, and socio-cultural practice. The results revealed that the teaching materials of Compulsory Curriculum Subjects of Indonesian Language currently available represent several ideologies of national insight through texts that are presented as a means of spreading ideology by considering social and economic aspects. In the text aspect, the two texts represented the ideology of love for the nation and homeland, as well as a just and prosperous society, which was conveyed through texts that focus on the responsibility for tax payment. In the practical aspect of discourse, the role of language in these two texts functioned as a tool to develop and launch the ideology of the groups involved. Meanwhile, in the aspect of socio-cultural practices, both texts emphasized on socio-economic aspects. This research contributes as a reference for further research related to the development of teaching materials of Compulsory Curriculum Subjects of Indonesian Language that focus on national insight. For the learning process in the higher education, educators and students need to pay attention to integrating national insight in all learning aspects to foster younger generation for the best future generations.

		Pengelola Dana Pendidikan (Indonesia Endowment Fund for Education) – LPDP, Ministry of Finance Indonesia for granting a scholarship to the first author and the presenter to complete her study. BPI ID Number: 202209092536
Conflict of interest	:	Four authors declare that they have no competing interests.
Ethics Approval	:	The authors agrees to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Ahmad, S. (2017). Transformasi Pendidikan Pancasila dan Wawasan Kebangsaan Bagi Generasi Milenial Untuk Revitalisasi Anti Korupsi. *SALAM: Jurnal Sosial dan Budaya Syar-i*, *4*(1), 43–56. https://doi.org/10.15408/sjsbs.v4i1.7868

Ahmadi, Y. (2020). *Studi Wacana: Teori dan Penerapannya*. Nawa Utama.

Alshahrani, H. M. A. (2022). Language Ideology and Practices in Higher Education in Saudi Arabia. *Higher Education Studies*, *12*(4), 57-65. https://doi.org/10.5539/hes.v12n4p57

Aminin, S., Huda, M., & Ninsiana, W. (2018). Sustaining Civic-Based Moral Values: Insights from Language Learning and Literature. *International Journal of Civil Engineering and Technology (IJCIET)*, *9*(4), 157–174.

Budimansyah, D. (2010). Tantangan Globalisasi terhadap Pembinaan Wawasan Kebangsaan dan Cinta Tanah Air di Sekolah. *Jurnal Penelitian Pendidikan*, *11*(1), 7–13.

Bukhari, A. (2019). Internalisasi Nilai-nilai Keislaman dan Kebangsaan pada Perguruan Tinggi Keagamaan Islam Negeri. *Fenomena*, *11*(2), 155–180. https://doi.org/10.21093/fj.v11i2.2009

Chang, J. (2021). The Ideology of English-as-the-Global-Language in Taiwan's Private English Language Schools. *Arab World English Journal*, *12*(4), 53–68. https://doi.org/10.24093/awej/vol12no4.4

Constantin-Dureci, G. (2022). Challenging Dominant Language Ideology in the Adult ESL Classroom: A Case Study. *Studies in Applied Linguistics & TESOL*, *22*(1), 1–18.

Dery, K., & Reingold, R. (2021). The Ideological Perspective of School Principals' Perceptions-Educational Leaders Defining their Roles. *European Journal of Educational Management*, *1*(4), 13–23. https://doi.org/10.12973/eujem.4.1.13

Djajasudarma, T. F. (2006). *Wacana: Pemahaman dan Hubungan Antarunsur*. PT Refika Aditama.

Eriyanto. (2012). *Analisis Wacana Kritis: Pengantar Analisis Teks Media*. LKIS Group.

Fairclough, N. (2003). *Language and Power.Terj. Indah Rohmani*. Boyan Publishing.

Fairclough, N. (2013). *Language and Power Second edition*. Routlegde.

Fairclough, N., & Wodak, R. (1997). *"Critical Discourse Analysis: An Overview." Dalam: Teun van Dijk (Ed.). Discourse and Interaction*. Sage Publication.

Faizah, R. (2020). Penguatan Wawasan Kebangsaan dan Moderasi Islam untuk Generasi Millenial. *Jurnal PROGRESS: Wahana Kreativitas dan Intelektualitas*, *8*(1), 38–61.

Fatimah, M. M., Abdulkarim, A., & Iswandi, D. (2020). Increasing Students Understanding of National Insights Through Digital Literacy in Civic Education Learning. *Jurnal Civicus*, *20*(1), 31–39. https://doi.org/10.17509/civicus.v20i1.16327

Firman. (2022). Need Analysis of Indonesian Teaching Materials at Islamic Religious Universities. *Edukasi Islami: Jurnal Pendidikan Islam*, *11*(1), 1–9. https://doi.org/10.30868/ei.v11i01.3781

Fiske, S. T. (2012). Warmth and Competence: Stereotype Content Issues for Clinicians and Researchers. *Canadian Psychology/Psychologie Canadienne*, *53*(1), 14-20. https://doi.org/10.1037/a0026054

Gölbaşı, Ş. (2017). Critical Approach in Social Research: Fairclough's Critical Discourse Analysis. *The Online Journal of Communication and Media*, *3*(4), 5–18.

Hanipah, R., Furnamasari, Y. F., & Dewi, D. A. (2022). Penguatan Karakter Cintah Tanah Air melalui Pemahaman Wawasan Kebangsaan Abad 21. *Edumaspul Jurnal Pendidikan*, *6*(1), 678–683.

Herdiawanto, H., & Hamdayana, J. (2010). *Cerdas, Kritis, dan Aktif Berwarganegara*. Erlangga.

Japar, M. (2017). Pengembangan Model Pendidikan Karakter Berwawasan Kebangsaan di Perguruan Tinggi. *Prosiding Seminar Nasional Tahunan Fakultas Ilmu Sosial Universitas Negeri Medan*, *1*(1), 255–258.

Jatmikowati, S. H., Sukowati, P., & Pangalila, T. (2019). Development of National Insight Based on the Minister of Home Affairs Regulation No. 32 of 2011 in Malang Regency. *International Journal of Recent Technology and Engineering*, *8*(1), 98–107.

Komarudin, Alkhudri, A. T., Ubedilah, Syaifudin, & Casmana, A. R. (2019). The Nationality Education Model: The Implementation of a Score-A Training Model for Youth Across Different Cultures in Indonesia. *Journal of Social Studies Education Research*, *10*(2), 308–322.

Koroh, L., & Ola, S. S. (2020). Pendidikan Bahasa Indonesia Dan Penguatan Nasionalisme. *Jurnal Lazuardi*, *3*(1), 275–284. https://doi.org/10.53441/jl.Vol3.Iss1.19

Kusmayadi, Y. (2017). Hubungan Antara Pemahaman Sejarah Nasional Indonesia dan Wawasan Kebangsaan dengan Karakter Mahasiswa (Studi pada Mahasiswa Pendidikan Sejarah FKIP Universitas Galuh Ciamis). *Jurnal Agastya*, *7*(2), 1–18. https://doi.org/10.25273/ajsp.v7i2.1486

Mandt, H. M. P. (2021). Negotiating Identity Within Diverse Educational Ideologies. *Journal of Research in Mathematics Education*, *10*(2), 213–234. https://doi.org/10.17583/redimat.2021.6194

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expended Sourcebook*. CEUR Workshop Proceedings.

Mnguni, L. (2021). The Integration of Different Curriculum Ideologies in a School Science Subject. *Education Sciences*, *11*(9), 1–13. https://doi.org/10.3390/educsci11090551

Murdowo, D., Rachmawati, R., Prahara, G. A., & Adriyanto, A. R. (2021). Perancangan Prototipe Mobile Learning "Wawasan Kebangsaan" Berbasis Android bagi Milenial sebagai Solusi Pembelajaran Situasi Pandemi. *ANDHARUPA: Jurnal Desain Komunikasi Visual & Multimedia*, *7*(2), 375–388. https://doi.org/10.33633/andharupa.v7i2.4517

Negara, L. A. (2014). *Wawasan Kebangsaan. Modul Pelatihan Dasar CPNS Jakarta*. Lembaga Admintrasi Negara.

Novelly, Y., Madya, S. A., & Manaf, N. A. (2021). Representasi Pejabat Pemerintah terhadap Kebijakan Lockdown pada Tayangan ILC TV One. *Ranah: Jurnal Kajian Bahasa*, *10*(1), 59–72. https://doi.org/10.26499/rnh.v10i1.3488

Nursalam, N., Sulaeman, S., & Mustafa, I. (2021). Analisis Istilah Wacana Kebijakan Pembatasan Sosial Covid-19 di Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 388–405. https://doi.org/10.22219/kembara.v7i2.16500

Rahman, M. H. (2019). Pemahaman Nilai-Nilai Nasionalisme Mahasiswa di Perguruan Tinggi Kota Malang. *ENTITA: Jurnal Pendidikan Ilmu Pengetahuan Sosial dan Ilmu-Ilmu Sosial*, *1*(1), 11–18. https://doi.org/10.19105/ejpis.v1i1.2938

Setiawan, J., Aman, & Wulandari, T. (2020). Understanding Indonesian History, Interest in Learning History and National Insight with Nationalism Attitude. *International Journal of Evaluation and Research in Education*, *9*(2), 364–373. https://doi.org/10.11591/ijere.v9i2.20474

Setiawan, Y. B. (2021). Analisis Wacana Kritis Pemberitaan Kekerasan Berbasis Gender di Surat Kabar Harian Suara Merdeka. *Jurnal Ilmiah Komunikasi Makna*, *2*(1), 13–20. https://doi.org/10.18196/ja.1104

Sholikhati, N. I., & Mardikantoro, H. B. (2017). Analisis Tekstual dalam Konstruksi Wacana Berita Korupsi di Metro TV dan NET dalam Perspektif Analisis Wacana Kritis Norman Fairclough. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *6*(2), 123–129. https://doi.org/10.15294/SELOKA.V6I2.17276

Siregar, N. (2022). Pendidikan Wawasan Kebangsaan di Era Globalisasi. *Educate: Jurnal Ilmu Pendidikan dan Pengajaran*, *1*(2), 255–266. https://doi.org/10.56114/edu.v1i2.398

Sriwati, S., Sariyatun, S., & Suryani, N. (2014). Hubungan Pemahaman Reformasi dan Wawasan Kebangsaan terhadap Sikap Demokrasi Mahasiswa Program Studi Pendidikan Sejarah Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat. *Jurnal Magister Pendidikan Sejarah*, *1*(1), 23-36.

Suryadi. (2021). Nasionalisme dan Internalisasi Nilai-Nilai Pancasila melalui Pendidikan Kewarganegaraan. *Jurnal Mubtadiin*, *7*(1), 64–81.

Titscher, S. M., Meyer, R. W., & Vetter, E. (2000). *Methods of Text and Discourse Analysis*. Sage Publications.

Widyawari, C. P. G. M., & Zulaeha, I. (2016). Representasi Ideologi dalam Tuturan Santun Para Pejabat Negara pada Talk Show Mata NAJWA. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *5*(1), 1-11. https://doi.org/10.15294/SELOKA.V5I1.12737

Yanti, P. G., Zabadi, F., & Safii, I. (2019). Intertextuality between Malin Kundang Legend and Malin Kundang Menggugat's Drama Script. *Opción: Revista de Ciencias Humanas y Sociales*, *35*(20), 401-417.

Yuliyanti., Sadhono, K., & Wibowo, P. (2022). The Moral Values in Jaka Tarub and Nawangwulan Folklore from Javanese Literature. *Journal of Hunan University Natural Sciences, 4*(9), 1-8. https://doi.org/10.55463/issn.1674-2974.49.1.30.

Zulkarnais, A., Prasetyawan, P., & Sucipto, A. (2018). Game Edukasi Pengenalan Cerita Rakyat Lampung pada Platform Android. *Jurnal Informatika: Jurnal Pengembangan IT*, *3*(1), 96-102. https://doi.org/10.30591/jpit.v3i1.621

Investigating the Effectiveness of Ecoliteracy-Integrated Project-Based Learning in Fostering Creative Thinking Skills Among Elementary School Students

(Investigasi Efektivitas Ecoliteracy-Integrated Project-Based Learning dalam Menumbuhkan Keterampilan Berpikir Kreatif di Kalangan Siswa Sekolah Dasar)

Ari Suryawati Secio Chaesar*
Universitas Sebelas Maret, Indonesia
secioaricha@staff.uns.ac.id

Andayani
Universitas Sebelas Maret, Indonesia
andayani@staff.uns.ac.id

*Corresponding author: Ari Suryawati Secio Chaesar | email: secioaricha@staff.uns.ac.id

Abstract: This research was grounded in the issues identified at Tlahap Public Elementary School, Temanggung Regency, namely, students' suboptimal understanding of explanatory text writing, suboptimal mastery of creative thinking skills, and low environmental awareness. This research aimed to explain the effectiveness of the ecoliteracy based project-based learning on creative thinking skills compared to the conventional learning model in elementary school students. The investigation applied a quantitative approach involving an experimental method. Hence, it consisted of experimental and control groups. Employing a random sampling method, Class VA was selected as the experimental group, and class VB was chosen as the control group at Tlahap Public Elementary School, Temanggung Regency. Data collection was conducted via observation, questionnaires, and tests. Instruments were previously tested using the content validity method. Data analysis utilized analysis of variance with a significance level of 5%. Prerequisite tests were conducted before treatment, including a normality distribution test and a homogeneity of variance test. The results indicated normal and homogeneous distribution. Analysis of variance t-test on posttest data of the experimental and control groups showed a probability value of 0.000 (p <0.05). The average posttest score of the experimental class was 85.57, while the control was 77.14. The conclusion is that the project-based learning model based on ecoliteracy and creative thinking skills in explanatory test writing instructions was more effective than the conventional model for elementary school students.

| Keywords | ecoliteracy, effectiveness, creative thinking skills, project-based learning |

Abstrak: Landasan penelitian ini berdasarkan pada permasalahan yang terdapat di SD Negeri Tlahap, Temanggung, yakni pemahaman siswa pada materi menulis teks eksplanasi kurang optimal, penguasaaan aspek kemampuan berpikir kreatif oleh siswa kurang optimal, dan rendahnya sikap penuli lingkungan oleh siswa. Tujuan penelitian ini mendeskripsikan efektivitas model *project-based learning* berbasis ekoliterasi terhadap kemampuan berpikir kreatif dibandingkan dengan konvensional pada siswa Sekolah Dasar. Pendekatan kuantitatif metode eksperimen diterapkan dalam penelitian ini. Desain penelitian terdiri atas kelompok eksperimen dan kontrol. Kelas VA dipilih sebagai kelompok eksperimen dan kelas VB kontrol di SD Negeri Tlahap Temanggung dengan menggunakan metode pengambilan sampel acak. Pengumpulan data dilakukan melalui observasi, angket, dan tes. Instrumen diuji dengan metode validitas konten. Analisis data menggunakan analisis varian dengan tingkat signifikasi sebesar 5%. Uji prasyarat dilakukan sebelum perlakuan uji normalitas distribusi dan uji homogenitas varians. Hasil menunjukkan berdistribusi normal dan homogen. Analisis varian uji-t pada data postes kelompok eksperimen dan kontrol menunjukkan bahwa nilai probabilitas sebesar 0,000 (p<0,05). Perbandingan rata-rata postes kelas eksperimen berpikir kreatif dalam pembelajaran menulis teks eksplanasi lebih efektif dibandingkan model konvensional pada siswa Sekolah Dasar. Nilai rata-rata posttest kelas eksperimen adalah 85,57, sedangkan kontrol adalah 77,14. Kesimpulannya adalah bahwa model pembelajaran berbasis proyek berbasis ekoliterasi dan keterampilan berpikir kreatif dalam instruksi penulisan tes eksplanasi lebih efektif daripada model konvensional untuk siswa sekolah dasar.

| Kata Kunci | ekoliterasi, keefektifan, kemampuan berpikir kreatif, *project-based learning* |

INTRODUCTION

Learning is the process between teachers and students in processing knowledge, skills, and attitudes (Dimyanti & Mudjiono, 2009). 21st-century learning emphasizes creative thinking, critical thinking, independence, productivity, collaboration, and communication (Permendikbud, 2016). It also comes with demands emphasizing four competencies that must be developed: teamwork, communication skills, critical thinking, and creativity (Supena et al., 2021). Among these four competencies, creative thinking skills are essential for learners to face everyday challenges and phenomena.

Creative and critical thinking are essential competencies that form the basis of education (Safi'i et al., 2021). The implementation of learning models and approaches for students is important in developing profound thinking. Correspondingly, project-based learning model aligns with 21st-century competencies and the implementation of an Independent Curriculum (*Kurikulum Merdeka*) (Rochmawati et al., 2022). It can encourage students to develop products independently or in groups. In this regard, the distinctive form of project-based learning can be presented by administering cooperative learning techniques and research-based approaches involving students actively, creatively, and comprehensively (Almulla, 2020). Through this model, students usually collaborate to solve problem, develop products for specific audiences, and evaluate developments projects (Kakotsaki et al., 2016). Thus, implementing project-based learning is considered a breakthrough in encountering challenges, according to the Independent Curriculum, which focuses on developing students' soft skills.

The environment plays a crucial role in creating quality learning processes and outcomes. According to Ardoin & Heimlich (2021); Özdas & Batdi (2017), the environment as a learning resource is a basic component in developing students' knowledge and skills autonomously and optimally. Thus, the actual environment around learners shapes their knowledge and attitudes in learning implementation. Similarly, in ecoliteracy-based learning, teachers facilitate and raise awareness among students about the significance of environmental conservation in daily life (Karlina et al, 2017). In line with these ideas, Idrus (2017) states that educators must be able to manage the learning environment well through learning conditioning, learning methods, and learning outcomes to make it more meaningful and directed.

Based on observations and interviews with teachers at Tlahap Public Elementary School, Temanggung Regency, several obstacles were found, especially in Indonesian language learning, namely: (1) Indonesian language materials containing abstract concepts, principles, and theories were considered complex for students to understand, (2) students had not optimally mastered the five aspects of creative thinking skills, (3) learning resources in the form of the environment were not optimally utilized, (4) students' ecoliteracy attitudes were still low, as indicated by their indifference to the environment such as littering and neglecting plants resulting in drying and wilting, (5) students' lack of knowledge about the connection of language concepts such as writing texts with everyday life events, and (6) teachers were not optimal in determining and implementing innovative learning models in the element of text writing. Based on these root problems, there was a gap between expectations and realities that were not in harmony. Therefore, it was necessary to determine a model to be used as a guideline for achieving learning objectives.

The first relevant research by Khafah et al., (2023) revealed that substantial project-based learning affected learners' critical and creative thinking in ecosystem concepts. This research is relevant because it employed a similar model and influenced creative thinking skills. However, the difference was spotted in the object; the previous study referred to high school students, whereas the present research focused on elementary school students. The second relevant study by McKinney (2023) demonstrated that project-based learning could guide students in active thinking and help develop

creative knowledge and skills through direct involvement in real problems and situations. The similarity in this study was found in the learning model being used. Meanwhile, the difference existed in the determined research object.

The third relevant research by Isa & Azid (2021) indicate that learners in the experimental achieved higher scores than the control group in project-based learning. In addition, based on the results, all respondents agreed that project-based learning needed to be applied because it could create an amusing learning environment. The similarity with this research was situated in the applied model. In contrast, the difference could be noticed in the focused research object. The fourth relevant research conducted by Nugroho et al., (2018) showed that problem-based learning improved students' ecological knowledge more effectively. The relevance of the research was related to ecological literacy in learning. Meanwhile, the difference was the learning model and research object applied.

Based on the above elaboration, research on the effectiveness of project-based learning models based on ecoliteracy on creative thinking skills for elementary school students had never been conducted before. Hence, the present research is essential to overcome the learning obstacles encountered by teachers and students. In addition, the application of this model is expected to improve students' attitudes to think creatively when solving everyday problems and to value the environment more.

Good teaching and learning activities require methods/models according to the learning environment conditions (Darmuki et al., 2023). Project-based learning facilitates learners with autonomy, exploration, and investigation in the class by engaging them in proper projects (Chiu, 2020). It focuses on problem-solving and learning activities through stimuli (David & Felleti, 1997:206). It also provides opportunities for teachers to foster learning interest, manage learning, stimulate problem-solving abilities, facilitate decision-making, conduct investigations, and facilitate collaboration among students. Furthermore, this model enables learners to have knowledge and skills by completing assignments as well as possible according to the needs and materials obtained to be implemented in society (Sani, 2015:175).

According to Wudinger & Qureshi (2015), the project-based learning model guides students to problem-solving through problem identification and plan development processes. The optimal creativity and skills possessed by students will support problem-solving solutions through question posing, idea discussion, observation, prediction, experimentation, data analysis, and conclusion drawing. Furthermore, this learning model is considered effective in assisting students build metacognitive skills and knowledge through planning, solution, and problem-evaluation actions (Hugerat, 2016). Referring to the elaboration of these experts, learning with this model is consideres to be able to facilitate students actively in problem-solving processes, conducting investigations, making decisions, and independently or collaboratively completing projects.

The characteristics of project-based learning differ from other types of learning models (Thomas, 2000; Ravitz & Blazevski, 2014:2). These characteristics consist of (1) centeredness, (2) controlled statement, (3) constructive investigation, (4) autonomy, and (5) realism. Centeredness characteristics direct teachers to creatively and skillfully act as facilitators, focus on statements or problems, and solve problems through appropriate principles, concepts, and sciences. Constructive investigation is designed to equip students with new skills and knowledge. Student activities through project-based learning provide opportunities for decision-making and acting as solution-seekers (autonomy). In addition, student activities in the learning process are based on realistic environments integrated into assignments.

According to Doppelt (2005), through project-based learning, students can easily understand materials with the aim of problem-solving. Based on Wena (2013:147), the advantages of this model include: (1) increasing motivation encourages students to understand learning material deeply with problem-solving goals and project completion; (2) the learning environment conditions can support students more actively in solving complex problems; (3) applying group learning processes in project completion supports students in developing communication skills; (4) project-based learning facilitates students to identify information as support in problem-solving; (5) acquisition of experiences for

students such as project organization, time allocation, and resource management in task completion; (6) implication in actual learning processes according to natural and social environment conditions; (7) increasing thinking skills; and (8) creating a more conducive learning atmosphere. Despite these advantages, the application of project-based learning has some shortcomings, including the learning process that requires costs and time (Railsback, 2002:2013).

Caring attitudes towards the environment contribute to shaping students' character. This needs to be developed so that students are sensitive and caring towards the surrounding environment (Sholihat, 2023). Instilling awareness about the importance of environmental conservation (ecoliteracy) is one alternative to preventing environmental problems. Keraf (2014) states that ecoliteracy is described as a high level of human awareness of the significance of the environment. Environmental literacy is a conception of the interaction among human and natural social structures. In the scope of education, students can use critical thinking, problem-solving, and practical decision-making skills based on considerations from all sides based on environmental issue (Barret et al., 1997; Karimzadegan & Meiboudi, 2012). Success in the learning process with ecoliteracy requires a connection between knowledge, skills, influence, and behavior. Based on these explanations, environmental literacy (ecoliteracy) is a conscious attitude toward preserving and conserving both natural and social human environments.

Today's education era demands creative professionals, namely those demonstrating flexibility and originality in resolving complex projects. Fisher (1995); Wurdinger & Qureshi (2015) defines an individual's ability to generate new ideas through combination, change, or application of different ideas as creativity. Accordingly, creative thinking ability is a process that leads to solution-oriented, innovative, and insightful thinking. It emphasizes the importance of knowledge and motivation in theoretically and practically developing ideas (Runco & Chand, 1995; Hosseini, 2014). Additionally, Potur & Barkul (2009) explain that creative thinking is the ability to think cognitively, authentically, and problematically. Creative thinking, problem-solving, communication skills, and teamwork are critical elements in defining professionals (Le, 2023). Therefore, it can be synthesized that creative thinking ability is thinking flexibly and originally for problem-solving processes.

According to Guilford (Naim, 2017:217), creativity is a person's way of thinking divergently to generate various alternative solutions to problems that need to be solved. Sund's argument in Slameto (2010:147) and Guilford (Naim, 2017:217) describes the criteria of individuals with creative potential as follows: (1) Fluent thinking ability (fluency), including discovering various responses, questions, and problem-solving, having alternatives in doing various things, and being able to solve problems with multi-perspective considerations; (2) Flexible thinking ability (flexibility), comprising having varied ideas, questions, and answers, being able to observe problems from different perspectives, and being able to change strategies and ways of thinking; (3) Original thinking ability (originality), incorporating being able to express unique and new expressions and being able to find unusual combinations of elements; (4) Elaboration thinking ability (elaboration), including being able to develop, add ideas, and specify objects to make them engaging.

In the present study of the effectiveness of ecoliteracy-based project-based learning, researchers focused on the learning process of explanatory text writing. Fundamental material to describe one or more events by including cause-and-effect relationships is called explanatory text (Knapp & Watkins, 2005:125). According to Nurhayati et al., (2018), explanatory texts contain explanations of why and how events occur in technical and scientific fields, such as natural, social, and cultural events.In understanding and implementing explanatory texts, learners must think critical and creatively to discover understand the language, structure, and content (Hakim & Subyantoro, 2019; Zulaikhah et al., 2020). Based on these ideas, it can be synthesized that explanatory text contains detailed explanations of cause-and-effect events, including the formation of natural, social, and cultural occurrences.

Based on the outlined issues, previous relevant studies, and literature reviews, this paper strived to describe the effectiveness of project-based learning based on ecoliteracy in teaching creative thinking skills to students when writing explanatory texts. The researchers investigated fifth-grade

students at Tlahap Public Elementary School, Temanggung Regency, specifically on explanatory text writing materials. In the research completion process, students in the treatment group to apply project-based learning stages based on ecoliteracy, including preparing important questions on the concepts learned, designing project plans, creating activity schedules, monitoring project-based learning performance, and assessing the projects created (Mulyasa, 2014:145-146). Students creatively wrote explanatory texts on natural event themes using recycled materials like cardboard. The final form of the learning project was that students could write explanatory texts, one of which was about the water cycle, and then create a pop-up book related to the topic. The use of recycled materials was a form of implementation of ecoliteracy-based project learning. Ultimately, this research is anticipated to optimize explanatory text writing instructions, increase student creativity, and foster awareness of protecting, preserving, and caring for the environment.

METHOD

The quantitative approach employed in the present study investigated the effectiveness of project-based leaning based on ecoliteracy in enhancing the creative thinking potential of fifth-grade learners at Tlahap Public Elementary School, Temanggung Regency. The research design utilized was quasi-experimental. According to Creswell (2015:575), it strives to examine the presence and extent of the cause-effect relationship obtained.

Referring to Arikunto (2010:161), variables are the objects of attention in research. Correspondingly, the present study consisted of independent and dependent variables. Each group of variables was given a pretest and posttest. The project-based learning model was applied in the experimental group. The research followed these stages are outlined as follows: (1) pre-survey process and obtaining school permission, (2) development and pilot testing of instruments, (3) coordination with subject teachers, (4) pretest implementation, (5) experiment implementation, (6) posttest implementation, and (7) data analysis.

The research data focused on evaluations of the learning process on the topic of explanatory text writing. The pretest, administered to both groups before the experiment, served as a baseline measurement. Following the confirmation of homogeneity, the next stage was to treat the experimental group. After the experiment processes were completed, the pretest scores were compared with the posttest scores to determine whether there was a decrease, no difference, or an increase in students' scores. The target population included fifth-grade students at public elementary schools in Temanggung Regency. Random drawing was applied as a sampling technique (Sugiyono, 2017:81), resulting in two fifth-grade classes at Tlahap Public Elementary School, each with 21 students, namely Class A for the experimental and Class B for the control groups. Data collection occurred in May, during the second semester of the 2022/2023, at Tlahap Public Elementary School, Temanggung Regency.

The data collection process involved three techniques: (1) Observation sheets were utilized to determine the learning process directly; (2) Questionnaire sheets were utilized to assess students' responses to creative thinking abilities; (3) Essay-type test questions for pretests and posttests consisted of eight questions based on test indicators, including fluency, flexibility, originality, and elaboration. Table 1 below contains the indicators of the questions.

Table 1
Pretest and Posttest Indicators of Creative Thinking Ability

Assessment Aspects	Indicators of Creative Thinking Ability	Indicators of Questions
Fluency	Generating multiple answers, ideas, problem-solving approaches, and questions	Identifying natural phenomena based on various research findings
	Providing various ways or suggestions for doing various things	Analyzing natural phenomena such as the causes of landslides and stages of the water cycle through interrogative sentences
	Solving problems with more than one solution	
Flexibility	Generating diverse thoughts, answers, and questions	Categorizing patterns of the explanatory text about natural occurrences

Assessment Aspects	Indicators of Creative Thinking Ability	Indicators of Questions
	Evaluating a problem using different perspectives	Applying language features of the explanatory text
Originality	Being able to generate new and unique expressions	Enforcing efforts from one's ideas to presented problems
	Being able to make specific combinations of existing parts	Providing comments or responses to discussed natural phenomena
Elaboration	Being able to add, enrich, and develop an idea	Organizing answers on the causes or stages of natural phenomena occurring in everyday life
	Describing object details	Projecting detailed solutions to complex problems

To ensure the validity and reliability of the data collection instruments, the researchers employed several techniques. Content validity, as explained by Nurgiyantoro (2011:156), assesses the relevance of the test instrument to its intended purpose. The researchers used expert judgment to evaluate the tests. For the questionnaire, construct validity was tested using Pearson's product-moment correlation with a significance level of 5% in SPSS 23 software (Nurgiyantoro, 2009:136). Instrument reliability was assessed through inter-rater testing to determine the strength of agreement between Researcher 1 (the teacher) and Researcher 2 (the observer). Given the open-ended nature of the instrument, Cronbach's alpha formula was used for the reliability test. The reliability coefficient correlation score interpretations were based on Guilford in Jihad & Haris (2012:181): 0.081 to 1.00 (high), 0.061 to 0.80 (moderate), 0.41 to 0.60 (somewhat low), 0.21 to 0.40 (low), and 0.00 to 0.20 (very low).

Data analysis techniques included scores from observation sheets, questionnaires, and explanatory text learning items. Data from observation and questionnaires employed a four-point Likert scale and were subsequently converted into numerical values. The Shapiro-Wilk test was used to assess normality. A significance value greater than 0.05 (sig>0.05) indicated normal data distribution. A homogeneity test (Nurgiyantoro, 2009:136) was conducted to assess the population variance description of each group for significant differences or homogeneity. Finally, an independent sample t-test was used to determine if there was a statistically significant difference between students who received the treatment learning model and those who used the conventional model.

RESULTS AND DISCUSSION

The explanatory text writing scores were obtained using a writing assessment instrument. The assessment was conducted both before and after the explanatory text writing instruction. Two types of data were generated based on the instrument: pre-treatment and post-treatments scores for both the experimental and control groups.

Initial Ability Description
Pretest Data of the Experimental Group

Students of Class VA at Tlahap Public Elementary School, Temanggung Regency, were designated as the experimental group. The instructional intervention was carried out over three sessions. The description of the pretest results for the experimental group is illustrated in Table 2.

Table 2
Description of Pretest Results

N	Valid	21
	Missing	0
	Mean	74.42
	Median	73.00
21	Std. Deviation	4.29
	Variance	18.45
	Minimum	68.00
	Maximum	85.00

The description in the table above indicates a mean of 74.42, a median of 73.00, a standard deviation of 4.29, a variance of 18.45, a minimum score of 68.00, and a maximum score of 85.00. Likewise, the frequency distribution results are depicted in Figure 1.
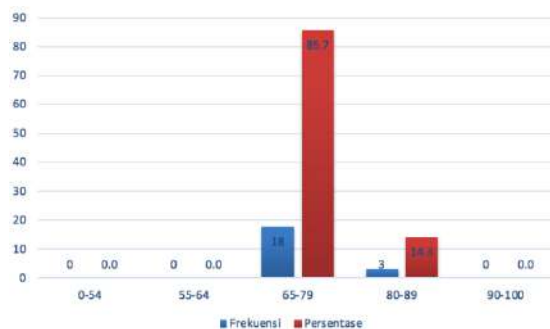
Figure 1
Frequency Distribution of Pretest Scores of The Experimental Group

Analysis of raw score data for the 21 students in Class VA revealed that in the experimental group's pretest, 3 students achieved the highest score of 85, while 2 students obtained the lowest score of 68. Additionally, no student scored 100.

Pretest Data of the Control Group

Students of Class VB at Tlahap Public Elementary School, Temanggung Regency, representing the control group, followed a conventional learning model over three sessions. The description of pretest results is provided in Table 3.

Table 3
Description of Pretest Results

N	Valid	21
	Missing	0
	Mean	71.95
	Median	73.00
21	Std. Deviation	6.35
	Variance	40.34
	Minimum	60.00
	Maximum	81.00

The description of pretest results for the control group students in Class VB yielded a mean of 71.95, a median of 73.00, a standard deviation of 6.35, a variance of 40.34, a minimum score of 60.00, and a maximum score of 81.00. Meanwhile, the frequency distribution of learning outcomes is presented in Figure 2 below.
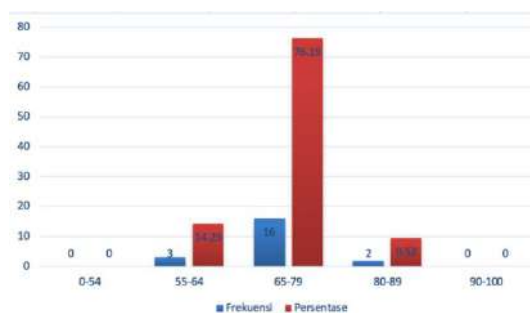
Figure 2
Frequency Distribution of Pretest Scores of The Control Group

Analysis of the raw score data for the 21 students in Class VB, serving as the control group, revealed that in the control group's pretest, 1 student achieved the highest score of 81, 2 students obtained the lowest score of 60, and no student scored 100.

Final Ability Description
Posttest Data of the Experimental Group
Table 4 presents the posttest outcomes following instructions on explanatory text writing utilizing an ecoliteracy-based project-based learning model in the experimental class.

Table 4
Description of Posttest Results

N	Valid	21
	Missing	0
	Mean	85.57
	Median	86.00
21	Std. Deviation	3.85
	Variance	14.85
	Minimum	80.00
	Maximum	92.00

The description of posttest results shows a mean of 85,57, a median of 86,00, a standard deviation of 3.85, a variance of 14.85, a minimum score of 80.00, and a maximum score of 92.00. Furthermore, the frequency distribution results are represented in Figure 3 below.
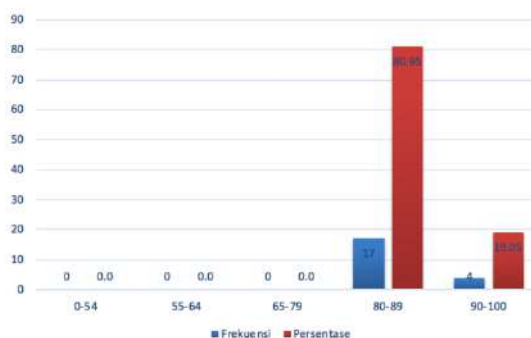
Figure 3
Frequency Distribution of Posttest Scores of the Experimental Group

The analysis of raw score data for the treatment group consisting of 21 students revealed that nobody achieved full marks which is a 100. On the other hand, two students attained the highest score of 92, while three others scored the lowest at 80. The utilization of recycled materials in this study's project could enhance students' attentiveness and environmental consciousness. Examples of the project undertaken by students in the experimental class are depicted in Figure 4, while Figure 5 illustrates sample project outcomes.

Figure 4
Example of Project-Based Learning Process
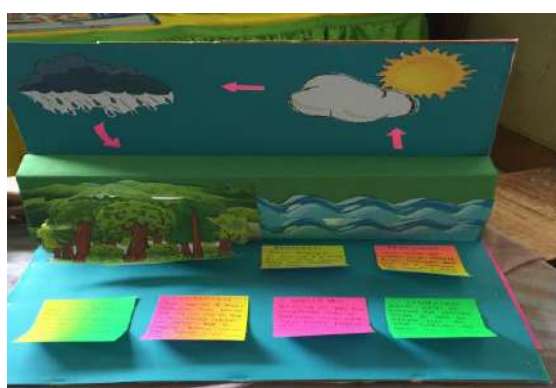
Figure 5
Example of Explanatory Text Project

Posttest Data of the Control Group

Table 5 presents the description of posttest outcomes for the control class following instructions on explanatory text writing.

Table 5
Description of Posttest Results

N	Valid	21
	Missing	0
	Mean	77.14
	Median	78.00
21	Std. Deviation	3.35
	Variance	11.22
	Minimum	72.00
	Maximum	82.00

The posttest results indicate a mean of 77.14, with a median of 78.00, the standard deviation of 3.35, and the variance of 11.22. The lowest score obtained was 72.00, while the highest was 82.00. The frequency distribution of these outcomes is represented in Figure 6.
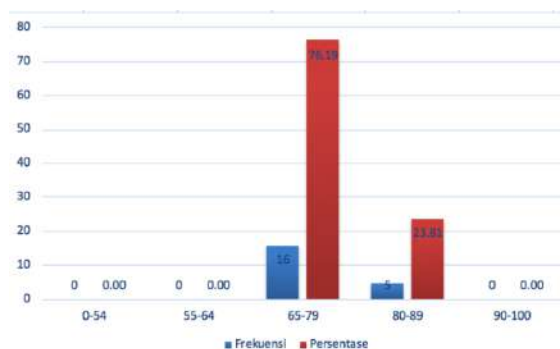
Figure 6
Frequency Distribution of Posttest Scores of the Control Group

None of the 21 students achieved a score of 100. Specifically, two people attained the highest score of 82, while three others scored 72. These results demonstrated an improvement in the experimental and control groups between pre- and post-treatment. The observed improvement indicated differences in the effectiveness of the instructional models.

Project-based learning model can facilitate learners in collaborating to find solutions to environmental problems (Sholihat, 2023). In addition, it also has been asserted Gary (2015); Tafakur et al., (2023) that project-based learning can promote learners' communication skills, enable them to acquire new information, solve problems within contexts, and practice in the form of design projects, thus producing professionally-ready students. Furthermore, project-based learning and creative thinking abilities have been proven to be correlated. Muhaimin (2015) states that creative and critical thinking processes can instill environmental ethics in students, fostering social responsibility and environmental awareness. Overall, the differences in student activities are shown as follows.

Table 6
Comparison of Learning Stages

Learning Stages in Experimental Class	Learning Stages in Control Class
Questions Preparation	***Stimulation***
Students are introduced to issues by showing videos and observing deeper into questions arising from natural phenomena.	Students are stimulated through videos about natural phenomena such as landslides and floods.
Project Planning Design	***Problem Identification***
Students are taken through concrete actions to answer existing questions with a project plan, such as designing a pop-up media about natural phenomena as a project design stimulation.	Students identify problems based on videos shown by the teacher.
Schedule Arrangement	***Data Collection***
Students arrange schedules according to available time and agreed-upon targets.	Students seek for information associated with worksheets provided by the teacher.
Learning Implementation Monitoring	***Data Processing***
Students create previously designed products and monitor them.	Students discuss and analyze the data obtained in groups.
Assessment	***Presentation***
Students present project results, and other groups provide assessments. Subsequently, students and teachers conduct learning evaluations as a follow-up to the learning process.	Students communicate the results of discussions.
	Evaluation
	Students and teachers draw conclusions based on the discussed materials.

Analysis of Prerequisite Tests
Normality Test

The Shapiro-Wilk normality test was conducted to evaluate the distribution of research data. Table 7 below presents the normality test results for the learning model.

Table 7
Normality Test Results of Pretest and Posttest Data Distribution

No	Data	Class	Shapiro Wilk Statistic	Df	Sig	Conclusion
1	Pretest	Experimental	0.934	21	0.164	Normal
2		Control	0.928	21	0.123	Normal
3	Posttest	Experimental	0.943	21	0.247	Normal
4		Control	0.929	21	0.129	Normal

The normality test results for the pretest of the experimental group displayed that p=0.164, indicating p>0.05. Similarly, the pretest results for the control group displayed that p=0.123, also indicating p>0.05. The normality test for the posttest of the experimental group yielded p=0.247, indicating p>0.05. Meanwhile, the posttest for the control group yielded p=0.129, also indicating p>0.05. Based on these results, (H_a) was accepted, while (H_0) was rejected, indicating that the data were normally distributed.

Homogeneity Test
The homogeneity test was performed utilizing Levene's test statistic utilizing *SPSS version 23* software to determine whether the populations were homogeneous. If the *p-value* was greater than the alpha, the null hypothesis was rejected, indicating homogeneity. Conversely, if the p-value was less than the alpha value, the null hypothesis (H0) was accepted, indicating heterogeneity. Referring to Table 8 below, the significance value (p) for the pretest was 0.052, while for the posttest group was 0.575. With a significance level of 5% applied in data analysis, both groups were considered homogeneous.

Table 8
Summary of Homogeneity Test Results

Variables	Sig.	Description
Pretest Assessment of Explanatory Text Writing Instructions	0.052	Sig. > 0.05 = homogenous
Posttest Assessment of Explanatory Text Writing Instructions	0.575	

Hypothesis Testing
Independent t-test for Pretest Data of Experimental and Control Groups
Table 9 displays the summary of the data before treatment in the experimental and control classes of explanatory text writing instructions.

Table 9
Summary of Pretest Data t-test Results

Data	Sig. (2-tailed)	Description
Pretest assessment	0.148	Sig. > 0.05

From the results above, a significance value of 0.148 was obtained with p 0.000 (p>0.05), indicating no significant distinction between the pretest results of the experimental and control groups. Meanwhile, Table 10 contains the summary of the posttest data t-test after treatment in the experimental and control classes.

Table 10
Summary of Posttest Data t-test Results

Data	Sig. (2-tailed)	Description
Posttest assessment	0.000	Sig.> 0.05

Based on the *SPSS* software calculations, the significance value was 0.000, less than 0.05 (0.000< 0.05). The independent samples t-test results for posttest data showed a mean difference of 8.42 and significance with p<0.05. Furthermore, the comparison of the average (mean) posttest scores was 85.57 for the experimental and 77.14 for the control, with a difference of 8.43. Thus, the null hypothesis was rejected, and the alternative hypothesis was accepted. Consequently, there was a difference in explanatory text writing instruction using an ecoliteracy-based project-based leaning model compared to the conventional teaching model. The positive impact could be observed through significant research results. Over the four weeks of the study, students demonstrated higher enthusiasm and focus during the learning process. Following these results, according to Nawangsari, Pujiastuti, and Gularso (2022), there is a correlation between project creation and creative thinking skills.

Referring to Kizkapan's argument (2017) that project-based learning focuses on developing critical and scientific thinking values for students. The application of this model can guide students to explore issues in daily life, understand knowledge effectively, and collaborate within groups. According to Genc (2015), project-based learning can empower learners to connect their learning to the actual condition. Through this approach, they are oriented towards transforming challenges into solutions to encountered problems. Relevant research conducted by Khafah et al., (2023) shows that project-based leaning is significant in the concepts of ecosystems and can be an alternative to empowering 21st-century skills. The relevance of the study to Pramesti et al., (2022) indicates that activities using this model can support creative thinking skills and sustainability notions associated with environmental matters.

Results of Creative Thinking Questionnaires for Experimental and Control Groups

The questionnaires distributed to the experimental and control groups successfully elicited aspects of fluency, flexibility, originality, and elaboration. The indicators were adapted from Sund, as cited in Slameto (2010:147) and Guilford, as mentioned in Naim (2017:217). The breakdown of fluency aspects included (1) students expressing their opinions during the learning process, (2) students being able to work on learning tasks, (3) students capable of answering questions by providing detailed explanations and more than one response, (4) students making an effort to respond argumentatively to questions posed by the teacher, (5) students capable of assisting peers in dissecting problems, (6) students able to generate ideas for writing explanatory texts from multiple sources, and (7) students collaborating in constructing projects initiated by the teacher. Regarding flexibility aspects, these encompassed (1) students responding to problems in various ways, (2) students providing diverse answers, (3) students solving problems using different methods and alternative solutions to make them more concise and practical, (4) students proposing new ideas and solutions effectively, (5) students providing different examples, (6) students presenting different arguments from their peers, and (7) students reiterating explanations for better comprehension within discussion groups.

Next, originality aspects included (1) students completing tasks not solely assigned by the teacher as additional assignments, (2) students summarizing learning materials, and (3) students enjoying incorporating ideas proposed by peers during discussions. Lastly, elaboration aspects entailed (1) students daring to ask questions about unfamiliar and incomprehensible topics, (2) students offering opinions on answers provided by others, and (3) students providing real-life examples related to the material being studied.

Figure 7 illustrates the questionnaire results reflecting students' creative thinking abilities when writing explanatory texts in the experimental and control groups.
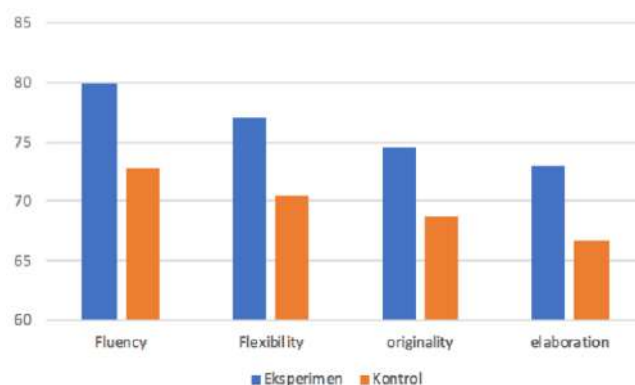
Figure 7
Summary of Creative Thinking Questionnaires

The percentages above indicate that fluency was 79.82%, flexibility was 77.09%, originality was 74.60%, and elaboration was 73.01% for the experimental. Meanwhile, for the control group, the percentages were 72.79% for fluency, 70.52% for flexibility, 68.78% for originality, and 66.67% for elaboration. Accordingly, there were more optimal outcomes in the group receiving treatment. This aligns with De Porter's (2000) assertion that individuals with creativity can apply their potential to view everything from a fresh and innovative perspective. Therefore, creative thinking involves stimulating imagination, engaging intuition, uncovering new opportunities, opening different perspectives, and arousing unexpected ideas.

Results of Observational Assessment of Student Creativity in Experimental and Control Groups

Observational assessment results, based on adaptations of Sund's theories as cited in Slameto (2010), included (1) proposing ideas or suggestions for a problem, (2) providing ways to solve problems freely in terms of presentation, (3) mastering ideas and problem-solving steps variably, (4) being original in presenting ideas in problem-solving, (5) being able to see problems from different perspectives, (6) having a high level of imagination in changing thought patterns, (7) mapping and analyzing data for problem-solving, (8) having the courage to take risks, (9) creating detailed reports, and (10) interpreting abstract concepts. The data from these observational assessments are shown in the following Figure 8.
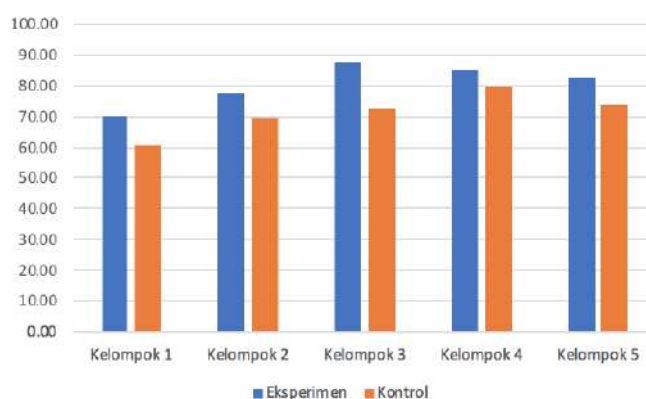
Figure 8
Summary of Observational Assessment Results of Student Creativity in Experimental and Control Groups

Based on the graph, the observational assessment results of student creativity in the experimental group indicated scores of 70.00 for group 1, 77.50 for group 2, 87.50 for group 3, 85.00 for group 4, and 82.50 for group 5. In comparison, for the control group, the results showed scores

of 60.62 for group 1, 69.37 for group 2, 72.50 for group 3, 79.37 for group 4, and 74.00 for group 5. Therefore, it can be synthesized that the creativity results of students in the experimental group were more optimal than the control group.

CONCLUSION

The findings revealed that the project-based learning model emphasizing ecoliteracy exhibited higher effectiveness. Specifically, it was evident that the creative thinking abilities of elementary school students, as assessed by indicators such as fluency, flexibility, originality, and elaboration, experienced significant development compared to classes using conventional models. The t-test results indicated a significant mean difference of 8.42*, with a p-value of 0.000 (p>0.05). Hence, the explanatory text writing instructions employing the ecoliteracy-based project-based learning model yielded better progress among fifth-grade students at Tlahap Public Elementary School, Temanggung Regency. A series of learning activities from the initial to the final stage could enhance effectiveness and influence students' attitudes towards creative thinking.

The results discovered in this study are recommended for implementation in schools. Likewise, information related to this model's theory, concepts, and benefits should be disseminated to learners to serve as a learning reference. Nevertheless, future analysis is necessary to delve into the strengths and weaknesses of this model in other subjects or learning contexts.

DECLARATIONS

Author contribution	:	Ari Suryawati Secio Chaesar leads and is responsible for all research projects on SD Negeri Tlahap, Temanggung. She also wrote the manuscript and collaborated with the second authors. Andayani contributes to transcription and data analysis. Both authors approved the final manuscript
Funding statement	:	This research didn't receive funding.
Conflict of interest	:	Both authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article be published in KEMBARA since 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Almulla, M. A. (2020). The Effectiveness of The Project Based Learning (PBL) Approach as a Way to Engage Students in Learning. *SAGE Journals, 10*(3), 234-245. https://doi.org/10.1177/2158244020938702

Ardoin, N. M., & Heimlich, J. E. (2021). Environmental Learning in Everyday Life: Foundation of Meaning and a Context for Change. *Journal Environmental Education Research, 27* (12)*, 1681-1699. https://doi.org/10.1080/13504622.2021.1992354

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta.

Barret, G. W., Peles, J.D., & Odum, E.P. (1997). Transcending Processes and the Levels of Organization Concept. *Bio Science, 47*(8), 531-535. https://doi.org/10.2307/1313121

Chiu, C. F. (2020). Facilitating K-12 Teachers in Creating Apps by Visual Programming and Project Based Learning. *International Journal of Emerging Technology in Learning (iJET), 15*(1), 103-118.

Creswell, J. W. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* New York: Pearson.

Darmuki, A., Hidayati, N. A., Tanghal, A. B., & Esteban Jr, A. M. (2023). Pengembangan dan Keefektifan Model Buku Teks Mata Kuliah Strategi Pembalajaran Berbasis Pendekatan Kontekstual. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya, 9*(1), 223-238. https://doi.org/10.22219/kembara.v9i1.22635

David, B., & Felleti, G. I. (1997). *The Challenge of Problem Based Learning.* London: Kogan Page.

De Porter, B. (2000). *Quantum Teaching and Learning.* Bandung: Kaifa.

Dimyanti & Mudjiono. (2009). *Belajar dan Pembelajaran.* Jakarta: Rineka Cipta.

Doppelt, Y. (2005) Assesment of Project Based Learning in a Mechatronics Context. *Journal of Technology Education, 16*(2), 7-24. https://doi.org/10.21061/jte.v16i2.a.1

Fisher, R. (1995). *Teaching Children to Think.* London: Stanley Thornes Ltd.

Gary, K. (2015). Project-Based Learning. *Computer, 48*(9), 98-100. http://doi.org/10.1109/MC.2015.268.

Genc, M. (2015). The Project-Based Learning Approach in Environmental Education. *Journalog Internasional Research in Geographical and Environmental Education, 24*(2), 105-117. http://dx.doi.org/10.1080/10382046.2014.993169

Hakim, L., & Subyantoro, (2019). Learning Writing Explanatory Text Using Group Investigation Models based on Learning Style. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 7*(3), 259-266. https://doi.org/10.15294/seloka.v7i3.27941

Hosseini, A. S. (2014). The Effect of Creatifity Model for Creativity Development in Teachers. *International Journal of Informatioan and Education Technology, 4*(2), 138-142. https://doi.org/10.7763/IJIET.2014.V4.385

Hugerat, M. (2016). How Teaching Science Using Project-Based Learning Strategies Affects the Classroom Learning Environtment. *Journal of Learning Environments Research, 19*(3), 383-395. http://dx.doi.org/10.1007/s10984-016-9212-y

Idrus, S. (2017). *Strategi Pembelajaran Kewirausahaan.* Malang: Media Nusa Creative.

Isa, Z. C., & Azid, N. (2021). Embracing TVET Education: The Effectiveness of Project Based Learning on Secondary School Students' Achievement. *International Journal of Evaluation and Research in Education (IJERE). 10*(3), 1072-1079. http://doi.org/10.11591/ijere.v10i3.21392

Jihad, A., & Haris, A. (2012). *Evaluasi Pembelajaran.* Yogyakarta: Multi Pressindo.

Kakotsaki, D., Menzies, V., & Weggins, A. (2016). Project Based Learning: A Review of The Literature. *Improving School. 19*(3), 267-277. https://doi.org/10.1177/1365480216659733

Karimzadegan, H., & Meiboudi, H. (2012). Exploration of Environmental Literacy in Science Education Curriculum in Primary School in Iran. *Procidia Social and Behavioral Sciences. 46*(404-409), https://doi.org/10.1016/j.sbspro.2012.05.131

Karlina, F., Degeng, I. N. S., & Amirudin, A. (2017). Ecoliteray Siswa SD dalam Kegiatan Pengelolaan Sampah melalui Group Investigation Berbasis Outdoor Study. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan. 2*(7), 991-1002.

Keraf, S. (2014). *Filsafat Lingkungan Hidup, Alam sebagai sebuah Sistem Kehidupan.* Yogyakarta: Kanisius.

Khafah, F., Suprapto, P. K., & Nuryadin, E. (2023). The Effect of Project-Based Learning Model on Students' Critical and Creative Thinking Skills in The Ecosystem Concept. *JPBI: Jurnal Pendidikan Biologi Indonesia. 9*(3), 244-255. http://doi.org/10.22219/jpbi.v9i3.27461

Kızkapan, O., & Bektaş, O. (2017). The Effect of Project Based Learning on Seventh Grade Students' Academic Achievement. *International Journal of Instruction (IJI)*, *10*(1), 278-290.

Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammer: Technologies for Teaching and Assessing Writing.* Australia: University of New South Wales Press.

Le, S. (2023). Team-Based Learning in Online Education: The Development of Students' Creative Thinking Skills in Digital Art. *Education and Information Technologies*, *28*(11), 14967-14986. https://doi.org/10.1007/s10639-023-11808-3

McKinney, L. (2023). Effectiveness of Project-Based Leaning in a Junior High Science Classroom. *Interdisciplinary Journal of Environmental and Science Education. 19*(3), 2312-2334. http://doi.org/10.29333/ijese/13678

Muhaimin. (2015). *Membangun Kecerdasan Ekologis Model Pendidikan untuk Meningkatkan Kompetensi Ekologis.* Bandung: Alfabeta.

Mulyasa, E. (2014). *Pengembangan dan Implementasi Kurikulum 2013.* Bandung: PT. Remaja Rosdakarya.

Naim, N. (2017). *Dasar-Dasar Komunikasi Pendidikan.* Yogyakarta: Ar-Ruzz Media.

Nawangsari, N. S., Pujiastuti, P., & Gularso, D. (2022). The effect of project-based learning model on PGSD students' critical thinking skill. *Jurnal Prima Edukasia*, *10*(1), 19-27. http://doi.org/10.21831/jpe.v10i1.41565

Nugroho, L. A., Prayitno, B. A., & Karyanto, P. (2018). Efektivitas Model Pembelajaran Problem Based Learning terhadap Kemampuan Literasi Ekologi Siswa Kelas X Sekolah Menengah Atas. *Jurnal Konseling dan Pendidikan*, *6*(1), 1-7. https://doi.org/ 10.29210/117900

Nurgiyantoro, B. (2009). *Statistik Terapan: untuk Penelitian Ilmu-Ilmu Sosial.* Yogyakarta: Gajah Mada University Press.

Nurgiyantoro, B. (2011). *Penilaian Pembelajaran Bahasa Berbasis Kompetensi.* Yogyakarta: BPFE-Yogyakarta.

Nurhayati, S., Ridlwan, M., & Dewi, D. R. (2018). Efektivitas Pembelajaran Berbasis Masalah dalam Menulis Karangan Eksplanasi Kelas V. *Lingua Franca: Jurnal Bahasa, Sastra, dan Pengajarannya*, *2*(2), 94-105. https://doi.org/10.30651/lf.v2i2.2208

Özdas, F., & Batdi, V. (2017). A Thematic-Based Meta Analytic Study Regarding the Effect of Creativity on Academic Success and Learning Retention. *Journal of Education and Training Studies*, *5*(3), 53-61.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 21 Tahun 2016 tentang Standar Isi Pendidikan Dasar dan Menengah.

Potur, A. A., & Barkul, Ö. (2009). Gender and Creative Thinking in Education: A Theoretical and Experimental Overview. *A| Z ITU Journal of the Faculty of Architecture*, *6*(02), 44-57. Retrieved from https://www.az.itu.edu.tr/index.php/jfa/article/view/604

Pramesti, D., Probosari, R. M., & Indriyanti, N. Y. (2022). Effectiveness of Project Based Learning Low Carbon STEM and Discovery Learning to Improve Creative Thinking Skills. *Journal of Innovation in Educational and Cultural Research*, *3*(3), 444-456. https://doi.org/10.46843/jiecr.v3i3.156

Railsback, J. (2002). *Project Based-Instruktions: Creating Excitement for Learning.* Oregon: Northwest Regional Education Laboratory.

Ravitz, J., & Blazevski, J. (2014). Assessing the Role of Online Technologies in Project-Based Learning. *Interdisciplinary Journal of Problem-Based Learning*, *8*(1), 1-15. https://doi.org/10.7771/1541-5015.1410

Rochmawati, A., Wiyanto, W., & Ridlo, S. (2019). Analysis of 21st Century Skills of Student on Implementation Project Based Learning and Problem Posing Models in Science Learning. *Journal of Primary Education*, *8*(4), 58-67. https://doi.org/10.15294/jpe.v9i1.28753

Runco, M. A., & Chand, I. (1995). Cognition and Creativity. *Educational psychology review*, *7*, 243-267. https://doi.org/10.1007/BF02213373

Safi'i, I., Tarmini, W., & Wahdini, L. (2021). Critical Thinking in Evaluation Instruments at BSE Indonesian Language. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 232-240. https://doi.org/10.22219/kembara.v7i2.17300

Sani, R. A. (2015). *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013.* Jakarta: Bumi Aksara.

Sholihat, E. L. (2023). Pengaruh Model Project Based Learning terhadap Ecoliteracy Peserta Didik dalam Pembelajaran IPS. *PAKIS (Publikasi Berkala Pendidikan Ilmu Sosial)*, *3*(1), 1-15. https://doi.org/10.20527/pakis.v3i1.6426

Slameto, (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya.* Jakarta: Rineka Cipta.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta, CV.

Supena, I., Darmuki, A., & Hariyadi, A. (2021). The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes. *International Journal of Instruction*, *14*(3), 873-892. https://doi.org/10.29333/iji.2021.14351a

Tafakur, T., Retnawati, H., & Shukri, A. A. M. (2023). Effectiveness of Project-Based Learning for Enhancing Students Critical Thinking Skills: A Meta-Analysis. *JINoP (Jurnal Inovasi Pembelajaran)*, *9*(2), 191-209. http://doi.org/10.22219/jinop.v9i2.22142.

Thomas, J. W. (2000) *A Review of Research on Project Based Learning.* California: The Autodesk

Foundation.

Wena, M. (2013). *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operational.* Jakarta: Bumi Aksara.

Wurdinger, S., & Qureshi, M. (2015). Enhancing College Students' Life Skills Through Project Based Learning. *Innovative Higher Education*, *40*, 279-286. http://dx.doi.org/10.1007/s10755-014-9314-3

Zulaikhah, Z., Subyantoro, S., & Haryadi, H. (2020). The Effectiveness of Identifying Learning of the Information in Explanatory Texts by Using the SQ3R Method Based on the Reading Intensity of the XI Grade Students at Madrasah Aliyah. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *9*(3), 273-282. https://doi.org/10.15294/seloka.v9i3.41052

Analyzing the Need of Leadership Module in Higher Education: A Survey Research

(Analisis Kebutuhan Modul Kepemimpinan di Perguruan Tinggi: Penelitian Survei)

Osberth Sinaga*
Universitas Negeri Medan, Indonesia
osberthsinaga@unimed.ac.id

Daulat Saragi
Universitas Negeri Medan, Indonesia
daulatsaragi@unimed.ac.id

Darwin
Universitas Negeri Medan, Indonesia
darwin@unimed.ac.id

Achmad Yuhdi
Universitas Negeri Medan, Indonesia
achmadyuhdi@gmail.com

*****Corresponding author: Osbert Sinaga | email: osberthsinaga@unimed.ac.id

Abstract: The issue of the quality of student leadership skills in higher education is urgent in this research. Instilling a culture and leadership skills in students is crucial, particularly for future teachers in the context of this research, as it contributes to their character development and future success. This study aims to identify the need for leadership module development and identify problems in the implementation of leadership learning. This research was a survey using 132 university students from the Faculty of Language and Art, State University of Medan. The findings indicated that implementing leadership learning was a moderate problem. Some items, however, indicate a high level of problem. Furthermore, there are no gender differences in the implementation of leadership learning problems or perceptions of student learning experiences. In addition, there is a high demand for leadership modules in universities, and there is no gender difference in the needs or perceptions of these modules based on student learning experiences. Therefore, we should develop the modules to meet the requirements and needs, ensuring the achievement of learning objectives.

Keywords higher education, leadership, module

Abstrak: Masalah terkait kualitas keterampilan kepemimpinan mahasiswa di perguruan tinggi menjadi urgensi dalam penelitian ini. Bagi seorang mahasiswa terkhusus dalam konteks penelitian ini sebagai calon guru di masa depan, perlu ditanamkan budaya dan kecakapan kepemimpinan sebagai upaya pengembangan karakter dan potensi mahasiswa untuk sukses di masa depan. Penelitian ini bertujuan untuk mengidentifikasi kebutuhan pengembangan modul kepemimpinan dan mengidentifikasi permasalahan dalam pelaksanaan pembelajaran kepemimpinan. Penelitian ini merupakan penelitian survei dengan menggunakan sampel 132 mahasiswa Fakultas Bahasa dan Seni Universitas Negeri Medan. Hasil temuan menunjukkan bahwa permasalahan pelaksanaan pembelajaran kepemimpinan berada pada kategori sedang. Namun, beberapa item menunjukkan tingkat permasalahan yang tinggi. Selanjutnya tidak terdapat perbedaan gender dalam penerapan masalah pembelajaran kepemimpinan dan persepsi terhadap pengalaman belajar siswa. Selain itu, tingginya kebutuhan modul kepemimpinan di perguruan tinggi, serta tidak adanya perbedaan gender dalam kebutuhan modul kepemimpinan dan persepsi terhadap kebutuhan modul kepemimpinan berdasarkan pengalaman belajar mahasiswa ditinjau dari gender. Oleh karena itu, modul harus dikembangkan sebagai syarat dan kebutuhan agar tujuan pembelajaran dapat tercapai.

Kata Kunci pendidikan tinggi, kepemimpinan, modul

INTRODUCTION

In the current global era, various skills are necessary for every individual, including leadership skills (Zeike et al., 2019). Considering the present global demands, the role of leadership in shaping

new capabilities is crucial for the current generation (Leithwood et al., 2020). In the 21st-century workplace, leadership skills are imperative across all fields (Muammar, 2022). Since the late 20th century, research trends have focused on developing students' leadership capabilities, altering leadership paradigms, enhancing community groups, and formalizing the position of educating student leadership (Polatcan, 2023). Schools play a pivotal role in developing leadership for the next generation (Wright et al., 2023). Teachers' leadership influences school effectiveness and improvement (Shen et al., 2020). Schools with a positive climate tend to encourage teachers to engage in leadership development programs (Gningue et al., 2022). Teachers are instrumental in instilling various leadership skills in students. A study reports skills associated with leadership, such as students' understanding, proficiency, and teamwork (Ali et al., 2022). According to another study (Feller et al., 2016), the leadership competency list also includes the development of leadership skills.

However, according to Chatzipanagiotou & Katsarou (2023), the leadership skills is too far for the current needs. Graduates, especially in the fields of languages and arts, still lack mastery in leadership. Sobral & Furtado (2019) stated that the curriculum still focuses on the development of hard skills rather than soft skills, lacking a holistic approach to leadership education and training, and the absence of active learning and teaching methods serve as the basis for this emerging problem. According to research, student leadership differs from present leadership in institutions that lack a focus on students, demonstrating that leadership research does not apply to student leadership (Sobral & Furtado, 2019; Xu et al., 2019). Consequently, the quality of leadership education still falls far below expectations, particularly concerning integrity, effective leadership, and the ability to address complex issues (Cahyono et al., 2023).

Suprisingly, the use of modules has shown its effectiveness in learning (Sofyan et al., 2019; Sabil et al., 2023). Employing modules can make students more interested in learning and enhance self-directed learning activities (Hidayat et al., 2022). As a result, the use of modules can enhance self-efficacy, motivation, and significantly improve learning outcomes (Delita et al., 2022), knowledge (Gengatharan et al., 2023), self-regulated learning (Setiani et al., 2020), critical thinking (Kamaruddin et a., 2023; Safi'i et al., 2021), and self-efficacy (Hasbie et al., 2023). This clearly illustrates the application of a modular approach in leadership education. Ardianti et al., (2023) state that students' development depends on the availability of instructional resources. Modules that use multimedia learning technology provide students with rapid feedback, aid in their understanding of topics, and facilitate the learning process. As a result, this study identifies the need for the development of leadership modules and highlights issues with the implementation of leadership education.

Furthermore, prospective teachers focus on child development, psychology, teacher experience, communication techniques, leadership roles, student responsibilities, and the impact of sports on child development (Salman, 2019). Developing leadership skills is crucial for enhancing services and performance (Al Amiri et al., 2019). Leadership involves regular responsibilities that influence behavior and encompass qualities, abilities, knowledge, attitudes, interactions, and decision-making processes. Administrative, professional, and other abilities are highly important for leaders (Petre, 2020). The results of the research showed a strong correlation between skills and leadership behaviors and styles, with the exception of the correlation between autocratic leadership and self-awareness (Al Amiri et al., 2019). We also find a strong correlation between leadership philosophy and student competencies.

Studying the ideas, practices, and school atmosphere of successful school leadership has become the focus of leadership researchers from Belgium and the United States. This suggests the use of initiatives involving learning experiences, worldviews, logical communication, and passion to produce student leaders (Uaikhanova et al., 2022). On the other hand, Moroccan students identify leadership skills as a weakness, underscoring the importance of professional development programs. This study reveals that although students acknowledge self-awareness, feedback, teamwork, stress, and conflict management, they are less conscious of time management and self-inquiry (Hjiej et al., 2023).

The quality of leadership can enhance self-determined learning, instructional responsibility, and academic outcomes (Wade et al., 2023), emphasizing the growth of students' emotional stability (Provorova et al., 2021). Kainer et al., (2019) state that students acquire knowledge and self-belief, altering their

perspective on leadership and emphasizing the values of diversity, professional development, and new insights into leadership. Therefore, for students' engagement and potential realization, educational policymakers and curriculum designers require high-quality, learning-oriented leadership (Suyudi et al., 2022).

Research has explored the difficulties educators face when attempting to improve the education system: coordination, investigation, analysis, implementation, and evaluation. This highlights the importance of leadership in policymaking and school management, as poor management impacts the learning system (Taufik & Istiarsono, 2020). According to the research, relation-oriented behaviors have a negative impact on learning, whereas task-oriented behaviors and high changes in school leadership have a significant positive impact on student performance. Academic achievement increases when school principals actively participate in teaching activities (Botha & Aleme, 2023).

To transform a group, leadership requires the development of various visions and goals, using its power to motivate and guide the group toward success. For a work team to become productive and efficient, this process requires opportunities and developmental conditions focused on both opportunities and constructive conditions (Cáceres-Reche et al., 2021). While creative teaching also has a limited direct impact, the school principal's instructional leadership influences students' self-actualization capacity. Primary instructional leadership and innovative teaching have an impact on self-actualization through student learning satisfaction (Suyudi et al., 2022). Therefore, to enhance education in the classroom and improve the sense of togetherness, schools should provide continuous teacher training (Tranchina & Zambak, 2021).

Several previous studies have tried to analyze the problems of student leadership skills in the higher education environment, such as Reyes et al., (2019); Daley & Baruah (2021); Rosch et al., (2015), and Rosch et al. (2017), which revealed that leadership development used by students in higher education still did not achieve effectiveness in practice, so some of these studies provided a summative review and metaanalysis to identify the state of leadership development programs in higher education specifically in the context of leadership-related skills, motivation to lead, and leader self-efficacy possessed by students. These studies provided the idea of conducting iterative leadership development program evaluation studies to address problems in leadership development programs. Therefore, this study continues the analysis in a more contextual manner in an effort to overcome problems related to the weakness of student leadership skills. The novelty of this study is to identify the problems and needs of leadership learning implementation, which specifically lead to the need for teaching modules that will be used by students in higher education (Putri et al., 2020). This research is expected to contribute to the sustainability of leadership module development for students, as expected from the results of the needs analysis. This research also offers a realistic view of the implementation of leadership learning programs in higher education, allowing for adjustments in the design of leadership skills development programs for students.

METHOD

This research utilized a survey approach to describe respondents' answers (Alharin et al., 2020; Resnik et al., 2019). We designed the survey to assess (1) respondent demographics, (2) issues concerning the implementation of leadership courses, and (3) the need for modules (Kiong et al., 2022). Below, we detail each component of the survey.

1. Respondent demographics: This section included items related to the respondents' name, age, gender, and ethnicity.
2. Issues in the implementation of leadership courses: In this section, the researchers formulated research issues that are central to the problems in implementing leadership courses, including competencies, content, teaching, and assessment.
3. Need for modules:

Experts in evaluation validated the online questionnaire that the researchers used. The questionnaire employed a Likert scale consisting of "strongly agree" (5), "agree" (4), "neutral" (3), "disagree" (2), and "strongly disagree" (1). Researchers distributed the questionnaire using Google Forms to students who had taken leadership courses from the Faculty of Languages and Arts at the State University of Medan, resulting in 132 students completing this research questionnaire.

Table 1
Demographic Characteristics of Respondents (N=132)

		Frequency	Percent	Valid Percent	Cumulative Percent
Age	19	10	.8	7.6	7.6
	20	51	3.9	38.6	46.2
	21	44	3.3	33.3	79.5
	22	27	2.0	20.5	100.0
	Total	132	10.0	100.0	
Gender	Female	99	7.5	75.0	75.0
	Male	33	2.5	25.0	100.0
	Total	132	10.0	100.0	
Ethnicity	Aceh	9	.7	.7	90.7
	Batak	27	2.0	2.0	92.7
	Java	49	3.7	3.7	96.4
	Karo	16	1.2	1.2	97.7
	Malay	13	1.0	1.0	98.6
	Minang	18	1.4	1.4	100.0
	Total	132	100.0	100.0	

This research involves four stages: preparation, execution, data analysis, and interpretation. We carry out these stages systematically and in a structured manner. We select these stages to identify the issues of implementing leadership learning and the need for leadership modules. The research procedure is as follows:
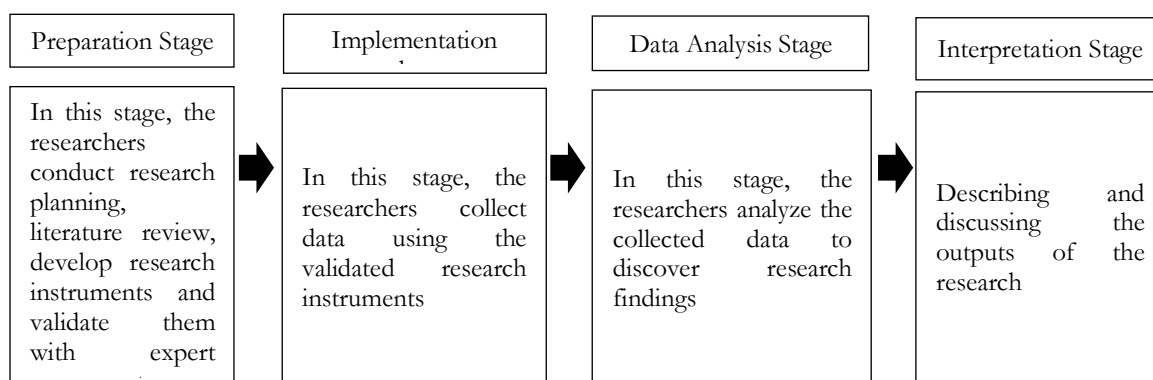
Figure 1
Research Procedure for Module Needs Analysis

Furthermore, the collected data was descriptively and inferentially analyzed using IBM SPSS 22 for Windows. According to Table 2 below, the items concerning the implementation issues of leadership courses and the need for modules were categorized into five levels: high, moderate, and low (Kotschevar & Terrell, 1985).

Table 2
Interpretation of mean scores

No	Mean Score	Category
1	1.00 – 2.33	Low
2	2.34 – 3.67	Moderate
3	3.68 – 5.00	High

RESULTS AND DISCUSSION
The Issues of Leadership Learning Implementation

Table 3 presents the analysis of issues related to the implementation of leadership learning. Overall, the level of implementation issues in leadership learning is moderate (m = 3.58). Although it falls within the moderate range, some question items show higher mean scores, such as item number 2 (m = 3.68), item number 3 (m = 3.71), and item number 10 (m = 3.70). This suggests that if not

addressed early, potential issues in the implementation of leadership learning could have a significant impact.

Table 3
Issues of Leadership Learning Implementation

No	Indicator	N	Mean	SD	Category
1	Students find it difficult to identify the root issues of leadership to develop their competencies	132	3.52	0.624	Moderate
2	Students find it challenging to resolve leadership issues due to limited skills	132	3.68	0.745	High
3	Leadership material is difficult for students to grasp	132	3.71	0.861	High
4	Students find it difficult to create preventive solutions for emerging issues	132	3.52	0.704	Moderate
5	Students obtain low grades in the leadership course	132	3.51	0.682	Moderate
6	The competencies required by students from the leadership course are not yet clear	132	3.60	0.750	Moderate
7	Lecturers lack experience in the leadership course	132	3.52	0.671	Moderate
8	Lecturers encounter difficulties in explaining leadership learning topics.	132	3.51	0.715	Moderate
9	Students require illustrations related to leadership problem-solving	132	3.52	0.659	Moderate
10	Students need leadership course modules that support learning	132	3.70	0.863	High
	Average		**3,58**		**Moderate**

The research findings also indicated that assessment in item number 5 (m = 3.51) and teaching in item number 8 (m = 3.51) represent questions with the lowest mean values. This implies a relationship between the lecturers' teaching methods and the grades students achieve. Additionally, there are also items with the same mean value (m = 3.52), specifically item number 4 and item number 9, related to leadership learning content. This indicates that students need illustrations as examples for creating preventive solutions to emerging leadership issues.

Meanwhile, Table 4 presents the results of the analysis using an independent sample t-test. The research findings indicate that the sig value of 0.064 > 0.05, which means there is no significant difference in perception between male and female students regarding the issues of leadership learning implementation.

Table 4
The Results of the T-test Compared the Perceptions of Male and Female Students about Problems in the Implementation of Leadership Learning

Gender	N	Mean	Std. Deviation	F	Sig.	t	Sig (2-tailed)
Female	99	36.07	2.932	.684	.410	1.867	0.064
Male	33	34.97	2.942				

Table 5 shows the values of F = 3.484 and sig = 0.064. The sig value is greater than the 0.05 significance level (p <0.05). Therefore, we can conclude that students' learning experiences do not significantly influence their perception of issues in the implementation of leadership learning.

Table 5
One-way ANOVA Results Comparing Learning Experience Perceptions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30.003	1	30.003	3.484	0.064
Within Groups	1119.475	130	8.611		
Total	1149.477	131			

Module Needs

Table 6 displays the level of need for leadership modules among students. Overall, the level of need for leadership modules is high (m = 4.39). The research findings indicate that modules with current learning topics have a high demand (m = 4.51), followed by modules reinforcing at the end of sections (m = 4.42). Furthermore, modules should also include concrete illustrations and clear problem-solving steps (m = 4.41). On the other hand, modules should contain systematic and easily understood concepts (m = 4.34) and encompass clear and measurable competencies (m = 4.29). Therefore, each part of the leadership module should incorporate every analyzed component.

Table 6
Module Needs

No	Indicator	N	Mean	SD	Category
1	The module contains clear and measurable competencies	132	4.29	0.787	High
2	The module contains systematic and easily comprehensible concepts	132	4.34	0.740	High
3	The module contains current learning topics	132	4.51	0.767	High
4	The module has concrete illustrations	132	4.41	0.751	High
5	The module has clear problem-solving stages	132	4.41	0.771	High
6	The module includes reinforcement at the end of the chapter	132	4.42	0.772	High
	Average		4.39		High

Meanwhile, Table 7 presents the results of the analysis using an independent sample t-test. The research findings indicate that the sig value of 0.373 > 0.05, which means there is no significant difference in perception between male and female students regarding the need for leadership modules.

Table 7
The Results of the T-Test Compared the Perceptions of Male and Female Students
About the Requirements of The Module

Gender	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	Sig (2-tailed)
Female	99	26.28	2.015	.203	0.694	0.406	0.892	0.374
Male	33	26.64	1.834	.319				

Table 8 shows the values of F = 0.795 and sig = 0.374. The sig value is greater than the 0.05 significance level (p <0.05). Therefore, based on students' learning experiences, there is no significant difference in the perception of the need for leadership modules.

Table 8
One-way ANOVA Results Comparing Learning Experience Perceptions
Regarding the Need for Modules, Gender Reviews are Conducted

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.093	1	3.093	0.795	0.374
Within Groups	505.717	130	3.890		
Total	508.811	131			

This research analyzed the need for leadership modules in higher education. According to the research findings, implementation issues in leadership learning are moderate. Although they fell within the moderate range, some question items showed high mean scores. This suggests that if not addressed early, potential issues in the implementation of leadership learning could have a significant impact. Therefore, the impact of this research allows for the development of quality modules to facilitate more effective student learning. The modules are systematically structured, encompassing content, methods, and evaluation tools (Gómez-Pablos et al., 2017).

According to the statistical test results, there is no difference in the implementation issues of leadership learning by gender. Gender is not a determinant in the implementation issues of leadership learning. Every student faces similar issues in the leadership course. Furthermore, the research findings also indicate no difference in students' learning experience perceptions.

Furthermore, the research findings indicated a high need for leadership modules in higher education. These findings are in line with Nastiti et al., (2018), which state that the learning materials have yet to empower students' generic knowledge despite prior research attempting to contribute without demonstrating significant contributions. The study's outcomes also align with research indicating a need for modules related to the implementation of education and driver safety training due to a lack of training time, teaching materials, and implementation (Komalasari et al., 2020). Hence, it shows that modules have become an alternative solution to every learning problem.

According to the statistical test results, there is no difference in the need for leadership modules by gender. Gender is not a determinant of the need for leadership modules. Furthermore, the research findings show that there is no significant difference in the perception of the need for leadership modules based on students' learning experiences when reviewed by gender. We anticipate this phase will lead to a shift in perspective regarding the field under study. Students must reflect on their experiences during the concrete experience phase and process the knowledge they have learned through group discussions, comparisons, and connections between experiences (Bradford, 2019).

CONCLUSION

The needs analysis indicatedthat the issues related to the implementation of leadership learning fall into the moderate category. However, certain items demonstrated a high level of problematic areas. Additionally, there was no difference in the implementation issues of leadership learning and students' learning experience perceptions based on gender. Moreover, there is a high need for leadership modules in higher education, and there is no gender-based difference in the need for leadership modules or the perception of the need for leadership modules based on students' learning experiences when reviewed by gender. This study suggests that equipping students with leadership skills is crucial. Students are the holders of the educational leadership baton and agents of change in the future education world. Ultimately, students graduating with leadership skills can meet the demands of the global world. Therefore, this research expects a follow-up investigation of the survey regarding the needs analysis of the leadership module, to develop a leadership module in accordance with the problems and needs of students in higher education.

DECLARATIONS

REFERENCE

Al Amiri, N., Daradkeh, F., & Al Al Kaabi, A. (2019). Leadership Styles and Competence Among Generation Z Emirati Nursing Students. *International Journal of Learning, Teaching and Educational Research*, *18*(9), 23-45. https://doi.org/10.26803/ijlter.18.9.2

Alharin, A., Doan, T. N., & Sartipi, M. (2020). Reinforcement learning interpretation methods: A survey. *IEEE Access*, *8*, 171058-171077. https://doi.org/10.1109/ACCESS.2020.3023394

Ali, R., Alnaimi, S. J., Abdulrhim, S., & Mraiche, F. (2022). Developing leadership skills in pharmacy education. *Medical Science Educator*, *32*(2), 533-538. https://doi.org/10.1007/s40670-022-01532-x

Ardianti, S. D., Wanabuliandari, S., & Tanghal, A. B. (2023). Implementation the ethnoscience-based smart module to improve students' patriotism. *Jurnal Pendidikan IPA Indonesia*, *12*(2), 293-300. https://doi.org/10.15294/jpii.v12i2.43789

Botha, R. N., & Aleme, S. G. (2023). Principals' Leadership Orientation and Students' Academic Performance in Secondary Schools of Gedeo Zone, Ethiopia. *International Journal of Learning, Teaching and Educational Research*, *22*(7), 30-51. https://doi.org/10.26803/ijlter.22.7.2

Bradford, D. L. (2019). Ethical Issues in Experiential Learning. *Journal of Management Education*, *43*(1), 89-98. https://doi.org/10.1177/1052562918807500

Cáceres-Reche, M. P., López-Gómez, M., Sadio-Ramos, F. J., Berral-Ortiz, B., & Martínez-Domingo, J. A. (2021). Student Leadership At The University: An Explanatory Model. *Education sciences*, *11*(11), 703-714. https://doi.org/10.3390/educsci11110703

Cahyono, A. S., Tuhuteru, L., Julina, S., Suherlan, S., & Ausat, A. M. A. (2023). Building a Generation of Qualified Leaders: Leadership Education Strategies in Schools. *Journal on Education*, *5*(4), 12974-12979. Retrieved from https://www.jonedu.org/index.php/joe/article/view/2289

Chatzipanagiotou, P., & Katsarou, E. (2023). Crisis Management, School Leadership in Disruptive Times and the Recovery of Schools in the Post Covid-19 Era: A Systematic Literature Review. *Education Sciences*, *13*(2), 118-130. https://doi.org/10.3390/educsci13020118

Daley, J., & Baruah, B. (2021). Leadership Skills Development Among Engineering Students in Higher Education–an Analysis of the Russell Group Universities in the UK. *European Journal of Engineering Education*, *46*(4), 528-556. https://doi.org/10.1080/03043797.2020.1832049

Delıta, F., Berutu, N., & Nofrıon, N. (2022). Online Learning: The Effects of Using e-Modules on Self-Efficacy, Motivation and Learning Outcomes. *Turkish Online Journal of Distance Education*, *23*(4), 93-107. https://doi.org/10.17718/tojde.1182760

Feller, T. T., Doucette, W. R., & Witry, M. J. (2016). Assessing Opportunities for Student Pharmacist Leadership Development at Schools of Pharmacy in the United States. *American journal of pharmaceutical education*, *80*(5), 79-90. https://doi.org/10.5688/ajpe80579

Gengatharan, K., Rahmat, A., Ab Malik, Z., & Abd Malek, N. F. (2023). The Effectiveness of Health Education Assessment Module for Lower Primary Students in Classroom-Based Assessment. *Annals of Applied Sport Science*, *11*(1), 20-35. https://doi.org/10.52547/aassjournal.1088

Gningue, S. M., Peach, R., Jarrah, A. M., & Wardat, Y. (2022). The Relationship Between Teacher Leadership and School Climate: Findings from A Teacher-Leadership Project. *Education Sciences*, *12*(11), 749-760. https://doi.org/10.3390/educsci12110749

Gómez-Pablos, V. B., del Pozo, M. M., & Muñoz-Repiso, A. G. V. (2017). Project-Based Learning (PBL) Through the Incorporation of Digital Technologies: An Evaluation Based on the Experience of Serving Teachers. *Computers in human behavior*, *68*, 501-512. https://doi.org/10.1016/j.chb.2016.11.056

Hasbie, M., Abdullah, A., Rusmansyah, R., Aufa, M. N., Fitri, M. A., Saputra, M. A., & Hairunnisa, H. (2023). Development of Science Module on the Topic of Interaction of Living Things and the Environment Using the Scientific Critical Thinking (SCT) Model to Improve Critical Thinking Ability and Self-Efficacy. *Jurnal Penelitian Pendidikan IPA*, *9*(3), 1348-1351. https://doi.org/10.29303/jppipa.v9i3.2458

Hidayat, W., Rohaeti, E. E., Ginanjar, A., & Putri, R. I. I. (2022). An ePub Learning Module and Students' Mathematical Reasoning Ability: A Development Study. *Journal on Mathematics Education*, *13*(1), 103-118. https://doi.org/10.22342/jme.v13i1.pp103-118

Hjiej, G., Touissi, Y., Chouhab, O., Hssein, J., Hajjioui, A., Bentata, Y., & Fourtassi, M. (2023). Knowledge, Attitudes, and Practice of Leadership Skills Among Undergraduate Medical Students. *Acta Bio Medica: Atenei Parmensis*, *94*(1), 123-136. https://doi.org/10.23750/abm.v94i1.13461

Kainer, K. A., López Binnqüist, C., Dain, J. L., Contreras Jaimes, B., Negreros Castillo, P., Gonzalez Basulto, R., & Melchor Contreras, F. (2019). Leading by Listening, Learning by Doing:

Modeling Democratic Approaches to Conservation Leadership in Graduate Education. *Journal of Environmental Studies and Sciences*, *9*, 206-217. https://doi.org/10.1007/s13412-019-00542-3

Kamaruddin, A., Patmasari, A., Agussatriana, Whanchit, W., Suriaman, A., & Nadrun. (2023). The Effect of IBL (Inquiry-Based Learning) Model on EFL Students' Critical Thinking Skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 15–23. https://doi.org/10.22219/kembara.v9i1.22766

Kiong, T. T., Rusly, N. S. M., Abd Hamid, R. I., Swaran, S. C. K., & Hanapi, Z. (2022). Inventive Problem-Solving in Project-Based Learning on Design and Technology: A Needs Analysis for Module Development. *Asian Journal of University Education*, *18*(1), 271-278. https://doi.org/10.24191/ajue.v18i1.17196

Komalasari, L., Muslim, S., & Winarsih, M. (2020). Needs Analysis of The Traffic Safety Training Hyper Content Module at The Ministry of Transportation. *Journal of Education Research and Evaluation*, *4*(4), 422-427. https://doi.org/10.23887/jere.v4i4.29371

Kotschevar, L., & Terrell, M. (1985). *Food Service Planning: Layout and Equipment*. John Wiley, & Sons, Inc. Print.

Leithwood, K., Sun, J., & Schumacker, R. (2020). How School Leadership Influences Student Learning: A test of "The Four Paths Model". *Educational Administration Quarterly*, *56*(4), 570-599. https://doi.org/10.1177/0013161X19878772

Muammar, O. (2022). Exploring Students' Perceptions of Leadership Skills in Higher Education: An Impact Study of the Leadership Training Program. *Gifted Education International*, *38*(2), 295-308. https://doi.org/10.1177/02614294211055987

Nastiti, D., Rahardjo, S. B., VH, E. S., & Perdana, R. (2018). The Need Analysis of Module Development Based on Search, Solve, Create, and Share to Increase Generic Science Skills in Chemistry. *Jurnal Pendidikan IPA Indonesia*, *7*(4), 428-434. https://doi.org/10.15294/jpii.v7i4.12393

Petre, G. (2020, December). Developing Students' Leadership Skills Through Cooperative Learning: An Action Research Case Study. In *International Forum 23*(2), 20-37.

Polatcan, M. (2023). The Influence of Leadership Self-Efficacy on College Students' Leadership Practice: The Mediating Role of Motivation to Lead. *International Journal of Educational Leadership and Management*, *11*(2), 138-166. https://doi.org/10.17583/ijelm.9551

Provorova, Y. M., Ivakhnenko, T. P., Oliinyk, N. A., Tamarkina, O. L., & Atroshchenko, T. O. (2021). Development of the Emotional Stability Seen As a Personal Leadership Quality Using the Acmeological Approach in The Master's Students. *European Journal of Educational Research*, *10*(1), 23-35. https://doi.org/10.12973/EU-JER.10.1.275

Putri, D. P., Ferdianto, F., & Fauji, S. H. (2020). Designing a Digital Teaching Module Based on Mathematical Communication in Relation and Function. *Journal on Mathematics Education*, *11*(2), 223-236. https://doi.org/10.22342/jme.11.2.7320.223-236

Resnik, L., Ekerholm, S., Borgia, M., & Clark, M. A. (2019). A National Study of Veterans With Major Upper Limb Amputation: Survey Methods, Participants, and Summary Findings. *PLoS ONE*, *14*(3), 12-29. https://doi.org/10.1371/journal.pone.0213578

Reyes, D. L., Dinh, J., Lacerenza, C. N., Marlow, S. L., Joseph, D. L., & Salas, E. (2019). The State of Higher Education Leadership Development Program Evaluation: A Meta-Analysis, Critical Review, and Recommendations. *Leadership Quarterly*, *30*(5), 101311. https://doi.org/10.1016/j.leaqua.2019.101311

Rosch, D. M., Collier, D., & Thompson, S. E. (2015). An Exploration of Students' Motivation to Lead: An Analysis by Race, Gender, and Student Leadership Behaviors. *Journal of College Student Development*, *56*(3), 286-291. https://doi.org/10.1353/csd.2015.0031

Rosch, D., Ogolsky, B., & Stephens, C. M. (2017). Trajectories of Student Leadership Development Through Training: An Analysis by Gender, Race, and Prior Exposure. *Journal of College Student Development*, *58*(8), 1184-1200. https://doi.org/10.1353/csd.2017.0093

Sabil, H., Kurniawan, D. A., Perdana, R., Rivani, P. A., & Widodo, R. I. (2023). The Character of Students' Love for Their Homeland on Electronic Modules Assisted by Assemblr Edu in Learning. *International Journal of Elementary Education*, *7*(2), 335–341. https://doi.org/10.23887/ijee.v7i2.57915

Safi'i, I., Tarmini, W., & Wahdini, L. . (2021). Critical Thinking in Evaluation Instruments at BSE Indonesian Language. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 232–240. https://doi.org/10.22219/kembara.v7i2.17300

Salman, M. N. (2019). What Is the Place of Conferences in the Training of Educators: A Case Study of Faculty of Education, METU. *Online Submission*, *7*(5), 1155-1165. https://doi.org/10.13189/ujer.2019.070501

Setiani, S., & Wijaya, E. (2020, December). The Relationship Between Self-Regulated Learning with Student Engagement in College Students who Have Many Roles. In *The 2nd Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2020)* (pp. 307-312). Atlantis Press. https://doi.org/10.2991/assehr.k.201209.045

Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2020). The Association Between Teacher Leadership and Student Achievement: A Meta-Analysis. *Educational Research Review*, *31*, 100357. https://doi.org/10.1016/j.edurev.2020.100357

Sobral, F., & Furtado, L. (2019). Post-Heroic Leadership: Current Trends and Challenges in Leadership Education. *Revista de Administração de Emprêsas*, *59*(3), 209-214. https://doi.org/10.1590/S0034-759020190306

Sofyan, D., & Jayanti, F. G. (2019). The Correlation Between Reading Self-Efficacy and Reading Comprehension. *Journal of English Education and Teaching*, *3*(1), 1-13. https://doi.org/10.33369/jeet.3.1.1-13

Suyudi, M., Rahmatullah, A. S., Rachmawati, Y., & Hariyati, N. (2022). The Effect of Instructional Leadership and Creative Teaching on Student Actualization: Student Satisfaction as a Mediator Variable. *International Journal of Instruction*, *15*(1), 113-134. https://doi.org/10.29333/iji.2022.1517a

Taufik, A., & Istiarsono, Z. (2020). Perspectives on the Challenges of Leadership in Schools to Improve Student Learning Systems. *International Journal of Evaluation and Research in Education*, *9*(3), 600-606. https://doi.org/10.11591/ijere.v9i3.20485

Tranchina, D., & Zambak, V. S. (2021). SWAT Team: A Student Leadership Club to Support Student School Connectedness and Teacher Technology Use. *Journal of Higher Education Theory and Practice*, *21*(12), 124-134. https://doi.org/10.33423/jhetp.v21i12.4705

Uaikhanova, M., Zeinulina, A., Pshembayev, M., & Anesova, A. (2022). Developing Leadership Skills in University Students. *Cogent Education*, *9*(1), 2143035. https://doi.org/10.1080/2331186X.2022.2143035

Wade, L., Beauchamp, M. R., Nathan, N., Smith, J. J., Leahy, A. A., Kennedy, S. G., ... & Lubans, D. R. (2023). Investigating the Direct and Indirect Effects of a School-Based Leadership Program for Primary School Students: Rationale and Study Protocol for the 'Learning to Lead' Cluster Randomised Controlled Trial. *Plos One*, *18*(1), e0279661. https://doi.org/10.1371/journal.pone.0279661

Wright, E., Lee, M., Walker, A., Bryant, D., Choi, S., & Hassan, K. (2023). Developing the Next Generation of Leaders: A Global Study of Student Leadership. *Educational Studies*, 1-21. https://doi.org/10.1080/03055698.2023.2216331

Xu, S., Wang, Y. C., & Wen, H. (2019). A Case Study for Student Leadership Development: A Goal Setting Perspective. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *24*(2), 168-177. https://doi.org/10.1016/j.jhlste.2019.03.001

Zeike, S., Bradbury, K., Lindert, L., & Pfaff, H. (2019). Digital Leadership Skills and Associations with Psychological Well-Being. *International Journal of Environmental Research and Public Health*, *16*(14), 2628. https://doi.org/10.3390/ijerph16142628

Developing Mystery Box Vocabulary (MBV) Media Based on the Problem-Based Learning Model to Increase the Mastery of Vocabulary of Various Objects in Primary School

(Pengembangan Media Mystery Box Vocabulary (MBV) Berbasis Model Problem Based Learning untuk Meningkatkan Penguasaan Kosakata Keragaman Benda di Sekolah Dasar)

Rizka Fitriana*
Universitas Negeri Semarang, Indonesia
rizkaf709@mahasiswa.unnes.ac.id

Panca Dewi Purwati
Universitas Negeri Semarang, Indonesia
pancadewi@mail.unnes.ac.id

Trimurtini
Universitas Negeri Semarang, Indonesia
trimurtinipgsd@mail.unnes.ac.id

*Corresponding author: Rizka Fitriana| email: rizkaf709@mahasiswa.unnes.ac.id

Abstract: This research was motivated by students' need for more vocabulary mastery due to media and models that did not attract students' interest in learning, coupled with teachers' teaching models that still used the lecture method. This research is development research using the Research and Development model, including eight stages. This development research aims to test the feasibility and effectiveness of mystery box vocabulary media based on a problem-based learning model. The data collection methods used were observation, interviews and teacher and student needs questionnaires, pre-posttests, media and material validation sheets for media experts and material experts, as well as teacher and student response questionnaires regarding the suitability of the mystery box vocabulary media. The results of this study show that the average value. The media validity test obtained was 85% with very decent qualifications and material validity was 96% with very decent qualifications. The results of trials using large groups showed an increase in student learning outcomes with an average N-Gain of 0.826 and significance (2-tailed) < 0.05. Based on this analysis, it can be concluded that the mystery box vocabulary media based on the problem-based learning model developed on material for mastering the vocabulary of various objects is declared suitable and effective for use in class II at SDN 3 Jepon, Blora.

Keywords   development, mystery box vocabulary, problem-based learning, vocabulary

Abstrak: Penelitian ini dilatarbelakangi oleh kurangnya penguasaan kosakata siswa akibat media dan model yang kurang menarik minat belajar siswa ditambah lagi dengan model pengajaran guru yang masih menggunakan metode ceramah. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model Research and Development. delapan tahap. Tujuan penelitian pengembangan ini adalah untuk menguji kelayakan dan keefektifan media kosakata kotak misteri berbasis model problem based learning. Metode pengumpulan data yang digunakan adalah observasi, wawancara dan angket kebutuhan guru dan siswa, pre-posttes, lembar validasi media dan materi untuk ahli media dan ahli materi, serta angket respon guru dan siswa mengenai kesesuaian media kosakata kotak misteri. Hasil penelitian ini menunjukkan bahwa nilai rata-rata Uji validitas media yang diperoleh sebesar 85% dengan kualifikasi sangat layak dan validitas materi sebesar 96% dengan kualifikasi sangat layak. Hasil uji coba menggunakan kelompok besar menunjukkan adanya peningkatan hasil belajar siswa dengan rata-rata N-Gain sebesar 0,826 dan signifikansi (2-tailed) < 0,05. Berdasarkan analisis tersebut dapat disimpulkan bahwa media kosakata kotak misteri berbasis model problem based learning yang dikembangkan pada materi penguasaan kosakata berbagai benda dinyatakan layak dan efektif digunakan dalam pembelajaran di kelas II SDN 3 Jepon , Blora.

Kata Kunci   pengembangan, mystery box vocabulary, problem based learning, kosakata

INTRODUCTION

Education plays a vital role in a country's development. Education is a process towards change (Mulyawati & Purnomo, 2021). Education is a form of development. The progress of a society can be measured through the level of progress in the quality education sector (Indriyani et al., 2019). Therefore, education needs high standards to support the development of human resources (Rahmi et al., 2019). All in all, a high level of literacy skill can be as a good indicator of high quality of human resources.

Thus, schools must instill literacy habits toward their students in the early stage because these skills have numerous benefits for their long-life learning. One significant benefit is to improve students' vocabulary understanding (Harahap, 2022). This means that vocabulary knowledge is crucial to increase students' linguistic richness so they can create effective dialogue and communicate well. The importance of vocabulary can be seen in Jureynolds' statement, which states that vocabulary competence is crucial for language learning. People who learn a language without vocabulary have nothing to say, whereas those who study a language without grammar cannot express themselves clearly. To increase students' vocabulary collections, teachers were trying to make other effective teaching media because there are limited textbooks to support vocabulary learning (Jureynolds et al., 2021; Jeduit & Helmon, 2021).

Prior to this research, the researcher conducted a preliminary analysis. Based on interviews with class II teachers at SDN 3 Jepon Blora, students' interest in reading still needs to be higher, so their literacy skills still need to improve. This causes a lack of students' vocabulary knowledge. The teacher explains the difficulties of applying KD 3.2 knowledge, namely explaining vocabulary and concepts about various objects based on their shape and form in Indonesian. These problems are mainly found in indicators, which include correctly stating the content of new vocabulary in short texts, correctly explaining the meaning of vocabulary related to various objects based on their shape and form, and correctly describing new vocabulary acquired regarding various objects.

These indicators show that most students have not achieved the maximum score or surpassed the school's KKM (Minimum Completeness Criteria) standard. This is evident from the average PAS (Final Semester Assessment) score in semester 1. Out of 28 students, only 5 students were in the passing grade category, and 23 other students still had not achieved the passing grade. This means that only 17.85% of students have completed their grades, while 82.14% of students are still far below the KKM. The school determined a KKM score of 75, but students only achieved an average score of 56.29. This means that students have not been able to master Indonesian language subjects, even though learning Indonesian is very important in everyday communication.

Considering that language learning at school aims to improve communication skills and appropriate language skills, one of the elements that supports achieving this is mastery of a variety of vocabulary (Magdalena et al., 2021). People often assume that children have mastered Indonesian vocabulary naturally because it occurs naturally in everyday interactions. This situation impacts the lack of focus on learning Indonesian vocabulary, especially at the elementary school level (Mumpuni & Supriyanto 2020).

In a body of literature, vocabulary defines as a whole series of words or a collection of vocabulary or expressions often used to refer to certain concepts found in a person's language or in a particular environment (Ramadhania & Yamin, 2022). To enhance students' vocabulary knowledge, they must continuously practice while learning vocabulary in Indonesian. So, in learning vocabulary mastery, teachers must choose the suitable medium (Sari et al., 2021). The use of media helps students better understand the material. The learning process will be more effective and successful if educators create learning media that suits the material (Hasan et al., 2021; Momang, 2021; Mujianto & Pangesti, 2019).

Learning media significantly influences the development of students' cognitive capacities within the psychological learning environment. Learning media serves as a tool to communicate messages (learning content) and pique students' interest, attention, and feelings during the learning process, thereby achieving learning objectives (Atmazaki et al., 2021; Surya, 2017; Noviyanti et al.,

2023; Lazuardi & Hamzah, 2023). Meanwhile, learning media is something related to the use of genuine objects and visual pictures that are utilized for learning and passed on to understudies (Hadza et al., 2020). Psychology-based educational tools such as learning media facilitate students' learning processes because they are able to explain concepts more effectively. Therefore, the teacher's role is vital in directing their creative ideas to create learning media that make it easier for students to understand the material (Supriyono et al., 2018). Teachers' ability to organize the learning process has a greater influence on its success (Yastiari, 2019). According to Piaget's theory, educators should assist students to develop concrete tools to capture students' attention. Thus, simple and meaningful media can be used to explain the material to students (Destrinelli et al., 2018).

Furthermore, learning media makes it easier for students to understand the material. For teachers, learning media can help explain or improve student material delivery (Hidayati et al., 2023). They are learning media functions to convey learning messages and information. Using well-organized learning media will support students in processing and understanding lesson material (Septiasari & Sumaryanti, 2022). Learning media can be used to accomplish learning objectives because messages can be targeted to pique students' curiosity, focus, and attention. They can also enhance the teaching and learning process by enabling independent learning, removing time constraints, and reducing the amount of time spent on prior knowledge acquisition (Iriane et al., 2022). Aghni stated that learning media is not just a complement to the learning process but also a factor that impacts the success of the instruction and learning preparation within the classroom (Aghni 2018).

Students in class II at SDN 3 are learning Indonesian language content. Learning in Jepon Blora predominantly relies on the lecture method, employing a direct learning model that solely relies on the teacher's and the student's books as guides. This causes students to feel bored and learn, which becomes less attractive. As a result, learning effectiveness decreases, and students tend to be inactive in the learning process. In fact, we should view students not only as recipients of information but also as subjects who can actively seek, process, build, and apply their knowledge (Yusita et al., 2021). Mayasari believes that in the learning process at school, students listen to teacher lectures and participate in discussion activities (Mayasari et al., 2022). Recently, in the Indonesian language learning process, it has been seen that teachers tend to adopt fewer learning methods and models. Therefore, one of the factors causing low student learning outcomes is that many teachers still adopted conventional approach (Anggreni, 2019). Those condition will lead students to have lack of effective learning process. Meanwhile, students must develop their abilities to be more active and innovative when participating in learning activities (Boysen et al., 2022). To resolve those learning problems, educators or teachers must shift the learning paradigm from teacher-centered to student-centered (Permatasari et al., 2019).

One of the causes of the success of the learning process is the teacher preparation factor (Saputra et al., 2022). Teachers can achieve learning goals using innovative learning models while creating an enjoyable learning experience (Anggraini et al., 2019). New learning models must follow developments in learning media. The learning model assists teachers in implementing teaching materials that need to be delivered to students (Iriane et al., 2022). The problem-based learning model is a learning model that can meet students' learning needs. This model aims to develop students' cognitive, affective, and psychomotor abilities (Ndiung et al., 2021). A model is a method for systematically carrying out a task or activity based on facts and concepts. In the context of problem-based learning (PBL), the learning model refers to the approach teachers use to present learning material efficiently and structuredly to students. The problem-based learning model is a cooperative learning model that encourages students to participate in the learning process (Djonomiarjo, 2020).

Based on this background, researchers were in attempt to provide alternative solutions to the problem by the needs of teachers and students to increase students' knowledge of vocabulary mastery by developing Indonesian language subject media, especially material for increasing vocabulary knowledge by conducting research entitled "Developing Mystery Box Vocabulary (MBV) Media Based on the Problem-Based Learning Model to Increase the Mastery of Vocabulary of Various Objects in Primary School". Further, thise R&D design aims to helps studentsmaking students more enthusiastic

about participating in learning and making learning activities more exciting and enjoyable in order to increase students' understanding of subjects and the learning material.

This research, based on relevant previous research such as the use of media in the form of mystery boxes carried out by Pertiwi et al., (2022), shows that by utilizing the mystery box media, there was an increase in understudy learning results from pre-action to cycle II by 55.56%. Indeed, even though it is pertinent, this inquiry is diverse since the inquiry conducted by Pertiwi employs the part-playing strategy and is connected to science learning substance. Furthermore, research conducted by Wibowo & Pradana (2022) found that the use of the contextual teaching and learning (CTL) method with the help of mystery box learning media (KOMIS) has been able to increase students' interest in learning in class 2 of SD Negeri 1 Mergosono Malang. This study employs the Classroom Action Research method, which is based on Kemmis and Taggart's theory. The results of two different cycles of research demonstrate this increase. In cycle I, the average interest in learning for class 2 students was around 81.81%. Meanwhile, in cycle II, class 2 students' average interest in learning increased to approximately 95.45%.

Additionally, Mumpuni & Supriyanto (2020) conducted similar study. The hypothesis test results, which yielded a significance (2-tailed) of 0.034, lower than 0.05, demonstrated the product's effectiveness in enhancing Indonesian vocabulary mastery. This demonstrates that using media effectively improves Indonesian vocabulary skills in elementary school students. The next research is conducted by Wahyuni et al., (2021).The research results show that the average learning achievement for Indonesian language lesson content in cycle I is 63.64, with the level of achievement considered low. In any case, in cycle II, learning accomplishment expanded to 75.9 with the level of learning accomplishment within the medium category. Hence, it can be concluded that the application of the PBL learning demonstrate is able to move forward the learning results of Indonesian dialect lesson substance for third-grade basic school understudies.

In the same vein, research conducted by Saputra & Susilowati (2021) regarding the application of problem-based learning showed that in cycle I, there was an increase in learning accomplishment in a few topical subjects, but not science. In cycle II, there was an increase in learning accomplishment in all topical subjects. In the mean time, in cycle III, there was an increase in learning accomplishment in a few subjects, such as Indonesian, PKN, and Social Sciences, with an increment of 100%. In the meantime, in science subjects, there was an increase of 90%, and in SBdP subjects, there was an increase of 95%. Based on the question, it can be concluded that the utilization of problem-based learning (PBL) can move forward the topical learning achievement of course IV understudies at SD Negeri Srirahayu.

To the best of the researcher's knowledge, this study's originality lies in developing mystery box vocabulary media using a previously unheard-of problem-based learning methodology. The evolution of this medium involves terminology related to the diversity of objects, particularly in Indonesian language courses. This study investigates the viability and efficacy of using vocabulary mystery boxes based on the problem-based learning methodology. The degree to which this medium is appropriate will significantly impact its efficacy since it will serve as a yardstick for determining whether or not it can be produced and used by students in educational activities. Additionally, it is critical to determine how well the media is working to improve student understanding.

The difference between this research and previous research is the discovery of the Mystery Box Vocabulary (MBV) media, which is explicitly used for Indonesian language subjects in the material of mastering the vocabulary of various objects, and its application is combined with a problem-based learning model so that learning is obtained. Activities are centred on students so they are more active in participating. This design might lead to different result. This research contributes to increasing vocabulary mastery of diversity material in class II Indonesian language subjects. Apart from that, the use of a student-centered learning model is able to make students understand the material and use of learning media, apart from increasing students' enthusiasm for learning, it can also help teachers convey learning objectives so that learning goals can be achieved delivered well.

METHOD

This research aims in developing Mystery Box Vocabulary (MBV) media based on a problem-based learning model based on material describing the vocabulary of various objects for class II students at SDN 3 Jepon Blora. This research employed the Research and Development (R&D) method. According to Borg and Gall, the R&D research method, which stands for Research and Development, is a research approach used to verify and develop existing products (Sugiyono 2019). In line with that, Sugiyono has modified the R&D research method to incorporate the following 10 steps: (1) potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product testing; (7) product revision; (8) trial use; (9) revision of use; (10) mass production. Due to time and cost limitations, researchers limited the steps or stages in the R&D method to eight, which ended with using trials.

At the data collection stage, researchers identified various types of information, such as teacher and student needs questionnaires, which will later be used to develop a product. At that point, the information obtained is analyzed to determine the rate of interest in the possibility of the item being created. The instrument utilized was an approval survey for fabric specialists, media specialists, and clients (instructors and understudies). Another instrument was utilized to test the legitimacy of the media so that it can be announced as attainable. Further details as follows.

Table 1
Instrument Grid for the Development of Mystery Box Vocabulary (MBV) Learning Media Based on the Problem-Based Learning Model

Variable	Indicator	Data source	Instrument
The Mystery Box Vocabulary (MBV) learning medium is based on a problem-based learning model based on material describing the vocabulary of various objects.	Carry out assessments of learning media designs by material experts	Material expert	Material validity test questionnaire
	Carry out assessments of learning media designs by media experts	Media expert	Media validity test questionnaire
	Evaluation of learning media designs by teachers	Class II Teacher at SDN 3 Jepon	Teacher response questionnaire
	Testing the Effectiveness of Mystery Box Vocabulary (MBV) Based on the Problem Based Learning Model in Class II of SDN 3 Jepon	Class II students at SDN 3 Japan	Written test

Media expert validators and material experts tested the mystery box vocabulary's media content validity using a feasibility questionnaire.

Eligibility can be tested with the formula:

$$P = \frac{f}{n} \ x \ 100$$

With the information, P is the percentage value of eligibility, f is the respondent's score, and n is the maximum score of the instrument. Data resulting from expert validation percentages are then interpreted according to the following standards.

Table 2
Expert Validation Eligibility Criteria

No	Eligibility criteria	Information
1	81% - 100%	Very worthy
2	61% - 80%	Worthy
3	41% - 60%	Not feasible
4	21% - 40%	Not feasible
5	0% - 20%	Not very valuable

Source: Rosyidah et al., (2019)

Media eligibility can be declared valid if it meets the eligibility standards in percentages ranging from 61% to 100%. Following the validation of the design, the next step involves revising the product. Revision activities are improvements to weaknesses in products that have been created; based on evaluation results, resulting in weaknesses, the product can be repaired (Zukhruf et al., 2023). We carry out item corrections based on proposals and input from media specialists. These advancements must, of course, be custom-fitted to your needs. Another step is to test the item. Item trials were carried out in exploratory classes, where few gather trials utilized a purposive test procedure totaling six understudies. Of the 28 investigated subjects, the analysts took 6 understudies with moo, medium, and tall levels of capacity. In this trial, the test and lesson instructors were given reaction surveys with respect to the use of Mystery Box Vocabulary (MBV) media.

Table 3
Teacher and Student Response Questionnaire Box to
Mystery Box Vocabulary (MBV) Learning Media

No	Criteria	Indicator	Question Number
1	Learning Media Results	Overall view of teaching materials	1,4,9
		Conformity to content	2
		Use of learning media	3
2	Uses of Learning Media	Use of learning media in teaching and learning activities	5, 6
		Use of learning media for students	7.8
		The impact of using learning media	10

After testing in experimental classes or small groups, researchers revised the product again. In this step, researchers made some product improvements based on the results of small group trials. This increase was guided by a questionnaire that had been filled out by the teacher and four students who were members of small groups after using the Mystery Box Vocabulary (MBV) media. The next stage is trial use. Products that have been improved and gone through small group trials are ready to be used for large group trials. In this case, the large group consists of the entire population of class II students at SDN 3 Jepon, totaling 28 students. We conduct trials by presenting initial test questions (pre-test) prior to the learning activities and subsequent test questions (post-test) following the learning activities.

RESULTS AND DISCUSSION

This research and development produced the Mystery Box Vocabulary (MBV) learning media product based on the problem-based learning model. This research uses the Research and Development, or R&D, method. In the first stage, researchers found problems such as students' lack of vocabulary mastery, as seen from the average final semester assessment (PAS) score of 56.29 compared to the KKM score of 75. Based on the results of interviews conducted with class II teachers at SDN 3 Jepon, the teacher explained in carrying out learning activities, especially in Indonesian language subjects, teachers do not use media to support understanding of the material, explaining vocabulary for various objects. Apart from that, the method used is a lecture method with a direct learning model, so that students feel bored and less enthusiastic about participating in learning activities.

After knowing the existing problems, at the data collection stage, a questionnaire was distributed to meet students' and teachers' needs so that researchers could determine the product to be developed.

Table 4
Results of the Student Needs Questionnaire Regarding Student Expectations

No	Indicator	Answer	Information
1	Students like Indonesian language lessons	( ) Yes√ ( ) No	20 students answered yes 71%

No	Indicator	Answer	Information
2	The material for mastering the vocabulary of various objects in Indonesian is difficult to understand	( ) Yes√ ( ) No	24 students answered yes 85%
3	Indonesian language learning activities in class	( ) boring√ ( ) pleasant	23 students answered boring 82%
4	Students like to use learning media	( ) Yes√ ( ) NO	28 students answered yes 100%
5	Color display of the media you want to use	(√) full color () one color theme	25 students chose colors 89%
6	The media is in the form of PDF electronic reading books or real objects	( ) pdf/electronic reading book ( ) real objects√	23 students chose other objects 82%
7	Media can be used in groups	( ) Yes√ ( ) NO	21 students answered yes 75%

According to the results of interviews conducted with class teachers, 85% of students considered the material on student vocabulary mastery to be difficult to understand, and 100% of students wanted learning media because learning activities were considered boring, especially in Indonesian language subjects. In choosing the media to use, 82% of students want real objects as learning media with varied learning models to support learning activities. Using real media that students can see and touch is likely to enhance their understanding of discussed concepts or material (Rosyidah et al., 2019).

Product design is the next step. Products are developed in response to problems identified, student data collection, observations made through teacher interviews with researchers, and needs questionnaires tailored to the requirements of both teachers and students. In an attempt to offer an alternative, researchers have created a product that takes the shape of a real object, such as a box, and contains information on the language of different objects. This product employed a problem-based learning approach. Based on the framework of PBL adapted from Syahbana et al., (2023), the learning process begins with identifying the problem, followed by student discussion to match their understanding of the problem, and then planning the goals and objectives that must be achieved. Other stages of PBL then involve searching for sources of information from various sources, such as libraries, the internet, and observation. Teachers not only assess student learning outcomes, but also the learning process they undergo. In this context, the teacher's role is to monitor student learning progress toward achieving learning goals. Aside from that, teachers also have the responsibility to guide students in solving the given problems so that they remain in the correct position.

In this research, the product is called Mystery Box Vocabulary (MBV) and is based on the problem-based learning model to improve vocabulary mastery of various objects in class II students at SDN 3 Jepon Blora. It was expected that the development of this product will prove feasible and effective in enhancing students' vocabulary mastery of various objects studied, leading to more satisfying learning outcomes. When creating media, of course, the researchers need a validator to measure the suitability of the media created by the researcher. The details were explained as follows.

Table 5
Media Appropriateness Questionnaire Instrument Grid

No	Aspect	Indicator	Question Number
1	Media (Yusnidah, 2022)	*Can be seen*(easy to see)	1
		Interesting(interesting)	2
		Simple(simplicity)	3
		Useful(utility)	4
		Appropriate(truth and accuracy of targets)	5
		Legitimate(logical)	6

No	Aspect	Indicator	Question Number
		Structure(collapse)	7
2	Cover View	Interesting title	8
		Color harmony	9, 10
		Font type	11, 12
		Image illustration	13
		Layout composition	14
		Match the cover to the contents	15
3	Content View	Content display design	16, 17
		Illustration	18, 19
		Font type	20, 21
		Color selection	22
		Layout	23, 24, 25, 26
4	Use	Ease of use	27, 28
		Durability of use	29
		All components	30

Table 6
Material Feasibility Questionnaire Instrument Grid

No	Aspect	Indicator	Question Number
1	Content eligibility	Suitability of Basic Competencies (KD)	1
		Suitability to student development	2
		Depth of material	3
		Suitability of image selection with material	4
		Material completeness	5
		Suitability of material with teaching materials	6
		Presentation of material	7
		Useful in increasing insight	8
		Suitability of text examples to the material	9
		Suitability of questions to learning indicators	10
		Latest sources	11
2	Presentation	Language selection	12
		Use of standard language	13
		Clarity of information	14
		Presentation equipment	15

There are two validator experts who can provide media suitability assessments: media validation experts by media expert lecturers and material validation experts by material expert lecturers. The following Table 7 provides a summary of the media feasibility assessment results.

Table 7
Recapitulation of Media Feasibility Assessment Results

Evaluator	Component	Mark Obtained	Percentage	Information
Validator Material	Language and Material	58 of 60	96%	Very Worthy
Validator Media	Design Feasibility Media	102from 120	85%	Very Valuable

The media feasibility results show that the media created by the researcher meets the criteria and is very suitable in terms of language and material components, as well as media design, with suggestions and input from validator lecturers. So, researchers can enter the next stage, namely design revision. The design that has been created is then revised again based on suggestions and input from validation experts.

Table 8
Revision of Mystery Box Vocabulary (MBV) Media Products Based on the Problem Based Learning Model

Evaluator	Suggestions and Feedback	Before Revision	After Revision
Material Validator	In each image or illustration, you should include the source from which the image was taken	Each image does not include the source of the image taken	Each image has a source where the image was taken
	The word "in" must be written separately because the question indicates the word place	Before revision, questions on written media "Paste your answer here!"	After revision, the media question read "Paste your answer here!"
Media Validator	The media material from HVS paper should be replaced with paper for stickers	The paper on the media only uses HVS paper which is attached to the media	Replaced with sticker paper so it sticks easily and the colors look more attractive
	The cardboard media material was replaced with a stronger material	The media box uses light cardboard	Replaced by using standard wooden boards which are stronger but still light

The results of the changes after product revisions were carried out by material experts and media experts, then applied to improvements in the physical form of the media so that the Mystery Box Vocabulary (MBV) media based on the problem-based learning model could be tested on a small scale. A group of class II students from SDN 3 Jepon Blora participated in the testing process. The following is a display of the Mystery Box Vocabulary (MBV) media based on the problem-based learning model.

Figure 1
Mystery Box Vocabulary (MBV) Media Display

After the material validator and media validator revision stages, the next stage is trial use. The use trial was carried out by testing in small groups by giving pre-test and post-test questions to see whether there was an improvement if students received trial treatment of mystery box vocabulary media based on problem-based learning. We conducted small group trials on six class II students at SDN 3 Jepon, each with varying ability criteria: two students demonstrated low ability, two demonstrated medium ability, and two demonstrated high ability. After testing, you get results like the following.
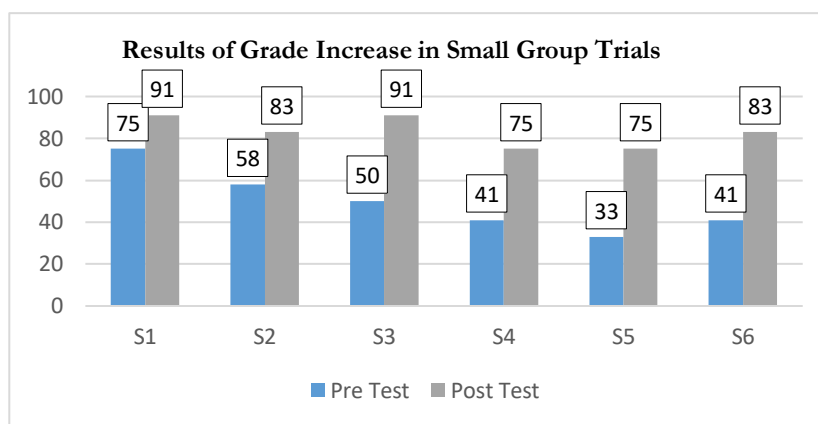
Figure 2
Results of Grade Increase in Small Group Trials

From the chart over, the least pre-test score is 33, and the most noteworthy pre-test score is 75, with a normal score of 49.6. After testing the treatment and carrying out a post-test, the least score was 75, and the most noteworthy score was 91, with a normal score of 83. This implies that there was an increment of 67.34% in the utilization trial. go out in little bunches. At that point, understudies who have received treatment are given a reaction survey to assess the reasonableness of the media that will be tested in large groups. Separated from understudies, instructors also have the right to fill out media-appropriate reaction surveys. Understudy and instructor response questionnaires can be seen within the taking after Table 9.

Table 9
Results of Student Response Questionnaire Regarding
Mystery Box Vocabulary (MBV) Learning Media

Number	Student					
	S1	S2	S3	S4	S5	S6
Total score	36	35	31	36	36	37
Percentage	90%	87.50%	78%	90%	90%	92.50%
Information	dialect	L	L	dialect	dialect	dialect
Average	88%					

The Table 9 displays the average score of 88% for the six students that answered the questionnaire. This indicates that conducting large-scale group trials is highly feasible, provided the eligibility requirements are met. Teachers have the same right to respond to questionnaires on media suitability as students do. The following Table 10 displays the questionnaires with responses from teachers and students.

Table 10
Teacher Response Questionnaire Results Regarding
Mystery Box Vocabulary (MBV) Learning Media

No	Question	Choice			
		1	2	3	4
1	The overall appearance of the mystery box vocabulary learning media can be interesting and arouse students' curiosity in learning activities				√
2	The mystery box vocabulary learning media is in accordance with core competencies, basic competencies and indicators of competency achievement				√
3	The mystery box vocabulary learning media is easy to use and appropriate to the developmental level of elementary school age students				√
4	The mystery box vocabulary learning media is presented with varied displays and is also able to attract students' attention and interest				√
5	Mystery box vocabulary learning media can increase student activity during learning activities			√	

No	Question	Choice			
		1	2	3	4
6	By using the mystery box vocabulary learning media, it makes it easier to explain the vocabulary of various objects to students			√	
7	Mystery box vocabulary learning media can increase students' learning motivation			√	
8	The use of mystery box vocabulary learning media is easy to understand				√
9	The number of sides of the box is the same				√
10	The mystery box vocabulary learning media is considered capable of improving student learning outcomes				√
	Percentage: 92.5%				

Based on student and educator reaction information, the Mystery Box Vocabulary Media based on problem-based learning show is appropriate for testing on a huge scale, with the proposal of including subtitles on the media cover. Following, the analysts entered the item amendment organization after conducting little bunch trials. Item modifications can be seen within the take-after Table 11.

Table 11
Revision Results Based on Teacher and Student Suggestions

Evaluator	Suggestions and Feedback	Before Revision	After Revision
Teachers and students	It is best to add subtitles under the media name on the cover		

Based on this information, it is known that the evaluation carried out by material specialists, media specialists, instructors, and understudies indicate that the puzzle box lexicon based on the issue-based learning demonstrated is reasonable for testing on a huge scale.

The next stage is trial use. The research subjects for this trial were carried out in a large group, namely class II students at SDN 3 Jepon, totaling 22 students. Likewise, in the small group test, the researcher gave pre-test questions and post-test questions. A recapitulation of the results of large-group student trials is as follows.
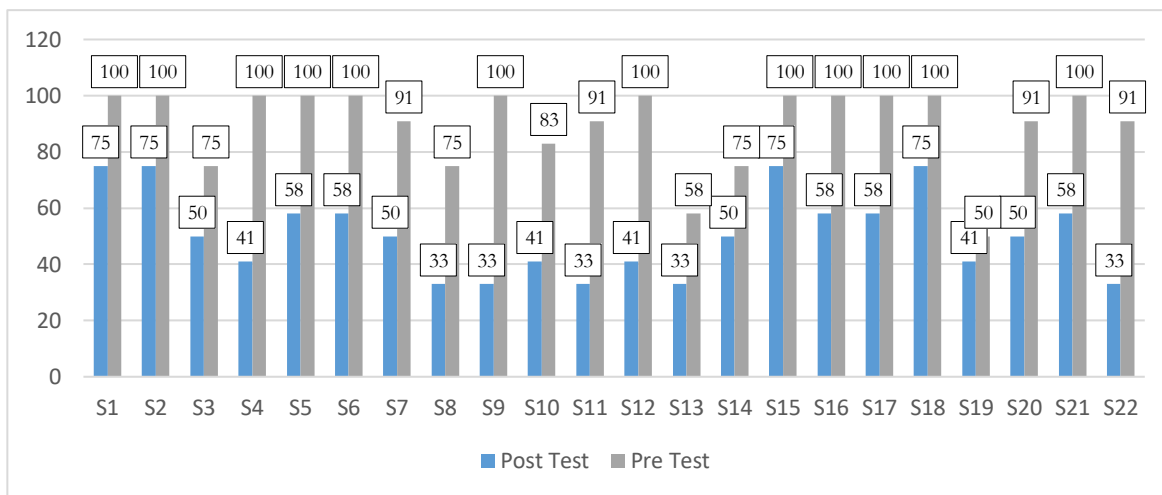
Figure 3
Improved Results of Usage Trials in Large Groups

Figure 3 shows the increase in the results of media use trials in large groups. There is a significant increase shown by the green diagram (pre-test), which is higher than the blue diagram (post-test). After testing the use of data, it showed that there was an improvement after treatment using the Mystery Box vocabulary media based on the problem-based learning model. Data calculation analysis was calculated using the N-Gain formula.

$$\text{N-Gain} = \frac{skor\ post\ test - skor\ pre\ test}{skor\ maksimal - skor\ pre\ test}$$

Once the calculations are complete, we conduct an analysis using the assessment criteria listed in the following Table 12.

Table 12
Assessment Criteria

N-Gain Intervals	Criteria
N-gain g > 0.7	Tall
0.3 < N-gain < 0.7	At the moment
N-gain <0.3	Low

The collected data is then calculated based on the N-Gain formula and t test so that the final results of the data calculation are as follows.

Table 13
Product Effectiveness Test Results

No	Test Subjects	Pre-test	Post test	N-Profit	Signature. (2-tail)
1	Small Group Trials	49.6	83	0.661	0.301
2	Large Group Trials	50.86	90	0.828	0,000

As seen in Table 13, the results of calculations utilizing the N-Gain equation in trials utilizing the Myster Box Vocabulary Media based on the issue-based learning demonstrated are included within the criteria for tall enhancement. These were too demonstrated through adequacy tests on expansive bunches, which created sig. (2-tailed).

In line with the research conducted by Mumpuni & Supriyanto (2020), the use of learning media is exceptionally successful in making strides in understudy learning results. This can be understood by the statement of Destrinelli et al., (2018) that by utilizing genuine objects as learning media, understudies can be specifically included in investigations and tests, empowering their inclusion to be more dynamic and imaginative. The use of media makes a difference in progressing their

understanding of concepts and learning results in understanding the necessities of appropriate educational programs. The findings of this inquiry are in agreement with the findings of Wibowo & Pradana (2022). Their research highlighted that the use of mystery box media can increase students' interest in learning so that understudies can better get it and ace the fabric through the media utilized.

CONCLUSION

Based on the findings, it can be concluded that the Secret Box lexicon media based on the issue-based learning show in an effort to extend the lexicon authority of different objects in lesson II at SDN 3 Jepon Blora has exceptionally great possibilities. The results of the investigation indicate that the normal approval score for media specialists is 85%, teaching material specialists are 96%, and teacher responses are 92%. Within the trial, there was an increase in understudy learning results with importance (2-tailed) < 0.05. It appears that the targets of the advancement investigation have been accomplished, specifically that the media created is suitable and viable for use. The media created within the frame of Mystery Box Vocabulary (MBV) can make a positive commitment to the understudy learning handle since this media has special visuals when compared to other media. Puzzle box lexicon media is media that has the properties of genuine objects that can be seen and touched straightforwardly, and its utilization is in agreement with the sentence structure of the issue based learning model so that understudies can center more on understanding the fabric within the media. It is supported that the advancement of this medium can offer assistance to understudies in getting the fabric, particularly in clarifying the lexicon of different objects.

Based on the investigation discoveries that have been carried out, the recommendation that can be given is that understudies can apply the Mystery Box Vocabulary (MBV) media based on the issue-based learning show in learning exercises for Indonesian dialect subjects, particularly when managing with fabric around extending lexicon related to differences. The results of this inquiry can also be utilized as a reference by other analysts in comparable investigations related to distinctive subjects or materials.

DECLARATION

Author contributions	:	In this study, Rizka Fitriana was responsible for all stages of the research, including planning, data collection, analysis, and drafting the article. Dr. Panca Dewi Purwati, M.Pd., and Dr. Trimurtini, S.Pd.., M.Pd., as supervisors, provided crucial methodological direction and intellectual guidance. With their support, this research could be carried out well, and this journal article was prepared appropriately.
Funding statement	:	This research was conducted with personal resources with no financial support from external agencies or organizations. The authors personally borne all costs associated with the research, including data collection, analysis, and writing.
Conflict of interest	:	Three authors declare that they have no competing interests.
Ethics Approval	:	The author agrees that this article will be published in KEMBARA in 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Aghni, R. I. (2018). Fungsi dan Jenis Media Pembelajaran dalam Pembelajaran Akuntansi. *Jurnal Pendidikan Akuntansi Indonesia*, *16*(1), 98-107. https://doi.org/10.21831/jpai.v16i1.20173

Anggraini, R. D., Listyarini, I., & Huda, C. (2019). Keefektifan Model Picture And Picture Berbantu Media Flashcard Terhadap Keterampilan Menulis Karangan. *International Journal of Elementary Education*, *3*(1), 35-40. https://doi.org/10.23887/ijee.v3i1.17282

Anggreni, N. L. O. (2019). Prestasi Belajar Bahasa Indonesia Siswa Sekolah Dasar Dapat Ditingkatkan

Melalui Optimalisasi Penerapan Metode Diskusi Kelompok Kecil (Small Group Discussion). *Jurnal Ilmiah Pendidikan dan Pembelajaran*, *3*(2), 201-208. https://doi.org/10.23887/jipp.v3i2.19396

Atmazaki, A., Ramadhan, S., Indriyani, V., & Nabila, J. (2021). Dialogic-Interactive Media: Alternative Learning Media to Improve Speaking Skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 286-296. https://doi.org/10.22219/kembara.v7i2.16402

Boysen, M. S. W., Sørensen, M. C., Jensen, H., Von Seelen, J., & Skovbjerg, H. M. (2022). Playful Learning Designs in Teacher Education and Early Childhood Teacher Education: A Scoping Review. *Teaching and Teacher Education*, *120*, 103884. https://doi.org/10.1016/j.tate.2022.103884

Destrinelli, D., Hayati, D. K., & Sawinty, E. (2018). Pengembangan Media Konkret pada Pembelajaran Tema Lingkungan Kelas III Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, *3*(2), 313-333. https://doi.org/10.22437/gentala.v3i2.6754

Djonomiarjo, T. (2020). Pengaruh Model Problem Based Learning terhadap Hasil Belajar. *AKSARA: Jurnal Ilmu Pendidikan Nonformal*, *5*(1), 39-46. https://doi.org/10.37905/aksara.5.1.39-46.2019

Hadza, C., Sesrita, A., & Suherman, I. (2020). Development of Learning Media Based on Articulate Storyline. *Indonesian Journal of Applied Research (IJAR)*, *1*(2), 80-85. https://doi.org/10.30997/ijar.v1i2.54

Harahap, Z. N. A. (2022). Improving The Students' Vocabulary Mastery Through TPR Method At SMP Negeri 29 Medan Tahun Ajaran 2020-2021. *Education Achievement: Journal of Science and Research*, 1-7. https://doi.org/10.51178/jsr.v3i2.614

Hasan, M., Milawati, D., Khairani, H., & Tahrim, T. (2021). *Instructional Media*. Sukoharjo: Tahta Media Group.

Hidayati, R., Thomas, V., Luciani, C., & Oscar, S. (2023). Utilization of the Canva Application for Elementary School Learning Media. *Al-Hijr: JIIET: Journal International Inspire Education Technology*, *2*(1), 44–52. https://doi.org/10.55849/jiiet.v2i1.219

Indriyani, V., Zaim, M., Atmazaki, A., & Ramadhan, S. (2019). Literasi baca tulis dan inovasi kurikulum bahasa. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, *5*(1), 108-118. https://doi.org/10.22219/kembara.vol5.no1.108-118

Iriane, R., Saputra, D. I. S., Indarto, D., Handani, S. W., & Indartono, K. (2022). Design of Instagram Comic Strips for Learning Media in Elementary School. *IJECA (International Journal of Education and Curriculum Application)*, *5*(3), 317-329. https://doi.org/10.31764/ijeca.v5i3.11719

Jediut, M., & Helmon, A. (2021, August). Parents' Problems in Guiding Children to Learn Mathematics during the Pandemic Situation. In *Proceedings of the 1st International Conference on Education, Humanities, Health and Agriculture, ICEHHA 2021, 3-4 June 2021, Ruteng, Flores, Indonesia.*

Jureynolds, R. K., & Ying, Y. (2021). Comic Strip Project in The M-Comic Application for Mandarin Vocabulary Learning. *Journal of Physics: Conference Series, 1*(1). https://doi.org/10.1088/1742-6596/1764/1/012090

Lazuardi, D. R., & Hamzah, S. (2023, September). Learning Materials Model for Listening Skills Based on a Scientific Approach. In *Online Conference of Education Research International (OCERI 2023)* (pp. 189-198). Atlantis Press. https://doi.org/10.22219/kembara.vol5.no1.1-12

Magdalena, I., Ulfi, N., & Awaliah, S. (2021). Analisis Pentingnya Keterampilan Berbahasa pada Siswa Kelas IV di SDN Gondrong 2. *Edisi*, *3*(2), 243-252.

Mayasari, A., Arifudin, O., & Juliawati, E. (2022). Implementasi Model Problem Based Learning (PBL) dalam Meningkatkan Keaktifan Pembelajaran. *Jurnal Tahsinia*, *3*(2), 167-175. https://doi.org/10.57171/jt.v3i2.335

Momang, H. D. (2021). Pengembangan Model Buku Ajar Digital Keterampilan Menyimak Berdasarkan Pendekatan Autentik. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan*

Pengajarannya, *7*(1), 71–93. https://doi.org/10.22219/kembara.v7i1.16202

Mujianto, G., & Pangesti, F. (2019). Penerapan Model Sinektik Berbantuan LKPD dalam Pembelajaran Menulis Cerpen Kelas IX Mts. Muhammadiyah 1 Malang. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *5*(2), 182-194. https://doi.org/10.22219/kembara.v5i2.9983

Mulyawati, Y. M. (2021). Pentingnya Keterampilan Guru untuk Menciptakan Pembelajaran yang Menyenangkan. *Elementa: Jurnal Pendidikan Guru Sekolah Dasar*, *3*(2), 25–32. https://doi.org/10.33654/pgsd

Mumpuni, A., & Supriyanto, A. (2020). Pengembangan Kartu Domino sebagai Media Pembelajaran Kosakata bagi Siswa Kelas V Sekolah Dasar. *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, *29*(1), 88-101. https://doi.org/10.17977/um009v29i12020p088

Ndiung, S., Sennen, E., Wahyu, Y., Helmon, A., & Jediut, M. (2021, November). Perceptions of students and teachers regarding blended learning use in the elementary schools. In *ICHELAC 2021: First International Conference on Humanities, Education, Language and Culture, ICHELAC 2021, 30-31 August 2021, Flores, Indonesia* (p. 173). European Alliance for Innovation.

Noviyanti, S., Sofwan, M., Widyawati, A. D., Jannah, Z., & Karina, C. (2023). The Importance of Learning Media to Increase Students'interest in Learning in Study Primary School IPAS Learning. *Jurnal Scientia*, *12*(4), 1889-1893. https://doi.org/10.58471/scientia.v12i04.2078

Permatasari, B. D. (2019). The Influence of Problem Based Learning towards Social Science Learning Outcomes Viewed from Learning Interest. *International Journal of Evaluation and Research in Education*, *8*(1), 39-46. https://doi.org/10.11591/ijere.v8i1.15594

Pertiwi, K. D., Dibtasari, B. A., & Chusairi, A. (2022). The Use of Role Playing Learning Methods and Mystery Box Media to Improve Students' Learning Outcomes in Class VI SDN Lebakrejo 4 Purwodadi. *Justek: Jurnal Sains dan Teknologi*, *5*(2), 204-211. https://doi.org/10.31764/justek.v5i2.11520

Rahmi, M. S. M., Budiman, M. A., & Widyaningrum, A. (2019). Development of Interactive Learning Media Macromedia Flash 8 in Thematic Learning Themes My Experience. *International Journal of Elementary Education*, 3(2), 178-189. https://doi.org/10.23887/ijee.v3i2.18524

Ramadhania, S., & Yamin, Y. (2022). Pengembangan Media Pembelajaran Crossword Puzzle Untuk Meningkatkan Penguasaan Kosakata Bahasa Indonesia Siswa Sekolah Dasar Kelas II. *Jurnal Educatio FKIP UNMA*, *8*(3), 960-965.. https://doi.org/10.31949/educatio.v8i3.3042

Rosyidah, N., Hidayat, J. N., & Azizah, L. F. (2019). Uji Kelayakan Media Uriscrap (Uri Scrapbook) Menggunakan Model Pengembangan 4D. *LENSA (Lentera Sains): Jurnal Pendidikan IPA*, *9*(1), 1-7. https://doi.org/10.24929/lensa.v1i1.43

Saputra, A. G., Rahmawati, T., Andrew, B., & Amri, Y. (2022). Using Canva Application for Elementary School Learning Media. *Scientechno: Journal of Science and Technology*, *1*(1), 46-57. https://doi.org/10.55849/scientechno.v1i1.4

Saputra, Y. A., & Susilowati, A. R. (2021). Penerapan Model Problem Based Learning Untuk Meningkatkan Hasil Belajar Tematik Siswa Kelas IV Sekolah Dasar. *Holistika: Jurnal Ilmiah PGSD*, *5*(2), 96-103. https://doi.org/10.24853/holistika.5.2.96-103

Sari, M. U. K., Kasiyun, S., Ghufron, S., & Sunanto, S. (2021). Upaya Meningkatkan Penguasaan Kosakata Bahasa Indonesia dengan Menggunakan Permainan Anagram di Sekolah Dasar. *Jurnal Basicedu*, *5*(5), 3614-3624. https://doi.org/10.31004/basicedu.v5i5.1425

Septiasari, E. A., & Sumaryanti, S. (2022). Pengembangan Tes Kebugaran Jasmani untuk Anak Tunanetra Menggunakan Modifikasi Harvard Step Test Tingkat Sekolah Dasar. *Jurnal Pedagogi Olahraga dan Kesehatan*, *3*(1), 55-64. https://doi.org/10.21831/jpok.v3i1.18003

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Supriyono, H., Adhantoro, M. S., & Rahmadzani, R. F. (2018). Developing Mobile Interactive Learning Media with Educational Game for Supporting Javanese Letters Learning. *Advanced Science Letters*, *24*(12), 9173-9177. https://doi.org/10.1166/asl.2018.12119

Surya, Y. F. (2017). Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas IV SDN 016 Langgini Kabupaten Kampar. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, *1*(1), 38-53. https://doi.org/10.31004/cendekia.v1i1.7

Syahbana, A. K., Suardika, I. K., & Hasan, S. (2023). Penerapan Model Problem Based Learning untuk Meningkatkan Hasil Belajar Siswa pada Tema 6 Panas dan Perpindahannya Kelas V SD Negeri 26 Kendari. *Journal of Basication (JOB): Jurnal Pendidikan Dasar*, *7*(1), 23-34.

Wahyuni, N. K. A., Wibawa, I. M. C., & Sudiandika, I. K. A. (2021). Implementasi Model Pembelajaran PBL (Problem Based Learning) terhadap Hasil Belajar Tematik (Muatan Pelajaran Bahasa Indonesia). *Jurnal Ilmiah Pendidikan Profesi Guru*, *4*(2), 230-239. https://doi.org/10.23887/jippg.v4i2.36088

Wibowo, A., & Pradana, R. W. (2022). Penerapan Metode Contextual Teaching And Learning (CTL) Berbantuan Media Kotak Misteri (KOMIS) untuk Meningkatkan Minat Belajar Siswa Kelas 2 SDN Mergosono 1 Malang. *Jurnal Multidisiplin Madani*, *2*(1), 99-116. Retrieved from https://journal.formosapublisher.org/index.php/mudima/article/view/116

Yastiari, I. D. M. (2019). Penerapan Model Pembelajaran Artikulasi dengan Media Gambar Guna Meningkatkan Prestasi Belajar IPA. *International Journal of Elementary Education*, *3*(4), 431-438. https://doi.org/10.23887/ijee.v3i4.21748

Yusita, N. K. P., Rati, N. W., & Pajarastuti, D. P. (2021). Model Problem Based Learning Meningkatkan Hasil Belajar Tematik Muatan Pelajaran Bahasa Indonesia. *Journal for Lesson and Learning Studies*, *4*(2), 174-182. https://doi.org/10.23887/jlls.v4i2.36995

Yusnida, D., Muliawati, I., & Rezeki, H. S. (2022). A Descriptive Analysis of Code-Mixing Types Used By Youngsters In Online Communication. *Journal of English Teaching and Linguistics*, *3*(2), 98-108. https://doi.org/10.24815/siele.v9i2.23182

Zukhruf, F., Balijepalli, C., Frazila, R. B., Nugroho, T. S., & Kurnia, I. S. (2023). Algorithms for Restoring Disaster-Struck Seaport Operations Considering Interdependencies Between Infrastructure Availability and Repair Team Assignments. *Computers & Industrial Engineering*, *175*, 108894. https://doi.org/10.1016/j.cie.2022.108894

The Archeology of Knowledge in *Parikan* of *Kentrung* Arts

(Arkeologi Pengetahuan dalam Parikan Kesenian Kentrung)

Siti Maisaroh*
Universitas PGRI Jombang, Indonesia
maysaroh65@gmail.com

Mu'minin
Universitas PGRI Jombang, Indonesia
mukminin.stkipjb@gmail.com

Eva Eri Dia
Universitas PGRI Jombang, Indonesia
evaeridia@gmail.com

Akhmad Sauqi Ahya
Universitas PGRI Jombang, Indonesia
ahmadsauqiahya84@yahoo.com

Fitri Resti Wahyuniarti
Universitas PGRI Jombang, Indonesia
fitriresti86@gmail.com

Muhammad Saibani Wiyanto
Universitas PGRI Jombang, Indonesia
msaibaniw@gmail.com

***Corresponding author: Siti Maisaroh | email: maysaroh65@gmail.com**

Abstract: The research entitled Archeology of Knowledge in the Parikan of Kentrung Art that focused on the following three things: (1) knowledge of the structure of the Kentrung art shrine; (2) knowledge of the value or meaning content of the Kentrung art shrine; and (3) knowledge of the function of the Kentrung art shrine. The archaeological approach and theory of knowledge are used to view art (especially parikan structures) as a form of expression of cultural values and community concerns in the form of symbols that require interpretation, understanding, and explanation. This research employed both descriptive qualitative research methods and folklore research methods during the data collection phase. We use qualitative research methods to verbally describe the data, while we use folklore research methods to process the oral data found in Parikan of Kentrung Art. Both have three stages, namely data collection, data classification, and data analysis. The results of the data analysis concluded that (1) structure knowledge of the parikan of kentrung art includes: each stanza consists of 4 lines, 2 lines as sampiran, and the next 2 lines as content by empowering sound elements to create aesthetics. (2) knowledge of the content and meaning of the parikan in kentrung art in the form of satirical value for those who are in love or romance, social, economic, cultural, or artistic issues; there is even mystical and religious value. (3) Knowledge related to the function of parikan includes: the function of a means of entertainment; a means of love for local culture; a means of caring for social, environmental, and safety functions.

| Keywords | archeology of knowledge, parikan, kentrung art |

Abstrak: Penelitian yang berjudul: Arkheologi Pengetahuan dalam Parikan Kesenian Kentrung ini difokuskan pada tiga hal berikut: (1) Pengetahuan struktur parikan kesenian kentrung, (2) Pengetahuan kandungan nilai/makna parikan kesenian kentrung, dan (3) Pengetahuan fungsi parikan kesenian kentrung. Pendekatan dan teori arkeologi pengetahuan digunakan untuk melihat kesenian (kentrung terutama struktur parikan) sebagai salah satu bentuk ekspresi nilai-nilai budaya dan perhatian masyarakat yang berwujud simbol-simbol yang membutuhkan penafsiran, pemahaman, dan penjelasan. Pada proses pengumpulan data penelitian ini menggunakan metode penelitian kualitatif deskriptif dan metode penelitian folklor. Metode penelitian kualitatif digunakan untuk mendeskripsikan data dengan kata-kata sedangkan metode penelitian folklore digunakan untuk mengolah data lisan yang terdapat dalam parikan seni kentrung. Keduanya memiliki tiga tahap yaitu pengumpulan data, klasifikasi data, dan analisis data. Hasil dari analisis data didapatkan simpulan bahwa, (1) pengetahuan struktur parikan kesenian kentrung mencakup: setiap bait terdiri 4 baris 2 baris sebagai sampiran dan 2 baris berikutnya sebagai isi dengan memberdayakan unsur bunyi sehingga tercipta estetika (2) pengetahuan kandungan isi/makna parikan dalam kesenian kentrung berupa nilai sindiran untuk yang sedang jatuh cinta/percintaan, masalah sosial, ekonomi, budaya/kesenian, bahkan ada nilai mistis, dan religius (3) pengetahuan terkait fungsi parikan meliputi: fungsi sarana hiburan, sarana kecintaan terhadap budaya lokal, sarana kepedulian sosial dan lingkungan serta fungsi keselamatan.

| Kata Kunci | Arkeologi Pengetahuan, Kesenian Kentrung, Parikan |

INTRODUCTION

Based on data from the Ministry of Education, Culture, Research, and Technology in 2020, Indonesia has a total of 9,770 cultural heritages. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has recently recognized only 1,086, or less than 100 types, of the total recorded or registered cultural heritage. In the current era of supermodernism, Indonesia's cultural heritage faces significant challenges. The primary issue is the legacy of cultural heritage, which numerous supporting communities have left behind. Generally, it is challenging to preserve or maintain many cultural heritages due to their perceived unattractiveness or lack of relevance in today's world, as stated by Purwadi (2010:122). As a result, cultural heritage becomes extinct and only exists as a remnant of past history. As a result, it is appropriate to make preservation efforts using strategies or formulas that are in line with technological developments. One of the distinctive cultural heritages is the kentrung, which is a traditional Javanese stringed instrument (Geertz, 1973:54; Hutomo, 1993).

Kentrung is one of the local traditional arts that is considered to have its own uniqueness compared to similar local arts. In practice, people sing pantun or parikan in Javanese, accompanied by kentrung (Devatine, 2009; Fama, 2016). Parikan, a combination of kentrung music and Javanese literature, reflects local wisdom and knowledge accumulated in Javanese society (Pratiwi et al., 2018). Kentrung, one of Indonesia's cultural heritages, is currently considered concerning and on the verge of extinction. This is due to the rapid and all-digital development of the times (Ritzer, 2010; Scarre, 2009). Furthermore, the popularity of kentrung art has declined in recent times. Kentrung Jatimenok, a local traditional art in Rejoso Pinggir village, Kesamben District, Jombang Regency, East Java Province, also suffers from this condition. Maintaining Kentrung Jatimenok is crucial as it encompasses a blend of historical cultures, including Arek, Mataraman, Chinese, and colonial influences. Furthermore, the structures, characteristics, values, and functions of Kentrung Jatimenok, along with its wealth of local knowledge, serve as tangible tools for fostering a deep appreciation for Indonesian culture. Therefore, students from elementary school to college levels need Kentrung Jatimenok to strengthen their character (Setiawan & Nurmansyah, 2014). Therefore, it is crucial to conduct this research in a bid to safeguard the survival of local cultural arts.

This research is inseparable from previous research. Some previous research on parikan has been conducted by Jayanti (2017) and Kurniato (2020) which explores the form of local wisdom in Parikan. Other research was conducted by Jupriono (2010) and Rukmana (2019) which reviewed the mapping and revitalization of Parikan in the modern era and the tourism potential of an area. Other studies have also revealed the function and ambiticity of parikan in the performing arts performed by Kurnia & Ferdianto (2018); Prawoto & Pramulia (2020); Hermintoyo (2019), While the study conducted by Korniadi and Purwanto (2019) placed more emphasis on the character value contained in parikan. Several studies on kentrung have also been conducted before. Research that reviews kentrung from the point of view of staging and affirmance has been carried out by (Purwadi 2010; Wrahatnala, 2013; Agustin & Winarko, 2016; Harwanto & Sunarto, 2018; Maziyah, 2020; Alamsyah & Maziyah, 2020; Harwanto, 2021; Niswa, 2021). Some studies conducted by Setiawan & Nurmansyah (2014); Setyowati (2015); Pitaloka (2019); Winarto (2020); Kurniawan et al., (2022); Prihatin & Supratno (2023) reviewed the art of kentrung, which is associated with character values in students.

Previous studies on kentrung have primarily focused on the staging of kentrung performances and plays, as well as the use of kentrung as a tool for fostering character values in students. Research reviewing kentrung staging focuses primarily on the study of how kentrung is performed and how the play presents its performance. Clifford Geertz's theory of cultural hermeneutics and cultural anthropological approaches serve as the theoretical framework. Research on kentrung, concentrating on staged plays, highlights the significance of kentrung plays through the application of ethnolinguistic

theories and an ethnoscientific approach. Research on kentrung, which serves as a tool for fostering character values in students, focuses primarily on the eradication and parikan aspects of kentrung. Poerwadarminta and Alport's theory of character education serves as the guiding framework. Generally, previous research has focused solely on these three domains, utilizing a variety of theories. From the previous research's depiction of the relationship, it's evident that every effort, no matter how minor, introduces a fresh perspective, particularly in the pursuit of valuing knowledge, which ultimately shapes opinions about each subject of study. This research uses archaeological theory according to Foucault, which refers to philosophical ideas, everyday opinions, and customs as implied knowledge peculiar to society. Parikan on kentrung art expresses all implied knowledge references, setting it apart from previous kentrung research.

Several previous studies have not examined kentrung using Foucault's archaeological approach. Therefore, this study aims to (1) describe the structural knowledge in kentrung art parikan, (2) describe the values in kentrung art parikan that can reinforce cultural love through parikan opinions, and (3) describe the functional knowledge in kentrung art parikan. The results of this study are closely related to the educational context, as they can serve as a tool for instilling a love for local culture and to inventory, document, and publish the existence of Kentrung Jatimenok art in Jombang Regency. Conversely, when it comes to everyday life, the findings of this study, particularly regarding the values ingrained in all Pakistanis, can serve as a guide for life practices, as indicated by the expressed views.

METHOD

Foucault says that archaeology is a "qualitative" method that looks at how different statements are put together in texts to create a field of knowledge or an object in discursive practice, which in turn creates opinions or discourses (Johnson, 2010: 867). This research is therefore a type of qualitative research, in line with Foucault's opinion. Endraswara (2021:53) In folklore qualitative research, the primary means of explaining cultural phenomena is the presentation of sentences or words. The object of this study is parikan in kentrung art. The source of this research data is parikan, which is gathered from recording activities during the staging of kentrung art, and then analyzed to uncover the knowledge it contains (Creswell, 2017:87). The parikan chanted or spoken by the panjak from the kentrung art performance is a source of data. The structure of the research data encompasses sound, diction, words, phrases, lines, and couplets. Based on the focus, research data is taken from the results of critical readings that are related to the results of parikan transcriptions that were recorded during the performance. Apart from the physical structure of parikans, we also extract data about their content or value, and lastly, the function of parikans (Sudikan, 2014).

Data collection techniques include observation, which involves watching Jatimenok Kentrung art performances on campus before the post-stage student drama meeting, recording, with a focus on parikan parts or scenes, transcription, and translation (Devantine, 2009:76). The techniques used for collecting research data include reading and reviewing transcription results, recording, identifying, and marking data sources that are adjusted and sorted according to the research focus, and conducting literature studies by reading books, journals, or other sources to enhance the data. The collected research data is processed through data analysis techniques including data selection, data presentation, and conclusion (Ratna, 2013; Sugiarti, et al., 2022; Denzin & Lincoln, 2011). The stages of research carried out include: (1) watching kentrung art performances; (2) recording, especially of parikans spoken by climbers; (3) transcribing the parikan from oral to written form; (4) translating the parikan from Javanese (the native language) to Indonesian (the target language); and (5) analyzing and exploring using Michel Foucault's concepts and theories to find various knowledge from the parikan in accordance with the focus and purpose of the research (Sudikan, 2014). The stage of compiling opinions based on the content of each parikan stanza comes after the analysis. Here is the outline of the theory and the research focus:

```mermaid
graph TD
    A[Archeology of Knowledge (Michel Foucault)] --> B[Structuralist Regarding Language, Interested in The Investigation of Discursive Events, Spoken and Written Statements]
    B --> C[Parikan in Kentrung Art]
    C --> D[Structure Knowledge]
    C --> E[Value Knowledge]
    C --> F[Function Knowledge]
```
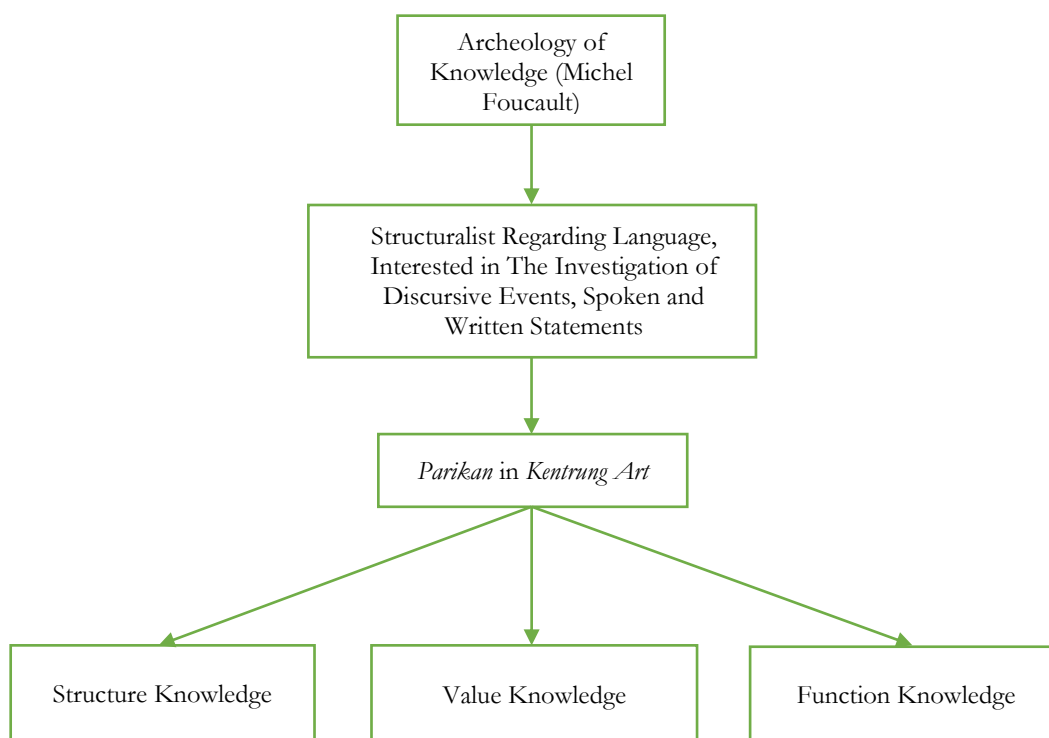
RESULT AND DISCUSSION
Data Source Transcription and *Parikan o*f Transliteration Results

(1) *Ana kala sing saka wetan* — *Ada kejahatan yang dari timur* — There is evil that is from the east
Yen tinulak mbalik mengetan — *Jika ditolak kembali ke timur* — If it is rejected, return to the east
Ora nolak mbok sri sedono — *Tidak menolak mbok Sri Sedana* — Did not refuse mbok Sri Sedana
Yo nolako sing sedya olo — *Ya menolak yang berniat buruk* — Yes, rejecting ill-intentioned   **4**

(2) *Bang-abang rasane legi* — *Merah-merah rasanya manis* — Red-red tastes sweet
Rasa legi yo nganggo gulo — *Rasa manis ya pakai gula* — Sweet taste yes use sugar
Yo berjuang yo mbangun seni — *Ya berjuang ya membangun seni* — Yes, struggle yes build art
Mbangun seni tradisi kito — *Membangun seni tradisi kita* — Building on our art traditions   **8**

(3) *Ana kala sing saka kulon* — *Ada kejahatan yang dari barat* — There is evil that is from the west
Yen tinulak mbalik mengulon — *Jika ditolak kembali ke barat* — If refused, return to the west
Ora nolak mbok sri sedono — *Tidak menolak mbok Sri Sedana* — Did not refuse mbok Sri Sedana
Yo nolako sing sedya olo — *Ya menolak yang berniat buruk* — Yes, reject the ill-intentioned   **12**

(4) *Resore kemulan anduk* — *Sore-sore berkemul handuk* — Towel camping afternoons
Kenek lengo diumbah nang kali — *Kena minyak dicuci di sungai* — Oil washed in the river
Wong wis suwe ra tau kepetuk — *Orang sudah lama tak pernah bertemu* — People haven't seen each other for a long time   **16**

Kadung trisno ra bisa lali — *Terlanjur cinta tak bisa lupa* — Already love can't forget

(5) *Ana kala sing saka kidul* — *Ada kejahatan yang dari selatan* — There is evil that is from the south
Yen tinulak mbalik mengidul — *Jika ditolak kembali ke selatan* — If refused, return to the south
Ora nolak mbok sri sedono — *Tidak menolak mbok Sri Sedana* — Did not refuse mbok Sri Sedana
Yo nolako sing sedya ala — *Ya menolak yang berniat buruk* — Yes, reject the ill-intentioned   **20**

(6) *Ojo enak mangan sawo* — *Jangan enak makan sawo* — Don't feel good eating sapodilla
Sawo mateng sisane codhot — *Sawo masak sisanya kelelawar* — Sapodilla cooks the rest of the bats
Ojo enak mehno bojo loro — *Jangan enak meski berister dua* — Don't feel good even if you have two wives   **24**

Meteng bareng sanggane abot — *Hamil bersama bebannya berat* — Pregnant with heavy load

(7) Ana kala sing saka elor	*Ada kejahatan yang dari utara*	There is evil that is from the north	
Yen tinulak mbalik mengalor	*Jika ditolak kembali ke utara*	If refused, return to the north	28
Ora nolak mbok sri sedono	*Tidak menolak mbok Sri Sedana*	Did not refuse mbok Sri Sedana	
Yo nolako sing sedya olo	*Ya menolak yang berniat buruk*	Yes, reject the ill-intentioned	
(8) Ijo-ijo godhonge menjalin	*hijau-hijau daun menjalin*	green-green leaves weave	
Isi sawo manila dijejer	*Biji sawo manila disusun secara berderet*	Manila sapodilla seeds are arranged in rows	32
Duwe bojo ra bisa salin	*Punya isteri tidak bisa ganti*	Having a wife can't change	
Dino-dino isine mung geger	*Sehari-hari isinya hanya bertengkar*	Every day the content is just fighting	
(9) Ana kala sing saka dhuwur	*Ada kejahatan yang dari atas*	There is evil from above	
Yen tinulak mbalik mendhuwur	*Jika ditolak kembali ke atas*	If rejected back to top	36
Ora nolak mbok sri sedono	*Tidak menolak mbok Sri Sedana*	Did not refuse mbok Sri Sedana	
Yo nolako sing sedya olo	*Ya menolak yang berniat buruk*	Yes, reject the ill-intentioned	
(10) Kapal api kapal udara	*Kapal api kapal udara*	Fireship airship	
Kapal silem main kitiran	*Kapal selam bermain baling-baling*	Submarine play propeller	40
Bukan famili bukan saudara	*Bukan famili bukan saudara*	Not a family not a brother	
Siang malem jadi pikiran	*Siang malem menjadi pikiran*	Late afternoon becomes a thought	
(11) Ana kala sing saka ngisor	*Ada kejahatan yang dari bawah*	There is evil from below	
Yen tinulak mbalik mengisor	*Jika ditolak kembali ke bawah*	If rejected back to bottom	44
Ora nolak mbok sri sedono	*Tidak menolak mbok Sri Sedana*	Did not refuse mbok Sri Sedana	
Yo nolako sing sedya olo	*Ya menolak yang berniat buruk*	Yes, reject the ill-intentioned	
(12) Dulu kereta sekarang bendi	*Dulu kereta sekarang bendi*	It used to be a train now a bendi	
Kalau bendi mana rodanya	*Kalau bendi mana rodanya*	If it's a bendi where are the wheels	48
Dulu sayang sekarang benci	*Dulu sayang sekarang benci*	It used to be a baby now hate it	
Kalau benci apa sebabnya	*Kalau benci apa sebabnya*	If you hate what is the reason	
(13) Mangan peyek yo nganggo sego	*makan rempeyek iya pakai nasi*	eat rempeyek yes using rice	
Segoe nempil nang Wak Darmin	*Nasinya pinjam ke Wak Darmin*	The rice was borrowed to Wak Darmin	52
Dadi prawan ojo ngenyek joko	*Jadi perawan jangan menghina jejaka*	So, virgins don't insult the trail	
Joko iku mengandung vitamin	*Jejaka itu mengandung vitamin*	It contains vitamins	
(14) Maulono dimaulono	*Maulana dimaulana*	Maulana dimaulana	
Tuan sayyid sing dungakno	*Tuan Sayyid yang mendoakan*	Mr. Sayyid praying	
Nabi hurmat nabi Muhammad	*Nabi hormat nabi Muhammad*	Honorable prophet prophet Muhammad	56
Ilmu nabi nabi Mustopo	*Ilmu nabi, nabi Mustopa*	Appear nabi, nabi Mustopa	
(15) Ya laa illaha ilallah	*Ya laa illaha ilallah*	*Ya laa illaha ilallah*	
Ya Muhammadurasulullah	*Ya Muhammadurasulullah*	*Ya Muhammadurasulullah*	60
Ya laa ilaha ilallah	*Ya laa ilaha ilallah*	*Ya laa ilaha ilallah*	
Muhammadurasulullah	*Muhammadurasulullah*	*Muhammadurasulullah*	

Knowledge Structure

Knowledge of linguistic structure in kentrung art parikan, which is divided into parikan in stanzas 1, lines 1 and 2 is a sampiran; lines 3 and 4 as contents with the use of assonance sounds and alliteration are significantly integrated, to achieve beautiful repetition of sounds (*wetan/mengetan; Sedono/Olo*) rhymes with AABB, which are also interspersed with ABAB making the parikan sound even more beautiful. Likewise, the sound element in stanza 2 has the same play as the final rhyme aabb seen in the word (*legi/gulo; seni/Kito*). The combination of assonance and alliteration in each line makes the parikan beautiful to hear. The transcription results reveal that, out of the 15 stanzas, parikan stanzas 1–13 share a common structure of assonance and alliteration, along with a consistent rhyme and pattern of aabb. There are exceptions to the last two stanzas, specifically stanzas 14 and 15, which

have different patterns *(dimaulono/dungakno; Muhammad/Mustopo)*. Temple 14 has an abaa pattern, while in stanza 15, lines 57–60, it has a different verse, namely aaaa *(ilallah/Muhammadurasulullah; ilallah/Muhammadurasulullah)*. The parance of kentrung art adopts a unique rhyme pattern that varies and is not always constant. It also features verses that slightly repeat in accordance with the cardinal directions (wetan, kulon, kidul, lor, dhuwur, ngisor), specifically in odd stanzas (1), (3), (5), (7), 9, and (11). The uniqueness of sound processing in Parikan is certainly not arbitrary work but rooted and sourced from kawruh (Javanese science), which Foucault called knowledge (savoir), more accurately called kaweruh to distinguish from knowledge (connaissance).

Based on these findings, it can be argued that this research provides a more comprehensive exploration of parican structure knowledge than Niswa's (2021) study, which only briefly discussed parican structure. In contrast, the current study, which employs Michel Foucault's archaeological theory of knowledge, reveals parican structure in a more radical and wilder way. For instance, the examination of the writing system of parikan construction, which employs the language style of repetition multiple times, demonstrates the significance of repetition in parikan (Purwadi 2010). The passages that are repeated are odd stanzas (1, 3, 5, 7, 9, and 11) that say the repulsive prayer in each of the cardinal directions. This shows that it is not a random parikan (Kurnianto, 2020; Mashuri, 2022; Prawoto & Pramulia, 2020), but a very strong prayer (Kurnia & Ferdianto, 2018; Korniadi & Purwanto, 2019; Karim et al., 2023). In addition, with archaeologist Michel Foucault, researchers can be more adventurous in exploring the structure of the language used to compose the parikan. The satirical and bantering tones in this parikan create a pleasant and entertaining atmosphere. This study differs from previous research by incorporating social, economic, cultural, and religious values.

Knowledge Value

Knowledge related to values in the view of Foucault who from the beginning was interested in the investigation of discursive events, then behind these discursive events stored various values. In parikan stanza (1), a prayer or mantra called repulsion rejects and returns danger from the east to stop prosperity (mbok sri sedono) but to reject evildoers. The value contained in stanza (1) demonstrates the knowledge that can serve as a foundation for the belief that anyone with evil intentions will ultimately return to themselves.

In parikan stanza (2), the value contained behind the events reflected in lines 3 and 4, or the content or core part of the parikan, is a kind of appeal or invitation to strive to build art, which is our traditional art.

Yo berjuang yo mbangun seni	*Ya berjuang ya membangun seni*	Yes, struggle yes build art
Mbangun seni tradisi kito	*Membangun seni tradisi kita)*	Building on our art traditions)

We interpret the invitation as a satire on the fate of the cultural arts, also known as kentrung. This appeal, satire, or invitation to uphold and safeguard one's own culture (community) embodies the significance of knowledge, thereby forming the belief that we, as its proprietors, must consistently defend traditional art. While in parikan stanza (3), there is a similarity with stanza (1), which contains events related to the value of a type of prayer or rejection of balak originating from the west.

In parikan, stanza (4) relates to the description of events that have to do with the satire of someone who is experiencing romance or falling in love. We haven't seen each other for a long time due to love, and this expression of longing makes it impossible to forget.

Wong wis suwe ra tau kepetuk	*Sudah lama tidak pernah bertemu*	Haven't seen each other for a long time
Kadung trisno ra bisa lali	*Sudah terlanjur cinta tidak bisa melupakan*	Already love can't forget

Anyone who has fallen in love is the target of satire. They experience a profound yearning, particularly after a prolonged separation. Knowing the value of this satire can lead to the belief that, if already loved, it is impossible to forget.

In verse (5), the repetition of stanzas (1) and (3), which relate to events and knowledge involving prayers or mantras, differs in the direction of the beam's origin, specifically from the south. While parikan stanza (6) values knowledge about events related to socioeconomic problems, it can also be considered satire for members of society who are polygamous but whose economic conditions are mediocre, let alone excessive burdens, because both wives are simultaneously pregnant, so it requires double financing. The value of messages and criticisms directed at polygamous members of society does not seek pleasure alone, but the responsibilities carried out must also be considered. For example, when both wives are pregnant together, the burden feels heavier, as reflected in the following parikan excerpt.

Ojo enak mehno bojo loro	*Jangan enak meski berister dua*	Don't feel good even if you have two wives
Meteng bareng sanggane abot	*Hamil bersama bebannya berat*	Pregnant with heavy load

Knowledge related to social and economic values in stanza (6) is in the form of satire for the citizens of society, which can lead to the opinion that every decision we make always has consequences.

The passage in stanza (7) is a repetition of stanzas (1), (3), and (5) related to the description of events about the value of prayer or repulsion from the north. While parikan stanza (8) contains allusions to domestic life, which in daily life is not quiet from quarrels and quarrels between husband and wife because the husband has a desire to replace her with a new wife, as seen in the following excerpt.

Duwe bojo ra bisa salin	*Punya isteri tidak bisa ganti*	Having a wife can't change
Dino-dino isine mung geger	*Sehari-hari isinya hanya bertengkar*	Every day the content is just fighting

The satire in stanza 8 depicts a tumultuous domestic life, marked by challenges and problems encountered along the way. Any married couple can experience this kind of insight into the value of life. Therefore, mutual understanding and respect are essential. This insinuation suggests that maintaining mutual respect between husband and wife is crucial for maintaining peace in the household.

Furthermore, stanzas (9) are a repetition of stanzas (1), (3), (5), and (7) related to the description of events about the value of prayer or repulsion from above. These verses reflect the content of religious and mystical values expressed in the prayer of rejection. The string of parikan words serves as a barrier, symbolizing the spiritual attributes of its creator. As for stanza (10) related to events containing romance, it is in line with stanza (4), which describes the anxiety of someone being hit by romance so that all the time (day and night) he always thinks of someone he loves, as shown in the following data.

Bukan famili bukan saudara	*Bukan famili bukan saudara*	Not a family not a brother
Siang malem jadi pikiran	*Siang malem menjadi pikiran*	Late afternoon becomes a thought

The satire in Parikan stanza (10) conveys an understanding of the significance of a person's distress when they are falling in love, leading to the belief that feelings of anxiety towards someone could indicate a sign of love. The parikan stanza (11), which contains the prayer of repulsion from below, also follows the style of repetition of the previous stanzas. While the parikan in stanzas (12) and (13) describe satirical events that are entertaining in nature and have popularized expressions such as the following:

(12) *Dulu sayang sekarang benci*	*Dulu sayang sekarang benci*	It used to be a baby now hate it
Kalau benci apa sebabnya	*Kalau benci apa sebabnya*	If you hate what is the reason
(13) *Dadi prawan ojo ngenyek joko*	*Jadi perawan jangan menghina jejaka*	So, virgins don't insult the trail

Joko iku mengandung vitamin	*Jejaka itu mengandung vitamin)*	It contains vitamins)

The community is familiar with both parikan stanzas and frequently incorporates them into Ludruk art chants. The joke presents the stanzas in a humorous manner, providing great entertainment for the community. We can interpret the innuendo in stanza (12) as expressing the belief that affection can transform into hatred over time. One could argue that refraining from insulting someone might bring good luck. While the parikan in stanzas (14) and (15) contains the religious realm with religious symbols and expressions of monotheism, as shown in the following data.

(14) *Nabi hurmat nabi Muhammad*	*Nabi hormat nabi Muhammad*	Honorable prophet prophet Muhammad
Ilmu nabi nabi Mustopo	*Ilmu nabi, nabi Mustopa*	Appear nabi, nabi Mustopa
(15) *Ya laa ilaha ilallah*	*Ya laa ilaha ilallah*	*Ya laa ilaha ilallah*
Muhammadurasulullah	*Muhammadurasulullah*	*Muhammadurasulullah*

The excerpts from the two stanzas are representations of religious sense of knowledge, spiritual values, and the transcendental realm.

Some of the explanations above, when compared to previous research, can be explained here: this research, with the use of Michel Foucault's archaeological theory of knowledge, can be more flexible in revealing all the knowledge and values contained in parikan rather than being limited to ethnolinguistics as the theory used. Through these exploratory efforts, opinions can finally be formulated that can be learned according to the level of complexity of life problems (Agustin & Winarko, 2016; Alamsyah & Maziyah 2020; Darma, 2011). Such is the case with the results of the study. Jayanti (2017) The previous researcher's study section elucidates how the similarity in research focus and variations in analysis tools lead to disparities in operational levels and exploration outcomes. As with previous researchers, the element of novelty lies in the formulation of opinions that can serve as operational guidelines for selecting highly complex life values.

Value knowledge based on the description of the findings can be explained by the fact through efforts to dismantle the value behind the parikan structure in kentrung art, it turns out that the content of various values that can be learned is very complex in accordance with the complexity of life problems (Jupriono, 2010; Maziyah, 2020; Novandhi & Yanuartuti, 2020; Prihatin & Supratno, 2023). What is interesting about the findings regarding the content of the value or meaning of parikan stanzas is the repetition of several odd stanzas (1, 3, 5, 7, 9, and 11). This unusual intensity of repetition is certainly intentional, and it has unusual intentions as well (Rahmawati, 2022; Rukmana, 2019; Rustiyanti, 2014). Even though these parikan stanzas reveal the same events, the direction is different. All stanzas contain expressions of repulsive prayers from the six cardinal directions (east, west, north, south, up, and down). This very thick religious expression is thickened by the next 2 stanzas, namely stanzas (14) and (15), which contain regius, transcendental, monotheism, and philosophical values (Setiawan & Nurmansyah, 2014; Setyowati, 2015; Sugiarti et al., 2022).

In addition, stanza (2) contains values about the appeal or invitation to strive to build art, which is our traditional art. The invitation to strive for the creation of art is replete with satirical undertones. The dismantling of ideas, ideas, and events related to the invitation to strive to build and explore traditional art is nothing but satire directed at community members because the reality that exists specifically related to the vitality of kentrung art today is "life reluctant to die unwillingly" or as if "suspended animation" (Wrahatnala, 2013; Suharto, 2019; Winarto, 2020; Yampolsky, 2018). This condition is described as such because it is indeed the mastermind of Kentrung (Jatimenok, Tembelang-Jombang), who is already old; there is no candidate for successor seeds. Revitalization efforts have been carried out but have not yielded significant results.

The Temple (4) and further contains knowledge about the description of events that have to do with satire against someone who is experiencing romance or falling in love. The theme of love continues in stanza (6), where references are made to members of society who lead polygamous lives. The parikan satirizes the decision to live a polygamous life, particularly for those in society who, from

an economic perspective, are not yet powerful. This satirizes the potential economic and social issues that may arise when both wives become pregnant simultaneously, a situation that undoubtedly demands significant financial resources. A single parikan couplet summarizes the blending of romantic, economic, and social issues. Still related to the content of value knowledge in parikan stanza (8) in the form of a description of the social conditions of society, the husband's side wants to replace his wife with a new wife. This picture is not impossible not to occur in the community, so this satire is certainly very addressable (Setiawan & Nurmansyah, 2014; Setyowati, 2015; Sugiarti et al., 2022). The existence of this parikan shows an effort to feel concern for the conditions and phenomena that exist in the artist's environment.

In addition, Stanza (10) eloquently portrays the intense emotion of a romantic encounter, evoking a person's constant thoughts of their beloved. In stanzas (12) and (13), parikan incorporates satire, a common element in other forms of art such as kidungan ludruk. Satire and chanting that seem to have become a joint convention prove that kentrung art through parikan has the same direction as other types of art that raise the phenomena of the life of the surrounding community (Setiawan & Nurmansyah, 2014; Setyowati, 2015; Purwadi, 2009).

Function Knowledge

The presentation of the findings reveals the structure and value of each parikan stanza, linking kentrung art to the understanding of parikan's purpose. We can explain the first function of parikan as a means of entertainment by examining its structure, which includes the use of linguistic elements such as assonance and alliteration, along with sound games and rhymes. The language feels fresh, lively, motivating, and satirical to the audience and the community that owns the kentrung art. The parikan stanza (6) exemplifies this entertainment function through its diction and word choice, particularly in its tones of satire and mockery.

(6) Ojo enak mangan sawo	*Jangan enak makan sawo*	Don't feel good eating sapodilla
Sawo mateng sisane codhot	*Sawo masak sisanya kelelawar*	Sapodilla cooks the rest of the bats
Ojo enak mehno bojo loro	*Jangan enak meski berister dua*	Don't feel good even if you have two wives
Meteng bareng sanggane abot	*Hamil bersama bebannya berat*	Pregnant with heavy load

The data indicates that parikan, which often contains satire or ridicule, can serve as a form of entertainment. The inclusion of local cultural elements in parikan couplets also has a functional effect. The expression of love for the local culture is reflected in the following parikan stanza.

(4) *Bang-abang rasane legi*	*(Merah-merah rasanya manis*	(Red-red tastes sweet
Rasa legi yo nganggo gulo	*Rasa manis ya pakai gula*	Sweet taste yes use sugar
Yo berjuang yo mbangun seni	*Ya berjuang ya membangun seni*	Yes, struggle yes build art
Mbangun seni tradisi kito	*Membangun seni tradisi kita)*	Building on our art traditions)

The excerpt from stanza (2) reflects the expression of love for the local culture. The invitation to fight for one's own cultural arts serves as a genuine expression of noble will and demonstrates the second function, which is to express love for local cultural arts. The next parikan stanza demonstrates the second function.

(4) Resore kemulan anduk	*Sore-sore berkemul handuk*	Towel camping afternoons
Kenek lengo diumbah nang kali	*Kena minyak dicuci di sungai*	Oil washed in the river
Wong wis suwe ra tau kepetuk	*Orang sudah lama tak pernah bertemu*	People haven't seen each other for a long time
Kadung trisno ra bisa lali	*Terlanjur cinta tak bisa lupa*	Already love can't forget

Because they haven't seen each other in a long time, the excerpt from stanza 4 provides insight into the role of romance, love, and longing. Therefore, the purpose of the three parikans is to convey feelings of affection and love. It is certain that the impact of love problems is the emergence of social

problems, and what makes the aesthetic effect of this parikan the problem of social care packaged with a satirical tone that tends to joke, as seen in the following data.

(13) Mangan peyek yo nganggo sego	*makan rempeyek iya pakai nasi*	eat rempeyek yes using rice
Segoe nempil nang Wak Darmin	*Nasinya pinjam ke Wak Darmin*	The rice was borrowed to Wak Darmin
Dadi prawan ojo ngenyek joko	*Jadi perawan jangan menghina jejaka*	So, virgins don't insult the trail
Joko iku mengandung vitamin	*Jejaka itu mengandung vitamin*	It contains vitamins

The passage from stanza 13 demonstrates that parikan's social role involves transforming social issues into a form of amusement, a function it conveys through parikan media. Therefore, the fourth function of parikan is to serve as a tool for social and environmental care. Romantic and domestic events can serve as precursors to social problems, thus a satirical parikan can serve as a tool for social care.

Looking at some of the following data excerpts proves that parikan can function as a means to safety and peace because it is full of philosophical, mystical, and religious values.

(5) *Ana kala sing saka wetan*	*Ada kejahatan yang dari timur*	There is evil that is from the east
Yen tinulak mbalik mengetan	*Jika ditolak kembali ke timur*	If it is rejected, return to the east
Ora nolak mbok sri sedono	*Tidak menolak mbok Sri Sedana*	Did not refuse mbok Sri Sedana
Yo nolako sing sedya olo	*Ya menolak yang berniat buruk*	Yes, rejecting ill-intentioned

The excerpt of data in stanza (1) contains the prayer of Talaq Balak from the east, with the hope that through the string of prayers it can function to prevent danger or malicious intentions from the east. This prayer is very dominant during the parikan speech because what is chanted is not only the rejection of logs coming from the east but from all cardinal points (west, north, south, up, and down). Seen in stanzas (1), (3), (5), (7), (9), and (11). Its function as a means of obtaining salvation is also seen in parikan stanzas (14) and (15). Here's an excerpt of the data.

(14) Maulono dimaulono	*Maulana dimaulana*	Maulana dimaulana
Tuan sayyid sing dungakno	*Tuan Sayyid yang mendoakan*	Mr. Sayyid praying
Nabi hurmat nabi Muhammad	*Nabi hormat nabi Muhammad*	Honorable prophet prophet Muhammad
Ilmu nabi nabi Mustopo	*Ilmu nabi, nabi Mustopa*	Appear nabi, nabi Mustopa
(15) Ya laa illaha ilallah	*Ya laa illaha ilallah*	*Ya laa illaha ilallah*
Ya Muhammadurasulullah	*Ya Muhammadurasulullah*	*Ya Muhammadurasulullah*
Ya laa ilaha ilallah	*Ya laa ilaha ilallah*	*Ya laa ilaha ilallah*
Muhammadurasulullah	*Muhammadurasulullah*	*Muhammadurasulullah*

The praise of the Prophet Muhammad (stanza 14) and the expression monotheism in stanza (15) show that parikan also serves as a means of invoking the salvation of the Almighty.

Table 1
Research Findings

No	Parikan Text	Knowledge Structure	Knowledge Value	Knowledge Function
1	Bait (1), (3), (5), (7), (9), (11), (14), (15)	Line (1,2) sampiran line (3,4) others	Javanese religious values Repulsive Prayers that Come from Various Directions	Means of requesting safety/prevented Crime from All Directions
2	Bait (2)	Line (1,2) sampiran line (3,4) others rhyme abab	Value solicitations and allusions to love on Local culture	Means of disclosure love for local culture
3	Bait (4), (10)	Line (1,2) sampiran line (3,4) others	The value of satire towards someone in love	Means of disclosure love/affection

		rhyme abab		
4	Bait (6), (8)	Line (1,2) sampiran baris (3,4) Lineisi rhyme abab	The value of satire against polygamists	Means of disclosure social issues and economics
5	Bait (12), (13)	Line (1,2) sampiran line (3,4) others rhyme abab	satire that is entertaining and has become popular	Social care tools

The third focus of the discussion pertains to the exploration of the role of parikan in traditional Korean art. There are several functions according to the content of each parikan stanza, including: (1) as a means of entertainment, both in terms of the use of linguistic elements (assonance and alliteration), sound games, and rhymes (seen in stanza 6). The use of satirical and mocking tones in the diction evokes a sense of vitality, strongly suggesting that the satire and ridicule target the members of the kentrung art community. Satirizing, mocking, and entertaining are the functions that feel inherent in the parikan art of kentrung.

Kentrung art serves not only as a form of entertainment for Parikan, but also as a medium for expressing love for one's own regional or local culture. Stanza (2) reflects the role of kentrung art as a vehicle of love for regional and local culture. This function is very pretentious and has a very strong tendency to be used to motivate and arouse the love of the younger generation for the culture of the region, which is in fact a very chronic condition (suspended animation) (Setiawan & Nurmansyah, 2014; Korniadi & Purwanto, 2019; Winarto, 2020). Still nuanced as a means of expressing love, in stanza 4, this is a form of love for the opposite sex or romance story. Thus, parikan can serve as a means of expressing love/affection (Purwadi 2010; Kurnia & Ferdianto, 2018; Rukmana, 2019; Kurnianto, 2020).

Discussion of the Function of Parikan 3): As a means of expressing social care, as reflected in parikan stanzas (6) and (8), starting from the means of expressing love also has an impact on the phenomenon that exists in society, namely the desire for polygamy, so that social problems arise, even more radically, namely the image that a husband wants to replace his wife with a new one. As a function, parikan is a means of saying prayers asking for salvation from all kinds of dangers and from all directions of the cardinal directions. This last function dominates most of the parican's stanzas, starting with stanzas (1, 3, 5, 7, 9, 11, 14, and 15). Thus, the function of parikan religiosity dominates, with advantages in the aesthetic pronunciation of fresh and very entertaining diction (Hermintoyo, 2019; Harwanto, 2021; Irianto, 2017).

CONCLUSION

The research "Archaeology of Knowledge in Kentrung Art Parikan" aims to investigate three key areas: The research aims to investigate three key areas: (1) the structure of kentrung art parikan; (2) the content, value, or meaning of kentrung art parikan; and (3) the function of kentrung art parikan, using Michel Foucault's theory and working method of archaeological knowledge.

Each stanza in the parikan structure of kentrung art comprises four lines with varying aabb rhyme patterns, enhancing its aesthetic appeal, along with variations in assonance and aliterasnya elements. The repetition style, used in several stanzas, enhances the aesthetic power and uniqueness of parikan in kentrung art by empowering various forms of satire. Religious values, which repeatedly explore the ascent of prayers for salvation from various dangers (reject balak) originating from all directions, dominate knowledge of parikan values and meanings in kentrung art Additionally, it contains the value of representation of romance or romance problems; love of local or regional culture; insinuations about social problems (polygamy or wanting to replace a new wife); and the usual revelations of innuendo or drama in Lundrk's jokes, pranks, and chants. You can formulate opinions based on your understanding of the meaning of parikan, taking into account its content.

Knowledge related to the function of parikan in kentrung art includes: (1) a means of praying to be saved from any evil intent of any kind of origin from all directions; (2) a means of expressing love and affection; (3) a means of expressing love for the culture of the region; (4) a means of satire

on social and economic problems; and (5) a means of social care. This research has both theoretical and practical implications. The theoretical implication suggests that Michel Foucault's theory of the archaeology of knowledge, which he used to dismantle the various ideas contained in Kentrung art Parikan, can also be used to dismantle ideas in other art genres that involve wilder and freer exploration. We can utilize the practical ramifications of this study as a substitute for additional research, serving as educational resources and contributing to other critical literacy texts.

DECLARATION

Author contributions	:	The research, Dr. Siti Maisaroh, M.Pd. responsible for all stages of the research, including planning, data collection, and analysis. Dr. Siti Maisaroh, M.Pd. collaborating with Dr. Mu'minin, M.Pd., Dr. Eva Eri Dia, M.Pd., Dr. Akhmad Sauqi Ahya, M.A. and Dr. Fitri Resti Wahyuniarti, M.Pd in preparing the article. Dr. Muhammad Saibani Wiyanto, M.Pd. as a translator into English. Due to their cooperation, this journal article was prepared well.
Funding statement	:	This research was conducted with personal funding sources without financial support from external institutions or organizations.
Conflict of interest	:	All costs related to research, including data collection, analysis, and article writing, are borne by the author himself.
Ethics Approval	:	The author agrees that this article will be published in KEMBARA in 2024.
Additional information	:	-

REFERENCE

Agustin, V. D., & Winarko, J. (2016). Musik Kentrung pada Grup Apresiasi Seni Bondowoso: Kajian Teks Nyanyian dan Instrumentasi. *Jurnal Apron*, *1*(9), 1-14.

Alamsyah, A., & Maziyah, S. (2020). Kesenian Kentrung Jepara dalam Perkembangan Zaman. *Endogami: Jurnal Ilmiah Kajian Antropologi*, *4*(1), 55-64. https://doi.org/10.14710/endogami.4.1.55-64

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

Darma, B. (2011). Penciptaan Naskah Drama Ambu Hawuk Berdasarkan Tradisi Lisan dan Perspektif Jender. *Resital: Jurnal Seni Pertunjukan*, *12*(1), 55-64.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage Handbook of Qualitative Research*. California: Sage Publications.

Devatine, F. (2009). Written Tradition, Oral Tradition, Oral Literature, Fiuriture. *Shima: The International Journal of Research into Island Cultures*, *3*(2), 10-14.

Endraswara, S. (2006). *Metode, Teori, Teknik Penelitian Kebudayaan*. Yogyakarta: Pustaka Widyatama.

Fama, A. (2016). Komunitas Masyarakat Pesisir di Tambak Lorok, Semarang. *Sabda: Jurnal Kajian Kebudayaan*, *11*(2), 65-75. https://doi.org/10.14710/sabda.11.2.65-75

Foucault, M. (2013). *Archaeology of Knowledge*. New York: Routledge.

Geertz, C. (1973). *The Interpretation of Cultures: Selected Essays*. New York: Basic Books Inc.

Harwanto, D. C. (2021). Kesenian Kentrung di Kabupaten Jepara: Kajian Interaksionisme Simbolik. *Tonika: Jurnal Penelitian dan Pengkajian Seni*, *4*(1), 52-66. Retrieved from https://journal.stt-abdiel.ac.id/tonika/article/view/255

Harwanto, D. C., & Sunarto, S. (2018). The Form and Structure of Kentrung Art Performance in Jepara. *Resital: Jurnal Seni Pertunjukan*, *19*(1), 35-45. https://doi.org/10.24821/resital.v19i1.2450

Hermintoyo, M. (2019). Ambiguitas dalam Humor Parikan/Pantun Kilat sebagai Pelesetan Makna. *Nusa: Jurnal Ilmu Bahasa dan Sastra*, *14*(2), 160-168. https://doi.org/10.14710/nusa.14.2.160-168

Hutomo, S. H. (1993). *Cerita Kentrung Sarahwulan di Tuban*. Jakarta: Pusat Pembinaan dan Pengembangan.

Irianto, A. M. (2017). Kesenian Tradisional sebagai Sarana Strategi Kebudayaan di Tengah Determinasi Teknologi Komunikasi. *Nusa: Jurnal Ilmu Bahasa dan Sastra*, *12*(1), 90-100. https://doi.org/10.14710/nusa.12.1.90-100

Jayanti, D. E. (2017). Parikan Alam Gendhing Tayub Blora. *Sutasoma: Jurnal Sastra Jawa*, *5*(1), 1-8. https://doi.org/10.15294/sutasoma.v5i1.29023

Johnson, M. (2019). *Archaeological Theory: An Introduction*. John Wiley & Sons.

Jupriono, D. (2010). Marginalisasi dan Revitalisasi Parikan di Era Kelisanan Sekunder. *Atavisme*, *13*(2), 187-200.

Karim, A. A., Mujtaba, S., & Hartati, D. (2023). Mbah Bongkok Pahlawan Mitologis Masyarakat Tegalwaru: Analisis Skema Aktan dan Fungsional Cerita Rakyat Karawang. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 40-55. https://doi.org/10.22219/kembara.v9i1.22746

Korniadi, K., & Purwanto, P. (2019). Analisis Nilai Karakter Tradisi Wiwitan dalam Perspektif Kearifan Lokal di Desa Sumberejo, Kecamatan Jatisrono, Kabupaten Wonogiri. *Civics Education and Social Science Journal (CESSJ)*, *1*(1), 55-67. https://doi.org/10.32585/cessj.v1i1.358

Kurnia, E. D., & Ferdianto, S. A. (2018, August). Parikan in Ludruk's Kidungan (An Ethnolinguistics Study). In *Fourth Prasasti International Seminar on Linguistics (Prasasti 2018)* (pp. 95-98). Atlantis Press.

Kurnianto, E. A. (2020). Kearifan Lokal dalam Parikan Tari Topeng Lengger Wonosobo. *UNDAS: Jurnal Hasil Penelitian Bahasa dan Sastra*, *16*(1), 47-64. https://doi.org/10.26499/und.v16i1.2390

Kurniawan, F., Soepeno, B., & Naim, M. (2022). Analysis Reinforcementscore of Characteristics Education "Kentrung Gas" Art in SMA 2 Bondowoso (George Herbert Mead's Theory of Interactionism Symbolic). *International Journal of Multidisciplinary: Applied Business and Education Research*, *3*(1), 117-124. https://doi.org/10.11594/ijmaber.03.01.14

Mashuri, M. (2022). Tembang Sandur Bojonegoro: Kekerasan Budaya dan Arkeologi-Genealogi Pengetahuan/Tembang Sandur Bojonegoro: Cultural Violence and Archeology-Genealogy of Knowledge. *Aksara*, *33*(2), 169-186. http://dx.doi.org/10.29255/aksara.v33i2.710.169-186

Maziyah, S. (2020). Arts and Environmental Conservation: Study of Kentrung Art in Jepara. In *E3S Web of Conferences* (Vol. 202, p. 07002). EDP Sciences.

Niswa, Q. (2021). *Seni Pertunjukan Kentrung Lakon Nabi Ibrahim di Jombang*. Surabaya: Skripsi. Fakultas Adab dan Humaniora UIN Sunan Ampel. Surabaya.

Novandhi, N. K., & Yanuartuti, S. (2020). Bentuk Musik dan Makna Lagu Garuda Pancasila. *Ekspresi Seni: Jurnal Ilmu Pengetahuan dan Karya Seni*, *22*(2), 113-123. http://dx.doi.org/10.26887/ekspresi.v22i2.1267

Pitaloka, H. A. (2019). Integrating Character Building in Learning of Literature Using Kentrung's Creation in the Digital Era. *KnE Social Sciences*, 32(2), 419-425.

Pratiwi, Y., Andalas, E. F., Dermawan, T., & Maryaeni, M. (2018). Metode Penelitian Sastra Lisan Kontekstual. *Kota Tua*.

Prawoto, E. C., & Pramulia, P. (2020). Fungsi kidung jula juli ludruk jawa timur. *ARBITRER: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *2*(1), 203-212.

Prihatin, Y., & Supratno, H. (2023, December). Utilizing Kentrung Performance Arts for Indonesian Language Learning Based on Local Wisdom. In *International Joint Conference on Arts and Humanities 2023 (IJCAH 2023)* (pp. 610-616). Atlantis Press.

Purwadi. (2009). *Sejarah Sastra Jawa*. Yogyakarta: Panji Pustaka.

Purwadi. (2010). Seni Parikan dan Kentrung dalam Perspektif Budaya Jawa. *Jurnal Kajian Seni*, *12*(2), 23-36.

Rahmawati, S. (2022). Ragam Seni Pertunjukan Jalanan Awal Abad XX. *Manuskripta*, *12*(1), 1-35. https://doi.org/10.33656/manuskripta.v12i1.196

Ratna, N. K. (2013). *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.

Ritzer, G. (2010). *The Postmodern Social Theory. Terjemahan Muhammad Taufik. Teori Postmodern*. Bantul: Juxtapose Research and Publication study Club dan Kreasi Wacana.

Rukmana, S. N. (2019). Mapping Identification of Potential Cultural Tourism Areas Study Case: Kampung Parikan, Surabaya City. *Jurnal Planologi*, *16*(2), 147-157. http://dx.doi.org/10.30659/jpsa.v16i2.5042.

Rustiyanti, S. (2014). Musik Internal dan Eksternal dalam Kesenian Randai. *Resital: Jurnal Seni Pertunjukan*, *15*(2), 152-162. https://doi.org/10.24821/resital.v15i2.849

Scarre, C. (Ed.). (2009). *The Human Past: World Prehistory & the Development of Human Societies* (p. 784). London: Thames & Hudson.

Setiawan, W., & Nurmansyah, M. A. (2014). Pasemon dalam Kesenian Kentrung sebagai Pendidikan Karakter: Nilai Luhur dalam Kesenian Tradisi Lisan Jawa. *Jurnal Studi Sosial*, *6*(2), 133-139.

Setyowati, E. (2015). *Ajaran Moral Islam yang Terkandung dalam Lakon Jaka Tarub pada Kesenian Kentrung di Tukungagung*. Skripsi. Institut Agama Islam Negeri (IAIN) Tulungagung Fakultas Ushuluddin dan Filsafat. Tulungagaung.

Sudikan, S. Y. (2014). *Metode Penelitian Sastra Lisan*. Lamongan: CV Pustaka Ilalang Group.

Sugiarti, S., Andalas, E. F., & Bhakti, A. D. P. (2022). Representasi Maskulinitas Laki-laki dalam Cerita Rakyat Nusantara. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1), 181-196. https://doi.org/10.22219/kembara.v8i1.18245

Suharto, W. (2019). *Fleksibilitas Garap Pertunjukan Kentrung Tri Santoso Budoyo di Desa Dayu, Kecamatan Nglegok, Kabupaten Blitar*. Disertasi. Institut Seni Indonesia (ISI). Surakarta.

Winarto, W. (2020). Sastra Lesan "Seni Kentrung" sebagai Media Mendongeng untuk Pengembangan Karakter Anak SD. *Widya Wacana: Jurnal Ilmiah*, *15*(2), 148-155. https://doi.org/10.33061/j.w.wacana.v15i2.4031

Wrahatnala, B. (2013). Seni Kentrung dan Masyarakat (Pandangan dan Prinsip Hidup Masyarakat yang Terekspresikan dalam Seni Kentrung). *TEROB*, *4*(6), 34-59.

Yampolsky, P. (2018). Javanese Gamelan and The West by Sumarsam. *Asian Music*, *49*(2), 158-162.

Development of the Pancasila Student Profile Strengthening Project Module (P5) Based on Pakpak Bharat Culture

(Pengambangan Modul Projek Penguatan Profil Pelajar Pancasila (P5) Berbasis Kebudayaan Pakpak Bharat)

M. Oky Fardian Gafari
Universitas Negeri Medan, Indonesia
oky@unimed.ac.id

Hendra Kurnia Pulungan
Universitas Negeri Medan, Indonesia
hendrakurnia@unimed.ac.id

Wahyu Wiji Astuti
Universitas Negeri Medan, Indonesia
wahyuwiji@unimed.ac.id

Muhammad Hafidz Assalam
Universitas Negeri Medan, Indonesia
hafidzassalam@unimed.ac.id

M. Surip
Universitas Negeri Medan, Indonesia
surif@unimed.ac.id

*Corresponding author: M. Oky Fardian Gafari | email: oky@unimed.ac.id

Abstract: Teaching modules are written materials in the form of paper sheets that are bound and covered and present knowledge that is systematically arranged. This research aims to develop valid, effective, and practical teaching modules based on the culture of Pakpak Bharat Sumatra. This study uses a research and development (R&D) model with the ADDIE model with five main stages: analysis, design, development, implementation, and evaluation. This teaching module has been validated by 9 experts, namely material experts, media design experts, and linguists. The study had 2 trials: a small group trial (15 students) and a large group trial (45 students). Based on the combined percentage of validity of teaching modules, according to experts, 82% is categorized as "good/valid." The practicality of the teaching module was measured through the RPP implementation sheet carried out in a small group trial of 81% categorized as good/valid and a large group trial of 88% categorized as "very good/very valid". Based on these results, it can be concluded that the teaching module in class V of SD Sibengkurung North Sumatra is categorized as "suitable for use".

Keywords Pakpak Bharat culture-based teaching module, ADDIE development, grade V students

Abstrak: Modul ajar merupakan bahan tertulis dalam bentuk lembaran kertas yang dijilid dan diberi sampul serta menyajikan pengetahuan yang disusun secara sistematis. Penelitian ini bertujuan untuk mengembangkan modul ajar yang valid, efektif, dan praktis berdasarkan kebudayaan Pakpak Bharat Sumatera. Penelitian ini menggunakan model research and development (R&D) dengan model ADDIE dengan five main stages: analysis, design, development, implementation, and evaluation. Modul ajar ini telah divalidasi oleh 9 ahli, yaitu ahli materi, ahli desain media, dan ahli bahasa. Penelitian ini memiliki 2 percobaan: uji coba kelompok kecil (15 siswa) dan uji coba kelompok besar (45 siswa). Berdasarkan persentase gabungan validitas modul ajar, menurut para ahli, persentase 82% dikategorikan "baik/valid." Kepraktisan modul ajar diukur melalui lembar implementasi RPP yang dilakukan dalam uji coba kelompok kecil sebesar 81% dikategorikan baik/valid dan uji coba kelompok besar sebesar 88% dikategorikan "sangat baik/very valid". Berdasarkan hasil tersebut, dapat disimpulkan bahwa modul ajar di kelas V SD Sibengkurung Sumatera Utara dikategorika "layak pakai".

Kata Kunci Modul ajar berbasis kebudayaan Pakpak Bharat, pengembangan ADDIE, siswa kelas V

INTRODUCTION

The MBKM program invents a new form of implementation of the Pancasila Student Profile Strengthening Project Module. As a relatively new program, based on observations made to elementary school teachers in Dairi Regency, it was found that teachers had difficulty in producing P5 modules (Nurmitasari et al., 2022; Padmo & Belawati, 2018). This is due to the lack of references and demands for independence which makes teachers confused in compiling the P5 module. Technically, there is a kind of uncertainty experienced by teachers to see in depth how the Pancasila student profile can be instilled in students (Sumardjoko & Musyiam, 2018). In a broader context, there is a signal of weakening the spirit of Pancasila in the country's colors, especially in the younger generation. This signal emerged and developed as intolerance in society strengthened. Based on the problems captured by the government, the Ministry of Education, Culture, Research, and Technology encourages a learning program that helps strengthen the values of Pancasila in students. This strengthening not only instills Pancasila values in students, but also forms character and student profiles that are closely related to Pancasila values (Kusdarini, 2020). The Pancasila Student Profile is implemented through six characteristics that include (1) faith, fear of God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity.

Great hopes are devoured by students who have a Pancasila profile always emerge in the community. However, this is still far from baking, where elementary school students are able to memorize the precepts in Pancasila, but are not included in real life, so they do not foster the attitude and character of Pancasila. This condition is in line with what was conveyed Triyanto & Fadilah (2018) that the values of Pancasila have not become a guideline for students, and are only memorized and do not foster the personality of Pancasila. Therefore, there is a need for social engineering to instill the teachings of Pancasila to students (Rajagukguk, 2022), So that its flexibility can be shown by the implementation of contextual learning in accordance with the real life of students (Suryadimulya et al., 2023). This element is very important to be integrated in the learning process through the preparation of teaching materials that have local cultural content (Laksana et al., 2023).

By integrating local cultural materials into teaching modules, students can gain significant benefits by interpreting and understanding cultural targets, comparing them to their own culture, and increasing awareness of their native culture (Al-Sofi, 2018). Additionally, integrating teaching materials with students' local cultures can increase understanding and engagement with the content (Tanjung et al., 2021). Creating teaching modules that align with curriculum requirements while considering the needs of students is essential. This can be achieved by developing materials that reflect the characteristics of local culture and meet the demands of the curriculum (Indrawati et al., 2022). By incorporating content from different cultures and groups, teachers can effectively demonstrate important concepts to students (Mafuwane &; Mahlangu, 2015). Additionally, integrating elements of local culture into teaching modules can provide a more engaging and relevant learning experience for students. This approach not only increases cultural awareness and understanding but also promotes inclusivity and student involvement in the educational process.

The six characteristics of the Pancasila student profile can be synergized with the cultural dimension owned by students, for example the Pakpak Bharat culture. By integrating the characteristics of the Pancasila student profile into student culture, learning can be carried out easily, because the implementation of P5 is not only studied in the context of the discourse, but has been applied contextually according to the real life of students. The six characteristics of the Pancasila student profile can be synergized with the cultural elements put forward by Koentjaraningrat in the perspective of cultural anthropology. Each culture has similar elements, so it can be formulated and reflected into other forms (Endraswara, 2018). In the same context, forms of local wisdom are diverse harmony in the form of social practices based on wisdom from culture. Forms of local wisdom in society can be in the form of culture (values, norms, ethics, beliefs, customs, customary laws, and special rules). In accordance with the dynamic cultural character, as well as the character of Pancasila which can always be interpreted according to the context of space and time, collaborating between P5 and cultural elements, especially Pakpak Bharat culture is a relevant strategy to develop P5 modules

that are in accordance with local culture. Based on initial observations, it is known that elementary school teachers in Dairi Regency have difficulties in applying the Pancasila Student Profile due to the lack of learning modules. The lack of project modules to strengthen the Pancasila student profile is an obstacle in carrying out the learning process optimally. With the integration of Pakpak Bharat culture in the P5 module, it is possible to have a similar integration implemented in different cultures according to the situation and conditions of students. Thus, learning based on culture that has been seriously designed will provide complete and appropriate information, and allow to avoid misconceptions in learning (Fauzan et al., 2023). Based on the above background, it is important for researchers to build integration between the P5 module and local wisdom values that are adjusted to the cultural base of students, so that the learning process can run effectively so that the goal of forming a Pancasila student profile can be realized.

This research departs from previous research, research that reviews the integration of Pancasila student profile strengthening project modules has been carried out. First, Rizal et al., (2022) who raised about the training on the preparation of the Pancasila student profile project module for teachers of SDN 6 Peusangan Selatan through in-house training of the driving school. The findings show that teachers are able to design profile project modules independently: Preparing profile project modules from the stage of selecting themes and objectives to developing activities and assessments independently. Second, Saputra et al., (2022) which focuses on the preparation of the Pancasila (P5) student profile strengthening project module using a professional flip pdf for teachers of SMA Negeri 1 Tirawuta. The results of the study showed that the competence and understanding of teachers in compiling the P5 Module in accordance with the Independent Curriculum increased with the achievement indicator of >70% of teachers understanding. Third, Suttrisno & Rofi'ah, (2023) with the study topic of Integration of Local Wisdom Values to Optimize the Pancasila Madrasah Ibtidaiyah Student Strengthening Project in Bojonegoro. The findings show that there are five stages in designing a project to strengthen the profile of Pancasila students based on the theme of local wisdom. Fourth, Lathif & Suprapto (2023) which focuses on preparing teachers in preparing for P5 activities (Pancasila student profile strengthening project) on the implementation of the independent curriculum. The results of the study show that the importance of careful preparation in planning P5 activities in order to form a Pancasila student profile in accordance with the goals set by the Ministry of Education and Culture, Research and Technology. Further research Wulandari et al., (2023) which focuses on the project to strengthen the profile of Pancasila students based on the core values of the Indonesian fratrum fratrum immaculatae conceptionis. The results of the study show that the project to strengthen the Pancasila student profile has provided good inspiration in the process of implementing the integration of the Pancasila student profile and the core values of the Indonesian fratrum fratrum immaculatae conceptionis. Sixth, Mimin, (2023) which examines the integration of local wisdom values with the early childhood curriculum: strategies for realizing early childhood students Pancasila student profile. The results of the study show that the values of local wisdom of the Indonesian nation include: love for God and the universe and its contents; responsibility, discipline, and independence; honest; respect and courtesy; affection, and care; confident, creative, hardworking, and never giving up; justice and leadership; kind and humble; tolerance and love of peace can be integrated with the independent PAUD curriculum as a smart strategy to realize PAUD students with a Pancasila student profile. Next, Suwandi et al., (2018) reviewed Ecological Intelligence values in Indonesian Language Textbook for Junior High School Students. This study presents how ecological intelligence can be instilled through Indonesian language learning in junior high school students in Solo City. The eighth study is conducted by Satinem (2015) with the focus of the study of teaching materials model folklore in Indonesian learning based on thematics approach. This research produces teaching materials that combine Indonesian materials with North Sumatran folklore. Ninth, research by Gafari (2009) Focusing on the Revolution of Teaching Materials: Mutualization between Digitalization and Ecological Intelligence tries to answer the challenges of the digital era by revolutionizing teaching materials to suit the demands of the times, while remaining based on efforts to strengthen ecological values. Finally, there is research conducted by Adisaputera (2023) which focus on creating new

knowledge based on the ecological teaching material in Indonesian language education, the research seeks to integrate culture and Pancasila.

From the various studies above, the novelty that can be offered in this study is the cultural dimension of Pakpak Bharat. The integration between the P5 module, culture, and teaching materials has been researched and developed, it's just that the specific link between the P5 module and the Pakpak Bharat culture has never been compiled. This need is adjusted to the goal of Freedom of Learning which gives freedom to teachers to implement the P5 Module, however, there is no adequate guide to adapt the material to the needs of students related to the local culture, especially Pakpak Bharat for elementary school teachers in Phase B. This study aims to (1) develop a P5 module based on Pakpak Bharat culture, (2) describe the P5 module based on Pakpak Bharat culture and also contributes to the preparation of the P5 Module which has been considered difficult for teachers. The integration of the P5 Module with local culture can contribute to the preparation of the P5 module with different local cultural content according to the learning context.

METHOD

This research uses research and development (R&D) methods. Research and development are a research method for developing and testing products. In addition to developing and testing products, this research is used to discover new knowledge about phenomena and practices in the learning process. This study uses the ADDIE development research model with five main stages: analysis, design, development, implementation, and evaluation. The analysis stage consists of two stages, namely work analysis and needs analysis. Work analysis is carried out to find out what problems are faced by the product object or target so that the product developed can be accepted. Needs analysis is a step needed to determine the abilities or competencies that students need to learn to improve learning performance/achievement. The results of the identification in the first stage are related to the two things above, so the next desire is to use the data to determine the need for the product to be used and then be interested in using it. Based on the identification above, the product specifications to be developed must meet the criteria, namely (1) easy to understand, (2) attractive appearance, (3) equipped with supporting images, (4) material in accordance with learning needs and collaborated with the dimension of local wisdom of North Sumatra. At the design stage, the researche made a product design in the form of a product design or teaching module design on Indonesian material for basic classes. The teaching materials developed are designed to be as effective as possible so that students are not confused about understanding the material. The researcher made a module design consisting of (1) chapter titles, (2) CP, TP, and ATP, (3) materials, (4) text examples, (5) practice questions (Quiz). The development stage aims to produce a P5 module with the theme "My Regional Game" for elementary school students whose main material, CP, TP, and ATP, exercises or quizzes, and things that support the material, so that the module can be used to help students learn. At this stage, there are two tests carried out: (1) expert validity test, which includes the learning material expert test, the learning design expert test, and the learning media expert test; and (2) the P5 module trial with the theme "My Regional Game" which includes a small group trial and a large group trial.

At the implementation stage, the researcher limited the development of the P5 module with the theme "My Regional Game" to the socialization stage through limited distribution to teachers and students at SD Sibengkurung. The distribution is intended to obtain responses and feedback on the development of the P5 module with the theme "My Regional Game". If the target response of P5 module users with the theme "My Regional Game" is good, it will be distributed in large quantities, so that the module can be widely used.

The activity carried out at the evaluation stage is to test the product. The test of this product was carried out with the research subject in this study which are students of SD Sibengkurung grade 5th. In the small group trial of the P5 module with the theme "My Regional Game" was limited to 15 students, and in the large group trial involving 45 students in one class, the category guide was used to evaluate with the Likert scale. Based on the results of small group trials and large group trials, data on the validity and effectiveness of the P5 module with the theme "My Regional Game" were obtained.

The variables, data, instruments, and analyses used in this study are presented in the Table 1 adapted from (Puspitasari, 2021).

Table 1
Variables, Data, Instruments, and Analysis

Variabel	Data	Instrument	Analysis
Validity Modul	Material Validation Results	Validation sheet	Description of validity criteria
	Media Design Validation Results	Validation sheet	Description of validity criteria
	Language Eligibility Validation Results	Validation sheet	Description of validity criteria
Efektivitas Modul Ajar	Percentage of student responses in small group trials	Student questionnaire responses	Description of student responses
	Percentage of student responses in large group trials	Student questionnaire responses	Description of student responses

This study collected quantitative data using a validated and interactive teaching module effectiveness questionnaire. In addition, the responses of expert validators to the validation questionnaire and the responses of students to the usability questionnaire were analyzed with descriptive statistics. Furthermore, the feasibility and usefulness of the product are determined using the criteria shown in the Table 2 adapted from (Puspitasari, 2021).

Table 2
Product Development Eligibility Criteria

No	Eligibility Criteria	Klasifikasi
1	$X \leq 35\%$	Very bad/invalid
2	36% - 53%	Poor/Less Valid
3	53% - 68%	Adequate/Acceptable
4	69% - 84%	Good/Valid
5	$X > 84\%$	Very good/Very valid

RESULT AND DISCUSSION

The development of interactive modules for grade IV elementary school students produced interactive teaching materials which included (1) cover pages, (2) introduction, (3) dimensions, elements, and subelements of the Pancasila student profile, (4) project flow, (5) activity activity, (6) formative assessment of class discussions, (7) assessment rubrics, (8) reflection sheets. Figures 1–12 are P5 modules with the theme "My Regional Games".

Figure 1
Cover Page

Figure 2
Introduction

Figure 3
Dimensions, Elements, and Subelements of the Pancasila Student Profile

Figure 4
Project Flow

Figure 5
Activities 1 & 2

Figure 6
Activities 3 & 4

Figure 7
Activities 5 & 6

Figure 8
Activities 7 & 8

Figure 9
Formative Assessment of Class Discussions

Figure 10
Diversity Assessment Rubric

Figure 11
Our Game Assessment Rubric

Figure 12
Reflection Sheet

Results of Validation of Themed Interactive Teaching Materials "Permainan *Daerahku*"

Before testing the use of the P5 module, the P5 module must be validated by an expert. The validation stage is carried out so that the P5 module developed is categorized as valid based on the validation of material experts, learning material design experts, and linguists. The validation of material experts is carried out by four experts who are competent in Indonesian subjects, especially for elementary school students. The results of the validation of material experts, teaching material design experts, and linguists are shown in the Table 3, 4, and 5.

Table 3
Results of Validation of Material Experts

No	Category	Criterion	Score			Percentage	Category
			Exp 1	Exp 2	Exp 3		
1	Material	Material Coverage	4	4	4	82%	Good /Valid
2		Material Accuracy	4	4	4		
3		Material Updates	4	4	5		
4		Contains contextual insights	4	4	4		
5		The problems presented are interesting to students	4	5	4		
6		Suitability of materials with government curriculum	4	4	4		
7		Teaching materials follow the learning objectives	4	4	5		
8		The material does not contain gender bias	4	5	4		
9		The material does not contain elements of sara	4	4	5		
10		The question has accommodated HOTS Questions	4	4	4		
11		Materials or questions following the level/level of education	4	5	4		

Table 4
Results of Validation of Teaching Material Design Experts

No	Category	Criterion	Score			Percentage	Category
			Exp 1	Exp 2	Exp 3		
1	Module Design	Serving technique	4	4	4	81%	Good/Valid
2		Module content quality	4	4	4		
3		Module display	4	4	5		
4		Image clarity	4	4	4		
5		Density and conciseness of the material	4	5	4		
6		Module cover design	4	4	4		
7		Module content design	4	4	5		

Table 5
Linguist Validation Results

No	Category	Criterion	Score			Percentage	Category
			Exp 1	Exp 2	Exp 3		
1	Language Eligibility	Communicative	4	4	4	80%	Good/Valid
2		Dialogical and interactive	4	4	4		
3		Compliance with Indonesian regulations	4	4	5		
4		Use of terms and symbols/symbols	4	4	4		

The assessment results of the three validators show that the P5 module is themed "Permainan Daerahku" has excellent content validity. Based on the presentation of the research results, it can be seen that material experts obtained results of 82%. These results were obtained from assessment criteria indicators such as (1) material coverage, (2) material presented, (3) material that does not contain gender bias, and so on. These results show that the P5 module is themed "Permainan Daerahku" have good/valid criteria. This further strengthens the idea that good learning materials are materials that have content that is relevant to learning outcomes, learning objectives, and the flow of learning objectives in the independent curriculum (Suttrisno & Rofi'ah, 2023; Lathif & Suprapto, 2023), as well as the suitability of the material with the stages of students' cognitive development (Wulandari et al., 2023), So that the material can be easily understood by students (Mimin, 2023; Rizal et al., 2022).

The results of the validation of media design experts were obtained by 81%, the results were obtained from the indicators of assessment criteria that meet good graphic elements, for example in the arrangement of images, writing, and writing colors and so on. The results of this study show that the P5 module is themed "Permainan Daerahku" have good/valid criteria. This further strengthens the statement that the appearance or design of the P5 module is themed "Permainan Daerahku" will further increase students' interest, attention, and motivation in following the learning process (Agustina & Harahap, 2018; Widodo, 2023). The existence of interest, attention, and motivation in learning will support students in receiving and understanding the material (Arnidah & Anwar 2023; Widodo, 2023), So that the learning process carried out goes well (Adisaputera et al., 2023; Anisah & Amreta, 2023).

The results of the language feasibility aspect showed that the linguist validation result was 80%. This can be seen with communicative language, the use of EYD, and dialogical and interactive language. The results of the study show that the P5 module is themed "Permainan Daerahku" have good/valid criteria. In the linguistic aspect, interesting teaching materials are considered very valuable and relevant to the level of language development of children in elementary school, this condition is relevant to the opinion (Ghufron, 2017; Gafari, 2019; Gusnawaty & Nurwati, 2019). A good module is one that is very communicative and understands the cognitive level of its users (Harianto et al., 2020; Susilawati et al., 2023; Suharno et al., 2023). Thus, the resulting modules will be beneficial for teachers, students, and parents, making it easier for all stakeholders to excel in the learning process (Khotimah, 2019; Haq, 2023; Munirah et al., 2023).

Effectiveness of Themed P5 Modules "Permainan Daerahku"

Effectiveness of the themed P5 module "Permainan Daerahku" as a learning medium for Indonesian subjects in elementary school can be seen from the responses of students in questionnaires that carried out with limited trials and field trials. Limited trials and field trials were conducted to measure the effectiveness of the P5 thematic modules "Permainan Daerahku". Themed P5 modules "Permainan Daerahku" was piloted on 15 students in a class for a limited trial and 45 in a class for a field trial. The results of the limited and field trials can be seen in the Table 6 and 7.

Table 6
Results of Small Group Trials

No	Criterion	Average Score	Responden	Percentage	Categories
1	Teaching modules are more fun and less boring	4			
2	Teaching modules can create a more enjoyable learning atmosphere	4			
3	The teaching module encourages me to study the material with enthusiasm	4			
4	Teaching modules significantly save usage time	4			
5	The teaching module encourages me to work with friends to complete tasks in groups	4	15 students	81%	Good/ Valid
6	The teaching module encourages me to ask the teacher about things that are still unclear	5			
7	The teaching module encourages me to understand the material better more easily	5			
8	The teaching module encourages me to get maximum learning results	4			
9	Teaching modules are suitable for learning learning materials	4			
10	The teaching module is a lot of fun to use	4			

Table 7
Results of Large Group Trials

No	Criterion	Average Score	Responden	Percentage	Categories
1	Teaching modules are more fun and less boring	4			
2	Teaching modules can create a more enjoyable learning atmosphere	4			
3	The teaching module encourages me to study the material with enthusiasm	5			
4	Teaching modules significantly save usage time	4			
5	The teaching module encourages me to work with friends to complete tasks in groups	4	45 students	88%	Very good/ Very valid
6	The teaching module encourages me to ask the teacher about things that are still unclear	5			
7	The teaching module encourages me to understand the material better more easily	5			
8	The teaching module encourages me to get maximum learning results	4			
9	Teaching modules are suitable for learning learning materials	4			
10	The teaching module is a lot of fun to use	5			

Once the P5 module is validated, a test run is carried out to determine its suitability. The trials in this study were conducted twice: a small group trial and a large group trial. Each experiment was conducted at a different time and day. The results of the small group trial conducted on 15 students were obtained by 81%, including in the good/valid criteria. The results of the large group trial conducted on 45 students were obtained by 88%, included in the very good criteria, and can be used without improvement. The observations by two observers corroborated the results of the study, and

the percentages obtained were 81.30% and 88.12%, which were included in the "efficient" category. The percentage of results is then adjusted to the set practicality criteria and is included in the "very practical" category. Thus, it can be concluded that developing a P5 module can increase students' motivation to learn, understand, and read the subject matter.

The results that have been obtained in the form of expert validation, feasibility level, and level of suitability do not necessarily make this P5 module free from shortcomings. In the implementation of the trial that has been carried out, the development of the P5 module also received criticism, suggestions, and responses obtained from questionnaires of experts, teachers, and students. The revised P5 module section includes (1) illustration images on the cover that adapt to students at the elementary school (SD) level; (2) the typeface used; (3) it is necessary to have pictures presented to facilitate the understanding of the P5 module. Adjustments and revisions are based on criticism, suggestions, responses from experts, teachers, and student questionnaires, as well as the characteristics of the material.

The results of this study are in line with several findings in previous studies that state that the P5 module has proven to be effective in helping and stimulating students to learn (Adisaputera et al., 2023; Anisah & Amreta, 2023; Permatasari & Andriyanti, 2021). In addition, other research also states that the P5 module supports a student-focused learning center (Arnidah & Anwar 2023; Widodo, 2023; Kusmiarti et al., 2023). The implication of this study is to provide new information related to the application of the P5 module in elementary school students. This information will be useful as a reference in learning, especially for elementary school teachers. Because it is known that learning at the elementary level is very important, essential, and continuous, teachers must be able to carry out learning effectively. This study has several limitations, including that the subject is still limited to 15 students in a small group trial and 45 students in a large group trial. It is hoped that further research will deepen and expand the scope of research related to the use of interactive teaching materials for elementary school students.

CONCLUSION

Themed P5 modules "Permainan Daerahku" has a very good level of validity and can be used as an alternative teaching material in Indonesian language learning. themed P5 modules "Permainan Daerahku" This is suitable for students in elementary school. This condition can be proven by the results of the validity test of learning materials, the validity test of the design of learning media, and the validity test of language feasibility Themed P5 modules "Permainan Daerahku" is particularly effective for elementary school students, as evidenced by small group trials and large group trials conducted to measure student responses. It also supports the learning process to be more meaningful and contextual.

DECLARATIONS

Author contribution	:	M. Oky Fardian Gafari leads and is responsible for all research projects implemented in Dairi District. She also wrote the manuscript and collaborated with the second author. Hendra Kurnia Pulungan, Wahyu Wiji Astuti, M. Hafidz Assalam, and M. Surip participated in field data collection and analysis. Both authors approved the final manuscript.
Funding statement	:	This research was funded by the Directorate of Research, Technology, and Community Service of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2023.
Conflict of interest	:	Both authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article published in KEMBARA in 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Adisaputera, A., Gafari, M. O. F., Astuti, W. W., & Assalam, M. H. (2023). Creating New Knowledge Based on the Ecological Teaching Material in Indonesian Language Education. *JOALL (Journal of Applied Linguistics and Literature)*, *8*(2), 398-414. https://doi.org/10.33369/joall.v8i2.26964

Agustina, L., & Harahap, A. (2018). Developing Reading Material Based-on Local Culture for Junior High School in Kabupaten Rejang Lebong. *JOALL (Journal of Applied Linguistics and Literature)*, *3*(1), 115-128. https://doi.org/10.33369/joall.v3i1.6169

Al-Sofi, B. B. M. (2018). An Evaluation of The Cultural Aspects in the University English Textbook, Well Read 1. *Theory and Practice in Language Studies*, *8*(2), 184-196. http://dx.doi.org/10.17507/tpls.0802.02

Anisah, G., & Amreta, M. Y. (2023). Pengembangan Instrument Assessment as Learning Berbasis Projek untuk Pembelajaran Menyimak dan Berbicara Monologis Dialogis Bermuatan Karakter Bhineka Tunggal Ika. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 76-88. https://doi.org/10.22219/kembara.v9i1.22701

Arnidah, A., & Anwar, C. R. (2023). Pengembangan Modul Proyek Penguatan Profil Pelajar Pancasila (P5) Mendukung Kurikulum Merdeka untuk Guru SMPN di Kabupaten Jeneponto. *INOVASI: Jurnal Hasil Pengabdian Masyarakat*, *3*(2), 143-148. https://doi.org/10.35580/inovasi.v3i2.56996

Endraswara, S. (2018). *Antropologi Sastra Lisan: Perspektif, Teori, dan Praktik Pengkajian*. Jakarta: Yayasan Pustaka Obor Indonesia.

Fauzan, F., Eriyanti, R. W., & Asih, R. A. (2023). Misconception of Reading Literacy and its Impacts on Literacy Acculturation in School. *Cakrawala Pendidikan Jurnal Ilmiah Pendidikan*, *42*(1), 208-219. https://doi.org/10.21831/cp.v42i1.53041

Gafari, M. O. F., Adisaputera, A., Astuti, W. W., & Assalam, M. H. (2019). Revolusi Bahan Ajar: Mutualisasi antara Digitalisasi dan Kecerdasan Ekologis. *Jurnal Edukasi Kultura: Jurnal Bahasa, Sastra dan Budaya*, *6*(1), 3-8. https://doi.org/10.24114/edukasi%20kultura.v1i1.18351

Ghufron, A. (2017). Pengembangan Pembelajaran Berbasis Nilai-nilai Budaya Yogyakarta di Sekolah Dasar. *Cakrawala Pendidikan Jurnal Ilmiah Pendidikan*, *35*(2), 309-319. https://doi.org/10.21831/cp.v36i2.12449

Gusnawaty, G., & Nurwati, A. (2019). A Learning Model of Bahasa Indonesia as a Foreign Language Based on Local Intercultural Politeness. *Cakrawala Pendidikan Jurnal Ilmiah Pendidikan*, *38*(1), 141-155. https://doi.org/10.21831/cp.v38i1.23164

Haq, A. (2023). Pelatihan Nasional Penyusunan Modul P5 Menggunakan Kreasi Ide Media Serbaneka pada Kepala Sekolah dan Guru: Media Serbaneka, Modul P5, Kurikulum Merdeka. *Jurnal ABDI: Media Pengabdian Kepada Masyarakat*, *8*(2), 217-226. https://doi.org/10.26740/abdi.v8i2.21157

Harianto, G. P., Rusijono, R., Masitoh, S., & Setyawan, W. H. (2020). Collaborative-Cooperative Learning Model to Improve Theology Students' Characters: Is It Effective? *Cakrawala Pendidikan Jurnal Ilmiah Pendidikan*, *39*(2). 409-421. http://dx.doi.org/10.2139/ssrn.3767719

Indrawati, E. S., & Nurpatri, Y. (2022). Problematika Pembelajaran IPA Terpadu (Kendala Guru dalam Pengajaran IPA Terpadu). *Educativo: Jurnal Pendidikan*, *1*(1), 226-234. https://doi.org/10.56248/educativo.v1i1.31

Khotimah, D. N. (2019). Implementasi Program Penguatan Pendidikan Karakter (PPK) melalui Kegiatan 5s di Sekolah Dasar. *INOPENDAS: Jurnal Ilmiah Kependidikan*, *2*(1), 28-31. https://doi.org/10.24176/jino.v2i1.2928

Koentjaraningrat. (2002). *Pengantar Ilmu Antropologi*. Jakarta: Rineka Cipta.

Koentjaraningrat. (2004). *Manusia dan Kebudayaan di Indonesia*. Jakarta: Djambatan.

Kusdarini, E. (2020). The Implementation of Pancasila Education Through Field Work Learning Model. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, *39*(2), 359-369. https://doi.org/10.21831/cp.v39i2.31412

Kusmiarti, R., Paulina, Y., Rustinar, E., Zakaria, J., Puspidalia, Y. S., & Hasbullah, A. (2023). Respon Mahasiswa dan Dosen terhadap Modul Sintaksis Bahasa Indonesia Berbasis STEAM. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 176-188. https://doi.org/10.22219/kembara.v9i1.24172

Laksana, D. N. L., Lawe, Y. U., Ngura, E. T., Kata, F., & Mugi, E. (2023). Analisis Kebutuhan Bahan Ajar untuk Pembelajaran Baca Tulis Kelas Rendah Berbasis Bahasa Ibu dengan Muatan Budaya Lokal Nagekeo. *Jurnal Ilmiah Pendidikan Citra Bakti*, *10*(1), 45-56. https://doi.org/10.38048/jipcb.v10i1.1495

Lathif, M. A., & Suprapto, N. (2023). Analisis Persiapan Guru dalam Mempersiapkan Kegiatan P5 (Projek Penguatan Profil Pelajar Pancasila) pada Implementasi Kurikulum Merdeka. *Jurnal Pendidikan & Pengajaran (JUPE2)*, *1*(2), 271-279.

Mafuwane, B. M., & Mahlangu, V. P. (2015). Teaching Practices Responsive to Cross-Border Education of Learners from Culturally Diverse Settings: A South African Perspective. *Mediterranean Journal of Social Sciences*, *6*(1), 560-567. https://doi.org/10.5901/mjss.2015.v6n1p560

Mimin, E. (2023). Integrasi Nilai-nilai Kearifan Lokal dengan Kurikulum PAUD: Strategi Mewujudkan Siswa PAUD Profil Pelajar Pancasila. *Jurnal Golden Age*, *7*(1), 93-104. https://doi.org/10.29408/goldenage.v7i01.18336

Munirah, M., Syahruddin, S., & Yusuf, A. B. (2023). The Development of Cultural Integrated Indonesian Speaking e-Module for Higher Education Students in Indonesia. *Indonesian Journal of Applied Linguistics*, *13*(1), 191-203. https://doi.org/10.17509/ijal.v13i1.58266

Nurmitasari, N., Kayyis, R., Astuti, R., Khasanah, B. A., Najah, T. S., & Safitri, D. N. (2022). Sosialisasi Kurikulum Merdeka Belajar di SD Negeri 02 Bangunsari. *Bagimu Negeri: Jurnal Pengabdian Kepada Masyarakat*, *6*(2), 96-104. https://doi.org/10.52657/bagimunegeri.v6i2.1862

Padmo, D. A., & Belawati, T. (2018). Implementing Sustainable ICT-Supported Innovation Policies: Case of Universitas Terbuka–Indonesia. *ICT-supported Innovations in Small Countries and Developing Regions: Perspectives and Recommendations for International Education*, *12*(3), 121-137. https://doi.org/10.1007/978-3-319-67657-9_9

Permatasari, I., & Andriyanti, E. (2021). Developing Students' Intercultural Communicative Competence Through Cultural Text-Based Teaching. *Indonesian Journal of Applied Linguistics*, *11*(1), 72-82. https://doi.org/10.17509/ijal.v11i1.34611

Puspitasari, H. (2021). Pengembangan Buku Ajar Bahasa Indonesia Membaca dan Menulis Permulaan (MMP) untuk Siswa Kelas Awal. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran, 8*(2), 83–91.

Rahmawati, L. E., & Setyaningsih, V. I. (2021). Kemandirian Belajar Siswa dalam Pembelajaran Daring Mata Pelajaran Bahasa Indonesia. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 353-365. https://doi.org/10.22219/kembara.v7i2.16326

Rajagukguk, H., Nababan, J., & Situmeang, L. (2022). Enhancing Students' Learning Creativities Through the Application of Literacy Learning Model in the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum Program. *JOALL (Journal of Applied Linguistics and Literature)*, *7*(2), 478-488. https://doi.org/10.33369/joall.v7i2.22879

Rizal, M., Iqbal, M., & Rahima, R. (2022). Pelatihan Merancang Modul Projek Profil Pelajar Pancasila bagi Guru SDN 6 Peusangan Selatan Melalui in House Training Sekolah Penggerak. *Community Development Journal: Jurnal Pengabdian Masyarakat*, *3*(3), 1574-1580. https://doi.org/10.31004/cdj.v3i3.6878

Saputra, I. G. P. E., Sukariasih, L., & Muchlis, N. F. (2022, November). Penyusunan Modul Projek Penguatan Profil Pelajar Pancasila (P5) Menggunakan Flip pdf Profesional Bagi Guru sma Negeri 1 Tirawuta: Persiapan Implementasi Kurikulum Merdeka. In *Prosiding Seminar Nasional UNIMUS* (Vol. 5).

Satinem, S., & Achmad, H. P. (2015). Teaching Materials Model Folklore in Learning Indonesian Based on Thematik Approach. *IJLECR (International Journal of Language Education and Cultural Review)*, *1*(2), 27-34. https://doi.org/10.21009/IJLECR.012.013

Solehudin, S. (2023). Implementasi Nilai-nilai Pancasila dalam Membangun Budaya Petani. *Jurnal Ilmu Sosial dan Humaniora. 12*(2). 332-339 https://doi.org/10.23887/jish.v12i2.6355050

Suharno, S., Rifai, R., & Sudrajat, A. (2023). Multicultural Encounters within Kampus Merdeka: A Study on Educational Policy Impact to Bolster Diversity. *Jurnal Cakrawala Pendidikan*, *42*(2). 539-548. https://doi.org/10.21831/cp.v42i2.58223

Sumardjoko, B., & Musyiam, M. (2018). Model of Civic Education Learning Based on The Local Wisdom for Revitalizing Values of Pancasila. *Jurnal Cakrawala Pendidikan*, *37*(2), 201-211. https://doi.org/10.21831/cp.v37i2.18037

Suryadimulya, A. S., Dienaputra, R. D., Machdalena, S., Nugraha, A., & Kartika, N. (2023). Unveiling Cultural Intelligence: A Comparative Study of Japanese and Indonesian Idiomatic Expressions. *Indonesian Journal of Applied Linguistics*, *13*(1), 1-12. https://doi.org/10.17509/ijal.v13i1.58248

Susilawati, W. O., Anggrayni, M., & Kustina, K. (2023). Pengembangan Modul P5 (Proyek Penguatan Profil Pelajar Pancasila) Fase B Tema Kewirausahaan di Sekolah Dasar. *Innovative: Journal of Social Science Research*, *3*(2), 9799-9812. https://doi.org/10.31004/innovative.v3i2.1551

Suttrisno, F. Z. R. A., & Rofi'ah, F. Z. (2023). Integrasi Nilai-Nilai Kearifan Lokal Guna Mengoptimalkan Projek Penguatan Pelajar Pancasila Madrasah Ibtidaiyah di Bojonegoro. *Jurnal Pendidikan*, *12*(1), 54-76.

Suwandi, S., Yunus, A., & Rahmawati, L. E. (2017). Ecological Intelligence Values in Indonesian Language Textbooks for Junior High School Students. *Pertanika Journal Social Sciences and Humanities*, *25*(2), 237-248.

Tanjung, R., Hanafiah, H., Arifudin, O., & Mulyadi, D. (2021). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *4*(4), 291-296. https://doi.org/10.54371/jiip.v4i4.272

Triyanto, T., & Fadhilah, N. (2018). Penguatan nilai-nilai Pancasila di sekolah dasar. *Jurnal Civics: Media Kajian Kewarganegaraan*, *15*(2), 161-169. https://doi.org/10.21831/jc.v15i2.20709

Widodo, J. (2022). Development of Interactive Teaching Materials in Indonesian for Grade VI Elementary School Students. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, *14*(2), 383-400. https://doi.org/10.37680/qalamuna.v14i2.3284

Wulandari, W., Haryono, H., & Diana, D. (2023). Projek Penguatan Profil Pelajar Pancasila Berbasis Core Values Bruder Fratrum Immaculatae Conceptionis Indonesia. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *7*(5), 5303-5316.

Cognitive Diagnostic Assessment Instrument with Individual Feedback for Language Receptive Learning on Multimodal Text

(Asesmen Diagnostik Kognitif dengan Feedback Individual untuk Pembelajaran Reseptif Bahasa pada Teks Multimodal)

Giati Anisah
Universitas Nahdlatul Ulama Sunan Giri, Indonesia
giati@unugiri.ac.id

Midya Yuli Amreta
Universitas Nahdlatul Ulama Sunan Giri, Indonesia
midyaamreta2@gmail.com

*Corresponding author: Giati Anisah | email: anisahgiati@gmail.com

Abstract: Cognitive diagnostic assessment with individual feedback plays an important role in detecting students' cognitive strengths and weaknesses, providing directions for steps that teachers and students must take to follow up on this, as well as facilitating the clustering of students in preparing differentiated learning. This study aims to develop a cognitive diagnostic assessment instrument for receptive language learning on multimodal text with individualized feedback. This study is R&D research with an ADDIE design. The study involved grade 9 students with varying cognitive levels working through the questions, and the results were analyzed to develop individualized feedback for each student. Individualized feedback was then followed up by teachers and students in differentiated learning. We conducted interviews, questionnaires, and observations to gather data on the feasibility of the assessment instrument. Based on the results of the analysis, it can be concluded that a set of cognitive diagnostic assessment instruments along with individualized feedback produced in the study meets the requirements of validity, reliability, and readability, as well as applicability. In addition, this study shows that the cognitive diagnostic assessment with individualized feedback provides an overview of the receptive cognitive subcompetence of language in multimodal text that is mastered so that it facilitates the teacher in developing content, process, and target differentiated learning products for the next material. This research also contributes to addressing the long-standing criticism that language assessments fail to provide individualized feedback to link assessment to learning.

| Keywords | **cognitive diagnostic assessment, individual feedback, language receptive learning, multimodal text** |

Abstrak: Asesmen diagnostik kognitif dengan umpan balik individual berperan penting dalam mendeteksi kekuatan dan kelemahan kognitif siswa, memberikan arahan langkah-langkah yang harus dilakukan guru dan siswa untuk menindaklanjutinya, serta memudahkan pengelompokan siswa dalam mempersiapkan pembelajaran yang berdiferensiasi. Penelitian ini bertujuan untuk mengembangkan instrumen asesmen diagnostik kognitif untuk pembelajaran bahasa reseptif pada teks multimodal dengan umpan balik individual. Penelitian ini merupakan penelitian R & D dengan desain ADDIE. Penelitian ini melibatkan siswa kelas 9 dengan tingkat kognitif yang bervariasi untuk mengerjakan soal-soal dan hasilnya dianalisis untuk mengembangkan umpan balik individual untuk setiap siswa. Umpan balik individual kemudian ditindaklanjuti oleh guru dan siswa dalam pembelajaran yang berbeda. Wawancara, kuesioner, dan observasi dilakukan untuk melengkapi data kelayakan instrumen penilaian. Berdasarkan hasil analisis, dapat disimpulkan bahwa seperangkat instrumen asesmen diagnostik kognitif beserta umpan balik individual yang dihasilkan dalam penelitian memenuhi persyaratan validitas, reliabilitas, dan keterbacaan, serta keterterapan. Selain itu penelitian ini menunjukkan bahwa asesmen diagnostik kognitif dengan umpan balik terindividualisasi memberikan gambaran tentang subkompetensi kognitif reseptif bahasa dalam teks multimodal yang dikuasai sehingga memudahkan pengajar dalam menyusun konten, proses, dan target produk pembelajaran berdiferensiasi untuk materi berikutnya. Penelitian ini juga berkontribusi dalam menjawab kritik yang sudah berlangsung lama bahwa penilaian bahasa gagal memberikan umpan balik yang bersifat individual untuk menghubungkan penilaian dengan pembelajaran.

| Kata Kunci | **asesmen diagnostic kognitif, feedback individual, pembelajaran reseptif bahasa, teks multimodal** |

INTRODUCTION

All teachers would agree that the level of difficulty of the learning content, the learning process, and the target learning outcomes must be adjusted to the level of students' abilities and needs. Teachers, therefore, need information about the extent of competence that students have achieved, what factors influence this achievement, and what difficulties students face. Cognitive diagnostic assessment (CDA), an assessment that diagnoses students' cognitive abilities at the beginning or end of learning, can generate this information. CDA formulates the description of students' abilities in the form of feedback. The impact of this feedback varies greatly depending on the complexity of its utilization (Carless & Boud, 2018).

The implementation of the Merdeka Curriculum in 2022 initiated the promotion of CDA in Indonesia. Preliminary studies conducted in secondary schools in Bojonegoro Regency reveal that classroom learning practices often do not incorporate CDA. Even if it is done only through simple questions that are done classically, the feedback generated is also general and applies to all students in the class. The feedback is difficult to follow up on because the varied nature of achievements, difficulties, and inhibiting factors cannot be accommodated. Therefore, individualized feedback is needed to encourage more effective learning (Habsy et al., 2024; Misbah, 2022; Hui et al., 2021; Kramer et al., 2023; Laudel & Narciss, 2023).

Research conducted by Tang & Zhan (2021) has explored whether cognitive diagnostic feedback can promote learning and whether it is more effective than traditional feedback in promoting learning. Tang and Zhan used longitudinal cognitive diagnostic tests in a kind of experiment to compare the effects of three types of feedback: cognitive diagnostic feedback, true-false response feedback, and no feedback. The results can be concluded that cognitive diagnostic feedback can improve student learning and is more effective than true-false response feedback in improving comprehension, especially in more challenging knowledge areas. It is clear that CDA without feedback will reduce the function of CDA itself (Hattie & Clarke, 2018; Irons & Elkington, 2021). The difference between this study and Tang & Zhan (2021) lies in the types of feedback involved as research variables as well as the way feedback is treated. The research (Tang & Zhan, 2021) involved cognitive diagnostic feedback, true-false response feedback, and no feedback, and then compared them. This study creates cognitive diagnostic feedback to enhance language receptive learning through multimodal text analysis. The research equation lies in the use of cognitive-diagnostic feedback variables in learning.

Another study conducted by Zhang & Hyland (2022) identified student engagement with feedback. Zhang and Hyland integrated three types of feedback in learning: automatic, peer, and teacher feedback. It was found that the integrated feedback encouraged students' behavioral, affective, and cognitive engagement with the feedback provided. We need to tailor feedback to each individual student to increase their engagement with it. Of course, it requires detailed analysis of students' answers on CDA. The difference between this study and Zhang & Hyland (2022) is the integration of the types of feedback. This study focuses on feedback obtained from analyzing students' answers without involving other feedback. We use this to accurately detect students' abilities, enabling teachers and students to follow up appropriately.

Another study conducted by Prihatni et al., (2016) has discussed in detail the steps of developing CDA, which begin with the formulation of a learning continuum by meeting the eligibility requirements of content validity and reliability. Both requirements are important, but not perfect, without construct validity, readability, and applicability (Supriyadi et al., 2022; Larenas et al., 2021; Astalini et al., 2019). Therefore, this study fulfills all of these eligibility requirements.

In Indonesia, the lack of development of individualized feedback in the implementation of CDA is also indicated by the absence of the term individualized feedback in research on CDA in

2022–2023. For example, research conducted by (Putri, 2021; Hasna et al., 2023; Budyartati 2016; Prihatni et al., 2016; Huda et al., 2023; Suarni, 2023; Wulandari et al., 2023). Previous research has provided examples of CDA preparation and encouraged teachers to carry out diagnostic assessments to identify students' abilities, strengths, and weaknesses so that teachers can design learning tailored to students' abilities and characteristics. However, if CDA implementation fails to generate feedback, this goal will remain unachieved. For example, in the study Budyartati (2016), CDA was used to detect misconceptions, but it was not stated what misconceptions were experienced by students, so the recommendations to overcome these misconceptions were difficult to explain.

In the language receptive domain, the lack of research on developing feedback leads to claims that cognitive diagnostic tests are hard to use to give personalized feedback. This is because the range of answers shows how complex students' language learning levels are, which is hard to figure out (Min & He, 2022). The receptive language competencies identified in this study include listening and reading when viewing (Kementerian Pendidikan, Kebudayaan, 2022). The two abilities have a close relationship because they both use the decoding process (Diakidoy et al., 2019). This research focuses on receptive language in multimodal texts, namely texts that use different modes at the same time and contain verbal and visual semiotic sources for various communication purposes (Al Fajri, 2020; Pérez-González, 2019; Dressman, 2019). CDA for receptive ability in multimodal texts can measure competence in life in the 21st century, which includes competence in understanding the advanced level, critical thinking, creative thinking, communicating, and collaborating (Imamyartha et al., 2019; Redlo, 2021; Astuti et al., 2019; Musaad & Suparman, 2023).

This study presents a cognitive diagnostic assessment by first mapping the receptive language sub-competencies, including explication, interpretation, application, and perspective, which are cognitive aspects of comprehension design (Wiggins & Mac Tighe, 2005; Kokotsaki et al., 2016). The RASCH model analyzes the questions related to each sub-competency directly after students' answers appear. Additionally, the competency construct organizes the CDA, making it suitable for classroom administration, easy to use, and targeted (Sun & Hwang, 2023; Jang & Sinclair, 2021; Astalini et al., 2019).

RASCH model analysis is a type of analysis that is being widely used due to its foresight in producing objective and detailed analysis in educational science research because it uses probability functions (Arijanty, 2014; Aryadoust et al., 2021; Chan et al., 2021; Müller, 2020; Muslihin et al., 2022; Karlimah, 2022). RASCH is able to present person parameters (ability) and problem parameters (difficulty). A logarithmic scale, known as logits, expresses the function. In addition, the RASCH model analysis is also able to detect guessing answers (Andrich & Marais, 2019; Stemler & Naples, 2021; Parmaningsih & Saputro, 2021).

This study aims to develop a cognitive diagnostic assessment with individualized feedback for language receptive learning on multimodal texts that meets the requirements of validity, reliability, readability, and applicability so that it is feasible for use in school learning. More specifically, this study reveals the success of CDA in generating individualized feedback in the language receptive domain, which has been difficult to do. In order to achieve this goal, this study uses the research and development method with the ADDIE development model (analysis, design, development, implementation, and evaluation) (Molenda, 2015). A series of structured processes can increase the efficiency and consistency of the quality of the instrument to be produced.

The results of this study contribute to making it easier for teachers to detect students' cognitive strengths and weaknesses so that they can develop differentiated learning content, processes, and product targets for the next material. In addition, this research also contributes to answering the long-standing criticism that language assessment fails to provide individualized feedback to link assessment with learning.

METHOD

This study aims to develop a cognitive diagnostic assessment instrument for receptive language learning on multimodal text with individualized feedback that is valid, reliable, easy to read,

and easy to implement so that it is useful for grouping students specifically and encouraging students to make learning improvements. This research is R&D research with an ADDIE design, which consists of analysis, design, development, implementation, and evaluation stages. The ADDIE model consists of the stages of analysis, design, development, implementation, and evaluation. We can use this model because we evaluate each stage before moving on to the next. A slight error at one stage will affect both. Thus, we will minimize errors in fulfilling the CDA eligibility requirements.

Figure 1
Stages of ADDIE Development Research

This research expert judgement involved two experts as data sources, namely Indonesian language learning specialists and assessment experts. Both are lecturers at Nahdlatul Ulama Sunan Giri University, and they were selected based on their expertise and doctoral qualifications.

In addition, this study involved students at MTS Abu Darrin Bojonegoro. We used purposive sampling to select the research participants. This research was intended for Phase D, so the teacher recommended Grade 9 be the participant. The selected students had varied abilities, namely low, medium, and high, which were recommended by the teacher based on the teacher's assessment document. The ability level selection of students was crucial as it aligned with the research objectives. We also did this to ensure that the resulting CDA instrument can adapt to the diversity of students in the real world (Saleh Alharbi et al., 2021).

Data collection was done through documentation, interviews, questionnaires, and tests. The instrument was structured based on its purpose and the stage at which it is used. Specifically, we arranged the questionnaire instrument according to indicators that demonstrate its validity, readability, and applicability. Experts validated all instruments before use.

We carried out the documentation at the analysis stage, specifically to analyze the learning outcomes in Phase D of the Merdeka Curriculum's listening and reading components. We also used documentation to collect student score data on the listening and reading elements. We conducted interviews with teachers to learn about their previous assessments and the challenges they encountered when preparing the CDA. Questionnaires were used during the expert validation test, small-scale trial, and field test. Tests were conducted to determine the effectiveness of the CDA questions produced.

Qualitative data from interviews was analyzed using three stages: data reduction, data presentation, and conclusion (Huberman et al., 2014). We carry out data reduction by selecting the suitability of the collected qualitative data. After that, the data was presented in tabular form to make it easier to analyze. Finally, data collection was carried out.

The scores of content validity, construct validity, facial validity, applicability, and readability of experts, teachers, and students were analyzed using classical analysis, according to (Arikunto, 2019). Sumintono & Widhiarso, (2015) used RASCH modeling to analyze the validity and reliability of the questions. The classical analysis was carried out with the following formula:

Data processing formula per item.

$$P = \frac{X}{Xi} \times 100\%$$

Information:
P : percentage
X : respondent's answer in one item
Xi : ideal score in one item
100: constant

Overall data processing formula

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Information:
P : percentage
X : total answers of respondents in one item
Xi : total ideal score in one item
100: constant

Eligibility criteria for assessment instruments using classical analysis can be seen in Table 1 below.

Table 1
Eligibility Criteria for Assessment Instruments
(Classical Analysis)

Test results	Qualification	Follow-up
85%-10%	Very Qualified	Implemented
75%-84%	Qualified	Implemented
56%-74%	Quite Qualified	Revised
>55%	Less Qualified	Revised

Based on Table 1 above, if the results of calculating the score of content validity, construct validity, facial validity, readability, and applicability reach a score of 75% and above, it was declared qualified and very qualified if it reaches 85% and above so that it can proceed to the field test implementation stage. However, if the score is 74% or below, it was quite qualified, and less qualified if it is less than 55%, so it needed to be revised again.

We used RASCH modeling to analyze the students' answers to CDA questions. This analysis was carried out to obtain two results. First, it was used to calculate the validity and reliability of the product. The second step involved obtaining a profile of students' responses, which we then formulated as individual feedback. The analysis employed RASCH modeling to determine validity, specifically using an item measure that assessed the outfit means square (MNSQ), Z-standart outfit score (ZSTD), and point measure correlation score (Pt Mean Corr). Reliability can be seen through summary statistics by analyzing the person reliability, item reliability score, and Cronbach alpha score and then comparing them with reliability criteria.

a. This validity test was based on the validity requirements of the question items, according to Sumintono & Widhiarso, (2015).
b. Outfit means-square score (output MNSQ): $0,5 < MNSQ < 1,5$
c. Score of outfit Z-Standart (Outfit ZSTD): $-2,0 < ZSTD < +2,0$
d. Poin measure correlation (PT-Measure Corr) = 0,4; PT-Measure Corr <0,85.
    The reliability prerequisite criteria can be seen in Table 2 dan 3 below.

Table 2
Person Reliability and Item Reliability Criteria
(Sumintono, B., & Widhiarso, 2015)

Person Score / Item reliability	Information
<0,67	Weak
0,67-0,80	Enough
0,81-0,90	Good
0,91-0,94	Very good
>0,94	Special

Tabel 3
Alpha Cronbach Criteria

Alpha Cronbach Score	Information
<0,50	Very Bad
0,50-0,60	Bad
0,61-0,70	Enough
0,71-0,80	Good
>0,80	Very Good

We used the Winstep application to analyze the results of students' answers to the CDA questions using RASCH modeling. RASCH modeling, which included item measure, person measure, scalogram, and person-wright map, generates student answer profiles. Item measure was used to determine the difficulty of question items; person measure to determine student ability; scalogram made it easy for us to analyze, provided explanations, and predicted simultaneously individual abilities and item difficulty; and person wright map to map student ability clustering. The entire analysis results were formulated in the form of individual feedback, which was then reported to teachers and students.

RESULT AND DISCUSSION

In the digital era, students' capacity for reading and listening to multimodal texts is important. To maximize this capacity, teachers need to prepare appropriate lessons. For this reason, teachers need information on the extent of competence achieved by students, what factors affect that achievement, and what difficulties students face (Leighton & Gierl, 2007). CDA can generate such information.

Cognitive Diagnostic Assessment for Language Receptive Learning on Multimodal Text

CDA is designed to measure students' specific knowledge structure and skill processes to generate information about their cognitive strengths and weaknesses. The field's need for more relevant information for learning and the push to change assessment design led to the emergence of CDA. In order to produce such important information, CDA needs to fulfil four eligibility requirements, namely validity, reliability, readability, and applicability.

Validity

Validity demonstrates the instrument's reliability in measuring the intended outcome (Anisah, 2018). Validity is the main requirement of an assessment instrument, before any other requirement. This was because if the instrument was invalid, it would be difficult to meet other eligibility requirements. Content validity, construct validity, facial validity, and question validity were just a few of the diverse types of validity that are satisfied. The results of the analysis of content validity, construct validity, face validity, and question validity can be seen in Table 4 below.

Table 4
Expert Validation Test Results

Data Source	Criteria	%
Assessment Expert	Content Validity	91,6%
	Facial Validity	95%
	readability	92%
Language Learning Expert	Facial Validitas	92%
	Content Validity	91,6%
	readability	92%

The validity of the content reaches 91.6%, meaning that the material tested was in accordance with the demands of the curriculum. The validity of the content indicated how far the assessment instrument can measure the mastery of student competencies (Anisah, 2018; Himawan & Nurgiyantoro, 2022). A high percentage of content validity signified that the tested material's content aligns with the demands of the relevant curriculum. Content validity was the main requirement before testing the validity of others in the assessment instrument development process (Shrotryia & Dhanda, 2019). The high validity of the content was achieved because the assessment instrument was in accordance with the learning outcomes in the curriculum and the learning objectives, the question indicators were in accordance with the learning objectives, the indicators were in accordance with the question items, the scope of test material was in line with the scope of competence in the curriculum, and the suitability of the proportion on the test was in accordance with the proportion in the curriculum. The content's high validity was also supported by curriculum analysis conducted at the start of the research, specifically at the analysis stage. Curriculum analysis provided a true picture of the types of texts and skills that the curriculum demands. Curriculum analysis also generated target users.

In this study, the CDA instrument was intended for Phase D students, namely students in grades 7-8-9. We chose this phase because the learning outcomes of the Independent Curriculum in Phase D required the use of multimodal texts. In addition, another reason was that at the age of Phase D (12–15 years), intellectually, students had been able to perform moral reasoning, mathematical logic reasoning, and social transmission, where knowledge comes from receptive activity (Mauliya, 2019).

In addition to content validity, another validity tested was construct validity. Expert tests yielded a construct validity of 90% for the developed cognitive diagnostic assessment instrument, indicating its ability to generate characteristics of the measured competence (Anisah & Amreta, 2023). So it can be said that the CDA instrument was able to measure receptive language competence in multimodal texts.

This study focused on receptive skills, specifically the ability to listen and read multimodal texts, as students frequently encounter this type of text in the digital era. Reading skills are very helpful for students to find information that can be processed into new ideas or findings, ideas, and references in developing writing products (Beauty et al., 2023; Hendaryan & Noviadi, 2023). In general, listening is a process of receiving oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, or messages and understand the meaning of communication that has been conveyed by the speaker through spoken language (Susanti, 2019).

Multimodal texts refer to texts with the purpose of communicating by using different modes at the same time (Van Leeuwen, 2015). Multimodal contains verbal and visual semiotic resources that can be used to realize various types of texts with the desired communicative purpose (Al Fajri, 2020). CDA for receptive ability in multimodal texts can measure 21st century competencies, which include competencies of advanced comprehension, critical thinking, creative thinking, communication, and collaboration.

The learning objectives for each element are broken down by taxonomy Wiggin and McTighe (2005), which includes explanation, interpretation, application, and perspective. The four sub-competencies are nonhierarchical. Indeed, in the taxonomy of Wiggins and McTighe, there are two more subcompetencies, namely empathy and self-knowledge. However, both competencies are more

likely to involve emotions, so they are not included in instrument development. The assessment instruments aim to concentrate on cognitive abilities.

According to Wiggins & McTighe's taxonomy (Wiggins & McTighe, 2005), the Independent Curriculum uses subcompetencies as forms of understanding in its learning outcomes. In constructivism, the concept of "understanding" refers to the process of building knowledge through real experience. Understanding is not static, but evolves and changes constantly as students construct new experiences that modify previous understandings. According to constructivist theory, the ability to understand is a union of various subcompetencies. It is different when referring to Bloom's Taxonomy, which places the ability to understand at level C2 (Wilson, 2016).

Explanation is the competence to describe an idea in one's own words, build relationships, demonstrate work, explain reasons, explain a theory, and use data (Jain & Wallace, 2019; Taylor & Noë, 2021). Interpretation deals with translating text, artwork, or situations. Interpretation also means interpreting an idea, feeling, or work from one medium to another. Application means using knowledge, skills, and understanding of something in a real situation or a simulation (resembling reality). Perspective relates to the competence to see things from a different point of view. Students can explain the other side of a situation, see the big picture, see the assumptions underlying a thing, and give criticism.

Another validity measure was facial validity. The facial validity of CDA instruments, according to assessment experts, was 95%, while according to defense experts, it was 92%, so an average of 93% was obtained. This indicated that the CDA instrument's face aligned with the measured competency (Johnson, 2021). The instrument adopted a multiple-choice format, presenting multimodal text at the outset before instructing students on how to solve the problem. In some questions, students were asked to read or watch relevant posters to compare, found relevance, found new information, or conclude.

To diagnose students' abilities in all sub-competencies in 3 types of multimodal texts (expalanation texts, exposition texts, and discussion texts), 24 questions were developed, both for listening and reading competencies, so that the total number was 48 multiple-choice questions. The multiple-choice form was chosen because it is easier to administer in the application of CDA instruments. However, it is undeniable that the form of multiple-choice questions has a weakness, namely the existence of guesswork answers. However, it can still be detected using Scalogram analysis on RASCH modeling.

Before students do the assessment, they are asked to listen to or watch videos related to scientific or social themes. Students adapt the theme to a real-world context they are familiar with and understand. It is in accordance with the learning objectives. The questions developed require students to think critically when perceiving the information contained in the text they listen to or read. Students' capacity in critical thinking in accordance with the demands of the twenty-first century (Hesse et al., 2015; Gravemeijer et al., 2017; Safi'i et al., 2021; Kamaruddin et al., 2023). Students can achieve this if they are accustomed to answering questions at a high level and capable of providing explanations or justifications for their responses.

Students are required to describe ideas and provide reasons in explanation-related questions. This is in accordance with the essence of explanation, which is to describe an idea in one's own words, build relationships, explain reason, and explain a theory (Agnafia, 2019). Interpretation skills are related to comprehensiveness and expression of meaning from various kinds of experiences, situations, data, events, decisions, conferences, beliefs, legal procedures, or criteria, so that in problems related to interpretation, students are asked to interpret the text and categorize information in the text. In application-related questions, students are required to connect the text's content to various real-world scenarios and other relevant sources. In perspective-related questions, students must draw conclusions by comparing the text's information with other sources.

We hope that by working through the entire series of questions, we can accurately describe the profile of students' abilities in the competencies tested. However, in the implementation of this CDA, schools must have adequate facilities and infrastructure because it is necessary to play

multimodal texts in the form of audiovisuals. The researchers acknowledge that not all schools, particularly those lacking infrastructure, can use the produced CDA instrument.

Another test to determine validity was the question validity test using RASCH modeling, as seen from the scores of MNSQ, ZSRD, and Pt Mean Corr. The RASCH modeling test results declared the 48 developed questions valid. Although not all questions meet all three criteria, if at least two criteria were met, then the question was declared valid (Sumintono & Widhiarso, 2015).

The analysis, which included both expert test analysis and tests using RASCH modeling, indicated that 48 questions from the cognitive diagnostic assessment fell into the valid category. The implication of the overall validity score was that the CDA instrument developed was in accordance with the material in the curriculum, in accordance with the construct of the measured competence, in accordance with the face of the competence to be measured, and was able to measure what it was supposed to measure.

Reliability

Reliability is defined as the consistency and reliability of measurements (Wahyuni et al., 2020). In this study, reliability was calculated using RASCH modeling. Table 5 below displayed the results of the reliability analysis using the RASCH model.

Table 5
Results of the RASCH Modeling Question Item Reliability Test

Person reliability	Item Reliability	Alpha Cronbach
0,86	0,67	0,69
Good	Enough	Enough

In RASCH modeling, reliability was indicated by the scores of person reliability, item reliability, and the alpha cronbach score (Sumintono & Widhiarso, 2015). The test results using RASCH modeling obtained a person reliability result of 0.86, which was included in the good category. The item reliability score of 0.67 fell into the adequate category. Cornbach's alpha score was 0.69, which means enough. Based on the test results, the reliability of the assessment instruments developed was in the good category in terms of student consistency in answering, but it was quite good when viewed from the perspective of the perspective of the questions. Cronbach's alpha score was quite good, showing the interaction between students (persons) and the question items as a whole was quite sufficient because the students' answers to each question item were quite consistent (Azizah & Wahyuningsih, 2020; Pratama, 2020).

Overall, the questions generated in this study could produce credible diagnostics. In addition, questions could make reliable mastery/non-mastery classifications at the level of competence and subcompetence. Therefore, we can assert that this cognitive diagnostic assessment served as a tool for low-risk learning decisions, such as allocating students' abilities within the class and categorizing students for remedial or enrichment courses.

A range of studies have explored the use of diagnostic language assessment to provide targeted feedback for language learners. Wang (2023) and Toprak & Cakir (2021) both emphasize the importance of this approach, with Wang focusing on spoken language assessment and Hirschi on L2 pronunciation. Both studies highlight the potential for automatic models to outperform human experts in providing feedback. Huilin (2013) further supports this, suggesting that a cognitive diagnostic approach can accurately diagnose language skills and promote individualized language teaching. Wang (2023) builds on this by demonstrating the usefulness of cognitive diagnostic feedback in a large-scale Spanish proficiency test, showing that it can assess reading skills more accurately and provide valuable feedback for academic improvement.

Research conducted by Yeh (2022) found that diagnostic language tests can be a valuable tool for independent language learners, providing insight into their strengths and weaknesses. The study revealed that these learners often struggle with vocabulary and have a strong desire to improve their

communication, speaking, and listening skills. The findings suggest that teacher interventions, learning strategies, and self-evaluation skills are essential for the early development of self-directed language learning.

Readability

The ease of understanding words and sentences is known as readability. We select letters, sentences, and text to meet the readability requirements (Anisah & Amreta, 2023). Table 6 below displays the results of the readability analysis.

Table 6
Result of Readability Analysis

Data Source	%
Assessment Expert	92%
Language Learning Expert	92%
Student	76,8%
Teacher	83,30%
Average	**86,025%**

Based on the test results, the CDA instrument had a readability of 86,025%, which means that all parts of the text were easy to understand, could be read at maximum speed, and had a text length and video duration according to student ability.

This high percentage could not be separated from the selective selection of letters, words, and sentences and adjusted to the ability of students. The font used was Bookman Old Size 12. This letter made it easier for students to read books quickly because it used a serif typeface to speed up eye movements. The American Psychological Association (APA) recommended this letter in text writing (Perea, 2013). The sentences used vary, namely declarative, interrogative, and imperative sentences. These three types of sentences were appropriate for assessment instruments. The use of declarative sentences lied in each part of the question that functioned to explain something, both in the text listened to or read and in the stem of the question. Stem questions employed interrogative sentences to elicit answers from students. For passages that instructed students to act on the problem's stem, we used imperative sentences.

The text chosen to be listened to and read was one of the types of explanation, exposition, and discussion. The text's theme was scientific and socio-cultural. We can state, based on the presented evidence, that cognitive diagnostic assessment instruments with individual feedback for language receptive learning in multimodal texts, which used detectable and understandable words, sentences, and texts, were highly qualified.

Applicability

Applicability is the degree to which CDA instruments are easy to use in the field. Table 7 below displays the results of the applicability analysis.

Table 7
Result of Aplicability Analysis

Data Source	%
Student	83,03%
Teacher	87,50%
Average	**85,04%**

Teachers and students' assessments showed that the CDA instrument had an applicability of 85.4%, indicating that the difficulty level of the questions aligned with students' abilities, the number of questions aligned with the allotted time, and the instrument was easy to administer.

As discussed in the sub-item measure, the questions tested had the appropriate proportion between very difficult, difficult, medium, and easy questions. This had been appropriate to measure the abilities of students with low, medium, and high abilities.

The assessment time was in accordance with the allocation of time provided, which was 40 minutes for 24 listening questions and 40 minutes for 24 reading questions. So answering 48 cognitive diagnostic assessment questions required two hours of lessons or one meeting. This duration was suitable for the start of a series of materials that encompass multiple learning objectives concerning language receptiveness in multimodal texts.

Assessment instruments were easy to administer. Assessment instruments were distributed using ICT Nearpod, where students could listen to and read texts as well as do questions in the application. Distributing questions in paper form prevented this from happening. The NearPod application was easy for students to use because the tools are intuitive and in accordance with the characteristics of digital natives. In addition, teachers could also monitor the progress of students' answers while they were working on the questions.

By working on the entire series of questions, it was expected that the profile of students' abilities in the competencies tested would be truly described. However, in implementing this CDA, schools must have adequate facilities and infrastructure because multimodal text playback in the form of audiovisuals is required. Therefore, the researcher acknowledged that not all schools, particularly those lacking infrastructure, could use the resulting CDA instrument.

In producing feedback, teachers need to analyze using the RASCH model to produce individualized feedback, teachers must analyze the RASCH model. Teachers could only provide feedback once they have thoroughly analyzed the students' answers. This was also one of the limitations of the study, where feedback could be accessed immediately after answering the questions.

Individual Feedback

Although research on feedback has grown rapidly over the past three decades, little attention has been paid to it by Indonesian researchers. Feedback will provide an in-depth understanding of individual differences in their engagement and the factors that influence them (Zheng et al., 2023). The study generated individualized feedback for each student who took the test on their cognitive strengths and weaknesses. However, this study has yet to identify the factors that influence these cognitive strengths and weaknesses.

Individual feedback was developed based on the results of analyzing students' answers using RASCH modeling. Therefore, the teacher can only provide feedback once she has analyzed the students' answers. This is also one of the limitations of research, where feedback cannot be accessed immediately after doing the problem.

To formulate feedback, students' answers to 48 multiple-choice questions were analyzed using RASCH modeling, specifically item measure, person measure, scalogram, and person:wright map. These four things provided a profile of each student's answers regarding language-receptive competence in multimodal texts.

Firstly, we conducted an analysis of the measurement items. This analysis serves to determine the level of difficulty of the question items. This was done at the beginning before the researcher mapped the student's ability. If the student was able to correctly answer the difficult questions, then he/ she was categorized as a high-ability student, and vice versa. The categories of item difficulty test results can be seen in Table 8 as follows.

Table 8
Question Item Difficulty Category

Score Measure	Information
>1,08	Very Difficult
1,08-0,00	Difficult
-1,08-0,00	Medium
<-1,08	Easy

Based on Table 8, if the item measure test results showed a value of > 1.08, then the question was categorized as a very difficult question; if the value was 1.08–0.00, then it was in the difficult category. The value -1.08–0.00 was in the medium category, and <1.08 was in the easy category. The results of the item measure test on listening and reading multimodal texts can be seen in Figures 2 and 3.

```
                Item STATISTICS:  MEASURE ORDER

-------------------------------------------------------------------------------------
|ENTRY   TOTAL  TOTAL   JMLE  MODEL|  INFIT  |  OUTFIT |PTMEASUR-AL|EXACT MATCH|          |
|NUMBER  SCORE  COUNT MEASURE  S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Item     |
|-----------------------------------+----------+----------+-----------+-----------+----------|
|    3     27     70   1.36   .26|1.22  2.26|1.24  1.86|  .07   .34| 54.3  67.1| simakeksplanasi03|
|   16     33     70    .96   .26| .95  -.56| .93  -.64|  .41   .35| 70.0  65.1| simakeksposisi08 |
|   21     33     70    .96   .26|1.04   .49|1.06   .61|  .30   .35| 61.4  65.1| simakdiskusi05   |
|   15     35     70    .83   .26| .89 -1.31| .87 -1.37|  .49   .35| 67.1  65.0| simakeksposisi07 |
|   13     36     70    .77   .26|1.03   .33|1.04   .46|  .32   .35| 65.7  65.0| simakeksposisi05 |
|    1     40     70    .51   .26|1.10  1.07|1.13  1.18|  .23   .35| 62.9  65.9| simakeksplanasi01|
|    7     40     70    .51   .26| .83 -2.00| .79 -2.08|  .57   .35| 74.3  65.9| simakeksplanasi07|
|    8     42     70    .37   .26|1.16  1.65|1.16  1.36|  .16   .35| 57.1  66.9| simakeksplanasi08|
|    9     44     70    .23   .26|1.14  1.35|1.15  1.15|  .18   .34| 58.6  68.2| simakeksposisi01 |
|    6     45     70    .16   .27|1.00   .06| .96  -.25|  .35   .34| 65.7  68.9| simakeksplanasi06|
|   24     45     70    .16   .27|1.10   .99|1.12   .92|  .22   .34| 65.7  68.9| simakdiskusi08   |
|    4     47     70    .02   .27| .98  -.14| .98  -.06|  .36   .34| 74.3  70.5| simakeksplanasi04|
|   19     48     70   -.05   .27| .97  -.24| .86  -.89|  .40   .33| 67.1  71.3| simakdiskusi03   |
|   11     50     70   -.20   .28| .99   .00|1.00   .03|  .33   .33| 74.3  73.0| simakeksposisi03 |
|    2     52     70   -.37   .29|1.02   .18|1.02   .15|  .29   .32| 77.1  75.0| simakeksplanasi02|
|   17     52     70   -.37   .29| .97  -.16| .95  -.21|  .35   .32| 74.3  75.0| simakdiskusi01   |
|    5     53     70   -.45   .29|1.08   .58|1.19   .93|  .19   .31| 71.4  76.1| simakeksplanasi05|
|   10     53     70   -.45   .29| .99  -.04|1.07   .39|  .30   .31| 80.0  76.1| simakeksposisi02 |
|   22     54     70   -.54   .30| .98  -.07|1.04   .23|  .31   .31| 81.4  77.2| simakdiskusi06   |
|   12     55     70   -.63   .31| .95  -.27| .84  -.64|  .38   .30| 78.6  78.5| simakeksposisi04 |
|   23     55     70   -.63   .31| .79 -1.33| .64 -1.67|  .58   .30| 78.6  78.5| simakdiskusi07   |
|   14     57     70   -.83   .32|1.09   .52| .97  -.04|  .21   .28| 81.4  81.4| simakeksposisi06 |
|   18     59     70  -1.05   .34| .83  -.77| .60 -1.42|  .51   .27| 84.3  84.2| simakdiskusi02   |
|   20     61     70  -1.30   .37| .89  -.38| .61 -1.14|  .43   .25| 87.1  87.1| simakdiskusi04   |
```

Figure 2
Item Measure Results Listening Questions

Based on Figure 2, it can be seen that the most difficult listening question was the one that occupies the top row in the entry number column, which is question 3. There were only 27 students who answered correctly (total score) out of 70 (total count), so the measure score was only 1.36 and was categorized as very difficult. The next difficult question was number 16, 21, 15, and 13. The easiest question was the question at the bottom row in the entry number column, which was question number 20. There were 61 students who answered correctly out of a total of 70 students, so the measurement score was -1.30. Figure 3 presents the results of the item measure test for the reading problem.

```
                Item STATISTICS:  MEASURE ORDER

-------------------------------------------------------------------------------------
|ENTRY   TOTAL  TOTAL   JMLE  MODEL|  INFIT  |  OUTFIT |PTMEASUR-AL|EXACT MATCH|          |
|NUMBER  SCORE  COUNT MEASURE  S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Item     |
|-----------------------------------+----------+----------+-----------+-----------+----------|
|   23     29     70   1.06   .26| .90 -1.17| .87 -1.23|  .46   .33| 70.0  65.5| membacadiskusi07   |
|   10     31     70    .93   .25|1.05   .64|1.05   .52|  .26   .33| 64.3  64.4| membacaeksposisi02 |
|    8     33     70    .80   .25|1.09  1.18|1.10  1.06|  .21   .33| 64.3  63.7| membacaeksplanasi08|
|   21     35     70    .67   .25|1.07   .85|1.07   .80|  .24   .33| 58.6  63.7| membacadiskusi05   |
|   18     37     70    .54   .25|1.05   .65|1.06   .64|  .26   .33| 62.9  64.0| membacadiskusi02   |
|    4     38     70    .48   .25|1.04   .49|1.07   .76|  .27   .33| 61.4  64.3| membacaeksplanasi04|
|   13     38     70    .48   .25|1.02   .26|1.03   .38|  .30   .33| 67.1  64.3| membacaeksposisi05 |
|   15     38     70    .48   .25|1.11  1.31|1.11  1.12|  .19   .33| 55.7  64.3| membacaeksposisi07 |
|    2     39     70    .41   .25| .94  -.74| .95  -.48|  .40   .33| 68.6  64.6| membacaeksposisi02 |
|    6     39     70    .41   .25|1.18  2.12|1.24  2.30|  .08   .33| 57.1  64.6| membacaeksplanasi06|
|   24     43     70    .15   .26|1.03   .33| .99  -.03|  .30   .32| 58.6  66.7| membacadiskusi08   |
|    3     44     70    .08   .26|1.05   .50|1.07   .61|  .26   .32| 65.7  67.4| membacaeksplanasi03|
|   16     47     70   -.13   .27| .95  -.40| .91  -.63|  .39   .31| 70.0  69.8| membacaeksposisi08 |
|    5     48     70   -.20   .27| .97  -.23| .91  -.54|  .36   .31| 72.9  70.7| membacaeksposisi05 |
|    7     48     70   -.20   .27| .82 -1.69| .72 -1.99|  .57   .31| 72.9  70.7| membacaeksplanasi07|
|   11     49     70   -.27   .27|1.01   .15| .96  -.21|  .31   .31| 68.6  71.6| membacaeksposisi03 |
|   19     49     70   -.27   .27|1.04   .38| .94  -.36|  .29   .31| 65.7  71.6| membacadiskusi03   |
|    1     50     70   -.35   .28| .88  -.95| .79 -1.29|  .48   .30| 78.6  72.6| membacaeksplanasi01|
|   20     52     70   -.51   .29| .95  -.33| .96  -.17|  .35   .29| 78.6  74.8| membacadiskusi04   |
|   17     54     70   -.68   .30| .97  -.17|1.02   .15|  .31   .28| 81.4  77.3| membacadiskusi01   |
|   12     55     70   -.77   .30| .82 -1.13| .67 -1.53|  .54   .28| 78.6  78.5| membacaeksposisi04 |
|   14     55     70   -.77   .30| .98  -.09| .94  -.21|  .31   .28| 78.6  78.5| membacaeksposisi06 |
|   22     55     70   -.77   .30|1.05   .37|1.13   .60|  .19   .28| 78.6  78.5| membacadiskusi06   |
|    9     62     70  -1.57   .39|1.06   .32| .97   .04|  .15   .22| 88.6  88.6| membacaeksposisi01 |
```

Figure 3
Item Measure Results Reading Problem

The most difficult listening question, according to the item measure test, was question number 3. There were only 27 students who answered correctly out of 70 students, so the measure score of only 1.36, which meant that it was categorized as very difficult. In the reading question, the most difficult question was question number 23, which was a question about reading discussions. There were only 29 students who answered correctly out of 70 students, so the measure score of 1.06 meant it was classified as a difficult question.

The purpose of question point analysis was to provide students with diagnostic information and produce quality questions. Quality questions were questions that can provide precise information so that students who have mastered the material can be known and those who have not (Magdalena et al., 2021). The difficulty of the questions in the resulting CDA had a proportional level of difficulty, consisting of very difficult, difficult, medium, and easy questions.

In addition to the difficulty of the question items, another thing that was analyzed to produce individual feedback was the person's measure or individual ability. Individual ability levels detail each respondent's logit information, ranging from highest to lowest ability (Sumintono & Widhiarso, 2015). The logit score indicated the students' ability to solve the problem. The higher the logit means that students can do the questions well. The results of the person measure analysis can be seen in Figures 4 and 5.

```
                  Person STATISTICS:  MEASURE ORDER

-----------------------------------------------------------------------------
|ENTRY   TOTAL  TOTAL    JMLE   MODEL|   INFIT  |  OUTFIT |PTMEASUR-AL|EXACT MATCH|       |
|NUMBER  SCORE  COUNT  MEASURE   S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Person|
|----------------------------------------+----------+----------+-----------+-----------+-------|
|    3     21     24     2.11     .63| .92  -.03| .91   .03| .31   .22| 87.5  87.5| 003   |
|   10     21     24     2.11     .63| .81  -.33| .51  -.83| .55   .22| 87.5  87.5| 010   |
|   38     21     24     2.11     .63| .88  -.13| .59  -.63| .45   .22| 87.5  87.5| 038   |
|   44     21     24     2.11     .63| .88  -.13| .59  -.63| .45   .22| 87.5  87.5| 044   |
|    2     20     24     1.75     .56|1.00   .11| .92  -.02| .26   .24| 83.3  83.3| 002   |
|    9     20     24     1.75     .56| .93  -.08| .88  -.11| .34   .24| 83.3  83.3| 009   |
|   22     20     24     1.75     .56|1.00   .11| .95   .05| .26   .24| 83.3  83.3| 022   |
|   25     20     24     1.75     .56| .91  -.14| .89  -.09| .36   .24| 83.3  83.3| 025   |
|   31     20     24     1.75     .56|1.01   .16| .97   .09| .24   .24| 83.3  83.3| 031   |
|   45     20     24     1.75     .56| .76  -.64| .53 -1.05| .63   .24| 83.3  83.3| 045   |
|   56     20     24     1.75     .56|1.01   .15|1.00   .16| .22   .24| 83.3  83.3| 056   |
|   57     20     24     1.75     .56|1.05   .27|1.11   .38| .13   .24| 83.3  83.3| 057   |
|   59     20     24     1.75     .56|1.01   .15|1.00   .16| .22   .24| 83.3  83.3| 059   |
|   65     20     24     1.75     .56|1.01   .15|1.00   .16| .22   .24| 83.3  83.3| 065   |
|   66     20     24     1.75     .56|1.05   .27|1.11   .38| .13   .24| 83.3  83.3| 066   |
|   68     20     24     1.75     .56|1.01   .15|1.00   .16| .22   .24| 83.3  83.3| 068   |
|   21     19     24     1.46     .52|1.00   .08| .89  -.15| .30   .26| 79.2  79.1| 021   |
|   58     19     24     1.46     .52| .92  -.19| .75  -.56| .42   .26| 79.2  79.1| 058   |
|   60     19     24     1.46     .52| .97  -.02| .85  -.28| .34   .26| 79.2  79.1| 060   |
|   67     19     24     1.46     .52| .92  -.19| .75  -.56| .42   .26| 79.2  79.1| 067   |
|   69     19     24     1.46     .52| .97  -.02| .85  -.28| .34   .26| 79.2  79.1| 069   |
|   23     18     24     1.21     .49| .95  -.14| .81  -.53| .40   .28| 70.8  75.3| 023   |
|   24     18     24     1.21     .49|1.06   .33|1.02   .16| .21   .28| 70.8  75.3| 024   |
|   30     18     24     1.21     .49|1.06   .33|1.02   .16| .21   .28| 70.8  75.3| 030   |
|   47     18     24     1.21     .49|1.03   .22|1.03   .20| .23   .28| 79.2  75.3| 047   |
|   49     18     24     1.21     .49|1.05   .29|1.07   .30| .20   .28| 79.2  75.3| 049   |
|   50     18     24     1.21     .49|1.00   .08| .93  -.12| .30   .28| 79.2  75.3| 050   |
|   12     17     24      .98     .47|1.06   .35|1.10   .46| .19   .29| 66.7  71.6| 012   |
|   14     17     24      .98     .47|1.09   .49|1.17   .69| .14   .29| 66.7  71.6| 014   |
```

Figure 4
Person Measure Test Results Listening Questions

Based on Figure 4, it can be seen that the student with the highest ability is the student who was on the top row in the entry number column, that was, student number 3. He correctly answered 21 questions out of the 24 listening questions presented, so the person's score was 2.11. Students with high ability and the same grades were students numbers 10, 38, and 44.
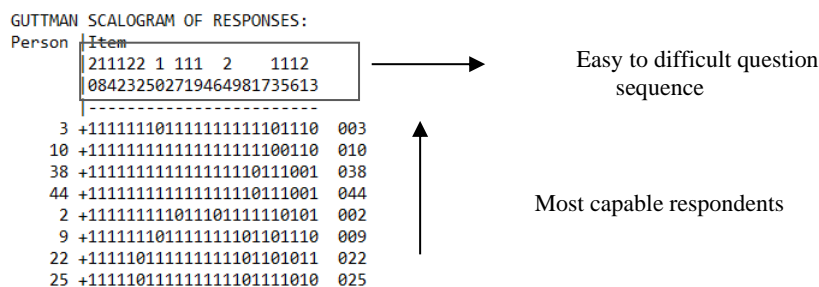
Person STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	JMLE MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PTMEASUR-AL CORR.	PTMEASUR-AL EXP.	EXACT MATCH OBS%	EXACT MATCH EXP%	Person
45	21	24	2.09	.63	.91	-.07	.66	-.46	.39	.18	87.5	87.5	045
3	20	24	1.74	.56	.90	-.17	.72	-.51	.40	.21	83.3	83.3	003
9	20	24	1.74	.56	.90	-.17	.72	-.51	.40	.21	83.3	83.3	009
10	20	24	1.74	.56	.96	.00	.78	-.35	.32	.21	83.3	83.3	010
21	20	24	1.74	.56	1.03	.20	1.06	.28	.15	.21	83.3	83.3	021
30	20	24	1.74	.56	.96	.00	.78	-.36	.32	.21	83.3	83.3	030
38	20	24	1.74	.56	.96	.01	1.03	.22	.24	.21	83.3	83.3	038
44	20	24	1.74	.56	.96	.01	.93	.01	.26	.21	83.3	83.3	044
56	20	24	1.74	.56	.90	-.17	.69	-.59	.41	.21	83.3	83.3	056
59	20	24	1.74	.56	.90	-.17	.69	-.59	.41	.21	83.3	83.3	059
65	20	24	1.74	.56	.90	-.17	.69	-.59	.41	.21	83.3	83.3	065
68	20	24	1.74	.56	.90	-.17	.69	-.59	.41	.21	83.3	83.3	068
2	19	24	1.45	.52	.98	.01	.95	.00	.27	.23	79.2	79.1	002
24	19	24	1.45	.52	.98	.01	.95	.00	.27	.23	79.2	79.1	024
25	19	24	1.45	.52	1.07	.35	1.14	.49	.10	.23	79.2	79.1	025
22	18	24	1.20	.49	1.19	.85	1.36	1.12	-.10	.25	75.0	75.0	022
60	18	24	1.20	.49	1.06	.32	1.06	.28	.16	.25	75.0	75.0	060
69	18	24	1.20	.49	1.06	.32	1.06	.28	.16	.25	75.0	75.0	069
7	17	24	.97	.47	1.04	.25	.98	.02	.22	.26	66.7	71.0	007
11	17	24	.97	.47	1.02	.19	1.00	.09	.23	.26	66.7	71.0	011
12	17	24	.97	.47	.93	-.28	.94	-.15	.35	.26	75.0	71.0	012
14	17	24	.97	.47	.94	-.24	.94	-.15	.34	.26	75.0	71.0	014
33	17	24	.97	.47	.80	-1.04	.69	-1.20	.59	.26	75.0	71.0	033
37	17	24	.97	.47	.89	-.51	.87	-.40	.42	.26	75.0	71.0	037
57	17	24	.97	.47	1.05	.34	.97	-.01	.21	.26	66.7	71.0	057
66	17	24	.97	.47	1.05	.34	.97	-.01	.21	.26	66.7	71.0	066

Figure 5
Person Measure Test Results Reading Questions

Based on Figure 5, it can be seen that the student with the highest ability to read questions was student number 45. He answered correctly 21 questions out of 24 listening questions presented, so the score of the person was 2.09. Students with high ability below student number 45 were students number 3, 9, and 10.

Not only did it detect the sequence of students' abilities, but the feedback was also combined with scalogram results. Testing using scalograms was used to identify error responses, predict scores on missing data, find out respondents' abilities not only based on correct answers but also identified the origin of guesses, and label careless students (Sumintono & Widhiarso, 2015). With scalogram analysis, it can be detected whether students were really able to solve problems or were just guessing. Students from guessing can be detected by inconsistencies in answers, for example he was correct in answering one difficult question and wrong in another difficult question, the student was also wrong in answering inquiries that are categorized as easy.

```
GUTTMAN SCALOGRAM OF RESPONSES:
Person |Item
       |211122 1 111  2    1112
       |084232502719464981735613
       |------------------------
    3 +111111101111111111101110  003
   10 +111111111111111111100110  010
   38 +111111111111111110111001  038
   44 +111111111111111110111001  044
    2 +111111110111101111110101  002
    9 +111111101111111101101110  009
   22 +111110111111111101101011  022
   25 +111110111111111101111010  025
```

Easy to difficult question sequence

Most capable respondents

Figure 6
Scalogram Analysis Results Listening Questions

Figure 6 provides information that the most capable respondents sequentially were students with numbers 3, 10, 38, and 44. Students with numbers 38 and 44 had the same ability because they had the same answers. While student number 3, although he was the most capable student, had careless potential because he answered incorrectly on question number 10, which was in the category of questions with moderate difficulty, even though he was able to answer correctly on questions in the difficult category.

```
GUTTMAN SCALOGRAM OF RESPONSES:
Person |Item
       |  11212 11  1 2   1112 12
       |924270119576342643581803
       |------------------------
    45 +111111111111110101111110  045
     3 +111111111111011110111001  003
     9 +111111111111011110111001  009
    10 +111111111111011110011011  010
    21 +111101111111110011010111  021
    30 +111111111111101011011011  030
    38 +111011111111110111110110  038
    44 +111110111111110111101110  044
    56 +111111111111111001101101  056
    59 +111111111111111001101101  059
    65 +111111111111111001101101  065
    68 +111111111111111001101101  068
```

Easy to difficult question sequence

Most capable respondents

Figure 7
Scalogram Analysis Result Reading Question

Figure 7 can indicate that the most capable respondents for sequential reading competence were students with sequence numbers 045,003,009,010, and 021. Students with sequence numbers 3 and 9 had the same ability because they had the same answers. Meanwhile, student number 21 had careless potential because he answered incorrectly on question number 22, which was categorized as a question with moderate difficulty, even though he was able to answer correctly on difficult questions.

In addition to item measure, person measure, and scalogram, RASCH modeling can also analyze the distribution of respondents' abilities with the same scale, namely person: wright map. The Person:Wright map delineates groups of learner abilities that could serve as tools for differentiation in learning. The results of the person-right map analysis can be seen in Pictures 8 and 9 below.

```
MEASURE Item - MAP - Person
          <rare>|<more>
      3         +
                |
                |
                |
                |
                |T
                |
                |  003 010 038 044
      2         +
                |
                |  002 009 022 025 031 045 056 057 059 065 066 068
                |S
                |  021 058 060 067 069
          X  T|
                |  023 024 030 047 049 050
      1    XX  +  012 014 027 033 034 037 042
           X  |M
           X  |  007 011 015 041 053 062
           S|
          XX  |  004 006 018 032 043 051 061 070
                |
           X  |  016 017 039 040 046
           X  |
          XX  |  001 005 026 052
                |S
      0    X M+  008 035
           X  |
           X  |  013 028 048
          XX  |  036 055 064
          XX  |
           X  |
          XX S|  019 020 029 054 063
```
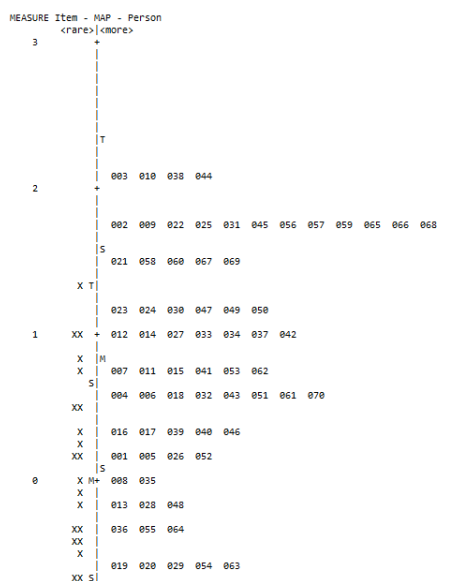
Figure 8
Person Map Results of Listening Question Answers

Based on Figure 8, it can be seen that there was a laterization of students' abilities from the highest to the lowest. The group of students with high listening competence were students with sequence number 003,010,038,044. Followed by groups that had abilities below, which were students numbers 002, 009, 022, 025, 031, 045, 057, 059, 065, 066, and 068. While the lowest group of student abilities were students numbers 019,020, 029,054, and 063.
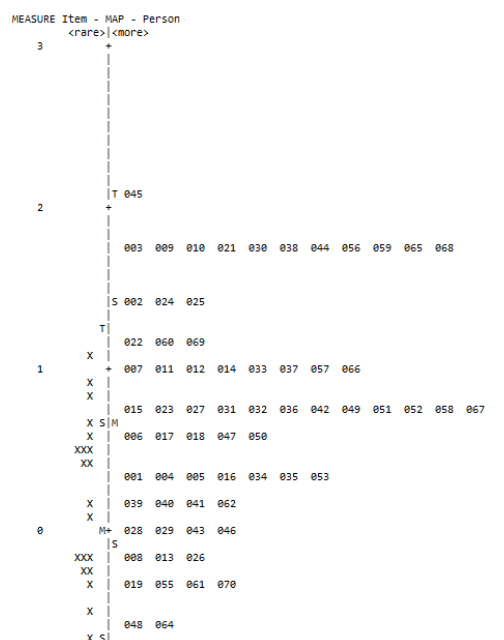
Figure 9
Person Map of Reading Question Answer Result

Figure 9 illustrates the progression of students' reading abilities from the highest to the lowest. The student with the highest ability in competence was the student with sequence number 045. He did not have a group because other students were not able to match his ability. Followed by groups that have the ability below, namely students numbers 003,009, 010,021, 030, 044, 056, 059, 065, and 068, while the lowest group of student abilities were students numbers 048 and 064.

Research conducted by Tang & Zhan (2021) proved that feedback provided based on cognitive diagnostic assessments can improve student learning and is more effective than true-false feedback on student answers. This is especially true in the field of higher-order thinking skills (HOTS). This study assumed that the more information provided in feedback, the more benefits students can get from correcting and improving their learning abilities. Therefore, in this study, students were not only shown the ability to answer questions but also at what point they are weak, at what point they are strong, and their position in the classroom.

Based on the assessment results, diagnostic information can be given in the form of feedback on what students should do from a cognitive perspective (Jang et al., 2015; Kim, 2015). Remedial teaching can utilize this individual feedback as a foundation. This feedback provides sufficient detail to assess students' proficiency in each sub-competency, enabling teachers and students to monitor progress (Sawaki & Koizumi, 2017). To facilitate user interpretation of feedback, researchers translate diagnostic results into qualitative descriptions in as few technical words as possible. Researchers use simple language, assuming even the lowest ability students will be able to understand the feedback given. Researchers use positive, active sentences to create feedback descriptors.

Feedback will provide an in-depth understanding of individual differences in their engagement and the factors that influence it (Zheng et al., 2023). This research has indeed produced individualized feedback for each student who took the test in the form of the students' cognitive strengths and weaknesses. However, this research has not yet identified the factors that affect these cognitive strengths and weaknesses. So, the researchers recommend further researchers develop information technology-based CDA that can broadcast feedback directly as soon as students finish working on the questions. Further research expects feedback to identify student weaknesses and strengths, as well as to describe the factors that influence them.

CONCLUSION

Based on a series of studies conducted, this study has produced a cognitive diagnostic assessment instrument that met the requirements of validity, reliability, readability, and applicability and was ready to be implemented. Thus, it can be claimed that the CDA instrument produced was able to measure cognitive ability and produce individualized feedback for language receptive ability on multimodal text in sub-competencies, namely explanation, interpretation, application, and perspective. The results of this study played an important role in detecting students' cognitive strengths and weaknesses and providing direction for steps that teachers and students must take to follow up. In addition, it also facilitated student grouping, selecting content, process, and product targets for differentiated learning of the next material. This study also contributes to addressing the long-standing criticism that language assessments fail to provide individualized feedback to link assessment to learning, as there has been no research addressing CDA with individualized feedback in the language domain. However, it needs to be recognized that in its application, the resulting CDA instrument requires adequate infrastructure support, so it cannot be applied in schools that are lacking. Feedback cannot be formulated quickly because teachers need to do an analysis first. This study has not yet detected factors that affect cognitive strengths and weaknesses. So that researchers recommend further researchers develop information technology-based CDA that can broadcast feedback directly as soon as students finish working on the problem. Further research expects feedback to identify student weaknesses and strengths, as well as to describe the factors influencing them.

DECLARATIONS

Author contribution	:	Giati Anisah leads and is responsible for all research projects implemented in Bojonegoro District. She also wrote the manuscript and collaborated with the second author. Midya Yuli Amreta participated in field data collection and analysis. Both authors approved the final manuscript.
Funding statement	:	This research was funded by the Directorate of Research, Technology, and Community Service of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2023.
Conflict of interest	:	Both authors declare that they have no competing interests.
Ethics Approval	:	The authors agree to have this article published in KEMBARA in 2024.
Additional information	:	No additional information is available for this paper.

REFERENCE

Agnafia, D. N. (2019). Analisis Kemampuan Berpikir Kritis Siswa dalam Pembelajaran Biologi. *Florea: Jurnal Biologi dan Pembelajarannya*, *6*(1), 45–53. http://doi.org/10.25273/florea.v6i1.4369

Al Fajri, T. A. (2020). Pentingnya Penggunaan Pendekatan Multimodal dalam Pembelajaran. *Waskita: Jurnal Pendidikan Nilai dan Pembangunan Karakter*, *2*(1), 57–72. https://doi.org/10.21776/ub.waskita.2018.002.01.5

Andrich, D., & Marais, I. (2019). A Course in Rasch Measurement Theory. In *Measuring in the educational, social and health sciences* (Vol. 41). Springer. https://link.springer.com/book/10.1007/978-981-13-7496-8

Anisah, G. (2018). Validitas Instrumen Asesmen Menulis Cerpen Terintegrasi Pendidikan Karakter. *AL-Ulya: Jurnal Pendidikan Islam*, *3*(1), 15–25. https://doi.org/10.32665/ulya.v3i1.695

Anisah, G., & Amreta, M. Y. (2023). Pengembangan Instrument Assessment as Learning Berbasis Projek untuk Pembelajaran Menyimak dan Berbicara Monologis Dialogis Bermuatan Karakter Bhineka Tunggal Ika. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 76–88. https://doi.org/10.22219/kembara.v9i1.22701

Arijanty, A. (2014). Model Rasch sebagai Kerangka Acuan Penyusunan Alat Ukur. *Jurnal Pendidikan dan Kebudayaan*, *20*(1), 109–123. https://doi.org/10.24832/jpnk.v20i1.130

Arikunto, S. (2019). *Prosedur Penelitian*. Rineka Cipta.

Aryadoust, V., Ng, L. Y., & Sayama, H. (2021). A Comprehensive Review of Rasch Measurement in Language Assessment: Recommendations and Guidelines for Research. *Language Testing*, *38*(1), 6–40. https://doi.org/10.1177/0265532220927487

Astalini, A., Darmaji, D., Kurniawan, W., Anwar, K., & Kurniawan, D. (2019). Effectivenes of Using e-Module and e-Assessment. *International Journal of Interactive Mobile Technologies*, *13*(9), 21–39. https://doi.org/10.3991/ijim.v13i09.11016

Astuti, A. P., Aziz, A., Sumarti, S. S., & Bharati, D. A. L. (2019). Preparing 21st Century Teachers: Implementation of 4C Character's Pre-Service Teacher Through Teaching Practice. *Journal of Physics: Conference Series*, *1233*(1), 12109. https://doi.org/10.17509/ijal.v9i2.20218

Azizah, A., & Wahyuningsih, S. (2020). Penggunaan Model RASCH untuk Analisis Instrumen Tes pada Mata Kuliah Matematika Aktuaria. *Jurnal Pendidikan Matematika (JUPITEK)*, *3*(1), 45–50. https://doi.org/10.30598/jupitekvol3iss1pp45-50

Beauty, M., Rahmawati, L. E., Markhamah, M., & Tawandorloh, K.-A. (2023). Evaluasi CIPP Pembelajaran Keterampilan Membaca di Program Studi Pendidikan Bahasa dan Sastra Indonesia: Analisis proses dan produk. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 1–14. https://doi.org/10.22219/kembara.v9i1.23516

Budyartati, S. (2016). Tes Kognitif Diagnostik untuk Mendeteksi Kesulitan Belajar Siswa Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, *1*(1). https://doi.org/10.33830/penaanda.v1i2.6202

Carless, D., & Boud, D. (2018). The Development of Student Feedback Literacy: Enabling Uptake of Feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315–1325. https://doi.org/10.1080/02602938.2018.1463354

Chan, S.-W., Looi, C.-K., & Sumintono, B. (2021). Assessing Computational Thinking Abilities Among Singapore Secondary Students: A Rasch Model Measurement Analysis. *Journal of Computers in Education*, *8*(1), 213–236. https://doi.org/10.1007/s40692-020-00177-2

Diakidoy, I.-A. N., Stylianou, P., Karefillidou, C., & Papageorgiou, P. (2019). The Relationship Between Listening and Reading Comprehension of Different Types of Text at Increasing Grade Levels. *Reading Psychology*, *26*(1), 55–80. https://doi.org/10.1080/02702710590910584

Dressman, M. (2019). Multimodality and Language Learning. In *The Handbook of Informal Language learning*. Wiley Online Library. https://doi.org/10.1002/9781119472384.ch3

Ermiyanto, E., Asroa, I., & Ilyas, A. (2023). Asesmen Diagnostik Gaya Belajar Siswa Kelas VII di SMPN 4 Padang Panjang. *MANAZHIM*, *5*(1), 166–177. https://doi.org/10.36088/manazhim.v5i1.2845

Gravemeijer, K., Stephan, M., Julie, C., Lin, F., &, & Ohtani, M. (2017). What Mathematics Education May Prepare Students for the Society of the Future?. *International Journal of Science and Mathematics Education, 15*(1), 105–123. https://doi.org/10.1007/s10763-017-9814-6

Habsy, B. A., Azizah, N. H., Viola, N. P., & Mahendra, W. (2024). Peran Guru dalam Menciptakan Lingkungan Pembelajaran yang Efektif dengan Cara Pengelolaan Kelas yang Menarik. *TSAQOFAH*, *4*(2), 545–566. https://doi.org/10.58578/tsaqofah.v4i2.2305

Hasna, S., Azizah, M., & others. (2023). Implementasi Asesmen Diagnostik Non Kognitif Siswa Kelas 3 SD Negeri Gayamsari 02 Kota Semarang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, *9*(2), 6037–6049. https://doi.org/10.36989/didaktik.v9i2.1390

Hattie, J., & Clarke, S. (2018). *Visible Learning: Feedback*. Routledge.

Hendaryan, & Noviadi, A. (2023). The Role of Metacognition Strategies (Metacomprehension) and Inferential Ability in Improving Reading Comprehension Ability. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(2), 363–375. https://doi.org/10.22219/kembara.v9i2.26097

Hesse, F., Care, E., Buder, J., Sassenberg, K., & G., & P. (2015). A Framework for Teachable

Collaborative Problem Solving Skills. In *Assessment and teaching of 21st century skills* (pp. 37–56). https://doi.org/10.1007/978-94-017-9395-7_2

Hilman, I., Akmal, R., & Nugraha, F. (2023). Analisis Gaya Belajar Peserta Didik Melalui Assessment Diagnostik Non Kognitif pada Pembelajaran Diferensiasi di Sekolah Dasar. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, *8*(1), 161–167. https://doi.org/10.35568/naturalistic.v8i1.3911

Himawan, R., & Nurgiyantoro, B. (2022). Analisis Butir soal Latihan Penilaian Akhir Semester Ganjil Mata Pelajaran Bahasa Indonesia Kelas VIII SMPN 1 Bambanglipuro Bantul Menggunakan Program ITEMAN. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *8*(1), 160–180. https://doi.org/10.22219/kembara.v8i1.20530

Huda, A. A. S., Alamsyah, A., Selvia, S., & Sangadah, N. (2023). Asesmen Diagnostik Kognitif pada Mata Pelajaran PAI Kelas 7 di SMPN 3 Lembang. *Al'Ulum Jurnal Pendidikan Islam*, *3*(2), 213–224. https://doi.org/10.54090/alulum.298

Hui, L., de Bruin, A. B. H., Donkers, J., & van Merriënboer, J. J. G. (2021). Does Individual Performance Feedback Increase the use of Retrieval Practice? *Educational Psychology Review*, *33*(1), 1–23. https://doi.org/10.1007/s10648-021-09604-x

Huilin, C. L. (2013). *Cognitive Diagnostic Approach — A New Stage of Language Testing Research.* https://api.semanticscholar.org/CorpusID:63374199

Imamyartha, D., Fitriyah, S. M., Tasnim, Z., Puspa, A., Fardhani, A. E., Wahjuningsih, E., Sundari, S., Hudori, R. F., & Arya, B. (2019). The Efficacy of 4Cs-based Reading to Foster 21st-Century Learning Competencies. *Indonesian Journal of Applied Linguistics*, *9*(2), 275–285. https://doi.org/doi: 10.17509/ijal.v9i2.20218

Irons, A., & Elkington, S. (2021). *Enhancing Learning Through Formative Assessment and Feedback.* Routledge.

Jain, S., & Wallace, B. C. (2019). Attention is Not Explanation. *ArXiv.* https://doi.org/https://doi.org/10.48550/arXiv.1908.04626

Jang, E. E., Dunlop, M., Park, G., & Van Der Boom, E. H. (2015). How do Young Students with Different Profiles of Reading Skill Mastery, Perceived Ability, and Goal Orientation Respond to Holistic Diagnostic Feedback? *Language Testing*, *32*(3), 359–383. https://doi.org/10.1177/0265532215570924

Jang, E. E., & Sinclair, J. (2021). Diagnostic Assessment in Language Classrooms. *The Routledge Handbook of Language Testing*, 187–205. https://doi.org/10.4324/9781003220756-15

Johnson, E. (2021). Face Validity. In *Encyclopedia of Autism Spectrum Disorders.* Springer. https://doi.org/10.1007/978-3-319-91280-6_308

Kamaruddin, A., Patmasari, A., Whanchit, W., & Suriaman, A. (2023). The Effect of IBL (Inquiry-Based Learning) Model on EFL Students' Critical Thinking Skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *9*(1), 15-23.. https://doi.org/10.22219/kembara.v9i1.22766

Karlimah, K. (2022). How Does RASCH Modeling Reveal Difficulty and Suitability Level the Fraction Test Question? *Jurnal Elemen*, *8*(1), 66–76. https://doi.org/10.29408/jel.v8i1.4170

Kementerian Pendidikan, Kebudayaan, R. dan T. (2022). *Capaian Pembelajaran Kurikulum Merdeka 2022.* Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi. https://www.kemdikbud.go.id/main/blog/2021/12/kemendikbudristek-dorong-sekolah-memahami-opsi-kurikulum-prototipe-untuk-pulihkan-pembelajaran

Kim, A.-Y. (2015). Exploring Ways to Provide Diagnostic Feedback with an ESL Placement Test: Cognitive Diagnostic Assessment of l2 Reading Ability. *Language Testing*, *32*(2), 227–258. https://doi.org/10.1177/0265532214558457

Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-Based Learning: A Review of the Literature. *Improving Schools*, *19*(3), 267–277. https://doi.org/10.1177/1365480216659733

Kramer, A.-W., Schaaf, J. V, & Huizenga, H. M. (2023). How Much do You Want to Learn? High-School Students' Willingness to Invest Effort in Valenced Feedback-Learning Tasks. *Learning*

and Individual Differences, *108*, 102375. https://doi.org/10.1016/j.lindif.2023.102375

Larenas, C. D., Díaz, A. J., Orellana, Y. R., & Villalón, M. J. S. (2021). Exploring the Principles of English Assessment Instruments. *Ensaio*, *29*(111), 23-37. https://doi.org/10.1590/S0104-40362021000202851

Laudel, H., & Narciss, S. (2023). The Effects of Internal Feedback and Self-Compassion on The Perception of Negative Feedback and Post-Feedback Learning Behavior. *Studies in Educational Evaluation*, *77*(1), 101237. https://doi.org/10.1016/j.stueduc.2023.101237

Leighton, J., & Gierl, M. (2007). *Cognitive Diagnostic Assessment for Education: Theory and Applications*. Cambridge University Press.

Magdalena, I., Fauziah, S. N., Faziah, S. N., & Nupus, F. S. (2021). Analisis Validitas, Reliabilitas, Tingkat Kesulitan dan Daya Beda Butir Soal Ujian Akhir Semester Tema 7 Kelas III SDN Karet 1 Sepatan. *Bintang*, *3*(3), 198–214. http://dx.doi.org/10.24042/ajpm.v6i2.50

Mauliya, A. (2019). Perkembangan Kognitif pada Peserta Didik SMP Menurut Jean Piaget. *ScienceEdu*, *2*(2), 86–91. https://doi.org/10.19184/se.v2i2.15059

Miles, Matthew B., Huberman, A. Michael. dan Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE.

Min, S., & He, L. (2022). Developing Individualized Feedback for Listening Assessment: Combining Standard Setting and Cognitive Diagnostic Assessment Approaches. *Language Testing*, *39*(1), 90–116. https://doi.org/10.1177/0265532221995475

Misbah, S. (2022). Penerapan Metode Umpan Balik (Feed Back Partner) untuk Meningkatkan Prestasi Belajar Siswa pada Mata Pelajaran Bahasa Indonesia Materi Struktur dan Kebahasaan Teks Anekdot Kelas X IPS-2 SMAN 4 Kota Bima Semester 1 Tahun Pelajaran 2020/2021. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, *2*(2), 143–154. https://doi.org/10.53299/jppi.v2i2.219

Molenda, M. (2015). In Search of the Elusive ADDIE Model. *Performance Improvement*, *54*(2), 40–43. https://www.researchgate.net/profile/Michael-Molenda/publication/251405713_In_search_of_the_elusive_ADDIE_model/links/5b5f098ba6fdccf0b200e5b2/In-search-of-the-elusive-ADDIE-model.pdf

Müller, M. (2020). Item Fit Statistics for Rasch Analysis: Can we Trust Them? *Journal of Statistical Distributions and Applications*, *7*(1), 1–12. https://doi.org/10.1186/s40488-020-00108-7

Musaad, F., & Suparman, S. (2023). Pengembangan e-Modul Berbasis Problem Based Learning untuk Memacu Kemampuan Berfikir Kritis Abad-21. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, *12*(3), 3162–3171. http://dx.doi.org/10.24127/ajpm.v12i3.6119

Muslihin, H. Y., Suryana, D., Suherman, U., Dahlan, T. H., & others. (2022). Analysis of the Reliability and Validity of the Self-Determination Questionnaire Using RASCH model. *International Journal of Instruction*, *15*(2), 207–222.

Parmaningsih, T. J., & Saputro, D. R. S. (2021). RASCH Analysis on Item Response Theory: Review of Model Suitability. *AIP Conference Proceedings*, *2326*(1), 13-27. https://doi.org/10.1063/5.0040305

Perea, M. (2013). Why Does the APA Recommend the Use of Serif Fonts? *Psicothema*, *25*(1), 13–17. https://doi.org/10.7334/psicothema2012.141

Pérez-González, L. (2019). Multimodality. In *Routledge Encyclopedia of Translation Studies* (pp. 346–351). Routledge.

Pratama, D. (2020). Analisis Kualitas Tes Buatan Guru melalui Pendekatan Item Response Theory (IRT) Model RASCH. *Tarbawy: Jurnal Pendidikan Islam*, *7*(1), 61–70. https://doi.org/10.21776/ub.waskita.2018.002.01.5

Prihatni, Y., Kumaidi, K., & Mundilarto, M. (2016). Pengembangan Instrumen Diagnostik Kognitif pada Mata Pelajaran IPA di SMP. *Jurnal Penelitian dan Evaluasi Pendidikan*, *20*(1), 111–125. https://doi.org/10.21831/pep.v20i1.7524

Putri, A. O. (2021). Pengembangan Tes Diagnostik Berbentuk Uraian Berdasarkan Ranah Kognitif untuk Mengetahui Letak Kesulitan Belajar Siswa SMP pada Materi Bangun Ruang. *Jurnal*

Pusaka, *10*(1), 40–54. https://doi.org/10.35897/ps.v10i1.597

Redlo, J. M. (2021). Barriers in Teaching the Four C's of 21st Century Competencies: Dismantling the Obstacles. In *Handbook of research on barriers for teaching 21st-Century competencies and the impact of digitalization* (pp. 1–14). IGI Global. https://doi.org/10.4018/978-1-7998-6967-2.ch001

Safi'i, I., Tarmini, W., & Wahdini, L. (2021). Critical Thinking in Evaluation Instruments at BSE Indonesian Language. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *7*(2), 232–240. https://doi.org/10.22219/kembara.v7i2.17300

Saleh Alharbi, A., Abdullah Alhebshi, A., & Meccawy, Z. (2021). EFL Students' and Teachers' Perceptions of Google forms as a Digital Formative Assessment Tool in Saudi Secondary Schools. *Arab World English Journal (AWEJ) Special Issue on CALL*, *7*(2), 140–154. https://dx.doi.org/10.24093/awej/call7.10

Sawaki, Y., & Koizumi, R. (2017). Providing Test Performance Feedback that Bridges Assessment and Instruction: The Case of Two Standardized English Language Tests in Japan. *Language Assessment Quarterly*, *14*(3), 234–256. https://doi.org/10.1080/15434303.2017.1348504

Shrotryia, V. K., & Dhanda, U. (2019). Content Validity of Assessment Instrument for Employee Engagement. *SAGE Open*, *9*(1), 234–245. https://doi.org/10.1177/2158244018821751

Stemler, S. E., & Naples, A. (2021). Rasch Measurement V. Item Response Theory: Knowing When to Cross The Line. *Practical Assessment, Research & Evaluation*, *26*, 11.

Suarni. (2023). Implementasi Asesmen Diagnostik dalam Kurikulum Merdeka pada Mata Pelajaran Bahasa Inggris Kelas XI/Fase F di Madrasah Aliyah Negeri Kota Sorong. *JKIP*, *1*(4), 263–270. https://doi.org/10.61116/jkip.v1i4.188

Sumintono, B., & Widhiarso, W. (2015). *RASCH Modeling Application in Educational Assessment*. Trimkom Publising Home.

Sumintono, B., & Widhiarso, W. (2015). *Aplikasi Pemodelan RASCH pada Assessment Pendidikan*. Trim Komunikata.

Sun, H., & Hwang, Y. (2023). Enhancing EFL learners' English Reading Performance Through the Diagnostic Feedback of CDA. *Korean Journal of English Language and Linguistics*, *23*(July), 535–553. https://doi.org/10.15738/kjell.23..202307.535

Supriyadi, S., Lia, R. M., Rusilowati, A., Isnaeni, W., Susilaningsih, E., & Suraji, S. (2022). Penyusunan Instrumen Asesmen Diagnostik untuk Persiapan Kurikulum Merdeka. *Journal of Community Empowerment*, *2*(2), 67–73. https://doi.org/10.15294/jce.v2i2.61886

Susanti, E. (2019). *Keterampilan Menyimak*. Rajawali Pers.

Tang, F., & Zhan, P. (2021). Does Diagnostic Feedback Promote Learning? Evidence from a Longitudinal Cognitive Diagnostic Assessment. *AERA Open*, *7*. https://doi.org/10.1177/23328584211060804

Taylor, C., & Noë, A. (2021). *The Explanation of Behaviour*. Routledge.

Toprak, T. E., & Cakir, A. (2021). Examining The L2 Reading Comprehension Ability of Adult ELLs: Developing a Diagnostic Test within the Cognitive Diagnostic Assessment framework. *Language Testing*, *38*(1), 106–131. https://doi.org/10.1177/0265532220941470

Van Leeuwen, T. (2015). Multimodality. *The Handbook of Discourse Analysis*, 447–465. https://doi.org/10.1002/9781118584194.ch21

Wahyuni, L. D., Gumela, G., & Maulana, H. (2020). Interrater Reliability: Comparison of Essay's Tests and Scoring Rubrics. *Journal of Physics: Conference Series*, *1*(1), 1–6. https://doi.org/10.1088/1742-6596/1933/1/012081

Wang, M. (2023). Bridging Assessment and Learning: A Cognitive Diagnostic Analysis of a Large-Scale Spanish Proficiency Test. *Porta Linguarum*, *2023*(40), 9–24. https://doi.org/10.30827/portalin.vi40.15930

Wiggins, G., & McTighe, J. (2005). Understanding by Design (expanded 2nd ed.). In *Association for Supervision and Curriculum Development*.

Wilson, L. O. (2016). Anderson and Krathwohl Bloom's Taxonomy Revised: Understanding the New Version of Bloom's Taxonomy. *Quincycollege.Edu*, 2–4.

Wulandari, G. A. P. T. W., Putrayasa, I. B., & Martha, I. N. (2023). Efektivitas Asesmen Diagnostik dalam Pembelajaran Berdiferensiasi pada Pelajaran Bahasa Indonesia. *Nusantara: Jurnal Pendidikan Indonesia*, *3*(3), 433-448. https://doi.org/10.14421/njpi.2023.v3i3-5

Yeh, H. W. (2022). Effects of Diagnostic Tests on Self-Directed Language Learning Development. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, *12*(1), 1-15. https://doi.org/10.4018/ijcallt.291105

Zhang, Z. V., & Hyland, K. (2022). Fostering Student Engagement With Feedback: An Integrated Approach. *Assessing Writing*, *51*, 100586. https://doi.org/10.1016/j.asw.2021.100586

Zheng, Y., Yu, S., & Liu, Z. (2023). Understanding Individual Differences in Lower-Proficiency Students' Engagement with Teacher Written Corrective Feedback. *Teaching in Higher Education, 28*(2), 301-321. https://doi.org/10.1080/13562517.2020.1806225

SUBJECT INDEX

AUTHOR INDEX

Judul harus singkat dan mampu menggambarkan keseluruhan isi artikel serta deskriptif dan informatif (Garamond ukuran 14, KAPITAL di Awal, Bold, dan spasi 1)

Penulis I (Garamond 12)
Afiliasi, Negara (Garamond 10)
email

Penulis II (Garamond 12)
Afiliasi, Negara (Garamond 10)
email

Penulis III (Garamond 12)
Afiliasi, Negara (Garamond 10)
email

Penulis IV (Garamond 12)
Afiliasi, Negara (Garamond 10)
email

Penulis V (Garamond 12)
Afiliasi, Negara (Garamond 10)
email

Penulis VI (Garamond 12)
Afiliasi, Negara (Garamond 10)
email

*Corresponding author: Nama penulis: email: xxx@umm.ac.id (Garamond 10) **NOMOR WA AKTIF:**

Sejarah Artikel	Diterima:	Direvisi:	Tersedia Daring:

Abstrak: Abstrak merupakan gambaran singkat dari keseluruhan tulisan, memuat masalah pokok yang dibahas, alasan penelitian, tujuan, metode, dan hasil penelitian. Abstrak ditulis dalam satu paragraf terdiri atas 200 kata, tanpa pustaka/kutipan (Garamond 10, spasi 1)

Bagian dari abstrak terdiri dari
1. **Latar belakang umum**
2. **Tujuan penelitian**
3. **Metode penelitian (digambarkan secara lengkap, dari pendekatan sampai analisis data)**
4. **Hasil penelitian**
5. **kesimpulan**

Kata Kunci	Kata kunci dapat berupa kata tunggal atau gabungan kata, maksimal lima kata atau frasa, tanpa diakhiri tanda titik. Kata kunci harus alfabet (Garamond 10, spasi 1)

Abstract: Abstract is a brief description of the whole article, contains the main issues discussed, the reasons for research, objectives, methods, and research results. Abstracts are written in a single paragraph consisting of 200 words, without libraries/citations

Keywords	Keywords can be single words or word combinations, up to five words or phrases, without ending a period (Garamond 10, spasi 1)

How to Cite

PENDAHULUAN (Garamond 12, KAPITAL, tebal)

Artikel ditulis minimal 12 halaman, dalam bagian pendahuluan **wajib** berisi:

1. **Latar belakang umum**
2. **Kebaruan dan *state of the art* (wajib dijelaskan di bagian pendahuluan)**
3. **Menggambarkan survei literatur**
4. **Analisis kesenjangan**
5. **Tujuan penelitian**
6. **Kontribusi penelitian yang jelas**

Bagian ini ditulis maksimum 20% (termasuk judul dan abstrak) dari badan artikel. Semua sumber yang dirujuk atau dikutip wajib dituliskan di dalam daftar pustaka.

METODE (Garamond 12, KAPITAL, tebal)

Bagian metode harus ditulis secara singkat, jelas, padat, dan bernas. Metode berisi mengenai penjelasan **(a) jenis penelitian, (b) pendekatan penelitian, (c) data dan sumber data, (d) teknik pengumpulan data, dan (e) teknik analisis data**. Hal-hal spesifik (jika ada) dapat dijelaskan pada bagian metode ini. Bagian ini ditulis maksimum 10% dari badan artikel.

HASIL DAN PEMBAHASAN (Garamond 12, KAPITAL, tebal)

Untuk memudahkan pemahaman dan pembacaan, hasil dan pembahasan **tidak dipisah** dalam penulisannya. Hasil dan pembahasan harus menjawab permasalahan dan tujuan penelitian. Subjudul hasil dan pembahasan disajikan terpisah. Pembahasan merupakan bagian yang memiliki porsi paling banyak dalam badan artikel, minimum 60% dari keseluruhan artikel.

Bagian hasil penelitian berisi paparan analisis data. Penulis dapat memaparkan hasil penelitian yang telah disesuaikan dengan tujuan atau permasalahan yang dikaji, serta berlandaskan prosedur yang telah diuraikan pada bagian metode. Hasil dapat disajikan dalam bentuk tabel angka-angka, grafik, deskripsi verbal, karakteristik, analisis statistik, pengujian hipotesis yang telah disesuikan dengan karakteristik penelitian. Tabel, grafik, atau gambar tidak boleh terlalu panjang, terlalu besar, atau terlalu banyak. Penulis sebaiknya menggunakan variasi penyajian tabel, grafik, atau deskripsi verbal. Tabel dan grafik yang disajikan harus dirujuk dalam teks. Cara penulisan tabel ditunjukkan pada Tabel 1. Tabel tidak memuat garis vertikal (tegak). Ukuran huruf isian tabel dan gambar boleh diperkecil.

Bagian pembahasan menjadi poin terpenting dari keseluruhan penelitian. Pembahasan diberikan porsi 60% dari keseluruhan tulisan. Pembahasan dimaksudkan untuk memaknai hasil penelitian sesuai dengan teori yang digunakan dan tidak sekadar menjelaskan temuan. Pembahasan harus diperkaya dengan merujuk hasil-hasil penelitian yang relevan dan telah terbit di jurnal ilmiah. Selain itu, pembahasan harus menunjukkan kebaruan dan temuan signifikan dari penelitian yang dilakukan. Pembahasan dapat disajikan dalam subbab dan sub-subbab sesuai dengan tujuan dan masalah secara sistematis. Untuk memudahkan pemahaman maka bagian yang harus ada dalam hasil dan pembahasan meliputi:

1. **Menyampaikan temuan**
2. **Membandingkan temuan dengan penelitian sebelumnya**
3. **Membandingkan hasil dan teori**
4. **Menjawab apa/bagaimana tujuan yang diuraikan dalam pendahuluan?**

Tabel 1
Judul Tabel
(Garamond 10, Kapital pada Awal Kata, tebal)

No	Kepala Tabel	Kepala Tabel	Kepala Tabel	Kepala Tabel
1	Isi tabel	Isi tabel	Isi tabel	Isi tabel
2	Isi tabel	Isi tabel	Isi tabel	Isi tabel
3	Isi tabel	Isi tabel	Isi tabel	Isi tabel
4	Isi tabel	Isi tabel	Isi tabel	Isi tabel
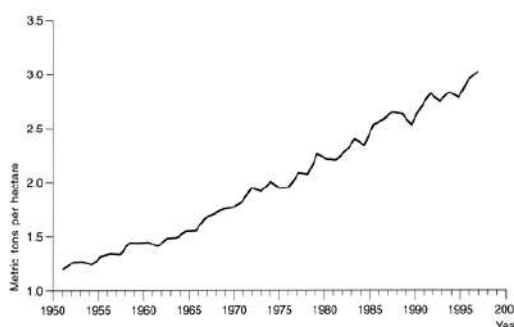
Gambar 1 Grafik Capaian Kerja

Angka-angka di dalam tabel atau grafik tidak boleh diulang-ulang dalam narasi verbal baik sebelum maupun sesudahnya.

Subbab (Garamond 12, Kapital pada awal kata, tebal)

Hasil dan pembahasan dapat disajikan dalam **subbab**, tanpa menggunakan nomor. Judul subbab ditulis dengan huruf kapital pada awal kata.

Sub-Subbab (Garamond 12, Kapital pada awal kata, tebal, *Italic*)

Apabila dalam subbab ada **sub-subbab**, penulisan judul **sub-subab** ditulis dengan huruf **K**apital pada awal kata dan dimiringkan (*italic*).

SIMPULAN (Garamond 12, KAPITAL, tebal)

Simpulan harus menjawab permasalahan, tujuan penelitian dan berisi rekomendasi atau implikasi penelitian. Simpulan bukan ringkasan dan bukan pula tulisan ulang dari pembahasan. Penulisan paragraf pada simpulan menggunakan format paragraf *special first line* 0,8 cm.

UCAPAN TERIMA KASIH (Garamond 122, KAPITAL, tebal)

Bagian ini dapat ditulis jika ada pihak-pihak tertenntu yang perlu diakui, seperti sponsr penelitian. Pengakuan harus ditulis secara singkat dan jelas. Selain itu, hindari pengakuan yang bersifat hiperbola

DAFTAR PUSTAKA (Garamond 12, KAPITAL, tebal)

Pustaka yang diacu minimal berjumlah 35 pustaka, dengan komposisi 80% merupakan sumber primer dan hendaknya berasal dari hasil-hasil penelitian, gagasan, teori atau konsep yang telah diterbitkan di jurnal, baik cetak maupun elektronik (minimal ada 10 jurnal yang dari scopus). 20% acuan yang dirujuk dari buku merupakan hasil publikasi 10 tahun terakhir, terkecuali acuan klasik (buku induk) yang digunakan sebagai bahan kajian historis. Penulisan daftar pustaka dan pengutipan menggunakan gaya APA atau *American Psychological Association*. Selain itu, untuk penulisan daftar pustaka dan pengutipan disarankan menggunakan aplikasi *Mendeley, Zootero,* atau *Endnote*.

Bell, Nancy & Pomerantz, A. (2014). Reconsidering Language Teaching Through A Focus on Humor. *EuroAmerican Journal of Applied Linguistics and Languages, EJournALL*, *1*(1), 31–47. https://www.researchgate.net/profile/Nancy-Bell-4/publication/268214860_

Mujianto, G. (2012). Pemakaian Tuturan Imperatif Calon Guru dalam Interaksi Belajar-Mengajar pada Pembelajaran Mikro di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Malang. *Humanity, Jurnal Penelitian Sosial*, *8*(1), 155–162. https://ejournal.umm.ac.id/index.php/humanity/article/view/1984

Nasution, W. dkk. (2014). Kajian Psikologi Sastra Novel Sordam Karya Suluhan Situmorang dan Relevansinya dengan Pembelajaran Bahasa Indonesia di SMA. *Jurnal Pendidikan Bahasa Indonesia*, *13*(1), 34–41. https://digilib.uns.ac.id/dokumen/detail/38768

Pujiharjo. (2010). *Perubahan Puitika dalam Fiksi Indonesia dari Modernisme ke Pascamodernisme*. Yogyakarta: Elmatera.

Ratna, N. K. (2013). *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.

Setiawan, A. (2015). Sikap Hidup Wanita Jawa dalam Novel Bekisar Merah dan Novel Midah Si Manis Bergigi Emas. *Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *1*(1), 1–15. https://doi.org/10.22219/kembara.v1i1.2326

Sugiarti. (2009). Telaah Estetika dalam Novel Nayla Karya Djenar Maesa Ayu. *Atavisme*, *12*(1). https://doi.org/10.24257/atavisme.v12i1.158.65-76

Sugiarti. (2016). Kesadaran Ketuhanan Tokoh Utama dalam Kumpulan Cerpen Ketika Mas Gagah Pergi dan Kembali Karya Helvy Tiana Rosa. *Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *1*(3), 332–339. https://doi.org/10.22219/kembara.v2i1.4047