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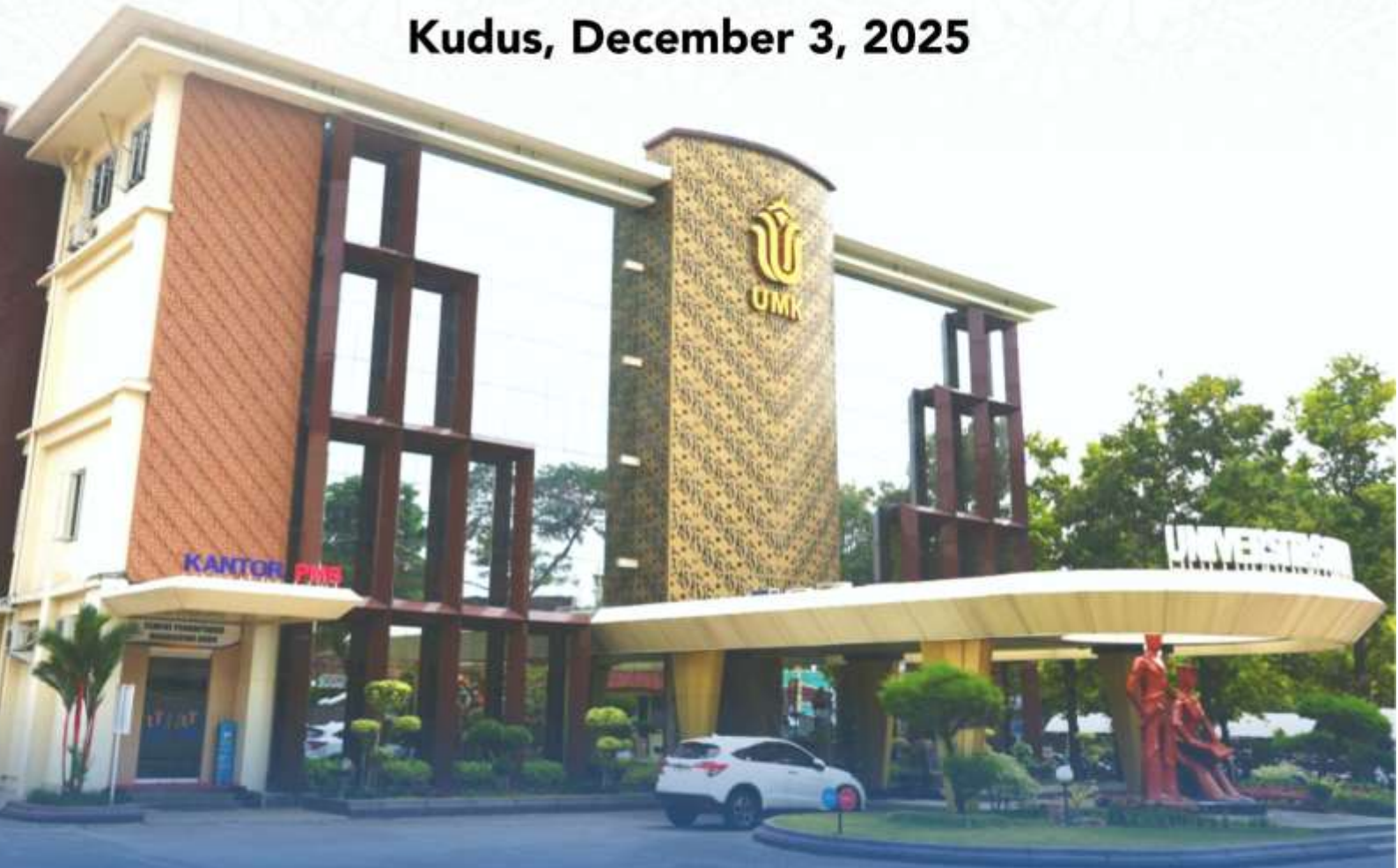

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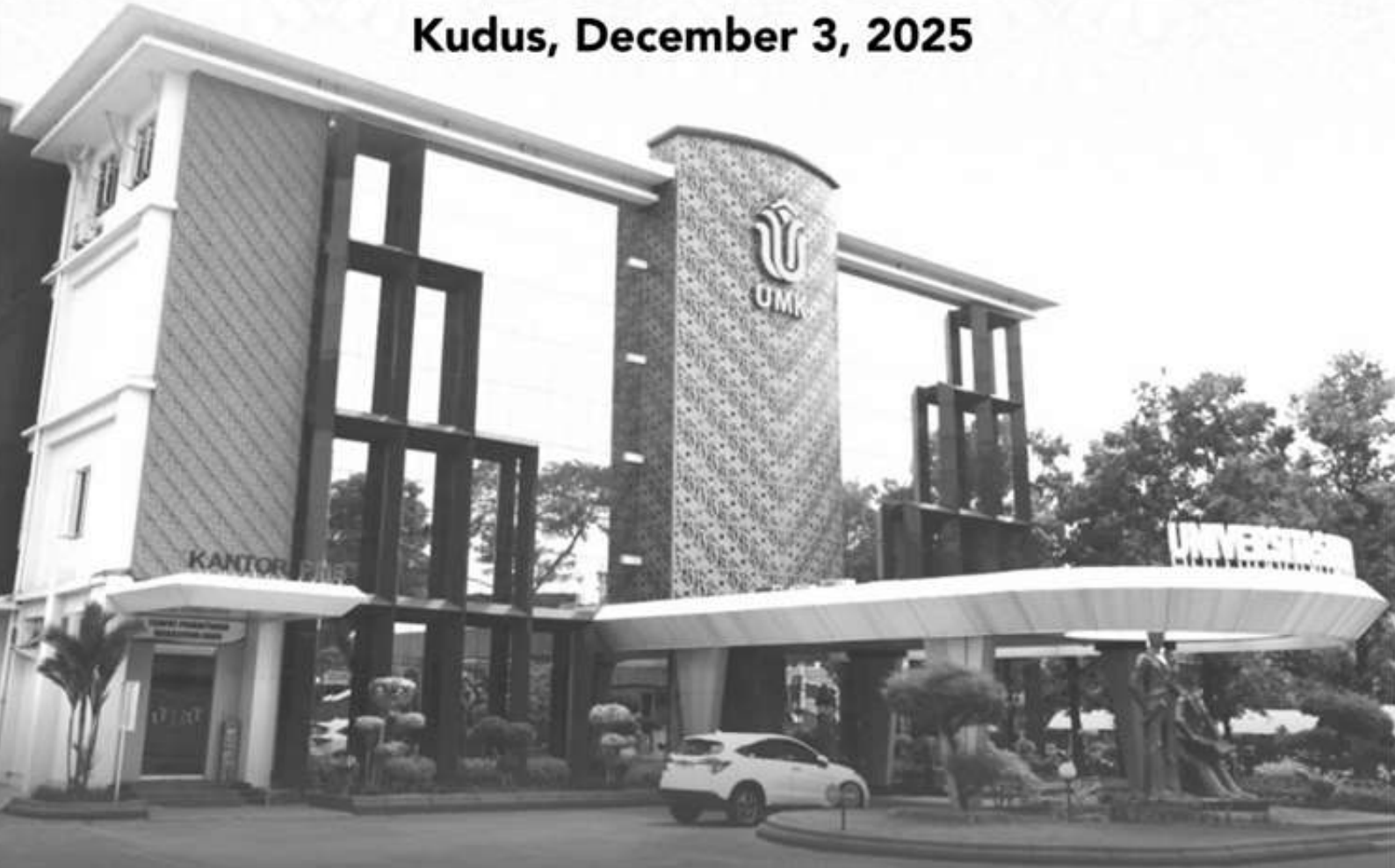

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MURIA KUDUS

2025

FOREWORD

Praise be to God the Almighty for His abundant grace and bounty, so the Proceedings of the International Conference on Education, Culture, Literacy, Numeracy and Humanities (InCECiNs) 2025 can be properly compiled and published. This Proceedings is a scientific documentation of the International Seminar organized by the Faculty of Teacher Training and Education (FKIP) of Universitas Muria Kudus on December 3, 2025 in Kudus, Indonesia.

The InCECiNs international seminar is held as a strategic academic forum to bring together researchers, academics, educators, practitioners, and stakeholders from various countries to discuss, reflect, and develop scientific ideas and findings in the fields of education, culture, literacy, numeracy, and humanities. Presenting the theme "Strengthening Equality and Justice in Education and Social Empowerment: A Global Perspective Towards Inclusivity", this seminar affirmed a shared commitment to strengthening the values of justice, equality, and inclusivity in the development of science and social practice.

This Proceedings contains a collection of selected scholarly articles that have gone through a peer review and selection process). Each article represents the contribution of thought and research results that are expected to enrich scientific treasures, become relevant academic references, and provide practical implications for the development of educational policies and practices as well as social empowerment at the local, national, and global levels.

We would like to express our deepest gratitude and appreciation to the speakers, writers, reviewers, committees, institutional partners, and all parties who have contributed to the organization of this conference and the preparation of this Proceedings. Without mutual cooperation, dedication, and commitment, the publication of these proceedings would not have been properly realized.

Finally, we hope that the InCECiNs 2025 proceedings can provide real benefits for the development of science, become a source of inspiration for future research, and strengthen academic networks in an effort to build an inclusive, equitable, and sustainable education and society.

Kudus, December 2025

Dean of Teacher Training and
Education Facultyb(FKIP) of
Universitas Muria Kudus

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Structure and Linguistic Characteristics in the Speech Text of the Minister of Primary And Secondary Education of the Republic of Indonesia in Commemoration of National Education Day

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Abstract. This study aims to describe the structure, linguistic features, and ideological meaning in the speech text of the Indonesian Minister of Primary and Secondary Education on the commemoration of National Education Day on May 2, 2025. The method used is content analysis with a qualitative descriptive approach. The data are in the form of linguistic elements in the official speech text of the Ministry of Education, Culture, Research, and Technology. The analysis was carried out based on the theory of text structure (Martin & Rose, 2008) and the metafunction of language in Systemic Functional Linguistics (Halliday, 2014). The results show that the speech consists of an opening, body, and closing that function to build a formal atmosphere, convey policy direction, and emphasize collaborative invitations. Prominent linguistic features include declarative and imperative sentences, persuasive diction, causal conjunctions, and repetition of the word education. The choice of language reflects the government's strategy in strengthening the moral legitimacy and ideology of national education.

Keywords: Discourse analysis, text structure, linguistic features, Minister of Education's speech, National Education Day 2025.

INTRODUCTION

Language plays a crucial role in human life because it allows individuals to express their thoughts, ideas, and feelings to others. One prominent use of language in national life is in speeches. Speeches are a formal form of oral communication that aims to convey a message, policy, or viewpoint to an audience. According to Tarigan (2008:45), a speech is a form of speaking skill that aims to influence listeners to act in accordance with the ideas expressed by the speaker. In a national context, speeches by ministers or public officials serve not only as a medium of information but also as a means of building an image, conveying ideology, and directing strategic policies in a particular field, including education. Furthermore, Chaer (2010) emphasizes that language in institutional contexts is often used to shape society's collective understanding of a particular issue, Thus, the choice of language in public officials' speeches always has political and ideological dimensions. The speech of the Minister of Primary and Secondary Education of the Republic of Indonesia in commemoration of National Education Day (Hardiknas) on May 2, 2025, is significant because it serves as an official discourse representing the direction of government policy in the field of national education. In the speech, language is used not merely as a means of communication, but also as a tool for shaping the social and political realities of education. According to Fairclough (1995), discourse is a social practice that not only represents the world but also shapes and constructs it through language. Thus, analyzing the structure and linguistic characteristics of the speech text is crucial for understanding how educational policy messages are constructed linguistically and ideologically. This aligns with van Dijk's (1997) opinion, which states that the discourse of state officials always contains rhetorical strategies that serve to maintain power, build legitimacy, and influence public opinion.

From a curriculum perspective, this research is relevant to the direction of the Independent Curriculum, which emphasizes text-based learning. The Indonesian Language Learning Outcomes (Kemendikbudristek, 2022) state that students are expected to be able to analyze various types of texts, including speeches, by paying attention to their structure and linguistic characteristics. This aims to ensure that students not only understand the content of the speech but also understand how structure and linguistic choices can influence the meaning and power of the message. Therefore, this research contributes to supporting the implementation of the Independent Curriculum, particularly in strengthening critical literacy and appreciation of speech texts. Fang & Schleppegrell (2010) also emphasize that text-based learning helps students understand the relationship between language, context, and communicative purposes, thereby making literacy skills more meaningful and applicable.

Initial observations of the Indonesian Minister of Primary and Secondary Education's speech at the 2025 National Education Day commemoration show a consistent discourse structure, encompassing a compelling opening, content focused on the Freedom to Learn policy, and a reflective and inspiring closing. Furthermore, distinctive linguistic features include the use of persuasive language, educational metaphors, calls to action, and repetitions that reinforce the main message. This phenomenon merits further study, as it demonstrates that the minister's speech not only conveys information but also constructs the ministry's image and ideological identity through language. In his study of classical rhetoric, Aristotle (2007) stated that persuasion in speeches is built through three main aspects: ethos, pathos, and logos. All three are evident in the language style of public officials, which aims to build trust, arouse emotions, and convey logical arguments.

Previous studies have also extensively discussed discourse analysis in speech texts, but with different focuses. Research by Setiawan (2021) on the rhetorical structure of President Joko Widodo's speeches shows that language is used strategically to build rapport with the public through rhetorical patterns and simple diction. Meanwhile, Rahmawati (2022) examined the linguistic characteristics of National Teachers' Day speeches and found that lexical cohesion and causal conjunctions are important factors in building the text's meaningful integrity.

However, research specifically examining the structure and linguistic characteristics of the Minister of Primary and Secondary Education's speeches in the context of National Education Day (Hardiknas) remains rare. Thus, there is a research gap that needs to be filled to achieve a more comprehensive understanding of education policy discourse. Another study by Pratama (2020) highlighted that ministerial speeches at the policy level often incorporate ideology through diction that emphasizes narratives of development and modernization in education, a tendency also relevant in the context of National Education Day. The theoretical basis of this research is based on Martin and Rose's (2008) theory of text structure, which explains that every text has structural stages that reflect its social function. In the context of a speech, this structure typically consists of an introduction (orientation), content or argumentation (body), and a conclusion (closure).

In addition, to analyze linguistic features, this study uses the Systemic Functional Linguistics (FSL) theory from Halliday (2014), which views language as a system of meaning that functions to realize three metafunctions: ideational (conveying ideas), interpersonal (the relationship between speaker and listener), and textual (forming text coherence). This approach allows researchers to interpret how word choice, sentence structure, and cohesive devices are used to build social and ideological meaning in speech texts. Contemporary discourse analysis is also enriched by Appraisal theory (Martin & White, 2005), which examines how speakers' attitudes, evaluations, and ideological positions are expressed through language choices. This theory is relevant in analyzing how ministerial speeches express national educational values. Based on this background, the research questions are as follows: (1) What is the structure of the speech by the Minister of Primary and Secondary Education of the Republic of Indonesia on National Education Day, May 2, 2025? and (2) What are the linguistic characteristics of the speech? The purpose of this research is to comprehensively describe the text structure and identify the linguistic characteristics contained in the speech.

Theoretically, this research is expected to contribute to the development of discourse analysis studies, particularly in the field of educational linguistics. This research enriches understanding of how official speech texts can be analyzed linguistically to uncover the ideological and social meanings behind policy language. Practically, the results of this research are expected to be used as a source for text-based Indonesian language learning in accordance with the demands of the Independent Curriculum, as well as serve as a reference for other researchers interested in examining education policy discourse. Furthermore, for educational institutions and the government, this research can provide an overview of the effectiveness of language use in conveying the values and vision of national education to the public.

Thus, this research is important because it bridges two domains simultaneously: theoretical linguistics and the practice of language education. By analyzing the structure and linguistic characteristics of the speech of the Indonesian Minister of Primary and Secondary Education, this research not only reveals the formal aspects of language but also interprets the educational values articulated through state discourse.

In terms of research contribution, this study offers several forms of novelty. Empirically, this research focuses on the speech of the Minister of Primary and Secondary Education of the Republic of Indonesia delivered after the governmental restructuring of the ministry in the 2024–2025 period, a context that has received limited

scholarly attention in discourse studies of educational policy. The speech represents a new institutional configuration and policy direction, making it a significant yet underexplored object of analysis. Theoretically, this study integrates a genre-based discourse analysis framework (Martin & Rose, 2008) with the metafunctional perspective of Systemic Functional Linguistics (Halliday, 2014), while implicitly drawing on Appraisal theory (Martin & White, 2005) to interpret evaluative and attitudinal meanings, even though a full Appraisal analysis is not conducted. This integrative approach enables a more comprehensive interpretation of both structural and interpersonal meanings in official speech discourse. Contextually, this research highlights the prominence of religious–collective values, such as gotong royong (mutual cooperation), as a distinctive feature of Indonesian education policy discourse. Such values reflect local socio-cultural ideology and differentiate Indonesian ministerial speeches from global educational speech studies, which tend to emphasize individualism, competitiveness, or neoliberal rationality.

RESEARCH METHODOLOGY

This study employs a descriptive qualitative approach using content analysis as the primary research method. This approach is selected because it aligns with the research objective, which seeks to describe and interpret the structure and linguistic characteristics of an official speech text without manipulating the data. Content analysis enables a systematic, objective, and contextual examination of textual messages, allowing researchers to draw valid and replicable conclusions from language data while considering its social and ideological context. As emphasized by Krippendorff (2018), content analysis is a research technique that facilitates the interpretation of meaning embedded in texts through transparent and replicable analytical procedures. Therefore, this method is considered appropriate for uncovering both linguistic patterns and ideological meanings implied in official ministerial speeches, particularly within the discourse of national education policy.

The data in this study consist of linguistic units found in the speech delivered by the Minister of Primary and Secondary Education of the Republic of Indonesia at the commemoration of National Education Day on May 2, 2025. The data include the discourse structure of the speech namely the opening, body, and closing—as well as linguistic elements such as clauses, key lexical choices, sentence types, logical conjunctions, repetition, calls to action, modality, and educational metaphors. Clauses function as the main unit of analysis because they represent the smallest grammatical unit through which ideational, interpersonal, and textual meanings are realized (Halliday, 2014). Key lexical items are analyzed to identify dominant educational values and ideological emphases, while sentence types and conjunctions are examined to understand how persuasion, coherence, and policy direction are linguistically constructed.

The primary data source of this research is the official speech manuscript published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek) through its official website. This source is selected due to its authenticity, institutional authority, and status as official state discourse. To strengthen the analysis, secondary data in the form of relevant books, journal articles, and previous studies on discourse analysis, Systemic Functional Linguistics (SFL), and political or educational speeches are also utilized as theoretical and analytical references.

Data collection is conducted through documentation techniques, involving the systematic collection and examination of written texts. The procedure includes: obtaining and downloading the official speech text; conducting repeated and careful readings to understand the communicative context, purpose, and target audience; identifying and marking linguistic features relevant to discourse structure and meaning-making; and classifying the data according to predetermined linguistic categories. Documentation techniques are considered effective in discourse-based research because they enable researchers to access stable and verifiable textual data (Sugiyono, 2021).

In this qualitative study, the researcher serves as the primary instrument (human instrument), functioning as the planner, data collector, analyst, and interpreter of the data. This role is essential because meaning in discourse analysis emerges through careful interpretation rather than numerical measurement (Moleong, 2019). To support systematic analysis, a document analysis sheet is employed as a supplementary instrument. The analysis categories are developed based on text structure theory proposed by Martin and Rose (2008) and Systemic Functional Linguistics as formulated by Halliday (2014). These categories guide the identification of discourse structure and linguistic features, including clause types, transitivity processes, modality, conjunctions, and rhetorical strategies.

Linguistic analysis in this study is conducted by applying the three metafunctions of Systemic Functional Linguistics. The ideational metafunction is analyzed through the examination of declarative clauses and transitivity patterns, particularly relational processes that define and legitimize education (e.g., education as a national foundation or moral responsibility) and material processes that represent governmental actions such as implementing, strengthening, and advancing educational policies. The interpersonal metafunction is analyzed through sentence types, especially imperative clauses, as well as modality and evaluative lexical choices, which function to construct persuasion, authority, and the speaker's stance toward the audience. The predominance of

low to medium modality indicates a strategy of subtle persuasion rather than coercion, positioning educational reform as a shared responsibility. The textual metafunction is examined through repetition, conjunctions, and thematic organization, revealing how coherence, emphasis, and ideological alignment are maintained throughout the speech.

To ensure the trustworthiness of the findings, several validation strategies are applied. First, source triangulation is conducted by comparing the analyzed speech text with other official publications from the Ministry to confirm textual authenticity and consistency. Second, prolonged engagement is carried out through repeated readings to gain deeper familiarity with linguistic patterns and contextual meanings. Third, peer debriefing involving academic colleagues or expert lecturers is used to minimize subjective interpretation. These strategies correspond to the qualitative validity criteria of credibility, transferability, dependability, and confirmability as proposed by Lincoln and Guba (1985).

Data analysis follows the interactive model proposed by Miles and Huberman (2014), consisting of data reduction, data display, and conclusion drawing. During data reduction, only linguistic units relevant to the research focus are selected and categorized. Data display is conducted through descriptive narration and tables to clearly illustrate linguistic patterns and metafunctional realizations. In the final stage, conclusions are drawn by interpreting how structural and linguistic choices function to construct ideological messages and reinforce educational values promoted by the government.

Overall, the integration of content analysis, documentation techniques, and Systemic Functional Linguistics provides a robust methodological framework for examining both textual and contextual meanings in official speech discourse. As highlighted by Krippendorff (2018), content analysis enables researchers to systematically trace the relationship between language and social context in a transparent and replicable manner. Consequently, this methodology not only produces detailed linguistic descriptions but also offers a deeper understanding of how language in ministerial speeches is strategically employed to legitimize national education ideology and policy direction.

RESULTS AND DISCUSSION

Results

1. Speech Structure

Based on an analysis of the speech delivered by the Minister of Primary and Secondary Education of the Republic of Indonesia on National Education Day 2025, the text demonstrates a systematic structure and linguistic characteristics that reflect the social and ideological functions of government speeches. The speech consists of three main parts: the introduction, the body, and the conclusion. The introduction begins with greetings such as "Assalamualaikum warahmatullahi wabarakatuh" and "Peace be upon us all." This section serves to establish a formal, religious, and nationalistic atmosphere. The introduction also includes an expression of gratitude to God, demonstrating polite language and strong religious values.

The content section contains key ideas regarding the meaning of National Education Day, the constitutionally guaranteed right to education, President Prabowo's policy direction in education, and the concrete steps taken by the Ministry of Primary and Secondary Education. It demonstrates a clear argumentative flow: from reflections on the meaning of education, the role of teachers, and the synergy of all elements of society, to specific programs such as deep learning, AI, and the Seven Habits of Great Indonesian Children. The structure of the content demonstrates strong thematic cohesion, flowing from general ideas to concrete implementation.

The closing section contains an invitation and hope, such as the sentence "In the spirit of National Education Day, let us join hands, work together, and work together to realize 'Quality Education for All.'" The closing concludes with a prayer and closing greeting. This structure emphasizes the speech's function as both a persuasive and reflective text, encouraging the participation of all elements of the nation in education.

TABLE 1. STRUCTURE OF SPEECH TEXT

Part	Main content	Communicative Function
Opening	Opening greetings, thanks giving, introduction to National Education Day	Creating a formal, religious, and respectful atmosphere for the audience
Contents	The meaning of education, government policies, the role of teachers, and Ministry of Education programs	Providing information, building arguments, instilling educational values
Closing	Call for cooperation, prayer, and closing greetings	Strengthening the value of mutual cooperation and closing the speech with optimism

2. Linguistic features in speech texts

This speech demonstrates a predominance of declarative sentences conveying factual information, as well as persuasive exhortations. The diction used is positive and builds collective spirit. Lexical cohesion and repetition reinforce the speech's main theme, education. Based on Halliday's (2014) theory of Systemic Functional Linguistics, these linguistic characteristics reflect the interconnected ideational, interpersonal, and textual functions.

TABLE 2. LINGUISTIC CHARACTERISTICS OF SPEECH TEXTS

Linguistic aspect	Example from the text	Linguistic function
Declarative sentence	"The 1945 Constitution states that every citizen has the right to education."	Provide factual information
Invitation sentence	“Let us join hands and work together.”	Building public participation
Persuasive sentences	Commitment, mandate, dedication, mutual cooperation	Cultivate motivation and positive emotions
Grammatical cohesion	Because of that, for that reason, therefore	Connecting sentences logically
Lexical repetition	The word “education” appears more than 25 times	Emphasizing the thematic focus of the speech

Overall, the structure and linguistic characteristics of the speech demonstrate that education is positioned as the primary means of building national character and national progress. Language is used not only as a means of communication but also as a vehicle for shaping national ideology. With its systematic structure and persuasive choice of diction, this speech reflects the values of inclusive education, mutual cooperation, and a collaborative spirit, as emphasized in the Freedom to Learn policy.

When compared with educational policy speeches delivered by ministers or state leaders in other countries, the Indonesian Minister of Primary and Secondary Education’s speech demonstrates distinctive ideological and linguistic characteristics. Educational speeches in Western contexts such as the United States and the United Kingdom tend to emphasize rational–economic values, foregrounding accountability, performance metrics, global competitiveness, and human capital development. Linguistically, these speeches predominantly employ material processes related to efficiency and outcomes, along with high-frequency technical and managerial lexis, reflecting a neoliberal orientation toward education. In contrast, educational speeches in China often prioritize state-centered collectivism and national modernization, using authoritative declarative clauses and strong material processes to reinforce centralized policy implementation. The Indonesian speech analyzed in this study differs significantly, as it integrates religious expressions, inclusive pronouns, and collective calls to action, which realize a religious–collective ideology rooted in national values such as gotong royong (mutual cooperation). From an SFL perspective, this is reflected in the frequent use of relational processes that define education as a moral and social responsibility, as well as interpersonal resources—including low to medium modality and inclusive imperatives—that invite collaboration rather than impose authority. This contrast highlights how Indonesian education policy discourse foregrounds moral legitimacy and communal solidarity, distinguishing it from dominant global educational speech patterns that prioritize economic rationality and individual achievement.

Discussion

The analysis results show that the text of the Minister of Primary and Secondary Education's speech on the commemoration of National Education Day on May 2, 2025, is structured triadically: opening (orientation), content/argumentation (body), and closing (closure). This finding is consistent with the text structure/genre model proposed by Martin & Rose, which emphasizes that formal rhetorical texts generally display the stages of orientation—idea development—closing as their social function (Martin & Rose, 2008). Empirically, the opening of the speech contains greetings and thanksgiving, the body contains normative justification (the right to education in the 1945 Constitution, the National Education System Law) and mentions of concrete programs (e.g., deep learning, TKA, coding, AI, Seven Habits of Great Indonesian Children), while the closing contains a collective invitation and prayer (see the speech manuscript). Details of the sections and examples of quotations can be seen in the analyzed manuscript document.

From Halliday's Systemic Functional Linguistics (FSL) perspective, the emerging linguistic patterns—the dominance of declarative sentences to state legal and policy facts, and invitation/imperative sentences for mobilization—depict a combination of ideational (conveying policy content), interpersonal (building relationships and influencing audiences), and textual (organizing discourse) functions (Halliday, 2014). For example, the declarative clause “The 1945 Constitution affirms that every citizen has the right to education” functions

ideational, while the inclusive imperative “Let us join hands…” emphasizes the interpersonal function (text data: the word education appears very dominant—>25 occurrences—emphasizing the thematic focus). These frequency calculations and examples are taken directly from the analyzed text.

The findings on strong cohesion (causal conjunctions such as therefore, therefore, lexical repetition, and the inclusive pronoun we) align with the results of SFL studies on international political/institutional speeches that emphasize the role of grammatical and lexical cohesion in guiding audience inferences and reinforcing rhetorical goals (Zhang & Lei, 2023; AlAfnan, 2021). SFL studies on leaders' speeches (e.g., Xi Jinping, Trump) found similar patterns of transitivity, modality, and texture—namely, the use of material/relational processes to assert state actions and commitments, and the use of modality to balance normative claims and persuasion. Our findings demonstrate a similar pattern: a combination of relational clauses (asserting rights) and material clauses (outlining programs/actions).

Rhetorically, the use of value-laden lexis—words such as commitment, dedication, quality, progress, mutual cooperation—demonstrates a common evaluative strategy in education policy speeches. Discourse evaluation research on political speeches identifies evaluative patterns of meaning that constitute persuasive goals (Sun, 2023). The study confirms that evaluative patterns (positive-negative) and goal-achievement narratives emerge systematically in political-economic/public speeches. Similarly, the 2025 National Education Day speech combined positive evaluations of programs and policy promises to establish the legitimacy of education policy.

Comparison with national research also strengthens the generalizability of the findings. Several studies examining the speeches of education ministers (e.g., an analysis of Nadiem Makarim's speech on Teachers' Day/National Education Day) found similar rhetorical characteristics: an emphasis on ethos/pathos/logos, repetition of educational themes, and the use of cohesive devices as a pedagogical strategy to exemplify text-based learning (Obos, 2022; Afria Dwi et al., 2023). Our findings confirm this national pattern and add to evidence that speeches by education officials in Indonesia tend to combine constitutional legitimacy with concrete programmatic agendas—e.g., an emphasis on technology (coding, AI) and character education—as a communicative strategy to address current educational challenges.

A key difference found compared to several international studies is the degree of emphasis on religious values and collectivity (mutual cooperation). Speeches open and close with religious greetings and prayers, and include phrases that encourage cross-sectoral cooperation (government, parents, and the business world). This demonstrates local contextual characteristics: Indonesian educational discourse combines legal-constitutional legitimacy with moral-religious legitimacy and a culture of collectivity, so that its interpersonal function is not only political persuasion but also the strengthening of cultural value bonds. This finding adds a local dimension that is less emphasized in SFL studies of political speeches in some international contexts (e.g., studies of Xi or Trump) which emphasize aspects of state ideology and leadership.

In terms of practical implications, these findings support pedagogical recommendations: official speech texts such as those analyzed are highly suitable for use as teaching materials for text-based learning within the Independent Curriculum due to their clear structure, functional linguistic diversity, and rich policy context. Implementation studies in this context also report that analyzing ministerial speeches can train students' discourse analysis skills (production, interpretation, argumentation) (see national studies above).

Finally, the validity of the findings is supported by triangulation: (1) primary data (analyzed speech manuscripts), (2) cross-checking with published versions of official news (e.g., Antara's report on National Education Day 2025 highlighting the minister's key messages), and (3) theoretical linkages with international and national literature. Overall, the results of this study reinforce the claim that education officials' speeches serve a dual function: conveying policy and building moral-cultural legitimacy through strategic linguistic choices.

CONCLUSION

Based on the analysis of the speech by the Minister of Primary and Secondary Education of the Republic of Indonesia on National Education Day, May 2, 2025, it can be concluded that the speech has a systematic, communicative, and ideological structure and linguistic characteristics. Structurally, the speech is divided into three main parts: the introduction, the body, and the conclusion, each of which has a social function. and rhetorically distinct yet interconnected. The opening section serves as an introduction and reinforces the formal and religious atmosphere through greetings and expressions of gratitude; the body section conveys the main ideas about national education policy, the role of teachers, and the government's commitment to Freedom to Learn; while the closing section serves as an invitation and moral reflection to strengthen national values and mutual cooperation.

Linguistically, this speech demonstrates the dominance of declarative sentences to convey information and imperative sentences to build public participation. The use of evaluative diction such as commitment, enthusiasm, dedication, and mutual cooperation shows a strong emotional and ideological content, while lexical repetition in the word education emphasizes the main focus of the discourse. In addition, there is grammatical cohesion through

the use of conjunctions because of that, therefore, and for that, as well as lexical cohesion through the repetition of key terms that strengthen the cohesiveness of the text. These linguistic characteristics reflect the ideational, interpersonal, and textual functions as explained in the theory of Systemic Functional Linguistics (Halliday, 2014).

These findings also reinforce Martin and Rose's (2008) view of the hierarchical social structure of speech texts and their communicative purpose of building social legitimacy. Compared with previous research (Setiawan, 2021; Rahmawati, 2022; AlAfnan, 2021; Zhang & Lei, 2023), the results of this study show a similar pattern, namely the use of language to reinforce ideology and build closeness between speaker and audience. However, the speech of the Minister of Primary and Secondary Education of the Republic of Indonesia has local characteristics in the form of religious content and the value of mutual cooperation, which are characteristic of national education discourse in Indonesia. This confirms that Indonesian education discourse is not only informative but also builds moral voice and national identity through language.

Thus, this study concludes that the Indonesian Minister of Primary and Secondary Education's speech at the 2025 National Education Day commemoration constitutes a form of public policy discourse that combines elements of information, persuasion, and ideology through a systematically planned structure and language. The language in the speech serves not only as a means of conveying policy but also as a symbolic instrument for building collective awareness of the importance of education as a national strength.

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Sentence and Paragraph Structure in Educational Digitalization News: A Systemic Functional Linguistics of Kompas.com

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Abstract. Studies on educational digitalization in Indonesia mostly discuss policy issues and the use of technology in education. However, studies that focus on how educational digitalization is constructed through language in news media, especially through sentence and paragraph structures, are still limited. Therefore, this study aims to analyze sentence and paragraph structures in an educational digitalization news text published on Kompas.com using a qualitative content analysis approach based on Systemic Functional Linguistics and paragraph theory. The results show that the news text is dominated by complex and compoud sentences (55% of 140 sentences) and deductive paragraphs (60 % of 30 paragraphs). These structures are used to explain cause and effect relationships and to organize arguments in a clear and systematic way. This study contributes to media discourse analysis by showing that sentence and paragraph structures play an important role in shaping how educational digitalization is presented and understood in Indonesian news media.

Keywords: Sentence structure, paragraphs structures, systemic functional linguistics, educational digitalization, news discourse.

INTRODUCTION

The rapid development of information and communication technology has brought major changes to the education sector, especially through the digitalization of learning systems and curricula. In Indonesia, educational digitalization has been supported by various national policies aimed at improving access, equality, and the quality of education. However, digitalization is not only a technical or policy issue. It is also a discursive phenomenon because its meanings, impacts, and challenges are formed and shared through language, particularly in mass media.

Mass media play an important role in shaping public understanding of educational digitalization by reporting policies, implementation issues, and their social effects. One example is the news text “Measuring the Impact of Educational Digitalization” published on Kompas.com, which discusses digital transformation in relation to educational quality and equity. From a linguistic perspective, news texts do more than deliver information. They also organize arguments, highlight certain viewpoints, and influence readers through the use of sentences and paragraph structures. In Systemic Functional Linguistics (SFL), language is seen as having ideational, interpersonal, and textual functions, which help represent experiences, position readers, and organize meaning in a coherent way (Halliday & Matthiessen, 2014).

Besides sentences structure, paragraph organization also plays an important role in shaping meaning in news discourse. Paragraphs function as units of ideas that are developed logically and cohesively (Tarigan, 2013). In news writing, paragraph patterns such as deductive and inductive paragraphs guide readers in understanding the main ideas and arguments presented in the text. Therefore, analyzing both sentence and paragraph structures helps explain how media texts construct meanings and perspectives about educational digitalization.

Previous studies on educational digitalization in Indonesia mostly focus on policy implementation, technological readiness, or curriculum development (Khoirunnisa et al., 2025; Nashrullah et al., 2024). Studies that examine educational digitalization from a linguistics perspective, especially through the analysis of sentence and paragraph structures in news media, are still limited. This shows a research gap that needs to be addressed.

Based on this gap, this study aims to analyze the forms and functions of sentence and paragraph structures in an educational digitalization news text published on Kompas.com. Using Systemic Functional Linguistic and paragraph theory, this study examines sentence types, paragraph patterns, and their cohesive relationships to understand how arguments are organized and how educational digitalization is represented in the media. The findings of this study are expected to contribute to linguistic and discourse studies by showing how structural elements of news texts play a role in shaping social and ideological meanings related to digital education in Indonesia.

RESEARCH METHODOLOGY

This study used a qualitative content analysis approach to analyze sentence and paragraph structures in new discourse about educational digitalization. Qualitative content analysis was chosen because it allows researchers to understand linguistic forms and their functions within a specific social and discourse context (Krippendorff, 2018). Unlike qualitative approaches that prioritize frequency counts, this study focuses on how linguistic forms function to construct meaning in media discourse, particularly in policy oriented news texts (Fairclough, 2010). Instead of focusing on statistical calculations, this approach emphasizes how language structures are used to organize meaning and arguments in news texts. The data in this study consisted of one news text entitled “Measuring the Impact of Educational Digitalization” published on Kompas.com in 2025. The units of analysis were 140 sentences and 30 paragraphs. There units were selected because sentences and paragraphs are the main elements used to deliver information and build arguments in news discourse.

Data collection was carried out through documentation and close reading. The news text was downloaded from the official Kompas.com website and read several times to understand its content and structure. After that, sentences and paragraphs related to the research focus were identified and classified. Sentences were grouped based on their structural types (simple, compound, complex, and compound-complex), while paragraphs were categorized based on their organizational patterns (deductive, inductive, and mixed). This technique aligns with documentary research practices in qualitative media studies, where written texts are treated as social artifacts that reflect institutional perspectives and ideological positioning (Machin & Mayr, 2012).

In this study, the researcher acted as the main research instrument. To support the analysis, a coding sheet was used based on Systemic Functional Linguistic theory (Halliday & Matthiessen, 2014) and paragraph theory (Tarigan, 2013). This coding sheet helped ensure consistency in identifying sentence types, paragraph patterns, and cohesive relationships within the text. The data analysis process followed four stages of qualitative content analysis: unitization, coding, interpretation, and presentation (Krippendorff, 2018). First, sentences and paragraphs were determined as units of analysis. Next, they were coded according to their structural categories. Then, the data were interpreted by considering ideational, interpersonal, and textual functions. Finally, the results were presented descriptively to explain how sentence and paragraph structures contribute to the construction of educational digitalization discourse.

To ensure the credibility of the findings, theoretical triangulation was applied by comparing the results with relevant theories in functional linguistics and discourse analysis. This step was taken to make sure that the analysis was consistent and supported by established theoretical frameworks.

RESULTS AND DISCUSSION

Results

The news text entitled "Measuring the Impact of Digitalization in Education" consists of 30 paragraphs and 140 sentences. In general, the text presents information in a structured way, with sentences and paragraphs serving as the main units for delivering ideas and arguments. The following sections describe the findings related to sentence structures and paragraph structures found in the text.

3. Sentence Structure Analysis

The analysis shows that most sentences in the news text are declarative and use relatively complex structures. Based on sentence classification, four main types of sentences were identified: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

TABLE 1. SENTENCE STRUCTURE DISTRIBUTION

Sentence Type	Total (N=140)	percentage	Example of sentences	Observed Function
Simple Sentences	28	20%	Indonesian education is entering a new phase.	Introduction ideas or transitions
Compound Sentences	35	25%	Teachers can use blended learning, flipped classrooms, and gamification.	Presenting parallel information
Compound-Complex Sentences	55	39%	If devices are distributed but cannot be used due to poor internet access, the benefits are limited.	Expressing conditions and consequences
Complex Sentences	22	16%	If policy implementation ignores teacher readiness, learning outcomes may decline.	Presenting causal relations.

The data show that compound-complex sentences are used most frequently (39%), followed by compound sentences (25%). In terms of function, about 90% of the sentences are declarative, while 7% are imperative and 3% are interrogative. These sentence types appear throughout the text and are mainly used to explain information, conditions, and relationships between ideas.

4. Paragraph Structure Analysis

The analysis of paragraph structure identifies three main patterns: deductive, inductive, and mixed paragraphs. The distribution of these paragraph types is shown in Table 2.

TABLE 2. PARAGRAPH STRUCTURE DISTRIBUTION

Paragraph Type	Total (N=30)	Percentage	Characteristics	Examples in Text
Deductive	18	60%	Main idea presented at the beginning	The President emphasized that educational equity must be supported by digital transformation.
Inductive	6	20%	Main idea presented at the end.	Thus, learning quality can improve in underdeveloped regions.
Mixture	6	20%	Main idea appears at both beginning and end.	Digitalization is a tool, not an end in itself… Digitalization of education offers significant positive prospects for improving the quality of national education.

The results indicate that deductive paragraphs are the most dominant pattern (60%), while inductive and mixed paragraphs each account for 20%. Across the paragraphs, words such as *digitalization, education, teachers,* and *infrastructure* appear repeatedly, showing the presence of lexical cohesion in the text.

Overall, the findings show that sentence structures and paragraph patterns are used consistently throughout the news text. Sentences often combine clauses to explain conditions and sequences, while paragraphs organize ideas using clear structural patterns. These results provide a factual basis for further discussion on how linguistic structures are used in news texts about educational digitalization.

DISCUSSION

The findings of this study show that compound, complex, and compound-complex sentences are used more frequently than simple sentences in the analysed news text, and that deductive paragraph structures appear most often. From the perspective of Systemic Functional Linguistics, this pattern indicates a strong focus on ideational and textual functions, where sentences are used to explain logical relationships and paragraphs are used to organize information clearly (Halliday & Matthiessen, 2014). The frequent use of conditional and casual structures, such as if-then patterns, shows how the text explains the relationship between educational policies and their outcomes in the context of digitalization.

These findings are in line with international studies on media language, which suggest that news texts discussing public policy often use complex sentence structures and deductive paragraph patterns to strengthen arguments and authority. Nasution (2021), for example, found that mass media texts tend to use complex clause structures to address adult readers and support institutional viewpoints. Similarly, Fairclough (2010) explains that linguistic complexity in news discourse can make certain interpretations appear logical and objective. Therefore, the sentence and paragraph patterns found in this study reflect common strategies used in policy related news reporting.

From a broader discourse perspective, the structure of the analyzed text follows a common pattern in educational digitalization discourse, starting with explanation, followed by argumentation, and ending with evaluation or recommendations. International research on digital education discourse also shows that media often present digitalization as both an opportunity and a challenge (Gomez-Galan, 2018). The dominance of deductive paragraphs in the text supports this pattern by presenting main ideas at the beginning of paragraphs an then explaining them in more detail, which helps guide readers understanding of digital education issues. Williamson (2017) similarly argues that media discourse on digital education often combines technical explanations with evaluative framing to shape public understanding of educational reform.

In terms of cohesion and coherence, the repeated use of key words related to digitalization, education, teachers, and infrastructure, along with causal and contrastive conjuctions, helps create a clear flow of ideas between sentences and paragraphs. This finding supports paragraph theory, which emphasizes cohesion and logical development as important features of a good paragraph (Tarigan, 2013). Such consistency allows arguments to develop step by step and strengthens the overall structure of the news discourse. These findings suggest that linguistic in educational news function not merely as grammatical choices, but as discursive mechanisms that legitimize policy narratives and frame public understanding. Sentence complexity and paragraph organization work together to naturalize particular viewpoints, presenting digitalization simultaneously as progress and as a managed risk. From a broader discourse perspective, this pattern reflects global media tendencies in framing digital education as both opportunity and challenge, as identified in international studies on educational digitalization discourse (Gomez-Galan, 2018; Williamson, 2017).

Beyond the specific findings, this study provides a broader understanding of the role of linguistic structure in media discourse. The results suggest that sentence and paragraph structures in educational news are not only grammatical choices, but also function as discourse tools that help legitimize policy narratives and shape public understanding. Through these structures, educational digitalization is presented as a rational and policy driven process, influencing how readers interpret its meaning and impact. This view is consistent with critical discourse perspectives that see language as a social practice connected to powe and institutional contexts (Van Dijk, 2006; Fairclough, 2010).

From a practical point of view, these findings highlight the importance of being aware of language use in educational policy communication. For policy makers and education practitioners, understanding how language structures shape digitalization discourse can help support clearer and more inclusive communication. For journalists and editors, the findings show the importance of choosing sentence and paragraph structures carefully to balances information delivery and critical discussion. For researchers, this study shows that analyzing sentence and paragraph structures can be a useful way to study educational discourse in media contexts.

Finally, this study has limitations because it analyzes only one news text, which means the findings cannot be generalized broadly. Future research is encouraged to examine larger collections of educational news texts from different media platforms and to combine structural analysis with thematic or reader based approaches. Such

studies could provide a deeper understanding of how educational digitalization discourse is constructed through language and interpreted by the public.

CONCLUSION

This study concludes that sentence and paragraph structures have an important role in shaping how educational digitalization is discussed in news media. The frequent use of complex and compound sentences, along with deductive paragraph patterns, shows that language is organized carefully to present policy related information and arguments in a clear and systematic way. From a theoretical point of view, these findings support the perspective of Systemic Functional Linguistics, which views language as more than just grammatical form. Sentence and paragraph structures function ideationally and textually to build social meaning in media discourse (Halliday & Matthiessen, 2014). Through these structures, news texts present educational digitalization as a rational and policy driven process that can be understood and managed.

From a methodological perspective, this study shows that sentence and paragraph analysis can be effectively applied in media discourse research. This approach can be used as a framework for future studies, such as corpus based or comparative research, to examine educational news across different media and social contexts. By analyzing both sentences and paragraphs, researchers can better understand how linguistic structures work together to construct discourse.

Overall, this study emphasizes the importance of linguistic structure analysis in understanding how media texts influence public views on educational digitalization. Future research is suggested to use larger data sets and to combine structural analysis with other discourse approaches in order to gain deeper insights into the relationship between language, media, and education policy.

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Paragraph The Power of Diction in the Poem Text Aku Ingin by Sapardi Djoko Damono

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Abstract. To format your abstrac Poetry, as a form of aesthetic expression, utilizes language in a dense and symbolic manner, making the power of diction a primary factor in constructing meaning. This research is motivated by the phenomenon of the use of simple yet meaningful words in Sapardi Djoko Damono's poem "Aku Ingin." The purpose of this study is to describe the types of diction used, analyze their power in shaping the discourse of simple love, and uncover the ideological meanings contained within. This research uses a content analysis method with a descriptive qualitative approach. The primary data consists of words, phrases, and clauses in the poetic text, while secondary data comes from linguistic theory, stylistics, and discourse analysis. The analysis process involves identifying diction, categorizing connotative meanings, and interpreting aesthetic and ideological functions, drawing on the theories of Leech (1969), Fairclough (1995), and Krippendorff (2019). The results of the study indicate that the diction in the poem "Aku Ingin" is dominated by simple words such as "wood," "fire," "cloud," "rain," and "simple," which have symbolic and spiritual meanings. This diction forms a discourse of calm, sincere, and anti-materialistic love. The simplicity of Sapardi's language serves as a stylistic strategy to emphasize the values of beauty, sincerity, and spiritual awareness. This study also confirms the relevance of diction analysis in literature learning, particularly for improving students' critical literacy and aesthetic appreciation.

Keywords: content analysis; diction; poetry; Sapardi Djoko Damono; discourse of love.

INTRODUCTION

The Poetry is a form of literature that places language as the primary medium for conveying human ideas, feelings, and experiences. As an aesthetic text, poetry demands precision and sensitivity in word choice. According to Waluyo (2017:28), poetry is a literary work that expresses the poet's thoughts and feelings imaginatively and is composed by concentrating all the power of language on its physical and spiritual structure. Therefore, in poetry, every word of diction carries a weight of meaning that is not only lexical, but also symbolic, emotional, and ideological. Word choice, or diction, in poetry is a primary force in creating meaningful effects and aesthetic power. In line with Keraf's opinion (2006:86), diction is the ability to choose the right words to express ideas and create certain nuances in linguistic communication. Therefore, understanding diction is the first step in analyzing poetic discourse.

The poem "Aku Ingin" by Sapardi Djoko Damono is a perfect example of how the power of diction can create profound meaning from simple expressions. In this poem, Sapardi does not use complex diction or excessive metaphor, but instead presents seemingly simple words such as "I want to love you simply," "with words that wood cannot utter to fire," and "with signals that clouds cannot convey to rain." However, behind this simplicity lies a complexity of meaning that depicts spiritual, universal, and eternal love. The diction "fire," "wood," "cloud," and "rain" in this context function as natural symbols that represent the dynamics of life and unspoken affection. This aligns with Leech's (1969) view in A Linguistic Guide to English Poetry that the beauty of poetry emerges from deviation and foregrounding—that is, the deviation and emphasis of certain linguistic elements to create distinctive meanings. Diction in Sapardi's poetry serves as a means of foregrounding that enhances both emotional and ideological effects. From a discourse analysis perspective, the choice of diction in poetry is not merely

a stylistic element but also serves a social and ideological function. Fairclough (1995) states that every choice of language reflects a particular subject position, social relations, and discursive practice. Thus, the diction in the poem "Aku Ingin" can be seen as a representation of the discourse of love that rejects commercialization and excessive romanticism, and offers a more spiritual and humanistic meaning of love. Through the choice of the word "simple," Sapardi constructs an alternative discourse to the materialistic nature of love, which often appears in modern works. This demonstrates that diction not only constructs linguistic meaning but also creates social and ideological meaning.

In the context of education and the curriculum, diction analysis has strong relevance. The Merdeka Curriculum emphasizes the importance of critical literacy and the ability to analyze meaning in literary texts, including poetry. Diction analysis enables students to understand the relationship between linguistic form and meaning, thereby developing language sensitivity and reflective thinking skills. Prasetyo, Usman, and Rasyid (2022) state that the use of literary texts in learning can enhance students' critical literacy skills and aesthetic appreciation of language. Therefore, research on the power of diction in Sapardi Djoko Damono's poetry also has pedagogical implications, as it can be used as teaching material for developing literary literacy in schools and universities.

Initial observations indicate that most poetry instruction in schools still focuses on identifying themes, figures of speech, and rhymes without linking them to the meanings that emerge from the choice of diction. College students often understand words in poetry only denotatively, rather than connotatively or symbolically. This situation indicates the need for research that examines diction more deeply using a discourse analysis approach. Several previous studies, both national and international, have discussed Sapardi's poetry from various perspectives. For example, Ngiu and Karlan (2023) examined the style and meaning in the poem "Aku Ingin," Aprilia (2023) examined the poem's inner structure, and Kuswoyo (2015) reviewed pragmatic aspects based on Abrams' theory. However, these studies have not specifically addressed the power of diction as a builder of meaning and the discourse of love in this poem. At the international level, a study by Short and Leech (2007) emphasized the importance of analyzing word choice in understanding the ideology of literary texts, but their focus was mostly on English-language texts. Therefore, there is a research gap in the form of a lack of research examining the power of diction in modern Indonesian poetry from a discourse analysis perspective Based on this description.

RESEARCH METHODOLOGY

This study employed content analysis with a descriptive qualitative approach, aiming to deeply describe the meaning and power of diction contained in Sapardi Djoko Damono's poem "Aku Ingin." According to Krippendorff (2019:24), content analysis is a research technique that allows researchers to draw replicable and valid conclusions from text data, taking into account the context in which it is used. In the context of this study, content analysis was used to interpret the linguistic and symbolic messages hidden behind the poet's word choices and to explore the meaningful relationship between poetic language and Sapardi's characteristic ideology of simplicity. This method was chosen because it aligns with the character of literary works, which not only display linguistic structures but also contain profound social and cultural meanings (Neuendorf, 2017).

The research data consisted of linguistic elements at the diction level, including words, phrases, and clauses in the poem "Aku Ingin" that have symbolic, connotative, or ideological meaning. The data comes from the original text of the poem contained in the anthology "Rain in June" (Gramedia Pustaka Utama, 1994). Secondary data sources include books on linguistic theory, stylistics, and content analysis, as well as various national and international journal articles relevant to discussions of diction and discourse analysis. Key references used include Leech's "A Linguistic Guide to English Poetry" (1969), Fairclough's "Critical Discourse Analysis" (1995), and "Content Analysis: An Introduction to Its Methodology" by Krippendorff (2019). These sources serve as a conceptual basis to support the interpretation of the analysis results of the poem.

Data collection techniques were conducted through documentation and close reading of the poem. According to Sugiyono (2019), documentation is a data collection technique that involves examining written documents relevant to the research focus. The researcher copied the poem from an official source and then read it repeatedly to understand the implicit meaning behind each word and phrase. Afterward, the researcher identified and categorized diction, noting words with symbolic meanings, such as "wood," "fire," "rain," and "cloud." These words were then classified based on their semantic value, meaning associations, and stylistic function. This process followed the content analysis steps outlined by Krippendorff (2019), namely selecting units of analysis, determining meaning categories, and interpreting linguistic and social contexts.

The primary instrument for this research was the researcher herself. According to Moleong (2019:168), in qualitative research, the researcher plays the primary role because analysis is interpretative and requires sensitivity to the context of meaning. To ensure the accuracy of the analysis, the researcher used a content analysis sheet containing columns for diction categories, denotative and connotative meanings, and interpretations of ideological contexts. This sheet served as a systematic guide in interpreting the data, ensuring that the research results could

be methodologically and scientifically accountable. Furthermore, a diction categorization table was used as an aid in organizing the data to make the analysis process more focused and consistent.

The validity of the data in this study was tested through credibility and dependability tests, as proposed by Lincoln and Guba (1985). The credibility test was conducted through theory and source triangulation, comparing the results of diction interpretation with stylistic theory from Leech (1969), discourse analysis theory from Fairclough (1995), and content analysis theory from Krippendorff (2019). Furthermore, peer debriefing, a discussion with the supervisor and colleagues, was conducted to ensure that the interpretations did not deviate from the context of the original meaning. The dependability test was implemented by maintaining consistency in the analysis process, from data identification and categorization to drawing conclusions, as recommended by Sugiyono (2019). Therefore, the results of this study are expected to have high reliability and can be replicated by other researchers.

Data analysis was conducted following the stages of qualitative content analysis according to Miles, Huberman, and Saldaña (2014), which include data reduction, data presentation, and drawing conclusions. In the data reduction stage, researchers select words that have significant meaning and poetic function. The data presentation stage is carried out by compiling the identification results into a table containing diction categories and their meanings, such as diction related to elements of nature, love, and spirituality. The final stage is drawing conclusions, namely interpreting the relationship between diction choices and the formation of the poem The simple discourse of love is the core of the poem "Aku Ingin." In this process, the researcher combined content analysis theory (Krippendorff, 2019), stylistic theory (Leech & Short, 2007), and critical discourse analysis theory (Fairclough, 1995) to uncover the relationship between language structure, symbolic meaning, and social context.

With these methods and procedures, this research is expected to provide a comprehensive picture of how Sapardi Djoko Damono uses the power of diction as a poetic medium to convey a simple yet philosophical discourse of love. The content analysis approach allows the researcher to not only analyze the linguistic form but also understand the aesthetic value and humanitarian ideology contained within it.

RESULTS AND DISCUSSION

Results

The results of this study focus on analyzing the power of diction in Sapardi Djoko Damono's poem "Aku Ingin." The analysis was conducted using a content analysis approach, considering semantic, symbolic, and aesthetic aspects. This poem displays simple diction yet possesses strong meaning, constructing a spiritual and humanistic discourse of love. From the content analysis, it was found that Sapardi uses natural imagery as a medium to convey the value of sincere and eternal love. Words such as "wood," "fire," "cloud," "rain," and "simple" are central to the meaning of this poem. Each word carries symbolism that enriches the poem's overall meaning.

1. Analysis of Diction in the poem “Aku Ingin” by Sapardi Djoko Damono

Sapardi Djoko Damono's poem "Aku Ingin" displays the power of simple yet meaningful diction. The diction used reflects Sapardi Djoko Damono's distinctive style: gentle, calm, and reflective. According to Keraf (2009:22), diction is not only the choice of appropriate words to convey ideas, but also a tool for creating beauty and harmony of meaning.

Sapardi Djoko Damono uses everyday words such as wood, fire, ashes, cloud, rain, and simple to convey the spiritual and universal meaning of love. This word choice is symbolic and contains layers of connotative meaning. Leech (2014) explains that word choice in literary works functions to create foregrounding, namely the highlighting of language elements that create certain aesthetic and emotional effects.

TABLE 1. ANALYSIS OF DICTION IN THE POEM “I WANT” BASED ON ITS CONNOTATIVE MEANING AND AESTHETIC FUNCTION:

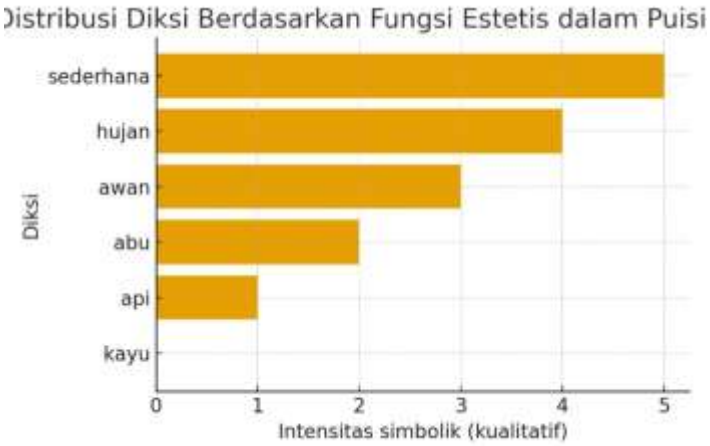
Diction	Connotative Meaning	Aesthetic Function
Wood	Symbolizes sincerity and sacrifice in love.	Building a soft and natural visual image.
Fire	Symbol of passion and warmth that ignites feelings.	Creating emotional effects and insensity of the meaning of love.
Ash	Symbol of the end of a sincere and sacrificial love journey, selfless sincerity.	Creates a reflective and calm feel.
Cloud	Symbol of unexpressed feelings.	Adding metaphorical depth to the abstract meaning of love and a sense of melancholy.

Diction	Connotative Meaning	Aesthetic Function
Rain	Symbol of sadness and separation, and the cycle of life.	Presenting a spiritual and contemplative atmosphere.
Simple	Symbol of sincere love without glamour or pretense.	Becomes the center of the meaning of ideal love discourse.

From this analysis, it can be concluded that each word of speech has its own symbolic value and aesthetic function. The words "wood" and "fire," for example, create a blended image of sacrifice and passion, while "clouds" and "rain" depict feelings that remain unexpressed yet natural and beautiful. Meanwhile, the word "simple" is the ideological core of the poem, rejecting excessive expressions of love and emphasizing the beauty born of sincerity. These simple word choices not only convey literal meaning but also convey aesthetic value through strong symbolism (Pradopo, 2012:57).

Visualization of Findings

The following is a visual representation of the distribution of words based on aesthetic function in the poem:



The image above shows how each piece of diction has a different level of symbolic intensity, yet complements each other in forming a coherent structure of meaning. The use of natural imagery functions not only as an aesthetic element, but also as a representation of the spiritual and humanitarian values that characterize Sapardi Djoko Damono's work.

2. Paragraph Structure Analysis

In stylistic studies, sound and letters play a crucial role in shaping the musicality of poetry. According to Keraf (2009:130), sound elements have a suggestive power that can strengthen emotions and meaningful images in literary works. Sapardi uses certain letters and sounds repeatedly to create a gentle and contemplative harmony.

Consider the following lines:

"I want to love you simply."

"With words that wood never had time to utter to the fire that turned it into ashes." \

In these two lines, the vowels /a/, /i/, and /u/ dominate, creating a calm and gentle impression. The repetition of vowel sounds (assonance) creates a calming musicality, as Pradopo (2012:45) states that repetition of sounds is an important element in building the rhythm and rhythm of poetry. In addition, soft consonants such as /m/, /n/, and /h/ strengthen the peaceful nuance, while hard consonants such as /k/ and /t/ are used to emphasize meaning without disturbing the harmony of sound (Leech, 2014).

TABLE 2. Relationship Between Letters, Effects and Aesthetic Functions:

Letter / Sound Elements	Examples in Poetry	Sound Effect	Aesthetic Function
The vowels a and u	I want to love you simply	Soft, calm	Builds, an atmosphere of sincerity and earnestness.
Letters m, n, h	to love you, simple, to make it	Faint and, plaintive/ wistful	Creates an impression of tenderness and spirituality.
Letters k and t	word, wood, not, fire	Firm, yet harmonious	Emphasizes meaning without damaging the sound balance.

Repetition of final vowel	ash, wood, fire	Open vowel rhyme	Blends with natural imagery and a natural impression.

The letter and sound structure in this poem reinforces the simple and spiritual meaning of love. In line with Halliday's (2014) theory, every element of language, including sound, carries contextual meaning within the discourse. Thus, the harmony of sound becomes an integral part of the overall meaning of Sapardi's poem.

DISCOURSE INTERPRETATION

Discursively, this poem constructs a meaning of love that is far from materialism and excessive romantic expression. The diction used embodies a spirit of simplicity and sincerity, representing universal human values. This aligns with Fairclough's (1995) view that every choice of language in a text embodies a specific ideology and social position. Sapardi, through his simple diction, constructs a spiritual and reflective discourse of love, inviting readers to understand beauty in simplicity.

Discussion

An analysis of the sentence and paragraph structures in the news text “Measuring the Impact of Digitalization in Education” revealed that the majority of sentences were compound and compound-equal (≈ 55% of the total 140 sentences) and the dominant paragraphs were deductive (18 out of 30, or 60%). This finding indicates a strong argumentative pattern: the news writer begins with a thesis or general claim, then elaborates on reasons and consequences, data, and recommendations. From the perspective of Systemic Functional Linguistics (SFL) theory developed by M. A. K. Halliday, the choice of complex sentences and deductive paragraphs indicates a high orientation towards ideational and textual functions—language is used as a tool to “represent ideas about the world” and “organize messages for coherence in discourse” (Halliday & Matthiessen, 2014)1. For example, a compound sentence such as “If… then…” demonstrates a logical cause-and-effect process typical of the ideational function, while a paragraph structure that begins with a main idea strengthens the textual function.

The analysis shows that the strength of the diction in Sapardi Djoko Damono's poem "Aku Ingin" lies in the simplicity of his word choice, which conveys depth of meaning and aesthetic beauty. The choice of words such as "wood," "fire," "cloud," "rain," and "simple" forms a symbolic layer that emphasizes the discourse of spiritual and humanistic love. These words function not only as linguistic markers but also as ideological representations of sincere, non-materialistic love.

This finding aligns with Leech's (1969) theory, which explains that the beauty of poetry emerges through the process of foregrounding, namely the emphasis on certain linguistic elements that produce aesthetic and emotional effects. In the context of Sapardi's poetry, foregrounding is evident in the use of concrete words that evoke profound connotative meanings. For example, "fire" is interpreted not only as a natural element but also as a symbol of the passion and ardor of love, while "wood" represents sacrifice and sincerity. Thus, the aesthetic effect arises not from the complexity of the diction, but from the poet's conscious effort to arrange simple words to convey powerful meaning.

Beyond aesthetic aspects, the diction in this poem also has an ideological dimension. According to Fairclough (1995), each choice of language contains social and ideological values that represent the speaker's worldview. The diction "simple," which is central to the meaning of this poem, can be read as resistance to consumer culture and materialistic expressions of love. Sapardi emphasizes that love should not be expressed through luxury or excessive verbal expression, but through silence and awareness. spiritual. This marks an alternative discourse construction that positions simplicity as a form of pure love.

These findings are reinforced by the findings of Ngiu and Karlan (2023), who showed that Sapardi often uses a calm and symbolic style of language to describe the human soul's relationship with spiritual values. However, their research emphasized the general stylistic aspects of language, while this study demonstrates how the power of diction specifically forms the foundation for the poem's meaning. Aprilia (2023) also emphasized that the inner structure of the poem "Aku Ingin" centers on the values of sincerity and eternal love, but has not yet examined the role of diction in constructing the ideology of simplicity. Therefore, this study fills this research gap by placing diction at the center of discourse analysis in the poem.

In a stylistic context, the use of simple diction is also closely related to musicality and sound effects. As Pradopo (2012) notes, sound elements serve to strengthen the meaning and atmosphere of the poem. In this poem, the repetition of the vowels /a/, /i/, and /u/ creates a calming harmony, reinforcing the contemplative atmosphere of love. This phenomenon demonstrates that diction is not only a semantic aspect, but also a phonetic one, supporting the integrity of meaning. Thus, the strength of Sapardi's diction lies in the unity of form, sound, and meaning, making this poem simple yet highly captivating.

Furthermore, from a content analysis perspective (Krippendorff, 2019), each word the poet uses can be understood as a meaningful unit that conveys ideological and social messages. The words "cloud" and "rain," for example, symbolize unspoken communication, depicting a loving relationship full of understanding and silence. This demonstrates the semiotic dimension of the poem, which can be uncovered through a qualitative content analysis approach. These dictions, when viewed within Halliday's (2014) framework of contextual meaning, demonstrate a close relationship between lexical choice and the poet's sociocultural context, namely the Indonesian literary tradition that prioritizes simplicity and inner reflection.

This research also aligns with the views of Short and Leech (2007), who assert that style and word choice in literary texts reflect the author's ideology. In the poem "Aku Ingin," the choice of diction is not merely aesthetic, but also a statement of attitude toward life's values. Sapardi conveys a humanitarian message that true love lies in awareness, not in verbalization or possession Thus, the power of diction in this poem functions to build a discourse of universal love that transcends personal boundaries.

From a pedagogical perspective, the results of this study support the view of Prasetyo, Usman, and Rasyid (2022) that literary learning can enhance critical literacy if it focuses on analyzing the meaning and symbolism of language. Diction analysis enables students not only to understand the text literally but also to capture the connotative and ideological meanings hidden behind the poet's word choices. Therefore, understanding diction can be an effective learning strategy for fostering literary appreciation and reflective thinking skills.

Overall, the results of this study confirm that the power of diction in the poem "Aku Ingin" encompasses three main dimensions: (1) the aesthetic dimension, through the simplicity of words that creates symbolic beauty; (2) the ideological dimension, through the representation of a spiritual and anti-materialistic discourse on love; and (3) the pedagogical dimension, as a source of literary learning that fosters critical literacy. By combining stylistic theory, content analysis, and critical discourse analysis, this study demonstrates that Sapardi's poetry is not only linguistically beautiful but also rich in social and humanitarian meaning.

CONCLUSION

Based on the research and discussion, it can be concluded that the strength of the diction in Sapardi Djoko Damono's poem "Aku Ingin" lies in the simplicity of his word choice, which conveys a depth of meaning, symbolic power, and strong ideological value. Sapardi uses everyday words such as "wood," "fire," "cloud," "rain," and "simple" as a means of expressing sincere, spiritual, and universal love. This simplicity of language is a hallmark of Sapardi's style, transforming ordinary words into a poetic medium containing profound philosophical and humanistic reflections.

Aesthetically, the choice of diction in this poem demonstrates the poet's ability to utilize foregrounding, which is the emphasis on linguistic elements that create emotional and aesthetic effects (Leech, 1969). Each word used not only conveys its literal meaning but also creates symbolic resonance and a gentle, calm, and contemplative atmosphere. The repeated use of vowels and consonants creates a musicality that supports the meaning of simple and sincere love. Thus, the aspects of sound and language structure also strengthen the thematic message of the poem. Ideologically, the poem "Aku Ingin" (I Want) represents a discourse on love that rejects materialism and excessive romantic expression. The choice of the word "simple" becomes the center of meaning, embodying spiritual and humanitarian values. This aligns with Fairclough's (1995) view, which asserts that every choice of language in a text reflects a particular ideology and social position. Through calm and honest language, Sapardi conveys that true love need not be expressed with fancy words or symbols of luxury, but rather through awareness and sincerity born from the heart.

From a semantic and symbolic perspective, natural words such as "wood," "fire," "cloud," and "rain" form a network of meanings that illustrate the spiritual relationship between humans and nature. "Wood" symbolizes sincerity and sacrifice, "fire" depicts passion and enthusiasm, "cloud" represents unexpressed feelings, while "rain" symbolizes sadness, separation, and the eternity of love. This symbolism demonstrates Sapardi's use of natural language as a means to articulate the universal and eternal values of love.

From an educational perspective, the findings of this study also have pedagogical relevance. Diction analysis can be used as a literature learning strategy to improve students' critical literacy. Through diction analysis, students not only learn to recognize aesthetic elements in poetry but also understand the relationship between language and social meaning. This aligns with the opinion of Prasetyo, Usman, and Rasyid (2022), who emphasize the importance of studying literary texts as a means of developing appreciation and reflective thinking skills. Therefore, the results of this study can be used as a reference in developing contextual and meaningful literature learning models.

Overall, this study confirms that the strength of Sapardi Djoko Damono's poetry lies not in the complexity of the language, but rather in its ability to convey depth of meaning through the simplicity of diction. This simplicity is not a sign of limitation, but rather a form of linguistic wisdom that depicts honesty, silence, and the spirituality

of love. The poem "Aku Ingin" demonstrates how language can reflect human values and serve as a bridge between inner experience and aesthetic expression.

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Structure and Linguistic Characteristics of News Texts Waka MPR Dorong Peningkatan Kualitas Guru untuk Transformasi Pendidikan on Kompas.com

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Abstract. This research is motivated by the importance of understanding the structure and linguistic characteristics of news texts as a form of public discourse that plays a strategic role in conveying education policies to the public. The news article, entitled "MPR Deputy Chairman Encourages Improved Teacher Quality for Educational Transformation," was chosen because it highlights the issues of teacher quality improvement and deep learning, which are the focus of the national education transformation agenda. This study aims to analyze the text structure and linguistic characteristics used in the news text based on Van Dijk's (1988) news discourse theory and the linguistic principles of news texts according to Galtung and Ruge (1965). The research method used was a qualitative descriptive method with a critical discourse analysis approach. Data were taken from official news texts downloaded from online sources and then analyzed based on structural elements (title, event orientation, main events, source comments, closing) and linguistic characteristics (material verbs, mental verbs, reference words, conjunctions, and technical educational terms). The results show that the structure of the news text is structured systematically and coherently according to formal news text rules. The linguistic characteristics that emerged demonstrated the use of standard, objective language, and the emphasis on officials as the primary source of information. These findings confirm that the media plays a role not only in conveying information but also in framing education policy through specific language choices and discourse structures.

Keywords: news text structure, linguistic characteristics, educational discourse, critical discourse analysis, deep learning.

INTRODUCTION

In an era of ever-evolving educational transformation, the role of communication in conveying educational information is crucial. The mass media, as the primary means of shaping public opinion, bears a significant responsibility in constructing educational discourse in an informative and persuasive manner. News texts are not merely a means of conveying information, but also a communication instrument that shapes public understanding of national education policies and practices (Halliday & Hasan, 1985). A relevant example can be found in the news article "MPR Deputy Speaker Encourages Improved Teacher Quality for Educational Transformation" published by Antara News (October 21, 2025). In the article, the Deputy Speaker of the MPR RI, Lestari Moerdijat, emphasized the importance of improving teacher quality as a key factor in facing the challenges of the times and supporting the transformation of national education. Through its statements and linguistic structure, the news article demonstrates how media communication patterns work to convey strategic messages to the public.

Theoretically, this research is based on the views of M.A.K. Halliday (1994), through his theory of Language Functions in Systemic Functional Grammar, explains that every utterance has three main functions: ideational (conveying ideas), interpersonal (forming social relationships), and textual (structuring messages within a discourse context). In the context of educational news texts, these three functions combine to establish effective communication patterns between sources, media, and readers. Furthermore, communication theory according to

Effendy (2003) states that communication is the process of conveying messages from communicators to communicants to influence attitudes, opinions, or behavior. Therefore, communication patterns in news texts can be interpreted as the way messages are conveyed through language choice, sentence structure, and information arrangement aimed at creating a certain impression in the reader's mind. In this news, there is a combination of persuasive communication patterns through an invitation to improve teacher quality and informative communication patterns, which explains the concept of deep learning as a new approach to education. This research's relevance to the national curriculum is also significant, as the issue of improving teacher quality is closely linked to the implementation of the Merdeka Curriculum, which requires teachers to be active, creative, and reflective learning facilitators (Kemendikbudristek, 2022). In this regard, the mass media plays a crucial role in disseminating these educational values to the wider community through the communication patterns used in news texts. Initial observations of news texts indicate that the media not only informs educational activities but also shapes social meanings about the importance of teachers' roles in realizing holistic educational transformation. The communication patterns used in these news texts demonstrate a balance between emotional aspects (touching on humanitarian values and teacher dedication) and rational aspects (emphasizing the urgency of improving teacher competency through training and in-depth learning).

Although considerable research on educational news texts has been conducted, a research gap remains in the linguistic study of media communication. Previous research, such as that conducted by Putri & Rachman (2021) in the Journal of Educational Communication, focused more on analyzing media framing of the Merdeka Belajar policy, without examining in-depth aspects of the communication patterns that shape the message structure within the news texts. Meanwhile, research by Aini, Rahman, & Yusuf (2022) in the International Journal of Educational Media and Communication discusses the representation of teachers in the media, but does not yet link it to the linguistic functions and communication strategies used. Therefore, this study urgently needs to fill this gap through an in-depth analysis of the communication patterns used in educational news texts.

Based on this description, this study aims to describe and analyze the communication patterns in the news text "MPR Deputy Chairman Encourages Improvement of Teacher Quality for Educational Transformation." This study focuses on how educational messages are communicated through language choices, sentence structure, and information delivery strategies by the media. More specifically, this study seeks to answer the following questions: (1) What communication patterns are used in the news text? and (2) What are the meaning and function of these communication patterns in conveying messages about national education transformation?

This research is expected to provide two types of benefits: theoretical and practical. Theoretically, this research is expected to enrich the study of applied linguistics, particularly in the analysis of media discourse and educational communication patterns. This research also contributes to the development of linguistic communication theory, particularly in the context of conveying educational policy messages in the mass media. Practically, the results of this research can be utilized by journalists, academics, and policymakers to understand how communication strategies and language choices in news stories can influence public perceptions of education. Furthermore, this research can serve as a reference for teachers and students in understanding the importance of effective communication in the learning process and educational publications.

Thus, this research confirms that communication patterns in news texts are not simply sentence sequences or word choice, but rather a reflection of media strategies in constructing the social reality of education. Through an analysis of the news item "MPR Deputy Chairperson Encourages Improved Teacher Quality for Educational Transformation," it is hoped that the media can understand how the media plays a role in communicating educational policies and values effectively, rationally, and influentially in shaping public opinion in Indonesia.

RESEARCH METHODOLOGY

This study employed a content analysis method with a descriptive qualitative approach. This method was chosen because it aligns with the research objectives, which focus on understanding the meaning and communication patterns in news texts in depth and context. According to Krippendorff (2018:24), content analysis is a research technique used to make valid and replicable inferences from text to its communication context. In this study, content analysis was applied to explore how educational messages are constructed through media language and how communication patterns are shaped by word choice, sentence structure, and the organization of information within news texts. A qualitative approach was used because this study not only highlights the formal aspects of language but also attempts to interpret the social meaning and communicative function behind the delivery of these messages (Miles, Huberman, & Saldaña, 2014). Thus, this method allows researchers to understand media communication strategies in constructing educational discourse in depth and comprehensively. The data in this study consists of the full text of a news article titled "MPR Deputy Speaker Encourages Improved Teacher Quality for Educational Transformation" published by Antara News on October 21, 2025. This news article was selected because it contains national education discourse relevant to educational transformation policies and displays a media communication style that is interesting for linguistic analysis. The data source was

obtained from the official Antara News website (https://www.antaranews.com), a credible national news portal frequently used as a reference in public communication research.

According to Sugiyono (2019:142), a data source is the subject or document from which data is obtained, whether in the form of text, behavior, or speech that provides information relevant to the research focus. In this context, the data source takes the form of written text analyzed based on its communicative structure, including the main narrative, source quotes, and journalistic writing style.

The data collection technique used the documentation method, namely collecting data through written sources in the form of news articles. Sugiyono (2019:240) explains that the documentation method is a way of obtaining data by studying documents relevant to the research focus. The data collection process involved several steps: (1) searching and downloading news texts from the original source, (2) copying and checking the text structure to ensure it conforms to the published version, (3) highlighting sections of the text relevant to communication patterns, and (4) grouping data according to analytical categories such as language function, message delivery patterns, and forms of persuasion and argumentation. This approach helped researchers obtain authentic, structured data that was ready for systematic analysis.

The primary instrument in this research was the researcher themselves (human instrument). In qualitative research, researchers play an active role as planners, collectors, analyzers, and interpreters of data (Moleong, 2017:168). To maintain analytical consistency, researchers also used a content analysis sheet as a supporting instrument containing categorical indicators such as communication patterns (informative, persuasive, and argumentative), language functions (ideational, interpersonal, and textual according to Halliday, 1994), and linguistic aspects that support message effectiveness. Thus, the research instrument functions as a guideline in identifying and classifying the forms of communication that appear in news texts, so that the results of the analysis are directed and measurable.

The data validity test in this study was conducted through theory triangulation and data source triangulation. According to Miles, Huberman, and Saldaña (2014), triangulation is a technique for increasing data validity by comparing analysis results from various theoretical perspectives and information sources. In this study, theory triangulation was conducted by comparing the results of the content analysis with communication theory by Effendy (2003), functional linguistics theory by Halliday (1994), and media discourse theory proposed by Fairclough (1995). Meanwhile, data source triangulation was conducted by reviewing similar news stories from other media outlets such as Kompas, Tempo, and Liputan6 to determine the consistency of communication patterns used in conveying educational issues. Furthermore, data validity was strengthened through peer debriefing with fellow communication linguistics researchers to obtain input and validate interpretations (Moleong, 2017). Data analysis in this study was conducted through three main stages: data reduction, data presentation, and conclusion drawing, as explained by Miles, Huberman, and Saldaña (2014). The first stage, data reduction, involved selecting and grouping text sections relevant to the research focus, such as calls to action, argumentative statements, and source quotes that illustrate media communication patterns. The second stage, data presentation, involved organizing the results of the reduction into narrative descriptions and tables of analytical categories to clearly understand the relationship between the data and the findings. The third stage, conclusion drawing, involved interpreting communication patterns based on the linguistic and communication theories studied. The researchers identified how the media used language to construct informative and persuasive messages about improving teacher quality as part of national education transformation.

Using a systematic qualitative content analysis approach, this study is expected to provide an in-depth understanding of how the media construct educational discourse through planned and meaningful communication strategies. This methodology allows researchers not only to describe the forms of communication patterns but also to uncover the social and ideological meanings implicit in news texts.

FINDINGS AND DISCUSSION

Findings

Research Findings: Structure and Linguistic Features of News Texts

1. Introduction

This study aims to analyze the structure and linguistic features of a news text entitled 'MPR Deputy Chairman Encourages Improved Teacher Quality for Educational Transformation'. This analysis is important because news texts are a type of factual text that serves to convey information to the public objectively and systematically. Through this analysis, researchers can identify structural patterns and linguistic features that support message delivery in the context of education and public policy.

2. Analysis of News Text Structure

The structure of a news text consists of five main parts: the title, event orientation, main event, source commentary, and conclusion. Based on the analysis, this news text has a systematic structure and complies with the rules of news writing.

TABLE 1. NEWS TEXT STRUCTURE

Text Structure	Content/Examples in News Text	Function in Discourse
Title	"MPR Deputy Speaker Encourages Improvement of Teacher Quality for Educational Transformation"	Attract the reader's attention and describe the essence of the news.
Event Orientation	"Deputy Speaker of the MPR RI Lestari Moerdijat emphasized improving teacher quality."	Shows who, when, and where events occurred.
Main Event	Explanation of the workshop "Educational Transformation Through Deep Learning" at Hotel Griptha, Kudus.	Describe the main events factually.
Source Comments	Lestari's statement on the importance of deep learning and the role of teachers in guiding students.	Providing insight and meaning to events.
Closing	Also present were the Main Expert Widyaprada of the Directorate of Elementary Schools, Ministry of Education and Culture of the Republic of Indonesia, Jumeri and other figures.	Summarize activities and strengthen the credibility of the news.

3. Linguistic Characteristics Analysis

The linguistic characteristics of news texts function to show the objectivity and clarity of information. In this text, the linguistic characteristics found include the use of material verbs, mental verbs, reference words, temporal conjunctions, technical words, as well as direct and indirect sentences.

TABLE 2. LINGUISTIC CHARACTERISTICS

Linguistic Characteristics	**Examples in News Text**	**Function in Discourse**
Material Verb	emphasize, explain, attend	Shows the real actions of the source or news actor..
Mental Verb	understand, demand, grow	Describes the thought process or mental attitude of the perpetrator.
Reference Word	he, she, Rerie	Avoid repeating character names.
Temporal Conjunction	yesterday, now, then	Shows the time sequence of events.
Technical Word	educational transformation, deep learning, students	Provides academic and professional context.
Direct and Indirect Sentences	If this comprehensive learning is applied well	Provides a balance between facts and the author's interpretation.

4. Visualization of Analysis Results

Figure 1 shows the relationship between the structure and linguistic features of the news text, which together create a coherent meaning in conveying the message. The text structure plays a role in presenting facts, while the linguistic features serve to strengthen the clarity, objectivity, and persuasiveness of the news.

Figure 1. Structure and Linguistic Features in the News Text:

[Text Structure] —> [Contextual Meaning] —> [Main Message on Improving Teacher Quality]

5. Discussion

Based on the analysis, this news text meets the criteria for factual and educational news texts. The text structure is structured systematically, starting from the introduction of the event to the conclusion, which includes supporting information. The linguistic features used support the clear and formal delivery of the message. This news not only functions as an activity report but also conveys a moral and educational message regarding the important role of teachers in the process of educational transformation in Indonesia.

6. Conclusion

It can be concluded that the news text 'Deputy Chairman of the MPR Encourages Improving Teacher Quality for Educational Transformation' has a complete structure and linguistic features that support objectivity and clarity of information. The combination of structure and linguistic elements strengthens the informative power and educational message that is intended to be conveyed to the reader.

Discussion

An analysis of the structure and linguistic features of the news text "MPR Deputy Chair Encourages Improved Teacher Quality for Educational Transformation" shows that the text generally meets the characteristics of formal news texts in Indonesia including a systematic structure, the use of material and mental verbs, reference words, temporal conjunctions, and technical educational terms. These results align with the theoretical framework and previous research, but also reveal several important gaps.

First, regarding the structure of the news text, Teun A. van Dijk's (1988) framework emphasizes that news should be understood not merely as information reports but as public discourse with structural, cognitive, and ideological aspects. He stated that "news should be studied primarily as a form of public discourse," linking text structure to news production and reception. Taylor & Francis+1 In your research, the event orientation (lead), main event, source quotation, and conclusion follow a precise pattern, formally fulfilling van Dijk's recommended structural elements. This demonstrates consistency between empirical results and theory.

Second, regarding the selection of news focus and news value, Johan Galtung and Mari Holmboe Ruge's (1965) model formulated several factors that influence the inclusion and positioning of an event in the media for example, prominence, proximity, timeliness, and consonance. JSTOR+1

In your news text, the presence of a national figure (the Deputy Speaker of the People's Consultative Assembly) and activities relevant to education policy make the event "newsworthy" according to Galtung & Ruge's prominence and relevance factors. This indicates that the media uses classical criteria for news selection.

Third, regarding linguistic characteristics, research on news language in Indonesia (e.g., studies on the use of material verbs, direct quotations, and technical terms) shows that formal news tends to use dominant material verbs to depict concrete actions, as well as to strengthen objectivity, and the use of standard language in accordance with journalistic standards. In your results, the use of verbs such as "emphasize," "explain," and "attend" indicates concrete action; the use of direct quotations gives "voice" to the actors; the use of technical educational terms such as "deep learning" provides a professional context. Thus, your research findings align with patterns found in Indonesian language literature.

Fourth, despite numerous parallels, a significant gap was identified: the news report does present policy claims (that teacher quality needs to be improved and educational transformation is necessary), but it does not present specific empirical data (e.g., pre- and post-teacher competency assessments, evaluation of deep learning implementation) or the voices of teachers as more critical or reflective implementers. From van Dijk's perspective, one function of citations is to provide legitimacy and shape social interpretations. If only officials are given a voice while others (teachers, participants) are underrepresented, there is potential for bias in the news framing. discourses.org+1

Furthermore, from Galtung & Ruge's perspective, even if a news report is selected based on news value, in-depth analysis and accountability to empirical data are crucial to ensure that the news is not merely reporting events but also accurately representing reality. News reports that only present policy statements without data tend to be rhetorical.

In terms of the implications of your research, this means that the news text you studied effectively performed its formal reporting function. However, from a discourse and linguistic perspective, it could be expanded to include aspects of actor representation (voice), empirical data, and critical framing to enrich the research. For example, further research could examine how teachers' voices are portrayed in other media, or measure the frequency of the use of mental versus material verbs and relate this to the framing of education policy.

Overall, your research demonstrates that the news text you analyzed aligns with existing structural and linguistic theories. However, it also identifies a tendency in media practice to prioritize policy makers over actors in the field, and to under-present empirical data that could enhance the credibility and depth of the news.

CONCLUSION

Based on the analysis of the structure and linguistic characteristics of the news text "MPR Deputy Chairperson Encourages Improved Teacher Quality for Educational Transformation," it can be concluded that the text has a systematic structure and conforms to the news text pattern as explained in Van Dijk's (1988) news discourse theory. Each section of the news story from the title, event orientation, main content, source quotations, to the

conclusion is structured with a clear and coherent function. This demonstrates that the media still adheres to the basic principles of factual news writing, paying attention to the 5Ws + 1H and ordering information based on importance.

From a linguistic perspective, this news text displays characteristics consistent with the results of national linguistic research. The use of material verbs (emphasize, explain, attend) indicates concrete actions; mental verbs (understand, demand) indicate thought processes; and reference words and temporal conjunctions indicate complete coherence between sentences. Furthermore, the emergence of technical terms in the field of education, such as "deep learning," "in-depth learning," and "students," reinforces the scientific context highlighted by the news. This finding confirms that formal news texts in Indonesia tend to use standard language and lexical choices that reflect the professionalism and objectivity of the reporting.

However, this study also found limited representation at the discourse level. News narratives still focused on state officials as the primary source of information, while the perspectives of field actors in this case, teachers or participants were not explicitly accommodated. This situation reflects what Van Dijk (1988) calls the dominance of elite discourse, where news reports often highlight the voices of authorities over those of implementing actors. Furthermore, the news did not include empirical data regarding the concrete results or impacts of the reported activities. Thus, the texts functioned more as a form of policy socialization than as an evaluation of educational implementation.

Theoretically, the results of this study contribute to the study of applied linguistics, particularly in analyzing the relationship between text structure, language choice, and the social function of educational news. This research also emphasizes the importance of a critical discourse analysis perspective in understanding how the media frames public policy through specific structures and linguistic choices. In other words, structure and language are not merely tools for conveying information, but also for constructing meaning and social representation.

Implications.

This research has several implications. In the context of language education, the results of the analysis can be used as teaching materials to introduce students to the structure and linguistic characteristics of authentic news texts. Furthermore, from the perspective of educational journalism, this research demonstrates that the media plays a crucial role as a link between policy and the public, but it is necessary to maintain a balance in actor representation to ensure a more participatory news experience. Practically, the results of this research can also serve as a reference for Indonesian language teachers in teaching news writing skills based on factual data and critical analysis.

Research Limitations.

This research is limited to a single news text of a specific length and context, so generalizations to educational news in other media cannot be made comprehensively. Furthermore, the analysis has not yet addressed the pragmatic and semiotic dimensions that could enrich understanding of implicit meaning in news discourse. Another limitation lies in the absence of quantitative empirical data, such as the frequency of linguistic elements or readers' perceptions of the news.

Recommendations.

Based on these limitations, further research is recommended to (1) expand the corpus by involving various national and local media outlets to compare variations in the structure and linguistic style of education news; (2) use a comprehensive critical discourse analysis approach to examine the power relations and ideologies implied in the text; (3) integrate linguistic analysis with quantitative data such as word frequency, lexical networks, and corpus discourse analysis; and (4) examine audience perceptions of education news to understand the extent to which news texts influence social constructions of teachers and education in Indonesia. Furthermore, future research could also utilize an interdisciplinary approach between linguistics, communication, and education to produce a more complete picture of the function of language in the dissemination of public policy discourse.

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Struktur dan Ciri Kebahasaan dalam Teks pidato Menteri Keuangan Bapak Purbaya Sejak Pertama Kali Dilantik

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Abstract. This research is motivated by the importance of understanding argumentative strategies in political-economic discourse, particularly in official speeches by public officials that play a role in forming opinions and legitimizing policies. The purpose of this research is to describe the argumentative structure and linguistic characteristics used in the speech texts of Minister of Finance Mr. Purbaya since his first inauguration. This research uses a content analysis method with a critical discourse analysis (CDA) approach and pragma-dialectic theory as a basis for identifying the components of claims, data, and reasoning (warrant) in the speech texts. The research data in the form of official speech manuscripts are analyzed qualitatively using data reduction techniques, classification of argumentative elements, and contextual interpretation. The results of the study indicate that the argumentative structure of Purbaya's speech follows a deductive pattern consisting of a main claim about fiscal stability and integrity, followed by empirical evidence in the form of past economic policy achievements, and rational justifications connecting past and future fiscal policies. Dominant linguistic features include the use of technocratic diction, logical compound sentences, and inclusive pronouns such as "we" and "together," which function to build solidarity and moral legitimacy. The speech reflects a combination of argumentative rationality, persuasive rhetoric, and moral ideology that strengthens the image of technocratic leadership.

Keywords: argumentation structure, critical discourse analysis, pragma-dialectics, political speech, policy legitimacy.

INTRODUCTION

Language plays a crucial role in social life, particularly as a means of conveying ideas, opinions, and public policies. In the context of Indonesian language education, the ability to understand and analyze speech texts is part of the discourse literacy competency stipulated in the Independent Curriculum (Kemendikbudristek, 2022). Language learning is aimed at ensuring that students are not only able to speak communicatively but also critically evaluate the content, structure, and intent of public speech. Therefore, research on argumentative structures in speech texts has strong relevance to the curriculum because it helps develop critical thinking skills and the ability to analyze persuasive texts.

Speeches, as a form of oral discourse designed to influence an audience, contain complex argumentative strategies. Speeches by public officials, such as the Minister of Finance, are not only a means of conveying information about economic policies but also serve as a medium for building image, legitimacy, and public trust. Based on initial observations, Mr. Purbaya's speeches since his inauguration have displayed a systematic argumentative structure, where each policy claim is always followed by rational justification and empirical data that serve to convince the public of the fiscal policies being implemented. This phenomenon indicates that the speeches are not merely informative but also persuasive and ideological.

In linguistic studies, argumentative discourse can be analyzed using the pragma-dialectical approach developed by van Eemeren and Grootendorst (2004). This theory emphasizes that argumentation is a rational process consisting of claims, data, and justification or reasoning (warrant) that are logically interconnected. A good argumentative structure demonstrates the relationship between statements and supporting reasons, thus

enabling an effective persuasion process. Using this approach, researchers can examine how arguments are structured in public officials' speeches and how argumentative strategies are used to build legitimacy and audience trust in the state's economic policies.

Furthermore, the Critical Discourse Analysis (CDA) theory proposed by Fairclough (2013) also serves as a reference in this research. Fairclough views language as a social practice that is not neutral, but rather imbued with ideology and power. Public officials' speeches contain social and political dimensions that reflect the power relations between the government and society. Therefore, analyzing the argumentative structure in the Minister of Finance's speech also means understanding how language is used to construct economic realities, frame fiscal policy, and assert the government's position and authority before the public.

The problem formulation in this research is: (1) how is the argumentation structure in the speech text of the Minister of Finance, Mr. Purbaya, since his first inauguration, and (2) how argumentation strategies are used in building legitimacy and persuasion towards the economic policies conveyed. The purpose of this research is to describe the form of argumentation structure used in the speech text and to analyze the argumentative strategies that function as a tool of legitimacy and persuasion towards the audience. Theoretically, the results of this research are expected to contribute to the development of discourse analysis studies, especially in the realm of analyzing public officials' arguments. Practically, this research can be used as teaching material and reference for educators, students, and the general public to understand how language is used strategically in the context of government and economic communication.

Based on a review of previous research, most discourse studies on official speeches in Indonesia still focus on rhetoric (Astuti, 2020), politeness (Nugraha, 2021), or linguistic ideology (Suryani, 2019). Studies specifically examining the argumentative structure of speeches by economic officials, particularly those of Finance Minister Purbaya, have been limited. This gap indicates a significant research opportunity to analyze how argumentative strategies are constructed in the context of public and economic policy communication. Therefore, this study aims to fill this gap by focusing on how argumentative structures are formed, developed, and used in Mr. Purbaya's speeches since he first took office.

RESEARCH METHOD

This study uses a content analysis method with a descriptive qualitative approach. The content analysis method was chosen because it is relevant to examining the message content contained in the speech text and interpreting the hidden meaning behind the linguistic structure and argumentative strategies used by the speaker. Krippendorff (2019) explains that content analysis is a research technique used to draw replicable and valid conclusions from the data studied based on its context. This approach allows researchers to understand the structure of argumentation in depth by considering the relationship between language, context, and its social function. This study is descriptive because it aims to systematically and factually describe the form and pattern of argumentation in the text of the speech of the Minister of Finance, Mr. Purbaya, from his first inauguration until his current term. By using a qualitative approach, researchers attempt to interpret discourse phenomena naturally and contextually as they are (Miles, Huberman, & Saldaña, 2018).

The data in this study consists of the text of the Minister of Finance, Mr. Purbaya, obtained from public documents, the official website of the Ministry of Finance of the Republic of Indonesia, and online media such as Kompas.com, Tempo.co, and CNBC Indonesia. These data sources were selected because they provide official recordings or transcripts of speeches whose authenticity can be verified. Data selection was based on the criteria that the speeches must be delivered officially in Purbaya's capacity as Minister of Finance, contain argumentative content related to economic and fiscal policy, and be available in written form. These speeches were analyzed to determine how the argumentation is structured, how the speaker constructs claims and reasons, and how persuasive strategies are used in conveying public policy.

Data collection was conducted through documentation methods. Sugiyono (2022) states that documentation techniques are a way to obtain data from notes, transcripts, documents, or media related to the research focus. In this study, researchers searched and downloaded speech texts from official sources, then copied, transcribed, and compiled the data into written text format for analysis. Each text was read thoroughly to identify sections containing argumentative elements such as claims, evidence, and reasoning.

The main instrument of this research is the researcher themselves (human instrument), as explained by Moleong (2019) that in qualitative research the researcher acts as planner, implementer, data collector, analyst, and interpreter of research results. To assist the analysis process, the researcher used an argumentation structure analysis worksheet based on the theory of van Eemeren and Grootendorst (2004). This sheet contains argumentation components consisting of claims, data, reasoning (warrant), support (backing), and rebuttal (rebuttal). By using this instrument, the researcher can trace the logical relationship between statements and justifications used in the speech.

Data validity was tested using source and theory triangulation. Denzin (2017) emphasized that triangulation is a technique for verifying data validity through comparisons between various sources or theories. Source triangulation is conducted by comparing the content of speeches from various media outlets that broadcast the same script or transcript, while theory triangulation is conducted by combining van Eemeren and Grootendorst's (2004) argumentation theory and Fairclough's (2013) Critical Discourse Analysis theory. Thus, the analysis results focus not only on the logical structure of the argumentation but also on the ideology and power contained within it. Furthermore, researchers conducted peer debriefing with their supervisor or other researchers competent in discourse analysis to enhance the credibility of the research results (Lincoln & Guba, 1985).

Data analysis was conducted in stages following the interactive model of Miles, Huberman, and Saldaña (2018), which includes data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher selected text sections relevant to the argumentation structure. In the data presentation stage, the analysis results were compiled in the form of descriptions and tables that illustrate the relationship between claims, data, and reasoning. The final stage was conclusion drawing, in which the researcher interpreted the emerging argumentative patterns, identified the argumentative strategies used, and examined the ideological function of language in the speech. The combination of van Eemeren and Grootendorst's argumentation theory and Fairclough's critical discourse theory enabled the researcher to uncover the relationship between language, power, and the legitimacy of economic policy in Mr. Purbaya's speeches.

RESULTS AND DISCUSSION

Results

1. Argumentative Structure in Speeches

The inaugural speech of Finance Minister Purbaya Yudhi Sadewa demonstrated a systematic and coherent argumentative structure. Based on the pragma-dialectic model of van Eemeren and Grootendorst (2004), this speech contained several argumentative stages, namely the presentation of the main claim (claim), the presentation of evidence (data), reasoning or logical basis (warrant), and additional justification (backing).

The key claim in this speech was the Minister of Finance's commitment to maintaining fiscal stability, promoting economic growth, and continuing institutional reforms within the Ministry of Finance. This argument was supported by historical data on the Ministry's success under Sri Mulyani's leadership, as well as various fiscal policy achievements in dealing with the pandemic crisis and global economic dynamics.

Purbaya employs a deductive argumentative approach: he puts forward a general premise about the importance of fiscal stability, then supports it with concrete evidence from empirical experience. He also employs an argumentative strategy that combines rational logic and emotional persuasion through collective appeals and the value of integrity.

2. Argumentation Structure Tab

TABEL 1. ARGUMENTATION STRUCTURE TABLE

Argumentation Components	Quotes from the Speech	Rhetorical Function
Claim	"Fiscal policy will act as a powerful instrument in maintaining stability, driving economic growth, and realizing prosperity for all Indonesians."	Statement of the main objectives and vision of fiscal policy.
Data	"Under the leadership of Mrs. Sri Mulyani, the Ministry of Finance has successfully maintained Indonesia's fiscal stability amidst global dynamics..."	Empirical evidence to strengthen the legitimacy and sustainability of policies.
Warrant	“His integrity, professionalism, and international reputation have been an example for us all.”	The reasoning that previous success is the basis for public trust.

Backing	"We have succeeded in maintaining people's purchasing power and the sustainability of the business sector while maintaining the health of the state budget."	Additional support in the form of concrete results of previous policies.
Rebuttal	"We must not be naive, we must not focus on small issues that actually hinder strategic policies."	Rebuttal to possible objections or bureaucratic focus errors.

This structure shows that Purbaya builds arguments through a rational approach, using historical data as evidence, and closing it with a moral and ideological appeal.

3. Linguistic Features in Speech Texts

In terms of language, this speech is characterized by political-economic discourse focused on informative and persuasive functions. Based on Fairclough's (2013) discourse analysis theory, the following aspects highlight the prominent linguistic features:

a. Formal and Technical Lexical Choices
The speech frequently used economic and policy terms such as fiscal, state budget, economic stimulus, tax harmonization, institutional reform, and effective state spending. This choice of words reinforced an image of professionalism and authority.

b. Use of Complex and Coherent Sentences
The sentence structure is dominated by compound sentences with causal conjunctions (because, so that, so that), indicating a logical reasoning process.

c. Cohesion and Coherence of Discourse
Lexical cohesion is evident in the repetition of the terms “Ministry of Finance” and “fiscal,” which maintains the focus of the speech's topic. Coherence of ideas is achieved through a chronological flow: reflection on the past – analysis of current challenges – plans for the future.

d. Persuasive Diction and Collective Solidarity
There is a lot of use of inclusive pronouns such as “we”, “together”, “all ranks”, which give the impression of togetherness and invite collective participation.

e. Ethical and Ideological Tone
Purbaya closed his speech with moral values such as integrity, accountability, and dedication, which reflect the ethical image of public officials and strengthen the ethos of the discourse.

4. Visual Analysis of Argumentation Structure (Image Description)

The argumentative structure in this speech can be visualized in the form of the following argumentative flowchart:

Main Claims:
"Fiscal policy is the main instrument for maintaining national economic stability."

Supporting data:
- The success of the Ministry of Finance under Sri Mulyani
- PEN's success during the pandemi

Reasoning (Warrant):
"Performance and integrity are the basis for policy continuity."

Backing:
"Institutional reforms and new fiscal laws strengthen the economic foundations."

Conclusion:
"The need for cooperation, integrity, and sustainable fiscal policies."

The chart shows the logical flow of argumentation moving from strategic vision to empirical justification, then to normative conclusions.

5. Interpretation of Results

This speech demonstrates a strong and credible argumentation pattern, combining three dimensions of discourse: policy rationality, political legitimacy, and public morality. The argument is structured logically, utilizing empirical data and inclusive language. Its linguistic characteristics support the goal of persuasion, maintaining a formal and authoritative communicative style. This aligns with van Dijk's (2016) view that public officials' speeches serve to build discursive legitimacy, where language is used to maintain trust and symbolic power.

Discussion

The results of the study indicate that the argumentative structure in the text of the Minister of Finance, Mr. Purbaya's speech since his first inauguration has a deductive pattern, starting with the delivery of the main claim in the form of a fiscal policy vision and commitment to integrity, then followed by supporting data in the form of the success of previous economic programs, and ending with reasoning (warrant) that connects past policies with future agendas. This pattern is in line with the pragma-dialectic argumentation model developed by Van Eemeren and Grootendorst (2004), where effective arguments always contain components of claims, data, and logical justification in the context of rational discussion. In addition, Purbaya's speech also shows elements of strategic maneuvering, namely an effort to balance the rational (dialectical) aspect with the persuasive (rhetorical) aspect in conveying policy arguments (Van Eemeren, 2010).

In the context of strategic maneuvering theory, the choice of technocratic words such as "fiscal stability," "economic growth," and "2026 Draft State Budget" demonstrates a strategic maneuver to direct the audience's attention to the credibility and professionalism of the Ministry of Finance. In this way, language functions not only as an informative tool but also as a rhetorical tool to build institutional legitimacy (Fairclough, 2013). Fairclough asserts that political and economic discourse are essentially social practices that construct and reproduce power through language. In this speech, the use of technical vocabulary and formal diction reflects the Minister of Finance's position of power and authority in maintaining the image of national economic stability.

The emphasis on the values of integrity and collective cooperation in speeches also contains an ideological dimension, as explained by Fairclough's (2015) theory of Critical Discourse Analysis (CDA), which states that language in the context of power serves to normalize certain values and strengthen the moral legitimacy of institutions. The use of inclusive pronouns such as "we," "together," and "all ranks" plays a role in building solidarity and collective responsibility. This aligns with the findings of Wulandari's (2021) study, "The Rhetoric of Solidarity in the Political Speeches of the Indonesian President," which found that inclusive pronouns are a linguistic strategy to reduce the power distance between leaders and audiences.

The findings of this study also indicate a tendency toward historical legitimacy strategies, namely respect for the previous leadership (Mrs. Sri Mulyani). This serves to demonstrate policy continuity and public trust in state financial institutions. This strategy was identified in a discourse analysis study by Rahman and Susanto (2020), who found that public officials in Indonesia often use narratives of continuity to minimize social resistance during leadership transitions. Thus, Purbaya's speech strengthened the legitimacy of fiscal policy through narratives of continuity and symbolic respect for predecessors.

Furthermore, the research findings show that Purbaya's speeches tend to minimize the use of emotional or populist metaphors, unlike political speeches aimed at mobilizing the masses. International research by Chiluwa and Ifukor (2015) shows that populist speeches are typically characterized by the use of emotional metaphors and ideological diction to evoke sympathy or group identity. In contrast, technocratic speeches, such as those analyzed in this study, emphasize argumentative clarity and the strength of data as a form of rational persuasion. Thus, Purbaya's discourse emphasizes his position as a technocrat, not a populist politician.

A comparison with pragma-dialectic theory also shows that this speech adheres to the principle of argumentative rationality because each claim is followed by concrete evidence, such as data on the success of the National Economic Recovery (PEN) program and tax reform. This is consistent with research by Eemeren and Garssen (2015) in the journal Argumentation, which explains that effective public argumentation is one that is able to display an explicit connection between claims and verified data. Furthermore, the presence of an invitation sentence such as "I invite all levels of the Ministry of Finance to maintain the spirit of service" demonstrates a rhetorical element that evokes positive emotions and a sense of shared responsibility.

In a national context, the results of this study also support Fitriyah's (2022) findings in the journal Bahasa dan Wacana, which concluded that speeches by Indonesian government officials post-reform tend to combine informative and legitimating functions. Purbaya's speech embodies this pattern by combining the presentation of economic data with moral appeals to maintain integrity and transparency. Thus, the speech's argumentative structure serves not only to convey policy but also to shape the image of moral leadership.

Overall, a comparison of the results of this study with previous theories and studies shows that the argumentative structure of Finance Minister Purbaya's speech reflects an integration of rationality (pragma-dialectic theory), ideological legitimacy (Fairclough's CDA), and the rhetorical strategy of solidarity (national and international research). The speech not only conveys fiscal policy but also serves as a discursive practice that builds public trust in state institutions.

CONCLUSION

The results of the study of the argumentative structure and linguistic characteristics in the text of the speech of the Minister of Finance, Mr. Purbaya, since his first inauguration show that the speech has a systematic and logical argumentative pattern. The argumentative pattern follows the claim-data-warrant scheme as explained in the pragma-dialectic theory by Van Eemeren and Grootendorst, where the main claim conveyed is a vision of fiscal policy oriented towards stability and integrity supported by empirical data such as the success of the PEN program and institutional reform. In addition, linguistic characteristics that emerge include technocratic diction, compound sentence structures, and the inclusive pronouns "we" and "together," which build an impression of solidarity and collective responsibility. Ethical values such as integrity and professionalism also strengthen the moral legitimacy and image of technocratic leadership. The results of this study are in line with the theory of Critical Discourse Analysis (Fairclough), which emphasizes that the language of public officials functions not only informatively, but also ideologically—as a tool to maintain power and build public trust in state institutions.

Based on these results, this study suggests that similar studies in the future expand the research object by comparing the speeches of Purbaya and other financial officials, so that the development of argumentation patterns and linguistic strategies across government periods can be seen. In the educational realm, the results of this study can be used as teaching materials in Discourse Analysis or Indonesian Language Rhetoric courses to improve students' understanding of the relationship between argumentation structure, language choice, and the social function of discourse. Meanwhile, for government communication practitioners, this study can be used as a reference in designing logical, credible, and ethical policy speeches. Theoretically, the results of this study emphasize the importance of integrating argumentation theory and critical discourse analysis to uncover both rational and ideological aspects in political and administrative texts, thereby contributing to the development of linguistics and improving the quality of public communication in Indonesia.

Knowledgments

The authors would like to express their sincere gratitude to God Almighty for the blessings and guidance that enabled the completion of this research entitled “The Structure and Linguistic Features of Minister of Finance Purbaya’s Speech Texts Since His First Inauguration.”

The authors also extend their deepest appreciation to: (1) Mr. Noermanzah, M.Pd., as the supervising lecturer, for his valuable guidance, constructive feedback, and continuous support throughout the research process; (2) The Indonesian Language Education Study Program, University of Bengkulu, for providing academic support and facilitating the implementation of this study; (3) Fellow researchers—Bunga Mareta Dalisty and Dina Natalya—for their collaborative effort and commitment during the preparation of this article; (4) All parties and institutions who have provided access to official documents, speech transcripts, and data sources that contributed greatly to the completion of this research.

The authors hope that this work will contribute to the field of discourse analysis, argumentation studies, and Indonesian language education, and that it may serve as a useful reference for future research.

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Analysis of the Poem "On a Day Later" by Sapardi Djoko Damono with a Structural Approach

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Abstract. The study of structuralism of poetry is a study of poetry that emphasizes the study of the building elements of the poem itself. In this case, a poem is considered as a unified whole. Therefore, the study of poetry with the theory of structuralism is an assessment that does not involve the poet's background and other factors that influence the creation of the poem. In the study of the poem "On One Day Later", using the descriptive method. the purpose of studying the poem "on a day" is to describe the use of language style. the poem "on a day later" means to express human feelings through experiences, thoughts, feelings, ideas, beliefs in the form of depictions of life that can evoke charm through the use of language and are described in the form writing.

Keywords: poetry, structural, meaning.

INTRODUCTION

According to Waat-Dunton Situmorang (in Samosir, 2013), poetry is a real expression through beautiful words that emerge from the human mind. The form of a literary work is called poetry if it achieves aesthetic effects in various elements of language. (Nurgiyantoro, 2010). Poetry itself consists of two structures, namely the structure of birth and the structure of the mind. External structures are poetic structures that relate to the form of poetry, such as rhyme, rhythm, typography, etc. So the structure of birth is the structure of the poem that can be seen through the form of the poem itself. Internal structure is a structure contained in the meaning or sense of the poem itself, so it can only be felt by interpreting the lines of the line. Of course, in writing poetry, poets need the ability to translate their feelings into the lines of their poems.

How great are poets who are able to create a series of poems that are so phenomenal and so meaningful. Indonesia itself has many great poets whose poems are loved by literary experts. One of them is the great poet Sapardi Djoko Damon whose works are not only loved by the elderly, but also admired by many young people, including a poem entitled "On a day later". The poem "On a Day Later" is a poem written by Sapardi Djoko Damono in 1991. Poetry that is famous for the beauty of its lines is able to touch the emotions of readers from the first time they read the poem. Although presented in a simple style, this poem has a very deep meaning. Because of the depth of its meaning, this poem is so enjoyed by its readers or connoisseurs. With the simplicity of the words used by Sapardi Djoko Damono in his poems, it was found that many researchers studied the poem "Someday Later". The neatness in the presentation of the poem lines can make readers or connoisseurs of the poem not feel bored to read many times and enjoy the beauty of the words and meaning possessed by the poem "At a Day Later" which is no less impressive than other poems by Sapardi Djoko Damono.

RESEARCH METHODOLOGY

In this article, the method used to study the poem "On a Day Later" by Sapardi Djoko Damono, is the descriptive method. The descriptive method is a method that describes the analysis related to the mental structure and the structure of the birth of the poem "On a Day Later" which is presented in the form of a clear description of the presentation. Using this method, the study of the elements that build the poem "At a Day Later" by Sapardi

Djoko Damono will be presented as it is. Then, the descriptive method is also a method of assessment used to study literary works in depth, namely analyzing literary works with detailed explanations.

RESULTS AND DISCUSSION

This study analyzes the structure of poetry, namely the structure of poetry and also the mental structure in poetry. The object of analysis is to use one of Sapardi Djoko Damono's poems "On a Day Later" in this poem certainly has a physical structure and an inner structure that is related to each other so that it can form a beautiful poem. This poem is an inner expression of feelings of loyalty to the creator.

A. The Physical Structure of Poetry One Day

1. Diction

It is the right choice of words to create a sentence that is in accordance with the conditions and meanings that are in harmony and then conveyed well to the listener so that it does not cause misunderstandings in language. In this study, it is explained that the type of diction based on its meaning is divided into two, namely denotation and connotation. The poem "On a Day Later" is able to touch the feelings of the reader. Meanwhile, for the vestrification, the poem uses a vertical rhyme found at the end of each line of the poem, each line ends with an i sound so as to produce a distinctive beauty of sound.

In this first stanza, the most prominent diction is the use of the word "my body". In this word, a deep and special meaning is felt. The diction is of course the choice of words that the poet chooses to convey the deepest meaning to be conveyed, because if the diction is replaced with another diction, then the meaning will not necessarily be deep and cause strong feelings. For example, the use of the word "my body", of course, cannot replace the meaning that has been represented by the word "my body". Meanwhile, in the second stanza, the most prominent diction is the word "kusiasati". The word strongly represents the "I" feeling of the lyrics wanting to keep "You" company. Furthermore, the most prominent diction in the third stanza is "letihleti". The adverb is able to convey such a strong statement of the "I" lyrics that he wants to always accompany "You".

2. Image of Rokhmansyah (2014 : 8)

Saying imagery is an arrangement of words that can reveal a sensory experience in which the reader seems to be able to see, hear, feel, and feel the poet in his poem imagenively through our experiences and feelings.

In the poem One Day by Sapardi Djoko Damono, each stanza contains an image in the first stanza there are visual imagery, auditory imagery, tactile imagery, gustatoy, and olfactory imagery. In the first stanza, there is visual imagery created by the concrete words "my body" and "stanzas". In the stanza, the reader will experience the senses (vision) to imagine a body and the verses contained in the poem. Then, in the second stanza, the resulting imagery is auditory imagery and visual imagery. The auditory imagery created comes from the presence of the concrete word "my voice" which can make the reader or connoisseur of poetry feel a sensory experience (hearing) to imagine the voice of the lyrics. Then, the visual imagery created in the second verse results from the presence of the concrete word "arrays". The most interesting thing is that the image contained in the third verse is the visual imagery produced by the concrete word "letter". In the third stanza, readers or connoisseurs of the poem "On a Day Later" can feel a sensory experience (vision) to imagine the form of a series of letters contained in a poem referred to by the lyrical "I".

3. Concrete Words

The concrete words in this poem can be seen in words that can be described concretely by the reader. In the poem of the Day of the Day by Sapardi Djoko Damono, there are a number of concrete words that can create sensory experiences for the reader, including 1 my body in the first stanza, 2 my voice in the second stanza, 4 lines and 5 letters in the third stanza, all of these concrete words will produce an image or image of the poem one day.

4. Language Style

In this poem there are several styles of language, namely the metaphorical majas in this poem can be seen in the word 1 "but in this verse of the poem you will not be willing to do it yourself, 2 . But between the lines of this line of the poem and in the 3rd stanza, however, between the letters of this poem in the 3rd stanza, the use of metaphor is used to represent the meaning meant by "I", the lyrics about something that will be used as something that will make him able to continue to accompany you.

5. Batin Structure

The inner structure of the poem entitled Someday Later "by Sapardi Djoko Damono"

1) Theme

In my opinion, Theme is an idea or idea that occupies the main place in the story. Sapardi Djoko Damono's poem one day has the theme of loyalty. Loyalty to you can mean the reader, even though I am not present in this poem, but he will remain faithful to the reader.

2) Atmosphere

The atmosphere in this poem gives the feelings of a poet through an imaginative way. In the poem, the poet expresses words that mean that the lyrical "I" does not want to disappear from the lives of his loved ones after his body is gone. So, for his loyalty, "I" lyrics make his poems something that can get around his departure.

3) Tone

Tone is the poet's attitude towards the reader. The poet's attitude to poetry is gentle and subtle because he explains that even though one day he will be fine, his works will always be there to accompany the readers.

4) Order

A mandate is a message that will be conveyed by the author. The mandate of this poem is that the poet wants to convey his loyalty to the reader even though he is no longer there, the reader does not have to be sad, because he remains loyal and can still accompany the reader with his works.

CONCLUSION

Poetry is an expression of personal human feelings in the form of experiences, thoughts, feelings, ideas, desires, beliefs in the form of depictions of life that can evoke charm through the use of language and are described in the form of writing. Usually, a poem is presented in the form of common stanzas such as paragraphs. The poem "On a Day Later" by Sapardi Djoko Damono is a form of expression of the poet's feelings of affection and loyalty to his loved ones, especially to readers or connoisseurs of his works. In his poem, the poet wants to convey that after his absence, his works will always faithfully accompany his loved ones.

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Advancing Vocabulary Acquisition through Microlearning and Multimodal Approaches: A Review of Current Practices and Future Directions in Primary School Education

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Abstract. Vocabulary acquisition plays a crucial role in academic achievement, particularly for primary school learners who are building foundational literacy skills. Despite its importance, traditional vocabulary instruction methods often fall short in engaging young learners and fostering deep word knowledge. This article reviews current practices and explores the potential of two innovative pedagogical approaches, which are microlearning and multimodal instruction, for advancing vocabulary acquisition in primary school education. Microlearning, which involves delivering short, focused learning units, has been shown to enhance learner engagement and retention, while multimodal instruction, which integrates visual, auditory, and kinesthetic elements, offers rich, diverse opportunities for vocabulary learning. This review synthesises the existing literature on the effectiveness of each approach and highlights the benefits of integrating microlearning and multimodal strategies to support vocabulary development. Despite the promising findings, the article identifies significant gaps in empirical research, particularly regarding the integration of these approaches in real classroom settings. The article concludes by proposing future research directions and offering practical recommendations for educators, curriculum designers, and policymakers to implement these innovative strategies in primary school vocabulary instruction.

Keywords: Vocabulary acquisition, microlearning, multimodal approach, primary school education, English language learning.

INTRODUCTION

How effectively are young learners in primary education acquiring the vocabulary they need to succeed and how can modern instructional strategies better support this process? Vocabulary knowledge serves as a critical foundation for students' literacy and overall academic progress: vocabulary plays a pivotal role in literacy development… a strong vocabulary foundation is critical not only for literacy development, but also for effective communication and access to complex academic materials (Zeng et al., 2025). Without a rich and accessible vocabulary base, learners may struggle to comprehend grade-level texts and engage in broader curriculum tasks. Indeed, students with limited vocabulary frequently face difficulties in understanding reading texts and applying appropriate vocabulary in their sentences or paragraphs (Bansong, 2023). Furthermore, studies indicate that the language gap, especially in disadvantaged or post-pandemic contexts, has widened, with vocabulary acquisition emerging as a major concern for primary-school instruction (Mudge, 2023).

In response to these challenges, two increasingly prominent pedagogical approaches have emerged: microlearning and multimodal instruction. Microlearning, the deployment of very short, focused learning modules often mediated by digital tools, has been shown to enhance engagement, retention, and flexibility in basic-education settings. As Silva et al. (2025) observe in their systematic review, microlearning modules significantly enhance student motivation, performance, and interaction; content in short modules facilitates knowledge retention and connects concepts to real-life situations. Meanwhile, multimodal approaches, which

integrate visual, auditory, tactile and kinesthetic channels, offer a way to engage diverse learner modalities and embed vocabulary learning within richer contexts. Research in primary school contexts found that multimodal teaching was effective for improving intentional vocabulary learning among young learners (Bansong, 2023), and older-grade studies showed that the use of multimodality in the classroom improves the acquisition of vocabulary (Cárcamo et al., 2016).

Why are these approaches particularly important for vocabulary acquisition in primary school? First, primary learners often have shorter attention spans and benefit from concise, targeted teaching units, which is a core characteristic of microlearning. Second, vocabulary for young learners tends to require not only rote memorization but meaningful engagement with word form, meaning, and use; multimodal methods help provide sensory, contextual, and interactional support that traditional list-based methods often lack. Traditional vocabulary instruction methods, such as isolated memorization of word lists, remain widespread despite evidence of their limited effectiveness (Acuña et al., 2016). By contrast, microlearning and multimodal approaches align with current cognitive and digital realities of schooling: they support just-in-time learning, flexible access, digital mediation, and multimodal processing of language input.

Given the significance of vocabulary for educational outcomes and the potential of innovative pedagogies like microlearning and multimodal instruction, the aim of this article is three-fold: (1) to provide a comprehensive review of how microlearning and multimodal approaches have been applied to vocabulary acquisition in primary-school settings; (2) to evaluate the effectiveness of these approaches based on current empirical evidence; and (3) to identify gaps in existing practice and research, and propose future directions for implementations and investigations in primary vocabulary instruction. In doing so, this review seeks to inform educators, curriculum designers, and researchers about how to move beyond traditional methods and harness contemporary instructional models to advance vocabulary learning in early schooling.

Vocabulary in English Learning

Vocabulary plays a foundational role in second-language (L2) learning, underpinning reading, writing, listening and speaking skills. For example: Vocabulary acquisition is a cornerstone of second language learning, particularly for young ESL pupils, as it underpins the development of listening, speaking, reading, and writing skills (Anonymous, 2025) (see Webb & Nation 2017; Milton 2020). In their systematic review, Zeng et al. (2025) observed that without sufficient vocabulary knowledge, ELs often struggle to engage with grade-level texts and academic discourse, limiting their progress in both language proficiency and content knowledge. This highlights the imperative for intentional vocabulary instruction in primary and early secondary settings.

In vocabulary pedagogy, research emphasises that word-knowledge is multi-dimensional: learners must gain knowledge of word forms, meanings, usage in context, and relations among words (Nation, 2001; Hiebert & Kamil, 2005). One review states that explicit vocabulary instruction has been shown to help ELs overcome these barriers, providing them with the tools necessary to access more challenging texts and improve their overall literacy skills (Zeng et al., 2025). In primary school contexts, where learners often have limited reading experience and vocabulary breadth (Murthy, 2020), the challenge is magnified: lexical gaps hinder comprehension and limit participation in curriculum.

Given this background, innovations in vocabulary instruction are needed that go beyond traditional list-learning or decontextualised drill. Instructional approaches that support multiple exposures, meaning-making, usage opportunities, and engaging formats are increasingly seen as vital (Gersten et al., 2007; Winkler et al., 2021).

Microlearning

Microlearning refers to the design and use of very short, focused learning units (often digital) which learners can engage with flexibly and frequently. As Ghafar (2023) explains, micro-learning is a flexible, low-cost approach … accessible anytime, anywhere, and increases comprehension and retention. In a systematic review, Silva, Costa, Lima & Ferreira (2025) found that microlearning in basic education emerged as an effective strategy to deliver focused, engaging, learner-centred instruction. Another review concluded that microlearning can effectively improve student retention and learning outcomes with independent learning and short-unit delivery (Fitria, 2022).

In language learning contexts, microlearning has been applied to English grammar, vocabulary, pronunciation and other skills, with studies showing positive gains in motivation and performance (Putri, 2024). The key affordances of microlearning include (a) reduction of cognitive-load via bite-sized units, (b) flexibility for just-in-time learning, (c) alignment with how younger digital-native learners study in short bursts, and (d) strong potential for repetition and reinforcement. However, caution is noted that microlearning units may be less appropriate for heavy or complex content and may confuse learners if the links between units are unclear (Ghafar, 2023).

In primary education, where attention spans are limited and gaps in vocabulary large, the microlearning model offers promise for vocabulary exposure, reinforcement, and retrieval practice, but empirical studies remain relatively scarce in that specific domain.

Multimodal Approaches

A multimodal approach to vocabulary instruction engages multiple sensory and cognitive channels (visual, auditory, kinesthetic, tactile), often via multimedia, gesture, drawing, movement, and interaction. Ding & Fan (2022) found, for example, that multimodal vocabulary teaching could improve teachers' vocabulary teaching ability, promote students' vocabulary learning ability and enhance their pragmatic skills (Ding & Fan, 2022). Another study in a Thai primary school context concluded that the use of multimodality in the classroom improves the acquisition of vocabulary (Bansong, 2023).

Multimodal instruction is motivated by cognitive and sociocultural theories: the dual-coding hypothesis suggests that combining verbal and non-verbal modes enhances retention; multimodal literacies foreground learners' active meaning-making in multiple channels; and embodied cognition emphasises that gesture and action support conceptualisation of vocabulary. Moreover, in primary settings, multimodal teaching can support diverse learner styles, increase engagement, and make abstract vocabulary more tangible.

Nevertheless, implementation challenges exist: selecting appropriate modes, balancing novelty and clarity, aligning modalities with learning objectives, and ensuring that multimodal tasks are meaning-rich rather than mere gimmicks (Zhang, 2024). In vocabulary instruction specifically, care is needed to integrate multimodal experience with repeated use and retrieval, not just initial exposure.

Integration of Microlearning and Multimodal Approaches

The intersection of microlearning and multimodal instruction offers a promising direction for vocabulary acquisition. On the one hand, microlearning's short, focused units can deliver vocabulary items in manageable chunks; on the other hand, multimodal elements can enrich each unit by engaging tactile, visual, auditory, or kinesthetic channels, thereby supporting deeper encoding and broader learner access.

Although research explicitly combining micro- and multimodal design in vocabulary instruction is still emergent, conceptual and empirical evidence suggest synergy. For example, microlearning units that incorporate multimedia elements (images, sound, gestures) are essentially multimodal in nature; mobile microlearning platforms many times use visual, auditory and interactive channels (Putri, 2024). If carefully designed, such units can scaffold vocabulary learning incrementally, spaced over time, and reinforced via multiple modalities. As Silva et al. (2025) note, microlearning studies in basic education identified that digital information and communication technologies enabled micro-units that integrate multimedia and learner-centred design.

For primary education, the combined approach holds particular promise: short bursts of instruction delivered via multimedia, gamification or interactive tasks can capture young learners' attention, support retrieval practice, and embed vocabulary in meaningful, multimodal contexts. Future research should examine how such integrated micro-multimodal units compare to traditional vocabulary instruction, explore optimal unit length and modality blends, and study how integration supports retention, transfer, and automated scaffolding in classroom contexts.

In sum, the literature supports the separate utility of micro-learning and multimodal instruction for vocabulary acquisition, and points toward a fruitful integrated pathway. This sets the stage for the present review to synthesise current practices, evaluate evidence of effectiveness, and identify future directions for primary-school vocabulary instruction using micro- and multimodal strategies.

RESEARCH METHODOLOGY

This review adopts a literature-review design as its research methodology, the literature review as a research method is more relevant than ever given the accelerating and fragmented state of knowledge in many fields. (Snyder, 2019)

Paré, Trudel, Jaana and Kitsiou (2017) note that literature reviews can take two major forms … the second form … constitutes an original and valuable work of research in and of itself. This investigation therefore treats the review itself as a standalone scholarly contribution rather than merely a background section.

Review Design and Scope

In order to map current practices of microlearning and multimodal approaches to vocabulary acquisition in primary-school education, a systematic literature review-informed approach was taken. Systematic review methods offer a rigorous and transparent approach for research synthesis with the aim of assessing and, where possible, minimizing bias in the findings. (Paré et al., 2017; also generalised in Snyder, 2019)

Accordingly, the review followed structured steps: definition of research questions, literature search, screening and selection, data extraction, synthesis and reporting.

Search Strategy

A comprehensive search of peer-reviewed journal articles was conducted across major educational and language-learning databases (e.g., Scopus, Web of Science, ERIC, Education Source). Keywords included combinations such as "vocabulary acquisition", "microlearning", "multimodal instruction", "primary school", "elementary education", and "English vocabulary". Boolean operators and truncations were used to widen the retrieval.

According to the literature, computer databases offer access to vast quantities of information, which can be retrieved more easily and quickly than using a manual search (Ramdhani, 2014, p. 51).

All retrieved records were exported to a reference management tool; duplicate records were removed; titles and abstracts were screened for relevance; full-text reading followed for those that met criteria.

Inclusion and Exclusion Criteria

Inclusion criteria comprised: empirical or review studies published in peer-reviewed journals; studies with primary school (elementary) samples or clearly described implications for primary schooling; focus on vocabulary acquisition in English or second-language contexts; and discussion or empirical testing of microlearning or multimodal instructional approaches.

Exclusion criteria comprised: theoretical articles without empirical findings (except where they offered conceptual framing of microlearning or multimodal instruction), studies focused exclusively on non-vocabulary aspects of language (e.g., grammar only), and studies in languages other than English (unless with full English-language abstracts and relevance).

As Paré et al. (2017) stated, traditional literature reviews often lack thoroughness and rigor and are conducted ad hoc, rather than following a specific methodology, therefore, clarity of criteria is critical.

Study Screening and Selection

After initial retrieval, titles and abstracts were screened independently by two reviewers to apply the inclusion/exclusion criteria; disagreements were resolved by discussion. Full-text articles were then downloaded and assessed for methodological quality and relevance. A flow-chart of screening and selection (e.g., following PRISMA guidelines) was maintained to ensure transparency of process.

Data Extraction and Synthesis

From each selected study, key information was extracted into a data-sheet: author(s), year, country/context, sample size, age or grade of participants, instructional approach (microlearning, multimodal, or integrated), vocabulary outcomes measured, study design (e.g., experimental, quasi-experimental, descriptive), and main findings.

The extracted information was then synthesized thematically: (a) use of microlearning in vocabulary instruction; (b) use of multimodal approaches in vocabulary instruction; (c) integrated micro-multimodal vocabulary instruction in primary school contexts; (d) gaps and future directions. According to Snyder (2019), a literature review should not simply summarise but should offer an overview of different types of reviews, as well as some guidelines to how to both conduct and evaluate a literature review paper.

Thematic synthesis permitted identification of patterns, divergences, and gaps in the literature.

Quality Assurance and Limitations

To enhance credibility, the review documented the search strategy (keywords, databases, number of records retrieved), the screening process, and the extraction form. Additionally, the review considered issues of methodological quality of included studies (e.g., sample size, control groups, measurement of vocabulary outcomes) and acknowledged limitations such as publication bias and possible omission of grey literature.

According to Ramdhani (2014), the type of articles that are selected for a good review of literature are theoretical presentations, review articles, and empirical research articles. The present review primarily emphasises empirical studies while using conceptual articles to support framing.

Finally, the limitations discussion notes that despite rigorous search and selection, some relevant studies may have been missed owing to language or database coverage; and the heterogeneity of study designs limits the possibility of meta-analysis.

Reporting

Findings of the review are reported in narrative-thematic format, supported by summary tables of included studies, and followed by a discussion that brings together the findings, identifies research gaps, and proposes future directions relevant for primary-school vocabulary instruction using microlearning and multimodal approaches.

RESULTS AND DISCUSSION

The findings of this review suggest that both micro-learning and multimodal instructional approaches hold meaningful promise for supporting vocabulary acquisition in primary-school settings, yet significant gaps remain in their integrated use and empirical evaluation. On the one hand, the literature indicates that micro-learning, the use of very short, focused instructional units, significantly enhances student motivation, performance, and interaction; content in short modules facilitates knowledge retention and connects concepts to real-life situations (Silva et al., 2025). On the other hand, multimodal approaches, which utilise visual, auditory, tactile or kinesthetic channels, have been shown to significantly improve the acquisition of vocabulary among school students (Cárcamo et al., 2016) and enhance learner motivation and retention (Esfahani, 2023). The convergence of these two innovations appears conceptually compelling but empirically under-explored.

Implications for vocabulary acquisition

First, these approaches respond to key cognitive and contextual constraints in vocabulary learning among young learners. Primary-school students often have shorter attention spans, lower lexical breadth, and less experience with deliberate vocabulary learning (Bansong, 2023). Micro-learning addresses the attention span issue through bite-sized units (Fitria, 2022) and reduces cognitive load by segmenting content (Wang et al., 2020 cited in Fitria, 2022). Meanwhile, multimodal instruction leverages dual-coding and embodied cognition principles: providing multiple representational channels helps children encode new words more richly and flexibly (Cárcamo et al., 2016). Thus the combination of short units enriched with multimodal input offers a plausible pathway to support deeper word knowledge (meaning, form, use) rather than surface memorisation.

Second, the review revealed that micro-learning and multimodal approaches both show positive outcomes in vocabulary learning, but each also has limitations. For example, micro-learning may struggle when content is inherently complex or when links between micro-units are unclear: microlearning units may be less appropriate for heavy or complex content and may confuse learners if the links between units are unclear (Ghafar et al., 2023). In multimodal instruction, implementation challenges include cognitive overload, technological burden, and teacher preparedness: for instance, a systematic review notes that while the multimodal approach was more effective in most cases, it also faces psychological and technological challenges, time-consuming and distracting students' attention (Hendrawaty et al., 2024). These caveats underscore the importance of instructional design and implementation fidelity in adopting these strategies in primary school contexts.

Integration of micro-learning and multimodal approaches

One of the key contributions of this review is the synthesis of evidence suggesting the value of integrating micro-learning and multimodal instruction for vocabulary acquisition. While direct empirical studies combining these two in primary-school vocabulary contexts remain scarce, the theoretical fit is strong: micro-units provide manageable bursts of exposure and practice, while multimodal elements enrich encoding and support multiple learner pathways. As Silva et al. (2025) observe in the micro-learning domain, digital information and communication technologies enabled micro-units that integrate multimedia and learner-centred design. In parallel, multimodal vocabulary research emphasises that learning materials which combine image, gesture, sound and text can make vocabulary more meaningful and memorable (Lian, 2022).

Furthermore, from a pedagogical viewpoint, an integrated approach aligns with core vocabulary-instruction recommendations: repeated exposures, varied contexts, meaningful usage, and retrieval practice (Nation, 2001). Micro-learning supports repeated exposures and retrieval with short, frequent units; multimodal instruction supports varied contexts and richer encoding. Hence, a combined model potentially offers the best of both worlds. However, the review also highlights important gaps: there is a lack of standardised measures of vocabulary outcomes, limited longitudinal studies on retention and transfer, and few studies at the primary-school level explicitly testing integrated micro-multimodal designs.

Practical and research implications

Practically, for curriculum designers and educators in primary schools, the findings suggest that vocabulary instruction might be enhanced by designing short, self-contained vocabulary modules (e.g., 5-8 minutes) that incorporate two or more modalities (e.g., image + audio + gesture + interactive activity). These units can be spaced across days, embedded into daily routines (morning warmup, transitions) to leverage retrieval and reinforcement. Moreover, teachers should be mindful of aligning modalities with learning objectives, scaffolding unit links, and monitoring cognitive load to avoid overload. Training and resources-support for teachers is also crucial.

For researchers, the review identifies several priority areas: (1) rigorous experimental or quasi-experimental studies of integrated micro-learning + multimodal vocabulary instruction in primary-school settings; (2) studies tracking retention and transfer of vocabulary over extended periods; (3) investigations of dose-response (unit length, frequency, modality mix); (4) qualitative studies of teacher practices, learner engagement, and barriers in real classrooms; (5) meta-analyses focused on vocabulary outcomes rather than general language skills. Addressing these gaps will strengthen the evidence base and support scalable implementation.

Limitations of the review

This review has limitations, which also provide caution for interpretation. First, the number of high-quality empirical studies specifically on primary-school vocabulary that integrate both micro-learning and multimodal approaches is limited, so many conclusions are inferential rather than directly evidence-based. Second, heterogeneity (in terms of age groups, languages, outcome measures, modalities used) prevents firm generalisations about effect sizes or optimal designs. Third, most studies are conducted in controlled (rather than fully naturalistic) environments, raising questions about scalability and sustainability in everyday classroom contexts.

CONCLUSION

In the evolving landscape of primary-school education, vocabulary acquisition remains a decisive factor for learners' academic success. As one systematic review notes, without sufficient vocabulary knowledge, ELs often struggle to engage with grade-level texts and academic discourse, limiting their progress in both language proficiency and content knowledge (Zeng et al., 2025). In recognition of this challenge, innovative instructional strategies such as microlearning and multimodal approaches have gained increased attention. For example, it has been observed that microlearning units significantly enhance student motivation, performance, and interaction; content in short modules facilitates knowledge retention and connects concepts to real-life situations (Silva et al., 2025), while multimodal teaching has been found to provide learners with opportunities to actively engage with and construct their knowledge (Bansong, 2023).

The synthesis of existing research in this review indicates that each of these approaches offers unique affordances for vocabulary learning in primary contexts, but it is their integration that holds the greatest potential. Microlearning's short, focused bursts of content align well with children's limited attention spans and facilitate retrieval opportunities, while multimodal instruction enriches encoding by engaging visual, auditory, and kinesthetic channels. Together, these can contribute to more meaningful, enduring word knowledge rather than superficial memorisation. As one recent review suggests, multimodal strategies not only enhance vocabulary acquisition and comprehension but also significantly increase learner motivation and retention (Esfahani, 2023).

Nevertheless, the evidence base remains incomplete: few high-quality experimental studies have explicitly combined micro-learning and multimodal designs for vocabulary instruction in early grades; longitudinal data on retention and transfer remain scarce; and there is substantial heterogeneity in how vocabulary outcomes are measured. Hence, this review identifies multiple directions for future research and practice: to design and test integrated micro-multimodal units in real primary-school classrooms, to explore optimal dose (unit length, spacing, modalities), to assess long-term retention and application of vocabulary across contexts, and to provide professional development for teachers in implementing these novel designs.

In practical terms, educators and curriculum designers are encouraged to consider embedding short, multimodal vocabulary units within daily routines, such as morning warm-ups or transition periods, which may maximise engagement, repetition, and multimodal exposure without overhauling entire curricula. Policymakers and school leaders should support infrastructure (digital tools, teacher training) and research-practice partnerships that enable rigorous classroom-based studies and scalable implementation.

In sum, while traditional vocabulary instruction methods remain widespread, the movement toward microlearning and multimodal instruction offers a compelling pathway to enhance vocabulary acquisition in primary education. Leveraging the strengths of each, short, accessible units and rich, multi-sensory input, can move vocabulary learning beyond rote memorisation toward active, meaningful word-knowledge development. With careful design, empirical rigour, and classroom-oriented implementation, this integrated approach stands to advance vocabulary pedagogy for a new generation of learners.

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Structure and Linguistic Features in the News Text

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Abstract. Language in media discourse plays a crucial role in shaping social reality and influencing public meaning-making, particularly regarding humanitarian issues such as bullying in educational settings. This study aims to describe the textual structure and linguistic features of the KompasTV news report titled "Mendikbud Ristek Concerned over the Death of a Unud Bali Student, Affirms Campuses Must Be Safe from Bullying." It also seeks to interpret the ideological meanings embedded within the report. The research employs Fairclough's Critical Discourse Analysis (CDA) framework, which examines discourse across three dimensions: text, discursive practice, and social practice. Data were analyzed by identifying the structural components of the news text headline, lead, body, source quotations, and closing and by examining linguistic aspects such as diction, modality, declarative sentences, and rhetorical strategies including repetition and emphasis. The findings show that the news text follows a journalistic presentation pattern that highlights the focus and urgency of the issue through the headline and authoritative statements from the Minister of Education. Linguistically, the use of the modal verb "must" reflects a stance of authority and the government's moral responsibility. The repeated phrase "safe campus from bullying" serves as a rhetorical strategy to reinforce the main message and construct ideological legitimacy around the state's role in protecting students. Additionally, the use of declarative sentences and empathy-laden diction demonstrates the media's alignment with victims and its call for justice. These findings indicate that language in news texts not only conveys information but also reproduces symbolic power and ideological narratives promoted by the government to shape public perceptions of campus safety. This study contributes to the development of critical media linguistics in the context of higher education issues in Indonesia. Practically, it encourages more humanistic media language use and strengthens public and policymaker awareness of the importance of creating safe, inclusive, and bullying-free university environments.

Keywords: critical discourse analysis, news text structure, linguistic features, bullying, campus safety, mass media.

INTRODUCTION

Language is a fundamental instrument in constructing and maintaining human social life. Through language, individuals not only convey information but also build relationships, negotiate meaning, and express power and ideology. According to Fairclough (1995), discourse is not merely a communicative tool but a form of social practice that actively shapes and is shaped by social structures. Thus, every choice of words, sentence structure, and rhetorical style in a text is never neutral; rather, it carries certain values that reflect the worldview and social position of its producer. In the context of mass media, language functions as a powerful means of constructing social reality and influencing how the public interprets events.

Media discourse, as explained by Van Dijk (1997), represents a complex form of social interaction in which language is used to convey, frame, and even negotiate power among the parties involved. The media holds significant ideological power, as it determines the focus of public attention and constructs particular images of individuals, groups, or institutions. Therefore, analyzing media discourse is crucial, especially when the media reports issues related to power and public morality, such as violence or bullying within educational environments. In this context, examining news texts becomes a means of understanding how language and power interact in shaping societal views on issues of education and humanity.

The case of the death of a Universitas Udayana (Unud) student in Bali in October 2025, which was allegedly related to bullying, shocked Indonesia's education sector. This tragic event not only elicited public empathy and outrage but also raised serious concerns regarding campus safety and social culture. One of the media outlets that reported the incident was KompasTV through a news report titled "Mendikti Concerned over the Death of a Unud Bali Student, Affirms Campuses Must Be Safe from Bullying" (KompasTV, 2025). In the report, the Minister of Education, Culture, Research, and Technology expressed deep concern and emphasized the importance of ensuring campuses are free from all forms of violence. Linguistically, the discourse functions not only as a means of delivering information but also as an ideological representation of the government in asserting its moral responsibility for student safety.

The Minister's statement reflects a discourse practice oriented toward humanitarian values and social responsibility. However, from a critical linguistic perspective, the discourse may also be interpreted as a symbolic effort to construct the image of the state as a moral protector of the academic community. In Fairclough's (1995) framework, this phenomenon is understood as discursive practice, namely the process through which texts are produced and disseminated within specific social contexts and function to maintain or challenge existing power structures. Through the analysis of this news report, it becomes apparent how language is used by the media and government institutions to construct the social reality of a "bullying-free campus," which, on one hand, highlights the state's moral responsibility, but on the other hand, reflects institutional ideological power.

In the context of higher education in Indonesia, the issue of bullying is directly relevant to the implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy. The MBKM curriculum emphasizes independence, freedom of thought, and safe, inclusive learning environments. Therefore, bullying on campus is not only a violation of social norms but also a deviation from the philosophy of the national curriculum. Campuses are expected to be spaces that foster safety, openness, and respect for human dignity. Thus, the Minister's emphasis that "campuses must be safe from bullying" can be understood as part of an ideological effort to reinforce educational policies oriented toward student welfare and security.

Empirical studies have shown that bullying remains a serious problem within higher education environments. Hapsari (2024) found that bullying on campuses often occurs symbolically in the form of verbal harassment, psychological intimidation, and social pressure on new students. Research by Nurdin and Athahira (2025) indicates that students with disabilities are particularly vulnerable due to social bias and insufficient institutional support. Meanwhile, Hamdani (2025), through a critical discourse analysis of films and social media, revealed that representations of bullying are often simplified and framed with moral labels that unintentionally reinforce stereotypes of both victims and perpetrators. These findings demonstrate that bullying is not merely an individual behavioral issue but is rooted in social structures and cultural systems that enable violence to occur.

However, previous studies have primarily focused on behavioral dimensions or general representations of bullying, with limited research examining how government policy discourse and national media construct bullying issues within campus settings. In public discourse, official government statements hold symbolic power in shaping social awareness. The Minister's statement reported by KompasTV is not merely a reaction to a student's death but also a discursive strategy to shape public interpretation of institutional and governmental moral responsibilities. Therefore, this study is highly relevant as it seeks to address the research gap within discourse studies on education in Indonesia.

Critical Discourse Analysis (CDA) as developed by Fairclough (1995) serves as the theoretical foundation of this study. Fairclough's model conceptualizes discourse through three analytical dimensions: text, discursive practice, and social practice. The textual dimension examines linguistic elements such as diction, sentence structure, cohesion, modality, and metaphor that carry ideological meanings. The discursive practice dimension explores text production and consumption processes, including how KompasTV frames the Minister's message within its reporting. The social practice dimension analyzes how discourse relates to broader structures of power and social values, such as higher education policy, the state's moral ideology, and academic culture.

This study also aligns with Van Dijk's (1997) macrostructure theory, which highlights the importance of analyzing global themes, logical organization, and rhetorical strategies in media texts. By integrating Fairclough's and Van Dijk's frameworks, the analysis aims to provide a more comprehensive understanding of how linguistic structures and discursive strategies are used to construct governmental ideological representations in media reporting. This approach not only examines what is said but also how and why certain messages are articulated within specific social contexts.

Academically, this research has several objectives. First, to describe the discourse structure within the KompasTV news text reporting the Minister's statement regarding the death of the Unud student. Second, to identify how power relations and ideology manifest through linguistic choices and rhetorical strategies in the text. Third, to interpret the social meaning of the discourse "campuses must be safe from bullying" within the context of higher education policy in Indonesia.

Theoretically, this study contributes to the development of critical linguistic scholarship in Indonesia, particularly in the areas of media and educational discourse. By highlighting the relationship between language,

power, and public policy, this research expands understanding of how government policy narratives are constructed and disseminated through media. Practically, the findings may serve as input for policymakers, educational institutions, and academic communities in formulating more humanistic and empathetic public communication strategies that prioritize student protection. A more critical understanding of media discourse is expected to contribute to the formation of campus cultures that are safer, more inclusive, and responsive to bullying issues in higher education.

Thus, the analysis of the KompasTV news report on the Minister's statement is not only important from a linguistic perspective but also holds significant social and moral value. The language used in public discourse on campus safety reflects the ideological values of a nation—how the state views its students, how the media frames moral responsibility, and how society interprets justice within educational spaces. This study seeks to foster a critical awareness that language is not merely a communication tool but a social force that shapes public meaning-making regarding humanitarian issues in Indonesian education.

Based on this background, the present study departs from the central question of how the discourse structure of the KompasTV news text reporting the Minister's statement about the death of the Universitas Udayana student is linguistically and ideologically constructed. The study further examines how power relations, governmental representation, and moral narratives surrounding campus safety are manifested through linguistic choices and rhetorical strategies in the news report. Additionally, it explores how the social meaning of the discourse "campuses must be safe from bullying" is produced and interpreted within the context of higher education policy in Indonesia, particularly regarding the implementation of MBKM.

Aligned with these research questions, this study aims to describe the discourse structure of the KompasTV news text, identify forms of power and ideological representation manifested linguistically, and interpret the underlying social meanings of the "bullying-free campus" discourse as part of the government's ideological construction in higher education. It is expected that this analysis will reveal how language functions as a tool for negotiating meaning and reinforcing institutional image through media.

This study is expected to provide both theoretical and practical benefits. Theoretically, it contributes to Critical Discourse Analysis scholarship in Indonesia, particularly in understanding the relationship between media language, ideology, and power within educational contexts. Practically, the findings may serve as recommendations for the government, educational institutions, and academic communities in developing public communication strategies that are more humanistic, empathetic, and oriented toward student protection. A more critical understanding of media discourse is expected to support the formation of campus cultures that are safe, inclusive, and responsive to bullying issues in higher education.

RESEARCH METHODOLOGY

This study employs a qualitative content analysis method within the framework of Fairclough's (1995) Critical Discourse Analysis (CDA). Content analysis is selected because it focuses on a systematic process of identifying, categorizing, and interpreting messages or symbols embedded in media texts, thereby enabling the researcher to uncover hidden meanings and ideologies behind linguistic structures. Language in news texts is viewed as a form of social practice that is closely related to power relations and the construction of social reality. The qualitative approach is used to understand the social context and the meaning of discourse in depth without manipulating variables.

The population of the study includes all online news texts that highlight issues of bullying in Indonesian universities throughout the year 2025. The sample was determined using purposive sampling, namely one news text titled "Mendikti Prihatin atas Kasus Kematian Mahasiswa Unud Bali, Tegaskan Kampus Harus Aman dari Bullying" published by KompasTV on October 20, 2025. This text is considered to represent a discourse of power because it contains direct statements from the Minister of Education regarding moral issues and campus safety. The units of analysis examined include linguistic elements such as paragraphs, sentences, phrases, and diction that are discursively salient.

The context of the study lies within the domains of media and higher education, with a focus on how news coverage of bullying in university settings influences the social construction of reality and the academic community's perception of the government's responsibility in creating safe campuses. The content analysis in this research was carried out through four systematic stages: (1) data collection in the form of text documentation from the official KompasTV website, (2) close reading to capture the overall discourse structure, (3) categorization of meaning units related to discourse structure, modality, metaphor, and rhetorical strategies, and (4) interpretation based on the three dimensions of Fairclough's CDA—text, discursive practice, and social practice.

The content analysis procedure refers to the three dimensions of Fairclough's CDA. In the textual dimension, the researcher identifies linguistic elements such as ideologically loaded word choices, syntactic structures, repetition, and modality. In the discursive practice dimension, the researcher interprets how KompasTV produces and circulates empathetic and authoritative discourse through the Minister's statements. In the social practice

dimension, the researcher connects the findings to broader contexts, especially the Merdeka Belajar–Kampus Merdeka policy and the values of humanity and student safety in higher education.

Data validity is ensured through theory and source triangulation as recommended by Denzin (1978). Theory triangulation is conducted by comparing interpretations based on Fairclough's theory with Van Dijk's (1997) macrostructure theory and Halliday's (1994) Functional Linguistics. Source triangulation is carried out by reviewing other news coverage on bullying to support the contextual understanding of the discourse. Validity is also reinforced through repeated readings and systematic note-taking to ensure that interpretations remain grounded in the data.

From an ethical standpoint, this study does not involve human subjects and therefore does not require respondent consent. The data sources used are public, and academic integrity is maintained by citing original references completely and refraining from altering the content of the text.

This content analysis method was chosen because it is relevant for revealing dimensions of representation, ideology, and power relations in media discourse. Additionally, this approach is considered capable of offering a critical understanding of how media frame social issues while supporting the research objective of uncovering symbolic meanings embedded within linguistic messages related to campus safety from bullying.

RESULTS AND DISCUSSION

A. Results of News Text Structure Analysis

The structure of the news text in the KompasTV article titled "Mendikti Prihatin atas Kasus Kematian Mahasiswa Unud Bali, Tegaskan Kampus Harus Aman dari Bullying" follows an inverted pyramid pattern, which prioritizes the main information at the beginning and is then followed by explanatory details. The structure can be described as follows:

1. Headline
   Highlights the main issue while affirming the government's position. The headline presents two key ideas: the Minister's concern and the necessity of a bullying-free campus environment.
2. Lead
   The opening section conveys the core event—the death of a University of Udayana student allegedly due to bullying—along with the Minister's direct response. The lead functions to attract attention and immediately present the main issue to readers.
3. Body News
   Contains more detailed information, including:
   • Explanation of the bullying context on campus
   • Placement of the Minister as the central figure in the report
   • Direct quotations of the Minister's statements as discourse legitimation
   • Narratives on the responsibility of campuses and the government in preventing bullying
4. Closing
   Presents follow-up actions or expectations, such as reaffirming that campuses must be safe and free from violence. This section strengthens the moral message and policy direction.

This news structure illustrates that the report focuses not only on the tragedy that occurred but also on constructing a narrative that positions the government as a protective authority in campus violence issues. This shows that.

TABLE 1. TABLE OF NEWS TEXT STRUCTURE

Structure	Information Presented	Example
Headline	Attention-grabbing title	Concern over the death of a Unud student
Lead	Summary of the main issue	Campus must be safe from bullying
Body	Detailed explanation and chronology	Actions taken by the campus and government
Closing	Reinforcement or follow-up	Commitment to prevent violence on campus

B. Visual Analysis of the Argumentation Structure of KompasTV News on the Bullying Case of a Udayana University Student

Main Claim:
"Campuses must be safe from bullying"

Supporting Data:
• The bullying case involving a Udayana University student
• Public response and national attention

Warrant (Reasoning):
"The moral and legal responsibility of campuses to ensure student safety"

Backing (Support):
• The Merdeka Belajar–Kampus Merdeka (MBKM) policy
• Humanitarian values and the protection of learners

Conclusion:
"Collaboration among all parties is needed to create a campus environment free from bullying"

C. Results of Linguistic Features Analysis

The linguistic features in this news text show moral alignment and governmental authority through word choice and structural patterns. Key features identified include:

1. High Modality
   Words such as must, emphasize, required show strong directives and government authority, stressing urgency and firmness.
2. Diction of Concern and Morality
   Words like concerned, violence, safe, protection portray victims as vulnerable and campuses as spaces requiring ethical and structural safeguarding.
3. Active Sentences with Official Subjects
   Structures like "The Minister emphasized…" position the government as the main actor capable of changing the situation.
4. Use of Direct Quotations
   Provides legitimacy and objectivity, giving authenticity and reinforcing authority.
5. Repetition of Key Phrases
   Phrases such as "campuses must be safe from bullying" appear multiple times to highlight the social vision and frame the core discourse.
6. Cohesion and Logical Connectors
   Causal and temporal connectors, as well as referential pronouns, strengthen logical flow and readability.
7. Rhetorical and Moral Advocacy Nuances
   Sentence constructions aim to shape public opinion that the government is acting to protect youth and ensure educational quality.

Thus, the linguistic features are not neutral; they serve ideological functions to construct the government's image as a moral protector and reinforce the call that bullying is a collective enemy in higher education.

TABLE 2. TABLE OF LINGUISTIC FEATURES

Linguistic Feature	Form in the News	Function
Standard language	Based on formal Indonesian	Maintains objectivity
Temporal conjunctions	then, afterwards	Explains chronology
Mental verbs	emphasizes, concerned	Shows responses of authorities
Third-person pronouns	the campus, students	Avoids subjectivity

D. Interpretation of Results

The analysis shows that the KompasTV news article not only presents factual information but also constructs particular meanings and ideological discourse. The inverted-pyramid structure places the Minister's statement at the beginning, making the government the center of attention and the main source of legitimacy. This indicates that the news does not merely report the tragedy but guides readers to view bullying as the responsibility of the state and educational institutions.

Argumentatively, the main claim "campuses must be safe from bullying" is supported by case data, moral reasoning, and educational policies such as MBKM, all of which strengthen the government's image as a protector of academia. Linguistic choices such as high modality, moral diction, and repeated key phrases emphasize authoritative stance and media agenda. Direct quotations add legitimacy and objectivity, while active sentence structures highlight the government's role as the primary actor.

Overall, the news serves a dual function: conveying information while framing a social reality in which the state is the rightful moral authority addressing bullying. KompasTV thus acts not only as a news provider but also as an agent that shapes public opinion and strengthens governmental legitimacy in ensuring campus safety.

E. Discussion

Based on the results of the textual structure analysis, the Kompas TV news report on the death of a Universitas Udayana student shows an organizational pattern consistent with the general characteristics of news texts, namely presenting an informative headline, a lead that focuses on the core event, and a body that elaborates information gradually and factually. This structural arrangement indicates that the issue of bullying in the educational sphere is positioned as a public concern that requires serious attention from both the government and society. It also reflects the media's practice of constructing social reality, as emphasized in the Critical Discourse Analysis approach, which views language as non-neutral and inherently tied to specific social purposes.

From the linguistic perspective, the use of standard language and mental verbs in the news report clarifies the role of the source as an authoritative figure expressing attitudes and commitments toward handling the bullying case. The choice of modality such as "must" signifies ideological emphasis that campuses are obliged to be safe spaces for students. In addition, the use of temporal and causal conjunctions guides readers to understand the events in a coherent and logical sequence. Thus, the linguistic strategies employed support the media's effort to build public sympathy while strengthening pressure on educational institutions to assume greater responsibility.

These findings align with the perspectives of Fairclough and Van Dijk, who argue that news texts do not merely convey facts but also function as social practices that shape how society interprets events. In this context, the Kompas TV report not only informs the public about the bullying case but also contributes to building collective awareness and promoting an agenda for change toward a safer campus environment. This demonstrates that the media holds symbolic power in influencing social action, especially when addressing issues related to students' safety and dignity.

CONCLUSION

Based on the analysis of the structure and linguistic features of the Kompas TV news text regarding the death of a Universitas Udayana student due to alleged bullying, it can be concluded that the news report demonstrates the media's function in shaping public opinion and affirming the government's position as an authoritative actor. The text structure follows an inverted-pyramid pattern, beginning with the main information and proceeding to supporting details. This arrangement enables readers to quickly understand the core issue and the urgency of bullying in higher education.

The linguistic features identified reinforce the representation of the government's stance through the use of modality, mental verbs, and authoritative diction that signal a moral demand for universities to ensure student safety. The use of standard and objective language reflects the credibility of the news source and supports the construction of social reality that emphasizes the need for serious measures to address violence in higher education settings.

This study highlights that news texts are not merely conveyors of information but are social practices embedded with ideology. The media play an important role in framing issues and encouraging social change through the language they employ. In this context, Kompas TV positions bullying as a structural problem within universities that requires swift and decisive responses from both the government and educational institutions.

This study offers several suggestions for relevant stakeholders. Mass media are expected to continue voicing the issue of violence in educational environments critically and consistently so that the public receives transparent information with a victim-centered perspective. Educational institutions, particularly universities, need to strengthen monitoring systems, disciplinary enforcement, and reporting mechanisms that prioritize student safety as the highest concern.

For future researchers, the scope of analysis may be expanded by examining more news texts or incorporating additional analytical dimensions such as interviews with informants to enrich qualitative data regarding ongoing discourse practices. Furthermore, research that links media representations with public perceptions may provide deeper insights into the social impact of media constructions in efforts to prevent bullying on campus.

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Struktur dan Ciri Kebahasaan dalam Teks Berita KASUS BULLYING TIMOTHY ANUGERAH SAPUTRA di KOMPAS.com

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Abstract. Penelitian ini bertujuan untuk mendeskripsikan struktur teks dan ciri kebahasaan dalam pemberitaan kasus bullying yang menimpa Timothy Anugerah Saputra di KOMPAS.com. Fokus kajian diarahkan pada analisis struktur wacana berita yang meliputi orientasi, peristiwa, dan sumber berita, serta analisis ciri kebahasaan seperti penggunaan kalimat langsung dan tidak langsung, pilihan diksi, kata kerja material, konjungsi, dan istilah-istilah yang menandai objektivitas pemberitaan. Metode penelitian menggunakan analisis deskriptif kualitatif dengan teknik baca, simak, dan catat terhadap beberapa artikel berita terkait kasus tersebut. Hasil penelitian menunjukkan bahwa struktur berita KOMPAS.com konsisten mengikuti pola piramida terbalik, dengan penyajian informasi paling penting di bagian awal. Secara kebahasaan, berita menampilkan dominasi kalimat informatif, pemakaian kutipan dari aparat kepolisian, sekolah, dan keluarga korban, serta penggunaan kata kerja yang bersifat faktual untuk menguatkan kredibilitas informasi. Analisis ini menunjukkan bahwa KOMPAS.com mengonstruksi teks berita secara objektif melalui struktur wacana yang runtut dan ciri kebahasaan yang menekankan ketepatan, kejelasan, dan akurasi informasi terkait kasus bullying tersebut.

Keywords: struktur teks berita, ciri kebahasaan, bullying, KOMPAS.com, analisis wacana.

INTRODUCTION

News articles play a pivotal role in shaping public perceptions of social issues. When a case involving violence, children, and school environments enters the media spotlight, the structure and linguistic features used by journalists become powerful tools that influence how readers interpret events. The bullying case of Timothy Anugerah Saputra, reported by Kompas.com, is an important example of how digital journalism constructs narratives about sensitive incidents. Social problems like bullying require careful reporting, as language choices can either enlighten the public or reinforce misunderstandings.

Fairclough (1995) argues that media discourse is never neutral; linguistic elements always carry ideological implications. Through specific structural and linguistic patterns, journalists frame events, assign moral weight, and direct the reader's emotional response. Likewise, van Dijk (1998) emphasizes that news discourse reflects systemic social power relations and reinforces certain perspectives. Thus, examining news structures and linguistic features in this case helps illustrate how Kompas.com shapes a collective understanding of bullying and children's safety.

This article explores the macrostructure, superstructure, and microstructure of the texts about Timothy's case, followed by a deep analysis of linguistic features such as diction, modality, evaluative expressions, and cohesion. By understanding these components, the article demonstrates how online journalism constructs factual yet persuasive narratives that influence public concern and institutional accountability.

RESEARCH METHODOLOGY

This study uses a qualitative descriptive method with content analysis, focusing on linguistic and structural elements of the news text. The data source consists of news articles published by KOMPAS.com concerning the bullying case of Timothy Anugerah Saputra. The steps include:

1. Data Collection
   Collecting the full text of relevant KOMPAS.com news coverage.
   Selecting articles that specifically report on the chronology, victim condition, legal processes, and public responses.
2. Data Analysis
   The analysis follows the model by Miles, Huberman, & Saldana (2014), consisting of:
   Data reduction: identifying structural elements and selecting linguistic features.
   Data display: organizing findings into categories (e.g., diction, modality, cohesion).
   Conclusion drawing: interpreting how linguistic choices influence reader perception.
3. Analytical Framework
   Structure analysis based on journalistic standards (Sumadiria, 2011).
   Linguistic analysis guided by the theories of Halliday (systemic functional linguistics) and Indonesian linguists such as Alwi et al. (2003) and Chaer (2010).

RESULTS AND DISCUSSION

Results

5. Macrostructure
   The macrostructure of the Kompas.com report emphasizes:
   Bullying as a serious act of violence.
   Timothy as a victim requiring legal and medical attention.
   The school's and authorities' responsibility to respond.
   The need for systemic evaluation of anti-bullying measures.
   The central theme consistently frames the incident as a problematic social issue, not merely an interpersonal conflict.
6. Superstructure
   All articles follow a predictable news schema:
   a. Headline
      The headline uses explicit terms such as bullying, victim, and Timothy to highlight the urgency.
   b. Lead
      Contains brief summaries involving who, where, and what happened.
   c. Event Chronology
      Provides detailed narrative of the incident and subsequent events.
   d. Background Information
      Includes Timothy's condition, the reactions of parents, and school policy context.
   e. Comments and Statements
      Shows quotations from police, teachers, and child protection activists.
   f. Closure
      Usually indicates ongoing investigation or next expected institutional steps.
7. Microstructure
   Microstructure analysis reveals several linguistic features:
   a. Neutral Diction
      Journalistic diction such as "dilaporkan," "dikonfirmasi," "menurut pihak kepolisian" emphasizes factuality.
   b. Extensive Quotation
      Quotes are used to build objectivity:
      Parents describe the victim's injuries.
      Police clarify the case's progress.
      School statements are included to balance narratives.
   c. Cohesion Devices
      Connectors like "selain itu," "di sisi lain," "sementara itu" strengthen narrative flow.
   d. Passive Voice
      Sentences like "korban dibawa ke rumah sakit" reduce attribution of blame, aligning with media ethics.

e. Evaluative Language
   Terms such as “memprihatinkan,” “kekerasan serius,” “kasus tragis” indicate moral stance without being explicitly biased.
f. Modality
   Words like “akan,” “masih dalam penyelidikan,” “diduga” show cautiousness.

Discussion

The findings confirm that Kompas.com uses a structured, neutral, and ethically guided reporting style. The superstructure adheres to the standard pattern of Indonesian news discourse, as also noted by Sumadiria (2015). The use of clear leads, chronological explanation, and authoritative quotations helps the reader understand the case comprehensively.

Linguistically, the articles employ objective diction and passive constructions, a tendency also found in research by Kusumaningrum (2020) on other online media. Quotation usage aligns with journalistic principles that emphasize transparency and accountability (Romli, 2016). Meanwhile, evaluative adjectives subtly frame the event as morally unacceptable, reflecting the media’s role in advocating for child protection.

This aligns with Sobur (2012), who argues that media discourse inherently carries ideological tendencies, even when striving for neutrality. In this context, Kompas.com positions bullying as a social problem requiring systemic intervention. The linguistic patterns highlight vulnerability, urgency, and institutional responsibility, contributing to a narrative that encourages public awareness and policy improvement..

CONCLUSION

This study concludes that Kompas.com constructs the bullying case of Timothy Anugerah Saputra through a clear and conventional news structure, supported by linguistic features that emphasize neutrality, factual accuracy, and moral concern. The macrostructure frames bullying as a serious social issue; the superstructure follows standard journalistic sequences; and the microstructure employs diction, modality, cohesion, and quotation patterns typical of professional news writing.

These findings show that Indonesian digital media not only informs the public but also shapes public perception through linguistic choices. Future studies may compare news framing across platforms to identify broader patterns of discourse in Indonesian online journalism.

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Utilizing Video Media for Millennial Youth Song Arrangements to Increase Nationalism in Indonesia

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Abstract. The reduction of nationalism among Indonesian youth is marked by their love of foreign songs, films, dramas, and product brands. Youth nationalism must be restored through appropriate methods and according to their characteristics. Film is a type of audio-visual communication medium used to convey messages to a group of viewers. In addition to film, video songs are also a communication medium that can express the messages contained in audio-visual work. Many nationalist songs are currently being covered (rearranged) by creative youth in Indonesia. These nationalist songs, in the form of music videos, are widely distributed through the website youtube.com. This study used an experimental method. The subjects of this research were 138 Indonesian youth from the millennial generation, predominantly aged between 19 and 21 years, who were living away from their hometowns. Data was collected through questionnaires using a scale to measure nationalistic attitudes and were subsequently analyzed to determine the effectiveness of the media based on percentage and poll results. The results showed that most Indonesian youth who have watched and listened to several millennial music videos have grown their love for Indonesia. Furthermore, these video songs are effective in instilling feelings of pride and longing for their homeland, especially among migrants who currently live away from their hometowns.

Keywords: Video Song Arrangement, Millennial Youth, Nationalism, Audio Visual Media, YouTube.

INTRODUCTION

The challenges of globalization and the rapid flow of modernization have had a significant impact on national values, particularly among Indonesia's younger generation. The era of disruption by information and communication technology has resulted in a flood of easily accessible foreign content, potentially shifting local cultural identity and value orientations (Suryana & Dewi, 2021). Signs of a declining spirit of nationalism among youth are evident in a declining love for local culture and an increasing consumption of foreign content and products (Muslim et al., 2025). This trend is worrying because nationalism is an absolute foundation that must be instilled from an early age to foster a strong sense of patriotism, particularly in facing the challenges of social and cultural disintegration.

To address these challenges, character education and the instillation of national values require innovative methods relevant to the characteristics of the digital native generation. Audio-visual communication media such as films, documentaries, and music videos have significant potential to convey messages, including national values, to audiences in a contextual and emotional way (Nuryadi & Widiatmaka, 2022). The advantage of audiovisual media lies in its ability to activate dual cognitive channels (hearing and sight), thus facilitating a deeper internalization of messages than conventional text or lectures alone (Cahyono et al., 2022). In the current context, nationalist songs are increasingly being covered or rearranged by creative youth. These music videos are widely distributed through digital platforms like YouTube, making them relevant to the learning styles and characteristics of the millennial generation, who are familiar with gadgets and popular entertainment content. These rearrangements, as exemplified by Alffy Rev's 'Wonderland Indonesia,' often combine modern aesthetics

with visual narratives of the richness of the archipelago, which have proven effective in evoking emotional resonance and fostering a sense of pride in Indonesian identity (Putranto & Susilo, 2021).

While previous research has established that general audiovisual media is effective in fostering nationalism, a significant gap remains regarding the specific use of millennial-style song arrangements as a targeted pedagogical tool. Most existing studies focus on conventional audiovisual formats, whereas this research specifically investigates whether the modern aesthetic and musical appeal of rearranged national songs can serve as a crucial mediator to overcome the younger generation's low interest in mandatory national anthems. Unlike previous studies that examine general media consumption, this study explicitly tests the effectiveness of these creative millennial arrangements in increasing love and pride for Indonesia, while presenting a learning model that is uniquely adaptive to modern technology and popular culture

Literature Review

Utilizing music videos as a learning medium is an effective approach to fostering and strengthening students' nationalist attitudes, especially in today's digital era, where visual media consumption is extremely high. Theoretically, music videos combine two powerful elements: music/song and visuals, which have significant potential for internalizing national values. Integrating music videos as a teaching medium offers significant potential for strengthening students' understanding and internalization of nationalist values. Music videos, with their combination of visual, auditory, and lyrical elements, provide multidimensional narratives and can evoke deeper emotional resonance than conventional methods.

The effectiveness of this approach is supported by several key theoretical frameworks: (1) Social Cognitive Learning Theory. This theory emphasizes that learning occurs through observation and modeling (Bandura, 2001). Music videos that feature narratives of patriotism, role models of heroes, or patriotic behavior can serve as representative models observed by students. Observations reinforced by visualization and musical emotions will increase the likelihood of self-efficacy to imitate nationalist behavior (Adiansyah & Widiatmaka, 2022). (2) Cognitive Load Theory. According to this theory, multimedia learning is effective because it distributes information processing across two visual and auditory channels, thereby reducing the working load on memory (Mayer, 2005). In song videos, lyrical/narrative information (auditory) is supported by images/visuals (visual), which prevents overload on one channel and enhances understanding of abstract national concepts. (3) Uses and Gratification Theory. This theory focuses on the active role of the audience in choosing media to meet their specific needs (Katz et al., 1974). For the millennial generation, modern song videos can fulfill entertainment needs (gratification) while simultaneously inserting nationalist messages. The choice of media that suits audience preferences (entertainment and relevance) will increase the acceptance of the message conveyed. (4) Semiotic Theory. The song video can be analyzed as a semiotic text where each visual element (flag symbol, cultural diversity, Indonesian landscape) and auditory (heroic melody, lyrics) function as signs that refer to certain meanings (Putranto & Susilo, 2021). Through the interpretation of national symbols in the video, students build a richer and deeper understanding of national identity. (5) Emotional Learning Theory. Music has a unique ability to trigger strong emotional responses, which in turn enhances memory and retention (Jensen, 2000). When nationalistic values are conveyed alongside emotionally arousing music (such as pride or emotion), students' emotional (affective) bonds to the learning material and their homeland will be stronger and more lasting.

This approach aligns with the principles of Multimedia Learning Theory, which states that the human brain processes information more efficiently when presented simultaneously through visual and auditory channels. In this context, the lyrics and melody of a national anthem are processed through the auditory channel, while visual representations of natural beauty, cultural diversity, or historical struggles are processed through the visual channel. Synchronizing these two channels reduces cognitive load and maximizes information retention (Nuryadi & Widiatmaka, 2022). Furthermore, this approach aligns with social cognitive learning theory, which emphasizes the role of modeling and observation in the acquisition of behaviors and attitudes, where music videos can serve as representative models of a nation's identity, history, and struggles.

Regular use of national songs has been shown to be a strategy for fostering patriotism, unity, and tolerance. Research shows that making a habit of singing the national anthem can be a way to foster nationalism, which needs to be done gradually, carefully, and systematically (Suryana & Dewi, 2021). Music, or in this context, songs, have a strong symbolic role and social function, making them an effective vehicle for indoctrinating national values. When national songs are presented in video format, their impact is enhanced by visual elements. Video media (including slideshows or audiovisuals) facilitates student retention, fosters creativity, enhances comprehension, and creates a more conducive learning environment. Visual integration, such as footage of heroes' struggles or the beauty of Indonesian nature/culture, as seen in nationalistic-themed music videos (e.g., "Wonderland Indonesia"), serves not only as an illustration but also as a semiotic cultural text. Semiotic analysis shows that visual elements presented with epic cinematography can convey the message of nationalism, fostering devotion, courage, resilience, and an unyielding spirit, which are the core of nationalist attitudes (Putranto & Susilo, 2021). The effectiveness of YouTube-based media is also recognized in efforts to reactualize the concept

of the Archipelago Insight among the digital generation, demonstrating its effectiveness in strengthening national identity (Cahyono et al., 2022).

The national song videos in millennial arrangements used in this study are Tanah Air (Syarla Marz Ft. Ilham) with the link https://www.youtube.com/watch?v=fAM7ejUL1do&list=RDfAM7ejUL1do&start_radio=1, Ibu Pertiwi (Shanna Shannon) with the link https://www.youtube.com/watch?v=N9554TDGqE0, Spirit of Papua (Alffy Rev ft Nowela Mikhelia) with the link https://www.youtube.com/watch?v=aaFNTpG8qyU, Wonderland Indonesia (Alffy Rev ft. Novia Bachmid) with the link https://www.youtube.com/watch?app=desktop&v=aKtb7Y3qOck.

Figure 1. Tanah Airku

Figure 2. Ibu Pertiwi

Figure 3. Spirit of Papua

Figure 4. Wonderland Indonesia

RESEARCH METHODOLOGY

This study employed a pre-experimental design, specifically a one-shot case study, to examine the causal relationship between the use of millennial-arranged song video media (independent variable) and the increase in nationalism (dependent variable). The subjects consisted of 138 Indonesian youth from the millennial generation, predominantly aged 19 to 21 years, who were purposefully selected as they were currently living away from their hometowns. A purposive sampling technique was used to ensure participants met the specific criteria of being digital natives living in a migratory context.

The experimental procedure involved a treatment where respondents were exposed to a curated playlist of four nationalistic music videos Tanah Airku, Ibu Pertiwi, Spirit of Papua, and Wonderland Indonesia for a total duration of approximately 15 to 20 minutes. Data was collected using a questionnaire instrument designed to measure nationalistic attitudes across three indicators: love, pride, and longing for the homeland. To ensure the quality of the data, the instrument's validity and reliability were established through expert judgment and internal consistency checks, utilizing a 5-point Likert scale ranging from 'Strongly Disagree' to 'Strongly Agree'. The results were then analyzed using descriptive statistical techniques and poll percentages to determine the media's effectiveness in generating positive affective responses toward Indonesia.

RESULTS AND DISCUSSION

The results of the study show that most of the young people who participated in this study were aged between 19 and 21 years, this can be shown in the following image:

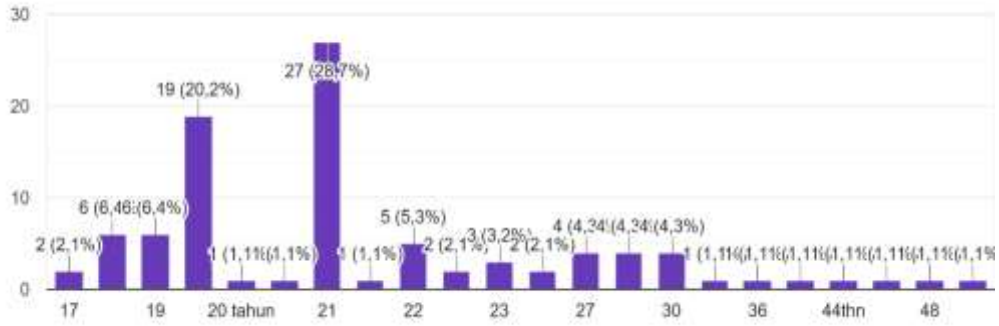

Figure 5. Respondent's Age

The highest video song poll result in increasing their nationalism was Tanah Airku with a percentage of (55.1%), then followed by Wonderland Indonesia (34.8%), Ibu Pertiwi (10%) and Spirit of Papua (1.4%) as in the following image:

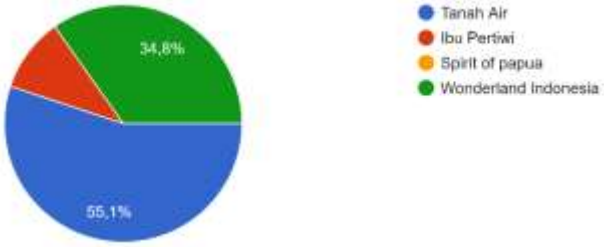

Figure 6. Influential Song Video Presentation

Then, to find out how much your love for your country has increased after watching these videos, use the scale in the following table:

.

TABLE 1. **QUESTIONNAIRE SCALE**

Skala	Keterangan
1	I really don't love my country
2	Don't Love the Motherland
3	Enough
4	Love of the Motherland
5	Really Love the Motherland

Based on the questionnaire data above, 56.8% of respondents chose a scale of 5, indicating they strongly love their country. This is demonstrated in Figure 7 below:

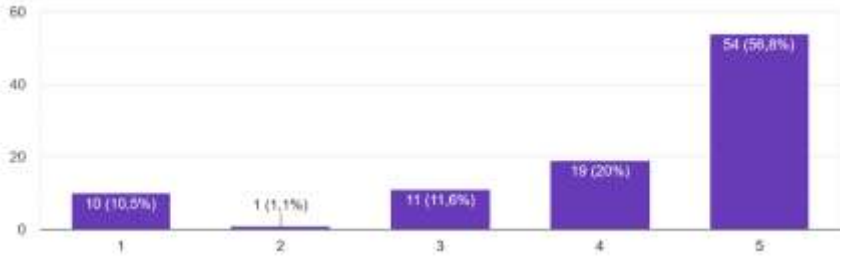

Figure 7. Increased Love for the Motherland

Statistical analysis of these results indicates a high mean score of appreciation, where the combined percentage of respondents choosing scales 4 and 5 reaches 76.8%. This suggests that experimental treatment exposure to millennial-style song arrangements significantly shifts the youth's affective domain toward a stronger national identity. Indonesian youth who have watched music videos arranged by millennials have stated that they love Indonesia even more. This finding reinforces the relevance of audiovisual media in instilling national values. Critically, the dominance of 'Tanah Airku' (55.1%) as the most influential video suggests that melodic familiarity combined with modern aesthetics is more effective in triggering emotional resonance compared to purely visual-heavy narratives. This aligns with Cognitive Load Theory, where the synchronization of familiar auditory lyrics and modern visual cinematography reduces cognitive effort and maximizes the internalization of abstract national values. Furthermore, these results support Social Cognitive Learning Theory, as the creative youth in these videos serve as 'relatable models' for the millennial audience, making nationalism appear as a trendy and relevant lifestyle choice rather than a formal obligation. National songs packaged with modern arrangements successfully overcome the main challenge in instilling nationalism, namely the low interest of students in songs perceived as outdated. Utilizing YouTube as a distribution platform is also key to success, as it aligns with the digital native's consumption habits

Furthermore, video arrangements have proven effective in instilling feelings of pride and longing for the homeland, particularly for those living away from home. This 'longing' factor acts as a psychological catalyst that, when met with the right media stimulation, strengthens the affective bond to national identity. This aligns with research by Putranto & Susilo (2021) showing that epic cinematography can convey messages of resilience and devotion. Thus, millennial song video arrangement is an innovative strategy that successfully bridges the gap between conventional nationalist values and the media preferences of the digital generation.

CONCLUSION

This study concludes that the use of video media, including song arrangements created by millennial youth and distributed through online platforms such as YouTube, is effective in fostering nationalism in Indonesia. This audiovisual medium successfully fosters feelings of love, pride, and longing for the homeland among young people, including those living abroad. This strategy is an appropriate and relevant approach to revitalizing nationalism to suit the characteristics of the digital generation. Practical implications of this research suggest that educators, particularly in Civic Education (PKn), should integrate modern audiovisual content and digital platforms like YouTube into the curriculum to make national values more relatable for digital natives. By utilizing creative song arrangements, learning becomes more emotionally resonant and less monotonous. However, this study has limitations, primarily its pre-experimental design (one-shot case study) which lacks a control group, and the reliance on self-reported data which may be subject to social desirability bias. Future research should employ a true experimental design with pre-test and post-test measures to more accurately quantify the shift in nationalistic attitudes. Additionally, further studies could explore the long-term impact of such media exposure on actual civic behavior rather than just affective perceptions.

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The Implementation of Ethnomathematics Based Learning Through Priangan Pattern Tangram Games in Teaching Plane Shapes to Third Grade Elementary Students

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Abstract. Mathematics learning at the elementary level often faces challenges related to students' low motivation and difficulty in understanding abstract concepts, particularly in geometry. One approach that offers contextual and meaningful learning is ethnomathematics, which integrates mathematical concepts with local cultural elements. This study aims to describe the implementation of ethnomathematics-based learning through Priangan-patterned tangram media in teaching plane shapes to third-grade students and to explore students' responses to this learning approach. The study employed a descriptive qualitative design and was conducted at SDN Duri Kosambi on 05 November 2025. The research participants consisted of 20 third-grade students aged 8–9 years with diverse academic abilities. Data were collected through classroom observations, in-depth interviews with the teacher and several students, and documentation of learning activities. The researcher acted as a participant observer. Data validity was ensured through technique and source triangulation, while data analysis followed the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. The findings indicate that the integration of Priangan Batik motifs into tangram media helped create a learning environment that was more engaging, contextual, and meaningful for students. Students demonstrated active participation, improved understanding of plane shapes, better mathematical communication, and positive emotional responses toward mathematics learning. In addition, the learning activities supported students' cultural awareness and appreciation of local heritage. Although the study does not claim causal effectiveness due to its qualitative nature, the results suggest that ethnomathematics-based tangram activities have the potential to support conceptual understanding and student engagement in elementary geometry learning. This study provides practical insights for teachers in designing culturally responsive and student-centered mathematics instruction.

Keywords: Ethnomathematics, Priangan tangram, plane shapes.

INTRODUCTION

Mathematics is a discipline that is fundamentally intertwined with human life, as nearly all daily activities involve the use of mathematical ideas, either explicitly or implicitly. Activities such as measuring, counting, comparing, estimating, and problem solving require mathematical reasoning that often goes unnoticed in everyday contexts. Many real-world situations that initially seem complicated, abstract, or difficult to interpret can, in fact, be understood more clearly and systematically when appropriate mathematical concepts are applied (Amir, 2015). Despite this essential role, mathematics is frequently perceived by students at various educational levels, including elementary school, as a difficult and sensitive subject. A considerable number of learners experience obstacles in understanding mathematical material, which often leads to low learning motivation and negative attitudes toward the subject (B et al., 2022). The perception of mathematics as a confusing, demanding, and intimidating subject has persisted over time and has become deeply embedded in students' learning experiences from earlier generations to the present (Mardiah et al., 2018). These conditions indicate that mathematics education continues to face substantial challenges, particularly at the elementary level, where students' foundational mathematical understanding and attitudes toward learning are first established.

In response to these challenges, the role of teachers becomes increasingly crucial in ensuring that mathematics learning is meaningful, accessible, and engaging for students. Teachers are not only expected to transmit mathematical content, but also to design learning experiences that are concrete, interactive, and closely connected to students' everyday realities. Learning activities that are presented without sufficient context often cause mathematical concepts to remain abstract and difficult for young learners to comprehend. Consequently, students may struggle to build conceptual understanding and transfer their knowledge to new situations. Therefore, ensuring that students have a strong mastery of basic mathematical concepts before progressing to more complex material is a fundamental requirement for achieving deeper and more sustainable understanding (Fauzia, 2018). This situation highlights the urgency of implementing learning approaches that are developmentally appropriate, contextually grounded, and responsive to the characteristics of elementary school students.

One learning approach that strongly emphasizes contextual and meaningful mathematics instruction is ethnomathematics. Etnomathematics integrates mathematical concepts with cultural elements that exist within society, thereby positioning mathematics not merely as an abstract and formal discipline, but as knowledge that is embedded in human activities, traditions, customs, and local practices. Through this perspective, mathematics is understood as a cultural product that develops in relation to social and historical contexts. D'Ambrosio, who introduced this concept, emphasized that ethnomathematics enables students to understand mathematical ideas through cultural contexts that are closely related to their daily lives, making learning experiences more meaningful, relevant, and easier to comprehend (Wahyuni, 2013).

Supriadi further explains that the primary objective of ethnomathematics-based learning is to bridge local culture with formal mathematical concepts taught in schools. By integrating cultural elements such as traditional games, artistic designs, patterns, or cultural artifacts into mathematics instruction, students are better able to relate their real-life experiences to the mathematical concepts being learned. This connection not only enhances students' engagement in learning activities, but also supports the development of mathematical modeling skills and creativity (Supriadi, 2019). In practice, ethnomathematics is commonly implemented through the use of learning media, contextual stories, cultural objects, and cultural activities that are aligned with instructional goals, allowing students' mathematical thinking to develop in a more natural, meaningful, and enjoyable manner.

Learning media plays a significant role in supporting students' understanding of mathematical concepts that are often considered abstract, particularly in geometry learning. One instructional medium that is frequently used in teaching plane geometry at the elementary level is the tangram. A tangram is a geometric puzzle composed of seven flat shapes that can be arranged and rearranged to form a wide variety of figures. Through hands-on tangram activities, students are encouraged to explore geometric relationships, develop spatial reasoning, strengthen geometric logic, and express creativity. Previous studies have demonstrated that the use of tangram media can effectively improve students' critical thinking skills, problem-solving abilities, and conceptual understanding of plane shapes in elementary school settings (Hendriyadi et al., 2023; Karista and Nopriyanti, 2023).

Beyond instructional media, local cultural elements also offer substantial potential for integration within the ethnomathematics framework. One cultural element that holds strong relevance for mathematics learning is Priangan Batik from Tasikmalaya. Priangan Batik represents an important expression of Sundanese cultural identity and is characterized by motifs inspired by natural forms, social environments, and local philosophical values. Research indicates that Tasikmalaya batik commonly features floral motifs, geometric patterns, and decorative elements that combine aesthetic appeal with deep cultural meaning (Handayani and Nurhayati, 2020). Other studies further emphasize that Tasikmalaya batik constitutes a significant part of Priangan cultural heritage, reflecting rich ornamentation, symbolic meanings, and historical values that continue to be preserved across generations (Susanti et al., 2023).

Although previous studies have investigated the use of tangram media in geometry learning and explored ethnomathematics through various cultural artifacts, most of these studies have examined the two aspects independently. Research focusing on tangram media tends to emphasize cognitive outcomes and geometric understanding without explicitly integrating local cultural contexts. Conversely, ethnomathematics studies often highlight cultural exploration and contextual learning but do not consistently combine these cultural elements with specific geometric learning media. As a result, research that explicitly integrates tangram media with local batik motifs, particularly Priangan Batik from Tasikmalaya, in teaching plane shapes at the elementary school level remains limited. This gap suggests the need for further research that combines concrete geometric learning media with local cultural elements in order to simultaneously strengthen students' conceptual understanding and cultural appreciation.

Plane shapes constitute one of the fundamental topics taught in lower elementary grades. Generally, children already possess prior experiences in observing and recognizing shapes in their surrounding environment before receiving formal instruction, which allows this material to be introduced in simple, concrete, and meaningful ways (Wulandari, 2017). Tangram media is highly suitable for supporting the learning of plane shapes, as it can be made from simple materials, requires minimal cost, and facilitates active, hands-on learning. Through tangram-

based activities, students practice observing, arranging, and identifying various plane shapes, which contributes to the development of visual-spatial abilities, accuracy, and fine motor coordination (Anjarsari, 2017).

Therefore, research on the implementation of an ethnomathematics-based learning approach through Priangan-themed tangram activities in teaching plane shapes to third-grade students is both important and urgent. This study aims to address the existing research gap by integrating tangram media with Tasikmalaya batik motifs as a local cultural context within mathematics learning. The findings are expected to demonstrate how the combination of concrete learning media and regional cultural elements can enhance students' understanding of plane shapes while simultaneously fostering appreciation for local cultural heritage. Furthermore, this research is anticipated to provide practical contributions for elementary school teachers in designing innovative, enjoyable, and culturally responsive mathematics learning experiences.

RESEARCH METHODOLOGY

This research adopts a descriptive qualitative methodology, as its central purpose is to explore and present a comprehensive and detailed depiction of how ethnomathematics-based instruction is implemented through the use of Priangan-patterned tangram activities in learning plane shapes among third-grade students. This methodological approach was selected because it allows the researcher to capture learning phenomena as they naturally occur in the classroom setting, including interactions between teachers, students, and learning materials. A qualitative approach is particularly suitable for understanding the meaning behind participants' actions, responses, and experiences, since qualitative research seeks to interpret social phenomena through naturalistic and context-sensitive data collection processes (Hidayat, 2020).

The study was conducted at SDN Duri Kosambi on 05 November 2025. The participants of the study consisted of 20 third-grade students who were actively involved in the learning activities. These students were generally between 8 and 9 years old and demonstrated diverse academic abilities, learning styles, and levels of mathematical understanding, reflecting the heterogeneous characteristics typically found in elementary school classrooms. The selection of this school was based on its consistent implementation of innovative instructional practices that integrate local cultural elements into classroom learning, making it a relevant and appropriate setting for achieving the objectives of this research.

Data were collected through multiple techniques, including observation, interviews, and documentation, in order to obtain rich and comprehensive information related to the learning process. Classroom observations were carried out during the implementation of ethnomathematics-based learning to document teacher and student activities, with particular attention given to how students interacted with Priangan-patterned tangrams when exploring concepts of plane shapes. In this research, the researcher assumed the role of a participant observer, meaning that the researcher was directly involved in the learning activities while simultaneously observing, recording, and reflecting on students' behaviors, engagement, and responses throughout the lesson.

In-depth interviews were conducted with the classroom teacher and several students to gather detailed insights into their perceptions, experiences, and opinions regarding the use of culturally based learning media in mathematics instruction. These interviews allowed the researcher to clarify observational findings and to gain a deeper understanding of participants' perspectives on the effectiveness and attractiveness of the ethnomathematics approach. Documentation was also used as a supporting data source, including photographs of classroom activities, student worksheets, lesson plans, and other instructional materials that contributed to a more complete and contextualized analysis of the learning process.

To enhance the credibility and trustworthiness of the research findings, data validity was ensured through the use of triangulation. Technique triangulation was applied by comparing and cross-analyzing data obtained from observations, interviews, and documentation to identify consistent patterns and corroborate findings across different methods. In addition, source triangulation was employed by examining and validating information obtained from different participants, particularly the classroom teacher and students, to reduce potential bias and strengthen the accuracy of the data. The application of these triangulation strategies helped ensure that the findings genuinely represented the actual conditions of the learning implementation.

All collected data were analyzed using the interactive data analysis model developed by Miles and Huberman, which involves the systematic processes of data reduction, data display, and conclusion drawing or verification. This analytical framework was chosen because it enables the researcher to continuously interpret data throughout the research process, organize complex qualitative information, and draw well-supported conclusions in a structured and transparent manner (Rahmawati, 2019). Through this methodological approach, the study seeks to provide a thorough and credible account of the implementation of ethnomathematics-based learning using Priangan-patterned tangrams in supporting third-grade students' understanding of plane shapes.

RESULTS AND DISCUSSION

The findings of this study demonstrate that the implementation of ethnomathematics-based instruction through the use of Priangan-patterned tangram media in a Grade III mathematics classroom represents more than a series of classroom activities; rather, it illustrates a complex pedagogical process in which cultural relevance, concrete manipulation, and interactive learning strategies jointly contribute to students' conceptual development in geometry. The learning process revealed that when mathematical content is embedded within culturally familiar symbols and supported by hands-on media, students are able to engage with abstract concepts in a more meaningful, accessible, and emotionally supportive manner. This finding reinforces theoretical perspectives that emphasize the importance of contextualized learning in enabling students to construct mathematical understanding based on their lived experiences and cultural backgrounds.

The initial phase of the lesson, which focused on introducing cultural elements through Priangan Batik–patterned tangrams, played a significant role in shaping students' early engagement with the learning material. Students' spontaneous expressions of curiosity and excitement, reflected in their questions about the origins and meanings of the motifs, indicate that cultural aesthetics functioned as an affective bridge that connected students to the mathematical task. From an analytical standpoint, this suggests that cultural integration can reduce psychological distance between learners and mathematical content, transforming mathematics from an abstract school subject into a familiar and meaningful activity. This observation is consistent with ethnomathematics theory, which posits that mathematical ideas are socially and culturally situated. It also supports Rahayu's (2020) findings that culturally enriched learning environments increase students' intrinsic motivation by fostering emotional attachment and relevance.

As the lesson progressed to the activation of prior knowledge, notable disparities in students' understanding of plane shapes became evident. While a small number of students demonstrated confidence in identifying basic two-dimensional figures, the majority showed uncertainty or relied on tentative guesses. Analytically, this finding highlights a persistent challenge in elementary geometry instruction, namely the fragility of students' prior knowledge when learning experiences are not sufficiently reinforced through meaningful contexts. This observation aligns with Pramuditya (2019), who argues that students' difficulties in recognizing geometric forms are often rooted in limited opportunities to connect classroom learning with everyday experiences. The teacher's deliberate effort to revisit previously learned concepts thus functioned as an essential scaffolding mechanism, helping students reorganize and stabilize their fragmented knowledge before engaging with more complex tasks.

A substantial shift in students' learning behavior occurred during the demonstration phase, when tangram pieces were used as concrete representations of geometric concepts and linked to familiar objects within the classroom environment. This stage illustrates how manipulatives can serve as cognitive mediators that facilitate the transition from concrete experiences to abstract reasoning. Students' active involvement in matching shapes, questioning assumptions, and experimenting with different configurations reflects the core principles of constructivist learning theory, which emphasizes knowledge construction through direct interaction with learning materials. The data indicate that tangram media not only enhanced students' understanding of geometric properties such as sides, angles, and proportional relationships, but also supported the development of mental models that enabled them to make sense of plane shapes in a more integrated manner.

The incorporation of game-based activities further intensified students' engagement and deepened their learning experiences. By organizing students into groups and introducing elements of friendly competition, the teacher created a learning environment that encouraged collaboration, alertness, and active participation. From an analytical perspective, this stage demonstrates how gamified learning can simultaneously address cognitive, social, and affective dimensions of learning. The activity allowed students to reinforce their understanding through rapid identification of shapes, while also enabling the teacher to conduct informal formative assessment by observing students' accuracy and response speed. These findings support previous research suggesting that game-based instruction can enhance motivation and peer interaction, thereby strengthening conceptual retention in mathematics learning.

The requirement for students to justify their answers marked a critical transition from procedural engagement to conceptual reasoning. When students were asked to explain the defining characteristics of the shapes they selected, they were compelled to articulate their understanding in verbal form, which is a key indicator of deeper conceptual mastery. Analytically, this phase reveals that the learning activities successfully promoted mathematical communication skills, enabling students to move beyond superficial recognition toward an understanding of underlying geometric principles. This finding aligns with theoretical views that emphasize the role of discourse in mathematics learning, as verbal explanation allows learners to externalize and refine their cognitive structures.

The most cognitively demanding phase of the lesson involved tasks that required students to construct composite shapes by combining multiple tangram pieces. These activities demanded higher-order thinking skills, including spatial visualization, problem-solving, creativity, and collaborative decision-making. Students' iterative processes of trial, error, negotiation, and revision illustrate active engagement in mathematical reasoning rather than passive reception of information. From an analytical standpoint, this stage demonstrates how tangram-based

learning can effectively support the development of decomposition and composition skills, which are fundamental to geometric understanding. Moreover, the collaborative nature of the tasks reflects social constructivist principles, highlighting the importance of peer interaction in facilitating cognitive growth.

The reflection session that followed served as a crucial metacognitive component of the learning process. By encouraging students to articulate the challenges they encountered and the strategies they used, the teacher enabled learners to become more aware of their own thinking processes. Analytically, this phase contributed to the development of self-regulation and reflective thinking, as students learned to recognize errors, evaluate their approaches, and consider alternative strategies. This finding supports educational theories that view reflection as an essential element of meaningful learning, particularly in problem-solving contexts.

Further insights were obtained through individual interviews, which revealed that students not only experienced cognitive gains but also developed more positive emotional attitudes toward mathematics. Students consistently described the lesson as enjoyable, engaging, and easier to understand compared to conventional instructional approaches. Notably, their sense of pride in recognizing Priangan Batik as part of their local cultural heritage indicates that the learning experience also contributed to the development of cultural identity and belonging. This outcome strongly supports ethnomathematics theory, which emphasizes the dual function of mathematics education in fostering both cognitive development and cultural awareness.

Taken as a whole, the findings of this study provide robust evidence that ethnomathematics-based learning implemented through Priangan-patterned tangram media has a multidimensional impact on elementary students' learning. The approach not only enhances students' conceptual understanding of plane shapes, but also strengthens motivation, communication skills, collaborative abilities, and appreciation of local culture. From an analytical perspective, the integration of cultural context and concrete manipulatives created a learning environment that aligns closely with the principles of the Merdeka Curriculum, which prioritizes meaningful, contextualized, and student-centered learning. Consequently, this study contributes empirical support to existing literature by demonstrating that ethnomathematics is a powerful and holistic pedagogical approach capable of bridging cognitive development and cultural education in elementary mathematics instruction.

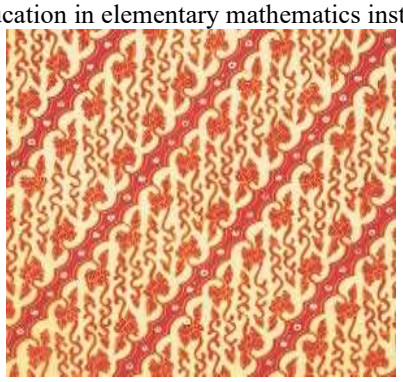

FIGURE 1. Shows the Priangan batik motif originating from Tasikmalaya.

FIGURE 2. Presents the tangram media featuring the Tasikmalaya Priangan batik motif, which will be used as a learning tool by elementary school students.

CONCLUSION

This study concludes that ethnomathematics-based learning implemented through Priangan-patterned tangram media effectively enhances third-grade students' understanding of plane shapes by integrating cultural relevance with concrete, hands-on learning experiences. The findings show that this approach not only supports students' conceptual understanding and higher-order thinking skills, but also increases motivation, mathematical

communication, collaboration, and appreciation of local cultural heritage, in alignment with the principles of the Merdeka Curriculum that emphasize meaningful and student-centered learning. The results imply that elementary school teachers are encouraged to incorporate culturally responsive instructional strategies and manipulatives into mathematics teaching to create contextual and engaging learning environments, while curriculum developers may consider ethnomathematics as a viable approach for strengthening holistic learning. However, this study is limited by its small sample size, single research setting, focus on one mathematical topic, and qualitative design, which may restrict the generalizability of the findings and the ability to measure long-term learning outcomes. Therefore, future research is recommended to involve broader participant groups, apply mixed or experimental methods, and explore ethnomathematics-based instruction across various mathematical topics and educational levels to further validate and extend these findings.

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Descriptive Analysis of Student Perceptions Regarding the Implementation of Software in Supporting Learning in Civil Engineering

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Abstract. The purpose of this research is to analyze student perceptions of software implementation in the Civil Engineering study program at Maranatha Christian University. This study employs a quantitative descriptive approach with a case study design. The research was conducted in late 2025 at Maranatha Christian University, involving a population of 100 students and a representative sample of 40 students selected through purposive sampling. Data were collected using a questionnaire instrument validated through expert judgment and analyzed using descriptive statistics, including frequency distribution and percentages. Initial observations indicated that students struggled with complex spatial concepts in Hydrology and Technical Drawing before software integration. Results show that AutoCAD knowledge is very good (87.5%), while QGIS knowledge still requires improvement. Software implementation significantly aided understanding, with 95% of students finding AutoCAD helpful and 80% finding QGIS helpful. Notably, student mastery in Hydrology shifted from 60% rating it as Low/Very Low before QGIS to 70% rating it High/Very High after implementation. In conclusion, software implementation is highly effective in improving student learning outcomes and aligning skills with industry demands.

Keywords: Educational Technology; Software; Students; Civil Engineering.

INTRODUCTION

In the rapidly developing digital globalization era, technology has an impact on various sectors of life and community activities within them. The impact of technological progress is certainly also felt by the education sector, including universities in Indonesia, which must prepare to face this change and apply it in learning processes and academic activities in most of their study programs. However, the fact is that the problem arising from the change in digital technology in education is the disruption of the education system, both from the perspective of human resources and its supporting technology system. Many universities in Indonesia are not yet financially or human resource-ready to be categorized as prepared to face changes in educational technology in the digital era like today. It seems not easy to have a digitalized education environment in the educational institutions if the government have not prepared the system and regulations to support the implementation of tecnology system.

Maranatha Christian University, as one of the private universities in the city of Bandung, continues to strive to provide the best facilities and infrastructure, including its human resources, in the use of educational technology in every learning process in each study program. The Civil Engineering study program is one of the 32 study programs within Maranatha Christian University, under the Faculty of Technology and Smart Engineering, which also continues to strive to incorporate learning technology in every course, including in the Civil Engineering study program. As one of the oldest study programs at Maranatha Christian University, the Civil Engineering study program certainly has extensive experience in its learning process in dealing with various developments of the times. Industry needs are also one of the benchmarks that determine the direction of teaching outcomes aimed at ensuring that Civil Engineering graduates can meet the changing demands of the times.

This research addresses the following explicit problems: (1) how do students perceive the use of AutoCAD and QGIS in their courses?, (2) to what extent does the software assist in understanding the course material?, and (3) how does the perception of material mastery change before and after software implementation?.

RESEARCH METHODOLOGY

This research employed a quantitative descriptive analysis case study method using a sampling technique and a prepared questionnaire involving student respondents (n=40) in the Civil Engineering program at Maranatha Christian University. The total population of the Civil Engineering program at Maranatha Christian University is approximately 100 students, so a sample size of 40 respondents was deemed sufficiently representative of the existing conditions.

This study also selected the Hydrology course in the third semester of the 2025-2026 academic year and the Structural Buildings course in the first semester of the 2025-2026 academic year. The primary reason for selecting these two courses was the use of software already implemented during the learning process of both courses. The Hydrology course implemented QGIS software, and the Engineering Drawing course implemented AutoCAD software. The methodology of this study can be seen on Figure 1.

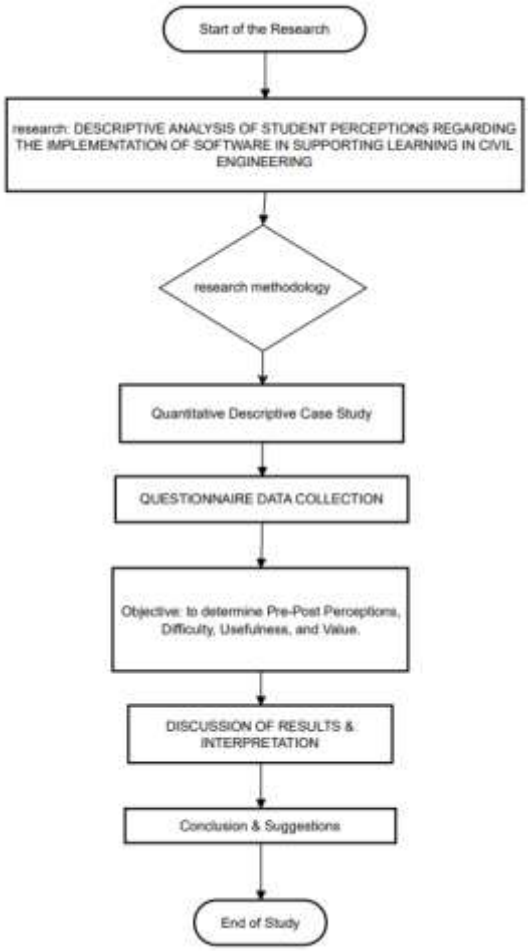

FIGURE 1. Flowchart of Methodology

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RESULTS AND DISCUSSION

This study employed sampling and questionnaire filling techniques on 40 Civil Engineering student respondents at Maranatha Christian University. The data were analyzed descriptively to obtain an overview of student perceptions regarding the use of software in supporting the Hydrology and Technical Drawing courses.

TABLE 1. DESCRIPTIVE ANALYSIS OF STUDENTS' KNOWLEDGE ABOUT SOFTWARE

Knowledge Category	QGIS (Respondents)	QGIS (%)	AutoCAD (Respondents)	AutoCAD (%)
Know Overall	16	40.0%	25	62.5%
Know Most of the Content	5	12.5%	10	25.0%
Know Little	8	20.0%	3	7.5%
Do Not Know at All	11	27.5%	2	5.0%
Total	40	100.0%	40	100.0%

TABLE 2. DESCRIPTIVE ANALYSIS OF PERCEPTION OF COURSE DIFFICULTY LEVEL

Difficulty Level	Hydrology (Respondents)	Hydrology (%)	Technical Drawing (Respondents)	Technical Drawing (%)
Very Difficult	10	25.0%	9	22.5%
Difficult	22	55.0%	15	37.5%
Normal	7	17.5%	12	30.0%
Easy	1	2.5%	4	10.0%
Total	40	100.0%	40	100.0%

TABLE 3. DESCRIPTIVE ANALYSIS OF SOFTWARE ASSISTANCE IN UNDERSTANDING

Level of Helpfulness	QGIS in Hydrology (Respondents)	QGIS in Hydrology (%)	AutoCAD in Technical Drawing (Respondents)	AutoCAD in Technical Drawing (%)
Very Helpful	15	37.5%	20	50.0%
Helpful	17	42.5%	18	45.0%
Neutral	7	17.5%	2	5.0%
Not Helpful	1	2.5%	0	0.0%
Total	40	100.0%	40	100.0%

TABLE 4. COMPARATIVE DISTRIBUTION OF STUDENT PERCEIVED GRADES

Level of Helpfulness	QGIS in Hydrology (Respondents)	QGIS in Hydrology (%)	AutoCAD in Technical Drawing (Respondents)	AutoCAD in Technical Drawing (%)
5 (Very High)	1 (2.5%)	10 (25.0%)	1 (2.5%)	25 (62.5%)
4 (High)	5 (12.5%)	18 (45.0%)	14 (35.0%)	9 (22.5%)
3 (Neutral)	10 (25.0%)	9 (22.5%)	19 (47.5%)	4 (10.0%)
2 (Low)	15 (37.5%)	2 (5.0%)	5 (12.5%)	1 (2.5%)
1 (Very Low)	9 (22.5%)	1 (2.5%)	1 (2.5%)	1 (2.5%)
Total	40 (100%)	40 (100%)	40 (100%)	40 (100%)

The analysis results show that students knowledge of AutoCAD is very good (87.5% fully understand/know most of its contents), confirming its position as a fundamental software. Meanwhile, knowledge of QGIS still needs to be improved. Although 40.0% of students have a general understanding of QGIS, 27.5% still have no knowledge at all.

The majority of students (80.0% – Very Difficult and Difficult) perceive Hydrology as a difficult course. This figure is significantly higher than that of Engineering Drawing (60.0% – Difficult and Very Difficult). The high perceived difficulty of Hydrology justifies examining the role of QGIS technology as a tool to enhance understanding.

The data shows that the software plays a very positive role. A total of 95.0% of students felt that AutoCAD was helpful or very helpful. Most importantly for this study, a total of 80.0% of students felt that QGIS was helpful or very helpful in understanding Hydrology.

This high level of helpfulness (80.0%), which is directly proportional to the level of course difficulty (80.0% difficult), is reinforced by the frequency comparison analysis in Table 4. These data indicate a significant shift in perceived mastery of the Hydrology material, where the majority of students who initially rated their mastery as Low/Very Low (60.0%) before QGIS now rated their mastery as High/Very High (70.0%) after QGIS. This definitively confirms that QGIS is successful in improving students' understanding of the complex Hydrology material.

CONCLUSION

From the analysis results in this research, it can be concluded that:

- The implementation of software in the Hydrology (QGIS) and Technical Drawing (AutoCAD) courses is very helpful to students in understanding the learning material.
- In the beginning, students of civil engineering considered Hydrology and Technical Drawing are difficult course to understand. However, after the implementation of the software, their understanding are improved and can increase their study results.
- The software used also accommodates the needs of the Civil Engineering industry, which has adapted the role of digital technology in its work.
- The descriptive analysis results also show that the use of educational technology in the form of software received by students is considered quite effective in increasing student learning interest and their mastery of technology

Some suggestions that can be given based on this research include:

- The university must be able to prepare students to become graduates who are adaptive and aligned with the demands of the times with the technological skills they possess.
- Active and regular communication between policy makers from the study program and the university is needed to achieve maximum results, especially concerning the implementation of educational technology.

Research Limitations:

- Sample Size and Scope: This study was conducted with a relatively small sample size of 40 students within a single institution (Maranatha Christian University). Therefore, the findings may not be fully generalizable to all civil engineering programs in different geographical or institutional contexts.
- Software Specificity: The analysis focused specifically on AutoCAD and QGIS. Other essential civil engineering software, such as SAP2000, ETABS, or BIM based applications (Revit), were not included in this assessment, which might offer a different perspective on student technical mastery.
- Self-Reported Data: The results rely on students' self-perceptions through questionnaires, which can be subjective. There was no direct objective measurement (such as practical exam scores) used to cross-validate the perceived improvement in mastery.

Recommendations for Future Research:

- Expanding Sample Diversity: Future studies should involve a larger and more diverse population across multiple universities to provide a broader understanding of software implementation challenges in Indonesia.
- Longitudinal Approach: It is recommended to conduct longitudinal research to observe how student perceptions and skills evolve from the introductory level through to their final year and into their professional careers.
- Inclusion of Advanced Technologies: Further research should explore the impact of Building Information Modeling (BIM) and Artificial Intelligence (AI) integration in the civil engineering curriculum, as these are becoming industry standards.
- Objective Assessment: Integrating quantitative data from academic records or practical competency tests alongside perception surveys would provide a more robust analysis of software effectiveness.

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The Implementation of the Whisper and Guess Game using EMRED Approach to English Vocabulary Comprehension in 5th Grade Students Al-Azhar 10 Serang Islamic Elementary School

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Abstract. Low student interest and the fact that English is not used daily create a significant challenge in teaching English language skills at the elementary school level. Consequently, we need diverse learning media to help overcome these issues, especially in English vocabulary comprehension. This study describes the process of implementing the Whisper and Guess Game with the EMRED approach to assist elementary students in practicing their listening, speaking, and writing vocabulary skills. The application of EMRED functions as both an introduction and a reinforcement of students' vocabulary comprehension. The Whisper and Guess Game is an engaging educational game medium that includes the challenge of repeating vocabulary words, supported by bonus points from the teacher to build energy and a positive competitive spirit among the children. This research employs a descriptive qualitative method conducted with 25 fifth grade students at Al-Azhar 10 Serang Islamic Elementary School. Data were collected through direct observation in the classroom while the game was being used, and through direct, informal questions posed to the students. Students demonstrated very high enthusiasm and motivation during the Whisper and Guess Game challenges, and the EMRED reinforcement process during the lesson was deemed relevant in helping students engage. Therefore, it can be concluded that within the context of this study, the Whisper and Guess Game with the EMRED approach shows potential possesses strong potential as a relevant alternative method for creating an interactive learning environment and facilitating vocabulary comprehension for the observed students.

Keywords: Whisper and Guess Game, EMRED Approach, Vocabulary Comprehension, and Elementary Students.

INTRODUCTION

English has four basic skills that must be mastered: reading, writing, speaking, and listening. To achieve these four basic skills, vocabulary is essential (Hijrahyanti et al., 2023). Vocabulary is the stock of words that can be pronounced in a language. Each language has a diverse vocabulary, so it takes a lot of time to understand and memorize the vocabulary to be mastered. An easy step in mastering vocabulary is to focus on objects we frequently encounter. This is a concrete learning method for understanding vocabulary because students can see the objects directly and understand the meaning of the vocabulary in that language, including English. This understanding can lead to a strong understanding because something frequently encountered becomes a recurring memory and makes the material familiar to students. The problem is that English is often considered difficult and unappealing by students because, for most Indonesians, English is not considered a first language. A first language, or mother tongue, is typically introduced to children before the age of three (Septiana et al., 2021). In Indonesia, English is generally introduced when students enter elementary school, making it a second or foreign language. The vast differences in understanding English compared to languages students already know lead to negative assessments of their difficulty in learning English (Purandina, 2022). The differences are very visible, starting from the differences in written form and reading style. This presents a challenge for students in learning it.

In terms of English learning materials in elementary schools, some of the material studied is abstract or involves vocabulary rarely encountered in schools. This requires support from appropriate learning media to foster concrete student understanding. The media needs to be tailored to the learning method used. The most common methods used in English learning are lectures, vocabulary memorization, and question-and-answer sessions (Sayd

et al., 2018). Insufficiently varied methods will result in a lack of interest in English for children because there is nothing to motivate them to delve deeper into learning English. Learning methods and media significantly influence a teacher's success in teaching in schools. The choice of learning methods and media is also tailored to the approach used.

A good learning approach is one that can underpin the learning method and reinforce the material with the learning media delivered to achieve learning objectives (Aulia et al., 2023). Based on the background of the problem that occurred, the researcher concluded that there are three aspects needed in selecting an appropriate learning approach: interactive, repetitive, and contextual. Therefore, the researcher presents a solution as an alternative media and learning approach in English, namely the Whisper and Guess Game based on the EMRED approach. Learning implemented through this educational game is expected to improve understanding of English vocabulary learning because game-based learning will be more fun and real (Ummah et al, 2023). The educational game in the form of Whisper and Guess Game is a game of whispering chains and guessing English vocabulary. This game involves all students in the class, because it is grouped and each group will become a chain of English vocabulary information, the last student will guess the vocabulary. This game continues to rotate until all children can experience the last row, namely the row of guessing English vocabulary. The vocabulary is repeated and all children are inadvertently required to be interactive to get the best answer from their friends' whispers. Nation (2001: p. 144) states, “Vocabulary knowledge is one of the key components of language proficiency.” It can be concluded that the more vocabulary students master, the greater their opportunity to understand and use the language effectively. The Whisper and Guess Game itself, according to Chatbum (2013, cited in Utami, 2018), Chinese Whisper is a worldwide game with various aliases, including Telephone Game, Broken Telephone, and Whisper Game. The typical procedure involves relaying a message along a line of people, with the last person loudly declaring the final message. In this research, this game was modified into the Whisper and Guess Game. This educational game consists of two components Whisper and Guess.

However, most previous studies on Whisper Games only focus on oral repletion without structures reinforcement. Furthermore, research that specifically integrates visual media within this game for fifth grade students in Indonesia is still limited. There is a significant procedural difference in the modified version. While the message is usually conveyed orally, in the Whisper and Guess Game, the first person is given a word represented by an image, which is then whispered to the other members. The last person is tasked with guessing the word by writing it down.

The approach used is the EMRED approach, an acronym for Emmersion, Modeling, Repetition, Exploration, and Demonstration. Applying the components of this approach in learning is an appropriate strategy for improving students' ability to explore and be active, especially in speaking skills, both orally and in writing (Salim, 2022). The five components in this approach are interconnected to produce a positive learning experience. The general overview of the application of the EMRED approach in learning begins with the educator introducing English vocabulary as a form of teacher motivation to students for the material to be studied. Second, the teacher provides examples of the material. Third, students repeat the material that has been learned. Fourth, students explore the material independently. Fifth, students display the material that has been learned. The sequence of components in the EMRED approach is very effective for elementary school students. The relationship between the material and students needs to be linked to the media and learning approach for easier understanding. Teachers support students' abilities through appropriate media.

EMRED-based learning media has been widely discussed in several previous studies, but research specifically combining the EMRED approach with the Whisper and Guess Game to learn everyday English vocabulary in the chapter "In Istanbul" for fifth-grade elementary school students is still very limited. The Whisper and Guess Game media applied in this study is not limited to whispering English vocabulary and then guessing, but is also integrated with images that correspond to the English vocabulary to be taught, thus facilitating students' understanding contextually. In addition, previous studies have emphasized general vocabulary without considering the implementation of three aspects: interactive, repetitive, and contextual. Empirical research on the application of EMRED in Indonesia, especially at the elementary school level, is also still minimal. Thus, this study is present to fill this gap by presenting an educational game, namely the Whisper and Guess Game, as a learning medium based on the EMRED approach. It is hoped that it can be an alternative for teachers in creating a good learning environment.

RESEARCH METHODOLOGY

The method approach used in this research is qualitative with a case study design. Qualitative research observes human elements, institutions, and objects, as well as their relationships, to understand the events that occur (Safarudin et al., 2023). The type of data collected is in the form of an in-depth description of the implementation of the Whisper and Guessing Game with the EMRED approach on the English vocabulary comprehension of grade 5 students. This research is located at Al Azhar 10 Serang Islamic Elementary School.

The research subject were determined using a purposive sampling technique involving 20 students. This group was selected because they represent the specific age level challenges in mastering " In Istanbul" chapter vocabulary. The research data were collected through participatory observation that focused on teacher and student interactions during the Whisper and Guessing Game learning with the EMRED approach and in-depth interviews with English teachers and 20 student representatives to explore perceptions and obstacles. The research subjects were determined using a purposive sampling technique. To ensure data validit, this study must used techica triangulation by comparing observation. Data analysis was carried out interactively, including data reduction, data presentation in the form of descriptive narratives, and conclusions.

RESULTS AND DISCUSSION

This section presents an in-depth interpretation of the case study findings regarding the implementation of the Whisper and Guess Game with the EMRED approach on the English vocabulary skills of 5th grade students. The implementation of the Whisper and Guess Game as an educational medium integrated with the EMRED approach proved effective in solving the problem of low student interest. This is evidenced by the very high enthusiasm and social interaction observed in the classroom. This active engagement was strongly established through the initial phases of the EMRED approach, namely Emmersion, Modelling, and Repetition, which were robustly applied. As a result, when the Exploration Phase used the Whisper and Guess Game, students were able to follow the game well. The English teacher supported this finding, noting that the game helped students become much more active because the learning process involved active participation from both the teacher and the students, making it more optimal.

Despite this success, a concern arose that the competitive nature of the game could shift students' cognitive focus away from the main goal of vocabulary comprehension. This challenge did not occur because the Game inherently blocked EMRED, but rather because the integrated implementation needed to consistently meet all components of the EMRED approach. Findings from student interviews indicated that vocabulary was easily forgotten because the focus was on the whispering process and not on the word's meaning, suggesting that the full potential of the integration was not yet realized. This means the Game successfully spurred engagement, but the teacher's allocation of time and reinforcement mechanisms were not yet adaptive enough to match the speed of the Game. This situation highlights that the EMRED process requires more substantial time for the Reflection Phase to ensure the game integration truly generates deep knowledge construction.

The EMRED approach serves as a comprehensive benchmark for the learning flow, and every component must be fulfilled to achieve optimal results. Therefore, this case study provides a critical contribution: although the Whisper and Guess Game and the EMRED approach are proven excellent in creating a fun learning atmosphere, their effectiveness in vocabulary comprehension highly depends on the accuracy of the implementation design. A practical implication is the need for educators to ensure they allocate more substantial time for the Reflection Phase within this intensive game context, for example, by mandating contextual meaning-making activities immediately after each round of the game. This aims to bridge the gap between the fun (the Game) and the learning (vocabulary acquisition), thereby facilitating the English vocabulary skills of 5th grade students sustainably.

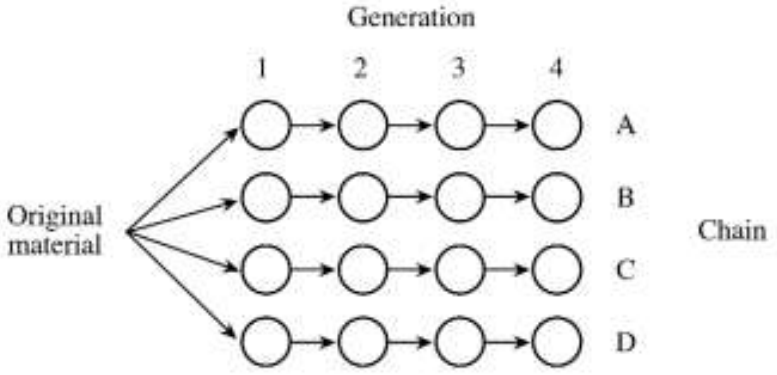

FIGURE 1. Illustration of the Whisper and Guess Game Implementation. This figure is adapted from Mesoudi (2008). In the context of this image, the Whisper and Guess Game is a group whispering game where the first person receives word information in the form of a picture, then whispers the word sequentially to their group members. The last person is tasked with guessing the word by writing it down. This process continues to rotate so that every group member experiences the role of the final guesser.

CONCLUSION

Implementation of the Whisper and Guess Game integrated with the EMRED approach holds relevant and strong potential in addressing the problem of low student interest and interaction, which was successfully achieved through the initial phases of EMRED. However, to achieve full effectiveness in vocabulary comprehension, this integration faces process adaptation challenges the competitive nature of the Game shifts student focus, indicating that the full potential of the EMRED model has not been optimally realized. Thus, this study contributes by affirming that the success of the EMRED model integration is dependent on the instructing teacher. The implementation of the Whisper and Guess Game requires substantial time allocation to ensure deep English vocabulary learning among elementary school students. The implication this media for students the succesed of EMRED depends on the teacher's abillity to balance "fun " and learning. Teachers must act as cognitive facilitators by integratingn vocabulary is not just whispered. Second for instruction design, hugh engegement game srequire a strict instructional framework. The limitation from this research, first cognitive focus, second memory retentional, and time constraints.

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The Use of Duolingo as a Learning Tool to Improve Speaking Skills of the Eleventh Grade Students of SMAN 3 Pati 2024/2025

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Abstract. This study investigates the effectiveness of Duolingo as a learning tool to improve the speaking skills of eleventh-grade students at SMA N 3 Pati during the 2024/2025 academic year. Speaking, an essential skill for effective communication, often poses challenges for English as a Foreign Language (EFL) students. Utilizing a quantitative approach, this research involved pre-tests, post-tests, and questionnaires to compare the speaking skill improvement of two groups: one taught using Duolingo and the other through conventional methods. Data analysis was conducted using SPSS 25 and AMOS 25 to assess statistical significance and structural equation modeling. Results demonstrated that students using Duolingo showed significant improvements in pronunciation, fluency, and confidence compared to the control group. Additionally, students expressed positive perceptions of Duolingo's usability and engaging features, which motivated their learning. These findings suggest that integrating Duolingo into EFL instruction can enhance speaking skills and foster greater student engagement. Implications for educators and suggestions for further research are discussed.

Keywords: Speaking, Duolingo, Learning Tool.

INTRODUCTION

This study was aimed at eleventh-grade students of SMA N 3 Pati. The sample consisted of 20-25 students from the 11th grade, forming the experimental group. The purpose of this study was to prove that the use of Duolingo can help improve their speaking skills. The experimental group worked on quizzes through the Duolingo application, while the control group received instructions through conventional, book-based methods. The implementation of the speaking question and answer test was used to conduct research with analysis.

Learning English requires four basic skills. One of the skills that students must master is speaking, which students must master to speak in English. Speaking is the ability to express information, thoughts, or ideas orally. It means that speaking is important for students because it helps to improve their ability to communicate orally and allows students to apply their ideas in the real world. There is an assumption that speaking ability can determine success in learning, which states that speaking is an important skill needed to communicate; it means, there is no communication without speech (Ajisoko 2020).

Speaking is a direct action. When we speak, the other person will respond immediately. We cannot change what we say, but we can repeat what we say while speaking. This also states that speaking should be done directly, such as face-to-face or eye-to-eye. That way, many people will be confident in their ability and proficiency in speaking English. Speaking also includes the process of meaning formation, which includes producing, receiving, and processing information.

Another definition of speaking is the ability to communicate something orally, coherently, and precisely in a relevant context aimed at interaction by using proper pronunciation and grammar, and following the rules of pragmatics (Niah 2019). However, speaking skills are often perceived as less interesting, especially for English

as a foreign language (EFL) students. It is undeniable that teaching speaking in an EFL environment, especially for Gen Z, who are currently very active in using social media.

With this condition, teachers can use Duolingo digital media to teach students speaking skills. This method is also widely used in various universities because Duolingo is an innovative and interesting teaching method, as there are many characters at various levels for students to work on tiara). In the era of increasingly sophisticated technology, it certainly impacts dynamic changes in the use of educational technology. Speaking with Duo-Lingo has helped teachers to choose and utilize digital platforms in language learning.

The elements of Duo-Lingo involve text, images, voice notes, and translators that allow students to mimic what is spoken from the platform so that students can improve their speaking. Thus, teaching students speaking training not only improves the way of communicating in English but also can train students' confidence in speaking (Ajisoko 2020). In addition, based on the research background, the author is interested in conducting further research on the use of Duo-Lingo in teaching speaking skills to eleventh-grade students of SMA N 3 Pati in the 2024/2025 academic year (Fitria, Usman, and Sahara 2023)

The rapid development of technology has helped education in more ways than one. This growth has resulted in what is now known as "Educational Technology". claimed, for instance, that technology has advanced rapidly in recent years. On the other hand (Tiara, Rahman, and Handrianto 2021) stated that technology access, ownership, and connectivity are critical to the successful use of mobile learning in higher education. Teachers can use technology to enhance education. They should use technology to help them learn English, especially skills. This is an important part of interactive learning that students enjoy because most teachers are already familiar with various aspects of technology, such as social media, applications, and devices. Therefore, they are easily receptive to the idea of using technology in education (Tiara et al. 2021).

Based on the explanation above, many educational applications use technology to help students learn English. Educational platforms are increasingly being used to support learning. A platform that offers instruction or learning can enhance communication abilities and promote impromptu and imaginative language use. In addition, it is enough to increase student motivation and encourage student focus. This can help students improve their English skills both inside and outside the classroom (Saputra et al. 2021).

Duolingo Application

About Duolingo

Duolingo is one of the easy-to-use digital language applications. There are many benefits from this application; this application covers 4 basic language skills, namely listening, reading, writing, and speaking skills. Therefore, the author uses the Duolingo application to improve students' speaking skills to make it easier and helping students understand the material in depth. Duolingo is a popular application for language learning that offers courses in various languages. Duolingo aims to make language learning more accessible, interesting, and affordable through gamification and interactive lessons (Tiara et al. 2021).

Duolingo is one of the applications used for technology that can be used to play and learn English. Luis Von Ahn and Severin Hacker founded Duolingo, a freemium language learning platform for mobile phones and PCs, in 2012. It offers 68 different language courses in 28 languages. The Duolingo website explains that the Duolingo application makes it easy for teachers to teach the four English skills: reading, writing, listening, and speaking to students. The four skills are present during learning activities in Duolingo through questions, small texts to listen to, and transcribed. Students must also record their pronunciation to assess their speaking ability. Some important points about Duolingo:

a. Language Offered:
   There are over 40 languages, including widely spoken languages such as English, French, and Mandarin, as well as endangered or developing languages such as Navajo, Klingon, Hawaiian, and Valyrian.
b. Teaching Methods:
   Short lessons make students more curious with exercises such as imitating sentence reading, translating sentences, matching words, and listening tasks. Focusing on vocabulary, grammar, and sentence structure through repetition and contextual examples, using spaced repetition to reinforce memory, and incorporating voice recognition, especially for speaking practice (Ritonga et al. 2022).
c. Gamification:
   Features like doodles, leaderboards, and in-app rewards make learning fun and motivating.
   Lessons are structured like games, making language learning engaging as users earn points (XP), maintain records, and compete unevenly on leaderboards (Saputra et al. 2021)
d. AI and Personalization:
   Duolingo uses artificial intelligence to adapt lessons to the user's progress and difficulty level. Providing lessons based on the user's progress and difficulty, especially regular updates, can improve student learning outcomes (Thote 2020).
e. Popularity and Impact

Available on iOS, Android, and via web browser, recent figures show over 500 million global downloads and it is common for Duolingo's digital apps to be used by students, teachers, and even institutions. Duolingo has expanded to include additional learning resources such as Duolingo Stories for comprehension practice, Duolingo Events for real-world interactions, and Duolingo ABC, which focuses on literacy for kids. Duolingo's goal is to "develop the world's best education and make it universally available." (Maziriri 2020)

f. Free & premium models:
Free users can access most of the features with ads. However, if we use the paid subscription model (Super Duolingo) it offers benefits such as no ads, offline lessons, and progress tracking (Saputra et al. 2021)

Based on (Sofian and Bafadal 2025), several student perceptions of the Duolingo application are divided into several points, such as student perception towards Duolingo usability, collaboration, context, control, connectivity, mobility, cost, blending, content, and technical support.

a. Student perception of the Duolingo usability
According to the findings of the interviews, some students claimed that the Duolingo app was simple to use and straightforward. According to a student named Ari, Duolingo is simple to use, compatible with all smartphones, and allows pupils to learn anywhere. According to the second student, Baiti, pupils can utilize Duolingo regardless of their prior knowledge and still pick things up rapidly. Students perceive Duolingo favorably because it is simple, colorful, and easy to use, requires fewer steps to complete tasks, has an appealing design, and is easier to use. It also has clear instructions that make it easy for students to use, and its images are bright and appealing, even though they are not real images.

b. Student perception toward the Duolingo collaboration
The technology could support teachers and students in collaborative learning activities. Using Duolingo is one of the benefits of the teaching and learning process. Based on the interview, the student named Suliana said that on the Duolingo application, teachers and students can create an account as a teacher or student.

c. Students' perception of the Duolingo context
The example vocabulary exercise on the Duolingo application is about fruits and animal vocabulary. When students find questions about them and have already mastered all of the vocabulary, they can quickly solve the questions. The other students assumed that students had a simple conversation in English by remembering and mastering several phrases in the Duolingo application. It means that the Duolingo application provides the student with some simple sentences related to life.

d. Students' perception of Duolingo's control
All the students agreed that Duolingo could provide engagement to learn English very well. The students believe that Duolingo has provided several options to draw in students' attention. The student also states that the incentive system in Duolingo is motivating as a consequence of the fact that the student receives rewards after completing specific assignments. The student can get a gift known as Lingot, which is used to shop for Duolingo to make learning additional languages accessible. All of the students said that Duolingo could help them enhance their language mastery and skills. The other student said that translation, pronunciation, and listening skills increased slightly, and they could recall the vocabulary studied. The question keeps repeating until the student answers the question wrong until they answer the question correctly. It will remember the material very much because it was repeated. If wrong, it will be done by Duolingo. So, students can know the correct answer.

e. Students' perception of Duolingo's connectivity, mobility, and cost
Duolingo may be accessed whenever there is an internet connection. Many students prefer the Duolingo application since it can be used anywhere, is portable, and can be installed on a smartphone to allow students to practice at any time. From the students' perception above, the positive perception is that Duolingo is different from other learning tools. Applications that require the mobile learning design require the student to pay for the premium data. But with this Duolingo application, there is no need to pay; it just needs an internet connection.

f. Students' perception of Duolingo's blending
Several English skills are combined with various learning approaches on the Duolingo application, such as pronunciation, translation, writing, listening, and the point is speaking skills. The student that Duolingo application is practical because it uses various methods, ranging from visual, audio, and writing, to improve English learning. Based on students' perceptions about that, it was found that students gave positive perceptions of various learning approaches in Duolingo, namely, pronunciation, translation, writing, listening, and speaking skills.

g. Students' perception of the Duolingo's content
The Duolingo application has the concept of learning, which is like playing games. Some of the students added that the gamification concept in Duolingo makes the students feel easy, excited, and motivated to learn to speak

h. Student's perception of the Duolingo's technical support

In the Duolingo application, there is technical assistance if students experience problems when using Duolingo. One of the students said that if there is any technical problem, students can go to the FAQ. It's a list of questions and answers relating to a particular subject. It provides the necessary information for the user. Another feature in Duolingo is the microphone, an extension that students use to record their voice.

RESEARCH METHODOLOGY

The research will be conducted at SMA N 3 Pati in Pati Regency during the second semester of the 2024/2025 academic year, from January to June 2024. This study employs a quantitative approach, utilizing descriptive and inferential statistical methods to analyze data. The research aims to evaluate the effectiveness of the Duolingo application in improving students' speaking skills. To achieve this, both the experimental and control groups will undergo a pre-test at the beginning of the study, where students will read a provided text to assess their baseline speaking abilities. The experimental group will use the Duolingo application as part of their learning process, while the control group will follow the standard teaching methods. At the end of the intervention, both groups will take a post-test with the same structure and content as the pre-test. Students will read a story text and then practice speaking in front of the class to assess pronunciation, confidence, and overall speaking skills. The evaluation will be conducted using a standardized rubric, scoring areas such as pronunciation (30 points), fluency (15 points), vocabulary (20 points), grammar (20 points), COHERENCE (5 points), and confidence (10 points).

The study population includes all grade XI students of SMA N 3 Pati in the academic year 2024/2025, with purposive sampling used to select two classes with similar average speaking abilities. Each class will consist of approximately 20–25 students, with one designated as the experimental group and the other as the control group.

Data collection instruments include speaking tests, observations, and questionnaires. The pre-test and post-test will measure speaking skills, focusing on grammar, vocabulary, and fluency in coherent reading texts. Observations will monitor students' engagement with Duolingo, including frequency, duration, and types of activities completed. A questionnaire will gather students' perceptions of Duolingo, using a combination of Likert-scale and open-ended questions to capture both quantitative and qualitative insights.

Data analysis will involve descriptive statistics to summarize pre-test and post-test scores and survey responses, and inferential statistics to determine whether the improvement in speaking skills is statistically significant. This comprehensive approach ensures a thorough evaluation of the effectiveness of Duolingo in enhancing students' speaking abilities.

RESULTS AND DISCUSSION

TABLE 1. STUDENTS' PERCEPTION TOWARD DUOLINGO

Questions	Strongly Agree	Agree	Neutral	Disagree
Duolingo is Easy to use for learning to speak English	11	17	1	0
Duolingo helps improve pronunciation	10	18	1	0
Duolingo provides engaging speaking practice	7	17	5	0
Duolingo improves vocabulary and is useful for speaking	8	15	6	0
Duolingo makes learning to speak English more fun	10	17	2	0
Duolingo allows you to practice speaking anytime and anywhere.	11	13	4	1
Feel more confident speaking in English after using Duolingo	7	13	9	0
Duolingo's audio features help you understand correct pronunciation	8	19	2	0
Faster speaking progress with Duolingo than any other way of learning	8	13	7	1
Duolingo provides personalized speaking practice	9	15	5	0
feel more prepared to take English-speaking exams after practicing with Duolingo	7	14	7	1
Duolingo teaches you how to speak with correct intonation	9	15	5	0

Duolingo helps understand English expressions commonly used in everyday conversation	6	20	3	0
Feel more comfortable talking with classmates after using Duolingo	9	14	6	0
Feel easier to remember vocabulary after practicing with Duolingo	9	14	6	0
Total	129	234	69	3
% Amount of each	29,9%	53,7%	15,8%	0,6%
% Total Strongly + Agree	73,6%			

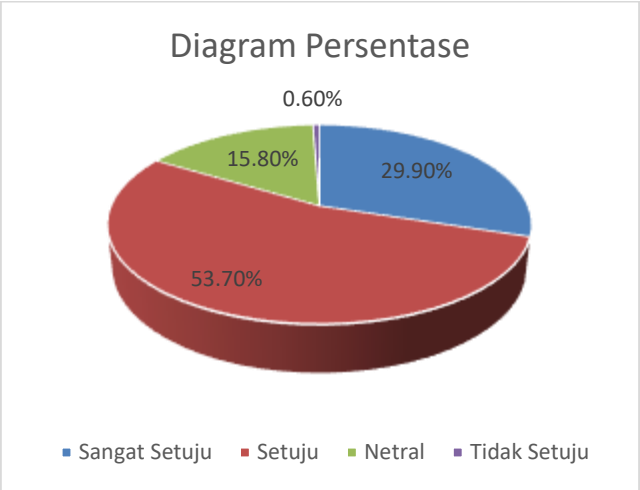

FIGURE 1, DIAGRAM PRESENTASE STUDENTS' PERCEPTION TOWARD DUOLINGO

DISCUSSION

The results of the data analysis show that the Duolingo application is considered effective for 11th-grade students of SMA N 3 Pati in English learning activities. Most of the students, 73.6%, gave either agree or strongly agree responses, indicating that the app has successfully met their needs in learning English, especially in the speaking aspect. One of the main advantages of Duolingo is its ease of use. A total of 28 students found the app very easy to access and operate, which allowed them to focus on learning. This app is essential, especially for students who may be just starting out using technology as a learning aid.

Duolingo also makes it easy to improve pronunciation and correct intonation. The audio feature provides an immersive learning experience, allowing students to hear the correct pronunciation and imitate it directly. This was supported by 27 students who acknowledged that this feature helped them understand how to speak better. In addition, the exercises provided by Duolingo are considered interesting and fun, creating a learning atmosphere that is not boring. This approach makes learning English both entertaining and educational, motivating students to practice English consistently.

The flexibility of time and place provided by the app is also one of the main reasons students choose Duolingo as a learning tool. A total of 24 students stated that they can practice anytime and anywhere according to their needs. This is highly relevant in supporting learning in the modern era, where technology allows students to learn independently outside the classroom. In addition, the app also helps students improve their vocabulary. Most students find it easier to remember vocabulary after using Duolingo, which greatly enriches their vocabulary for daily conversation. The app also helps students understand the meaning of commonly used English expressions, making them feel more comfortable speaking with classmates or others.

However, although the majority of students gave positive responses, some aspects indicated a need for improvement. One of the challenges is increasing students' confidence in speaking English. While 22 students felt more confident after using Duolingo, 9 students remained neutral on this benefit. This suggests that the app may not have been fully effective in helping students overcome awkwardness or nervousness when speaking English. In addition, only 21 students felt more prepared for English-speaking exams after using the app. The remaining students gave neutral or disagreeing responses, indicating that Duolingo needs to provide features that better support speaking exam preparation, such as exam simulations or exercises designed to improve spontaneous speaking skills.

Based on these findings, it can be identified that Duolingo is a very useful English learning app, particularly for improving pronunciation, intonation, vocabulary, and learning flexibility. However, it still has some shortcomings that need to be addressed, especially in helping students improve their confidence and prepare for speaking exams. By adding features that focus more on developing practical speaking skills and building

confidence, Duolingo can become an even more effective app for English language learning. Overall, the app has proven to be a relevant and exciting innovation in the modern world of education, as well as a key enabler for student learning in the digital age.

CONCLUSION

The study demonstrates that Duolingo is an effective tool for improving the speaking skills of eleventh-grade students at SMA N 3 Pati during the 2024/2025 academic year. The application's user-friendly design, interactive features, and accessibility enable students to enhance their pronunciation, fluency, vocabulary, and confidence. With 73.6% of students agreeing or strongly agreeing on its effectiveness, Duolingo proved to be a highly engaging and motivational platform for English language learning. Key strengths of the app include its gamified lessons, voice recognition for pronunciation practice, and the flexibility to practice anytime and anywhere.

Students reported significant improvements in vocabulary retention and their ability to understand common English expressions, contributing to better conversational skills. However, the study also identified areas for improvement.

While the majority of students found Duolingo helpful, a notable portion expressed neutrality regarding its ability to boost confidence and prepare them for English-speaking exams. These findings suggest that Duolingo could be enhanced by integrating features such as exam simulations and activities specifically aimed at building spontaneous speaking abilities and reducing anxiety. Overall, Duolingo emerges as a valuable digital learning tool for fostering engagement and improving English-speaking proficiency, highlighting its potential as an integral part of modern EFL instruction.

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Cultural Attraction, Visitor Experience, and Tourism Development: A Study on the Isen Mulang Festival of Central Kalimantan

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Abstract. Festival Budaya Isen Mulang (FBIM) or The Isen Mulang Cultural Festival is an annual cultural agenda organized by the Provincial Government of Central Kalimantan as a strategic effort to preserve Dayak culture while simultaneously promoting regional tourism development. This study aims to analyze the development of tourism potential through FBIM and to examine visitors' interests and experiences related to its implementation in Palangka Raya City, Central Kalimantan. The research was conducted during the 2025 FBIM using a descriptive qualitative approach. The key informants included officials from the Central Kalimantan Provincial Office of Culture and Tourism, cultural practitioners, festival organizing committee members, local artists, and festival visitors selected based on their direct involvement and experiences with FBIM. Data were collected through observation, in-depth interviews, documentation, and literature review. Data validity was ensured through source triangulation and methodological triangulation to maintain the consistency and accuracy of the findings. Data analysis employed the interactive model of Miles and Huberman, encompassing data reduction, data display, and conclusion drawing and verification. The findings indicate that FBIM plays a significant role in enhancing tourism attractiveness through the presentation of cultural performances, traditional competitions, art exhibitions, and regional culinary offerings. In addition to attracting domestic and international tourists, FBIM also serves as a medium for cultural education, strengthening local cultural identity, increasing community participation, and fostering creative economic development. With professional and participatory management, FBIM has proven to be a strategic instrument in the sustainable development of culture-based tourism in Central Kalimantan.

Keywords: The Isen Mulang Cultural Festival, FBIM, Dayak, Tourist Attraction, Tourism Management.

INTRODUCTION

Tourism is one of the strategic sectors that can drive regional economic growth while preserving local cultural wealth. Etymologically, the word "pariwisata" originates from Sanskrit: pari meaning "around" and wisata meaning "to go" or "to travel." Thus, tourism can be interpreted as travel activities carried out from one place to another, either for recreation or leisure (Suwena, 2017). According to Law Number 10 of 2009 concerning Tourism, tourism encompasses various types of travel activities supported by facilities and services provided by the community, entrepreneurs, the government, and local governments.

Palangka Raya City, as the capital of Central Kalimantan Province, is known not only for its vast territory but also for its rich cultural heritage that remains preserved amid modernization. One form of cultural preservation that also serves as a tourist attraction is the Isen Mulang Cultural Festival (FBIM). This festival is organized annually by the Provincial Government of Central Kalimantan to commemorate the province's anniversary. FBIM presents various traditional competitions and performances, such as the Karungut Competition, Maneweng Competition, Traditional Dance Competition, and the selection of Jagau & Bawi Nyai Pariwisata Kalimantan Tengah.

Since it was first held in 1993, FBIM has evolved from a simple activity into a complex cultural event, showcasing diverse arts and cultural expressions from cities and regencies across Central Kalimantan (Saputra & Suparta, 2023). The festival is also part of the Karisma Event Nusantara (KEN) in Central Kalimantan Province, highlighting its role in introducing regional cultural attractions to a wider audience.

Based on data from the Central Kalimantan Provincial Office of Statistics (BPS), the number of domestic tourist visits to Central Kalimantan exceeded 3.47 million visits in 2023, while international tourist arrivals have begun to show post-pandemic recovery, although they have not yet fully returned to pre-pandemic levels. The Provincial Office of Culture and Tourism of Central Kalimantan reports that the Isen Mulang Cultural Festival (FBIM) is one of the annual cultural events with the highest visitor numbers during the anniversary celebration of Central Kalimantan Province, attracting an estimated tens of thousands of visitors each year. Furthermore, FBIM has been officially designated as part of the Karisma Event Nusantara (KEN) by the Ministry of Tourism and Creative Economy of the Republic of Indonesia, which is ideally expected to enhance destination image, expand national and international promotion, and generate significant economic impacts for local communities.

However, in practice, this potential has not yet been fully realized. Reports from the tourism authority indicate that the majority of FBIM visitors are still dominated by local tourists with relatively short lengths of stay, resulting in limited impacts on increasing tourist stay duration and tourism expenditure. This condition reflects a gap between the ideal situation where FBIM functions as a nationally leading event capable of supporting sustainable tourism development and the actual conditions in the field, where the festival's contribution to visitor experiences and economic benefits remains suboptimal.

Previous studies on FBIM have predominantly focused on its role in promoting local wisdom–based tourism development, cultural preservation, and sustainable tourism policies. Existing research has explored FBIM as a model for community-based and sustainable tourism grounded in Dayak local wisdom, emphasizing ethnographic perspectives, policy mechanisms, institutional collaboration, and cultural promotion strategies (e.g., local wisdom-based tourism models, festival promotion, sustainability policies, and city branding communication) (Wilantari & Ananda, 2023; Batubata et al., 2024; Widen et al., 2024). While these studies provide valuable insights into governance, promotion, and cultural sustainability, they largely approach the festival from macro-level perspectives such as policy implementation, branding, and institutional development. Consequently, limited attention has been given to the micro-level experiential dimension, particularly the interrelationship between cultural attractions, visitor experiences, and their implications for tourism development outcomes. This study addresses this gap by positioning FBIM not only as a cultural and promotional instrument but also as an experiential tourism space where cultural attractions are actively consumed, interpreted, and valued by visitors. By foregrounding visitors' experiential perspectives alongside cultural content and tourism development objectives, this study offers a more comprehensive understanding of how FBIM contributes to cultural tourism development in Central Kalimantan beyond policy discourse and promotional narratives. Based on this rationale, the present study is important for understanding the role of FBIM in the development of cultural tourism and how the festival shapes visitors' experiences and interests. Accordingly, the research questions are formulated as follows:

(1) How is tourism potential developed through the Isen Mulang Cultural Festival (FBIM) in Palangka Raya City?

(2) How do visitors perceive and respond to the implementation of the Isen Mulang Cultural Festival (FBIM) in Palangka Raya City?

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RESEARCH METHODOLOGY

This study employs a descriptive qualitative approach to analyze the Isen Mulang Cultural Festival (FBIM) as a cultural tourism attraction in Palangka Raya City, Central Kalimantan. The research was conducted during the implementation of FBIM in 2025, coinciding with the anniversary of Central Kalimantan Province. The key informants in this study included officials from the Central Kalimantan Provincial Office of Culture and Tourism, cultural practitioners, festival organizing committee members, local artists, and festival visitors. Informants were selected purposively based on their direct involvement, roles, and experiences in the planning, implementation, and participation in the Isen Mulang Cultural Festival.

Data were collected through observation, in-depth interviews, documentation, and literature review. The research instruments consisted of interview guidelines designed to explore informants' perspectives and experiences regarding the festival's implementation, as well as observation sheets used to record cultural activities, visitor interactions, and the on-site dynamics of FBIM. Documentation served as supporting data in the form of activity photographs, official reports, and festival-related archives. Data validity was ensured through source triangulation and technique triangulation by comparing data obtained from multiple informants and verifying findings using various data collection methods. Data analysis followed the interactive model proposed

by Miles and Huberman, which involves data reduction, data display, and conclusion drawing and verification. This analytical process enabled the researchers to systematically interpret the data and produce valid conclusions regarding the role of FBIM in the development of cultural tourism.

RESULTS AND DISCUSSION

Results

1. The Development of Tourism Potential through the Isen Mulang Cultural Festival

The Isen Mulang Cultural Festival (FBIM) is not merely positioned as an annual cultural celebration, but also serves as a strategic instrument for introducing and promoting the cultural richness of Central Kalimantan to wider audiences, both nationally and internationally. Its implementation functions as an educational medium that provides opportunities for the public to learn about Dayak cultural values through a variety of artistic performances, traditions, and socio-cultural activities. Furthermore, the interactions that emerge between visitors and local communities enrich the authenticity of the tourism experience and foster meaningful cultural engagement. Within the broader context of tourism development, FBIM contributes to strengthening regional cultural identity while supporting creative economy initiatives and community-based sustainable tourism.

Based on the interview with the Acting Head of the Division of Arts, Traditions, and Cultural Heritage, FBIM has evolved into one of the most prominent cultural tourism attractions in Central Kalimantan. He emphasized that the festival successfully showcases diverse elements of Dayak culture in an appealing and dynamic manner through traditional competitions, cultural parades, and local culinary presentations. Wisnu further noted that despite being held only once a year, public and tourist enthusiasm remains consistently high. This, he asserted, demonstrates that cultural tourism possesses strong appeal when organized with professional, innovative, and visitor-oriented approaches capable of attracting audiences from various backgrounds.

A similar perspective was expressed by Guntur Talajan, a cultural figure and former Head of the Provincial Office of Culture and Tourism. He stated that FBIM serves as an important platform for the preservation of cultural values, encompassing regional arts, traditional games, local cuisine, and traditional fashion showcased through the selection of tourism ambassadors. According to Guntur, the consistent inclusion of these cultural elements strengthens the festival's position as a leading tourism attraction in Central Kalimantan. Beyond introducing Dayak culture to domestic and international tourists, FBIM also functions as a medium for instilling cultural awareness among local communities, encouraging them to appreciate and preserve their cultural heritage

From the perspective of a local artist, a community art studio owner as well as active participant in the festival, highlighted the positive impact of FBIM on the development of local arts and cultural practices. He explained that the festival provides substantial opportunities for regional artists to present their work to broader audiences, resulting in increased visibility and appreciation of local art forms. Prior to FBIM, traditional dance and similar performances were predominantly showcased during customary events; however, through the festival, such artistic expressions have gained wider recognition among both community members and tourists. This increased exposure has motivated many young people to engage in cultural learning and preservation, thus supporting the regeneration of local cultural practitioners.

2. Visitor Interest in the Implementation of the Isen Mulang Cultural Festival (FBIM) in Palangka Raya City

a. Unique Local Culture

One of the main factors that enhances tourist interest in the Isen Mulang Cultural Festival (FBIM) is the diversity and uniqueness of the local cultural expressions presented throughout the festival. Dayak culture, as the cultural identity of the people of Central Kalimantan, serves as the core element highlighted in the event, reflecting authentic customary values, traditional arts, and local wisdom. This cultural distinctiveness becomes a significant attraction for visitors, both domestic and international, encouraging them to attend the festival and experience it firsthand. The uniqueness of FBIM's local culture is evident through various competitions and cultural performances that are exclusively featured in this festival. Some of these include karungut (traditional Dayak chanting), manyipet (blowpipe competition), mangaruhi (traditional fish-catching by hand), besei kambe (traditional boat race), and maneweng manetek manyila kayu (traditional wood-chopping). These attractions illustrate the Dayak community's close relationship with nature and highlight values such as cooperation, physical endurance, and traditional craftsmanship.

FIGURE 1: Manyipet Competition

FIGURE 2: Ngaruhi Competition

In addition to traditional competitions, regional dance performances such as the Giring-Giring Dance and the Tambun Bungai Dance, along with traditional costume parades from the 13 regencies and cities in Central Kalimantan, further reinforce the festival's cultural identity. The presentation of traditional Dayak attire, complete with distinctive accessories, offers visitors a powerful visual and emotional experience. For tourists from outside the region, this moment becomes a rare opportunity to directly encounter Dayak culture. Cultural uniqueness is also reflected in traditional Dayak cuisine, such as juhu singkah (young rattan), wadi (fermented fish), kenta, and other local dishes showcased in the mangenta competition. These foods not only provide a rich sensory experience but also embody deep historical and cultural meanings.

FIGURE 3: Opening Dance of Isen Mulang Cultural Festival

FIGURE 4: Cultural Carnival Contest.

In conclusion, the findings indicate that the strong appeal of the Isen Mulang Cultural Festival (FBIM) is fundamentally driven by the richness and authenticity of Dayak cultural expressions presented throughout the event. The integration of traditional competitions, ritual-based activities, performing arts, regional dances, traditional attire, and indigenous culinary heritage creates a comprehensive cultural experience that distinguishes FBIM from other cultural festivals. As a result, FBIM succeeds in generating meaningful visitor experiences that enhance tourist interest and engagement, positioning the festival as a significant cultural tourism attraction with strong potential to support sustainable tourism development in Central Kalimantan.

b. Cultural Education and Preservation

The Isen Mulang Cultural Festival (FBIM) functions not only as an entertainment event but also holds a strategic role as a medium for education and cultural preservation for the Dayak community in Central Kalimantan. Each year, the festival showcases a wide range of cultural attractions presented in the form of competitions, artistic performances, exhibitions, and cultural parades. These activities provide visitors with opportunities to learn about and understand local cultural values directly through real, hands-on experiences.

FBIM serves as an important platform for younger generations to learn about history, traditional arts, and local wisdom that are increasingly rare in everyday life. Through this festival, cultural values that are nearly forgotten are revitalized and passed on to the broader public through direct interaction between cultural practitioners and visitors. Thus, the festival functions as an effective educational medium that strengthens cultural awareness and understanding.

Discussion

Based on the insights gathered from the findings, it can be concluded that the Isen Mulang Cultural Festival (FBIM) plays a significant role in advancing cultural tourism development in Palangka Raya. The festival functions not only as an entertainment event, but also as an important instrument for cultural promotion, community empowerment, and the preservation of local traditions. The diverse cultural attractions presented throughout the festival demonstrate that local culture has substantial potential as a high-value tourism asset when managed professionally, collaboratively, and with long-term vision. These findings align with tourism development theories proposed by Cooper et al. (1993) as well as Barreto and Giantari (2015), which emphasize the importance of attractions, facilities, promotion, and community participation in building sustainable tourism destinations. Consequently, FBIM may be regarded as an effective model for cultural tourism development, contributing both to the strengthening of regional cultural identity and the enhancement of Central Kalimantan's overall tourism appeal.

Findings from interviews with several tourists also indicate that their primary motivation for attending FBIM is the opportunity to directly experience the richness of Dayak culture, which is rarely encountered in everyday life. This authentic experience positions FBIM as an effective platform for introducing local culture to a wider audience while simultaneously strengthening community pride in regional cultural identity. In the context of modern festival tourism, Zhang and Deng (2022) demonstrate that the combination of event innovation and cultural authenticity can enhance tourists' subjective well-being, high-quality experiences, and perceptions of festival value. In Indonesia, another study on the Bali Arts Festival and similar cultural festivals indicates that events that maintain cultural authenticity and offer rich cultural experiences succeed in strengthening local cultural identity and increasing tourist motivation to visit. (Jayadi & Yudhistira, 2023). Additionally, research conducted in the Ammatoa Kajang indigenous area shows that the uniqueness of local culture significantly contributes to tourists' interest in visiting (Wahyuni & Arsyad, 2021). These findings provide empirical comparisons that reinforce the results of the present study that cultural uniqueness and authenticity manifested through traditional

attractions, performing arts, culinary traditions, and cultural ritual. They serve crucial elements in attracting tourists and enhancing the value of cultural destinations such as the Isen Mulang Cultural Festival (FBIM). Overall, the uniqueness of the local cultural expressions presented at FBIM serves as a crucial element in enhancing the cultural tourism appeal of Palangka Raya City. The authenticity, diversity, and engaging presentation of Dayak cultural traditions establish FBIM as a leading cultural destination that not only increases tourist interest but also supports ongoing efforts to preserve local culture.

Meanwhile, these results resonate with prior research on cultural festivals. For example, Lopes & Hiray (2024) found that cultural events and festivals significantly contribute to cultural tourism by offering unique cultural experiences that attract visitors and reinforce community identity. Similarly, Sahar (2024) demonstrated that cultural festivals can revitalize traditional values, foster local identity, and draw both domestic and international tourists. Moreover, Reverawaty et al. (2019) argued that village-based cultural festivals transform local heritage into tourism assets, enhancing public appreciation for cultural heritage and increasing visitor interest. These studies support the notion that a festival like FBIM, which combines authentic cultural expression and inclusive community participation, can be an effective medium for cultural preservation, cultural education, and sustainable cultural tourism.

CONCLUSION

The Isen Mulang Cultural Festival (FBIM) is one of the strategic efforts in the development of cultural tourism in Palangka Raya City. This festival not only serves as a platform for preserving Dayak culture but also plays an important role in enhancing tourism appeal through various cultural attractions, traditional competitions, art performances, and local culinary showcases. The implementation of FBIM has proven successful in attracting both domestic and international tourists, contributing to increased tourist visits and the growth of the local creative economy. In addition, FBIM serves as an effective cultural education medium that strengthens public understanding and pride in local cultural identity. With professional and participatory management, FBIM has become an important instrument in developing sustainable culture-based tourism in Central Kalimantan.

From a policy perspective, the findings of this study indicate the need for stronger support from local governments through sustainable cultural tourism policies, including increased budget allocation, integrated promotional strategies, and the development of supporting festival infrastructure. In tourism practice, the results emphasize the importance of professional, innovative, and participatory event management that actively involves local communities in order to enhance the quality of visitor experiences while preserving cultural authenticity. In this regard, the Isen Mulang Cultural Festival (FBIM) may serve as a model for sustainable, community-based cultural tourism development in other regions.

Furthermore, this study also provides implications for future research. Subsequent studies are encouraged to employ quantitative or mixed-method approaches to measure visitor satisfaction levels, the economic impacts of the festival, and the long-term sustainability of FBIM. Comparative studies involving other cultural festivals at both national and international levels are also necessary to broaden perspectives on cultural tourism development.

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Policy and Regulation

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Developing an English Language Learning Model Adapted from Indonesian Traditional Games to Enhance Primary School Students' Literacy

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Abstract. English language learning at the Primary School level often faces significant challenges due to teaching methods that tend to be rigid, culturally unresponsive, and fail to accommodate the active learning styles of children. This condition results in low student motivation and a slow pace in acquiring early English literacy. This research aims to design the Game-Based Culturally-Responsive Literacy (G-CRL) Model, a pedagogical innovation that utilizes the Adaptation of Indonesian Traditional Games (such as Engklek and Ular Naga) as the primary medium. The G-CRL Model fundamentally adopts the principles of Culturally-Responsive Pedagogy (CRP) to create an equitable and inclusive learning environment. This approach actively validates students' local cultural identities and is predicted to reduce learning anxiety (affective filter), while accommodating the dominant kinesthetic learning style in primary school children. The model holds significant potential for enhancing Early Literacy, specially the mastery of basic vocabulary and speaking skills through the mechanism of functional repetition and increased Time on Task within a fun and interactive play setting. Using a Research and Development (R&D) design, the conceptual framework of the G-CRL Model has been designed and theoretically reviewed. This model design demonstrates strong potential to be recommended as a robust innovative solution that can strengthen equity and improve the quality of English education sustainably.

Keywords: Culturally-Responsive Pedagogy, Early Literacy, Inclusive Education, Primary School, Traditional Games.

INTRODUCTION

English language education at the Primary School level faces unique challenges. At this development phase, primary students are in the concrete operational thinking stage, requiring learning activities that are active, meaning, and engaging. Conventional curricula and teaching materials often fail to meet these needs, resulting in low motivation and difficulties in mastering early literacy, particularly vocabulary and basic speaking skills. This condition creates a significant gap between curriculum demands and the need for an inclusive and culturally responsive learning environment. An effective learning model must be able to bridge this difference by utilizing resources that are close to the students' world. The objective of this research is to develop an English learning model based on the adaptation of Indonesian traditional games, aimed at enhancing primary students' early literacy through a Culturally-Responsive Pedagogy approach.

Early English literacy for primary school students includes the recognition of letters and sounds (phonics), the mastery of basic vocabulary, and the ability to comprehend and use simple sentences. At this stage, literacy acquisition is heavily influenced by a supportive environment and engaging methods, far removed from the pressure of formal tests or exams. Consequently, the failure to establish an early literacy foundation can become a long-term impediment to students' academic progress. To ensure consistency and clarity, this study defines 'Literacy' specifically as Early Oral Literacy. This term refers to the foundational ability of primary school students to process and produce the target language through spoken communication before progressing to formal reading and writing. In the context of the G-CRL model, Early Oral Literacy is narrowed down into two measurable components:

1. Vocabulary Acquisition: The students' ability to recognize, retrieve, and pronounce thematic English words (e.g., animal names and action verbs) correctly through visual-kinesthetic associations in the Engklek game.

2. Oral Fluency: The students' ability to produce simple functional sentences and maintain a rhythmic flow of speech with appropriate intonation, facilitated by the repetitive chanting and interactive dialogues in the Ular Naga game.

By focusing on Oral Literacy, this model aims to lower the students' affective filter and build a strong linguistic foundation through a 'sound-before-sign' approach.

Culturally-Responsive Pedagogy (CRP) is a teaching framework that utilizes students' experiences, backgrounds, and cultural frames of reference as a vehicle for achieving academic success. The urgency of the G-CRL model arises from the fact that English language learning at the primary school level often faces significant challenges due to teaching methods that are rigid and culturally unresponsive, leading to low student motivation and slow acquisition of early literacy. This condition creates a significant gap between formal curriculum demands and the need for an inclusive learning environment, requiring a “cognitive bridge” that utilizes resources close to the students' daily lives. The novelty of this model lies in its pedagogical innovation that adapts Indonesian traditional games, such as Engklek and Ular Naga, as the primary medium for instruction. By implementing Culturally-Responsive Pedagogy (CRP), the G-CRL model validates students' local cultural identities, effectively reducing learning anxiety (the affective filter) while accommodating the dominant kinesthetic learning styles of children. Ultimately, this approach transforms familiar cultural heritage into a functional tool for mastering vocabulary and speaking skills, ensuring pedagogical equity and a more inclusive educational experience. CRP is a key strategy for realizing inclusive education because it explicitly acknowledges and validates students' cultural identities within the classroom. In English language learning, CRP means integrating local culture (Source Culture) into methods and materials, so that students view the foreign language as a tool that can be used to discuss their own world, rather than as a tool for the absolute adoption of a foreign culture.

The integration of CRP through traditional games serves as a strategic mechanism to lower the Affective Filter, a theoretical construct proposed by Stephen Krashen. The Affective Filter acts as a psychological barrier that prevents learners from fully acquiring a second language when they experience high anxiety, low self-confidence, or lack of motivation. In the context of G-CRL, 'Cultural Familiarity' represented by Engklek and Ular Naga functions as a primary tool to dismantle this barrier. When students encounter English through a medium they already master and love (local games), the following psychological shifts occur:

Anxiety Reduction through Cognitive Comfort: Traditional games provide a 'safe space' where the rules and social dynamics are already understood. This familiarity eliminates the 'fear of the unknown,' which is a major source of language anxiety. Because the students are focused on the joy of the game, their cognitive resources shift from self-monitoring (fear of making mistakes) to natural communication.

Identity Validation and Self-Confidence: CRP recognizes and celebrates the students' background. By bringing their 'home culture' into the English classroom, students feel a sense of belonging and competence. This validation boosts self-confidence, effectively lowering the affective filter and making the brain more receptive to input.

Subconscious Acquisition (The Play Factor): Krashen distinguishes between learning (conscious study) and acquisition (subconscious absorption). The playful nature of G-CRL promotes acquisition because the students' attention is directed toward the goal of the game rather than the complexity of the grammar. As they sing during Ular Naga or jump during Engklek, they process English as a functional tool for play, not as an intimidating academic subject.

Consequently, by merging CRP with traditional games, the G-CRL model ensures that the English language 'input' reaches the Language Acquisition Device (LAD) without being blocked by negative emotional states.

Indonesia is known for its abundant cultural richness, one aspect of which is reflected in the diversity of its traditional games. These games are not merely recreational activities but cultural heritage rich in noble values and life philosophies, such as instilling character traits like discipline, cooperation, and responsibility. The educational potential embedded in traditional games makes them an ideal medium for creating active, engaging, and student-centered learning processes, which are proven to enhance attention and learning motivation. However, along with the rapid development of technology and the dominance of modern games, the existence of traditional games has begun to be marginalized and is less known by the current younger generation. In response to this challenge, creative efforts are required to adapt and integrate the mechanisms of traditional games into the context of formal education. This research focuses on Developing an English Learning Model Through the Adaptation of Indonesian Traditional Games to Enhance Primary School Students' Early Literacy. This adaptation aims to leverage the excitement and positive values inherent in traditional games, such as Engklek and Ular Naga, as an innovative framework to facilitate the introduction of English vocabulary, phonics, and basic communication skills at the early literacy stage.

Indonesian traditional games, such as Engklek and Ular Naga, possess high pedagogical potential. These games are kinesthetic (involving movement), cooperative, and familiar to students, which automatically lowers the affective filter (learning anxiety). Adapting these games into an English learning tool enables students to acquire vocabulary and practice speaking skills in an authentic, meaningful, and enjoyable context.

1. Engklek (Kinesthetic Vocabulary Grid)
   In this model, the Engklek grid serves as a Visual Literacy Medium.
   Grid Content: Each square is labeled with target vocabulary from the "Animals" theme, accompanied by visual illustrations to aid comprehension (e.g., Lion, Rabbit, Elephant, Giraffe, Monkey, Ant).
   Linguistic Task:
   a. Level 1 (Word Production): Students must clearly pronounce the animal's name in the square as they land on it (e.g., "Lion!" [jump] "Rabbit!" [jump] "Elephant!" [jump]).
   b. Level 2 (Selective Auditory Response): Instead of jumping through every square, the teacher provides a specific route or sequence (e.g., "Jump only to the Elephant, Giraffe, and Monkey!"). This requires students to actively listen, identify the correct target, and plan their physical movement to skip irrelevant squares.
   c. Level 3 (Sentence Building): Upon reaching the "mountain" or rest area, students must produce a simple sentence using the target animal words encountered (e.g., "The Elephant is big" or "The Ant is small").
2. Ular Naga (Flexible Rhythmic Chanting & Role Rotation)
   This game is adapted to enhance Oral Fluency and Functional Interaction by utilizing familiar melodies as a "cognitive bridge."
   Musical Flexibility: The model uses popular English songs, such as "You Are My Sunshine," ensuring students focus on pronunciation and rhythm without the burden of learning a new melody.
   The "Catch" Mechanism: Students form a "snake" and walk through a gate formed by two students (the Gatekeepers). When the song reaches a specific keyword (e.g., "Sunshine"), the gate closes, catching a student.
   The Linguistic Challenge & Role Swap:
   a. Functional Dialogue: The Gatekeeper asks a thematic question (e.g., "What makes you happy?"). The caught student must respond with a full sentence (e.g., "Eating ice cream makes me happy").
   b. Student Empowerment (Decision Making): After answering, the caught student is given the authority to choose their successor by answering the question: "Who do you want to choose as the next Gatekeeper?"
   c. Role Rotation: The chosen student becomes the new Gatekeeper, while the previous one joins the "snake" line. This rotation ensures constant peer-to-peer interaction and leadership opportunities

FIGURE 1. Traditional ‘Engklek’ Game
(https://sumatratimes.co.id/wp-content/uploads/2020/07/00319291s3.jpg)

FIGURE 2. Traditional ‘Ular Naga’ Game
(https://moondoggiesmusic.com/wp-content/uploads/2018/07/ular-naga-panjangnya-lirik-lagu-anak.jpg)

RESEARCH METHODOLOGY

This research adopts a Research and Development (R&D) approach. The main objective of this study is not to empirically test effectiveness (as the model is currently only at the conceptual stage), but rather to design and validate the feasibility of the Game-Based Culturally-Responsive Literacy (G-CRL) Model design, ensuring it is ready for implementation. The adopted R&D design is a modification of the ADDIE model, focusing on the

stages: Analysis (Needs Analysis), Design (Model Development), and Development (Expert Validation). This research serves as a preliminary study to ensure the theoretical feasibility of the model before conducting field trials.

The research design adopted is R&D that concludes at the validation stage. The stages completed are:

1. Needs Analysis: Encompassing curriculum analysis, analysis of primary students' characteristics (kinesthetic learning styles), and a literature review on the urgency of Culturally-Responsive Pedagogy (CRP) in the context of early English literacy.
2. Design (Model Development): The process of conceptualizing and adapting traditional games (Engklek and Ular Naga) into English learning instruments. This stage produces the G-CRL Model prototype, implementation guidelines, and validation instruments.
3. Development: Conducting the validation of the model design by material experts and media experts to ensure the feasibility, consistency, and alignment of the model with CRP principles.

This study is conceptual and remains in the design phase. The G-CRL model presented is the output of this design stage.

Given the research status which is still conceptual and at the design stage, the research subjects are planned to be immediately recommended for validation by Expert Validators. The expert validators will consist of two individuals: one expert in the field of English Pedagogy (Material Expert) and one expert in the field of Media and Learning Design (Media Expert). Both validators are academics with relevant competence. The prospective subjects for future field trials are planned to be Grade III and IV Primary School students who are studying English as a compulsory subject. The research is currently recommended for immediate expert validation and has not yet reached the field testing (implementation) stage.

The data collection method used is the Expert Validation Survey. The main instrument is the G-CRL Model Validation Questionnaire with a Likert Scale (1-5). This questionnaire is designed to assess three main dimensions of the model design:

1. Material/Content Feasibility: The suitability of the vocabulary and phrases taught with the curriculum and the child's early literacy level.
2. Cultural Inclusivity and CRP: The extent to which the model design successfully integrates CRP principles.
3. Media/Design Feasibility: The ease of game implementation and the visual appeal of the media adaptation. The quantitative data obtained from this expert validation is analyzed using the mean score to determine the feasibility of the G-CRL Model (where a score > 4.20 is categorized as "Very Valid").

RESULTS AND DISCUSSION

1. The Developed Learning Model

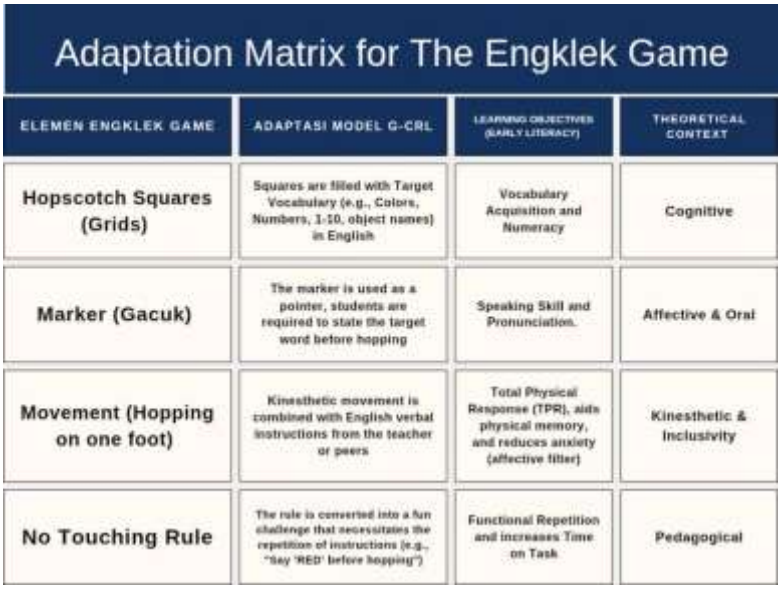
This research adopts a Research and Development (R&D) approach specifically utilizing a modified ADDIE model that focuses on the Analysis, Design, and Development stages. Currently, the research is positioned at the conceptual design and expert validation stage, serving as a preliminary study to establish theoretical feasibility before proceeding to field trials. Learning Implementation Phases:

a. Preparation and Cultural Immersion (15 minutes): Setting the stage and introducing the cultural context.
b. Kinesthetic Literacy Game (35 minutes): The core learning activity through physical engagement.
c. Cooperative Chanting Game (35 minutes): Song-based activities focusing on collaboration.
d. Reflection: Closing and reflecting on the learning outcomes.

2. Theoretical Design Feasibility

The G-CRL Model concept have a design feasibility review as a prerequisite for the initial stage of R&D. The review focuses on evaluating the internal consistency of the model and its suitability with pedagogical principles. Based on logical analysis and literature support:

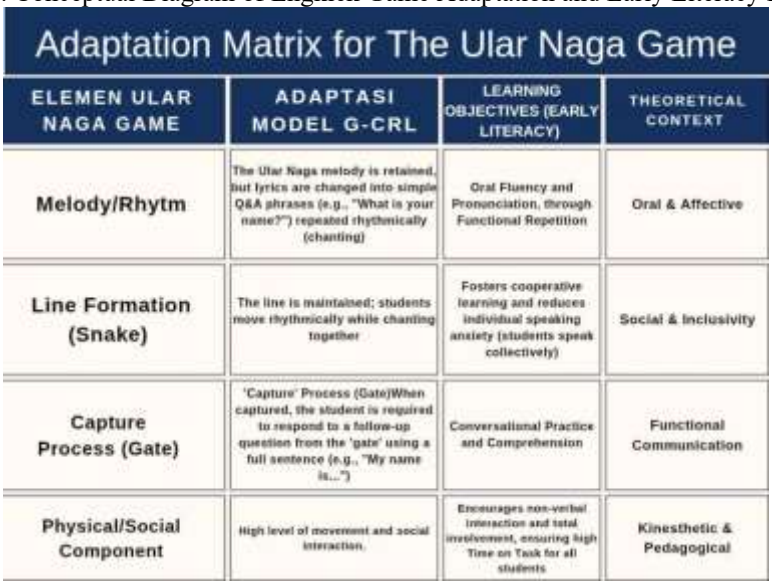
a. Material Consistency: The model design is assessed as highly internally consistent, with literacy material (vocabulary) logically integrated with the game mechanisms (Engklek/Ular Naga).
b. CRP Design Feasibility: The model is fundamentally aligned with the principles of Culturally-Responsive Pedagogy (CRP).
c. Conclusion: This review confirms that the G-CRL Model possesses a strong theoretical foundation and is deemed viable to proceed to the formal expert validation and field trial stages.



Adaptation Matrix for The Engklek Game

ELEMEN ENGKLEK GAME	ADAPTASI MODEL G-CRL	LEARNING OBJECTIVES (EARLY LITERACY)	THEORETICAL CONTEXT
Hopscotch Squares (Grids)	Squares are filled with Target Vocabulary (e.g., Colors, Numbers, 1-10, object names) in English	Vocabulary Acquisition and Numeracy	Cognitive
Marker (Gacuk)	The marker is used as a pointer, students are required to state the target word before hopping	Speaking Skill and Pronunciation.	Affective & Oral
Movement (Hopping on one foot)	Kinesthetic movement is combined with English verbal instructions from the teacher or peers	Total Physical Response (TPR), aids physical memory, and reduces anxiety (affective filter)	Kinesthetic & Inclusivity
No Touching Rule	The rule is converted into a fun challenge that necessitates the repetition of instructions (e.g., "Say 'RED' before hopping")	Functional Repetition and increases Time on Task	Pedagogical

FIGURE 3. Conceptual Diagram of Engklek Game Adaptation and Early Literacy Integration.



Adaptation Matrix for The Ular Naga Game

ELEMEN ULAR NAGA GAME	ADAPTASI MODEL G-CRL	LEARNING OBJECTIVES (EARLY LITERACY)	THEORETICAL CONTEXT
Melody/Rhytm	The Ular Naga melody is retained, but lyrics are changed into simple Q&A phrases (e.g., "What is your name?") repeated rhythmically (chanting)	Oral Fluency and Pronunciation, through Functional Repetition	Oral & Affective
Line Formation (Snake)	The line is maintained; students move rhythmically while chanting together	Fosters cooperative learning and reduces individual speaking anxiety (students speak collectively)	Social & Inclusivity
Capture Process (Gate)	'Capture' Process (Gate)When captured, the student is required to respond to a follow-up question from the 'gate' using a full sentence (e.g., "My name is...")	Conversational Practice and Comprehension	Functional Communication
Physical/Social Component	High level of movement and social interaction.	Encourages non-verbal interaction and total involvement, ensuring high Time on Task for all students	Kinesthetic & Pedagogical

FIGURE 4. Conceptual Diagram of Engklek Game Adaptation and Early Literacy Integration.

3. Discussion on Cultural Inclusivity and Predicted Literacy Enhancement

The Game-Based Culturally-Responsive Literacy (G-CRL) Model is developed as a front-end solution for problems of motivation and cultural context in Primary School (SD) English language learning. This discussion focuses on the G-CRL Model's potential in meeting Cultural Inclusivity criteria and its predicted effectiveness in enhancing students' Early Literacy, based on children's intrinsic interest in games and theoretical support. The inclusivity of the G-CRL Model stems from the recognition that traditional games are an integral part of the culture and interests of primary school-aged children.

Detailed Analysis on Cultural Bridge and Pedagogical Equity:

a. Cultural and Motivational Bridge: This model is designed to leverage children's natural interest in enjoyable games (such as Engklek and Ular Naga). Theoretically, when a medium (game) is already culturally accepted and favored by students, it can serve as a strong cognitive bridge. The use of these traditional games validates students' identity and culture (Cultural Inclusivity), thereby making students feel recognized and fully engaged, consistent with the principles of Culturally-Responsive Pedagogy (CRP).
b. Pedagogical Equity: The model is predicted to create equity in the classroom by focusing on kinesthetic methods. Based on developmental psychology literature, physical activity and play are optimal learning methods for primary school children. Thus, the G-CRL Model potentially accommodates students who struggle to learn through sitting-based or textbook-oriented methods, making the learning process more inclusive of diverse learning styles.

The G-CRL Model is predicted to be highly effective in improving Early Literacy skills due to its pedagogical alignment:

a. Lowering the Affective Filter: The fun, game-centered learning atmosphere is predicted to significantly lower the students' affective filter. When anxiety is reduced, students will be bolder in practicing vocabulary and phrases (speaking skills) without fear of making mistakes—a crucial factor in oral literacy acquisition.
b. Increasing Time on Task: Since the G-CRL Model is based on exciting games that highly interest students, their level of engagement and focus is expected to increase drastically. This increase in Time on Task (the time spent interacting with the target language) in an enjoyable context will theoretically result in better memory retention for basic vocabulary and grammar compared to passive repetition methods.
c. Strengthening Functional Context: Adapted games like Engklek force students to actively use vocabulary and numbers (numeracy) as a tool for playing, not merely for memorization. This functional and contextual use of language is key to successfully laying a strong and meaningful foundation for Early Literacy.

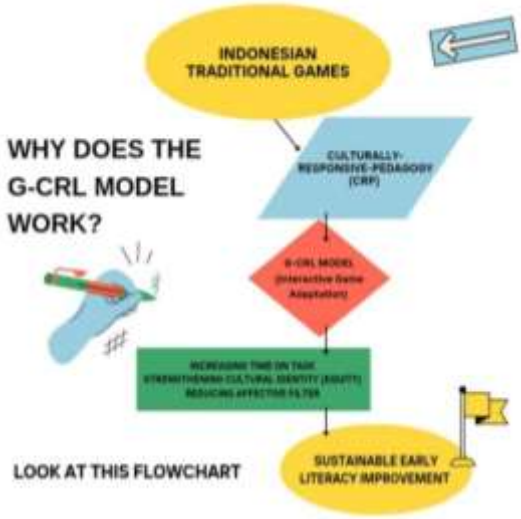


FIGURE 5. Conceptual Flowchart

While Digital Game-Based Learning (DGBL) is currently a dominant trend in educational technology, the G-CRL model offers distinct pedagogical advantages by prioritizing physical and traditional play. The relevance of the G-CRL model over digital alternatives especially in the context of primary education can be justified through three main lenses:

a. Kinesthetic Engagement and the Total Physical Response (TPR) Digital games often limit student interaction to a screen and a finger, which can lead to sedentary learning. In contrast, the G-CRL model (specifically through Engklek) utilizes the Total Physical Response (TPR) method. By involving the whole body in the learning process, students create stronger neural pathways between physical movement and linguistic input. This multisensory experience is crucial for children in the concrete operational stage of development, as physical engagement leads to better memory retention of vocabulary compared to passive digital interaction.
b. Authentic Social Interaction vs. Simulated Interaction DGBL often isolates students or limits them to simulated, pre-programmed interactions. Conversely, the Ular Naga game in the G-CRL model fosters authentic social interaction. The 'Role Swap' and 'Gatekeeper Challenge' require real-time, face-to-face communication, which includes non-verbal cues, eye contact, and social negotiation. These elements are vital for developing genuine oral fluency and social-emotional skills that digital platforms cannot fully replicate.
c. Reducing Screen Fatigue and Promoting Inclusivity In many rural or underdeveloped areas, the 'Digital Divide' remains a significant barrier. Gadget-based learning requires expensive infrastructure and can lead to screen fatigue. G-CRL promotes pedagogical equity by utilizing zero-cost local resources that are accessible to all students, regardless of their socioeconomic status. By using traditional games, the classroom remains an inclusive space that honors local wisdom while effectively achieving modern literacy goals.

In summary, the G-CRL Model is a highly promising concept for creating English language learning that is not only culturally inclusive but also effective in enhancing early literacy through utilizing the natural interest and energy of Primary School children. Empirical implementation trials are highly recommended to validate these theoretical potentials in the field.

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CONCLUSION

The Game-Based Culturally-Responsive Literacy (G-CRL) Model is an innovative idea that has been successfully designed and theoretically appropriate to be used in a learning framework. This model demonstrates significant potential in creating a solution that is both culturally inclusive and pedagogically effective for enhancing the Early Literacy of primary school students, by utilizing students' natural interest in Indonesian Traditional Games such as Engklek and Ular Naga. The model is theoretically expected to suppress learning anxiety and increase students' Time on Task in a context that is fun and culturally relevant to them, thereby having great potential to achieve equity in English education. Nevertheless, as the next step, it is recommended that a Field Test be conducted immediately on an experimental group to empirically verify the model's effectiveness in improving students' Early Literacy scores and qualitatively analyze the impact of its cultural inclusivity.

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The Effect of Using Google Family Link on The Duration of Gadget Use in Elementary School Children

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Abstract. Gadget use among elementary school children continues to increase and can have various negative impacts if not accompanied by adequate supervision. One form of digital supervision widely used is the Google Family Link application. This study aims to describe the experiences of parents and children in using the application and analyze how available features influence children's gadget usage duration. This study used a qualitative narrative approach that was conducted at SDN Rejosari 3 during 2024, involving pairs of parents and children who have used Google Family Link in their daily lives. Data were collected through semi-structured interviews conducted separately with parents and children, using interview guidelines as the main instrument. The data were analyzed using narrative thematic analysis techniques validated through member checking to explore patterns of experience, responses, and interaction during the application implementation process. The results show that Google Family Link is able to mechanically limit gadget usage duration through many features. However, implementation without adequate communication leads to resistance from children in the form of tantrums, whining, anger, and attempts to delete the application. The decrease in gadget usage duration occurs not due to children's awareness, but due to perceived coercive system controls. Parents also struggle to maintain consistent digital supervision due to time constraints and emotional stress resulting from emerging conflicts. These findings differ from most previous studies, which emphasized the effectiveness of Family Link when combined with education, support, and communication within the family. Overall, the study concluded that Google Family Link can help parents control gadget use, but its effectiveness depends heavily on parents' skill in using the features, parent-child communication, and consistent support in building healthy digital habits.

Keywords: Google Family Link, gadgets, elementary school children, digital supervision, duration of use, parental controls.

INTRODUCTION

Gadgets are the result of the latest technological innovations that present new features and better capabilities, with more practical and useful purposes and functions. (Miranti and Putri 2024) Gadgets are the fruit of today's rapid technological developments. They offer many benefits when used correctly. Gadgets have a positive impact when they can increase children's intelligence through learning content available on devices. (Sepdianto, Mustofa, and Abiddin 2022)

In today's all-digital era, the use of gadgets is increasingly inevitable, ranging from adults to school-age children and even toddlers. (Hidayatullah et al. 2023; Yuniarni, Surjaningrum, and Dewi 2024). Especially the rapid increase after the Covid-19 pandemic. (Stoev and Sarmah 2023). This can be seen from a survey by the Central Statistics Agency (BPS) which reported that in 2020 there was an increase in gadget users by 62.84%, followed by internet users as much as 78.18% and also computer users as much as 18.83% from the previous year. (Hidayati, Djoehaeni, and Zaman 2023).

Based on the 2020 Population Census data, Indonesia has a total of 270.2 million people (as of September 2020) and as many as 44.3 million people are children aged 5 – 15 years. (Nursokhiba and Saraswati 2022). Furthermore, in 2022 BPS released data, around 33.44% in the age range of 0 years – 6 years in Indonesia have used mobile phones and as many as 24.96 early childhood children have accessed the internet (as of June 18,

2023). In more detail, as many as 52.76% of children aged 5 – 6 years, followed by children aged 0 – 4 years. (Hidayatullah et al. 2023). According to data from the Indonesian Internet Network Providers Association (APJII) in 2018, there are 25.2% of internet users from children aged 5 – 9 years and in 2024 there will be around 48.10% of internet users under the age of 12 years. (Yuniarni et al. 2024).

Quoting from (Prasetya 2022) The first finding is that parents allow their children to use their gadgets for the purpose of learning, but the main purpose of children is entertainment. The second finding was that 98% of respondents allowed their children to access gadgets, of which 67% of children accessed their parents' gadgets, 18% of children accessed through gadgets belonging to other family members, while 14% of children accessed their gadgets through their own. The third finding is that 99% of children play their phones at home, 71% travel, and 70% in restaurants. The above conditions describe the life of a child who is very familiar with the digital world or the internet which if without supervision and guidance by parents will go in a negative direction.

World Health Organization (WHO) states that 5 – 25% of school-age children suffer from minor brain dysfunction, including developmental disorders. Excessive gadget use in children is partly triggered by disruptions in family processes. According to the Indonesian National Child Protection Agency (PPNI), disruptions in family processes are conditions in which family relationships or functions experience changes. Family processes themselves encompass several functions, including affective, social, economic, and healthcare. (Nursokhiba and Saraswati 2022)

The growing use of gadgets among young children can lead to several adverse effects on their development. These negative consequences tend to emerge when children engage with gadgets continuously and for extended durations. (Yuniarni et al. 2024). Long-term use of gadgets has a negative impact on children, especially on their thinking and emotional abilities, including addiction, dependency, lack of interaction and social awareness.

As psychologically immature individuals, children are still highly vulnerable to the negative impacts of digital media. Excessive gadget use can have negative impacts on children. Children who spend too much time on their devices tend to become more emotional, easily rebellious when their playtime is interrupted, and reluctant to carry out daily routines (Utama, Sari, and Bismantolo 2020).

Besides affecting emotional aspects, device use can also impact a child's physical condition. If the duration of use is not monitored, children are at risk of experiencing symptoms such as sore and itchy eyes (Fatonah, Qonita, and Mulyana 2024). Staring at a gadget screen too often can cause serious eye damage, such as macular degeneration.

However, excessive and uncontrolled use can cause adverse effects, such as decreased ability to focus, reduced social interaction, and the risk of dependency (Sofyana et al. 2024). Excessive gadget use can have negative impacts such as lack of concentration and dependency. Although many schools allow students to bring gadgets, schools still strictly enforce restrictions on their use to prevent addiction and dependency. Therefore, parental involvement in guiding children when using digital media is crucial (Wulandari, Asiah, and Santoso 2021)

One application that can help with this monitoring process is Google Family Link (Sofyana et al. 2024; Stoev and Sarmah 2023). One digital application that can help monitor or limit children's gadget use is Google Family Link. This application is provided free by Google, and parents can easily download it. Triangulating the connections among parental monitoring methods, the family’s technological environment, and parents’ views of their children’s technology use is essential (Hernandez et al. 2024)

Parental guidance for children is considered very important because it can influence how children use gadgets, as well as help them in making risky decisions, solving problems, and asking questions that stimulate thinking skills (Hidayati et al. 2023). One of the most important things in preventing children from becoming addicted to gadgets is parental supervision, as parents are the people who spend the most time with their children.

Google Family Link offers a variety of features that help parents manage screen time, restrict access to certain apps, and monitor their children's online activities directly (Rospita, Firmansyah, and Helmiawan 2024). One way to overcome the problem of gadget use in children is to implement usage limits, present an active role for parents as the main supervisors, and create a clear schedule regarding when children are allowed to use gadgets (Tahun and Tahun 2024). To prevent gadget addiction and dependence in children, what needs to be done is to monitor or supervise, and limit gadget use in children.

One parental control application is Google Family Link. Google Family Link is an application that allows parents to set ground rules for digital device or gadget use and guide children as they learn, play, and explore online. Google Family Link helps parents limit the amount of time children spend using gadgets, monitor internet activity, and keep them safe from inappropriate sites. (Nursokhiba and Saraswati 2022). Family Link is an app developed by Google that functions as a tool to help parents monitor and manage their children's digital activities. This app provides enhanced control and supervision of children's Android devices or Chromebooks, allowing parents to ensure safe and age-appropriate technology use. (Sofyana et al. 2024). Family Link is used to limit gadget time, filter inappropriate content, and build positive digital habits in children, so that children can grow in a safe and directed digital environment, and have balanced social interactions. (Sofyana et al. 2024). Google

Family Link is an application that allows parents to set basic rules for using digital devices or gadgets and guide children when learning, playing and exploring online. (Nursokhiba and Saraswati 2022)

Instructions for use can be found in Sofyana's article. It explains the app, its features, and how to use it. The main features include activity monitoring, a screen timer, content and app updates, device location, a sleep timer, and content filters. Quoting from (Sofyana et al. 2024):

1. Helping to create healthy digital habits
2. Providing parents with greater control and security over their children
3. Improving communication and transparency between parents and children regarding technology use.

It can be concluded that gadgets or mobile phones provide ease of access to anything, but the ease of access is applied to school-age children. Children aged 5 – 15 years without supervision and guidance by parents in using it, will become a boomerang that has a bad impact on children so there is a need for digital supervision with parental control allegations such as google link. This app helps parents to control and supervise their children in using their phones wisely.

Previous studies on Google Family Link have predominantly focused on its effectiveness as a parental control tool through training, socialization, or educational interventions for parents. Many studies report positive outcomes, such as reduced screen time, improved parental understanding, and increased digital supervision skills after structured guidance or workshops (Nursokhiba & Saraswati, 2022; Rospita et al., 2024; Amillia et al., 2024; Susanti et al., 2024). However, most of these studies emphasize quantitative outcomes or program-based interventions and pay limited attention to how Google Family Link is experienced in everyday family life without formal training or preparation. In particular, there is a lack of research that explores children's emotional responses, parent–child interactions, and the social dynamics that emerge when digital restrictions are implemented in daily routines. Moreover, few studies specifically examine how Google Family Link affects the actual duration of gadget use from a narrative perspective involving both parents and children. Therefore, this study positions itself to fill this gap by qualitatively examining the lived experiences of parents and elementary school children in using Google Family Link, focusing on changes in gadget use duration, emotional responses, and communication patterns within the family context. Through a narrative approach, this research contributes a deeper understanding of digital supervision not merely as a technical control, but as a relational and social process in family life.

(Nursokhiba and Saraswati 2022) Researching the application of the Google Family Link application to overcome family process disruptions, from the results of a study conducted on the three respondents during 7 meetings that the application of education and the use of the Google Family Link application was effective in reducing and controlling the use of gadgets in children who are addicted to gadgets. (Rospita et al. 2024) This study aims to explore the implementation of Google Family Link as a solution to monitor the use of children's gadgets in Sundamekar Village, the results have proven to be effective as a solution to monitor the use of gadgets in children. (Hidayatullah et al. 2023) Researching the excessive use of gadgets in children can become an addiction that can interfere with children's health, safety, and development, has good results regarding parents' understanding of efforts to prevent children's dependence on gadgets. (Suhartini 2024) Providing socialization of information delivery to parents in monitoring children's gadgets with the use of Google Parental Control on the Google Family Link application, the results increase well in parents' knowledge of the supervision features that can be used through the Google Family Link application. (Sholihah et al. 2024) This study discusses the application of Google Family Link technology as a tool to regulate the use of children's gadgets, with the aim of limiting screen time and ensuring appropriate content, having research results increase by 26.7%. This research helps parents and teachers understand the use of gadgets in children with the Google Family Link application and improve skills, this educational training was successful and received a positive response and enthusiasm (Amillia, Muttakin, and Monalisa 2024). This researcher conducted training on the use of Google Family Link tools as a medium to monitor the use of Gadgets in children, after being given training on applications to monitor Gadget use in children increased from 57% to 85.71% (Maruddani 2024) This study aims to provide education and training to parents regarding the use of the Family Link application as a tool to limit the use of gadgets in children, the results show an increase in parents' understanding of the importance of limiting screen time and controlling access to digital content that is suitable for children (Sofyana et al. 2024). This study was conducted in order to be able to regulate screen time, the location of the child's whereabouts, and the applications that are allowed while using the device, the results show a good understanding of the participants in using the Google Family Link application using usability testing with the System Usability Scale (SUS) method obtained a score of 71.5 with the predicate of Good (Utama et al. 2020). This study discusses how the influence of the Parental Control application in supervising and preventing children from being negatively affected by the use of gadgets, The results show that in the use of gadgets in children, good assistance and parenting from parents are needed (Mukarromah 2023) The researcher conducted the training of the google family link application with the aim of training healthy technology habits in parents and children, the results of the study that are most felt are the great benefits they get from this application that they can monitor and control their children in a more structured way,

and successfully improve digital literacy for mothers (Susanti, Chusniyah, and Shodiqoh 2024). Research has primarily examined the growth of children's digital skills within schools and structured learning, yet there is a noticeable gap regarding the influence of non-educational arenas, like modern family life, on skill development, Children's well-being is connected to their chances for digital agency and growth in online skills and safety. Ensuring these opportunities requires a collective effort, involving not just parents, but also broader policies and the education system (Lafton, Wilhelmsen, and Holmarsdottir 2024). This study implements Parental Control training on the use of gadgets for children, the results of data analysis and discussion found that there is a need for socialization and training on parenting control for parents (Budianto et al. 2024). This study aims to analyze parental supervision strategies for the use of gadgets in children, the results of the study show variations in supervision strategies, such as setting daily time limits and using special supervision applications, but there is still a need for more in-depth education for parents (Sihotang and Manalu 2024). The study used parental apps to track the child's last location, monitor activity on gadgets in real-time, restrict access to apps at certain hours, and block malicious websites without children knowing, in this study there were results that showed that participants had a lack of understanding of several questions about the basics of parental apps and their benefits (Buana, Basworo 2022).

Based on previous research, only a few have discussed the impact of Google Family Link on the duration of gadget use in elementary school children. Thus, this study attempts to fill this gap by analyzing the impact of Google Family Link on the duration of gadget use in children at SDN Rejosari 3.

This study aims to examine the experiences of parents and children regarding the use of Google Family Link on the duration of gadget use among children at SDN Rejosari 3, the impact of Google Family Link features on the duration of gadget use among children at SDN Rejosari 3, and the children's emotional responses to the use of Google Family Link.

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RESEARCH METHODOLOGY

This study used a qualitative approach with a narrative research design to explore in depth the experience of parents and children in using Google Family Link and understand how this process affects the duration of use of children's devices. The study was conducted at SDN Rejosari 3 in 2024. Narrative research was chosen because it focuses on life stories, reflections, and meanings built by participants in daily interactions with technology, so that researchers can trace changes in children's digital behavior not only as a number of duration of use, but as a social process in the family.

The participants of this study were a pair of parents and children who were elementary school students and had used Google Family Link in their daily lives for at least 1 week. The selection of participants was carried out purposively based on the suitability of the research objectives, namely families who apply time restriction features, blocking entertainment applications, and have direct experience in regulating children's digital behavior. This one-case approach aims to obtain a detailed, focused, and context-rich narrative, so that individual experiences can be understood comprehensively.

Data were collected through semi-structured interviews with a duration of approximately 45–60 minutes. Interviews are conducted separately to parents and children to avoid answers influenced by the presence of the other party. The questions focused on the experience of using Family Link, the reasons for implementing digital controls, changes in children's behavior before and after the application was implemented, and the dynamics of communication between parents and children regarding restrictions on the use of gadgets. In child interviews, researchers use simple language and dialogue approaches so that the narrative that emerges is natural and does not feel judgmental. All interviews were recorded with the consent of the participants and then transcribed verbatim.

Data analysis was carried out using narrative thematic analysis. The first stage was repeated reading of interview transcripts to identify keywords relevant to digital experiences, then researchers conducted open coding to find story patterns that appeared spontaneously, such as children's reactions to time restrictions, parents' strategies in regulating the use of gadgets, or behavioral adaptations after device locking. The codes are then grouped into narrative themes such as the formation of time discipline, digital negotiation, and reduced access to entertainment applications. To ensure validity, the researcher conducted member checking by asking participants to verify the summary of the research interpretation, so that the narrative presented still represents their real experience.

Trustworthiness is needed to ensure the validity of the data that has been collected. The trustworthiness used in this study is Triangulation, where the researcher provides transcripts or data that has been collected to participants to ensure its validity.

RESULTS AND DISCUSSION

1. **Interview Results – Wali (UM, 38 years old, kindergarten teacher/housewife)**

Parents explained that the use of Google Family Link started because the child played on the phone too often and ignored verbal reprimands. Subtle reprimands are often overlooked, so parents feel the need to use a digital approach to limit the use of gadgets. Through Family Link, parents want to try the supervision and time restriction feature in hopes of reducing the intensity of their children's cellphone use. Parents install the application without informing the child first, which is when the child is sleeping. He argues that this method can prevent children from refusing from the beginning because previously children have shown resistance to screen time rules.

In everyday use, the most commonly applied feature is time-based auto-locking. Parents set the phone to lock at 21.00 and can only be used again at 07.00 the next day. In addition, parents take advantage of the usage report feature to see the most used apps and the duration of time their children spend on them. This feature is thought to help monitor which apps are most triggering addiction.

The child's reaction at first is very negative. When the phone is suddenly locked, the child goes into a tantrum and asks his mother. Children pull their parents while whining for the app to be deleted immediately or the lock to be opened. This condition occurs repeatedly, especially when the usage limit time has passed, which is around 21.00. Although the duration of screen time seems to decrease when the phone is locked, children often ask for the phone to be reopened. In other words, the reduction in duration only occurs because of the coercive digital system, not because of the child's awareness.

In an effort to calm the child, parents try to give advice. He explained that 9:00 p.m. is bedtime, and the children's friends also no longer use their phones at that hour. In certain conditions, especially on Sundays, parents give screen leeway by opening their phones since the morning around 06.00. These negotiations are only valid on holidays as a form of compromise and avoid conflicts that are too frequent.

The main challenge arises when the child is addicted to the game Grow Garden, which requires players to keep the game open or AFK (active without interaction) to earn coins. This triggers the child to continue to turn on the gadget even without active play. Parents have tried various gradual approaches, ranging from subtle reprimands, warnings, to confiscating Gadgets. However, both digital and verbal methods have not given consistent results.

According to parents, the use of Family Link is less effective because children are trying to fiddle with their phones. At one point, the child found the Family Link app and deleted it. This causes the phone to automatically lock because the system detects that the control app has been removed without the parental account's permission. This condition makes the phone unusable unless the parental control account reopens through a notification. This incident made parents feel troubled and finally decided to stop using Family Link. Parents return to the usual method of reprimand because of time constraints, their busyness as teachers, and responsibilities as housewives. As a result, the use of children's mobile phones has increased again as before.

2. **Interview Results – Child (RA, 8 years old, 3rd grade Elementary)**

The child admitted that the first time he found out about the existence of the gadget control was not from his parents, but from the condition of his cellphone that was suddenly locked. He felt confused and upset because he couldn't use his Gadget as usual. At the beginning, the child asked his mother what happened and why his phone would not be opened. Her initial reaction was tantrums, anger, and aggressive behavior such as whining and pulling her mother to get her phone to be reopened.

In daily activities, mobile phones are usually used to play games, watch videos on YouTube, watch YouTube Shorts, and search for answers on the internet through Google. After using Family Link, children feel unable to play games when they want to, especially when the allotted time has expired. He revealed that when the phone was locked, he chose to ask for food as an excuse or whine for his mother to open the phone access again. Children don't associate the action as a rule violation, but rather see it as a way to keep access to the screen.

The child admitted that he had asked for additional time when the restrictions were active. This is usually done when he wants to watch YouTube after the usage hours are over. When the time limit expires, the reaction that arises is in the form of repeated whining followed by an expression of displeasure. He said, "When the time is up, whine," indicating that he does not yet understand restrictions as a fixed rule, but as something that can be negotiated.

The child's emotional behavior is evident when facing the device lock. He admitted that he was angry, whined, and even kicked in reaction to the restrictions. He never discussed the rules of the Gadget with his mother directly. However, he recalled that his mother once advised that the use of mobile phones should not be too long. The child mentions, "Later his eyes will stick," as a form of understanding of the consequences, although he conveys it in the context of joking and citing the way his mother reprimands.

When asked to rate Family Link, the child stated emphatically that the application was "ugly" because it made it not free to open the phone at any time. In children's understanding, mobile phones should ideally be able to be used at any time without obstacles. He feels that digital restrictions are not a protective rule, but a direct obstacle

to fun. His judgment is consistent with the behavior he shows when faced with time-outs: whining, getting angry, and begging for restrictions to be removed.

Discussion

1. Theoritical Implications

The findings of this study contribute to the theoretical discussion on digital parenting and parental mediation by demonstrating that technological control alone does not automatically foster children's digital self-regulation. While previous studies have largely emphasized the effectiveness of Google Family Link in reducing screen time through parental training, education, or structured intervention programs, this study reveals that in everyday family contexts, reductions in gadget use duration tend to occur primarily due to coercive system controls rather than children's internalized awareness. This finding extends parental mediation theory by highlighting that digital supervision should be understood not merely as a technical mechanism, but as a relational and emotional process shaped by communication, negotiation, and parent–child interaction. Without meaningful dialogue and shared understanding, digital control functions more as an external constraint than as a tool for developing children's self-regulation and digital literacy.

2. Practical Implications

From a practical perspective, the results of this study indicate that parents should not rely solely on Google Family Link as a technical solution to manage children's gadget use. Effective digital supervision requires clear communication, gradual introduction of rules, and consistent parental involvement to help children understand the purpose of digital restrictions. Parents are encouraged to discuss screen time rules openly with children and involve them in setting boundaries in order to reduce emotional resistance and conflict. For educators and policymakers, these findings suggest the importance of parental guidance programs that go beyond introducing parental control applications and instead emphasize communication strategies, emotional management, and digital parenting skills. Such approaches may support families in developing healthier and more sustainable digital habits, rather than merely enforcing compliance through technological restrictions.

The use of Google Family Link by parents in this study began from concerns about children's habits of playing on their phones too often and ignoring verbal reprimands. This condition encourages parents to use a digital approach to reduce the intensity of using gadgets. These findings are in line with research (Nursokhiba and Saraswati 2022; Rospita et al. 2024), which suggests that Family Link is often chosen as a solution when conventional methods are no longer considered effective. However, unlike most studies that emphasize the importance of parental education before app use, parents in this study installed Family Link without initial communication to the child, leading to confusion and emotional reactions. Children's unpreparedness for these sudden changes is consistent with the findings (Buana, Basworo 2022) which states that parents' lack of understanding of parental control can trigger the emergence of new conflicts.

In practice, parents take advantage of the auto-lock, time-limiting, and app usage features. These features have been shown to be effective in various studies to control children's screen time and digital content (Sholihah et al. 2024; Sofyana et al. 2024). Training and socialization regarding the use of these features has also been proven to improve parents' ability to regulate the use of children's gadgets (Amillia et al. 2024; Maruddani 2024; Suhartini 2024). However, in this case, even though features are used consistently, the child still views the restriction as a mere obstacle and does not understand the purpose of the rule. This condition is further exacerbated by children's addiction to the Grow Garden game which encourages prolonged AFK activities. These findings are in line with the results of the study (Hidayatullah et al. 2023) which confirms that excessive use of gadgets can affect behavior and hinder children's development.

A child's emotional reaction when the phone is locked is evident through tantrums, whining, and aggressive behavior, expressed by both parents and children. This illustrates that digital surveillance without communication can trigger resistance. (Mukarromah 2023) states that children usually reject digital restrictions when they do not understand the reasoning behind the rules. International studies by (Lafton et al. 2024) It also emphasizes that digital supervision is not enough only through technological devices, but requires healthy family interaction so that children have digital literacy and self-regulation skills.

Parents' efforts to overcome conflicts are carried out through advice, giving leniency on certain days, to confiscating mobile phones. However, these strategies have not shown consistent results. This is in line with research (Sihotang and Manalu 2024) who found that variations in parental supervision strategies still require in-depth education to be effective. In addition, the research (Utama et al. 2020) underlining that parental control is only optimal if accompanied by active assistance from parents, not just technical restrictions. The busyness of parents as kindergarten teachers and housewives in this study caused supervision not to run optimally, so that the Family Link application could not provide the expected results.

The limitations of Family Link's effectiveness are also seen when children successfully delete the app, which locks the phone completely and makes it difficult for parents. Eventually, parents decided to stop using Family Link and go back to verbal reprimands. These findings are in contrast to the results of most previous studies that

have shown the effectiveness of Family Link after training, mentoring, or socialization (Budianto et al. 2024; Suhartini 2024; Susanti et al. 2024). The absence of education causes parents to not know preventive strategies so that applications cannot be deleted or manipulated by children.

Children's perception of Family Link is also an important factor in implementation failure. The child considered Family Link to be an "ugly" app because it limited his fun, suggesting that he only saw his phone as an entertainment tool and did not understand the concept of digital protection. Research (Susanti et al. 2024) It shows that increasing children's digital literacy can only occur when parents actively provide explanations and habituation. Moreover (Lafton et al. 2024) emphasizing that families have a big role to play in shaping children's digital well-being through interaction, not just technological control. This is apparent in this case: without communication, the rules are only considered a one-sided prohibition, not part of healthy digital parenting.

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CONCLUSION

Overall, the findings show that Google Family Link is able to mechanically limit the duration of use, but does not build digital awareness in children. The use of digital control without the child's education, negotiation, and consent triggers emotional resistance. Children view restrictions as punishments, not digital health rules.

On the other hand, parents face a dilemma: technology offers control, but increases the burden of supervision. When the child's resistance occurs, parents revert to the old pattern, namely verbal reprimands. This confirms that the success of parental control does not depend on the app, but on consistent parental involvement, open communication, and the formation of shared digital habits.

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Naming Majapahit Batik Motifs: A Historical Linguistic, Toponymic, and Sociolinguistic Perspective

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Abstract. This paper examines the development of batik during the Majapahit Kingdom period by focusing on the emergence and functions of distinctive motifs such as kembang seruni, sulur grinsing, tulak, poleng, surya kawung, sulur kembang seruni cinecek, suryamangrangsang, jagat raya, surya Majapahit, and Majapahit ornamental motifs. The study aims to identify and interpret these motifs through their nomenclature, visual forms, and socio-cultural contexts in order to reveal their relationship with Hindu-Buddhist cosmology, hierarchical social structures, and East Javanese dialectological variations from the fourteenth to fifteenth centuries. Adopting a qualitative linguistic-historical and cultural approach, the research was conducted in East Java as the cultural center of the Majapahit Kingdom based on historical sources from the Majapahit period. Data were obtained from archaeological artifacts (statues and reliefs), historical remains, Old Javanese manuscripts, scholarly literature, and an interview with a historian as a key informant, using literature review, visual analysis, textual analysis, and direct interviews as data collection techniques. Documentation and interview guidelines served as research instruments, while data validity was ensured through triangulation. Data analysis employed historical linguistic, morphological, sociolinguistic, and toponymic analyses to uncover the lexical meanings and socio-cultural dimensions embedded in batik motif names. The findings are presented through comparative tables and an early distribution map based on East Javanese cultural toponymy, demonstrating that Majapahit batik aesthetics were strongly shaped by Hindu-Buddhist cosmology, social stratification, and linguistic dynamics during the Majapahit era.

Keywords: Majapahit batik; historical linguistics; morphology; sociolinguistics; toponymy; East Javanese culture; history.

INTRODUCTION

One of the functions of language is to identify, name, and classify things around humans [1]. Through language, objects and phenomena can be systematically labeled, enabling humans to communicate, categorize knowledge, and construct meaning. This process allows societies to organize experiences, establish conceptual relationships, and transmit collective knowledge across generations, making language a fundamental instrument for both communication and cognitive structuring of the world.

The naming and classificatory functions of language play a crucial role in cultural preservation, including the batik tradition in Indonesia. Linguistic evidence related to batik culture can be traced in historical sources from the Majapahit period, such as Old Javanese manuscripts (kakawin and prasasti), iconographic representations on temple reliefs in the Trowulan area and its surroundings, as well as ornamental patterns found on statues and other archaeological artifacts dated to the fourteenth and fifteenth centuries. These sources indicate the early presence of motif-based visual symbolism and terminological systems reflecting cosmological concepts, social hierarchy, and ritual functions, supported by historical data on the spatial distribution of Majapahit cultural sites in East Java.

Based on this background, this study addresses the problem of how batik motifs during the Majapahit period were linguistically named and classified, what historical, morphological, and sociolinguistic meanings are embedded in these motif names, and how such linguistic forms reflect the socio-cultural, cosmological, and spatial contexts of Majapahit society. Accordingly, this research aims to identify and analyze the nomenclature of Majapahit batik motifs and to interpret their meanings through linguistic-historical, morphological,

sociolinguistic, and toponymic approaches in order to reveal the relationship between batik motif naming, Hindu-Buddhist cosmology, and the social structure of the Majapahit era.

Batik is one of the important cultural artifacts in the history of Javanese culture. During the Majapahit era (13th–15th centuries), the practice of batik developed as a symbolic medium that reflected the cosmology, social status, and political identity of the kingdom. Certain motifs reveal the intimate connection between language, social reality, and visual art. Furthermore, the pattern names include layers of historical linguistics that can be traced to understand cultural interactions in the East Java region.

Motifs such as the surya Majapahit, poleng, or sulur grinsing are not only aesthetic representations, but also forms of nonverbal communication about ideology and social structure. Therefore, historical linguistic, sociolinguistic, and toponymic approaches not only complement the study of fine arts, but also form the basis for understanding the cultural context of Majapahit.

Research on batik has been conducted by several researchers, such as the Study on the Naming System of Banten Batik Motifs[2] , which shows that batik motif names often originate from ancient village names, regional names, palace or traditional building names, and natural phenomena, making batik motifs a representation of toponymy and local identity.

Another study discussing the development of Majapahit batik motifs for craftsmen in Mojokerto the method known as Participatory Rural Appraisal (PRA). The study investigated the potential through intensive workshops, which included creating ethno-Majapahit batik motifs and assisting partners in obtaining patents for the patterns they created and registering trademark patents at the Ministry of Law and Human Rights[3] .

The next study is "Philosophical Values in the Lexicon of Cianjur Batik Motif Names: An Ethnolinguistic Study"[4] . This study explores the lexicon (words and phrases) used to name batik motifs in Cianjur, showing that the names of batik motifs often reflect natural, social, historical, and local environmental conditions, which means that the names of batik motifs also contain elements of regional/local identity.

Several previous studies show that batik studies still focus on different local and thematic contexts, such as studies on batik motifs in Banten, the development of Majapahit batik motifs to increase the motivation of craftsmen in Mojokerto, and the analysis of philosophical values in the lexicon of naming typical Cianjur batik motifs through an ethnolinguistic approach. Although they have made important contributions to understanding the diversity of Indonesian batik, these three studies have not touched on the aspect of Majapahit batik studies from a more comprehensive linguistic perspective. This study offers something new by combining toponymic, sociolinguistic, and historical linguistic analysis to trace the origins, cultural distribution, and dynamics of Majapahit batik motif naming. Thus, this study occupies a previously unexplored field of study and makes a new contribution to batik studies based on classical language and cultural analysis.

RESEARCH METHODOLOGY

Historical linguistics, sociolinguistics, and toponymic studies within a qualitative framework were employed to identify the cultural dimensions underlying the diversity of batik nomenclature during the Majapahit Kingdom era. The research was conducted in the context of East Java as the historical and cultural center of Majapahit, based on sources from the fourteenth to fifteenth centuries, with data collection carried out through systematic literature review. The data were derived from scholarly publications, archaeological visual sources such as statues and reliefs, Old Javanese manuscripts, and an in-depth interview with a historian as a supporting informant. Analytical instruments consisted of textual documentation analysis for manuscripts and historical texts, iconographic analysis for archaeological artifacts, and semi-structured interview guidelines for historical interpretation. Data validity was ensured through triangulation across textual, visual, and oral historical sources.

Historical linguistics, also known as diachronic linguistics, examines the evolution of language over time, analyzing its changes from phase to phase. This study traces how language undergoes significant phonological, morphological, syntactic, and semantic shifts throughout its history[6] . Its main focus is to understand the mechanisms behind the constant "flow" of language change, which gradually transforms it into a form that is fundamentally different from its starting point.

In sociolinguistic studies, the development of batik during the Majapahit era was also inseparable from the language registers used in the royal social hierarchy, ranging from krama for the nobility to ngoko for the commoners, reflecting the social structure and cultural roles of that era. In addition, East Javanese dialectology shows distinctive pronunciation and vocabulary that influence technical terms in the art of batik, such as the names of tools, motifs, or production stages. The context in which these terms are used, whether in rituals, craftsmanship, or communication between social classes, shows how language functions as a marker of cultural identity as well as a medium for passing on traditions.

Toponymy is the study of the naming of places, objects, or cultural entities based on the geographical, historical, and cultural context of a community that plays an important role in preserving and reconstructing the cultural traces of batik, especially in recognizing the origins of motifs and craft centers. A qualitative approach to

toponymy was used to identify patterns of linguistic units in batik naming during the Majapahit Kingdom era and the background that influenced the formation of these names.

RESULTS AND DISCUSSION

Results

1. Historical Linguistic Analysis of Majapahit Batik Motif Names

Historical linguistic analysis of the names of Majapahit batik motifs aims to trace the evolution of form and lexical meaning that reflects the cultural dynamics of that period. Through an examination of phonological, morphological, and semantic changes, this study reveals how batik motif terms were formed, transmitted, and shifted in the social context and beliefs of the Majapahit people. This approach allows for the reconstruction of cultural meanings internalized in the naming of motifs, while also explaining the relationship between language and aesthetic practices at that time.

a) Kembang Seruni

The seruni flower motif is associated with symbols of purity and grandeur in palace aesthetics, as reflected in the floral ornaments at Penataran Temple[13] . The kembang seruni motif depicts chrysanthemums, which in ancient Java were symbols of fragrance, inner peace, and respect for ancestors. In Majapahit iconography, chrysanthemums often appear in gate ornaments and temple reliefs, making them one of the motifs associated with the palace environment.

Visually, this motif features layered petals, arranged symmetrically or radially. The colors used in the reconstruction of Majapahit batik are generally brick red, golden yellow, or black, following the typical Majapahit color palette inspired by burnt earth and mineral pigments.

The etymology of "seruni" comes from śṛṅgā (Sanskrit, "fragrance, decoration"), indicating a phonetic shift and morphological simplification in Old Javanese.

b) Grinsing Vine

Grinsing originates from the concept of protection in the ancient Balinese-Javanese textile tradition, featuring a cross pattern believed to ward off evil spirits[14] . The grinsing vine motif combines plant vines with the gringsing or grinsing pattern, which is a repeating cross pattern believed to have the power to ward off evil spirits. In Balinese textile tradition, geringsing is a sacred fabric with a double texture. In the Majapahit context, the term "grinsing" appears in geometric ornaments that adorn building panels and fabrics.

This motif is characterized by:

- curved vine lines,
- crossed knots,
- and a dense rhythmic pattern.

Symbolically, the vine represents growth and continuity, while the grinsing provides a protective function in the cosmological context of 14th-century East Java.

c) Tulak

The tulak motif is related to the concept of repelling bad energy, which is rooted in the magical concepts of Ancient Javanese in the Kakawin Nagarakrtagama manuscript[15] . The tulak motif functions as an apotropaic symbol (a talisman). The etymology of the word tulak or tolak refers to the active act of preventing metaphysical disturbances. The visual form of this motif usually consists of diagonal lines or small arrows facing each other, symbolizing the power that repels the entry of negative energy.

This motif often appears in fabrics used for ruwatan ceremonies or symbolic protection related to ancient Javanese beliefs.

d) Poleng

Poleng is a black-and-white cosmological duality pattern that still survives in Javanese-Balinese tradition[16] . Poleng is a black-and-white checkered pattern that represents the concept of duality: light-dark, life-death, sacred-profane. Although famous in Balinese culture, this two-color pattern was known earlier in East Javanese tradition.

In the context of Majapahit, poleng was not only used in clothing ornaments but also in building decorations, especially as a symbol of world balance. The representation of poleng shows the relationship between the Shiva-Buddhist teachings embraced in the palace environment.

e) Surya Kawung

The kawung motif has been known since classical times, but in Majapahit it was associated with the solar symbol[17] . Surya kawung is a development of the classical kawung motif—four ovals arranged in a cross to form a pattern resembling a palm fruit or kolang-kaling. During the Majapahit period, this motif developed into a more radiant form, as radiating lines were added to resemble the sun.

This motif is then associated with the concept of chakra, energy center, and the legitimacy of royal power. Linguistic aspect: "kawung" comes from the word kawung/kaung, which in Old Javanese refers to the aren fruit.

f) Seruni Cinecek Flower Vine

This complex form combines seruni with floral vines, in accordance with the ornamental patterns found at the Trowulan site[18] . The vine flower seruni cinecek motif is a complex form that arranges small (cinecek) seruni flowers closely together, connected by twigs or vines that form a circle.

This motif usually appears on ceremonial fabrics or aristocratic clothing due to its high level of complexity. The dense pattern symbolizes fertility, continuity, and the closeness of the Majapahit community to nature.

g) Surya Mangrangsang

The word mangrangsang comes from Old Javanese 'rangsang': to glow, to radiate[19] . The suryamangrangsang motif refers to the visual image of the sun with rays that "mangrangsang" or radiate outwards. This motif consists of a round center with long, pointed rays arranged evenly, often more visually aggressive than Surya Majapahit.

Symbolic context: energy, courage, and expansion of Majapahit power. This motif appears on gate ornaments, metal decorations, and reconstructed ritual fabrics.

h) Jagat Raya

The cosmological motif of Jagat Raya is used in ancient Javanese cosmographic texts such as Tantu Panggelaran[15] . The jagat raya motif is cosmological in nature, depicting the structure of the universe according to ancient Javanese beliefs: the central circle (the middle world), the outer layer (the realm of the gods), and the boundaries of energy.

This motif is usually visualized in the form of layered circles, orbital lines, or geometric stars. In the Majapahit era, the concept of the cosmos was associated with the function of the king as the maintainer of the balance between the great universe and the small universe.

i) Surya Majapahit

The most iconic motif appears on the reliefs of Grogol Temple and various Majapahit bronze artifacts[13], [18] . The Surya Majapahit motif is the most famous symbol of the Majapahit empire. Its basic form consists of:

- 8 main rays,
- 16 smaller rays,
- a central circle containing images of the gods of the directions (Asta-Dikpala) in several representations.

The surya Majapahit was not only a symbol of the state, but also a cosmic structure centered on the king's power as the axis of the world. This motif was carved on gateways, inscriptions, and metal artifacts.

j) Majapahit Ornamental Motifs

The general categories of Majapahit aesthetics are recorded in architecture, metalwork, and inscriptions[17] . These categories include decorative motifs found on Majapahit buildings, inscriptions, and artifacts, which were later adopted in batik. The motifs include:

- geometric: rhombus, cross lines, rosettes,
- flora: lotus, chrysanthemum, vine, padma,
- fauna: dragons, Garuda birds, hamsa,
- political symbols: Surya Majapahit, chakra, axe, or winged ornaments.

These motifs demonstrate the close relationship between the visual layout of Majapahit architecture and the development of batik aesthetics in East Java.

TABLE 1: MORPHOLOGICAL, PHONOLOGICAL, AND SEMANTIC HISTORY ANALYSIS

Motif	Etymological Analysis	Morphological Analysis	Phonological Analysis (Summary)	Historical Semantic Analysis
Kembang Seruni	Seruni comes from the Old Javanese word śarūṇi or is related to the Sanskrit form surūṇa, which means "chrysanthemum flower." The influence of Indian languages is evident in the introduction of oriental flower iconography during the Majapahit era through cultural	Morpheme form: kembang (N) + seruni (N). Composition N+N → Complex noun indicating the specific type of flower. No affixation.	The change from ś → s occurred due to the adaptation of New Javanese phonemes, which did not retain the Sanskrit palatal fricative.	The meaning evolved from "ornamental flower" to a symbol of majesty, palace grandeur, and fertility in Majapahit art

	relations between East Asia and South Asia			
Sulur Grinsing	Grinsing comes from Old Javanese grĕ ("far, reject") + siŋ ("pain, danger"), so it means "rejecting evil." There is a parallel with the Balinese geringsing technique, which is also protective.	Sulur (N) + grinsing (N) → N+N. It does not undergo affixation, but is a compound semantic.	Vowel reduction from geringsing → grinsing due to syncope (omission of the middle vowel /e/).	Refers to the protective motif, used in ceremonial cloth or magical fence motifs.
Tulak	From the Javanese word tolak → "to repel, to prevent". The form tulak is a dialectal phonological variation (u/o fluctuates in Old Javanese).	The basic form is monomorphemic (single root), without affixation.	The change from the vowel o to u indicates a dialectal phonetic variation or historical allomorph in the Javanese language of the interior.	It symbolizes the function of warding off bad energy in the context of Majapahit and often appears in ritual ornaments.
Poleng	From Old Javanese polĕŋ = "spotted," "patterned." Similar to the Balinese word poleng (dualistic black and white).	Monomorphemic, does not undergo affixation.	The neutral phoneme ĕ shifts to a full e in New Javanese.	The meaning evolved into a symbol of cosmic duality (good–bad, light–dark), important in Hindu-Shiva philosophy.
Surya Kawung	Surya (Sanskrit) = sun. Kawung (Old Javanese) = an elliptical pattern resembling a palm fruit. Both merge into a sacred royal motif.	Composition N+N. No affixes, but semantic harmony (sun + cosmic form).	Absorption of surya → suryå → surya with vowel stabilization in New Javanese.	Meaning: symbol of the king's power, the "sun of the state" of Majapahit.
Cinecek Flower Vine	Cinecek from cecek = "small dots". The prefix ci- functions as a miniaturization reduplication (Old Javanese), indicating "that which is dotted/filled with dots".	Structure: Sulur (N) + Kembang Seruni (N.Phr) + Cinecek (Adj). There is adjective formation through the affixation of ci- + cecek.	Cecek → necek (nasalization between vowels), then → cinecek (derivation).	It usually symbolizes the complexity of nature, fertility, and the prosperity of Majapahit.
Suryaman grangsang	A combination of surya (sun) + mangrangsang, from Old Javanese rańsaṅ = "to pierce, to sting". The verbal prefix maN- indicates an active action.	Morphology: maN- + rańsaṅ → mangrangsang. Composition: N + V.	Nasal assimilation: maN– rańsaṅ → mangrangsang (N→ng).	Semantic meaning: aggressive energy, cosmic power, and the symbol of the king as a vital resource.
Jagat Raya	From Sanskrit jagata = world, universe; raya = great, magnificent. Both words were absorbed into Old Javanese	N + Adj/Modifier. There is no affixation in the Javanese form.	Jagata → jagat (apocope of final vowel), then → jagat raya.	It functions as a cosmological motif that describes the hierarchy of nature according to the Hindu-Buddhist concept of Majapahit.

	during the Hindu-Buddhist period.			
Surya Majapahit	Surya = sun (Sanskrit). Majapahit from maja (bitter fruit) + pahit (bitter taste). The name of the kingdom which later became the identity of the motif.	N + N. Transparent morpheme structure.	Maja-pahit underwent contraction to become Majapahit (vowel coalescence).	Became a national icon: a symbol of the legitimacy of power and the protection of the sun god.
Majapahit Ornamental Motif	"Ornament" from Latin ornamentum via Dutch (ornament). In the Majapahit region, the equivalent term in Old Javanese is rinengga (decoration).	N + N. No modern affixation, but the meaning is expanded.	Phonological adjustment from Dutch to Javanese: /or-na-men/ → /ornamen/.	Referring to broad categories: flora–fauna, geometric, and political symbols of Majapahit.

2. Sociolinguistic–Toponymic Integration

TABLE 2. COMPARISON RESULTS SHOW THE CORRELATION BETWEEN LANGUAGE AND CULTURAL LOCATION

Type of Motif	Language Register	Toponymy	Social Context function
Cosmological (Surya Majapahit, Jagat Raya)	High Sanskrit	Trowulan	Aristocracy–Political
Flora (Seruni, Sulur Seruni)	Ancient Java	Mojokerto–Jombang	agrarian–palace
Protective (Tulak, Grinsing)	Ancient Java–magical	Kediri–Tulungagung	Ritual–hermitage
Geometric (Poleng, Kawung)	Vernacular + trade adaptation	Coastal	cosmopolitan–maritime

.

CONCLUSION

Research on batik during the Majapahit period shows that the naming and development of motifs cannot be separated from the dynamics of the surrounding language and culture. Through historical linguistic, toponymic, and sociolinguistic approaches, phonological and morphological changes can be seen that reflect the evolution of the Javanese language in the historical context of the 14th to 15th centuries AD. Toponymic analysis reveals traces of cultural diffusion and the relationship between production centers and the development of motif terminology, while the sociolinguistic approach confirms that the formation of motif names is closely related to the social structure, symbolic values, and cultural practices of the Majapahit society. Thus, this study confirms that the names of Majapahit batik motifs are not merely visual labels, but complex representations of linguistic changes, social contexts, and evolving cultural identities.

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Student Perception on Javanese Culture in Promoting Politeness in English Classroom of EED Sixth Semester Students of Muria Kudus University

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Abstract. This Study explores how Javanese cultural values influence student perception and practice of politeness in English language classrooms. Focusing on sixth-semester students from the English Education Department at Muria Kudus University, the research aims to understand how traditional norms such as unggah-ungguh, teposelira, and rukun affect classroom interaction when students are speaking English. Using a qualitative approach, data were collected through semi-structured interviews with two students who identify as part of the Javanese culture. The results reveal that both participants apply Javanese values in their communication, especially with lecturers. The findings show that students sometimes experience confusion when trying to express politeness in English, as the norms of the two languages. However, bot participants recognize the importance of maintaining their cultural identity, and they see value in connecting it with English learning. This study highlighted the need for English language teaching to consider students' cultural backgrounds and encourages more culturally responsive approaches in the classroom.

Keywords: Javanese culture, politeness, Student Perception, Cultural identitiy.

INTRODUCTION

Javanese culture, deeply rooted in the traditions of Central and East Java, Indonesia, is widely known for its emphasis on respect, harmony, and social balance. These cultures are not just abstract ideals, they are practicing speaking and interacting with others. Cultural principles such as tepa selira (empathy and tolerance), unggah ungguh (manners), and rukun (maintaining harmony) are important in how people relate to each other. However, as society becomes more globalised, these cultural priciples face new challenges. One of the main issues that often arises is the changing style of communication among the younger generation. Sometimes students, in particular, grow up in a digital age that encourages a more direct and informal way of speaking, often influenced and informed by global media and online platforms. At the same time, in the formal education sphere, there is a very strong influence of Western teaching models that may inadvertently trivialise or change local cultural values. This raises many questions, one of which is: how can strongly held and closely fit to traditions such as those taught in Javanese culture find their place in modern classrooms, especially when it comes to learning foreign languages such as English?. Politeness, after all, plays a very seginificant role inlanguage learning. This is not just about grammar or vocabulary, but also about how people give respect and care in social situations like today. As mentioned by Koentjaraningrat (1985), Javanese communication tends to be high-context, relying on subtlety, gentleness, and emotional sensitivity as a sign of respect for social togetherness. Understanding how these values merge with English language learning can provide more insight into how culture and language influence each other, and how they can thrive together in an educational setting.

Nuryantiningsih & Pandanwangi (2018)Stated that Javanese is a language that contains politeness values, friendliness, and respect. Those values can be seen in the usage variation of the Javanese language as a tool of communication. One of the characteristics of the Javanese language is that it has a speech level system (undha

usuk). The values in the level of Javanese language speech teach about human values, which are andap asor, empan papan, aja dumeh, and tepa seliro

According to Hidayatullah (2024)the Javanese language uses unique speech levels and distinct speech codes, reflecting Indonesia's slightly varied customs of politeness. The Javanese phrase politeness rules refers to the customary politeness of Javanese people. The norms are idioms or predetermined phrases that most parents and educators employ while instructing their kids. Language. That quote from Gregory & Carroll (2018)

Moreover, Nuryantiningsih & Hidayat (2022)using a language by selecting polite vocabulary for Javanese people, is one way to respect others. Linguistic politeness is the foundation for the improvement of a person's character for the betterment, so that he/she will have a sense of sensitivity or tepo seliro in the community. There is a saying in Javanese society, Ajining dhiri gumantung ono ing lathi, which means that a person's self-regard is determined by his/her speech.

Politeness is essential, especially in digital communication, where technology mediates daily interactions. Many studies have sought to examine politeness in various digital communication platforms. Politeness strategies are not confined to social or casual digital interactions; they are also crucial in professional and academic settings. (Sukarni et al., 2025)

Politeness has been investigated for decades in various contexts, including education practices. Many researchers have investigated politeness, especially the correlation between the strategy used and the impacts on the subject and the learning process. As a culturally diverse country, Indonesia positions politeness as one of the crucial elements in conversation. The culture and customs of Eastern and Indonesian cultures require their society to communicate politely in any context or situation. (Harmia & Mada (2024)

Sudewi et al (2023) stated that Politeness is influenced by social status, age, gender, familiarity, and situation in Today's phenomenon of politeness can occur everywhere, either in the family, workplace, or campus, as well as on social media platforms such as Facebook, Twitter, Instagram, Telegram, and WhatsApp. One of the most extensively used text messaging applications is WhatsApp (WA)

In general, Javanese speakers are known for their indirect and careful way of speaking, which often contrasts with the more direct style typical of English. This cultural difference may influence how Javanese students express themselves when speaking English in class, yet their perspective on this issue is rarely explored. There is a noticeable lack of previous studies that focus on how students at Muria Kudus University, most of the students who comes from Javanese backgrounds, perceive the influence of their culture on the way they use politeness of English in academic settings.

This study aims to fill the gap from previous studies by paying attention to students' voices. It seeks to understand how they experience and interpret the role of cultural values in communicating as politely as possible in English in the classroom. By focusing on their perspectives, this study expected to provide insight into how traditional cultural values can support respectful and thoughtful communication in a language that is not even their own.

The main objective of this study is to examine how Javanese cultural values of politeness influence sixth-semester students in the English Education Department at Muria Kudus University, especially in terms of how they understand and practice polite behavior in English. Being polite in a second language, especially English, requires more than just using phrases such as "please" or "sorry." But they havo to know on how they respond and act in various social situations, such as asking questions, expressing disagreement, or apologizing in a polite way

To analyze this research, the researcher used Brown and Levinson's (1987) theory, which provides a useful framework for understanding how people manage actions that show expressions such as correcting someone's mistakes or asking for help in a way that maintains respect for each other. For local students, this process can be more complicated when they are dealing with people who are older than they. Their cultural background encourages politeness, humility, and soft-spoken behavior, which influences how they communicate in English with other people. For example, they may prefer to speak softly and gently, avoid confrontation, or use krama language even when speaking in a foreign language.

Previous Studies

Many scholars have looked into how culture shapes the way students behave and interact in educational settings. For instance, Sugianto (2019) explored how young people in Javanese communities use politeness and speech styles when code-switching. His study found that many young speakers tend to avoid the more formal krama level, choosing instead to speak in ngoko or Indonesian as a polite middle ground, especially in school and family settings. In a different context, Sugiharti and her colleagues (2021)) examined the politeness strategies used by Javanese women in the novel Gadis Pantai. Previous researchers have found that characters in the novel use a mixture of polite, rude, and even blunt speech, depending on who they are talking to and their relationship with them. For example, fathers and mothers. In addition, Sugiharti et al (2022)describe how this language style changes when the novel is translated into English. Furthermore, more than 200 of the 500 expressions related to

politeness were changed, especially those involving coarse speech, suggesting that some cultural meanings may be lost in translation. Many studies have examined the impact of culture on language acquisition and its use in English language learning. Research by Wulandari and Astuti (2018) found that students from strong cultural backgrounds. A polite family environment. Faster in brand English acquisition. This is also supported by other research by Rahmawati and Setyowati (2021), which examines how to deal with recalcitrant students in the classroom. From the above research, it can be concluded that politeness and background are very influential in students' English acquisition. Arifin and Lestari (2023) further explored this by showing that when Javanese culture, such as tepo seliro (tolerance), is incorporated into English learning, students become more respectful and actively engaged. Nugroho and Mutiarani (2021) also pointed out that culturally aware students are better able to apply politeness in English effectively. Overall, it can be concluded that when local cultural principles, such as tepo seliro in Javanese culture, are incorporated into English language teaching, it can develop students' English language skills while developing their social and cultural awareness. This incorporation not only helps with grammar or vocabulary but also broadens the way students interact and communicate with others. The impact of culture and its use have been examined by numerous studies. Particularly in the English as a Foreign Language context. The students who are aware with the cultural background of their culture know better on how to use polite language in English, according to certain research conducted by Wulandari and Astuti (2018). Others have examined how children handle being polite in classroom interactions, such as Rahmawati and Setyowati (2021). Most of this research, however, solely examines speech acts or how students behave in class. They hardly ever ask students about how their culture, particularly Javanese culture, influences their English speech.While politeness holds a central place in Javanese culture with values like tepa selira (empathy) and unggah-ungguh (etiquette) guiding daily interactions, there is still limited research connecting these values to how students communicate in English language classrooms. Most existing studies focus on literature or informal, everyday conversations, rather than looking at how politeness plays out in actual learning environments, especially at the university level.

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RESEARCH METHODOLOGY

This research uses a qualitative descriptive approach to better understand how students perceive the role of Javanese cultural values in shaping politeness within English language classrooms. A qualitative method is especially fitting here because the study is not about numbers or measurements, but about exploring how students think, feel, and reflect on their own cultural experiences in the classroom. As Creswell (2014) explains, qualitative research allows the researcher to explore and interpret the meaning people assign to a social or human issue. In this case, that issue is how students make sense of integrating their Javanese cultural background into English learning, particularly in the way they express politeness and show respect through language.

The participants in this study are sixth-semester students studying at the Department of English Education, Muria Kudus University. Using purposive sampling, two students will be selected based on specific criteria relevant to the focus of the study. These students must be involved in classroom activities that require politeness strategies, such as teaching practice, presentations, or group discussions. To ensure that the Javanese cultural aspect of this study has a deeper meaning, the research participants will also include students from a strong Javanese cultural background, where their life experiences and cultural identity are central to the objectives of this study.\

This current research was conducted at Muria Kudus University in Central Java, a place where most students speak Javanese as their daily language and are very familiar with the language and also the culture. This university is the perfect place to conduct research on politeness, and also makes it as an ideal location to explore how traditional values such as respect, harmony, and tactfulness influence the way students communicate in the classroom. By placing the research in this context, this research can more deeply analyze the extent to which ongoing Javanese cultural practices influence students' use of politeness in English language learning process.

This study will use semi-structured interviews as the main method to collect the data. This format provides a clearer structure for conversations that focus on the research objectives, while also giving participants a space to share their personal experiences and thoughts in their own words. The interview guide will cover three main areas, such as how students understand the values of politeness in practicing Javanese culture, such as unggah-ungguh and tepa selira. Assessments will also be made from their experiences using polite expressions in an English language classroom environment, speaking with old people, and how they view the role of culture in shaping their politeness when speaking English.

Each interview will be conducted to last 10 to 15 minutes and will be conducted in English or Indonesian, depending on what is most comfortable for the participants. All interviews will be recorded with the participant's consent and then transcribed to ensure accuracy during the analysis process and avoid misunderstanding of the participant's thoughts.

The data collected from the interviews will be analyzed using thematic analysis, following the six steps of the process outlined by Braun and Clarke (2006). The steps are: (1) understanding in depth about the data, (2) creating some initial codes, (3) identifying potential themes, (4) checking and refining the themes, (5) elaborating and naming the final themes, and (6) producing a final written report. The coding will be done manually, allowing the researcher to engage with the data and identify initial patterns, particularly those related to Javanese cultural values and how students express politeness in English classroom settings.

This current study will use member checking as its main strategy to ensure the trustwothiness. After the initial analysis of the interview data, participants will be allowed to review the summaries of their transcripts with the key themes that have been identified. Their feedback will be taken into account to confirm whether the interpretations reflect the view correctly. This process helps to strengthen the credibility of the research by making sure that the participants' voices are genuinely represented and that the analysis stays true to what they meant to mention.

RESULTS AND DISCUSSION

This research focuses on the extent to which students' understanding of politeness in the English classroom is influenced and underpinned by Javanese culture. Although both participants shared similar cultural backgrounds and came from families deeply rooted in Javanese culture, their perspectives and experiences regarding politeness, particularly in English language classes, varied based on their interpretations, self-confidence, and personal experiences.

3. Being Javanese Shapes How They Understand Politeness

Both participants considered themselves strongly as Javanese. They understood politeness at home, especially since their families guided them, rather than from formal instruction. One student said his parents just taught good manners, though he knew not such formal terms as unggah-ungguh or tepa selira. This shows that cultural values are indeed deeply embedded in society. Students might not even consciously label them as such values there.

4. Different Ways of Expressing Politeness

Although they share the same background, the way they practice politeness in Javanese culture differs from student to student. One student places greater emphasis on polite gestures such as bowing or gentle hand movements. Another student focuses on language, including the use of krama alus when speaking to older people. Politeness encompasses attitude, behavior, and words, especially in Javanese culture, as it demonstrates respect for those who are older than them.

5. They Are More Polite to Lecturers Than to Friends

Both participants said that lecturers spoke to with a bit more formality. When addressing teachers, they tried to be polite even in English, while communication with friends remained more casual. A participant stated he attempted to preserve rukun (harmony) among friends. He practiced both unggah-ungguh and tepa selira much more clearly for lecturers. This suggests politeness flexes together with dependence upon context. Even though when with friends, both participant didn't use politeness

6. Javanese and English Politeness Are Quite Different

The students observed a very clear difference between politeness in Javanese culture and English. In Javanese culture, politeness is often expressed through physical actions such as bowing and using a softer voice. In English, politeness is more directed toward certain phrases such as "please," "excuse me," or "may I." These differences can sometimes cause confusion, and many students find them challenging, especially as they are still adapting to and learning the communication norms of English.

7. Confusion Happens, Especially at the Beginning

Sometimes, both students experience moments of confusion and difficulty when trying to express politeness in English. One student recalled using Javanese polite language at the beginning of his meeting with a lecturer because he did not know the proper way to greet and introduce himself to a lecturer in English. Situations like this show that Javanese cultural habits cannot always be applied smoothly and appropriately in other languages, even though the intention is to be respectful.

8. Javanese Culture: A Help or a Barrier?

The two students had different views on whether Javanese culture helped them to be polite when speaking English. One student said that it did not help much because the norms and language were very different. The other student felt that it did help because he already understood values such as respect and humility. This difference shows that individual experiences play a large and important role in how culture influences language learning for students.

9. Cultural Values Still Matter in English Classrooms

Even when speaking English, both students agreed that Javanese culture remains very important. One of them expressed the opinion that eliminating Javanese cultural values could create a "gap" in the way people

communicate with one another. This shows that values such as rukun and tepa selira are very important and can continue to support respectful communication even in a foreign language.

Discussion

1. Being Javanese Still Shapes on How Students Communicate

Both students explained on how their families taught them to be polite from their childhood before experiencing real formal school. This is supported by Koentjaraningrat (1985) that Javanese culture emphasizes social equality and polite communication. This also reflects the ideas of Kramsch (1998), who states that culture and language are very closely related to one another. Even when switching to English, the students still carry their Javanese cultural background, and many of them continue to respect the culture and use it until today.

2. Politeness depends on Who They're Talking To

Both of the students tried to adjust their level of politeness according to the situation they were placed. They tend to be more formal with their lecturers and more relaxed with their friends in daily life, which shows that politeness plays an essential role in relationships and the social environment. these findings show that students not only translate the language they use, but also adapt and implement their Javanese cultural behaviours.

3. Javanese and English culture Politeness Feel Different

Both of them found and argued that in expressing politeness, English and Javanese cultures gave different. While English is more on verbal language, Javanese also involves body language in how this language is expressed. This difference causes confusion and difficulty, especially in the early semesters. As Sugiharti et al. (2021) mentioned, these differences make it more difficult to implement Javanese cultural politeness directly into English culture.

4. Not Everyone Feels the Same About Cultural Influence

Surprisingly, one student expressed the idea that Javanese culture helped him a lot and felt that Javanese cultural values helped learn English etiquette, while another student felt otherwise of it. This shows that culture is very influential in the process of learning, which depends on personal thought, confidence in language, and awareness of Javanese culture.

5. Teaching English with Culture in Mind Can Be Helpful

Both students agreed that Javanese culture remains important. One of them warned that losing cultural identity could create a gap in the way people communicate. This highlights the importance of linking language teaching to students' cultural roots. Arifin and Lestari (2023) also argued that incorporating local values into English language teaching can help build more meaningful and respectful classroom interactions.

CONCLUSION

This study intended to understand the perception as well as the use of politeness in the classroom among sixth-semester English education students, concerning the influence of Javanese cultural values. Two students said values such as unggah-ungguh, tepa selira, and rukun do still influence their communication, based upon interviews. They communicate even in the English language. Students relied on formal resources less than daily interactions and family. While one student focused on gestures and behavior, the other emphasized language use. Both agreed they were more polite with lecturers than peers, and both experienced confusion when translating Javanese politeness into English, especially in the early stages of learning. They had different opinions on whether Javanese culture helps or hinders politeness in English, showing how personal experience and perspective play a role. Overall, this study shows that Javanese values are still active in English classrooms. They shape how students speak, behave, and relate to others. For that reason, educators should consider students' cultural backgrounds when teaching communication in English.

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Structure and Language in the Liputan6.com News Text on Uniform Changesby the Ministry of Education and Culture

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Abstract. Modern education demands learning innovation so that teaching and learning activities are effective and fun. One of the efforts that teachers can make is to utilize video-based learning media. This study aims to determine the learning atmosphere and learning outcomes of students after the application of video media to news text materials through the vlog project. The results of the study show that video media is able to improve students' understanding and create a more active and interactive learning atmosphere.

Keywords: learning media, videos, vlogs, news texts, educational innovation.

INTRODUCTION

The change in the school uniform policy rolled out by the Ministry of Education and Culture has become one of the discourses that has received public and mass media attention, including online news portals Liputan6.com. In the context of the curriculum, as an institution that designs and implements national education policies, the Ministry of Education and Culture uses a regulatory and public communication framework that needs to be linguistically understood by the public — especially through the media as a channel of information and opinion forming. Because news texts are one of the teaching materials and learning objects in the Indonesian language map (for example in the Independent Curriculum), structural and linguistic studies of policy news are very relevant. Practically, preliminary observations show that a number of news stories about changes in school uniforms in Liputan6.com feature variations in textual structure (titles, leads, content, sources) and the use of linguistic elements (temporal conjunctions, mental verbs, time-place descriptions) that have not been systematically analyzed in previous studies. In fact, understanding how news texts structure policy discourse through macro, superstructure, and micro structures (according to Teun A. van Dijk) is very useful for uncovering how meaning is formed and perhaps how ideologies or implicit interests are conveyed. Van Dijk argues that discourse structure consists of three levels: macro structure (global theme or topic), superstructure (text framework such as orientation, event, conclusion), and microstructure (choice of words, sentences, language style) that collectively form the meaning of a text.

Although there have been studies that use the van Dijk model to analyze online news texts—for example, studies that examine news about the Omnibus Law and political events by paying attention to macro, superstructure, and micro structures. However, studies that specifically examine the structure and linguistic characteristics of Liputan6.com news that discuss the policy of changing school uniforms by the Ministry of Education and Culture are still very limited. A very close study examining "Critical Discourse Analysis of Teun A. Van Dijk's Model on Liputan6.com News Text on Uniform Changes by the Ministry of Education and Culture" is available. However, the study focuses more on the "textual aspects" and "three-dimensional van Dijk models" in general, and has not in depth described the textual structure and linguistic features (such as the use of direct sentences, temporal conjunctions, mental verbs, time-place descriptions) that are typical elements of the news.

Therefore, there is an important research gap: namely the need for research that integrates the analysis of text structures (macro, super, micro) with the explicit and systematic analysis of linguistic characteristics in the context of education policies raised by the media. Thus, this research is expected to fill this gap.

Based on this background, the formulation of the problem in this study is as

(1) What is the structure of the Liputan6.com news text regarding the change in uniform by the Ministry of Education and Culture? (2) What are the linguistic characteristics contained in the text of the news? (3) How do these linguistic structures and characteristics contribute to shaping the representation of uniform change policies by the Ministry of Education and Culture in Liputan6.com news? Furthermore, the objectives of this study are: (a) Describe the structure of the Liputan6.com news text regarding uniform changes by the Ministry of Education and Culture, (b) Analyze the linguistic characteristics contained in the news text, (c) Explain how the structure and linguistic characteristics play a role in shaping policy representation in media discourse.

The benefits of this research are as follows: theoretically, this study expands the application of van Dijk's critical discourse theory with a concrete focus on the structure of the text and linguistic characteristics in the text of education policy news; methodologically, this study provides an analytical model

which can be adapted for the study of educational news discourse and other online news portals; by

Practically, this research is expected to provide input for journalists, media editors, and policymakers to be more aware of how the selection of text and language structures can affect public learning and perception of education policy, as well as for Indonesian teachers to be more critical in choosing and teaching news texts as teaching materials.

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RESEARCH METHODOLOGY

This study uses the content analysis method, which is a method used to analyze the content of communication messages systematically, objectively, and quantitatively and qualitatively (Krippendorff, 2019). Content analysis is used because this research focuses on the decomposition and interpretation of the content of news texts contained in Liputan6.com portals, especially on aspects of its structure and linguistic characteristics. According to Eriyanto (2011), content analysis can be used to study media texts with the aim of finding patterns, meanings, and characteristics of messages that appear in them. Thus, this method is considered the most appropriate to examine how linguistic structure and characteristics are used in the preparation of online news texts.

This research data is in the form of news texts taken from Liputan6.com portals on national rubrics and events, which are published in the period from January to March 2025. The data was chosen because it represents actual news with diverse topics and the use of language that is typical of online media. The data source in this study is a written news text (online news article) accessed through the official website of Liputan6.com (www.liputan6.com). According to Sugiyono (2020), data sources in qualitative research can be in the form of words, actions, and written documents that have relevance to the focus of the research. Therefore, written news is the main source of data because it contains the structure of discourse and linguistic characteristics to be analyzed.

The data collection technique in this study is carried out through documentation studies, namely by collecting documents or news texts that are relevant to the focus of the research. According to Arikunto (2019), documentation study is a technique that is carried out by searching through written documents or archives to obtain the data needed in research. The data collection procedure was carried out with the following steps: (1) accessing Liputan6.com site, (2) selecting 10 news texts with the topic of actual events, (3) copying news texts into research document format, and (4) identifying the structural parts and linguistic characteristics of each text.

The research instrument in this study is the researcher himself, assisted by a content analysis sheet. In qualitative research, the researcher plays a role as the main instrument because the researcher is the party who determines the focus, selects data, analyzes, and draws conclusions (Moleong, 2019). The content analysis sheet is used as a systematic guide in identifying and recording the structural elements of the text (orientation, main events, news sources) as well as linguistic characteristics (material verbs, direct sentences, temporal conjunctions, and standard language) in each news text analyzed.

To ensure the validity of the data, this study uses the theory and source triangulation technique. Theoretical triangulation is carried out by comparing the results of the analysis with relevant linguistic theories and news text structures, such as the text structure theory from Kosasih (2021) and linguistic characteristics from Mahsun (2019). Meanwhile, source triangulation is carried out by examining several news texts from various different topics and publication times to ensure the consistency of the findings. According to Moleong (2019), triangulation is a technique to check the validity of data by utilizing something other than data for checking or comparison purposes.

Furthermore, the data analysis technique in this study follows the steps of qualitative content analysis as stated by Krippendorff (2019), namely: (1) unitization (determination of units of analysis), (2) data categorization, (3) meaning inference, and (4) conclusion preparation. In the context of this study, the unitization stage is carried out

by determining the news text as the main unit of analysis. The categorization stage is carried out by grouping parts of the text according to the structure and linguistic characteristics that appear. The inference stage is carried out by interpreting the pattern of language use and the form of the news structure found, while the conclusion stage is carried out by formulating findings that describe the characteristics of the structure and language of news texts in Liputan6.com.

With this approach, the research is expected to produce a systematic, factual, and accurate description of the structure and linguistic characteristics in online media news texts, as well as contribute to the development of linguistic studies and factual text learning in the Independent Curriculum (Ministry of Education and Culture, 2022).

RESULTS AND DISCUSSION

Results

Based on the results of the analysis of ten news texts taken from the Liputan6.com portal on the topic of changing school uniforms by the Ministry of Education and Culture, it was found that each text has a structure pattern and linguistic characteristics that are consistent with the characteristics of the news text. The results of the study show that there is a compatibility between macro, superstructure, and micro structures as explained by Teun A. van Dijk, which as a whole forms a representation of education policy discourse.

At the level of macro structure, the main theme that appears in all news texts is the policy of changing school uniforms by the Ministry of Education and Culture. This theme is always associated with efforts to modernize, efficiency, and form student identity. The government, especially the Ministry of Education and Culture, is presented as the main source of information and authoritative figures who explain the background and objectives of the policy. Thus, at the macro level, news highlights the role of the government as a rational and authoritative actor.

Furthermore, in the superstructure, a pattern of text preparation was found that followed the inverted pyramid format typical of online news. This structure consists of three parts, namely the title, lead, and news content. The title is generally informative and directly alluds to policies, for example "Ministry of Education and Culture Officially Changes School Uniform Colors". The news lead contains a concise and concise summary of the events conveyed, while the content section contains chronological details, direct quotes from officials, and public responses. This kind of structure confirms that Liputan6.com strives to present news quickly, systematically and credibly.

In the microstructure, various linguistic characteristics typical of news texts are found, including the use of material verbs such as determining, announcing, and explaining to indicate concrete government actions; as well as mental verbs such as judging and considering to convey the views of the community or experts. The use of temporal conjunctions as before, then, and thereafter shows a logical and chronological sequence of events. In addition, direct sentences are often used to quote statements from Ministry of Education and Culture officials or official sources, reinforcing the impression of objectivity and accuracy of news. The language used in the overall text tends to be standard, straightforward, and formal, in accordance with the style of professional journalistic writing.

Thus, the results of the study show that Liputan6.com display news texts that not only serve as conveyors of factual information, but also contain linguistic patterns and structures that lead readers to view uniform change policies positively and rationally.

Discussion

The findings of the study show that the structure and language of news texts Liputan6.com play an important role in shaping the representation of education policy discourse that is both informative and implicitly persuasive. Based on the discourse theory of Teun A. van Dijk (1988), each layer of structure—macro, super, and micro—carries an ideological function that can lead readers to a certain interpretation of social reality.

In terms of government representation, the results of the analysis show that Liputan6.com tend to display the government, especially the Ministry of Education and Culture, as an authority and rational party in making decisions. This can be seen through the dominance of quotes from official officials and the selection of diction that strengthens the positive image of government institutions. These findings are in line with research by Pakpahan et al. (2024) who revealed that online media often play a role in strengthening the government's positive image through public policy reporting.

In terms of language choice, although in general the news seems neutral and informative, it is found that there is a lexical use that has the potential to build a certain ideological meaning. Phrases such as "affirming the importance of uniformity" or "anticipating public misunderstanding" suggest that the media is supporting the government's efforts to frame policies as positive steps. This phenomenon is in accordance with Van Dijk's ideological square concept, which is a discourse strategy that highlights the positives about one's own group (the government) and minimizes the negatives.

The integration between structure and language in news texts also shows a systematic discourse formulation strategy. The sequence of information sequences and the use of temporal conjunctions make the reader understand the policy as a logical and planned decision. Meanwhile, the use of direct sentences from officials adds to the impression of objectivity and credibility of the news, while indirect sentences for public opinion maintain the balance of news. This is in line with the view of Suparman and Septiadi (2021) that the structure of news texts can be a means to frame certain social realities according to the point of view of institutions or main sources.

These findings have important implications for Indonesian language learning, especially on the teaching of news texts in the Merdeka Curriculum. Teachers can use news examples like this to foster students' critical awareness of how media language shapes meaning and ideology. As Ratnasari et al. and Tarigan et al. argue, the teaching of factual texts such as news should not only emphasize linguistic structure and rules, but also on critical analysis of its content and context.

Thus, it can be concluded that the structure and language in the text of the Liputan6.com news regarding uniform changes by the Ministry of Education and Culture function not only as a conveyor of information, but also as a tool to form a positive image and legitimacy of government policies. This analysis confirms that news texts are social discourses that are not completely neutral, as they always carry certain values, ideologies, and positions that are implied through the choice of structure and language used.

Based on the results of the study, it is recommended that:

1. For future researchers, this research can be expanded by analyzing news discourse from various other online media to obtain a comparison of presentation styles and the ideology contained in them.
2. For Indonesian teachers, the results of this research can be used as a reference in learning news texts, especially to foster students' critical thinking skills towards the structure and language of factual texts.
3. For journalists and media editors, the results of these findings are expected to be a reflection so that the selection of news structure and language pays more attention to the principles of clarity, balance, and social responsibility in the delivery of public information.
4. For education policymakers, it is important to pay attention to how the media conveys policies so that the messages received by the public remain accurate and do not cause interpretive bias.

Short direct quotes are used to quote other authors' statements that are no longer than three lines, and are still inserted into paragraphs with quotation marks ("...").

According to Eriyanto (2001:15), "discourse analysis is a way to examine how media texts construct social reality through the language and structure they use." This statement is relevant to research on the structure and language of news texts in Liputan6.com, as the media has an important role in shaping public perceptions of education policy. In addition, Van Dijk (1988:3) states that "news discourse is not merely a reflection of events but a reconstruction shaped by social and ideological contexts," which shows that news texts not only convey facts, but also contain certain meanings and interests.

Long direct quotes are used to quote text from sources that are longer than three lines. This quote is written separately from the main paragraph, jutting inwards (indentation), without using quotation marks.

As explained by Krippendorff (2019:24):

Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. It provides new insights, increases a researcher’s understanding of particular phenomena, or informs practical actions.

The above quote shows that content analysis serves not only to identify patterns or categories in the text, but also to understand the social meanings contained in them. In the context of this study, the content analysis method helps researchers interpret how text structure and linguistic characteristics are used to shape policy discourse in online news. Thus, Krippendorff's theory provides a strong methodological basis for the discourse analysis of the Liputan6.com news texts studied.

In this study, graphs, tables, and illustrations were used to clarify the findings regarding the structure and linguistic characteristics of Liputan6.com news texts. All graphs and tables are presented centrally, numbered, and equipped with legends according to the provisions of writing scientific articles. This visual presentation aims to help readers understand the pattern of findings without having to read the entire description verbally.

This section contains one main table describing the categories of news text structure and linguistic characteristics found in the research data corpus. The tables are presented concisely, informatively, and allow readers to quickly grasp the patterns of findings.

TABLE 1. **CATEGORIES OF STRUCTURE AND LANGUAGE CHARACTERISTICS OF NEWS TEXTS LIPUTAN6.COM**

Categories Analysis	Main content	Communicative Function
Structure Macro	The main theme contains the policy of uniform changes by the Ministry of Education and Culture	"The Ministry of Education and Culture officially changed the uniform rules..."

Superstructure	Inverted pyramid format with informative leads	Lead summarizes the core of the policy and the reason for the change
Structure Micro	Use of material verbs, temporal conjunctions, and direct sentences	"The Ministry of Education and Culture explained...", "Previously...", quoted by officials
Language Characteristics	Standard, straightforward, objective, and dominance of official quotes	Quote of the minister's or spokesperson's statement

The illustration in the table above shows that news texts Liputan6.com consistently construct policy discourse through regular structural patterns and linguistic devices that emphasize objectivity. The table also shows how each element of the news structure (macro, super, micro) is connected to certain linguistic features that serve to strengthen the clarity, chronology, and credibility of the information.

Thus, the presentation of this table is expected to help readers understand the summary of research findings visually and systematically as suggested in the guidelines for writing scientific articles.

CONCLUSION

Based on the results of the analysis of the news text on the Liputan6.com portal regarding the change in uniform by the Ministry of Education and Culture, it can be concluded that the structure of news texts generally follows a conventional pattern consisting of titles, leads, content, and closing. However, at the superstructure level, variations were found in the placement of news source elements and the use of direct quotes that served to strengthen the validity of information. In the aspect of microstructure, the use of linguistic features such as temporal conjunctions, material verbs, direct sentences, and adverbs of time and place shows the media's efforts in emphasizing the chronology and objectivity of events. The analysis shows that the choice of structure and language in news texts Liputan6.com not only present factual information, but also plays a role in shaping the representation of education policy in the public sphere. This is in line with Van Dijk's (1988) view that news texts are a form of discourse that contains certain ideologies and communication strategies. Thus, it can be concluded that the structure and linguistic characteristics in Liputan6.com news also affect the way the public understands the policy of changing school uniforms issued by the Ministry of Education and Culture.

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Parents' Perception of Early Childhood Emotional Development

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Abstract. This study looks at how parents see their young children's emotional growth and how their views affect the way they raise their kids at home. Emotional development in early childhood is important for how kids get along with others, manage their feelings, and stay healthy and happy in the long run. But often, parents focus more on their kids' thinking and physical skills than on their emotions, which can leave them not fully understanding how children feel and show their emotions. The study used a qualitative approach called phenomenological design, which means it looked at people's experiences in depth. Parents of kids aged 3 to 6 were chosen through purposeful sampling. Data came from interviews and was studied using themes. The study found six main areas of emotional development that parents noticed: knowing their feelings, managing emotions, expressing emotions, being empathetic, being socially skilled, and being able to take care of their own emotions. Parents said their kids were learning to use more words to talk about feelings, use ways to calm themselves down, show kindness to friends, work together with others, and be independent in doing things. These findings show that how parents respond, how they model emotions, and the overall emotional environment at home have a big impact on children's emotional growth. Also, places like daycare and playing with friends help support this growth. The study suggests that parents need to learn more about emotions and that families and schools should work together to make sure kids grow emotionally in all areas.

Keywords: Parental perception, early childhood emotional development, socio-emotional growth.

INTRODUCTION

Socio-emotional development refers to how individuals understand, regulate, and express their emotions, as well as how they build and maintain social relationships. This developmental domain is shaped by multiple interacting systems, including the family, peers, school, and the wider community (Santrock, 2011). Early childhood emotional development, in particular, plays a crucial role in determining children's success in socializing, learning, and coping with future life challenges (Papalia, Olds, & Feldman, 2012). During this stage, children begin to develop the capacity to recognize, articulate, and manage their emotions, and parents as primary caregivers hold a central role in providing emotional security, modeling appropriate behavior, and fostering healthy emotional growth. Early childhood is widely regarded as a foundational period that supports children's emotional, cognitive, and behavioral development. Parents' perceptions of their children's emotional development thus become highly significant, as these perceptions influence how they interpret and respond to children's emotional expressions, ultimately affecting developmental outcomes.

However, a noticeable gap exists in many parents' understanding of the emotional spectrum of early childhood. Parents often place greater emphasis on cognitive and physical development while paying less attention to emotional growth. Parenting practices that lack sensitivity to children's emotional needs such as dismissing negative emotions or using punitive approaches to manage emotional behavior are still prevalent and may hinder children's ability to identify and regulate their emotions effectively. Understanding parental perceptions is also essential within the broader ecological system. Bronfenbrenner's (1979) ecological model highlights that children's development is shaped through interactions across interconnected systems, and parents, as the first socialization agents, influence how children interpret emotional experiences at home, in school settings, and within the community. Thus, parental perception functions as a critical lens through which children's emotional experiences are filtered and supported.

Developmental psychology scholars emphasize that parental perceptions significantly shape parenting behaviors, emotional socialization strategies, and decision-making in child-rearing (Eisenberg, Cumberland, & Spinrad, 1998). Parents who value emotional expression tend to adopt supportive approaches, whereas those who misunderstand or minimize emotions may respond in punitive or dismissive ways. A Scopus-indexed study by Morris et al. (2007) further demonstrates that parental beliefs shape the emotional climate internalized by children, contributing either to emotional competence or vulnerability. Given the existing gaps in the literature and the central role of parents in emotional socialization, this study aims to explore how parents perceive early childhood emotional development, the factors that shape these perceptions, and how such perceptions influence everyday parenting practices. By examining parents' viewpoints, the study seeks to contribute to a deeper understanding of emotional development within the family context and provide insights to strengthen parents' emotional literacy. Ultimately, this research underscores the need for a more nuanced and culturally informed understanding of early emotional development from the parental perspective.

This study employed a qualitative research design to explore parents' perceptions of early childhood emotional development. Qualitative inquiry is appropriate for uncovering subjective meanings, lived experiences, and contextual interpretations, particularly when examining parental perspectives that are influenced by cultural and social environments. As Creswell and Poth (2018) emphasize, qualitative research enables researchers to capture in-depth descriptions of participants' thoughts and behaviors within their natural settings. This methodological approach aligns with the purpose of understanding how parents interpret, respond to, and support their children's emotional development.

A phenomenological approach was utilized to gain a deep understanding of parents' lived experiences regarding their children's emotional development. Phenomenology focuses on identifying the essence of participants' experiences and the meanings they assign to them (Moustakas, 1994). This approach allowed the researcher to explore how parents perceive emotional expression, regulation, and developmental milestones in early childhood.

The participants consisted of parents of early childhood children aged 3–6 years. A purposive sampling technique was employed to recruit parents who were directly involved in daily caregiving activities. Patton (2015) highlights that purposive sampling is suitable for qualitative research because it allows the selection of information- rich participants who can provide meaningful insights into the studied phenomenon. The sample size consisted of 10–15 parents, adhering to Sandelowski's (1995) recommendation that qualitative samples prioritize depth over quantity.

Data were collected using semi-structured interviews, which provide flexibility for probing while ensuring consistency across participants. Semi-structured interviews are particularly effective for capturing personal perceptions and emotional experiences (Kallio et al., 2016, Scopus-indexed). Each interview lasted 30–45 minutes and was conducted either face-to-face or through online video calls, depending on participants' availability. In addition to interviews, field notes were used to document non-verbal cues and contextual details, supporting a more comprehensive interpretation.

The interview guide consisted of open-ended questions focusing on parents' understanding of emotional development, their interpretations of children's emotional expressions, and the strategies they use to respond to emotional needs. The instrument was reviewed by early childhood education experts to ensure validity and alignment with previous research on emotional development (Fitriani & Nurhayati, 2020).

RESEARCH METHODOLOGY

Data were analyzed using thematic analysis following the phases proposed by Braun and Clarke (2006), which include familiarization, coding, theme development, review, definition, and reporting. Thematic analysis is widely used to identify patterns across qualitative data and is suitable for interpreting subjective experiences. To enhance trustworthiness, strategies such as member checking, peer debriefing, and data triangulation were applied. Lincoln and Guba's (1985) criteria of credibility, transferability, dependability, and confirmability guided the verification process. Ethical approval was obtained prior to data collection. Participants were informed about the study purpose, procedures, confidentiality, and voluntary participation. Informed consent was obtained from all participants, ensuring alignment with ethical research standards (Orb, Eisenhauer, & Wynaden, 2001).

RESULTS AND DISCUSSION

TABLE 1. SUMMARY OF QUALITATIVE FINDINGS BASED ON PARENTAL ASSESMENT

Theme & Sub-Themes (Merged)	Key Findings (Qualitative Evidence)	Interpretation
Emotional Awareness a. Recognition of Own Emotions b. Recognition of Others' Emotions	Children named emotions they felt, explained their causes, and described emotional states clearly. Children identified others' emotions through facial expressions, tone, and behaviors.	Children demonstrate emerging emotional vocabulary and internal awareness. Shows ability to interpret emotional cues and perspective-taking.
Emotion Regulation a. Self-soothing Strategies b. Managing Delays & Disappointment	Children calmed themselves (breathing, quiet play) without adult prompting. Children handled waiting and unmet desires without excessive reactions.	Indicates development of internal coping and self-regulation. Reflects emotional flexibility and impulse control.
Emotional Expression a. Appropriate Expression b. Moderated Emotional Reactions	Children expressed feelings verbally with matching facial expressions. Children disagreed without tantrums or aggression.	Demonstrates emotional clarity and effective communication. Suggests progress in emotional maturity and controlled expression.
Empathy a. Social Awareness b. Moral- Emotional Responses	Children comforted upset peers and showed care toward animals/objects. Children apologized and showed remorse after accidental harm.	Indicates emerging empathy and prosocial concern. Shows early development of moral responsibility.
Social Competence a. Cooperative Behavior b. Prosocial Interaction	Children shared resources, followed rules, and collaborated well in groups. Children initiated play and avoided conflict with peers.	Reflects strong interpersonal collaboration skills. Demonstrates healthy peer relations and social confidence.
Emotional Autonomy a. Confidence in Social Situations b. Task Independence	Children adapted calmly to new settings and made simple decisions independently. Children completed tasks without assistance and persisted through challenges.	Suggests emotional resilience and growing self-confidence. Indicates emerging self-efficacy and independence.

CONCLUSION

This study shows that how children develop emotionally in early years is a process that involves several important skills. These include understanding emotions, controlling feelings, showing emotions in the right way, being empathetic, getting along with others, and being confident and independent. The children in the study were able to recognize their own feelings, understand how others feel, manage their reactions, express their emotions properly, show kindness, work with friends, and be sure of themselves. Together, these abilities show that they are growing in a healthy way emotionally, which matches what is expected for their age.

The study also found that emotional skills don't just happen on their own — they are shaped by what happens around them. In the family, parents are very important because they show how to feel and act, help children learn the right ways to behave, and create a home environment where emotions are understood and managed. When parents support their children by talking about feelings, helping them deal with sadness, and encouraging them to be independent, it helps build strong emotional abilities.

Outside the home, the community — like friends, schools, and other social groups — is also very important for emotional growth. Playing with others, interacting with different people, and learning how to handle conflicts help children develop cooperation, kindness, and the ability to make good choices. Teachers and community members who act kindly and are consistent in their behavior help children learn how to deal with social situations. Overall, this study shows that emotional development in early childhood comes from the way family and community work together.

So, it's important for parents, teachers, and community groups to support each other to help children become emotionally strong, resilient, and able to get along with others. The study also shows how important it is to have programs that teach emotional skills and for parents and teachers to work closely to make sure children get the right support in all areas of their lives.

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The Relationship Between HOTS-Based Assignments and Students' Literacy and Numeracy Outcomes at SMKN 2 Jepara

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Abstract. Higher-order thinking skills are one important component in learning; learners with high proficiency in higher-order thinking are associated with strong critical ability and effective decision-making. This study aims to examine the relationship between HOTS-based assignments and students' literacy and numeracy outcomes. The study was measured using the Pearson product-moment correlation with 65 students from SMKN 2 Jepara, who had completed a HOTS-based assignment activity. The instrument in the questionnaire has two main indicators: critical and cognitive engagement. Students' test scores were also collected to assess the outcomes of the students' thinking skills. The results of this research between two variables have a value of correlation (r = 0.450), indicating that there is a moderate relationship between HOTS-based Assignments and students' academic achievement.

Keywords: higher-order thinking skill (HOTS), critical ability, student learning outcomes.

INTRODUCTION

The education system is one field that has had significant development in recent years, and it has been impacted by a mass of technological advances, global educational standards, and the increasing need for students to develop 21st-century skills. Students should be able to develop the competencies in terms of intellectual capacity to have a strong critical thinking ability to solve problems effectively. These are essential for helping students to adapt to the challenges of a rapidly changing world and global competition.

Other essential abilities that are required in the 21st century are also identified as the 4C skills, which are critical thinking, collaboration, communication, and creativity. These skills are important because they can assist the students in analyzing information, sharing ideas, expressing their thoughts, and finding creative solutions. The 4C skills guided the students to be more active in the learning process and helped them to participate in classroom activities. By mastering these skills, learners are prepared to succeed both in academic and real-life situations.

Beyond the 4C skills, literacy and numeracy are also recognized as the main keys to success in the education system. Literacy refers to the ability to read, understand, and interpret information, while numeracy involves the ability to understand numerical concepts, interpret numbers, and solve numerical problems. Both skills are considered fundamental aspects for students to handle tasks effectively and make practical decisions in learning. Students' numeracy literacy reflects their ability to apply logical mathematical ways through appropriate concepts and procedural understanding. In addition, many teachers face a struggle to improve literacy and numeracy levels, showing that students need more support and improved learning strategies in these areas.

A common indicator for measuring Indonesian students' numeracy literacy can be examined by analyzing the scores in the Program for International Student Assessment (PISA). The PISA 2022 results, published in December 2023, show that Indonesia ranks low with scores of 359 for reading, 366 for mathematics, and 383 for science. Compared to other countries that are included in the Organization for Economic Co-operation and Development (OECD) in 2022, Indonesia scored below the OECD average with a total score of 472 for math and 476 for reading, and 485 for science, which ranked Indonesia at 69th out of 80 Countries. Compared to the 2018 results, this score shows a decline and represents Indonesia's lowest achievement in the PISA assessment.

Cognitive abilities can be classified into two categories: lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). In the context of learning objectives in Bloom's taxonomy, LOTS reflect the initial aspects of the cognitive domain, which are remembering, understanding, and applying; meanwhile, HOTS take the highest role of analyzing, evaluating, and creating in the learning process. A study by Adrin shows that thinking skills are fundamental aspects of the educational process; therefore, HOTS are linked with significant improvement in academic performance and minimize weaknesses in learning.

However, teachers consider that HOTS-based assignments have the potential to strengthen literacy and numeracy levels. Research by Septiani has pointed out that HOTS tasks are related to students' literacy and numeracy skills, especially in reading comprehension and mathematical problem solving in vocational high school. Another study by Pratiwi examines that HOTS-based assignments have a theoretical basis to strengthen their achievement, because they require deeper cognitive processes. In the research conducted by Mellyzar and Fadly, it was demonstrated that the learning models, such as HOTS-Based assignments, are capable of improving numeracy literacy skills, including a large effect on students' academic achievement. However, these results highlight the importance of reforms to improve basic literacy and numeracy with early intervention and effective methods in learning.

Previous studies about HOTS assignment have been conducted on general junior or senior high schools, while vocational high schools have different learning characteristics. The novelty of this study is on the specific focus of HOTS-based assignment as a continuous instructional variable, rather than viewing HOTS as a type of test item or students' cognitive ability. This study linked HOTS-based assignments and students' literacy and numeracy outcomes, which are often discussed separately in earlier educational research. Moreover, this study is conducted in a vocational high school context, where empirical studies about HOTS-based assignments are still limited. Therefore, this study contributes new empirical data by examining the relationship between HOTS-based assignments and students' literacy and numeracy outcomes in a vocational education setting.

This research makes a substantial contribution to the field of education, particularly as this study focuses on identifying effective approaches to students' numeracy literacy through the HOTS-based assignment. The results of this research can also guide curriculum development, ensuring that learning materials and classroom tasks match the skills students need in the 21st century. Many studies have addressed this topic; however, there have not been studies identifying the fundamental aspect of learning rather than overall outcomes. Therefore, based on the urgency of the research and the gap analysis, it is necessary to update from the latest research by implementing an independent curriculum in the learning process.

This study employed a quantitative non-experimental correlational research design and only focused on observing the natural learning conditions, which allows the researcher to analyze the relationship between the use of HOTS-based assignments in the learning process. Then, the sample was taken from students who met the criteria of the study, and the sample represented the population of the research setting. The results of the correlational analysis are expected to provide empirical evidence regarding how HOTS-based assignments are associated with students' foundational learning abilities.

Based on the explanation, the researcher aims to investigate the relationship between HOTS-based assignments to students' literacy and numeracy. A previous study conducted by Ahman shows that literacy and numeracy are still far from the expected level, indicating that learners struggle with reading comprehension and solving mathematical problems. So, this research examines how HOTS-based assignments can be applied effectively, and it is hoped that with this research, students will improve numeracy literacy and problem-solving skills. Thus, this study addressed the importance of an effective learning process, such as HOTS-based assignments, to develop students' cognitive ability.

RESEARCH METHODOLOGY

This study employed a quantitative correlational research design to examine the relationship between HOTS-based assignments and students' literacy and numeracy outcomes. The sampling technique used was a purposive sampling technique, in which participants were selected based on specific criteria that were relevant to the research objectives. The population in this study is the 10th-grade students, consisting of 2 (two) classes, which are the Ceramics majors with 30 students and the 10th-grade Animation class with 35 students, and was conducted in the odd semester of the 2025/2026 academic year in November 2025 at SMKN 2 Jepara, Central Java. The sample consisted of students who had experience with HOTS-based assignments in their learning process, with characteristics of the same grade level and similar instructional background. This sampling technique was chosen to ensure the data accurately represent an appropriate sample to answer the question.

Data collection of this research was carried out through two main sources, which are a questionnaire and students' assessment scores. The questionnaire was used to measure the implementation of HOTS-based assignments, while the tests were used to measure the outcomes. The total number of items in the questionnaire instrument is 16, indicating 3 domains: HOTS-based assignments, numeracy literacy outcomes, and cognitive

engagement. In addition the Pearson Product-Moment correlation is used to determine the direction between both aspects.

RESULTS AND DISCUSSION

This study was conducted to determine whether there is a significant relationship between HOTS-Based Assignments and students' literacy and numeracy outcomes. Validity test in research is important to ensure that the item measures the target abilities, such as students' literacy and numeracy. It also allows the researcher to interpret the results correctly and accurately. Meanwhile, the reliability test was used to verify the consistency and accuracy of the instruments, so the research can be stable to reused as a reference with similar conditions. To establish the reliability and validity of the research instruments, the researcher conducted a pilot study with a smaller group of participants to evaluate the clarity and consistency of the questionnaire.

Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
r-count	0.374	0.555	0.450	0.401	0.615	0.366	0.586	0.612	0.530	0.397	0.699	0.602	0.489	0.529	0.558	0.502
r-table	0.361	0.361	0.361	0.615	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361
Description	Valid	Valid	Valid	0,366	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

FIGURE 1. VALIDITY TEST RESULT

The validity analysis of the questionnaire items was assessed using the Pearson Product–Moment correlation through SPSS. An item is categorized as valid if its r-count exceeds the r-table value. At a significance level of 0.05 and N = 30, the r-table value is 0.361. As shown in the table, the r-count values for all 16 items range from 0.366 to 0.699. Since every r-count is greater than the r-table (r-count > 0.361), all items meet the established validity criteria. This indicates that each item has an appropriate correlation with the overall construct and is therefore qualified for use as part of the research instrument measuring students' literacy and numeracy outcomes.

TABLE 1. RELIABILITY TEST

Reliability Statistics

Cronbach's Alpha	N of Items
.813	16

Based on the reliability analysis on the questionnaire using SPSS, the results indicate that Cronbach's Alpha value is 0.813, which indicates that the statements have a strong level of consistency. According to reliability classification standards (Fraenkel & Wallen, 2012; Creswell, 2014), an alpha coefficient between 0.80-0.89 is considered "good reliability," which indicates that the statements are highly reliable to measure HOTS-Based assignments, literacy, and numeracy outcomes

TABLE 2. NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		65
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	.21007543
Most Extreme Differences	Absolute	.089
	Positive	.089
	Negative	-.067
Test Statistic		.089
Asymp. Sig. (2-tailed)		.200c,d

The normality test was conducted to determine whether the dependent and independent variables are normally distributed. In this study, the normality test was measured with a non-parametric one–sample Kolmogorov-Smirnov, and based on the results of the test in Table 3, the significance value (Sig.) was 0.200 (>0.05), indicating that the sample distributions are normal.

TABLE 3. LINEARITY TEST

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.

Students' Literacy and Numeracy Outcomes * HOTS-based Assignments	Between Groups	(Combined)	11308.333	25	452.333	2.191	.014
		Linearity	3920.863	1	3920.863	18.992	.000
		Deviation from Linearity	7387.470	24	307.811	1.491	.131
	Within Groups		8051.667	39	206.453		
	Total		19360.000	64			

The linearity test was conducted to determine whether the relationship between HOTS-based assignments and students' literacy and numeracy outcomes followed a linear pattern. Based on the ANOVA table results, the significance value (Sig.) for Deviation from Linearity is 0.131 (>0.05), and the Sig. value for Linearity is 0.000 (<0.05). The result indicates a linear relationship among variables.

TABLE 5. CORRELATION TEST
Correlations

		HOTS-based Assignments	Students' Literacy and Numeracy Outcomes
HOTS-based Assignments	Pearson Correlation	1	.450**
	Sig. (2-tailed)		.000
	N	65	65
Students' Literacy and Numeracy Outcomes	Pearson Correlation	.450**	1
	Sig. (2-tailed)	.000	
	N	65	65

**. Correlation is significant at the 0.01 level (2-tailed).

The Pearson Product-Moment correlation test was used to determine the strength of the relationship between HOTS-based assignments and students' literacy and numeracy outcomes. Based on the SPSS output, the significance (Sig. 2-tailed) was below 0.005. indicating that the relationship between the two variables is statistically significant. Furthermore, the correlation coefficient (r) was 0.450, indicating a moderate relationship, meaning that the implementation of HOTS-based assignments tends to be followed by increases in students' literacy and numeracy performance. In other words, HOTS-oriented instructional practices make a meaningful contribution to the enhancement of students' academic outcomes, particularly in core cognitive areas such as literacy and numeracy. These findings reinforce the importance of incorporating higher-order thinking activities into classroom instruction to strengthen students' fundamental competencies.

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CONCLUSION

Based on the results of research and discussion, it can be concluded that a linear and moderate relationship exists between HOTS-based assignments and students' achievement. The results of the correlation indicate that students who are frequently engaged with higher-order thinking tasks tend to achieve higher output in academic performance. Therefore, the value of HOTS-based assignments can be used to encourage students' cognitive development and problem-solving abilities. The results also reinforce the importance of integrating analytical and creative tasks as part of improving essential student competencies. Overall, this research highlights the role of HOTS-based assignments as an effective strategy that contributes to strengthening foundational skills in academics. Despite the contributions, the findings of this study imply that integrating HOTS-based assignments into vocational classroom practices may support students' development processes through deeper cognitive engagement. However, because this study was conducted in one vocational high school using a correlational design, the findings may not be generalized to other contexts.

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A Stylistic Analysis of Prosopographia And Prosopopoeia in the Short Story Collection "Dari Datuk Ke Sakura Emas"

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Abstract. This study investigates types and meanings of personification in the short story collection Dari Datuk ke Sakura Emas using Paxson's (1994) framework. Employing a descriptive qualitative method, 24 instances of personification were identified. The findings reveal a dominant use of prosopopoeia (23 instances), while prosopographia appears only once, indicating a stylistic tendency toward animating concrete entities rather than abstract cognition. This study contributes to stylistic and literary discourse by highlighting how personification functions as a narrative strategy to intensify atmosphere, symbolism, and emotional engagement in contemporary Indonesian short stories.

Keywords: personification, prosopopopeia, prosopographia, short story.

INTRODUCTION

A figure of speech is a literary device employed by the author to discuss one subject by drawing a comparison to another similar topic (Masruchin, 2017). A figure of speech refers to the aesthetic significance of linguistic elements within a narrative (Purnama et al., 2022). Readers and writers can use figures of speech to make their ideas clearer (Yono & Mulyani, 2017). Metaphorical language can enhance literary works by making them more vibrant and engaging, thereby preventing readers from becoming bored (Hidayat & Supriyanto, 2017). One could say that a figure of speech is a way for the author to convey parts of the story in a clear and evocative manner.

There exist various types of language styles and figures of speech, such as figures of comparison, contrast, and parable (Damayanti, 2018). This study examines the analysis of analogous figures of speech, with a specific focus on personification. Figures of speech demonstrate how language can extend beyond its literal meanings. Consequently, figurative language is not merely a stylistic device but also a means of fostering connection among individuals. Words can transform into entities that evoke emotions, inspire contemplation, and cultivate a profound bond between speaker and listener.

Figurative language constitutes a poetic and creative method of employing words that enables us to transcend literal meanings and enter a domain where language becomes a potent instrument for conveying profound significance and vivid imagery. It is a prevalent element in various literary genres, including novels, short stories, poetry, and drama. Poetry, as a form of language use, considers auditory elements and reflects the poet's imaginative, emotional, and intellectual experiences, rooted in their personal life and the lives of others. Poets select specific techniques to evoke particular emotions in their readers or audiences. Romantic poetry often utilizes vivid and imaginative language to articulate emotions, with personification playing a vital role in animating feelings by attributing human qualities to non-human entities. Assigning human traits to nature, elements, or abstract concepts can enhance the emotional impact of the verses (Aulika & Gunawan, 2024).

Personification is a figure of speech that attributes human-like characteristics and abilities to lifeless inanimate objects (Dewi et al., 2022). Personification is a figure of speech that creates the illusion that inanimate objects possess human-like feelings and can perform activities akin to those of humans (Yono & Mulyani, 2017). The author employs the personification figure of speech to attribute human characteristics to inanimate objects, nature, and places. Personification as a figure of speech enhances the aesthetic quality of a sentence, thereby leaving a lasting impression on the reader (Pratiwi, 2017). This research will analyse the use of personification within the

narrative and character dialogue of the storyline found in the short story collection entitled Dari Datuk ke Sakura Emas.

(Paxson, 1994) stated that there are two types of personification: Prosopographia and Prosopopoeia. Prosopographia, also known as abstract personification, is a form of personification in literature and art in which abstract concepts are personified and represented as human beings. (Zhu, 1991) stated that this kind of personification allows speeches, actions, and human behaviour to be attributed to abstract objects, such as time, opinion, disease, hunger, and war. Prosopographia involves representing abstract concepts, emotions, or qualities as if they were individual characters with human traits, emotions, and behaviours. Abstract nouns are classified into five different categories: Emotions, Characteristics, Concepts, States, and Time. Prosopopoeia It is a specific type of personification in which concrete concepts are personified and represented as if they possess human attributes, emotions, intentions, or abilities, even though they do not. (Zhu, 1991) also stated that in this type of personification, non-living beings include natural phenomena, such as mountains, rivers, lakes, earth, stars, moon, sun, and clouds as well as artificial products such as houses, ships, and vehicles are personified and given subjective awareness or feelings as humans do. Concrete nouns can be classified into 3 categories: Living things, Places, and inanimate objects. This theoretical distinction serves as the analytical framework for categorizing the personification data in this study.

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RESEARCH METHODOLOGY

This study employed descriptive qualitative methods, emphasizing the detailed examination of a phenomenon and its characteristics. (Creswell & Creswell, 2017) characterized qualitative research as “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.” The research process involved formulating novel questions and methodologies, with data collected predominantly within participants' own environments. The analysis was conducted inductively. The data of this study were collected from the short story collection "Dari Datuk ke Sakura Emas," written by A. Fuadi and others. This book looks at different styles and types of storytelling. The writers present various perspectives on love and life. Data were collected and analyzed systematically. First, intensive reading. Then, identification of personification expressions, and finally, classification based on Paxson’s framework and interpretative analysis of stylistic meaning into prosopopoeia and prosopographia.

RESULTS AND DISCUSSION

This study identified two types of personification, namely Prosopographia and Prosopopoeia. There are 24 instances of personification in the book, 1 of which belongs to prosopopoeia and expresses concepts, and 23 cases of prosopopoeia personification are found in this storybook. Most of them belong to living things and inanimate objects. This dominance of prosopopoeia aligns with Paxson’s assertion that concrete personification is more frequently employed to evoke sensory and emotional responses in narrative prose.

Prosopopoeia is the primary form of personification identified in this analysis. It is a specific type of personification in which concrete concepts are attributed human attributes, emotions, intentions, or abilities, despite the absence of these human qualities in the idea itself. This study identifies 23 instances of prosopopoeia. The prosopopoeia in this study can be categorized into living things and inanimate objects. Similar to (Aulika & Gunawan, 2024) Prosopopoeia is also dominant in this study. In contrast to their study, this research identified only living things and inanimate items within the data set.

Datum 1
Angin sore menyentuh tengkukku. hal 24
The afternoon breeze touched my nape. Page 24

(Dari Datuk ke Sakura Emas)

Wind constitutes a natural phenomenon rather than a living organism. In the sentence "the afternoon wind touches the back of my neck," the wind possesses the capacity to make contact with the back of my neck. This emotional gesture is a capability inherent to humans utilizing their hands. The wind is personified, executing actions typically associated with human behavior as though it possessed human-like hands. This sentence exemplifies prosopopoeia by attributing actions typically attributed to humans to the wind. This phrase employs prosopopoeia through the verb "touch," attributing a specific and gentle physical sensation to the Wind, which creates an intimate and tranquil atmosphere within the narrative.

Datum 2

Bumi berhenti bernafas. Hal 49
The earth stops breathing. Page 49

(Dari Datuk ke Sakura Emas)

The earth in this sentence belongs to a place. The Earth serves as the habitat for all living organisms. This sentence can be classified into prosopopoeia. Earth is a natural entity that does not possess lungs as humans do. This sentence personifies Earth by attributing to it a human characteristic: the ability to breathe. Breathing is a fundamental process necessary for the survival of living organisms. "Stop breathing" immediately evokes associations with death or loss of consciousness. The association with Earth creates a desolate, potentially frightening atmosphere within the narrative.

Datum 3
Tanah mendingin, menelan ibu. Hal 74
The cooling ground swallows the mother. Page 74

(Dari Datuk ke Sakura Emas)

This datum can be classified into prosopopoeia. The Earth constitutes a natural entity. It passively receives and supports surrounding objects and creatures. This sentence illustrates the earth undergoing a temperature change, becoming cooler, and attributes it to the human capability of swallowing. Swallowing, or deglutition, is a complex process that facilitates the movement of food or liquid from the mouth to the stomach through the throat and esophagus. The term "cooling" evokes a somber atmosphere. Cold is often associated with death and the absence of life's warmth. This transition signifies a definitive conclusion. The earth transcends its role as a mere location, emerging as an entity that actively participates in the somber narrative. This underscores the theme of nature's interaction with and involvement in human destiny.

Datum 4
Suara helaan bis yang lelah. Hal 106
The sound of a tired bus. Page 106

(Dari Datuk ke Sakura Emas)

This datum can be classified as prosopopoeia. This data personifies the bus, an inanimate object, by attributing two human experiences to it. A sigh is defined as the act of taking a deep breath that signifies fatigue. This concept is further illustrated by the term "tired," which refers to a physical state in humans characterized by a need for rest or energy depletion. Buses, as inanimate objects, lack the capacity to breathe or experience fatigue. The sound produced by the bus engine or brakes, resembling a sigh or a rush of air, is analogous to a "tired sigh" following an arduous journey.

Datum 5
Pohon itu menceritakannya kepadaku suatu siang saat aku istirahat selepas memandikan sapi-sapiku. Hal 124
That afternoon, the tree told me its story as I took a break after bathing my cows. Page 124

(Dari Datuk ke Sakura Emas)

Datum 5 exhibits personification because the tree is portrayed as a living thing in this sentence. A tree, as a concrete entity, is being given a human-like capacity to speak and tell a story. The prosopopoeia in this sentence gives the human voice and action to the living organism which is the tree.. This sentence personifies the tree as having the ability to tell the story to the person who sits under its shade. As a tree is considered a living thing with the human ability to tell a story, this kind of personification falls under the category of Prosopopoeia.

Datum 6
Mungkin pohon itu melihatnya sebagai isyarat bahwa aku setuju mendengarkan ceritanya. Hal 125
Perhaps the tree saw it as a sign that I agreed to listen to its story. Page 125

(Dari Datuk ke Sakura Emas)

The datum above also belongs to prosopopoeia. This datum has a tree, which is a living thing, serving as the actor in the action of seeing the sign. A tree, as a living thing, is personified as having the ability to see signs. In this context, within the story's narrative, the tree is perceived as possessing the ability to perceive signs and interact like a human. Since the tree, as a living thing, is perceived as able to perceive the sign, this datum can also be

classified as prosopopoeia. In many cultures, trees are considered guardians of memory and wisdom. This personification imbues the Tree with the same wisdom and authority.

Datum 7
Ibu bambu sedang sibuk. Hal 138
Mother Bamboo is busy. Page 138

(Dari Datuk ke Sakura Emas)

Datum 7 belongs to a prosopopoeia. This data indicates that Mother Bamboo, the subject of this sentence, originates from a bamboo tree. This data yields a dual personification. The bamboo tree is associated with the concept of a mother, which belongs to a human role, much like the maternal relationship in humans. The bamboo mother is characterised by her constant activity, a distinctly human state. The sentence above can be classified as personification because it conveys a human characteristic.

Prosopographia, also known as abstract personification, is a distinct form of personification in literature and art in which abstract concepts are embodied as human entities. Zhu (1991) asserted that this form of personification enables abstract entities, such as time, opinion, disease, hunger, and war, to perform activities, deliver speeches, and exhibit human behaviors. Prosopographia entails depicting abstract concepts, emotions, or attributes as distinct characters with human traits, feelings, and behaviors. Abstract nouns are categorized into five different classifications: Emotions, Characteristics, Concepts, States, and Time. This study only found one occurrence of prosopographia as below.

Datum 8
Pikirannya melanglang ke ribuan celah ilmu, membaca dengan cepat satu per satu, dan menyerapnya. Hal 147
His mind wandered through thousands of scientific gaps, quickly reading each one and absorbing them. Page 147

(Dari Datuk ke Sakura Emas)

The sentence, "His mind wandered through thousands of scientific gaps, quickly reading each one and absorbing them," exemplifies prosopographia, as it intricately details the character's cognitive processes without attributing human traits to non-human entities. This portrayal highlights the character's intellectual abilities through a sequence of active verbs like wandering, reading, and absorbing, which suggest a dynamic and progressive cognitive process. The phrase "thousands of scientific gaps" introduces a hyperbolic element that underscores the extensive nature of insight and evokes a visual representation of an intellectual journey. This narrative style enhances the character's portrayal as someone who rapidly assimilates information, while simultaneously accelerating the story's pace and intensifying the exploration of his inner world. In this sentence, the prosopographia illustrates the character's capacity for intense, structured, and exploratory thinking.

CONCLUSION

This study examines the application of personification in the short story collection Dari Datuk ke Sakura Emas, utilizing Paxson's (1994) theoretical framework that categorizes personification into prosopopoeia and prosopographia. The analysis revealed 24 occurrences of personification throughout the narratives. Among these, 23 instances exemplify prosopopoeia, wherein concrete entities—such as wind, earth, trees, and mechanical objects—are imbued with human actions, emotions, or intentions. There is a singular instance of prosopography that illustrates an abstract concept through a detailed portrayal of a character's cognitive processes.

The occurrence of prosopopoeia suggests that the anthology's authors animate aspects of the physical environment to enhance emotional depth, atmospheric nuance, and symbolic resonance. The personification of natural and inanimate objects enhances the narrative, making it richer, more immersive, and more expressive. The singular occurrence of prosopographia, though limited, enhances character development by illustrating elements of internal thought. The findings indicate that personification, especially prosopopoeia, is a crucial stylistic device that enhances imagery, strengthens emotional engagement, and reflects the imaginative traditions of Indonesian literary expression. Future studies may explore comparative analyses across different Indonesian literary genres to further examine the stylistic function of personification.

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Transforming Islamic Religious Education Assessment for Generation Z: Towards an Interactive and Digital Evaluation Model

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Abstract. The development of digital technology has brought significant changes in the world of education, especially in the learning patterns of students from Generation Z. This generation has visual, interactive, and used characteristics in daily life so that adjustments are needed in various aspects of learning, including in the assessment system. This study aims to formulate an assessment strategy for Islamic Religious Education to be in harmony with the characteristics of Generation Z. The method used is qualitative descriptive with a literature study approach through the analysis of various literature sources such as scientific journals, academic books, and other relevant documents. The results of the study show that conventional assessments that focus on cognitive and memorization aspects are no longer effective for Generation Z. Therefore, a more holistic and contextual assessment approach is needed, covering the cognitive, affective, and psychomotor domains. Suggested assessment strategies include project-based assessments, digital portfolios, self-assessment, peer assessment, and the use of interactive digital media. This assessment adjustment is expected to increase the effectiveness of Islamic Religious Education learning while strengthening the formation of students' character and spirituality.

Keywords: assessment, digital evaluation model, interactive, islamic religious education.

INTRODUCTION

The rapid development of technology in the digital era has had a major impact on the world of education, including in the way students think, learn, and interact. Generation Z or Gen Z is a digital native generation, growing up in an environment that is highly connected to technology (Ramadhani and Khoirunisa, 2025). From an early age, they are used to using various digital devices for learning, communication, and entertainment needs. This led to a fundamental change in their learning patterns, which tended to be faster, visual, and interactive. This familiarity with technology provides both a challenge and an opportunity for educational institutions to respond to the needs and characteristics of Gen Z.

Traditional learning approaches that are one-way and less flexible are increasingly considered irrelevant. Therefore, a more innovative, collaborative, and technology-based learning strategy is needed. In addition to teaching methods, the assessment or assessment system must also be adjusted to be able to describe learning outcomes in a more complete and meaningful way for this generation. An assessment system that relies only on memorization and focuses on cognitive aspects is considered insufficient to measure comprehensiveness comprehensively.

Gen Z needs contextual assessments, such as authentic, formative, and project-based assessments, that allow them to demonstrate competence in real-world situations. The use of technology in the assessment process, such as digital platforms and real-time feedback, is key to making evaluation an integrated part of the learning process (Marzuki and Soraya, 2024), (Ariza and Afifah, 2024).

In the context of Islamic Religious Education, the incompatibility between conventional assessment methods and the characteristics of Gen Z further strengthens the urgency of change. Assessments that focus too much on memorizing verses or hadith do not necessarily reflect the internalization of Islamic values in its entirety. This risks lowering the depth of students' understanding as well as their emotional and spiritual connection to religious

teachings, making Islamic Religious Education only a formal subject without a significant impact on character formation. Therefore, assessments in Islamic Religious Education learning need to be directed not only to assess cognitive, but also affective and psychomotor aspects, through a more participatory and reflective approach Dinata et. al (2025), Azmiy et. al (2024). The integration of technology in Islamic Religious Education assessments can be a solution to reach Gen Z's learning ways more effectively.

Previous research, such as those conducted by Yolanda et al., (2024) highlighting that the success of digital assessments is greatly influenced by teacher readiness, the availability of devices, and the selection of assessment tools that suit the needs of students and the curriculum. In addition, other research shows that the integration of technology in assessments, such as the use of Learning Management Systems (LMS), big data, and artificial intelligence, can provide more comprehensive and personalized assessments, but its adoption still faces obstacles such as the digital divide and the need for continuous educator training (Marzuki and Soraya, 2024). Therefore, this research is very necessary to dig deeper about the assessment approach that can provide a more comprehensive and meaningful evaluation for students. This study aims to compile recommendations for the development of an Islamic Religious Education assessment system that is more relevant, effective, and in accordance with the characteristics of Gen Z, in order to achieve more optimal and applicable religious education goals.

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RESEARCH METHODOLOGY

This study uses a qualitative descriptive approach with a literature study method. This approach was chosen to gain a deep understanding of the problems being researched through the search and analysis of various relevant literature sources. Data collection is carried out by identifying, reading, and reviewing literature in the form of scientific journals, academic books, research articles, and other documents that support the focus of the study. The sources were purposively selected based on their suitability for the topic and purpose of the research. Once the data is collected, the next stage is content analysis. The analysis is carried out critically and systematically to ensure the validity of the interpretation of the secondary data used.

RESULTS AND DISCUSSION

1. Characteristics of Gen Z

Generation Z or known as Gen Z, who were born between 1997 and 2012 is a group that grows and develops along with the rapid transformation of digital technology. Since childhood, they have been used to interacting with advanced devices such as gadgets, the internet, and social media, so it is not surprising that they are known as a very tech-savvy generation. Prominent characteristics such as critical thinking skills, multitasking, and the tendency to choose something quickly, instantly, and practically set them apart from previous generations Arum et. al (2023), Nurlaila et. al (2024), Shofiyyah et. al (2024).

For Generation Z, technology is not just a tool, but an integral part of every aspect of life. The high proximity to digital devices has made Gen Z develop a mindset that demands access to information directly, concisely, and easily understandable. They prefer the presentation of information that is visual, such as infographics, images, or videos, rather than long text that is considered less efficient. In addition, this generation has high expectations for the speed, accuracy, and quality of responses in learning activities and daily life Nurlaila et. al (2024), Urba et. al (2024), Urba et. al (2024). This shows the need for adjustments in educational practices and approaches to remain relevant to their needs and habits.

In the context of education, this preference makes Gen Z more interested in interactive and applicable learning models. They tend to respond positively to the use of digital media such as learning videos, animations, gamification, and online platforms that provide flexibility in managing the time and tempo of learning. This technology-based approach feels more relevant and interesting to them because it fits the rhythm of digital life that has become part of their daily lives Bafadal et. al (2025), Supriadi et. al (2025).

Gen Z shows a strong tendency towards collaborative learning and group discussions. They love the opportunity to share ideas, talk, and work together in solving problems. This generation also expects a personalized approach to learning, where teachers or educators are able to understand their individual learning styles, interests, and needs Chairunisa et. al (2024), Riana and Widiastuty (2024). As such, they want to be seen not only as students, but as individuals with unique characters who need space to express themselves.

Therefore, effective learning for Gen Z is participatory, flexible, and experiential-oriented learning. An approach that combines technology with meaningful human interaction is believed to be able to create a more lively, fun, and meaningful learning atmosphere. Education that is responsive to the needs of Gen Z not only helps increase their engagement in the learning process, but also prepares them for challenges in an increasingly complex digital age.

2. Islamic Religious Education Assessment Adjustment Strategy for Generation Z

In facing the dynamics of Generation Z's learning style which is greatly influenced by the rapid development of digital technology, a more adaptive and contextual Islamic Religious Education assessment strategy is needed. This generation is accustomed to quick access to information and engaging visualizations, so assessments need to be designed to accommodate their needs and characteristics.

Non-adaptive learning has the potential to make students lose interest and engagement. The assessment strategy used must also prioritize creativity, considering that Gen Z is very responsive to interactive learning approaches. They enjoy the learning process more which involves experimentation, exploration, and the use of digital technology in daily activities. This requires Islamic Religious Education teachers to be able to integrate elements of technology wisely in the preparation of assessments so that religious messages are still conveyed well but still relevant to the context of students' lives. Assessments no longer rely solely on conventional approaches such as written tests or memorization of materials. This change is important so that assessments can stimulate active student engagement and provide space for them to display understanding creatively. Modern assessments should allow students to practice Islamic values in a tangible form and not limited to mere cognitive mastery. With the right approach, assessment can carry out a dual function, namely as a measuring tool as well as a means of character formation Armini (2024), Hermawan (2022).

One relevant strategy is project-based assessment that allows students to develop creative products such as da'wah videos, Islamic vlogs, infographics, or digital campaigns. These kinds of products are not only visually appealing, but also provide an opportunity for students to express their understanding of Islamic values in a medium that is close to their daily lives Faisal (2023), Lubis (2025), Masykur and Romelah (2025), Muyassaroh (2023). These projects also make important contributions to the development of 21st century skills such as creativity, collaboration, communication, and digital literacy. In the process, students are trained to combine religious knowledge with technical skills to deepen their understanding while improving their competence. This makes project-based assessments not only relevant but also very effective in the context of Islamic Religious Education learning in the current era.

In addition to project-based assessments, digital portfolios are also a very potential strategy to be implemented. Through digital portfolios, students can collect various creative works, self-reflection notes, documentation of religious activities, and recordings of social activities in the format of blogs, e-journals, or cloud platforms. This media provides a comprehensive picture of student development compared to a single assessment that only describes one specific time. The digital portfolio also allows teachers to conduct assessments in a continuous and more personalized manner Faisal (2023), Herwani (2022), Muyassaroh (2022). Teachers can assess how the development of religious values is reflected in students' activities over time, not just from the final results. Thus, the assessment process is no longer mechanical or momentary, but rather an integral part of an in-depth and reflective learning journey.

The application of peer assessment and self-assessment in the learning process, both of which train students to assess themselves and their classmates objectively, especially in terms of religious attitudes, behaviors, and practices Ambarokah and Sinaga (2023), Rahmah et. al (2024). Through this process, students learn to understand each other's strengths and weaknesses, as well as to foster empathy and the ability to provide constructive feedback. With the right teacher assistance, peer and self-assessment can be a means of character building, as well as strengthening spiritual and social competence. Students are trained to introspect, self-correct, as well as take responsibility for their behavior. This ability is very important in the formation of a Muslim personality who is moral and able to practice the teachings of Islam in daily life Dewi et. al (2024), Wijayanti (2022).

The use of interactive digital media such as Wordwall, Kahoot, Quizizz, or gamification-based Learning Management System (LMS) platforms is a fun and meaningful formative assessment option for Gen Z. These media provide a more competitive, fast, and visual learning experience, so that it is in line with the characteristics of Generation Z who are familiar with technology and instant response Aulia and Warni (2024), Fauzi et. al (2024), Yuliana and Palumian (2023). The points, leaderboard, and reward features provide additional stimulus for students to be more active, enthusiastic, and motivated in participating in the assessment process. In addition, it also provides opportunities for teachers to conduct more authentic and sustainable assessments. Through this strategy, learning outcome data can be obtained quickly and accurately so that teachers can immediately provide constructive feedback. The combination of these various strategies must be designed in an integrated or appropriate manner so that the learning assessment of Islamic Religious Education not only measures cognitive aspects, but is also able to form understanding, experience, and holistic practice of Islamic values in students.

3. Challenges and Solutions

Adjusting the assessment of Islamic Religious Education to suit the characteristics of Generation Z cannot be separated from various challenges that are quite complex. Generation Z, which is synonymous with digital learning styles, requires a modern, creative, and technology-based approach to assessment. But in reality, the transformation cannot be immediately applied evenly because the conditions of each school are different. Many

educational institutions are still in the early stages of adaptation, so the implementation of innovative assessments requires effort and time.

One of the main obstacles is the limitations of technological devices and infrastructure Tempur (2024), Aldyandra et. al (2024). Not all schools have adequate ICT (Information and Communication Technology) facilities, ranging from the availability of computers, stable internet networks, to other digital learning support devices. In certain areas, internet access is still a fundamental problem. This condition certainly hinders the implementation of digital-based assessments which are actually very much in line with the needs and characteristics of Gen Z who are used to learning through online platforms and interactive media.

Teacher readiness is also a determining factor for the success of assessment innovation. Many Islamic Religious Education teachers do not have adequate technological competence due to the lack of training, mentoring, and opportunities to access the latest learning resources Lukman et. al (2024). The variation in teachers' abilities in mastering digital technology makes the application of innovative assessments run non-uniformly. This shows the importance of systematically increasing the capacity of teachers so that they are able to design, implement, and evaluate assessments that are relevant to the times.

In addition to the technical aspect, there are also psychological challenges and educational work culture that are still conventional. Resistance to change is a phenomenon that is quite frequent, especially among educators who have long been accustomed to traditional assessment methods. Doubts about the effectiveness of technology in assessments, concerns about increased workload, and lack of confidence in students' ability to complete digital tasks have also slowed down the process of adopting innovations (Marzuki and Soraya, 2024), Haeri and Afriansyah (2024), Ngoma et. al (2024). In fact, the modernization of Islamic Religious Education assessments is actually an important step to create more relevant, meaningful, and impactful learning for Generation Z. Without a paradigm change, assessments will continue to be trapped in an old pattern that is no longer in line with the needs of today's students. Digital-based assessment innovations should be seen as an opportunity, not a threat because they are able to provide a more engaging and contextual learning experience.

The next challenge comes from the side of curriculum policy which is considered to be too rigid and focuses on mastering the cognitive aspect Aniza et. al (2024), Dendodi et. al (2024), Wiwaha (2024). The current curriculum does not fully provide space for creative, participatory, and multidimensional assessments. In fact, the character of Gen Z demands a flexible and contextual approach to learning, so this mismatch risks hindering the transformation of assessments that should be more adaptive to technological developments and student needs.

To overcome these challenges, concrete, systemic, and sustainable solutions are needed. First, strengthening teacher competence through intensive and continuous training. The training should not be general, but should be prepared based on real needs that arise in the field, especially related to improving pedagogical competence and technological literacy so that teachers get relevant assistance and are able to overcome the obstacles they have faced in implementing digital-based assessments. Second, the training program will be more effective if it provides a direct practice space for teachers. Through practical activities such as simulating the use of assessment applications, making digital instruments, and analyzing learning outcome data, teachers can develop confidence while building technical skills needed in the modern learning process. The repetitive practice process also allows teachers to increase creativity in designing assessments that are not only functional, but also engaging, interactive, and developmentally appropriate. Third, government support and synergy between various parties are also important foundations in creating an inclusive and adaptive assessment ecosystem. The government needs to ensure the availability of adequate ICT infrastructure, including a stable and equitable internet network throughout schools. Policies that facilitate collaboration between schools, education offices, and the education community are needed to strengthen digital assessment practices in the field. With consistent collaboration, schools can face the demands of future education more prepared, directed, and sustainable.

CONCLUSION

Adjusting the assessment of Islamic Religious Education to the characteristics of Generation Z is an urgent need in facing the challenges of the digital era. Generation Z has a visual, interactive, fast, and technology-based learning style, so conventional assessment approaches that focus on memorization and cognitive aspects are no longer relevant and less effective in describing overall learning outcomes. Therefore, a more holistic and contextual assessment strategy is needed, which is able to reach not only knowledge, but also students' religious attitudes and practices as a whole.

Assessment approaches that can be applied are project-based assessment, digital portfolio, self-assessment, and the use of interactive digital media. These methods are in line with the characteristics of Gen Z who are accustomed to technology and a flexible and participatory learning environment. Through this approach, the assessment process is not only a tool for evaluation, but can also be a means of character formation, strengthening spirituality, and internalizing Islamic values in real life. Thus, adaptive and relevant assessments will strengthen

the main function of Islamic Religious Education in forming students who have noble character and have deep religious awareness.

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The Mediating Role of Parental Emotion Regulation in the Relationship Between Mindful Parenting and Parenting Stress

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Abstract. The parenting challenges at various stages of child development, especially in early childhood, can cause parenting stress. However, the mindful parenting approach, where parents are fully involved in the process of raising their children, along with their ability to regulate their emotions, plays an important role in reducing and managing that stress. This study aims to explore the relationship between mindful parenting and parenting stress among parents of young children, with parental emotion regulation in parenting as a mediating variable. This study employed a quantitative explanatory correlational design. Data were collected from 308 parents of young children in Bekasi. Mediation analysis was conducted using the bootstrap resampling method through the Hayes PROCESS Model 4 in SPSS. The results showed partial mediation, with parental emotion regulation mediating the relationship between mindful parenting and parenting stress, while mindful parenting also had a direct relationship with parenting stress.

Keywords: mindful parenting, parenting stress, parental emotion regulation, parents, early childhood.

INTRODUCTION

Early childhood caregiving largely depends on parents, as children need continuous protection and guidance from birth. However, the many responsibilities involved in parenting, including understanding child development and providing physical and emotional support, can make parenting challenging and reduce parental ability to respond effectively to children's needs (National Academies of Sciences, Engineering, 2016). Such demands often lead to parenting stress, defined as the pressure experienced in caregiving roles, with effective stress management closely linked to parental emotion regulation (Hafshah & Pratiwi, 2023). Research shows that high levels of daily stress increase parenting stress and negatively affect parenting behaviors, such as greater negative emotions and fewer positive interactions with young children (Barreto et al., 2024). Parenting stress is highest among younger parents, decreases until approximately age 36.6, and rises again in later years, although not to the same extent as in early adulthood (Oyarzún-farías et al., 2021).

Although parenting can be a source of meaning, happiness, and personal growth, meeting children's needs while balancing work and daily life often places emotional, psychological, and physical strain on caregivers, commonly referred to as parenting stress (Rusu et al., 2025). Mindful parenting is described as an approach that encourages full presence, emotional awareness, and nonjudgmental acceptance in the parenting process, helping improve parental emotion regulation, promote calm responses, and support warm and healthy parent–child relationships (Duncan et al., 2009; Powell et al., 2024; Turpyn & Chaplin, 2016). Understanding how stress influences parent–child interactions is therefore essential for developing more effective stress-management strategies (Verhagen et al., 2025). Research further indicates that parenting stress beginning in the postpartum period can weaken co-parenting quality and reduce parental confidence in emotion regulation during caregiving, particularly among fathers, with effects that may also influence their partners (Finkelstein & Brock, 2025).

In emotion regulation, an important distinction concerns whether regulation is directed toward one's own emotions or toward the emotions of others. Extrinsic emotion regulation refers to efforts to manage another person's emotions, such as when a mother calms an angry child (Cenus & Turliuc, 2025). In Indonesia, mindful parenting practices support open communication, strengthen understanding of children's needs, and enhance

parental emotion regulation, which in turn contributes to children's emotional development (Desiningrum et al., 2024).

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RESEARCH METHODOLOGY

This study used a quantitative approach with an explanatory correlational design, in which two or more variables were measured numerically and their relationships were analyzed to explain patterns of association (Creswell, 2012). Mediation analysis followed the procedure proposed by (Hayes, 2018) with bootstrap confidence intervals used to assess indirect effects. The correlational design examined the relationships among mindful parenting, parenting stress, and parental emotion regulation, while the mediation model tested whether parental emotion regulation indirectly explained the association between mindful parenting and parenting stress.

The study population consisted of parents of young children. A total of 308 participants, including 45 fathers and 263 mothers, were recruited using convenience sampling. Data were collected online through Google Forms distributed to parents of young children living in Bekasi, Indonesia.

Mindful parenting was assessed using an adapted version of the Mindful Parenting Scale for Indonesian Parents developed by (Juaninda et al., 2025). The instrument was modified to fit the objectives of the present study, and Rasch model analysis indicated high item reliability (0.98) and acceptable person reliability (0.76). In addition, the scale demonstrated good internal consistency (Cronbach's $\alpha = 0.81$). Parenting stress was measured using a Parenting Stress Scale developed by the researcher, Rasch analysis demonstrated excellent item reliability (0.99) and acceptable person reliability (0.78), with good internal consistency (Cronbach's $\alpha = 0.81$). Parental emotion regulation was measured using an adapted version of the Regulating Emotions in Parenting Scale (REPS) developed by (Rodriguez & Shaffer, 2021). After modification for this study, Rasch model analysis showed excellent item reliability (0.99) and acceptable person reliability (0.76). The scale also demonstrated acceptable internal consistency (Cronbach's $\alpha = 0.76$). All instruments used a four-point Likert scale to eliminate a midpoint response option and encourage more decisive participant responses. For all instruments, minor wording adjustments were made to improve clarity and cultural relevance for Indonesian parents without changing the original meaning of the items.

RESULTS AND DISCUSSION

Results

This section presents the results of the analysis examining the relationship between mindful parenting and parenting stress, both directly and indirectly through parental emotion regulation as a mediating variable. Linear regression analysis and parallel mediation analysis were conducted using PROCESS Model 4 in SPSS. Linear regression was used to examine the association between the independent variable (mindful parenting) and the dependent variable (parenting stress), as well as the contribution of the mediating variable (parental emotion regulation). Detailed results of the regression analyses are presented in the following table.

TABLE 1. RESULTS OF REGRESSION ANALYSIS BETWEEN MINDFUL PARENTING, PARENTAL EMOTION REGULATION ON PARENTING STRESS

Variable Predictor	Coefficients (β)	Constant (α)	R Square	SE	t	Sig. (p)
Mindful Parenting (MP)	(-0.434)	64.690	0.24	0.44	(-9.836)	0.000
Parental Emotion Regulation (PER)	(-0.843)	59.912	0.234	0.87	(-9.659)	0.000

Based on Table 1, mindful parenting shows a significant negative association with parenting stress, indicating that higher levels of mindful parenting are related to lower levels of parenting stress. The constant value ($\alpha = 64.690$) suggests that when mindful parenting is held constant, the estimated level of parenting stress is 64.690. The negative regression coefficient ($\beta = -0.434$) indicates that each one-unit increase in mindful parenting is associated with a decrease of 0.434 units in parenting stress. In addition, the R^2 value of 0.24 indicates that mindful parenting accounts for 24% of the variance in parenting stress.

Similarly, parental emotion regulation is significantly and negatively associated with parenting stress, meaning that better emotion regulation is linked to lower levels of parenting stress. The R^2 value of 0.234 shows that parental emotion regulation explains 23.4% of the variance in parenting stress. The constant value ($\alpha = 59.912$) indicates that when parental emotion regulation is held constant, the estimated level of parenting stress is 59.912. The negative regression coefficient ($\beta = -0.843$) suggests that each one-unit increase in parental emotion regulation is associated with a decrease of 0.843 units in parenting stress.

Mediation Test Result (Parallel Mediation Process model 4)

The mediation analysis was conducted using PROCESS Macro version 4.2 for SPSS (Model 4) developed by Hayes to examine whether parental emotion regulation mediates the relationship between mindful parenting and parenting stress. A bootstrap procedure with 5,000 resamples was applied to estimate indirect effects with a 95% confidence interval.

TABLE 2. LINGUISTIC CHARACTERISTICS OF SPEECH TEXTS

Mediation Pathway	Coefficient (β)	SE	t	p	95% CI
MP → PER	0.211	0.26	7.997	0.000	0.159 – 0.263
PER → SP	(-0.589)	0.90	(-6.583)	0.000	(-0.766) – (-0.413)
MP → SP (direct)	(-0.434)	0.44	(-9.836)	0.000	(-0.521) – (-0.347)

Furthermore, the results of indirect effects are shown in the following table:

TABLE 3. LINGUISTIC CHARACTERISTICS OF SPEECH TEXTS

Types of Effects	Coefficient (β)	SE	BootLLCI	BootULCI	Information
Total Effects	(-0.434)	0.044	(-0.521)	(-0.490)	Significant
Direct Effects	(-0.310)	0.046	(-0.399)	(-0.220)	Significant
Indirect via RE	(-0.125)	0.029	(-0.187)	(-0.073)	Significant
Total Indirect Effect	(-0.141)	0.031	(-0.204)	(-0.085)	Significant

The following is a Visualization of the Mediation Path Model:

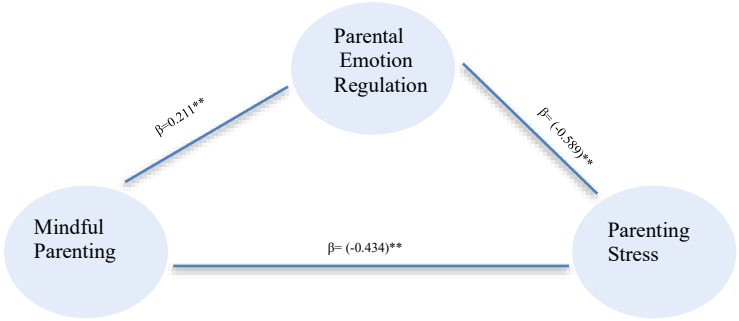

FIGURE 1 VISUALIZATION OF THE MEDIATION PATHWAY MODEL OF THE INFLUENCE OF MINDFUL PARENTING ON PARENTING STRESS THROUGH PARENTAL EMOTION REGULATION

TABLE 4. HYPOTHESIS TEST RESULTS IN MINDFUL PARENTING RELATIONSHIPS, PARENTAL EMOTION REGULATION, AND PARENTING STRESS

Hypothesis	Hypothesis Statement	Test Results	Results
H1	There is a direct connection between Mindful Parenting and Parenting Stress	Sig. (p = 0.000)	Accepted
H2	There is a connection between Mindful Parenting and Parental Emotion Regulation	Sig. (p = 0.000)	Accepted
H3	There is a connection between Parental Emotion Regulation and Parenting Stress	Sig. (p = 0.000)	Accepted
H4	Parental Emotion Regulation mediates the relationship between Mindful Parenting and Parenting Stress	BootLLCI = (-0.187) BootULCI = (-0.073)	Accepted

The results indicated that all hypothesized pathways had significant coefficients ($p < 0.001$). Accordingly, all hypotheses in this study were supported, including the main hypothesis that mindful parenting is associated with parenting stress through the mediating role of parental emotion regulation.

It is also known that mindful parenting is directly and significantly related to parenting stress ($\beta = (-0.310)$, $p < 0.001$). This shows that the higher mindful parenting, the lower the level of parenting stress. Then, mindful parenting is also significantly related to parental emotion regulation ($\beta = 0.211$, $p < 0.001$), which means that mindful parenting also strengthens parental emotion regulation.

Furthermore, parental emotion regulation showed a significant negative association with parenting stress ($\beta = -0.589$, $p < 0.001$), highlighting its important role in reducing parenting stress. The mediation analysis also revealed a significant indirect effect, in which the pathway from mindful parenting to parenting stress through parental emotion regulation was significant (indirect effect = −0.125). This finding indicates that mindful parenting influences parenting stress not only directly but also indirectly by enhancing parental emotion regulation.

Discussion

The Relationship between Mindful Parenting and Parenting Stress and the Role of Parental Emotion Regulation Mediation

Mindful parenting has been recognized as an effective and acceptable approach in mental health care, as it improves parent–child interactions, reduces parenting stress, and strengthens emotion regulation strategies (Kakhki et al., 2022). The findings of the present study are consistent with this evidence, showing that mindful parenting is positively associated with parental emotion regulation and negatively associated with parenting stress. Previous studies have also highlighted the link between mindful parenting and children's emotion regulation. For example, (Ibrahim et al., 2025) found that parental participation in community-based interventions for families of autistic children improved mindful parenting and caregiving practices, which in turn were associated with better emotion regulation in children. In this process, changes in parenting practices mediated the relationship between mindful parenting and children's emotion regulation. Similarly, (Ștefan & Dănilă, 2025) reported that parental emotion regulation contributes to children's emotion regulation through both direct and indirect pathways.

Several factors influencing mindful parenting also deserve attention. (Hidayati et al., 2024) found that gratitude was the strongest predictor of mindful parenting among mothers of children aged 3–6 years, followed by social support, gentleness and self-acceptance, and confidence in parenting competence. In contrast, demographic factors such as age, education, occupation, and region of residence were not found to influence mothers' ability to practice mindful parenting.

Mindfulness-based interventions for parents have consistently been shown to reduce parenting stress and support children's psychological functioning. Reductions in parenting stress were associated with improvements in children's externalizing behaviors and cognitive abilities, while changes in internalizing symptoms appeared to be influenced by other parenting factors (Burgdorf et al., 2019). Supporting these findings, (Potharst et al., 2019) provided early evidence that online mindful parenting programs can be a practical and beneficial intervention for mothers experiencing high levels of parenting stress.

However, different patterns emerged in studies conducted during the COVID-19 pandemic. (Moran et al., 2023) found that children's emotion regulation was related to parental coping ability during the pandemic but was not directly associated with increased parenting stress. Mindful parenting strengthened this relationship, such that parents who were more mindful and had children with better emotion regulation reported higher coping ability. These findings differ from pre-pandemic studies and suggest that certain groups of parents may have been more vulnerable under pandemic-related stress. Similarly, (Oliveira et al., 2024) found that parenting stress mediated the relationship between mothers' positive mental health and mindful parenting.

Differences in parental emotion regulation affect not only parental well-being but also children's developmental outcomes. Long-term developmental trajectories vary depending on the emotion regulation strategies parents use. Maladaptive strategies, such as emotional suppression, avoidance, and passive responses, may increase parenting stress and weaken effective parenting behaviors, even though they are often used to manage negative emotions (Iwanski et al., 2025). In line with this, (Zhang et al., 2025) found that higher levels of children's self-regulation were associated with better emotional skills, lower parenting stress, and more positive behavioral responses. Parenting stress significantly mediated the relationship between preschoolers' self-regulation and behavioral outcomes, whereas emotional skills did not show a significant mediating role.

The research by (Desiningrum et al., 2024) showed that mindful parenting can reduce anxiety, parenting stress, and psychological burden among mothers, enhance subjective well-being, self-esteem, and cognitive functioning, align with Baumrind's parenting styles, and shape two core dimensions of parenting, present-centeredness and conscious discipline, thereby promoting children's independence, moral behavior, and increased paternal involvement.

CONCLUSION

The findings of this study indicate that mindful parenting plays a central role in shaping parental psychological experiences, particularly through its influence on parental emotion regulation and parenting stress. Mindful parenting was shown to significantly support parental capacity to manage emotional challenges in the parenting context, with emotion regulation emerging as a key mechanism through which mindful parenting reduces parenting stress. Parents who practice mindful awareness, intentional attention, and nonjudgmental acceptance

tend to regulate their emotions more effectively, enabling them to respond more adaptively to the demands of raising young children.

In addition, this study highlights parental emotion regulation as both an independent protective factor and a mediating mechanism that strengthens the overall effect of mindful parenting in reducing stress. The effective parenting is influenced not only by observable parenting behaviors but also by internal emotional processes that guide responses to everyday challenges. These findings suggest that mindful parenting interventions targeting emotion regulation skills may be particularly effective in reducing parenting stress among parents of young children. Parents with stronger emotion regulation skills are more likely to maintain positive interactions with their children and experience lower levels of parenting stress. Future research may further examine the roles of mindful parenting, parenting stress, and parental emotion regulation across different cultural settings and among parents of children in later developmental stages, such as middle school.

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Normalization of Student Aggression on Social Media and Its Impact on Teacher Authority and School Inclusivity

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Abstract. In the digital age, the traditional philosophy of Indonesian education faces a critical challenge as student aggression toward teachers becomes increasingly visible and normalized through social media. This study investigates how digital platforms mediate this aggression and the subsequent implications for teacher authority and the concept of school inclusivity. Employing a qualitative content analysis of 14 high-profile cases of student-teacher violence reported by Detiknews (2017–2025), the research uses the frameworks of Social Learning Theory and Symbolic Violence to examine media narratives. The analysis identifies three dominant themes: (1) the emergence of the "Digital Spectacle," where violence becomes a performative act for viral validation; (2) the erosion of pedagogical authority driven by legal and parental interventions; and (3) the "Paradox of Inclusivity," in which child-friendly school policies inadvertently create safety vulnerabilities for educators. The study concludes that the normalization of aggression in the digital sphere has degraded the teacher's status from a moral educator to an institutionally powerless subject, necessitating a critical re-evaluation of teacher protection regulations (Lex Specialis) and the implementation of balanced restorative justice procedures within inclusive school frameworks.

Keywords: Students Aggression; Social Media Normalization; Teacher Authority; School Inclusivity; Symbolic Violence.

INTRODUCTION

The traditional reverence for Indonesian teachers, historically embodied in the philosophy of "Guru: Digugu dan ditiru," is now facing significant disruption due to the digital normalization of aggression (Sirry et al., 2022). This pedagogical hierarchy is eroding as social media fosters a culture in which students feel empowered to challenge educators, resulting in a marked decline in respect and authority (Shariff et al., 2019; Nihayah et al., 2024). This phenomenon has developed into a "viral culture," where classroom violence is no longer an isolated conflict but a broadcast spectacle (Mardianto et al., 2023; Sobkin & Fedotova, 2021). Longitudinal observation from 2017 to 2025 reveals a troubling progression from symbolic defiance, such as the Gresik viral video (Mulia, 2021), to fatal physical aggression, as seen in the Sampang tragedy (Jajeli, 2018).

This escalation reveals a critical "Paradox of Inclusivity". While the implementation of Child-Friendly Schools (Sekolah Ramah Anak) is fundamental for upholding student rights, it exposes a significant policy gap: the robust legal protection for students has not been balanced with an equivalent institutional framework for educator safety. This asymmetry facilitates what Bourdieu terms symbolic violence, where media narratives actively reframe the meaning of disciplinary actions – shifting them from pedagogical 'guidance' to alleged 'criminality.' This framing fosters a hostile climate that inadvertently contradicts the goals of inclusivity (Mawardi et al., 2025; Noboru et al., 2021). This dynamic is further complicated by cultural factors, including Indonesian collectivism, which discourages direct confrontation (Alap et al., 2025; Juli et al., 2025), and variations in parenting styles that influence adolescent aggression (Muarifah et al., 2023). Although scholars have proposed moral education (Mayus & Samudra, 2024; Subiyantoro, 2022) and Social-Emotional Learning (SEL) (Jannah et al., 2025) as solutions, there remains a significant gap in understanding how media framing constructs this power struggle and validates the "digital spectacle" of violence.

To address this gap, this study aims to deconstruct the framing strategies used by Detiknews in reporting student aggression against teachers. It analyzes the role of the "Digital Spectacle" in normalizing performative violence and critically evaluates the sociological implications of the "Paradox of Inclusivity" on pedagogical

authority. Specifically, the research addresses three key questions: (1) How do media narratives construct the causality and moral accountability of student violence? (2) In what ways does social media virality contribute to the desensitization of violence and the erosion of teacher hierarchies? (3) How does the conflict between student protection regulations and teacher professional authority manifest within the educational system?

School violence in Indonesia is pervasive, with research indicating significant rates of bullying. Studies report that approximately 41% of students experience victimization (Lesmana et al., 2025; Munira et al., 2023), while 19.9% of adolescents report abuse (Yusuf et al., 2022). Aggression includes physical harassment, social exclusion, and an increasing prevalence of cyberbullying (Marcheta et al., 2024; Yosep et al., 2024). This victimization is associated with severe psychological distress, such as depression and suicidal ideation (Ali et al., 2019; Lesmana et al., 2025; Putra & Dendup, 2022), as well as behavioural issues like truancy (Putra & Dendup, 2022). These behaviours are often culturally normalized as expressions of hierarchy (Nasiruddin et al., 2019).

Digitalization introduces new complexities. Although some educational strategies exist (Marcheta et al., 2024), Indonesia's legal framework remains inadequate for addressing cyberbullying (Putra, 2024). Current interventions often fail to consider the power dynamics of social media (Talib et al., 2024; Wulandari et al., 2025). Existing literature focuses primarily on peer-to-peer violence, neglecting student-to-teacher aggression. This gap is significant because culturally accepted power displays (Nasiruddin et al., 2019) and unclear legal consequences (Putra, 2024) leave teachers vulnerable. This study shifts the focus to the normalization of aggression against teachers in the digital sphere.

Mediated Observational Learning: Social Learning Theory

Using Albert Bandura's Social Learning Theory, particularly observational learning and vicarious reinforcement (Bandura, 1969), this study examines the mechanisms of student aggression. Digital platforms now act as ubiquitous repositories for behavioural models, where defiance against teachers is curated as viral content (Lee & Lee, 2025). Social media accelerates this modelling by separating aggression from traditional punishment; instead, perpetrators receive immediate positive reinforcement through 'likes,' shares, and algorithmic visibility. This mechanism creates a disinhibition effect (Bussey, 2023), where the 'viral validation' serves as a reward system that outweighs school sanctions.

Consequently, this dynamic provides vicarious reinforcement to the audience, presenting defiance as a viable path to social status (Legg, 2023). The Gresik and Cilincing cases (2019) vividly illustrate this, as aggression is commodified as performative content rather than genuine conflict, effectively turning the teacher into a mere 'prop' for digital engagement. Furthermore, this normalization is deepened by the public reaction within news comment sections, which often trivialize the incident or frame it as entertainment, thereby validating the spectacle and desensitizing students to the moral gravity of their actions.

The Inversion of Pedagogical Authority: Symbolic Violence

Complementing Social Learning Theory, Pierre Bourdieu's concept of symbolic violence provides a structural perspective. Traditionally defined as the imposition of dominant norms on marginalized groups (Bourdieu, 1979; Croizet et al., 2017; McDonough & Abrica, 2023), this study proposes an inversion: symbolic violence directed at educators. The criminalization of disciplinary actions enacts this degradation (Bourdieu, 1991). High-profile cases such as Dasrul and Nurmayani (2017) demonstrate this power shift, where pedagogical acts are reclassified as criminal offenses by parents using juridical capital. This "juridification of schooling" delegates the definition of discipline to external actors, creating a habitus of fear and resulting in defensive teaching.

RESEARCH METHODOLOGY

Research Design and Data Source

This study operates within a constructivist paradigm, employing Qualitative Content Analysis with a specific focus on Media Framing. This methodological choice is essential to examine how online media actively constructs the reality of student-to-teacher aggression, uncovering latent power dynamics and narratives of teacher "criminalization" embedded within news texts. The primary data source for this study is Detiknews.com. This platform was purposively selected for three strategic reasons:

1. National Agenda-Setter: It is one of Indonesia's most influential online news portals, acting as a barometer for public discourse.
2. Viral Resonance: It frequently captures local "viral" social problem that gain national traction.
3. Data Discoverability: Compared to other media platforms, Detiknews offers superior accessibility in identifying school-specific incidents. Its extensive archival system and regional coverage allow for a more precise and systematic retrieval of student-teacher violence cases that are often fragmented or difficult to isolate on other general news sites.

Data Collection and Sampling Technique

Data collection was conducted using a Purposive Total Sampling technique covering the period from May 2017 to September 2025. The selection process followed a rigorous three-step filtering protocol:

1. Identification: A comprehensive search was performed to identify all news reports related to violence against teachers.
2. Inclusion/Exclusion Criteria: To maintain the specific scope of "student-to-teacher" power relations, the study strictly included cases where the perpetrator was an active student, and the victim was a teacher within a school context. Crucially, cases involving only parental aggression (without direct physical involvement) were excluded to isolate the specific phenomenon of student insubordination and the erosion of pedagogical authority.
3. Unit of Analysis Selection: While most high-profile cases generated multiple news entries (follow-ups or distinct angles), this study avoided data redundancy by selecting the single most comprehensive article for each case. The selected article was required to contain the complete chronology, validate actors, and resolution status, ensuring a holistic representation of the event.

Based on these criteria, a total of 14 cases were identified as the final dataset. These 14 cases represent the complete population of news events meeting the specific variables of student-perpetrated aggression reported by Detiknews during the eight-year observation period.

Case Characteristics

To provide a stronger empirical foundation regarding the nature reach of these incidents, a detailed matrix of the 14 selected cases is presented in the Results section (see Table 1). This matrix summarizes the chronology, the specific type of aggression (verbal, physical, or cyber), and the contextual trigger for each incident, serving as the empirical baseline for the subsequent framing analysis.

Data Analysis

The analysis utilizes Robert Entman's (1993) Framing Analysis model as the primary analytical framework to dissect how media texts shape problem definitions and moral judgments. Unlike generic thematic analysis, this study employs a deductive coding process organized around Entman's four core framing functions: (1) Problem Definition (e.g., framing aggression as a criminal act vs. a pedagogical crisis); (2) Causal Attribution (e.g., assigning blame to student moral decay vs. teacher provocation); (3) Moral Evaluation (e.g., delegitimizing teacher authority); and (4) Treatment Recommendation. These four functions served as the coding categories to systematically identify and construct the dominant themes presented in the findings, such as the 'Digital Spectacle' and 'Inversion of Hierarchy'.

RESULTS AND DISCUSSION

Mapping the Trajectory of Violence: From Physical Discipline to Fatal Aggression (2017–2025)

The content analysis of 14 selected cases reveals a distinct evolutionary trajectory in student aggression against teachers, reflecting a shifting landscape of conflict intensity. Based on the coding of violence types and media framing, the data is categorized into three chronological phases (see Table 1).

Phase 1: The Criminalization of Discipline (2017). Early cases (Cases 1–4) were defined by "reactive aggression," where students or parents retaliated against traditional disciplinary measures like haircutting or pinching. While physical, these incidents were generally non-fatal. However, media framing heavily emphasized the teacher's legal vulnerability, effectively positioning the educator as a suspect rather than an authority figure.

Phase 2: The Performative Turn (2018–2019). A paradigm shift occurred in cases such as Gresik (Case 9) and Cilincing (Case 8), where violence became symbolic and performative. Aggression transitioned from physical injury to calculated humiliation—utilizing verbal intimidation and mockery captured for social media consumption.

Phase 3: The Lethal Escalation (2023). Recent data indicates a disturbing return to physical violence with increased lethality. Cases in Lamongan (Case 13) and Bima (Case 12) involved weapons and severe assaults in response to minor reprimands, suggesting a complete breakdown of fear toward authority and a shift toward pre-emptive aggression.

TABLE 1. SUMMARY OF STUDENT AGGRESSION CASES AND DOMINANT FRAMES (2017-2025)

Case ID	Location	Type of Aggression	Dominant Media Frame (Problem Definition)	Outcome/Status
2017-Sulsel-Dasrul	Makassar	Physical + Verbal Aggression	Criminalization of Teacher	Teacher imprisoned; Counter-report filed
2017-Sulsel-Nurmayani	Bantaeng	Physical	Disciplinary act framed as crime	Teacher imprisoned for discipline
2017-Sulsel-Mubasyir	Sinjai	Physical (Hair cutting)	Discipline resulting in criminal report	Teacher detained; Conflict of norms

2017-Sulsel-Bulu Tantu	Jeneponto	Physical / Threatened	Perceived criminalization	Teacher facing legal threats
2017-Sulsel-Haslina	Luwu Utara	Physical (Stabbing)	Extreme aggression due to report	Critical injury; Police intervention
2017-Sulsel-Ambo	Makassar	Verbal / Symbolic	Loss of authority / Fear of Law	Teacher powerless to reprimand
2018-Jatim-Sampang	Sampang	Physical (Fatal)	Fatal consequence of student defiance	Teacher Deceased: Student prosecuted
2019-Jakut (Cilincing)	Jakarta	Verbal / Symbolic (Bullying/Dance)	Lack of character / Moral degradation	Teacher bullied; Viral sensation
2019-Jatim-Gresik	Gresik	Verbal / Symbolic (Challenge)	Viral video / Lack of respect	Student challenges teacher; Viral
2019-DIY-Gunungkidul	Gunungkidul	Physical Threat (Sickle)	Addiction-induced aggression	Teacher threatened over phone confiscation
2021-NTB-Dompu	Dompu	Physical (Mob violence)	Collective violence (Student+Parent)	Teacher mobbed by family
2023-NTB-Bima	Bima	Physical (Beating)	Response to reprimand (smoking)	Teacher beaten; School mediation
2023-Jatim-Lamongan	Lamongan	Physical (Machete/Bacok)	Extreme escalation from dress code	Teacher slashed; Severe injury
2025-Sulsel-Sinjai	Sinjai	Physical (Beating)	Discipline failure	Vice Principal beaten by student

Source: Processed by the author based on Detiknews.com reports (2017–2025)

Thematic Analysis

Theme 1: The “Digital Spectacle” and Viral Validation - Media analysis identifies the phenomenon of the “Digital Spectacle,” particularly evident in the Gresik and Cilincing cases. Interpreting these incidents through Social Learning Theory, the classroom is transformed from an educational space into a performative stage where violence is commodified. The presence of a camera serves as a catalyst, converting physical aggression into a pursuit of "viral validation." In this context, digital engagement metrics—such as likes, shares, and trending status—function as positive reinforcement that validates aggressive behavior. This dynamic is further exacerbated by the public reaction within media comment sections, which often trivializes or mocks the incident, thereby normalizing the aggression. Consequently, a cycle of vicarious reinforcement is established, teaching students that defiance leads to immediate social notoriety which psychologically outweighs the threat of academic sanctions.

Theme 2: The Erosion of Authority via Juridical Intervention - It is essential to clarify that the "Erosion of Authority" observed in this study does not refer to a loss of the coercive power to punish, but rather a degradation of the moral standing and respect fundamental to the pedagogical process. Rooted in the Indonesian philosophy of Ki Hajar Dewantara, teacher authority is premised on Ing Ngarsa Sung Tuladha (leading by example). However, a systematic “inversion of hierarchy” is evident when media coverage frames disciplinary actions as legal transgressions (e.g., “Teacher jailed for pinching”). As seen in Cases 1, 2, and 5, this framing facilitates external juridical intervention by parents and police, often bypassing school administration. Such interventions effectively dismantle the cultural foundation of Ing Ngarsa Sung Tuladha, reducing the teacher from a revered moral guide to a legally vulnerable citizen and fostering institutional paralysis due to the fear of criminalization.

Theme 3: The “Paradox of Inclusivity” and Institutional Vulnerability - The “Paradox of Inclusivity” underscores a critical structural imbalance rather than a failure of student rights per se. It reveals a policy gap where the extensive legal protection for students is not matched by a parallel framework for educator safety. In severe instances, such as the fatal Sampang incident (Case 7) and the Lamongan machete attack (Case 13), teachers faced life-threatening violence while attempting to enforce basic educational standards. This vulnerability is deepened by symbolic violence, a process where the prevailing legal and media discourse has effectively reclassified strict disciplinary measures – historically viewed as “guidance” – into categories of “criminality.” This shift creates institutional paralysis; educators are not merely physically defenceless, but legally immobilized by the anxiety of violating Child Protection Laws. The data suggest that without a specific Lex Specialis to counterbalance these protections, the educational ecosystem remains dangerously asymmetric.

Discussion

From "Unsung Hero" to "Potential Suspect": The Structural Dismantling of Teacher Authority

The findings indicate a significant ontological shift in the status of Indonesian teachers, historically revered as "Pahlawan Tanpa Tanda Jasa" (Unsung Heroes). Using Pierre Bourdieu's framework, the analysis demonstrates that the teacher's symbolic capital – once conferring moral immunity – has been severely diminished by the juridical capital mobilized by parents and students. High-profile cases such as Dasrul and Nurmayani exemplify a disruption in the educational field's power dynamics, where pedagogical authority is subordinated to external legal systems. Disciplinary actions are increasingly reframed as human rights violations, transforming teachers from moral subjects into legal objects or "potential suspects."

This delegitimization fosters a "Habitus of Fear," a condition exacerbated by a critical lack of Legal Literacy among educators regarding the specific boundaries of the Child Protection Law. Without a clear understanding of their legal rights, teachers adopt defensive practices and relinquish their disciplinary roles. Consequently, the study argues for a shift toward Restorative Justice within schools. Institutionalizing this approach is essential to resolve teacher-student conflicts internally, acting as a buffer that prevents pedagogical disputes from escalating into criminal investigations or digital spectacles.

The Digital Spectacle: Social Media as an Accelerator of Disinhibition

The phenomenon of "performative aggression," exemplified by the Gresik and Cilincing cases, demonstrates that social media functions not merely as a recording medium but as an active catalyst for student violence. Drawing on Bandura's Social Learning Theory, the digital sphere has fundamentally altered the behavioral reinforcement mechanism. Unlike traditional pedagogical settings, where aggression typically elicited social sanctions or punishment, the digital ecosystem provides immediate positive reinforcement through viral fame, likes, and peer validation. This creates a potent effect of vicarious reinforcement, where observing the "digital celebrity" of aggressors disinhibits other students. Furthermore, the normalization process is deepened by public reactions in news comment sections, which frequently trivialize the violence or frame it as entertainment. Consequently, the teacher is objectified as a mere "prop" for content creation, shifting the nature of aggression from reactive (emotional outbursts) to instrumental (calculated acts for social capital).

Policy Implications: Reimagining Teacher Protection

The fatal incidents in the Sampang and Lamongan cases expose a critical structural imbalance within the current educational landscape. While the "Child-Friendly Schools" (Sekolah Ramah Anak) policy is fundamental for safeguarding student dignity, its implementation reveals a distinct policy gap: the comprehensive protection of student rights has not been matched by a parallel legal framework for educator safety. This asymmetry creates an "authority vacuum" where legitimate pedagogical discipline is increasingly vulnerable to being re-framed as criminal behaviour – a process of symbolic violence that strips teachers of their professional legitimacy. To resolve this, a Lex Specialis is urgently required not to diminish student rights, but to provide a clear legal demarcation between prohibited corporal abuse and protected pedagogical authority. As synthesized in Table 2, the divergence between policy ideals (Das Sollen) and school realities (Das Sein) has generated significant moral hazards and authority paralysis, necessitating a legal reform that balances the protection of students with the professional security of educators.

TABLE 2. THE CONFLICT MATRIX: CHILD PROTECTION POLICIES VS. TEACHER AUTHORITY REALITY

Dimension	Child-Friendly School Policy Ideal (Das Sollen)	Current Reality in Indonesian Schools (Das Sein)	Sociological Consequence
Concept of Rights	Protection of student dignity is paramount to prevent abuse.	Student rights are often misinterpreted as total "immunity" from institutional discipline.	Moral Hazard: Students perceive a lack of consequences for behavioral deviations.
Disciplinary Mechanism	Emphasis on restorative justice and counseling approaches.	Teachers experience "Legal Anxiety" and fear criminalization if they intervene.	Authority Paralysis: Teachers retreat from their role as moral guides (educators) to mere instructors.
Media Representation	Media functions as a watchdog for child safety and welfare.	Media amplifies student aggression as viral spectacles ("clickbait journalism").	Normalization: Violence is validated by public attention and algorithmic reach.
Power Relations	Egalitarian and democratic relationship	Asymmetrical power where students/parents	Symbolic Violence: The teacher's professional

	between teacher and student.	wield superior "Juridical Capital."	authority is socially delegitimized.
Required Solution	Status Quo: Strengthen child protection mechanisms.	Reform: Enact Lex Specialis for Teacher Protection to close the policy gap.	Restoration: Rebalancing human rights with professional pedagogical authority.

Source: Author's Synthesis based on Media Analysis (2025)

To restore a balanced educational ecosystem, this study proposes a multi-layered intervention strategy focusing on legislative, institutional, and social reforms. These strategies are synthesized in Table 3

TABLE 2. STRATEGIC FRAMEWORK FOR MITIGATING STUDENT AGGRESSION AND PROTECTING TEACHER AUTHORITY

Level of Intervention	Key Strategy	Actionable Steps	Expected Outcome
Macro Level (Legislative)	**Enactment of *Lex Specialize***	• Revise the Teacher and Lecturer Law (UU Guru & Dosen) to include specific immunity clauses for non-abusive disciplinary acts.	• Legal certainty for teachers.
		• Create a clear legal rubric distinguishing "Educational Discipline" from "Criminal Violence/Abuse."	• Prevention of premature criminalization by police/parents.
Meso Level (School Policy)	**Digital Aggression SOPs**	• Implement "Zero Tolerance" policies for recording/uploading acts of defiance against teachers.	• Reduction of the "Digital Spectacle" effect.
		• Establish a specific protocol for handling viral incidents (Crisis Management Team) to protect teacher privacy.	• Mitigation of reputational damage for educators.
Meso Level (School Policy)	**Balanced Restorative Justice**	• Form a "School Ethics Committee" involving neutral third parties (not just parents) to mediate conflicts.	• Fair conflict resolution.
		• Ensure "Child-Friendly" policies also include "Teacher-Safe" protocols.	• Restoration of school authorities without resorting to police action.
Micro Level (Social/Parental)	**Parental Re-Education Contract**	• Require parents to sign a "School Covenant" (Pakta Integritas) upon student admission, acknowledging the school's authority to discipline.	• Alignment of home-school values.
		• Regular workshops on "Digital Parenting" and respect for authority.	• Reduction of impulsive parental intervention.

Source: Author's Recommendation based on Research Findings (2025)

Legislative and Institutional Reform

The most urgent requirement is to establish a Lex Specialis that provides functional immunity for teachers, protecting them from the "criminalization of pedagogy" (such as prosecution for minor reprimands). At the same time, schools must adapt standard operating procedures to the digital reality by classifying "digital aggression" as a severe offense and enforcing internal mediation through Ethics Committees to prevent premature legal escalation.

Limitations and Future Research

While this study critically analyses media framing and structural violence, it is limited by its reliance on secondary data, which may overlook private microaggressions. Future research should focus on the psychological dimension, specifically quantifying the "Silent Cost" of this phenomenon. Key areas include measuring trauma and burnout (PTSD) among victimized teachers and qualitatively investigating the "chilling effect" of criminalization fears on the delivery of moral education.

CONCLUSION

This study concludes that student aggression against teachers in Indonesia has evolved from sporadic delinquency into a systemic crisis, actively constructed by media framing and exacerbated by a critical policy gap. The qualitative analysis of 14 high-profile cases (2017–2025) confirms the emergence of a "Digital Spectacle," wherein violence is commodified as a performative act seeking viral validation, thereby desensitizing students to its severity. Crucially, the findings reveal a profound "Inversion of Hierarchy." The teacher's traditional symbolic capital as a moral authority is being eroded, not by the existence of student rights, but by the asymmetry of juridical capital—where the mobilization of Child Protection Laws is not matched by equivalent legal safeguards for educators. This imbalance creates a "Paradox of Inclusivity," generating a form of symbolic violence that redefines pedagogical discipline as criminal activity. Consequently, teachers are trapped in a "double bind" – mandated to build character yet legally vulnerable when enforcing discipline – threatening to reduce the profession to a high-risk, low-authority vocation.

To address this, the study proposes a comprehensive dual strategy. Structurally, the urgent enactment of a Lex Specialis is required to harmonize professional authority with student rights. Culturally, to dismantle the normalization of the "Digital Spectacle," schools must integrate Digital Citizenship Education into the curriculum. This pedagogical intervention is vital to reclaim true inclusivity without sacrificing teacher dignity, instilling social media ethics that reframe online aggression not as a path to viral fame, but as a violation of communal values.

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AI Literacy in Higher Education: A Bibliometric Review of Global Research Development (2021–2025)

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Abstract. This study presents a comprehensive bibliometric analysis of global research on AI literacy in higher education, an area that has gained increasing importance as universities integrate artificial intelligence into teaching, learning, and academic practice. Despite the rapid growth of research on AI in education, systematic bibliometric mapping that specifically focuses on AI literacy in higher education remains limited. Using a dataset of 773 peer-reviewed journal articles indexed in Dimensions.ai from 2021 to 2025, this study aims to map the intellectual landscape, identify influential contributors, and reveal emerging thematic patterns in AI literacy scholarship. Bibliometric methods were applied using VOSviewer to analyze publication trends, co-authorship networks, citation structures, bibliographic coupling, and keyword co-occurrence. The findings indicate a rapid growth of research output, a strong concentration of contributions from North America, Europe, and East Asia, and the dominance of themes related to generative AI, digital competence, ethical considerations, and student readiness. The analysis further reveals conceptual fragmentation and geographic disparities in AI literacy research, with limited representation from developing regions and a lack of standardized conceptual frameworks. The findings provide concrete guidance for curriculum development, AI literacy assessment, and institutional policy formulation aimed at supporting ethical, transparent, and responsible AI adoption in higher education.

Keywords: Discourse analysis, text structure, linguistic features, Minister of Education's speech, National Education Day 2025.

INTRODUCTION

Artificial Intelligence (AI) has rapidly emerged as a transformative technological force, reshaping practices in healthcare, business, government, and—most significantly—education. Advances in machine learning, natural language processing, and deep neural architectures have enabled AI systems to support decision-making, automate routine tasks, and augment human capabilities across multiple sectors [1]. In higher education, AI has evolved from simple rule-based systems into sophisticated applications such as intelligent tutoring systems, automated feedback engines, predictive learning analytics, and, most recently, Generative AI tools capable of producing text, images, and code on demand [2]. These developments have accelerated the integration of AI into teaching and learning, offering new opportunities to personalize instruction, broaden access to information, and strengthen student engagement [3].

The adoption of AI-based systems in higher education continues to expand, with institutions leveraging these technologies to enhance instructional delivery, assessment, academic advising, and administrative functions. Empirical studies show that AI tools contribute to improved learning performance by enabling data-driven personalization, adaptive learning pathways, and early-warning systems for at-risk students [1]. Generative AI further elevates these benefits by allowing students to interact with intelligent assistants that can explain concepts, construct examples, and support academic writing tasks [4]. At an institutional level, AI is increasingly adopted to optimize curriculum planning, analyze student engagement, and streamline processes such as grading, enrollment management, and resource allocation [5]. Nevertheless, scholars emphasize that these advantages require institutions to develop robust digital literacy frameworks and ensure ethical, transparent, and responsible use of AI in pedagogical settings [3]. In this study, AI literacy is operationally defined as a multidimensional construct encompassing individuals' cognitive understanding of artificial intelligence concepts, their ability to critically evaluate and responsibly use AI-based systems, and their awareness of ethical, social, and institutional implications of AI in higher education contexts. This operational definition integrates technical, cognitive, and

ethical dimensions of AI literacy as reflected in the scholarly discourse, rather than focusing solely on technical proficiency or AI adoption.

Despite these rapid advancements, significant disparities in AI readiness persist across countries and institutions. Research indicates that universities in technologically advanced regions—particularly North America, Western Europe, and East Asia—tend to demonstrate higher levels of AI adoption, digital skills, infrastructure, and institutional support compared to their counterparts in developing regions [6]. Institutions in low- and middle-income contexts often face challenges such as limited funding, inadequate connectivity, insufficient faculty capacity, and a lack of strategic frameworks for AI integration [7]. These disparities are reflected in student preparedness: populations in Asia, Africa, and Latin America frequently exhibit lower levels of AI literacy and reduced exposure to emerging technologies compared to students in more developed ecosystems [8]. Without targeted interventions, such gaps may widen further, reinforcing existing inequalities in educational opportunity and digital inclusion.

The increasing adoption of AI in universities has heightened the urgency of AI literacy as a foundational competence for both students and educators. AI literacy encompasses the cognitive, technical, and ethical abilities required to understand and critically evaluate AI systems, recognize their limitations, and use them responsibly [9]. Yet recent evidence highlights a persistent mismatch between AI adoption and AI literacy: although students increasingly rely on AI—especially generative AI—to support academic tasks, many lack the conceptual understanding necessary to assess the reliability, accuracy, and potential biases of AI-generated outputs [10]. This gap creates risks such as over-reliance on AI, reduced critical thinking, and increased vulnerabilities to misinformation or academic misconduct [4]. Strengthening AI literacy has therefore emerged as a strategic priority for higher education institutions seeking to cultivate informed, ethical, and critically engaged learners [3].

Although research on AI in education has expanded significantly, bibliometric mapping specifically focused on AI literacy in higher education remains scarce. Existing reviews mainly examine broader themes such as general AI in education, learning analytics, or the pedagogical use of generative AI, without isolating AI literacy as an independent domain of inquiry [2] [11] [12]. Studies often analyze technological adoption trends but pay limited attention to disparities in AI readiness, competency development, and ethical understanding [6] [13]. As a result, important questions remain regarding how AI literacy is conceptualized, how research themes cluster, which scholars and countries lead the field, and which areas remain underexplored. To address these gaps, a comprehensive bibliometric study is required to map global research patterns, identify influential authors and sources, reveal emerging thematic clusters, and highlight future research directions.

Given these limitations, the present study provides a global bibliometric analysis of AI literacy research in higher education based on 773 peer-reviewed publications indexed in Dimensions.ai from 2021 to 2025. Through analyses of co-authorship networks, citation structures, bibliographic coupling, keyword co-occurrence, and publication trends, this study offers a systematic overview of the intellectual landscape and thematic evolution of AI literacy scholarship. The findings are expected to clarify conceptual boundaries between digital literacy, AI adoption, and AI literacy; uncover emerging and underexplored research areas; and reveal geographic disparities shaping the field's development. Ultimately, this study contributes empirical insights that can guide policymakers, educators, and researchers in designing informed strategies for AI integration and competency-building in higher education.

Methodologically, this study adopts a pure bibliometric approach to map the intellectual structure, thematic evolution, and collaboration patterns of AI literacy research in higher education. While the analysis is bibliometric in nature, interpretative discussion is employed to contextualize the observed patterns and derive meaningful research implications.

This study makes several original contributions. First, it provides one of the most up-to-date global bibliometric mappings of AI literacy research in higher education during the post-ChatGPT acceleration period. Second, it identifies thematic fragmentation, geographic disparities, and emerging research fronts that have not been systematically synthesized in previous reviews. Third, the findings offer targeted benefits for multiple stakeholders: researchers may use the results to position future studies and identify research gaps; educators may draw insights for curriculum design and assessment of AI literacy; higher education institutions may inform capacity-building and governance strategies; and policymakers may leverage the evidence to support responsible and ethical AI integration in higher education systems.

Objective

This study aims to provide a comprehensive bibliometric overview of global research on AI literacy in higher education using 773 publications indexed in Dimensions.ai (2021–2025). Specifically, the study maps the intellectual landscape, identifies influential contributors, analyzes thematic structures, and detects emerging trends in AI literacy scholarship.

To achieve these objectives, the study addresses the following research questions:

a. RQ1. What are the global publication patterns and temporal trends in AI literacy research within higher education?
b. RQ2. Which authors, institutions, and countries have most significantly shaped the development of AI literacy scholarship?
c. RQ3. What thematic clusters and conceptual structures emerge from co-authorship, keyword co-occurrence, and bibliographic coupling analyses?
d. RQ4. How do citation networks reflect the intellectual foundations and knowledge structure of the field?
e. RQ5. What research gaps and future directions are indicated by the bibliometric evidence?.

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RESEARCH METHODOLOGY

Data Source and Search Strategy

This study employed Dimensions.ai as the primary data source due to its broad multidisciplinary coverage, real-time indexing, flexible Boolean query capabilities, and suitability for bibliometric analysis of rapidly evolving research fields such as AI literacy and generative AI. Compared with Scopus or Web of Science, Dimensions provides wider access to open-access publications and includes emerging articles that may not yet be indexed in traditional databases—an important advantage for capturing research growth during the post-ChatGPT acceleration period..

A refined boolean query was developed to target research related to AI literacy, digital literacy, academic integrity, and the adoption of generative AI tools in higher education. Several preliminary search strings were tested to avoid overly broad outputs (>6,000 results) and to ensure thematic relevance. The final query that produced the most precise dataset was ("AI literacy" OR "artificial intelligence literacy" OR "digital literacy") AND ("higher education" OR students OR university). The literature search was executed in November 2025, allowing the retrieval of publications published between 2021 and 2025 (with limited early-access records from 2026). The year of execution refers to the timing of data collection and does not indicate the inclusion of publications beyond the defined publication window, resulting in 972 records. All records were downloaded in CSV format for further processing.

Inclusion and Exclusion Criteria

This study focuses exclusively on peer-reviewed journal articles that discuss AI literacy, digital literacy, academic integrity, or the use of generative AI in educational contexts. The following criteria were applied. Inclusion criteria are : Publication type is journal articles, Publication years: 2021–2025 (with limited early-access records from 2026), Language: English, Topical relevance (AI literacy, digital literacy, academic integrity, generative AI tools, higher education). Meanwhile, for the exclusion criteria: Conference papers, books, book chapters, theses, and editorial notes, articles unrelated to education or literacy (e.g., purely technical AI studies) and Non-English publications. Duplicate records, irrelevant topics and inaccessed documents were checked using Microsoft Excel and all retrieved records met the predefined inclusion criteria. Therefore, the final dataset consisted of 773 publications..

The PRISMA 2020 flow diagram is used to transparently document the identification and screening process, even though no manual exclusions were required due to the specificity of the search strategy (see Figure 1 below).

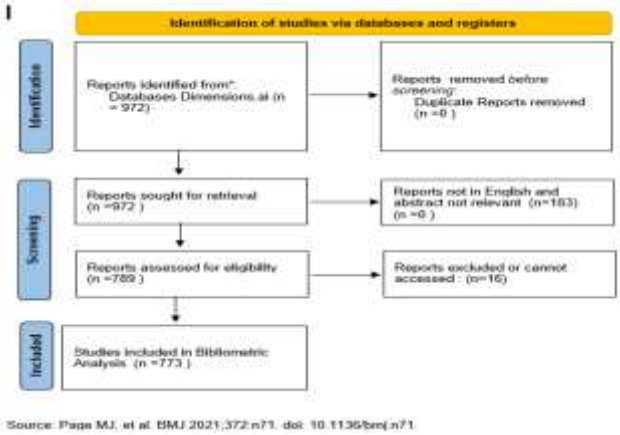

FIGURE 1. PRISMA Flowchart for Bibliometric Study Selection

Data Preparation and Cleaning

The CSV file exported from Dimensions.ai was first opened and inspected using Noted (a text/CSV viewer) to verify data structure, confirm the presence of complete bibliographic fields (title, abstract, authors, source, year, DOI), and ensure correct formatting for import into VOSviewer.

A thesaurus file was also manually created to merge synonymous terms (e.g., “ai tool” vs. “ai tools”, “chatgpt” vs. “chat gpt”) and remove high-frequency irrelevant terms. This step improves the clarity and interpretability of co-occurrence maps.

Bibliometric Analysis Using VOSviewer

Bibliometric mapping and network analysis were conducted using VOSviewer 1.6.20, a specialized tool widely used for visualizing scientific landscapes. Four types of analyses were performed: (1) Citation Analysis: Used to identify the most influential journals, authors, and documents based on total citations; (2) Co-citation Analysis: Examined how frequently two documents or sources are cited together, revealing the intellectual foundations of the field; (3) Bibliographic Coupling: Identified how closely related publications are based on shared references, helping to detect emerging research fronts: and (4) Co-occurrence (Keyword/Term) Analysis : Mapped conceptual structures by analyzing frequently appearing terms in titles and abstracts. Minimum occurrence thresholds (30–40) and binary counting were applied to highlight core themes.

An overlay visualization was also generated to visualize the temporal evolution of topics from 2021 to 2026, enabling identification of emerging trends such as ChatGPT, academic integrity, and ethical AI use.

Together, these analytical techniques provide a comprehensive understanding of the performance, intellectual structure, and conceptual development of AI literacy and generative AI research in higher education

RESULTS AND DISCUSSION

Publication Trend

Figure 2 illustrates the annual growth of publications related to AI literacy, academic integrity, and generative AI in higher education from 2021 to 2025. The trend shows an almost negligible number of publications in 2021–2022 (2 and 7 papers), indicating that scholarly interest in this topic was still emerging. Research activity began to accelerate in 2023 with 40 publications, corresponding to the first full year after the release of ChatGPT.

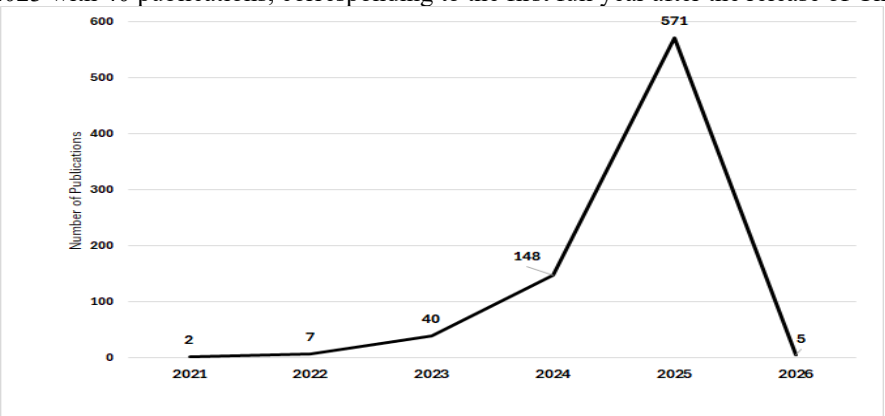

FIGURE 2. TREND PUBLICATION ON Y2021-2025

A substantial increase occurred in 2024 (148 publications), marking the consolidation stage where multiple subthemes—such as digital literacy, academic integrity, AI adoption, student attitudes, and ethical concerns—began to surface. The most significant surge is seen in 2025, with 571 publications, representing approximately 74% of the entire dataset. This sharp rise reflects a global research shift driven by the widespread adoption of generative AI tools in academic settings.

A small number of early-access publications for 2026 (5 papers) suggests that this research stream is continuing and is likely to remain a central topic in the academic discourse for the coming years.

These findings directly address RQ1 by demonstrating the temporal growth patterns of AI literacy research in higher education, particularly the sharp acceleration observed after 2023.

Co-Authorship Network Analysis

The co-authorship analysis was conducted using 773 publications retrieved from Dimensions.ai based on the query related to AI literacy and higher education. Using VOSviewer, a network visualization was generated by setting a minimum threshold of one publication per author, resulting in a total of 27 authors who formed meaningful collaborative relationships. The resulting network (Figure 3) demonstrates a well-defined structure consisting of two major collaborative clusters, each representing different thematic orientations within the field of AI literacy research.

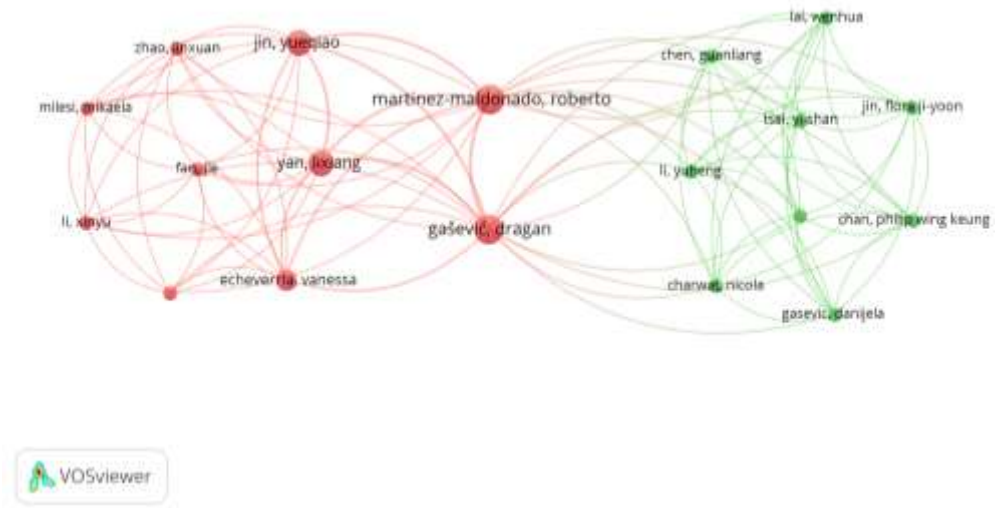

FIGURE 3. NETWORK VISUALIZATION OF CO-AUTHORSHIP

The first cluster (red) represents the most influential research community, dominated by Dragan Gašević and Roberto Martinez-Maldonado. These authors serve as central nodes due to their high productivity and strong collaborative ties. The cluster includes researchers such as Yueqiao Jin, Lixiang Yan, Lijuan Zhao, Jie Fan, Li Xinyu, Vanessa Echeverria, and Mikaela Milesi. Collectively, these scholars contribute extensively to themes related to learning analytics, AI-supported learning environments, student competencies, and the development of AI literacy frameworks for university learners. Many publications from this group appear in high-impact journals and conferences in the fields of learning analytics and educational technology, highlighting their significant influence on the evolution of AI literacy research.

The second cluster (green) consists of authors focusing on teacher-oriented AI literacy and pedagogical practices in higher education. Key contributors include Yi-Shan Tsai, Phillip Wing Keung Chan, Wenhua Lai, Guanliang Chen, Flora Ji-Yoon Jin, Yuheng Li, and Danijela Gašević. Research within this cluster emphasizes teacher preparedness, AI pedagogical integration, digital competence frameworks for educators, and ethical considerations in the use of AI in teaching. The prominence of this cluster indicates a parallel research direction addressing professional development and the readiness of educators to adopt AI tools responsibly in academic environments.

A notable feature of the network is the bridging position held by Dragan Gašević and Roberto Martinez-Maldonado, who connect both clusters and facilitate cross-domain knowledge exchange between student-centered and teacher-centered AI literacy research. Their centrality suggests that the field is gradually moving toward an integrated understanding of AI literacy that encompasses learners, educators, and data-driven pedagogical ecosystems. The presence of these bridging authors reinforces the interdisciplinary nature of AI literacy scholarship and reflects growing collaboration between researchers in learning analytics, digital pedagogy, educational psychology, and technology-enhanced learning.

Overall, the co-authorship structure demonstrates that AI literacy in higher education is supported by active and interconnected global research communities. The existence of two coherent clusters highlights the dual orientation of current research toward student AI competencies on one hand and teacher readiness and pedagogical AI applications on the other. This structure also suggests strong potential for further cross-cluster collaboration, particularly in developing holistic AI literacy frameworks that integrate both learner and educator dimensions.

This analysis responds to RQ2 by identifying the most influential authors and countries shaping AI literacy scholarship, revealing strong geographic concentration and collaboration patterns.

Citation Analysis of Documents

The citation analysis examines the intellectual influence of the most referenced documents within the field of AI literacy and digital literacy in higher education. Using VOSviewer, a citation network was generated (Figure 4), illustrating the most frequently cited documents and their interconnections based on citation links.

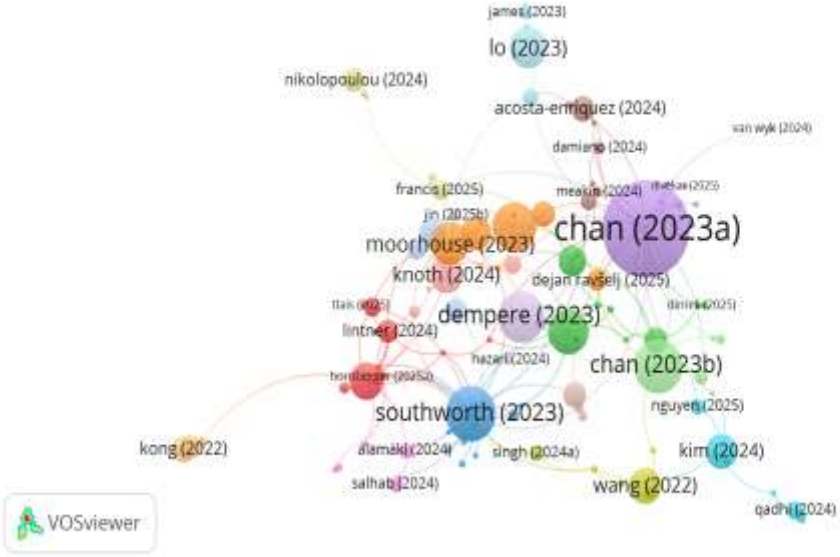

FIGURE 4. NETWORK VISUALIZATION OF CO-CITATION OF DOCUMENT

The network is dominated by several high-impact publications, indicated by larger node sizes and stronger link weights. Chan (with publication year coding 2023a) emerges as the most influential work in the dataset, functioning as a central node with the highest total citation count and link strength. This document serves as a theoretical and methodological anchor for recent studies on AI literacy, reflecting its wide adoption as a foundational reference in the field..

A second influential node is Southworth, which also displays strong citation connectivity. Its proximity to Chan (with publication year coding 2023a) within the network suggests that both articles are frequently cited together, likely due to their shared focus on AI competencies, digital readiness, and pedagogical implications. Moorhouse, Dempere, and Knoth also form a tightly connected subcluster, indicating a growing wave of studies published between 2022–2024 that analyze AI adoption, student preparedness, and ethical implications in university settings..

The citation map also reveals a number of emerging contributors such as Meakin, Damiano, and Lo, which appear as medium-sized nodes positioned at the edges of the major clusters. These documents represent newer thematic branches, including the rise of generative AI, classroom integration models, and student agency in AI-mediated learning environments.

Smaller peripheral nodes such as Kong, Nikopoulou, and Qadhi indicate publications that are either (1) more specialized, (2) newly published with limited citation exposure, or (3) situated in emerging niches within the broader AI literacy discourse.

Overall, the citation network demonstrates that research in AI literacy is strongly driven by a core group of highly cited works from 2022–2024, forming a cohesive intellectual backbone for subsequent empirical and conceptual studies. The cluster structure shows that the field is expanding rapidly, with several new authors gaining traction and contributing to diversified thematic directions

Citation Analysis of Sources

To complement the citation analysis at the document level, this study also examines citation patterns at the journal or source level. This approach provides insights into which journals serve as the main intellectual platforms driving the discourse on AI literacy and digital competencies in higher education. Using VOSviewer, a citation network of key publication sources was generated (Figure 5), where node size represents citation impact, and the connecting lines represent citation link strength among journals.

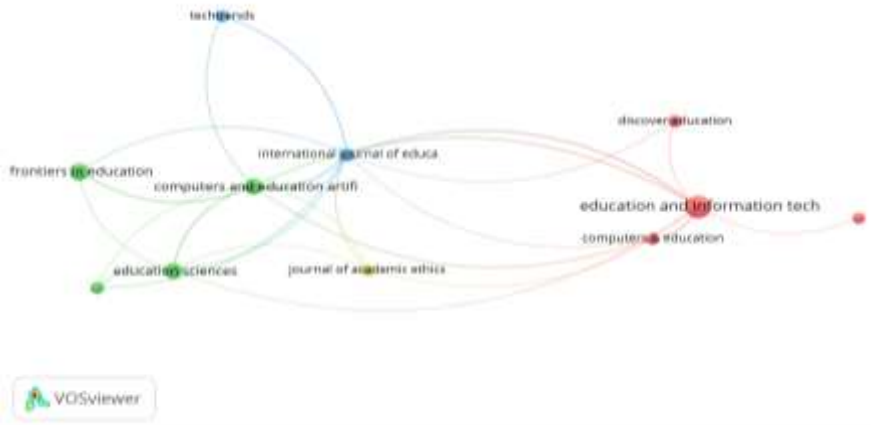

FIGURE 5. NETWORK VISUALIZATION OF CO-CITATION OF SOURCE

The network reveals Education and Information Technologies as the most influential and central source in the dataset. Its large node size and strong link connections indicate that articles published in this journal are not only widely cited but also frequently co-cited with other leading journals in the technology-enhanced learning domain. This prominence is aligned with its focus on digital transformation, AI integration in education, and data-driven teaching practices—topics that are central to the emerging field of AI literacy.

A second influential source is Computers & Education, a long-established high-impact journal known for publishing seminal work in educational technology. Although its node size is smaller than Education and Information Technologies, it remains highly interconnected with other journals in the network, suggesting its continued relevance as a theoretical and methodological grounding for recent AI literacy research.

The cluster of green nodes—comprising Education Sciences, Frontiers in Education, and Computers and Education Artificial Intelligence—represents journals that have increasingly contributed empirical studies on AI-driven pedagogy, AI ethics, and digital competencies. Their close proximity within the same cluster indicates that these journals often cite one another and publish complementary themes such as student readiness for AI, ethical considerations in AI use, and the pedagogical design of AI-supported learning environments.

Meanwhile, journals like TechTrends and Journal of Academic Ethics appear as smaller nodes on the periphery of the network. This suggests that while these journals contribute relevant discussions—such as AI policy, academic integrity, and technological adoption trends—their citation impact within the AI literacy research domain is more specialized and less central compared to technology-focused journals.

Notably, Discover Education, although smaller in citation count, forms a distinct red cluster connected directly to Education and Information Technologies. This reflects its emerging role as a venue for new conceptual and empirical studies on AI adoption in learning contexts. Its connections illustrate that newer journals are beginning to shape the discourse, especially as generative AI accelerates academic conversations around digital skills.

Overall, the citation-by-source network indicates that the intellectual foundation of AI literacy research is anchored in a combination of long-standing educational technology journals (such as Computers & Education) and fast-growing, broad-scope digital education journals (such as Education and Information Technologies). This mixture of established and emerging journals reflects the multidisciplinary nature of AI literacy, which spans digital pedagogy, ethics, computational thinking, and educational innovation.

The citation network reveals four main clusters of journals that shape the scholarly landscape of AI literacy and digital competencies in higher education.

a. Cluster 1 – Digital Education & Learning Technologies (Green): Includes Education Sciences, Frontiers in Education, and Computers and Education Artificial Intelligence. These journals focus on empirical studies of digital learning, AI-supported instruction, and student digital skills. This cluster represents the methodological and pedagogical foundation of the field.
b. Cluster 2 – Core EdTech & AI Integration (Red): Centered around Education and Information Technologies and Computers & Education, which show the highest citation impact. This cluster provides the core theories, conceptual models, and large-scale evidence on AI integration, digital transformation, and institutional readiness. It serves as the intellectual hub of the network.
c. Cluster 3 – Applied Tech & Implementation Trends (Blue): Dominated by TechTrends. Journals in this cluster highlight practical implementations of emerging technologies, teacher training, and classroom-level applications of AI tools. The emphasis is on translating AI literacy into actionable strategies.
d. Cluster 4 – Ethics and Academic Integrity (Yellow): Includes Journal of Academic Ethics. This cluster addresses ethical considerations, responsible use of AI, academic integrity, and regulatory perspectives. Though smaller, it reflects the growing relevance of ethical and policy issues in AI literacy research.

Overall, the clusters demonstrate a balanced structure: core theoretical journals, empirical pedagogical outlets, applied implementation venues, and ethics-focused sources, collectively forming the knowledge base for AI literacy research in higher education.

Citation Analysis at the Country Level

The country-level citation network illustrates how nations contribute to the development of AI literacy and digital competency research in higher education. By mapping citation links between countries, this analysis highlights global research hubs, collaborative patterns, and regional strengths that shape the evolution of the field. (Figure 6)..

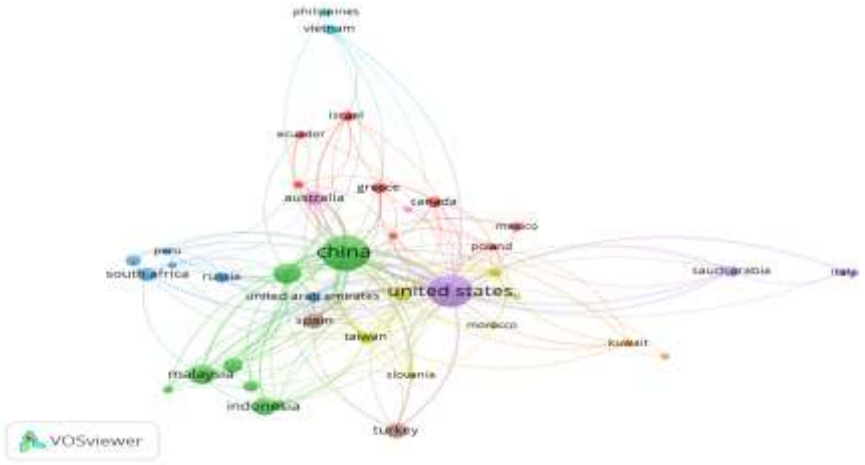

FIGURE 6. NETWORK VISUALIZATION OF CITATION AT COUNTRY LEVEL

The citation network shows several dominant countries acting as central nodes. China and the United States appear as the largest and most interconnected nodes, indicating their strong influence, high publication volume, and frequent citation across the dataset. Other countries such as the United Kingdom, Germany, Taiwan, Malaysia, Indonesia, and Australia also demonstrate substantial connectivity, reflecting active scholarly engagement and international collaboration.

The map forms several citation clusters that reflect regional research ecosystems:

a. Cluster 1 (Green): Asian Research Hub: Led by China, Malaysia, Indonesia, and Taiwan. This cluster emphasizes large-scale empirical studies and rapid adoption of AI in education systems.
b. Cluster 2 (Purple): North American Leadership : Dominated by the United States. This cluster contributes foundational theories, digital transformation models, and high-impact AI-in-education frameworks.
c. Cluster 3 (Red): European Contributors: Includes the UK, Germany, Poland, Greece, and Italy, focusing on pedagogical innovation, ethics, and responsible AI adoption.
d. Cluster 4 (Blue & Yellow): Emerging Regions: Countries such as South Africa, Vietnam, the Philippines, Turkey, and Morocco contribute growing research aligned with digital inclusion and contextualized AI literacy initiatives.

Overall, the country-level citation map demonstrates that the bulk of global AI literacy scholarship is concentrated in a limited number of countries, while the field itself remains globally diverse and rapidly expanding. These thematic orientations reflect dominant patterns observed in the citation network rather than uniform national research agendas. These citation analysis structures address RQ4 by revealing the intellectual foundations and knowledge structure underpinning AI literacy research in higher education.

Analysis of Bibliographic Coupling

Bibliographic coupling was conducted to identify the most recent and interconnected research fronts within the literature on AI literacy and digital competencies in higher education. Unlike co-citation, which reflects the historical intellectual foundations of a field, bibliographic coupling detects current clusters of studies that rely on similar reference bases, showing how cutting-edge scholarship converges around thematic priorities.

By applying a threshold of minimum 20 citations, only influential and conceptually relevant documents were included, resulting in a manageable and meaningful network of contemporary research connections. The bibliographic coupling map (Figure 7) shows a strongly connected structure with several high-impact documents acting as central nodes. Major works such as Chan, Moorhouse , Southworth , Chiu, and Hornberger demonstrate high Total Link Strength (TLS), indicating substantial overlap in their reference lists.

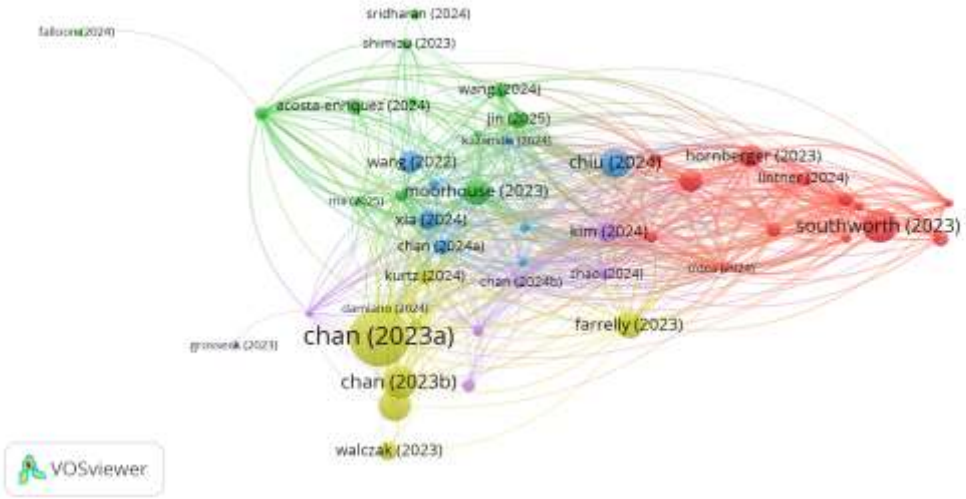

FIGURE 7. Network Visualization of Bibliographic Coupling

The map reveals dense intra-cluster connections and clear thematic segmentation, suggesting that despite rapid growth of AI-related studies, the field is crystallizing around a number of coherent and well-defined research streams.

The map identifies four major clusters:

a. Cluster 1 – Conceptualisation of AI Literacy & Student Readiness (e.g Chan, Walczak , Damiano) : Focuses on defining AI literacy, assessing student competencies, and proposing measurement frameworks. This is the largest and most central cluster, reflecting its foundational role in shaping the field.
b. Cluster 2 – Pedagogical Integration & Classroom-Level Experiences (e.g Moorhouse , Kurtz , Wang , Chiu) : Explores instructional strategies, student engagement with generative AI tools, and practical implementation in higher education teaching.
c. Cluster 3 – Academic Integrity, Ethics, and Responsible Use (e.g. Southworth, Hornberger, Linntner, O'Dea, Kim): Addresses ethical concerns, plagiarism, transparency, and integrity challenges associated with AI-assisted learning.
d. Cluster 4 – Institutional, Governance, and Policy-Level Responses (e.g Farlelly, Francis): Highlights institutional frameworks, policy adaptation, and strategic responses to AI adoption within universities.

Overall, the bibliographic coupling analysis demonstrates that contemporary scholarship on AI literacy in higher education is converging into four dominant research fronts: conceptual definitions, pedagogical practices, ethical considerations, and institutional governance.

The identified thematic clusters provide direct evidence for RQ3, highlighting dominant research streams and underexplored areas within AI literacy research.

Analysis of Co-citation

Co-citation analysis was conducted to identify the intellectual foundations of the research domain by examining which journals are frequently cited together. Using a minimum threshold of 20 citations, only the most influential sources were included in the analysis. The resulting co-citation map is presented in Figure 8, illustrating how key journals are interconnected within the literature.

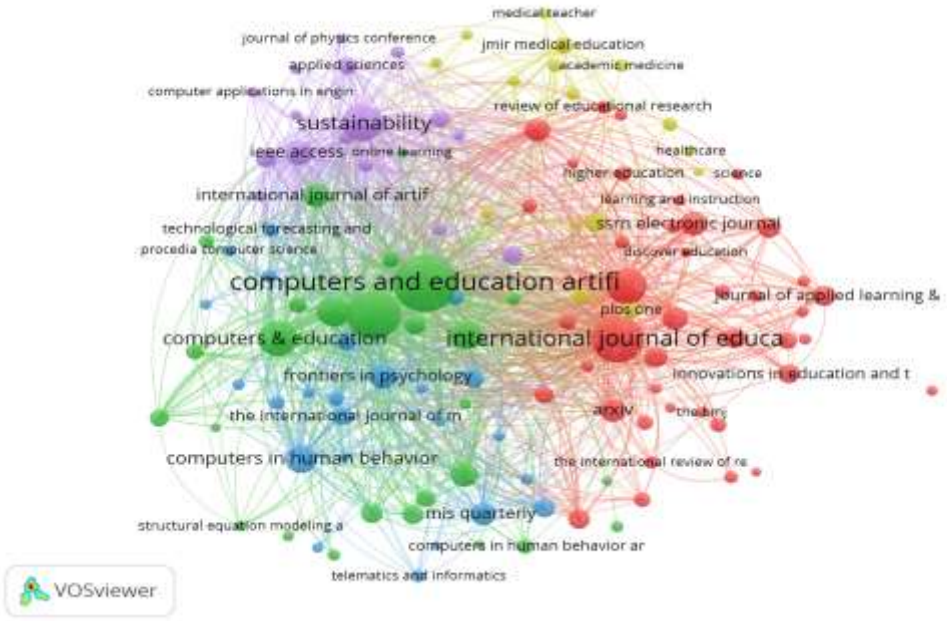

FIGURE 8 . NETWORK VISUALIZATION OF CO-CITATION ANALYSIS

As shown in Figure 8 above , the size of each node represents the number of citations, while the thickness of the links reflects the total link strength between sources that are co-cited. The colors indicate distinct clusters that emerge from shared citation patterns. Because the minimum citation threshold was set relatively high, the map appears clear and well-structured, capturing only the dominant sources in the field.

The co-citation map reveals several thematic clusters:

a. Cluster 1 (Green): Includes Computers and Education Artificial Intelligence, Computers & Education, and Computers in Human Behavior, representing the core literature on AI in education, learning analytics, and digital behavior.
b. Cluster 2 (Red): Consists of journals such as the International Journal of Educational Technology in Higher Education, Education and Information Technologies, and Review of Educational Research. This cluster reflects research on digital pedagogy, higher education innovation, and technology-enhanced learning.
c. Cluster 3 (Purple/Blue): Contains interdisciplinary outlets like Sustainability, Applied Sciences, and IEEE Access, indicating cross-domain research that links AI, education, and applied technologies.
d. Cluster 4 (Yellow): Includes JMIR Medical Education and Medical Teacher, showing the contribution of health and medical education to the broader discussion on AI and digital learning.

Overall, Figure 8 demonstrates that the scholarly foundation of this field is anchored in three major domains: AI and learning analytics, educational technology and higher education, and interdisciplinary applied science and health education.

Unlike the citation map, which shows the most influential journals, the co-citation network uncovers how journals are intellectually connected through shared references. This complementary view helps identify conceptual clusters that shape the theoretical foundation of the field.

These citation analysis have address RQ4 by revealing the intellectual foundations and knowledge structure underpinning AI literacy research in higher education

Co-occurrence Analysis

To identify the conceptual structure of the research domain, a co-occurrence analysis was conducted using terms extracted from the titles and abstracts of the eligible publications. A minimum occurrence threshold of 40 was applied to ensure that only the most influential and representative terms were included in the network. Figure 9 presents the resulting co-occurrence map, which highlights the key themes and conceptual interrelations within the literature on AI literacy, generative AI adoption, and educational transformation.

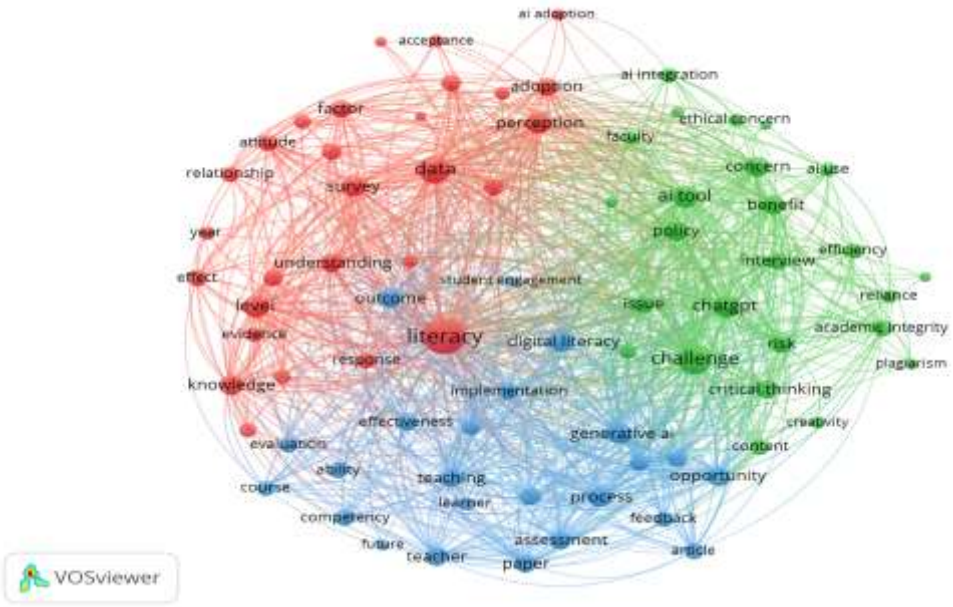

FIGURE 9. NETWORK VISUALIZATION OF CO-OCCURRENCE ANALYSIS

The network visualization displays nodes representing frequently occurring terms, where node size indicates term frequency and link thickness represents the strength of co-occurrence between terms. The color-coded clusters signify groups of terms that commonly appear together across the corpus, revealing major thematic concentrations. The map is well-distributed, indicating strong interconnections among keywords while still maintaining distinct cluster boundaries .

The co-occurrence network reveals three dominant thematic clusters:

a. Red Cluster – Literacy, Learning, and Educational Outcomes : Centered around literacy, knowledge, evaluation, teacher, and understanding, this cluster reflects discussions on digital and AI literacy, pedagogical effectiveness, learning outcomes, and curriculum transformation in response to emerging technologies.
b. Green Cluster – AI Tools, ChatGPT, and Ethical Considerations: This cluster includes terms such as chatgpt, ai tool, efficiency, risk, plagiarism, academic integrity, and ethical concern. It captures debates on the opportunities and risks of integrating generative AI into education, including issues of ethics, misuse, academic honesty, and responsible AI practices.
c. Blue Cluster – Student Perception, Adoption, and Behavioral Factors: The blue cluster, anchored by terms like data, acceptance, attitude, university student, factor, and perception, represents research on user acceptance, behavioral intention, technology adoption models, and the perceptions of students toward AI-based learning environments.

Together, the clusters demonstrate that current research converges on three core areas: (1) AI literacy and learning effectiveness, (2) opportunities and ethical challenges of AI tools, and (3) student adoption and psychological dimensions of AI use. This structure highlights a multidisciplinary field shaped by pedagogical innovation, ethical discourse, and behavioral perspectives in the era of Generative AI. The identified thematic clusters provide direct evidence for RQ3, highlighting dominant research streams and underexplored areas within AI literacy research.

Figure 10 presents the overlay visualization of keyword co-occurrence, showing the temporal evolution of research themes based on the average publication year. The color scale ranges from blue (older topics) to yellow (recent topics), allowing a chronological interpretation of how the field has developed over time

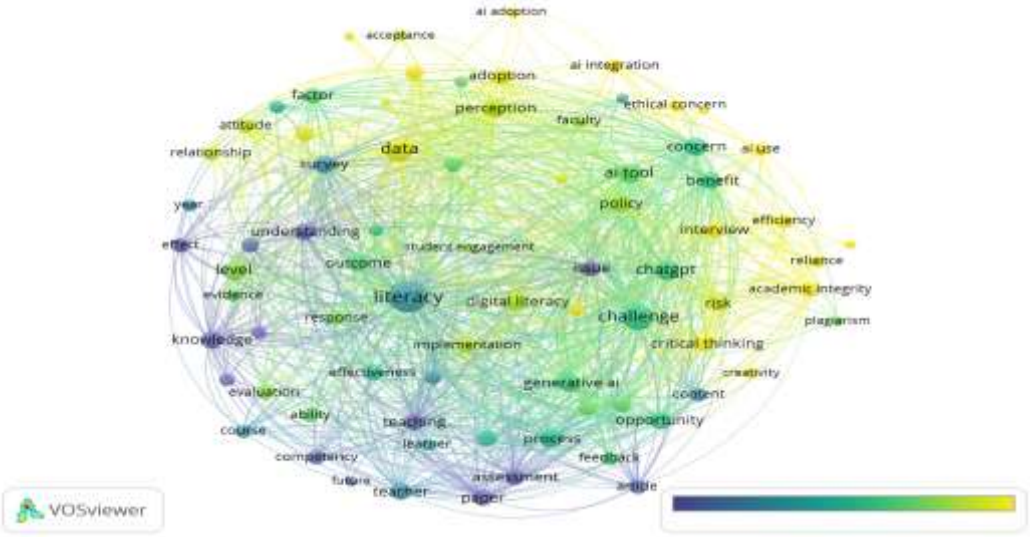

FIGURE 10. OVERLAY VISUALIZATION OF CO-OCCURRENCE ANALYSIS

Keywords such as digital literacy, knowledge, evaluation, and teaching appear in blue and green, indicating that these topics dominated earlier studies (2020–2022). In contrast, terms like ChatGPT, AI adoption, ethical concern, and AI integration are shown in yellow, reflecting newly emerging themes that have gained significant attention in the recent years (2023–2025).

The overlay map suggests a clear transition in the literature. Earlier studies focused on foundational issues such as literacy levels, competencies, and educational outcomes, while more recent work has shifted toward adoption, ethical risks, critical thinking, and generative AI tools. This pattern highlights the rapid impact of large language models and the increasing emphasis on responsible AI use, academic integrity, and policy implications. The visualization indicates that future research will likely continue to expand around these emerging yellow-cluster topics.

RQ3 is directly supported by the identified theme clusters, which highlight both understudied and dominating research streams in AI literacy.

Identified Research Gaps and Directions for Future Studies

The bibliometric analysis of eligible publications reveals a rapidly expanding body of knowledge on AI adoption, digital literacy, academic integrity, and the pedagogical implications of generative AI in higher education. Despite this strong upward trajectory, several important research gaps remain, indicating significant opportunities for future scholarly advancement.

First, most existing studies rely heavily on cross-sectional survey designs and perception-based evaluations, limiting the ability to draw causal or longitudinal conclusions about the long-term effects of AI on learning performance, self-regulated learning, and students' psychological adaptation. Future studies should adopt longitudinal, experimental, and mixed-method approaches to capture changes in behavior, learning outcomes, and digital competencies over time. This is also in line with the statement that there is a need to conduct one or more longitudinal studies on artificial intelligence adoption to determine changes in student behavior and responses, especially towards the use of Generative AI [14].

Second, although keywords related to attitude, perception, confidence, and concern frequently appear, deeper psychological and behavioral dimensions remain insufficiently explored. More research is needed to understand issues such as AI overreliance, reduced cognitive effort, attention distraction, motivation decline, and the emotional or identity-related consequences of using AI in academic tasks. This claim is pertinent to the assertion that Because AI can be both a cognitive amplifier and an inhibitor, its use in learning is paradoxical. AI must be created as an enabler rather than a replacement in order to maximize benefits, encouraging deep learning, problem-solving, and intellectual autonomy [15].

Third, the analysis indicates that ethical considerations—such as academic integrity, responsible use, plagiarism, and institutional policy—form a major thematic cluster. However, the literature lacks standardized frameworks, comparative institutional guidelines, and discipline-specific ethical models that integrate pedagogical, technological, and regulatory perspectives. Developing comprehensive ethical governance frameworks represents a strategic future direction. This statement is also relevant to the statement that states that it is very necessary to establish principles covering transparency, accountability, fairness, and regulation, highlighting the need for a unified framework to guide stakeholders in trustworthy matters [16].

Fourth, issues of equity, accessibility, and the digital divide appear in several recent publications but remain largely underdeveloped. Research that investigates socio-economic disparities, infrastructure limitations, rural–urban inequality, and marginalized learners' experiences with AI tools is urgently needed to ensure inclusive and equitable AI adoption in education. This claim is also pertinent to states where AI integration exacerbates disparities due to gaps in technology infrastructure, socioeconomic barriers, and effects on rural populations and underfunded institutions. To address these issues, investments, inclusive policies, and digital literacy are suggested [17].

Fifth, although AI tools are frequently studied as standalone technologies, there is still limited research on AI-integrated instructional design, curriculum redesign, and pedagogical transformation. Future studies should focus on how AI can be embedded into course structures, assessment models, teacher competencies, and learning ecosystems to enhance critical thinking and student engagement. This statement is also consistent with and pertinent to the claim that the state creates an AI-integrated model for microlearning, pointing out that conventional designs ignore individual needs and have limited AI embedding in content, analysis, and delivery; it promotes AI in course redesign for greater engagement and results [18].

Sixth, the term "AI literacy" shows high prominence but lacks conceptual uniformity across publications. There is no widely accepted definition, model, or validated instrument for measuring AI literacy across disciplines. This gap highlights the need to develop standardized multidimensional frameworks and validated assessment tools to evaluate students' and educators' competencies. The claim that there are still a lot of very well-known publications that lack conceptual consistency across fields is likewise consistent with and pertinent to this assertion. It highlights the absence of a commonly used concept, definition, or validated tool for assessing AI literacy across academic fields [11].

Finally, domain-specific applications of AI—such as in STEM laboratories, medical and health sciences, legal education, and vocational training—remain relatively limited in the current dataset. Expanding research into discipline-specific pedagogical strategies, AI-assisted simulations, and professional skill development represents a substantial future opportunity.

Collectively, these gaps provide a clear research agenda for future studies. Addressing these issues will strengthen the theoretical foundations of AI in education, improve the rigor of empirical evidence, and support the development of responsible, effective, and equitable AI-integrated learning environments.

Based on the bibliometric patterns observed, the identified gaps and future research directions directly respond to RQ5.

Compared with previous bibliometric and systematic reviews on artificial intelligence in education this study offers a more focused perspective by isolating AI literacy as a distinct domain within higher education. While earlier reviews primarily examined AI applications, learning analytics, or generative AI adoption, the present bibliometric analysis highlights conceptual fragmentation, ethical emphasis, and geographic disparities specific to AI literacy research.

From a higher education policy perspective, the findings suggest that AI literacy should be positioned as a core institutional competency rather than an optional digital skill. The dominance of themes related to ethics, academic integrity, and student readiness indicates the need for explicit policy frameworks governing AI use in teaching, assessment, and academic governance. Institutions may also need to align curriculum standards, educator training, and assessment mechanisms with national or regional AI strategies to ensure responsible and equitable AI integration.

CONCLUSION

This study provides a comprehensive bibliometric mapping of global research on AI literacy in higher education using a dataset of 773 peer-reviewed publications indexed in Dimensions.ai from 2021 to 2025. Through analyses of co-authorship networks, citation structures, bibliographic coupling, keyword co-occurrence, and publication trends, the findings reveal a rapidly expanding research landscape characterized by increasing scholarly attention to generative AI, digital competencies, ethical considerations, and student readiness.

The mapping also highlights clear disparities in thematic focus and geographic contributions. While advanced institutions tend to emphasize pedagogical innovation, learning analytics, and AI-enhanced instruction, research from developing regions more frequently addresses infrastructural challenges, digital literacy gaps, and concerns regarding equitable access. Across clusters, the analysis shows that AI literacy remains conceptually fragmented, often intersecting with—but not fully distinguished from—digital literacy, technology adoption, and computational thinking. These patterns underscore the need for more precise theoretical models, standardized competency frameworks, and integrated approaches that link AI literacy with curriculum design, ethical training, and institutional policy.

Overall, this study contributes an evidence-based overview of the intellectual structure and evolution of AI literacy research in higher education. The results emphasize the urgent need for capacity-building initiatives,

cross-regional collaboration, and targeted interventions to reduce disparities in AI readiness. The main scientific contribution lies in systematically delineating the intellectual structure, thematic evolution, and geographic distribution of AI literacy scholarship during the post-generative AI acceleration period. By isolating AI literacy as a distinct domain—rather than embedding it within broader AI-in-education research—this study clarifies conceptual fragmentation, identifies dominant and underexplored research streams, and reveals structural disparities in global research contributions.

From a practical perspective, the findings offer value to multiple stakeholders. Researchers may use the results to position future studies and identify evidence-based research gaps. Educators and curriculum designers can draw insights to integrate AI literacy into learning outcomes, assessment strategies, and instructional design. Higher education institutions may leverage the findings to support capacity-building initiatives and institutional governance frameworks, while policymakers can utilize the evidence to inform AI-related regulations and national strategies for responsible AI adoption in higher education.

Despite its contributions, this study has several limitations. First, the analysis relies solely on the Dimensions.ai database; although it offers broad and timely coverage, relevant publications indexed exclusively in other databases such as Scopus or Web of Science may not be included. Second, the bibliometric approach emphasizes structural patterns and thematic trends but does not assess the methodological quality or empirical rigor of individual studies. Third, the use of keyword-based searches may not fully capture all conceptual variations of AI literacy discussed under different terminologies.

Future research should deepen empirical investigations into AI literacy by examining its pedagogical effectiveness across diverse educational contexts and by developing standardized conceptual frameworks and validated assessment instruments that capture cognitive, technical, and ethical dimensions. Expanding bibliometric coverage through multiple databases and employing longitudinal, experimental, or mixed-method designs would further strengthen understanding of AI literacy's impact on learning outcomes, ethical behavior, and academic integrity in higher education.

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Gender Equality and Affirmative Economy in Rural Tourism Development: The Moderating Role of Tourism Village Sustainability

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Abstract. This quantitative explanatory study examines the relationship between gender equality and the affirmative economy in the context of rural tourism development, with tourism village sustainability positioned as a moderating variable. The research was conducted in tourism villages in North Sumatra, Indonesia, during 2023, involving 352 women engaged in tourism-related activities, including homestays, culinary enterprises, guiding services, handicrafts, and village tourism management. Data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) and Moderated Regression Analysis (MRA) to assess both direct and interaction effects. Instrument validation confirmed satisfactory measurement quality, with Average Variance Extracted (AVE) values above 0.50, Composite Reliability (CR) values exceeding 0.70, and Heterotrait–Monotrait (HTMT) ratios below recommended thresholds, indicating adequate convergent and discriminant validity. The results show that gender equality has a significant positive effect on both tourism village sustainability and affirmative economic outcomes, highlighting the importance of women's participation, access, and leadership in strengthening community-based tourism systems. Tourism village sustainability also demonstrates a strong positive influence on the affirmative economy, emphasizing the role of transparent governance, environmental stewardship, and inclusive benefit-sharing mechanisms. However, the moderation analysis reveals that sustainability slightly weakens the effect of gender equality on affirmative economic outcomes, suggesting that in highly sustainable village structures, institutional arrangements may reduce the marginal economic impact of gender empowerment. Interpreted through the lens of development economics, these findings underline the importance of aligning sustainability frameworks with gender-responsive governance to achieve equitable and sustainable rural tourism development and to inform policy design in tourism village management.

Keywords: Gender Equality; Affirmative Economy; Tourism Village Sustainability; Rural Tourism Development; Women's Empowerment; Development Economics.

INTRODUCTION

Rural tourism has increasingly been recognized as a key strategy for fostering community-based economic development in rural areas. Numerous studies indicate that tourism villages can enhance local income, expand employment opportunities, and strengthen rural economic resilience through diversified enterprises (Jamal et al., 2022) The growth of rural tourism also contributes to several Sustainable Development Goals (SDGs), particularly poverty reduction and rural community empowerment (Karim, 2020).

In Indonesia, the concept of the tourism village has expanded rapidly over the past decade. The Ministry of Tourism and Creative Economy reports that more than 3,000 villages have been categorized as active tourism villages, with an average community income increase of 20–30% after implementing community-based tourism programs (Li & Sun, 2025). Beyond its economic potential, tourism villages also serve as important spaces for cultural preservation, environmental education, and strengthening social capital in rural communities (Haller, 2024).

TABLE 1. NATIONAL POLICY AND STATISTICAL CONTEXT OF TOURISM VILLAGE DEVELOPMENT IN INDONESIA

Indicator	Data	Source
Number of active tourism villages	±3,000 villages	Kemenparekraf
Average income increase	20–30%	Kemenparekraf
Share of women in tourism workforce	Dominant in informal sectors	BPS
Women in managerial/decision roles	Relatively low	BPS
National priority policy	Sustainable & inclusive tourism	RPJMN / Kemenparekraf

Source : BPS,Kemenparekraf,RPJMN Of Indonesia 2025

The development of tourism villages does not always produce inclusive benefits for all groups within the community. One of the strategic issues is the limited involvement of women in strategic positions within tourism village management. Despite being the backbone of the tourism sector especially in homestay management, culinary activities, local crafts, and guest services women often receive only minimal economic gains and remain excluded from decision-making structures (Weaver et al., 2022). This gender imbalance limits the full potential of rural tourism development.

Gender equality is therefore critical in tourism village development because it is directly linked to participation, benefit distribution, and institutional sustainability (Sainsbury, 2020). Research shows that tourism villages implementing gender-equitable principles tend to have higher levels of innovation, greater visitor satisfaction, and stronger community organizational stability (Conley & Sandberg, 2023). This demonstrates that gender equality is not merely a moral imperative but a strategic factor in rural tourism development.

Within the broader context of rural economic development, the concept of affirmative economy explains the need to prioritize groups historically marginalized such as women, rural micro-entrepreneurs, and vulnerable populations. Affirmative economic strategies in tourism include access to capital, entrepreneurship training for women, business mentoring, and village regulations that open pathways to leadership roles (Hayek, 2020). Such strategies have been shown to increase women's income by up to 40% in tourism village programs across Southeast Asia (Schumpeter & Swedberg, 2021).

The interconnection between gender equality and affirmative economy is increasingly relevant in community-based tourism systems. When women are provided with equal access to resources and economic opportunities, they improve household income and simultaneously strengthen tourism village institutions through their organizational and social capacities (Siamanta, 2021). Thus, women's economic empowerment becomes a central engine for rural tourism sustainability.

Tourism village sustainability itself is a crucial factor ensuring that tourism benefits are not only realized in the short term but can be maintained across generations. Sustainability includes environmental, social, and economic dimensions that must operate in balance to prevent environmental degradation, social conflict, or economic inequality (Dewi et al., 2023). Sustainable tourism villages typically demonstrate transparent governance, effective conservation efforts, and equitable distribution of tourism income.

Strengthening tourism village sustainability also functions as a moderating variable in the relationship between gender equality and affirmative economy. Sustainable village governance enhances the positive impact of gender equality on community economic improvement. Studies show that tourism villages with strong sustainability frameworks can double the effectiveness of women's empowerment programs compared to villages with weaker governance (Diwyarthi & Pratama, 2024).

Accordingly, tourism village sustainability becomes a determining factor that ensures affirmative economic policies and gender equality initiatives operate effectively and mutually reinforce one another. In this context, sustainability is not merely an end goal, but a strengthening force that shapes the relationship between key variables contributing to equitable rural tourism development (Martini, 2020).

Based on this context, this study is essential for understanding how gender equality and affirmative economy interact within tourism village development, and how tourism village sustainability moderates this relationship. The findings are expected to contribute to the development of an inclusive, equitable, and sustainable tourism village model, while serving as a reference for policy and governance practices in rural tourism management in Indonesia.

RESEARCH METHODOLOGY

This study employed a quantitative survey approach to examine the relationships among gender equality, affirmative economy, and tourism village sustainability within the context of rural tourism development. The population of the study consisted of women working in the tourism sector across several active tourism villages. Using proportional random sampling and minimum sample estimation based on Partial Least Squares (PLS) requirements, a total of 352 female respondents were included in the analysis, a sample size deemed adequate for

variance-based structural modeling (Dash & Paul, 2021). The respondents represented various roles such as homestay providers, tour guides, culinary business owners, craft producers, and members of village tourism management units.

This study was conducted in 2025 in three tourism villages in North Sumatra Province, Indonesia, namely Kampoeng Lama Tourism Village (Deli Serdang Regency), Hariara Tourism Village (Samosir Regency), and Bukit Lawang Tourism Village (Langkat Regency). These locations were selected because they represent distinct models of rural tourism development heritage-based, community-managed lake tourism, and ecotourism while simultaneously exhibiting active women's participation in tourism-related economic activities. The diversity of these tourism villages provides a relevant empirical context for examining the interaction between gender equality, affirmative economic practices, and tourism village sustainability within rural tourism governance.

The research instrument was constructed based on theoretical and empirical indicators for the three main variables: Gender Equality (X), Affirmative Economy (Y), and Tourism Village Sustainability (M) as the moderating variable. Gender equality was measured through indicators of access, participation, control, and benefit distribution. The affirmative economy variable was measured by indicators such as women's economic empowerment, access to financing, business mentoring, and leadership participation in tourism organizations. Tourism village sustainability serving as a moderating variable was measured through social, economic, environmental, and governance dimensions. All indicators were measured using a five-point Likert scale to capture respondents' perceptions and experiences quantitatively (Gomes, 2023).

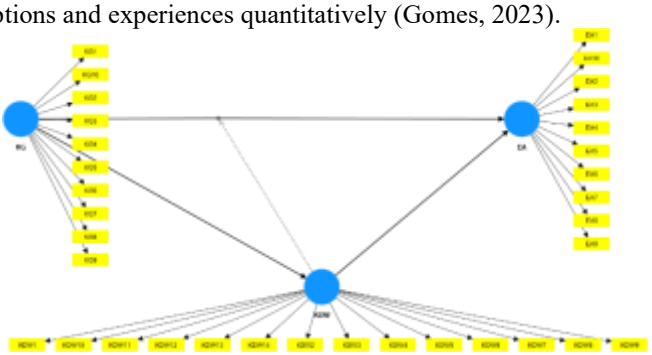

FIGURE 1. MODEL OF RESEARCH

Data analysis was conducted using SmartPLS 4 through Moderate Regression Analysis (MRA) to test both the direct relationships among variables and the moderating effect of tourism village sustainability on the relationship between gender equality and the affirmative economy. The analysis procedures included assessment of the outer model (convergent validity, discriminant validity, and reliability), evaluation of the inner model (R-square, f-square, Q-square), and testing of the moderation effect by constructing the interaction term X*M using either the two-stage approach or product indicator method as recommended (Bukhari et al., 2021).

SmartPLS was selected because it is well suited for analyzing complex models involving moderating variables and is robust when handling non-normally distributed data, which is common in perception-based social research. In addition, PLS-SEM allows simultaneous testing of direct, indirect, and interaction effects, enabling a more comprehensive understanding of the model. The use of MRA makes it possible to determine whether tourism village sustainability strengthens, weakens, or has no effect on the relationship between gender equality and the affirmative economy.

The interpretation of findings is grounded in Development Economics Theory, particularly concepts related to empowerment, resource distribution, and equitable, gender-responsive development (Iheonu et al., 2021). This theoretical lens highlights that economic development is not solely about increasing income but also enhancing capabilities, reducing inequality, and improving the well-being of vulnerable groups(Doğan et al., 2022). Therefore, the MRA results are interpreted not only statistically but also in terms of how gender equality and affirmative economic practices function as instruments of rural development, and how tourism village sustainability influences the effectiveness of these relationships within long-term development pathways.

RESULTS AND DISCUSSION

This section presents an integrated analysis of how gender equality influences the affirmative economy in tourism villages, both through direct effects and through the moderating role of tourism village sustainability using Moderate Regression Analysis (MRA). The discussion explores the extent to which strengthened gender participation, access, and control translate into broader economic empowerment for women, and how sustainability aspects such as governance, social cohesion, and environmental resilience shape this relationship. By interpreting the empirical findings through the lens of development economics, this section highlights how equitable resource distribution, institutional capacity, and inclusive development mechanisms contribute to the

formation of a more just and resilient rural economic structure. Together, these analyses provide a comprehensive understanding of how gender-responsive policies and sustainability-driven governance models reinforce affirmative economic outcomes within the tourism village context.

Dirrect Effect

The results of the direct effect analysis reveal a strong and statistically significant relationship between tourism village sustainability and the affirmative economy. The path coefficient for KDW → EA is 0.741, indicating that higher levels of sustainability within tourism villages substantially increase the strength of affirmative economic outcomes. A t-value of 21.910 far exceeds the conventional threshold of 1.96, and the p-value of 0.000 confirms that this relationship is highly significant. This suggests that well-managed tourism villages—those with strong governance, community participation, environmental stewardship, and inclusive economic systems—create conditions that allow affirmative economic practices to flourish. In other words, sustainability is not merely an ecological concern, but a strategic foundation for strengthening local economic inclusion.

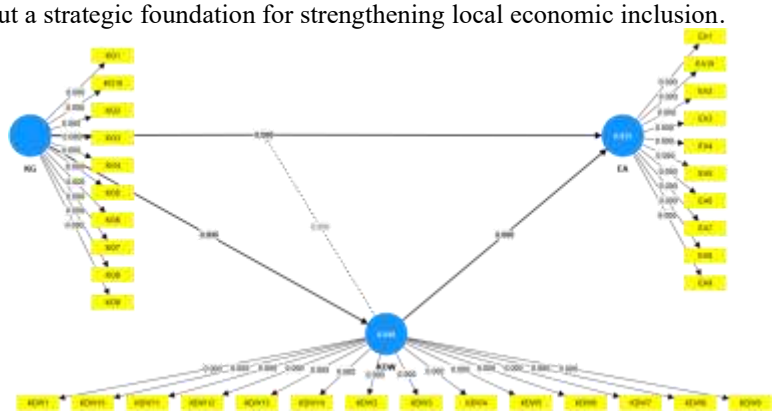

FIGURE 2. BOOTSTRAPPING ANALYSIS

TABLE 2. **DIRRECT EFFECT**

Part	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
KDW -> EA	0.741	0.742	0.034	21.910	0.000
KG -> EA	0.258	0.258	0.038	6.802	0.000
KG -> KDW	0.806	0.807	0.021	39.177	0.000

The high coefficient of 0.741 is important because it reflects a large effect size within the PLS-SEM framework. Such a magnitude indicates that improvements in tourism village sustainability translate into meaningful enhancements in the economic empowerment of women and marginalized community members. In practical terms, villages with strong sustainability mechanisms are better able to distribute economic benefits, provide equitable access to opportunities, and prevent economic leakages to external actors. This aligns with the theory of sustainable rural development, which posits that long-term governance stability and environmental protection reinforce local economic capability. Therefore, the empirical finding provides strong evidence that sustainability plays a decisive role in the success of affirmative economic strategies.

The statistical robustness of this path is also underscored by the extremely low standard deviation of 0.034, signaling that the estimates are stable and the model consistently reproduces the strong association across resampling iterations. This stability suggests that the link between sustainability and affirmative economy is not random or context-dependent but a reliable structural relationship. Such consistency strengthens the interpretive confidence that tourism villages with stronger sustainability systems will predictably produce more inclusive and equitable economic outcomes, reinforcing the theoretical expectation that sustainable systems enhance human development indicators.

Another important direct effect is the relationship between gender equality and the affirmative economy, represented by the coefficient KG → EA = 0.258. Although smaller than the previous relationship, the t-value of 6.802 and p-value of 0.000 confirm that gender equality exerts a statistically significant and positive influence on affirmative economic development. This indicates that improving gender equality through enhanced participation, decision-making roles, access to resources, and balanced work distribution creates measurable improvements in the economic empowerment of women within tourism villages. The effect size indicates a moderate but meaningful relationship, reflecting how gender dynamics directly shape the distribution of economic opportunities.

The coefficient of 0.258 is consistent with empirical research showing that gender equality contributes to economic growth by increasing productivity, diversifying skill contributions, and enhancing social capital. In rural tourism contexts, women often occupy essential roles such as hospitality management, food production, handicraft creation, and guest services. Thus, greater equality in decision-making and access to resources allows women to translate these competencies into higher economic gains. The statistical significance of the path suggests that gender equality is not only socially desirable but economically beneficial, reinforcing global development literature that links gender empowerment to improved welfare outcomes.

This direct effect also underscores the structural importance of gender equality within the framework of inclusive development. The modest standard deviation (STDEV = 0.038) indicates consistency in the estimation, while the significant t-value suggests that gender equality reliably predicts affirmative economic performance across the sample of 352 female tourism workers. This stability enhances the credibility of the result and implies that efforts to strengthen gender equality whether through policy interventions, leadership training, or participatory governance—have tangible economic benefits for rural tourism communities, particularly for women.

The final direct effect examined is the relationship between gender equality and tourism village sustainability, represented by the path KG → KDW = 0.806. This relationship is exceptionally strong, with a coefficient exceeding 0.800 and a t-value of 39.177, indicating one of the strongest relationships in the model. This suggests that improvements in gender equality substantially elevate the sustainability performance of tourism villages. The rationale behind this relationship is consistent with development economics literature, which argues that inclusive governance structures especially those that involve women lead to more equitable decision-making, better environmental management, stronger community cohesion, and more resilient local institutions.

The strength of this coefficient suggests that gender equality is a foundational driver of sustainability within tourism villages. Women often take leading roles in maintaining cultural traditions, managing household economies, and ensuring community welfare dimensions closely linked to sustainability. When women are given equitable access to resources and leadership positions, they contribute significantly to long-term ecological conservation, social harmony, and collaborative governance practices. The extremely low standard deviation (0.021) further shows that this effect is stable and consistently reproduced across resampling, highlighting its structural importance in the model.

From a development economics perspective, the very strong KG → KDW relationship affirms that gender equity is not merely a social justice issue but a determinant of sustainable economic systems. Development economics emphasizes that empowering marginalized groups enhances overall economic efficiency, reduces inequality, and strengthens institutional capacity. This finding aligns with Amartya Sen's capability theory, which posits that societies grow stronger when individuals especially women have expanded freedoms and opportunities to participate in economic and social processes. Thus, the empirical evidence demonstrates that gender equality is central to creating sustainable tourism villages capable of delivering long-term economic benefits.

Taken together, the direct effects reveal a coherent and mutually reinforcing structure. Gender equality strongly enhances sustainability, and sustainability strongly enhances the affirmative economy, while gender equality also directly improves economic inclusion. These pathways create a virtuous cycle: empowering women strengthens sustainability, and sustainability amplifies the inclusive economic gains experienced by women and marginalized groups. The combined patterns suggest that tourism villages achieve optimal affirmative economic outcomes when both gender equality and sustainability dimensions are prioritized simultaneously. This aligns with contemporary development theory, which views empowerment and sustainability as dual pillars of inclusive rural transformation.

Overall, the analysis of direct effects provides compelling evidence that gender-responsive governance and sustainability-oriented development strategies are essential to strengthening the affirmative economy within tourism villages. The statistically robust relationships across all paths highlight the structural interdependence between social empowerment, institutional resilience, and economic inclusion. These findings underscore the importance of designing tourism village policies that integrate gender equality and sustainability as core elements of rural development planning. By doing so, tourism villages can evolve into inclusive economic ecosystems where affirmative economic practices thrive and contribute to long-lasting community welfare.

MRA Analysis

The results of the moderated regression analysis reveal a surprising and theoretically intriguing finding: tourism village sustainability (KDW) weakens the influence of gender equality (KG) on the affirmative economy (EA). The interaction term KDW × KG → EA shows a negative coefficient of –0.043, accompanied by a significant t-value of 3.727 and a p-value of 0.000, indicating that the moderating effect is statistically significant. Although the coefficient is relatively small, its significance demonstrates that when sustainability increases, the strength of gender equality's contribution to affirmative economic outcomes becomes slightly reduced. This is an unexpected result because sustainability is often assumed to reinforce, not diminish, the economic benefits of gender empowerment.

The existence of this negative moderating effect suggests that gender equality alone is a powerful predictor of affirmative economic success, as evidenced by the strong positive direct effect (0.258, p = 0.000). However, when the level of tourism village sustainability is high, the additional contribution of gender equality becomes less impactful. One possible explanation is that in highly sustainable tourism villages, economic structures and resource governance mechanisms are already strong and inclusive, reducing the marginal benefit that gender equality provides. In other words, sustainability may independently create economic equity conditions, causing the influence of gender equality to be partially overshadowed.

TABLE 3. MRA ANALYSIS

Part	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
KG -> EA	0.258	0.258	0.038	6.802	0.000
KDW x KG -> EA	-0.043	-0.042	0.011	3.727	0.000

From a structural perspective, the negative interaction coefficient indicates a buffering effect, where sustainability serves as a stabilizing mechanism that evens out economic opportunities across different groups. When villages are highly sustainable, benefits may be distributed more evenly across community members men, women, and other social groups thereby reducing the unique advantage that gender-focused empowerment initiatives typically contribute. This does not mean that gender equality becomes irrelevant, but rather that in highly organized village structures, its incremental impact is comparatively smaller.

Another interpretation is that in sustainable tourism villages, decision-making systems and institutional processes may be dominated by established community governance structures, which can unintentionally restrict the space for gender-specific economic initiatives. Sustainability programs often prioritize environmental protection, village regulation compliance, and long-term financial stability, sometimes at the expense of flexible gender-focused interventions. As a result, women's groups may have less room to drive changes in economic participation when sustainability regulations become stricter or more bureaucratic, which minimizes the effect of gender equality on economic outcomes.

The negative moderation could also reflect the dynamics of resource distribution in sustainable tourism systems. As villages adopt sustainability frameworks, economic roles may become more formalized and regulated. This formalization can inadvertently reduce the influence of women's informal economic contributions—which often play a central role in gender equality improvements. For example, informal entrepreneurship such as homestay management, handicraft production, or food sales may face new sustainability standards, certifications, or environmental compliance procedures that limit women's direct benefits. Consequently, gender equality becomes less impactful in shaping affirmative economic outcomes because institutional sustainability systems become the dominant force.

From a development economics perspective, the result aligns with theories that emphasize how structural constraints can override individual or group-level empowerment mechanisms. Sen's capability approach posits that empowerment produces economic transformation only when institutional and environmental conditions allow capabilities to translate into economic agency. However, in highly sustainable tourism villages, institutional systems may become so strong that they restrict the flexibility needed for women to convert gender equality improvements into economic gains. Thus, sustainability while beneficial overall may unintentionally impose capability conversion barriers that weaken gender equality's economic effects.

The finding also suggests the presence of compensation mechanisms within sustainable village systems. When sustainability is strong, economic support programs, community welfare systems, and institutional safety nets tend to be more inclusive, indirectly benefiting all residents regardless of gender. This broader inclusiveness reduces the distinct contribution that gender equality would otherwise provide. Essentially, sustainability raises the baseline level of economic fairness, making the unique added effect of gender equality less pronounced in shaping the affirmative economy.

Another implication is that gender-specific programs may receive less visibility or prioritization in villages where sustainability dominates the development agenda. Village leaders and policymakers may prioritize environmental conservation, tourism certification, tourist satisfaction, and long-term planning over gender-based interventions. As a result, sustainability becomes the overriding developmental focus, and gender equality—while still present plays a smaller role in driving economic transformation. This shift in priorities may explain why the moderation effect is negative: sustainability pushes gender-centered economic initiatives into a supplementary rather than primary role.

Despite this weakening effect, it is important to emphasize that gender equality still maintains a strong and positive direct effect on the affirmative economy. The moderation only implies that sustainability modifies but does not eliminate the pathway. Gender equality remains crucial for empowering women workers, ensuring equitable resource access, and strengthening rural economic inclusiveness. However, the results show that policymakers must develop sustainability strategies that do not unintentionally suppress gender-based initiatives. Instead, sustainability and gender equality must be aligned to reinforce each other, rather than functioning as competing development agendas.

The significant negative moderation effect of tourism village sustainability on the relationship between gender equality and the affirmative economy provides a valuable insight for tourism development policy. It highlights the need for harmonizing sustainability frameworks with gender-focused economic strategies to prevent the dilution of women's economic contributions. Sustainable villages must ensure that environmental governance and institutional stability do not overshadow gender empowerment but rather strengthen it. This finding calls for an integrated policy approach where sustainability and gender equality operate synergistically to maximize affirmative economic outcomes for rural communities.

Theoretical and Analytical Orientation for the Direct and Moderating Effects on Affirmative Economy

This section presents an integrated analysis of how gender equality influences the affirmative economy in tourism villages, both through direct effects and through the moderating role of tourism village sustainability using Moderate Regression Analysis (MRA). The discussion explores the extent to which strengthened gender participation, access, and control translate into broader economic empowerment for women, and how sustainability aspects such as governance, social cohesion, and environmental resilience shape this relationship. By interpreting the empirical findings through the lens of development economics, this section highlights how equitable resource distribution, institutional capacity, and inclusive development mechanisms contribute to the formation of a more just and resilient rural economic structure. Together, these analyses provide a comprehensive understanding of how gender-responsive policies and sustainability-driven governance models reinforce affirmative economic outcomes within the tourism village context.

The overall pattern of the findings suggests a development process in which gender equality, tourism village sustainability, and affirmative economic outcomes are interconnected in a mutually reinforcing yet structurally nuanced relationship. Gender equality emerges as a central driver of institutional strength within tourism villages, shaping not only patterns of participation but also the underlying governance mechanisms that sustain collective management of tourism resources. Women's involvement in decision-making, entrepreneurship, and community initiatives contributes to the social cohesion and environmental stewardship that lie at the heart of sustainable rural tourism development. In the vocabulary of development economics, gender equality functions as an empowerment mechanism that expands human capabilities and strengthens local institutions.

Tourism village sustainability, in turn, plays a critical structuring role in enabling more equitable and inclusive forms of economic participation. Sustainable villages tend to exhibit clearer governance arrangements, stronger community oversight, more transparent benefit-sharing schemes, and heightened environmental protection elements that align closely with institutional theories of development. These conditions create the enabling environment through which affirmative economic programs can operate effectively. Sustainable governance therefore acts as a platform that stabilizes economic structures and provides long-term predictability for community members, including women, who seek to build livelihoods in the tourism sector.

The findings also indicate that gender equality directly enhances affirmative economic outcomes. This relationship reflects the well-established argument in development economics that women's economic participation leads not only to increased household income but also to broader community welfare. When women gain access to training, financial resources, managerial opportunities, and tourism-related markets, their expanded agency translates into productive activities such as homestay management, culinary ventures, craft production, guiding services, and event organization. These activities generate income, diversify the rural economy, and strengthen the redistributive effects of tourism. Thus, gender equality functions both as a social justice principle and as a growth-enhancing factor within rural tourism economies.

When these relationships are interpreted together, they illustrate a dynamic chain that aligns with frameworks of inclusive and sustainable development. Gender equality reinforces the institutional foundations of tourism villages, sustainability strengthens the economic environment, and both together foster a more just and participatory economic system. This pattern affirms the critique within development economics that emphasizes the inadequacy of growth-centered models and highlights the necessity of integrating social inclusion, institutional quality, and capability expansion into rural development strategies. Tourism villages thus represent a microcosm of broader debates about how societies can construct equitable and resilient economic structures.

The moderation analysis introduces an important nuance: tourism village sustainability, despite its strong role in supporting economic equity, appears to weaken the additional impact of gender equality on affirmative economic outcomes. From a development economics perspective, this phenomenon can be interpreted as an institutional buffering effect. In highly sustainable villages, economic opportunities may already be relatively

evenly distributed among community members, reducing the marginal gains that additional improvements in gender equality can generate. Sustainability, in this sense, equalizes the playing field, making gender-driven gains less pronounced even though they remain significant.

Another explanation lies in the possibility that sustainability frameworks introduce stricter institutional regulations, environmental standards, and managerial procedures that unintentionally limit the flexibility traditionally available to women entrepreneurs. Women's economic activities in rural tourism often emerge from informal sectors that thrive on adaptability and low entry barriers (Agyeman et al., 2022). When sustainability programs introduce standardized certifications, regulated visitor flows, or more complex governance procedures, informal women-led ventures may face new constraints. This institutional tightening can dilute the extent to which gender equality translates into immediate economic advantages, reflecting an underlying structural tension between environmental governance and gender-responsive development.

The results can also be linked to broader debates in development economics about the trade-off between environmental sustainability and distributive equity. Sustainable tourism management often prioritizes environmental conservation and long-term resource protection, goals that are essential but sometimes accompanied by limitations on economic expansion, spatial use, or entrepreneurial activity. These constraints can inadvertently reduce the pace at which gender empowerment produces measurable economic change. In other words, sustainability may be achieving collective welfare improvements while tempering the speed and extent of gender-differentiated economic gains. This does not undermine the importance of either agenda but highlights the need for integrated policy design.

Despite this moderating effect, the broader structural relationships reinforce a central thesis in development economics: durable economic transformation in rural settings depends on the integration of social empowerment and institutional strength. Gender equality remains a crucial engine of economic inclusion, and sustainability remains a vital institutional infrastructure (Xia & Tian, 2025). The moderation simply indicates that sustainability alone does not guarantee gender-responsive outcomes. Instead, sustainability must be intentionally infused with gender-aware frameworks to ensure that environmental governance does not unintentionally marginalize women's entrepreneurial initiatives or restrict the conversion of capabilities into economic agency.

In practical terms, the findings suggest that rural tourism development strategies should adopt a dual framework that combines gender-responsive governance with sustainability-oriented institutional design. Capacity-building for women, gender quotas in tourism bodies, gender-sensitive benefit-sharing mechanisms, and targeted financial support for women-led tourism enterprises can help align sustainability with gender empowerment. These strategies reflect a capability-expansion approach to development economics, in which institutions are not merely regulatory bodies but platforms for enhancing freedom, opportunity, and agency.

Taken together, the study illustrates that tourism villages serve as living laboratories of inclusive development, where gender dynamics, institutional structures, and sustainability norms intersect to shape economic transformation. The interplay among these variables reflects the multidimensional nature of development as conceptualized by Sen, Todaro, and other scholars who emphasize that equitable growth requires more than market expansion—it requires empowerment, fairness, participation, and strong local institutions. Therefore, the findings not only contribute to academic discourse but also offer practical insights for policymakers and communities seeking to construct rural tourism systems that are both sustainable and socially just.

CONCLUSION

This study demonstrates that gender equality and tourism village sustainability are mutually reinforcing pillars of an affirmative economy in rural tourism development. Gender equality emerges as a central driver that strengthens institutional quality and sustainability in tourism villages, while sustainability in turn provides the enabling environment for inclusive, affirmative economic practices to thrive. Women's increased access, participation, control, and leadership are not only morally imperative but translate into tangible economic benefits such as diversified livelihoods, greater income security, and broader community welfare. At the same time, sustainable governance characterized by transparent institutions, community participation, environmental stewardship, and fair benefit-sharing supports the consolidation of these gains and anchors them in a long-term development trajectory.

The findings also reveal a more nuanced relationship in which tourism village sustainability, while strongly supportive of the affirmative economy, slightly weakens the additional impact of gender equality on affirmative economic outcomes. This indicates that strong sustainability frameworks can equalize opportunities to such an extent that the marginal economic effect of further gender improvements becomes less pronounced, or that stringent sustainability regulations may inadvertently constrain the flexibility of women's entrepreneurial initiatives. From a development economics perspective, these results underscore the need for integrated policy design: sustainability agendas must be explicitly gender-responsive, and gender equality programs must be embedded within robust local institutions. For policymakers and practitioners, the implication is clear rural

tourism strategies will be most effective when gender empowerment and sustainability are treated not as separate or competing priorities, but as interdependent levers for building a just, inclusive, and resilient rural economy.

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The Role of Politeness Strategies in Javanese Students' Reluctance during Reflection Sessions of Microteaching Class

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Abstract. This study examines the phenomenon of Javanese students' silence during reflection sessions in microteaching classes, focusing on the role of politeness strategies. This study aims to find out the types of politeness strategies that play a role in the phenomenon of students' silence during reflection sessions in microteaching classes and how these strategies affect the level of Javanese students' involvement in providing feedback in microteaching reflection sessions between students and teachers. This study used descriptive qualitative research method, as this research design is very suitable to be used as it helps researchers to explore and understand the types of politeness strategies used by students in this phoneme. Data were collected through direct observation in the classroom and in-depth interviews with 5 students-teacher who participated in the reflection session of the microteaching class. The findings in this study revealed that students mostly used the politeness strategy of "don't do FTA", preferring to be silent rather than giving feedback or comments and criticisms to their peers. This also shows that Javanese cultural politeness values are also very influential on the politeness strategies they use, where the "do not do FTA" strategy can actually hinder forming effective classroom interactions and result in reflection sessions in microteaching classes that do not provide healthy communication.

Keywords: Javanese students, politeness strategies, reflection sessions in microteaching.

INTRODUCTION

Politeness in Javanese culture, is deeply rooted in the feeling of isin that has been instilled in children by making them feel ashamed of what others might think if they do not behave politely (Wijayanto, 2013). Javanese has a level of speech that reflects social structure and cultural values. There are 4 levels of language in Javanese, such as high krama, krama, high ngoko, and ngoko. This variety highlights the important role of language in building social relationships and preserving local culture amidst the challenges of globalization (Suwarno & Yanwar, 2020). Politeness in language is not just a matter of choosing polite words, but also how to keep the "face" of the listener, meaning to convey something so as not to hurt the feelings of others. "Face" refers to an individual's self-perception in public (Ady, 2015). According Brown and Lavinson (1987), face into two main forms; negative face and positive face. The desire to be appreciated and valued by others during a conversation is known as positive face. People want to be heard, treated with courtesy, and have their presence or ideas appreciated. One will feel comfortable and accepted in a social setting when their positive face is appreciated. The desire to be free and not forced to do something is known as negative face. It shows that people prefer to make their own choices free from outside influence. They will feel valued and more comfortable in social situations if their negative face is respected (Nuraini, 2021) .

Noticing and considering other people's faces is the definition of politeness. Politeness is a collection of strategies for handling risks to face, for doing face-threatening acts (FTAs). FTA is a face-threatening act, something that threatens the speaker's or hearer's negative or positive face. Brown & Levinson (1987) are famous for listing four politeness strategies. These strategies are used when someone wants to convey something that could threaten the interlocutor's self-esteem, which is called FTA (face-threatening act). The order of these strategies goes from the most direct to the most polite. First, perform the FTA directly without preamble or cover (bald on record). Second, doing FTA directly but in a more polite way, namely by using positive politeness or

negative politeness strategies. Third, delivering the FTA indirectly (off the record). Fourth, choosing not to do FTA at all.

In Javanese culture, positive politness and negative politness are strategies that are realized especially when delivering criticism or suggestions, so that relationships remain harmonious and conflict can be avoided. Positive politeness strategies such as empathy, seeking agreement, praise, showing familiarity dominate the interaction of Javanese speakers, especially in education and social communities (Prayitno et al., 2018). Negative politeness strategies are also often used, especially when there is a difference in status or age between the speakers. These strategies usually come in the form of excuses, requests for permission before speaking, or respectful gestures, especially when one wants to give feedback or criticism without offending the other person (Sukarsono et al., 2019).

In microteaching class for 6th semester students of English Education Study Program, reflection session is usually conducted after teaching practice, where the lecturer and classmates give feedback. However, in practice, many students seem hesitant to give comments or reflections on what they have missed in their teaching practice to the students who have practiced teaching in front of the class. Based on preliminary observations conducted by the researchers during microteaching reflection sessions, most students tended to remain silent when given opportunities to provide feedback. Approximately 70–80% of the students did not actively participate in the reflection discussions and chose not to deliver comments or criticisms to their peers. According to the lecturer's informal notes, only one or two students consistently volunteered to speak, while others waited to be appointed or remained silent. This may be influenced by cultural factors, where they feel the need to maintain the "face" of friends who have just practiced teaching in front of the class. This attitude made the reflection session less active and did not provide in-depth feedback, which is actually very important to improve the ability of student-teacher who practice teaching and other students-teacher who are watching. These initial observations indicate that students' reluctance to speak during reflection sessions is a recurring issue that requires further investigation.

Based on preliminary observations conducted by the researchers during microteaching reflection sessions, most students tended to remain silent when given opportunities to provide feedback. Approximately 70–80% of the students did not actively participate in the reflection discussions and chose not to deliver comments or criticisms to their peers. According to the lecturer's informal notes, only one or two students consistently volunteered to speak, while others waited to be appointed or remained silent. These initial observations indicate that students' reluctance to speak during reflection sessions is a recurring issue that requires further investigation. This raises two important questions: (1) which type of politeness strategies are most often used by Javanese students in situations of reluctance to comment during reflection session of microteaching class ? ; (2) how these strategies affect the level of Javanese students engagement in giving feedback in student-teacher microteaching reflection sessions. This is the urgency of this research in understanding the form of Javanese politeness strategies in the reflection session of 6th semester students majoring in English Education.Students' reluctance to comment on their own peers who have practiced teaching in microteaching class reflection sessions is a phenomenon that we can find in prospective teacher students in the 6th semester of English Education at Universitas Muria Kudus. Many students feel hesitant or uncomfortable to express criticism towards their peers. Feelings of hesitation or discomfort to express criticism or comments towards someone even with people we know can be influenced by psychological factors such as public speaking anxiety, low self-confidence, and fear of making mistakes (Rahmawati & Rizqiya, 2023). However, in a cultural context, feelings of hesitation or discomfort in expressing criticism or comments towards someone can also be a form of social awareness influenced by strong politeness values.

According to Brown and Levinson's (1987) politeness theory, people will usually maintain two different "faces" in every communication: positive face and negative face. The need to be liked and accepted by others is known as positive face, while the need to maintain one's privacy, not be disturbed, and have one's independence respected is known as negative face. Because of these "faces", politeness techniques have emerged as a way to maintain these two types of faces. For example, positive politeness is usually shown through efforts to build familiarity and warm relationships, while negative politeness is more about being cautious in speech such as using indirect language, or even choosing silence to avoid potential conflict.

Politeness and harmony are highly valued in Javanese society, and this is shown in how people voice their thoughts, particularly when they could potentially cause conflict. According to Sukarno (2018) , Javanese people frequently utilize krama, or indirect language in their communication. They may even choose to keep quiet rather than speak out loud to avoid offending someone.

The application of the Brown & Levinson (1987) theory is very relevant to Javanese culture, despite the fact that it was first developed in the West. This is particularly true when it comes to the phenomenon of Javanese students who frequently hesitate to speak, especially when they are asked to give or receive criticism during the reflection session.

In the context of Javanese society and culture, a number of previous studies have examined the connection between communication behavior, politeness techniques, and culture. This study aims to find out how Javanese

speakers react to compliments in daily encounters and what politeness techniques are used in these instances, Sukarno (2015) conducted research using a descriptive qualitative approach. After gathering information through interviews and observation, Brown and Levinson's theory was applied to the analysis. The findings show that to maintain harmony and avoid the impression of haughtiness, Javanese speakers often use negative politeness techniques, such as sarcastic comments or tactfully rejecting compliments. This research framework is broader and more objective as it focuses on common ways of communicating and social interaction in Javanese society.

The use of politeness techniques in the context of English language teaching at the university level in Iraq was the subject of another study by Al-zurfi (2022). According to a quantitatively researched questionnaire, students usually choose positive politeness to maintain social relationships and avoid conflicts, while instructors are more likely to use unrecorded and negative politeness tactics. These results suggest that social roles and cultural influences affect the selection of politeness tactics.

Previous research has also been conducted by Harmia & Mada (2024) which discusses the use of politeness strategies in EFL classes in Yogyakarta with a focus on teachers and students. Through a qualitative descriptive approach, this study involved 2 teachers and 20 junior high school students as participants. The results show that positive politeness strategies are mostly used by teachers and students in their interactions in the classroom, such as giving compliments, giving greetings, and building cheerful classroom interactions. Negative politeness is also still used, such as asking for permission to maintain the harmony of classroom interactions. Some teachers and students also use indirect means or a kind of subtle innuendo in their interactions. The main challenge faced is that there are still some students who are less sensitive to social situations, so they do not know when to be polite.

Although several previous studies have discussed politeness strategies in the context of Javanese culture, academic interactions at the university level, as well as the use of politeness strategies in EFL classes by teachers and students in secondary schools, the impact of Javanese cultural politeness values on students' communication behavior in the context of academic reflection has not been explicitly highlighted. The relationship between politeness strategies and students' tendency to be reluctant or passive in expressing opinions or criticisms during reflection sessions has not been thoroughly examined in these studies. Therefore, to better understand how Javanese politeness techniques affect students' reluctance or silence during reflection forums in microteaching classes this research is needed.

RESEARCH METHODOLOGY

This study uses a descriptive qualitative research design because it is suitable for exploring a person's behavior, perspectives, and experiences subjectively. The purpose of this study is to understand how Javanese cultural politeness affects the attitude of students who are reluctant to comment during reflection sessions. The data were analyzed using Miles and Huberman's (2014) interactive model of qualitative data analysis, which consists of data reduction, data display, and conclusion drawing. The researchers coded the data base on Brown and Levinson's (1987) politeness strategy framework to identify patterns of students' communication behavior. This research was conducted in the English Education Study Program of Universitas Muria Kudus. The research participants were 6th-semester students who had taken microteaching courses. For the purpose of this mini-research, 5 students were selected based on their Javanese cultural background and their participation in the microteaching reflection session.

Data were collected from utterances by 6th-semester students during microteaching courses and reflection session takes place. Data were obtained from three main sources: classroom observations and in-depth interviews. Classroom observations were used to record how students behaved and spoke during the reflection session. Meanwhile, in-depth interviews were conducted to explore and go deeper into the reasons why students chose to remain silent or hesitant when expressing their opinions and making verbal comments to their friends. In-depth interviews were also conducted to confirm the analysis results from classroom observations. These two way to collect data sources are used to complement each other, thereby enhancing the accuracy and comprehensiveness of the study's results. To ensure data validity, this study employed triangulation and member cecking technique. Data triangulation was conducted by comparing the results of classroom observation and in-depth interviews. Member cecking was carried out by confirming the researchers' interpretations with the participants to ensure the accuracy of the findings.

This study adapts by Harmia & Mada (2024) approach to analyzing politeness strategies because both identify politeness strategies, but the contexts are different. This study also uses the theoretical framework of Brown & Levinson (1987) in identifying verbal and nonverbal forms of politeness. This research has two ways to collect data, direct observation and recording and transcription. Data were collected from utterances made by both teachers and students during recorded online English classes. The researchers conducted direct observation of classroom interaction to capture how politeness strategies naturally appeared during teaching and learning activities. This method ensured that the data reflected real classroom dynamic. The classes were recorded, and the

utterances were transcribed for analysis. This step was crucial for maintaining data accuracy and credibility , allowing researchers to analyze the language used in detail.

This study adapts how to get the data source and the ways to collect data from Harmia & Mada (2024). Data were collected from utterances by 6th-semester students who had taken microteaching courses and join the reflection session. This study has two ways to collect data, direct observation in classroom to capture how politeness strategies naturally appeared during reflection session and in-depth interviews for maintaining data accurary and credibility.

RESULTS AND DISCUSSION

This section presents the results of research on 5 participants from 6th semester students of English Education at Universitas Muria Kudus who participated in reflection sessions during microteaching classes. In the microtech class, every time one student who has finished teaching practice, a reflection session is opened. The reflection session is conducted openly where other students are also welcome to comment or have an opinion about the teaching practice that has been carried out by that student (their own classmates). In one meeting, there were 6 students doing teaching practice, which means there were 6 x reflection sessions conducted.

The research results were taken from direct observation in the classroom and in-depth interviews as a form of certainty and accuracy of the direct observation results. The results were analyzed according to Brown & Lavinson's (1987) theory which classifies politeness strategies into four main strategies. First, perform the FTA directly without preamble or cover (bald on record). Second, doing FTA directly but in a more polite way (on the record with redress), namely by using positive politeness or negative politeness strategies. Third, delivering the FTA indirectly (off the record). Fourth, choosing not to do FTA at all.

Based on the transcripts of the classroom observations and in-depth interviews, it was found that the participants used a variety of politeness strategies in delivering their utterances as well as their silence. From the data analysis, two of the four types of politeness strategies proposed by (Brown & Levinson, 1987) were found during the classroom activities; “On the record with redress” which includes (positive politenese and negative politenese) and “do not do the FTA”. The data were collected from five students during six reflection sessions in one classroom meeting. In each session, one student was given a single opportunity to deliver a comment or choose to remain silent. The total number of opportunities analyzed was 30 (5 students × 6 sessions).The final percentage results show the dominance of the politeness strategy “do not do the FTA” and the absence of the politeness strategies “bald on record” and “off the record”.

TABLE 1. PERCENTAGE OF POLITENESS STRATEGY USED

Types of Strategies	Number of occurrences	Percentage
Don’t do the FTA	24	80 %
Positive Politeness	4	13,3 %
Negative Politeness	2	6,7 %
Total Strategies	30	100 %

According to Table 1, shows clearly that the most dominant politeness strategy used by the participants is the strategy of “do not do the FTA (Face Threatening Act)”, with a total of 24 occurrences, which is equivalent to 80% of the total speaking opportunities given in the microteaching class reflection session. This strategy refers to the tendency of students not to say anything when given the opportunity to give comments or criticism to their friends who have done teaching practice. According Brown and Lavinson's theory, silence or “do not do th FTA (Face Threatening Act)” is understood as a form of politeness because students choose to avoid potentially threatening other people's face (positive face) or (negative face). They indirectly want to avoid socially awkward situations by being silent and not giving any comments or criticisms. Because they think that giving criticism will annoy their friends or they feel embarrassed to speak in public because they are afraid of making mistakes.

The positive politeness strategy was recorded to be used 4 times, or about 13.3% of the total data. This strategy is shown through expressions of praise from participants who occasionally give comments to their friends who have done teaching practice. Complimentary remarks were delivered with the aim of building closeness, showing respect, and creating a supportive atmosphere towards friends. Such remarks illustrate students' efforts to maintain social harmony and show a supportive attitude towards their own friends, thus not only avoiding conflict but also strengthening the sense of togetherness in friendship.

The negative politeness strategy appeared 2 times or 6.7%. This strategy reflects a form of politeness that is carried out by recognizing the potential threat in communication, but still conveying it carefully. Utterances that fall into this category are usually characterized by an apology or polite word choice to avoid the impression of attacking. For example, students say “sorry” before delivering comments or criticisms to their friends or the word “maybe” as a form of caution so as not to appear patronizing or smart-ass. This strategy shows students' awareness

of the risks in making comments that can make them awkward, but they still try to express comments or criticisms subtly by choosing suitable words. From the overall results of this analysis, there is no use of the “bald on record” and “off record” strategies at all.

TABLE 2. RESULT OF DIRECT OBSERVASION

Participants	Utterances and gestures	Politeness Strategies
Participant 1 (2 utterances and 4 silences)	“The teaching is good, but maybe it can be improved on the vocabulary part.”	Positive Politeness
	“I think overall it's good... but maybe the lead in could be improved...”	Positive Politeness
	More silence	Don't do the FTA
Participant 2 (1 utterance and 5 silences)	“This is just my opinion, maybe small group activities can be added...”	Negative Politeness
	More silence	Don't do the FTA
Participant 3 (1 utterance and 5 silences)	“Sorry, this is just my opinion, I think you should improve...”	Negative Politeness
	More silence	Don't do the FTA
Participant 4	“Maybe the presentation part could be improved... but overall it's already good.”	Positive Politeness
	“Maybe you could add more reinforcement... but I like your opening.”	Positive Politeness
	More silence	Don't do the FTA
Participant 5	Never gave a comment	Don't do the FTA

Do Not Do the FTA (Face Threatening Act)

The “Do not do the FTA” strategy is a politeness strategy where one chooses not to say or do something that could threaten the other person's face, either positive face or negative face. In this strategy, a person deliberately avoids saying comments or criticisms that might offend or make the interlocutor feel uncomfortable and make the other person's “face” feel threatened. The form of “Do not do the FTA (Face Threatening Act)” is to say nothing when given the opportunity to comment or the speaker will say something positive without adding any comments and criticisms. This strategy keeps the other person's feelings and self-esteem safe. However, this strategy can be considered dishonest because the speaker does not convey what he really feels.

The “Don't do FTA (Face Threatening Act)” strategy is the most frequently used politeness strategy according to direct classroom observations and in-depth interviews with 5 participants. This strategy arises when a person decides not to say something that could put the other person's “face” at risk, be it negative face (the desire to be free to act without pressure) and positive face (the desire to be respected and liked), or when they decide to say something that could save the other person's face but does not match their true feelings. The most common form of the “Don't do FTA” strategy in the context of this study was to remain silent or not answer at all when given the opportunity to speak.

In each reflection session in the microteaching class, one student was given a single opportunity to deliver a comment or choose to remain silent. The total number of opportunities analyzed was 30 (5 students × 6 sessions). It was recorded that 24 times students chose not to speak at all. They remained silent even though the lecturer had given them space to speak to deliver comments or criticisms to their friends who had done teaching practice. Some of them also seemed to just nod or smile without saying anything.

According to the interview results, the majority of students were concerned that their comments would offend the friend being assessed. Some also admitted that they lacked confidence in their own judgment or believed that it was better to keep quiet than to be perceived as pretentious. In addition, some students said that they kept their comments to themselves because they did not want to embarrass their friends in front of the class.

Positive Politeness

Based on the results of observations and in-depth interviews, it was found that some participants used positive politeness strategies when giving comments. Of the total 30 strategies identified, positive politeness was used 4 times or around 13.3%. Positive politeness is the second dominant strategy found in this study after the politeness strategy “do not do the FTA”. This strategy appears in the form of comments containing compliments that aim to show closeness, or attempts to make the interlocutor feel appreciated, accepted and even liked.

Positive politeness is a politeness strategy that aims for somebody needing the “positive face” – that is, they desire appreciation, being liked, with social group acceptance (Fathi, 2024). In this context, the participants use this strategy for the conveying of criticism or suggestions in a way that is not direct. The soft and consistent method keeps “ face” positive ” for the people giving comment. For example , Participant 1 said, "The teaching is good, but maybe it can be improved on the vocabulary part." This sentence show that participant want to give

advice, but still started with praise . The phrase “the teaching is good” shows praise moreover formerly before enter to part criticism . This is characteristics typical from positive politeness, because make criticism heard more can accepted.

The same participant also said, “I think overall it's good... but maybe the lead in could be improved...” Praise at the beginning of a sentence shows and builds a sense of comfort and does not immediately criticize sharply. This keeps the atmosphere positive, despite the feedback. Participant 4, also uses a similar approach, “Maybe the presentation part could be improved... but overall it's already good.” And “Maybe you could add more reinforcement... but I like your opening.” Of this two utterances , looks clear that the strategy used still consistent , give criticism accompanied by with praise . With add phrase such as "but overall it's already good" or "I like your opening", participants try to show that they value their friend and do not want to appear judgmental. This is form empathy in communication and strongly reflects a positive politeness strategy .

In utterance the reflect that the participants still try guard connection social and want show support , although they also have to comments and criticism for his friend . From the results interview, the participants who use positive politeness they assume that other person need appreciation formerly let spirit and that can so power , so when give comment or criticism that's it not directly make they are down or even insecure. In context session reflection in microteaching class , this is very important because supportive atmosphere will push more learning good .

In general overall , although amount its use No as much as the Don't do the FTA strategy, the existence of positive politeness show that a number of participant own good and proper awareness exemplified in choose words that are not only polite , but also capable guard interpersonal relationships . This becomes a matter that in academic communication too; values of politeness still become part important from interaction.

Negative Politeness

Apart from the positive politeness strategy , other strategies were also found is negative politeness . This strategy used as many as 2 times or approximately 6.7% of the total strategies identified . Although the amount no many , its existence still give description important about how the participants try honor freedom and space other people's personal in communicate. Negative politeness is the strategy used when somebody wants to give a comment or criticism, but they still want to guard distance, respect against talk , and avoid impression force (Fathi, 2024).

This strategy is usually characterized by using cautious language or apologizing before speaking. For example, Participant 2 expressed his comments by saying; “This is just my opinion, maybe small group activities can be added...” This sentence shows the typical characteristics of negative politeness. The use of the phrase “this is just my opinion” is a form of hedging. It shows that the speaker does not want to be heard as imposing his/her opinion. In addition, the word “maybe” is also a form of word with caution and reinforces the impression that the comments conveyed are only suggestions, not orders or forceful criticism.

Something similar was also found in Participant 3 who said; Sorry, this is just my opinion, I think you should improve the presenting part of the material so that it is easy to understand and not too complecated” Here , the word “sorry” becomes strong indicator from negative politeness. Apologizing first before commenting shows that the speaker is aware that the speaker will say something that can offend the person who will comment. So, the speaker tries to reduce the negative impact by showing a humble and non-judgmental attitude. By adding “just my opinion”, the speaker emphasizes that he or she does not intend to be pushy. The use of this strategy shows social awareness and caution in interaction. Compared to positive politeness which seeks to build closeness, negative politeness keeps a safe distance, is cautious and shows respect for the right to disagree or uncomfortable speech.

From the findings based on observations and in-depth interviews, the politeness strategy “do not do the FTA” is the most widely used politeness strategy. The politeness strategy “do not do the FTA” is the most polite politeness strategy according to Brown and Lavinson's (1987) theory. This behavior reflects the use of negative politeness strategies, where speakers avoid imposing their opinions on others (Brown & Levinson, 1987). This finding is consistent with Pratiwi (2021) and Sari (2022), who reported similar tendencies among Indonesian EFL students. However, this result differs from Rahmawati (2020), who found more active peer feedback practices. This difference may be influenced by contextual factors in microteaching classes. In the context of reflection sessions in microteaching classes, this politeness strategy is less effective because it hinders the running of reflection sessions that run openly. Students who have done teaching practice need criticism and suggestions to improve their teaching skills. So, comments and criticisms not only act as words, but also act as a reminder for others who are commented on that there is something that needs to be improved.

From the results of the interview, it was also found that the attitude of silence and not giving comments to their own friends who have done teaching practice or the way the participants speak in delivering comments very carefully can also occur due to the influence of Javanese culture. Given that the participants come from Java and grew up in a Javanese environment, they argue that Javanese culture greatly influences them in delivering comments to others. They need to think many times about how to make comments without hurting or offending

others or even end up not making comments. This is very crucial because it is quite a challenge in the academic field which even needs criticism and suggestions to improve students' skills.

CONCLUSION

This study shows that the politeness strategy of "do not do the FTA" was mostly used by 6th semester students of English Education of Universitas Muria Kudus during reflection sessions in microteaching classes. Most participants preferred to remain silent rather than giving comments or criticism to their peers who had carried out teaching practice. The dominance of silence is considered less effective in academic contexts, especially in microteaching classes, because reflection sessions require comments and feedback to improve students' teaching skills. Giving criticism and suggestions should be seen as a positive academic practice rather than something that may offend others. Although silence was dominant, some participants still used "on the record with redress" strategies, including positive politeness and negative politeness. Through these strategies, participants delivered comments carefully, indirectly, and politely by combining criticism with praise or using cautious expressions. Interview results indicate that students' reluctance to speak was influenced by fear of offending peers, lack of confidence, and concern about embarrassing others in front of the class. These factors made students choose silence as the safest option. The findings also show that Javanese cultural values strongly influence students' communication behavior. Cultural values that emphasize respect, harmony, and avoidance of conflict make students uncomfortable with direct criticism, even in academic settings that encourage openness and constructive feedback. Therefore, increasing students' awareness of effective and polite academic communication is important, especially for prospective teachers, so that reflection sessions can function as meaningful learning opportunities.

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Factors Influencing Elementary School Teachers' Well-Being: A Systematic Literature Review

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Abstract. Teacher well-being serves as a fundamental element in sustaining the quality of education, particularly within elementary schools. This study seeks to explore and synthesize the factors that shape the well-being of elementary school teachers through a Systematic Literature Review (SLR) approach. Eight relevant studies published between 2020 and 2025 were systematically reviewed from international and national databases such as Google Scholar, SINTA, and Garuda. The synthesis reveals that teacher well-being is a multifaceted construct encompassing psychological, professional, social, economic, and institutional dimensions. Psychological well-being is affected by emotional regulation, gratitude, and spiritual balance. Professional and institutional determinants such as manageable workload, professional growth, acknowledgment, and leadership support enhance motivation and job satisfaction. Supportive social networks among colleagues, students, and administrators strengthen emotional resilience, while financial security contributes to a sense of stability and fulfillment. Ultimately, teacher well-being emerges not merely as an individual concern but as a systemic product influenced by educational policy and school culture. Promoting teacher well-being thus requires an integrative framework combining psychological assistance, fair compensation, professional development, and a positive school environment to ensure effective teaching and improved learning outcomes.

Keywords: Elementary school teachers, influencing factors, teacher well-being.

INTRODUCTION

Teacher well-being is a crucial element in the education system, particularly at the elementary school level. Teachers with good well-being tend to demonstrate high motivation, deep engagement in the learning process, and are able to create a positive classroom environment for students. Conversely, low well-being can lead to stress, burnout, and a decline in teaching quality, which negatively impacts student learning outcomes (Mansir, 2020). In line with this, teachers are a key pillar in the education system and play a vital role as educators, motivators, and character builders for the younger generation. The well-being of elementary school teachers has been recognized as a crucial factor in determining the quality of education. Teacher well-being, here, extends beyond meeting economic needs (salary and benefits), but also encompasses psychological, social, and professional aspects that influence teacher satisfaction and job satisfaction (Viac and Fraser, 2020).

Internationally, attention teacher welfare has increased in recent decades. Research by Collie (2023) studies show that teacher well-being is closely related to the quality of teaching. Teachers who feel physically and mentally healthy tend to be better able to handle challenges in the classroom and create a positive learning climate. Conversely, poor well-being can lead to burnout, stress, and reduced work motivation, which ultimately impact the quality of education provided to students (Aldrup, 2018).

In line with the above, several studies have demonstrated the impact of teacher well-being on teaching quality. Good well-being allows teachers to be more focused and creative in designing engaging learning materials and interacting effectively with students. This, in turn, impacts student learning outcomes, increasing their motivation to learn and achieving better performance (Ortan et al., 2021). In Indonesia, research by (Nuswantari & Izzati, 2025) shows that teacher well-being is positively related to their performance in the classroom, which has a direct impact on improving student academic achievement.

In Indonesia, research on teacher well-being is still limited. However, a study by Saleh et al., (2024) showed that elementary school teachers in Indonesia are generally satisfied with their profession. They consider well-being an important factor in their work because it can have a positive impact on students. However, the lack of learning facilities and infrastructure is a major obstacle to teacher well-being.

Teacher well-being not only impacts them personally but also influences the quality of teaching and student learning outcomes. Teachers experiencing stress and burnout tend to be less engaged in the learning process, which can lower student motivation and achievement. Hutasuhut et al., (2025) Unmanaged work stress can negatively impact teachers' physical and psychological health. This impact can lead to decreased concentration, motivation, and performance in the learning process. Consequently, teaching quality is suboptimal and student achievement declines.

Within this framework, a notable research gap lies in the scarcity of systematic investigations that thoroughly examine the multiple dimensions influencing elementary school teachers' well-being spanning economic, social, psychological, and professional domains and their subsequent effects on teachers' professionalism and the quality of student learning. To address this gap, the present study endeavors to offer a more nuanced understanding of the determinants of teacher well-being and to elucidate their direct relationship with teaching performance and educational outcomes at the elementary school level.

Given the critical role of teacher well-being in enhancing educational quality, it is essential to gain a more comprehensive understanding of the factors that shape it. By conducting a systematic review of existing literature, this study seeks to explore and synthesize the diverse elements influencing the well-being of elementary school teachers. The findings are anticipated to offer valuable guidance for policymakers and educational stakeholders in formulating effective strategies to promote teacher well-being, which, in turn, can lead to improved teaching quality and overall educational outcomes in Indonesia.

RESEARCH METHODOLOGY

This study uses a qualitative descriptive approach, applying the Systematic Literature Review (SLR) method to explore in-depth the factors influencing elementary school teacher well-being through an analysis of various recent studies. This method was chosen, because of its ability to create a systematic and organized thematic synthesis of various previous studies (Bamber & Schneider, 2022). Literature was collected by several academic databases such as Google Scholar, Semantic Scholar, and national journal portals such as Garuda and SINTA. Keywords used in the search process included "teacher well-being," "elementary school teacher well-being," "teacher job stress," "teacher social support," "teacher mental well-being," and "factors influencing teacher well-being."

The criteria for articles used as references were determined selectively. Articles considered were those published between 2020 and 2025, in Indonesian or English, focused on primary education, and explicitly discussed teacher well-being. To ensure data quality and relevance, researchers established inclusion and exclusion criteria. Articles meeting the inclusion criteria included scholarly works discussing factors influencing teacher well-being in primary schools, including physical, psychological, and social aspects, and accessible both publicly and through institutions. Conversely, non-scholarly articles, those not focused on primary education, or not explicitly mentioning factors influencing teacher well-being, were eliminated from this study.

RESULTS AND DISCUSSION

The article selection process in this study was carried out systematically using the Systematic Literature Review (SLR) to identify literature relevant to the topic of elementary school teacher welfare. Literature searches were conducted in several major databases such as Google Scholar, SINTA, Semantic Scholar and Garuda using the following keywords: "teacher well-being", "teacher elementary school", "teacher work well-being", and "elementary school teacher environment". The inclusion criteria set in the literature selection included: (1) scientific articles published in the 2020–2025 period, (2) discussing factors that influence teacher welfare, especially in the elementary school context, (3) focusing on teacher welfare at the elementary school level, and (4) being accessible openly or through academic institutions. Meanwhile, articles that were non-scientific opinion articles, irrelevant to elementary education, or did not explicitly mention teacher welfare factors were eliminated from the analysis.

From the initial search, 30 relevant articles were identified based on their titles and abstracts. After screening based on the inclusion criteria and thoroughly reviewed, only eight articles met all requirements and were suitable for use as primary references in this study. However, for the purpose of focusing the analysis, eight articles that most representative were selected to be summarized in the following Table 1.

TABLE 1. **SUMMARY OF THE RESULT OF LITERATURE REVIEW ON FACTORS INFLUENCING ELEMENTARY SCHOOL TEACHERS' WELL-BEING**

Source & tittle	Focus Finding	Factor Well-Being Teacher
The relationship between gratitude and teacher well-being ingratitude and teacher well-being inrelationship between gratitude and teachers who teach in inclusiveteachers who teach in inclusiveteacher well-being, which can elementary schools (Issom & Nadia,primary schools. improve the quality of teaching and 2021) interactions with students.	Study the relationship between	We found a significant positive
Factors influencing the well-being of primary school teachers in Indonesia: A pilot study (Saleh et al., 2024).	identify factors that influence teacher welfare in elementary schools in Indonesia.	Elementary school teachers' well-being is influenced by interrelated relational, professional, contextual, psychosocial, and economic factors. Harmonious relationships with students, colleagues, and leaders enhance emotional support, while career development opportunities and student success reinforce professional meaning as factors that both support and hinder well-being.
Teacher Welfare: The Key to Improving the Quality of Teaching in Elementary Schools (Syahputra et al., 2025)	examine the relationship between teacher welfare and improving the quality of teaching	The well-being of elementary school teachers is influenced by financial, emotional, social, and professional factors. A decent salary, a supportive work environment, and career development opportunities enhance teacher motivation and performance, positively impacting the quality of teaching.
The Influence of Teacher Welfare on Teacher Performance at Muhammadiyah PK Kottabarat Elementary School and Muhammadiyah 10 Types Elementary School (Hasanah & Zainuddin, 2024).	Children comforted upset peers and showed care toward animals/objects. to determine the influence of teacher welfare on teacher performance at Muhammadiyah PK Kottabarat Elementary School and Muhammadiyah 10 Tipes Elementary School	Elementary school teacher well-being is influenced by financial factors, the work environment, recognition, and institutional support. Adequate salaries and benefits, a comfortable work environment, and recognition of achievement and support from school leaders increase teacher motivation, satisfaction, and performance, thus positively impacting the quality of learning.
Conceptualising Teacher Wellbeing: A Qualitative Investigation with Primary School Teachers in England (Ozturk et al., 2025)	This study explores how primary school teachers in England define, understand and experience wellbeing, with the aim of uncovering the factors that influence their wellbeing.	We are findings multiple dimensions of teacher well-being, including commonly recognized aspects such as workload, as well as lesser-recognized factors such as teachers' personal lives. This study enriches our understanding of teacher well-being, offering insights into teachers' perspectives and informing future research and policy while adding further nuance to existing frameworks.

The impact of teacher well-being and mental health on pupil progress in primary schools (Glazzard & Rose, 2020).	examine the relationship between teachers' well-being and mental health and the learning progress of elementary school students	Elementary school teachers' well-being is influenced by workload, professional stress, school climate, social relationships, and leadership support. Heavy administrative and policy demands reduce teacher motivation and mental health, while social support, empathetic leadership, and work-life balance improve emotional resilience and teaching quality.
Workload intensification and wellbeing among primary school teachers in Scotland (Hulme et al., 2025).	aimed to examine the impact of increased workload on the well-being of primary school teachers in Scotland	Elementary school teachers' well-being is influenced by high workloads, emotional stress, institutional support, educational policies, and work-life balance. Administrative demands and excessive public expectations decrease well-being, while social support, empathetic leadership, and a collaborative work environment enhance teacher motivation and mental health.

The well-being of primary school teachers (teacher well-being) is a crucial aspect that determines the effectiveness of learning, work motivation, and the sustainability of the teaching profession. Based on the analysis of eight articles in this literature review, it was found that teacher well-being is influenced by various factors that can be classified into five main categories: psychological, professional, social, economic, and institutional contextual.

From a psychological perspective, teacher well-being is closely related to their emotional regulation skills, gratitude, and the meaning of their work. Issom and Nadia (2021) demonstrated that gratitude is positively correlated with teacher well-being, as the practice of gratitude reflection helps individuals manage emotional stress and increases life and work satisfaction. This emotional well-being serves as a foundation for teachers in building positive relationships with students and maintaining a spirit of professionalism in work-related challenges. This aligns with the findings of Saleh and Kurniawati (2024), who identified psychosocial dimensions as a crucial component of teacher well-being, encompassing intrinsic motivation, spirituality, and the ability to balance work pressure with personal values.

Professional factors also play a key role in shaping the well-being of primary school teachers. Glazzard & Rose (2020) emphasizes that professional well-being is not only determined by salary or benefits, but also by career development opportunities, ongoing training, and performance recognition. Teachers who feel professionally appreciated tend to experience greater job satisfaction and stronger intrinsic motivation. Consistent with the findings, Hasanah and Zainuddin (2024) supports these findings by showing that teacher well-being is influenced by the balance between work demands and organizational support. Teachers who receive opportunities for capacity building and have autonomy in the learning process demonstrate better teaching performance and more stable psychological well-being.

Social and relational factors are also important determinants of teacher well-being. Interpersonal relationships with students, colleagues, and principals form a social support ecosystem that influences teachers' emotional resilience. In this context, Saleh and Kurniawati (2024) found that positive social interactions and support from the school environment are key sources of well-being, particularly for teachers in areas with limited facilities. Meanwhile, international research by Ozturk, Wigelsworth, and Bagnall (2024) emphasizes that teacher well-being is multidimensional and requires a holistic approach encompassing interventions at the individual, organizational, and public policy levels. They emphasize the importance of social support from colleagues and empathetic school leadership in maintaining teacher mental stability and motivation.

From an economic perspective, financial well-being is a variable that consistently appears in various studies. Research by Hasanah & Zainuddin (2024) shows that adequate salaries and benefits directly influence teacher motivation and productivity. Low economic well-being often drives teachers to seek additional work, potentially reducing focus on their primary duties as educators. In a global context, Shumin et al. (2023) found that financial

well-being has different weightings across countries: in individualistic contexts, economic stability is the primary factor, while in collectivistic cultures, social recognition and a sense of community play a greater role in shaping teacher well-being.

Institutional contextual factors such as educational policies, workload intensification, and school culture also have a significant impact on teacher well-being. Hulme et al. (2025) highlighted that increasing administrative burdens and excessive curriculum demands in Scotland led to chronic stress, reduced work-life balance, and worsened teacher mental health. A similar phenomenon was described by Glazzard and Rose (2019), who found that teacher mental health directly impacted student academic progress. Teachers experiencing high levels of stress tended to lose pedagogical empathy and patience in learning interactions. Conversely, empathetic leadership support and flexible work management policies were shown to strengthen teacher well-being and performance.

Overall, the synthesis results show that teacher well-being is the result of a dynamic interaction between individual, social, economic, and institutional factors. Well-being cannot be separated from the broader context of the education system but must be seen as an integral component of education quality policy. Teachers with well-being have a greater emotional and professional capacity to create a safe, supportive, and growth-oriented learning environment for students.

CONCLUSION

Elementary school teacher well-being is a multidimensional phenomenon that is influenced by various factors, including psychological, professional, social, economic, and institutional factors. From a psychological perspective, well-being is shaped by the ability to manage emotions, gratitude, spirituality, and professional meaning. Professionally, factors such as career development, recognition of performance, teaching autonomy, and access to continuous training are crucial. Social aspects include harmonious relationships with students, colleagues, and the principal, which create a supportive work environment. Economic factors such as salary, benefits, and job stability also influence teacher motivation. Institutional factors, including workload, educational policies, and organizational culture, also influence teacher well-being.

Teacher well-being depends not only on individual circumstances but also on structural support and educational policies. Well-being teachers have better performance, higher motivation, and effective pedagogical skills, which positively impact the quality of teaching and student learning outcomes. Therefore, improving teacher well-being must be a priority in educational policy, with a holistic approach that integrates various aspects.

This study recommends fair remuneration policies, psychosocial support, and a positive work environment. Furthermore, it is important to ensure equal access to professional development, as well as school policies that support work-life balance. Future researchers are advised to conduct more in-depth research to understand the dynamics of teacher well-being across various contexts. Improving teacher well-being is an investment in the future of quality education in Indonesia.

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Leveraging Culturally-Themed VTuber for Digital Branding and Tourism Promotion of Kudus Regency

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Abstract. This conceptual paper proposes a concept of innovative strategy for promoting tourism in Kudus Regency through the utilization of Virtual YouTubers (VTuber) integrated with traditional cultural elements. The main issue addressed is the suboptimal communication and promotion of the region's tourism potential. As a solution, a VTuber character is designed, incorporating local cultural features such as traditional Kudus attire, clove tobacco batik motifs, and refined Javanese language. This virtual ambassador aims to attract Generations Z and Millennials while interactively introducing Kudus' natural, cultural, and culinary richness via digital platforms such as YouTube. The approach seeks not only to expand promotional reach but also to build strong brand equity for Kudus tourism. Through a comparative analysis with conventional promotional media, the paper demonstrates that VTuber offer greater flexibility, more personal interaction, and reduced risk of controversy, making them a viable and effective sustainable branding strategy.

Keywords: VTuber, Tourism Promotion, Traditional Culture, Digital branding, Virtual Influencer.

INTRODUCTION

Indonesia is widely recognized as a country with massive potential in the tourism sector, supported by natural beauty, cultural wealth, unique traditions, and diversity that has become an inherent identity of the nation. If these potentials can be maximized and executed efficiently, Indonesia has a great opportunity to give birth to world-class tourist destinations that will attract the interest of both domestic and foreign tourists. The rapid growth of the tourism sector in a region directly serves as an engine for regional advancement and development. The movement of the economic wheels resulting from this sector provides a substantial contribution to the Gross Domestic Product (GDP) income, provides millions of job opportunities for the local community, and generates state foreign exchange or foreign currency obtained from foreign tourists [1].

Although Kudus Regency's tourism potential includes various attractions, including natural, cultural, and culinary tourism, there are a number of structural problems that hinder the development of this sector. These problems include the overlapping of regulations between the central and regional governments, insufficient quality of Human Resources (HR), inadequate supporting infrastructure, lack of investment in the tourism sector, and the environmental aspect being insufficiently considered in tourism development. From this series of challenges, this study focuses attention on the problem of suboptimal communication and publication. The development of Kudus tourism requires a revolutionary promotion strategy.

The approach currently used by the Culture and Tourism Office (Disbudpar) of Kudus Regency tends to be stagnant, still revolving around conventional promotional media such as websites, YouTube, Instagram, and Facebook. Although the use of conventional media is a good effort, these conventional promotion methods are considered not to have a significant impact. Inevitable technological advancements, coupled with the emergence of new innovations, have tightened regional competition in promoting tourism. This condition creates a strategic gap, indicating that the main problem is not a lack of promotional platforms, but a lack of relevance and effectiveness of these platforms in reaching the continuously evolving target audience.

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RESEARCH METHODOLOGY

This conceptual proposal is to introduce an icon or ambassador capable of being the best representative for Kudus Regency. This ambassador, who will conduct promotional activities on various social media platforms, mainly YouTube, is different from conventional ambassadors who usually come from celebrities or influencers. The ambassador recommended is a Virtual YouTuber (VTuber). The utilization of the combination of animation technology and digital interaction in VTuber is considered capable of providing education and promotion about Kudus Regency tourism in an attractive, interactive way, and providing a fresher form of new entertainment for the public.

By explicitly targeting the problem of suboptimal communication and publication, the utilization of VTuber is positioned as a mechanism to ensure cross-generational relevance, ensuring that the tourism message reaches the future consumer base.

RESULTS AND DISCUSSION

The concept of Virtual YouTuber (VTuber) originated in Japan and is a technology-based entertainment medium that uses a virtual avatar created with Computer Generated Imagery (CGI) technology [2]. Although VTuber are fundamentally the same as content creators or YouTubers, the difference lies in the use of a Japanese animation style character as a self-persona, which allows them to act like regular YouTubers or livestreamers [3]. Technological development has brought forth a trend showing that virtual characters can possess a personal brand and build strong brand equity [4]. Historically, the use of VTuber for tourism promotion has had successful precedents. One pioneer is a VTuber named Kizuna Ai, who was involved in the "Come to Japan" campaign organized by the Japan National Tourism Organization (JNTO) New York branch in March 2018 [5].

In Indonesia, a VTuber named Andi Adinata was also employed to introduce various tourist destinations [6]. The use of VTuber can be utilized as a "double agent" who, besides potentially generating income, also serves as a promotional medium in introducing culture, including culinary, local wisdom, and even technology [7]. The strongest justification for adopting this technology lies in its audience composition. VTuber content enthusiasts are dominated by Millennials and Generation Z, whose average age is in the range of 8-39 years. Data from the Central Statistics Agency in 2023 shows that the population within this generation range reaches 132,547,600 people, or about 47% of the total population in Indonesia [8].

This statistical figure, showing that nearly half of Indonesia's domestic population, the most digitally active demographic with large economic potential, is the primary audience for VTuber content, confirms that digital engagement is not merely an additional marketing effort, but a strategic necessity to mitigate the risk of marketing obsolescence. Failure to effectively engage 47% of this market is equivalent to ignoring a large part of the domestic tourism market potential. Furthermore, the VTuber concept smartly utilizes a global cultural phenomenon, namely the Japanese-style aesthetic, popular among Indonesian youth, and repurposes it into a system for delivering highly localized cultural content. This strategy allows for the adoption of foreign technology for the purpose of preserving and promoting local heritage.

The use of VTuber in Kudus Regency's tourism promotion strategy provides significant operational advantages that cannot be achieved by conventional promotional media. The uniqueness of VTuber arises from their capability to present a more personal and in-depth interaction experience, capable of effectively attracting the emotional engagement of the audience, something difficult to achieve with the one-way interaction of conventional media. The superiority of VTuber can be analyzed through a direct comparison with conventional promotion models, particularly those relying on human influencers.

For instance, VTuber offer more flexibility in designing appearance, personality, and background according to promotional needs, whereas conventional formats tend to be more static and cannot be adapted to audience preferences. Furthermore, the strategy used by VTuber is fully controlled by the creative team, significantly reducing the chance of controversial cases that often occur with conventional influencers who have more control over themselves. VTuber also boast easier large-scale geographical reach without being hindered by boundaries and possess the freedom to create interesting character backgrounds and compelling narratives, unlike influencers, whose narratives are often less flexible and relevant.

One of the biggest advantages of VTuber, especially in the context of branding by public entities like Disbudpar, is the high level of control the creative team has over the narrative and persona. This control is important because the strategy used in acting is fully controlled by the creative team, which significantly reduces the chance of controversial cases occurring that often damage campaigns involving conventional ambassadors. The brand stability resulting from the elimination of controversy risk ensures long-term message consistency.

Although the creation of VTuber requires a significant initial investment (CGI technology, lore development, and voice actors), the long-term return on investment (ROI) is predictable due to the low operational risk level.

This guaranteed brand stability is crucial for publicly funded campaigns. Furthermore, the design flexibility of VTuber allows the visual or narrative identity to be easily updated and adapted according to changes in audience preferences. The ability to adapt without needing to replace the main ambassador provides a competitive advantage that static promotion formats cannot offer.

Successful VTuber character development requires attention to three important aspects: creating an attractive visual design accompanied by philosophical meaning, building a deep narrative as a background, and determining the appropriate personality consistently. The VTuber visual design is conceptually created to directly reflect the identity and appeal of Kudus Regency. The design will adopt elements from the traditional attire typical of Kudus. The traditional clothing elements integrated include kebaya and beskap, as well as accessories such as caping kalo and blangkon.

In addition to visual design, a background narrative is needed to build the character's image, covering the character's origin story, life journey, or vision and mission in the virtual world. The presence of a background story not only provides depth to the character but also attracts the audience's interest in exploring the ins and outs of the VTuber character, which ultimately connects the audience with the promotional campaign being run. This VTuber character is conceptually designed as a duet unit, working together as one unit, different from the individual VTuber collaboration model.

This unit consists of two personas with different linguistic functions: the Male Character, projected to have a cheerful and humorous nature (depicting the typical warmth of the Kudus community), whose speaking style will be delivered using Krama Inggil Javanese (the most refined level of Javanese language to introduce the high culture of the Javanese people, especially the culture in Kudus Regency), and the Female Character, designed with a more mature and gentle nature (typical of Javanese women), whose language is Indonesian mixed with the typical Kudusan Javanese Dialect (local dialect) to ensure wider accessibility. The use of two personas with different language registers is a strategy to navigate the complexity of Javanese cultural expectations.

The content implementation strategy of the Kudus VTuber unit centers on a multi-platform approach, although YouTube serves as the main medium for content delivery. This approach aligns with trends widely used by VTuber to maximize audience reach. The content delivered by this VTuber unit is conceptually structured based on three main pillars, ensuring that the content presented has a balance between entertainment, education, and promotion.

First is entertainment, which includes interactive livestreams on YouTube, creating short videos containing funny moments from livestreaming, comedy parody sketches, or reacting to funny videos made by original Kudus' content creators. Second is education (cultural pedagogy), which involves creating educational content that teaches the audience about local culture in Kudus, such as the local language, history, or local wisdom. The third pillar is promotion (economic support), focusing on creative content that includes reviews of local business products and introduces the cultural richness and tourist destinations in Kudus.

This content strategy is designed to achieve sustainability and local support. By actively promoting local business products and collaborating with Kudus content creators, this VTuber unit ensures community support and provides tangible benefits for the entire digital ecosystem and local economy. This approach is crucial because it prevents the VTuber from being viewed as a forced (top-down) government project. Instead, the VTuber unit is positioned as a nexus for regional digital economic growth, ensuring operational sustainability and strengthening its authenticity in the eyes of the Kudus community. Direct engagement with local businesses and creators is key to creating long-term promotional campaign success.

CONCLUSION

This conceptual paper presents the utilization of Virtual YouTuber (VTuber) as a branding and tourism representation conceptual strategy for Kudus Regency as an innovative and effective step. By combining traditional cultural elements with digital-based technology, this strategy offers a new alternative in presenting Kudus's tourism potential. This approach strategically opens up opportunities to reach a massive audience, especially among Generation Z and Millennials, who make up 47% of Indonesia's population and are digitally native. With VTuber characters designed in detail, culturally authentic, and narratively controlled, Kudus Regency is projected to have a unique, attractive, and minimal-controversy virtual ambassador, which will ultimately increase regional tourism competitiveness in the digital market and support cultural preservation.

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Application of The Think-Pair-Share (Tps) Cooperative Learning Model to Increase Class Discussion Activity Among Elementary School Students

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Abstract. This study aims to increase student discussion activity through the application of the Think-Pair-Share (TPS) Cooperative Learning model at SDN Sukabela. The study used a descriptive qualitative approach with subjects from grades I to VI. Data were collected through observation, interviews, and documentation using student activity observation sheets and teaching module validation sheets that had been validated by experts. The TPS model was implemented in three stages, namely the thinking stage, the pairing stage, and the sharing stage. The results showed that the implementation of the TPS model was able to significantly increase student discussion activity. Students who were initially passive became more courageous in expressing their opinions, asking questions, and responding to their friends' ideas. This increase in activity occurred because students had the opportunity to think independently before discussing with their partners, so they were better prepared to express their opinions in class. In addition, the classroom atmosphere became more conducive and collaborative because every student was actively involved in the learning process. Teachers act as facilitators who guide and motivate students to participate actively. Overall, the implementation of the Think-Pair-Share model has proven to be effective in creating an active, enjoyable, and participatory learning atmosphere at the elementary school level. This model can also be an alternative learning strategy that is relevant to the principles of Merdeka Belajar (Freedom of Learning), as it encourages the full involvement of students in learning activities.

Keywords: Cooperative Learning, Think-Pair-Share, Student Activity, Class Discussion, Elementary School.

INTRODUCTION

Education plays an important role in developing students' potential so that they are able to think critically, creatively, and collaborate with others. In the learning process in elementary school, student activity is an important indicator of learning success. However, the reality in the field shows that student activity in classroom discussions is still relatively low. Many students tend to be passive, only listening to the teacher's explanations without daring to express their opinions or ask questions. This condition shows the need for innovation in learning models so that students can be more actively involved in the learning process. One approach that is believed to be able to increase student activity in class discussions is the Think-Pair-Share (TPS) type of Cooperative Learning model.

The Cooperative Learning Model is a learning strategy that emphasizes cooperation among students in small groups to achieve common goals. According to Johnson and Johnson (1994), cooperative learning is an approach in which students work together in small groups that have positive interdependence to maximize their own learning outcomes and those of other group members. Slavin (1995) adds that in cooperative learning, the success of a group is greatly influenced by the active contribution of each member. Thus, cooperative learning is not only oriented towards academic learning outcomes, but also towards the development of social skills and individual responsibility towards the group.

One effective form of cooperative learning is the Think-Pair-Share (TPS) model developed by Frank Lyman in 1981. This model has three main stages, namely thinking independently (think), pairing up to discuss (pair), and sharing the results of the discussion with the whole class (share). Lyman (1981) explains that through these stages, students are given the opportunity to think independently before expressing their opinions, discuss to

enrich their understanding, and then convey their thoughts to the class. Trianto (2010) also states that the TPS model can foster students' courage in expressing their opinions and develop their communication skills, because each individual plays an active role in the learning process.

Student discussions are a form of learning interaction that allows students to exchange opinions, convey ideas, and respond to others' ideas in order to achieve a common understanding. Djamarah and Zain (2010) define discussion as an activity of exchanging information, experiences, and views between two or more people to obtain a solution to a problem or a specific conclusion. In the context of elementary school learning, discussion activities are an important forum for students to practice critical thinking, argumentation, and cooperation in a communicative and mutually respectful atmosphere.

Various studies show that the application of the TPS model can increase student activity in the learning process. For example, the results of research by Susanti and Rahmawati (2020) show that the application of the TPS model can increase the activity of elementary school students from 35% to 75% in class discussion activities. Fitriyani, Yuliani, and Sari (2019) also found that the TPS model has a positive effect on student involvement in the process of thinking and sharing ideas in class. However, most previous studies have focused on the effect of the TPS model on learning outcomes or student activity at the junior high and high school levels, rather than on the context of discussion learning at the elementary school level. Thus, there is still a research gap regarding the application of the TPS model to increase elementary school students' discussion activity more specifically.

The novelty of this study lies in its focus on applying the Think-Pair-Share Cooperative Learning model to increase the activity of elementary school students in discussions, which is not only seen in terms of verbal participation such as asking and answering questions, but also in terms of nonverbal activity such as expression, attention, and cooperation in groups. In addition, this study also emphasizes the analysis of social interactions between students during the discussion process as an important indicator of learning activity.

Thus, the purpose of this study is to describe the application of the Think-Pair-Share Cooperative Learning model in elementary school classrooms and to analyze the increase in student discussion activity after the application of this model. This study also aims to identify factors that support and hinder the implementation of the TPS model in the context of elementary school learning. Through this study, it is hoped that it can contribute theoretically to the development of a more participatory and applicable learning model at the elementary school level, as well as provide practical benefits for teachers in designing learning that can optimally foster student activity.

RESEARCH METHODOLOGY

This study uses a descriptive qualitative approach that aims to describe in depth the application of the Think-Pair-Share (TPS) Cooperative Learning model in increasing the activity of elementary school students' discussions. The descriptive qualitative approach was chosen because it is able to provide a comprehensive picture of the phenomena that occur in the field naturally without any manipulation of variables (Creswell & Poth, 2018). Descriptive qualitative research is oriented towards understanding the meaning and behavior that appears in a real context, so it is suitable for analyzing the learning process that involves social interaction between students in the classroom (Suryana, 2021). This research was conducted at SDN Sukabela with research subjects consisting of students in grades I to VI. This location was selected purposively, considering that SDN Sukabela is a public elementary school with heterogeneous students in terms of academic ability and learning participation. The research subjects consisted of all students in six grades and classroom teachers who acted as collaborators in the implementation of the TPS learning model.

The types of data used in this study include primary and secondary data. Primary data was obtained through direct observation of student discussion activities in the classroom and through interviews with teachers and students. Meanwhile, secondary data was obtained from school documents such as the Lesson Plan (RPP), teaching modules, and student learning evaluation records. The main instrument in this study was the researcher himself as the key instrument, who played a role in collecting, analyzing, and interpreting the data (Sugiyono, 2021). To maintain data validity, this study used teaching module validation sheets and student activity observation sheets that had been validated by experts. The validation was carried out by two elementary education experts and one lecturer who is an expert in cooperative learning models, using the Content Validity Ratio (CVR) assessment scale as suggested by Lawshe (1975). The instrument was declared valid if each statement item had a CVR value above 0.70 (Yusup, 2021). The teaching module validation sheet was used to assess the suitability of the learning components with the principles of cooperative learning and the TPS stages, while the observation sheet was used to measure the level of student activity in discussions, including speaking, asking questions, responding, and group work (Hidayati & Marzuki, 2022).

Data collection techniques were carried out in three stages, namely observation, interviews, and documentation. Observations were conducted directly during the learning process to obtain an authentic picture of student discussion activity. Interviews were conducted with teachers and several students to obtain supporting

data on their perceptions and experiences in applying the TPS model. Documentation was used to supplement the data with physical evidence such as photos of activities, field notes, and teaching modules used. The data obtained was analyzed using the interactive analysis model of Miles, Huberman, and Saldaña (2018), which consists of three stages, namely data reduction, data presentation, and conclusion drawing. The analysis process was carried out simultaneously from the beginning of data collection until the research was completed, so that the researchers could gain a deep understanding of the patterns and dynamics of student discussion activities. To maintain the credibility of the research results, the researchers conducted source and technique triangulation by comparing data from observations, interviews, and documentation (Gunawan, 2020). With this design, this study is expected to produce a comprehensive description of the effectiveness of applying the Think-Pair-Share model in increasing the activity of elementary school students' discussions, while also providing practical contributions for teachers in developing active learning models that are suitable for the characteristics of elementary school-aged children.

RESULTS AND DISCUSSION

The research instruments used included teaching module validation sheets and student discussion activity observation sheets, both of which had been validated by experts before being used in the field. Based on the validation results from two elementary education experts and one cooperative learning expert, the average Content Validity Ratio (CVR) score was 0.85, which means that both instruments were declared valid and suitable for use (Yusup, 2021). The teaching module components were assessed as meeting the principles of active and collaborative learning in accordance with the Think-Pair-Share (TPS) stages. Meanwhile, the observation sheet was declared reliable with an inter-rater consistency score of r = 0.91, indicating that student activity indicators could be observed objectively and consistently (Hidayati & Marzuki, 2022).

The TPS Cooperative Learning model was implemented over three learning cycles, each consisting of three main stages: think, pair, and share. In the think stage, students were asked to think independently about a topic given by the teacher, such as “how to protect the school environment.” This stage aimed to encourage students to think critically and come up with their own ideas before discussing them. The observation results showed that 60% of students actively wrote down their personal opinions in the first stage.

Next, in the pairing stage, students are divided into pairs to discuss the ideas they have written down. At this stage, there is an increase in social interaction between students. Students begin to exchange ideas, give responses, and ask simple questions. The teacher acts as a facilitator who observes the discussion and ensures that each pair participates actively. Increased activity is seen from verbal indicators such as speaking, asking questions, and responding. Based on the results of the second cycle observation, student activity increased to 78%, with most students appearing more confident in expressing their ideas in front of their partners.

In the final stage, each pair of students shared the results of their discussion with the whole class. This stage was the highlight of the learning activity because all students participated in expressing their opinions and responding to other groups' presentations. The students appeared more enthusiastic, actively asked questions, and listened carefully to their friends' opinions. The results of observations in the third cycle show that student discussion activity increased to 86%, with a significant increase in the indicators of “expressing opinions” and “responding to others' ideas.” These results are in line with the research by Fitriyani et al. (2019) and Susanti & Rahmawati (2020), which shows that the application of the TPS model can increase student participation and interaction in active learning in elementary schools.

Student discussion activity was analyzed based on four main indicators, namely (1) the ability to express opinions, (2) the ability to ask questions, (3) the ability to respond, and (4) group cooperation. The observation results showed an increase in the average score from 2.8 in cycle I to 4.2 in cycle III (scale of 1–5). Students' verbal activity increased significantly, especially in grades IV–VI, where students began to demonstrate argumentative and empathetic skills in discussions. Meanwhile, in grades I–III, the increase was more dominant in nonverbal aspects such as paying attention to friends, showing expressions of agreement, and providing support to discussion partners.

TABLE 1. **RESULTS OF OBSERVATION OF STUDENT DISCUSSION ACTIVITY IN EACH LEARNING CYCLE**

Discussion Activity Indicator	Cycle I	Cycle II	Cycle III	Change Description (%)	Brief Discussion
Expressing an opinion	58%	74%	88%	+30%	A significant improvement occurred after students became accustomed to the pair stage before sharing. This is in line with Slavin's (2019) theory, which emphasizes

					positive interaction in cooperative learning.
Ask a friend/teacher	62%	70%	83%	+21%	The think stage gives students the opportunity to prepare questions independently. Students become more confident in asking questions (Pratama & Lestari, 2022).
Responding to a friend's opinion	55%	68%	84%	+29%	Students began to get used to responding and giving opinions during discussions. Teachers gave positive reinforcement every time students interacted (Rahmawati & Nurhayati, 2023).
Working together in small groups (pairs)	65%	80%	90%	+25%	Collaboration increases due to positive interdependence between students during the pairing stage (Vygotsky, 1978; Slavin, 2019).
Listening to friends' opinions	70%	82%	90%	+20%	Listening discipline improved with the implementation of discussion rules and post-activity reflection (Trianto, 2020).
Average Student Activity	62%	75%	87%	+25%	There was a significant increase from cycle I to cycle III, demonstrating the effectiveness of the TPS model in increasing elementary school student participation.

These findings are in line with Slavin's (2019) opinion that cooperative learning effectively improves social and communication skills among students due to positive interdependence within the group. In this context, TPS encourages each student to contribute actively without feeling pressured by other students. In addition, research by Pratama & Lestari (2022) shows that the use of TPS in elementary schools can increase students' confidence and courage to speak in front of the class, which is an important aspect of discussion activities. Based on the interview results, most teachers at SDN Sukabela stated that the application of the TPS model helped create a more enjoyable and participatory learning atmosphere. Teachers find it easier to manage the class because students are more focused and involved in each stage of learning. Students also stated that they were more courageous in expressing their opinions because they discussed them with their partners first before speaking in front of the class. This reinforces Trianto's (2020) opinion that the TPS model can reduce awkwardness and increase students' courage in expressing their ideas in public.

TABLE 2. SUMMARY OF DISCUSSION BASED ON DISCUSSION ACTIVITY INDICATORS

Aspects Analyzed	Field Findings	Theoretical Analysis and Previous Research Support
Courage to express opinions	Students who were initially passive began to actively speak after discussing in pairs before speaking in front of the class.	This supports the findings of Fitriyani et al. (2019) that TPS is effective in gradually building elementary school students' confidence in expressing their opinions.
Social interaction and communication	Relationships between students became more positive, they respected each other's ideas.	According to the Social Interdependence theory (Slavin, 2019), learning success is influenced by cooperation and a sense of responsibility within the group.
Active questioning and responding	An increase in the frequency of questions and responses from students was observed in each cycle.	In line with the research by Hidayati & Marzuki (2022), which shows that active participation-based observation can reflect an increase in student learning activity.
Collaboration between students	Cooperation improved because students supported each other in understanding the material.	Reinforced by Vygotsky's social constructivism theory (1978) that effective learning occurs through meaningful social interaction.

The role of teachers as facilitators	Teachers are no longer the center of learning, but rather guides for students' thinking and discussion processes.	Supporting the opinions of Trianto (2020) and Rahmawati & Nurhayati (2023) that teachers in TPS act as facilitators, not as the sole source of information.
Student response to the TPS model	Most students feel that learning has become more enjoyable and less stressful.	This is in line with the findings of Pratama & Lestari (2022), which show that TPS increases learning motivation and emotional involvement among elementary school students.

Linguistic aspect	Example from the text	Linguistic function
Declarative sentence	"The 1945 Constitution states that every citizen has the right to education."	Provide factual information
Invitation sentence	“Let us join hands and work together.”	Building public participation
Persuasive sentences	Commitment, mandate, dedication, mutual cooperation	Cultivate motivation and positive emotions
Grammatical cohesion	Because of that, for that reason, therefore	Connecting sentences logically
Lexical repetition	The word “education” appears more than 25 times	Emphasizing the thematic focus of the speech

Discussion

The results of this study indicate that the application of the Think-Pair-Share Cooperative Learning model is effective in increasing the active participation of elementary school students in discussions. This improvement occurs because the TPS model provides a systematic learning structure, allowing students to think independently while working together. Theoretically, these findings support Vygotsky's (1978) Social Constructivism theory, which emphasizes the importance of social interaction in knowledge construction. The pair and share process in the TPS model provides a space for students to negotiate meaning and develop understanding through communication.

This study also found that the success of TPS is not only determined by the learning design, but also by the role of teachers as facilitators. Teachers who actively motivate and guide discussions can improve the quality of interactions between students. This is in line with the results of research by Rahmawati & Nurhayati (2023), which confirms that the effectiveness of cooperative learning in elementary schools is highly dependent on the teacher's ability to create an inclusive and supportive atmosphere during the learning process,.

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CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the Think-Pair-Share (TPS) Cooperative Learning model can increase student discussion activity at SDN Sukabela. Through the application of three main stages, namely thinking independently, discussing with a partner, and sharing thoughts with the whole class, students become more active, confident, and brave in expressing their opinions. This increase in activity can be seen from the change in students' attitudes during the learning process. Students who were previously passive began to actively participate in discussions, whether by asking questions, responding, or expressing their personal opinions. The learning environment became more dynamic and participatory because all students played a role in the learning process. Teachers played an important role as facilitators who helped direct the discussion so that it ran in an orderly, focused, and meaningful manner. Overall, the application of the Think-Pair-Share model has a positive effect on increasing learning activity, communication skills, and cooperation among students in elementary school. This model also helps create a more enjoyable and interactive classroom atmosphere and fosters a sense of responsibility in the learning process.

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Real Challenges in the Classroom: Exploring the Professional Barriers Faced by Elementary School Teachers in Serving Students with Special Needs

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Abstract. The Indonesian government continues to promote inclusive education through various national policies, but its implementation in elementary schools still faces a number of obstacles. The gap between policy and practice creates various professional barriers for teachers in serving students with special needs (PDBK) in the classroom. This study, conducted at SDN Batok Bali, aims to identify and describe in depth the real challenges experienced by elementary school teachers in providing educational services to PDBK and the factors that influence the emergence of these obstacles. This study uses a qualitative approach with a descriptive method. Data were collected through interviews, observations, and documentation, then analyzed using data reduction, data presentation, and conclusion drawing techniques. The results of the study show that teachers face various professional challenges, including the absence of Special Guidance Teachers (GPK), overcrowded classrooms that divide the teachers' attention, limited classroom space, and a lack of facilities and infrastructure to support PDBK. In addition, differences in the behavior of PDBK at home and at school, suboptimal parental involvement, and jealousy among regular students towards the additional attention given to PDBK further complicate the learning dynamics in the classroom. Limited learning time and low parental participation in additional programs also hinder the optimization of educational services. This study concludes that teachers' professional barriers are not only caused by individual competency limitations, but also by structural, social, and cultural factors that influence the implementation of inclusive education in elementary schools. These findings emphasize the need for systemic support from schools, the government, and parents to realize effective and sustainable inclusive education services.

Keywords: elementary school teachers, inclusive education, professional barriers.

INTRODUCTION

The Indonesian government continues to strive to expand access to education for all children by implementing inclusive education policies as a strategy to fulfill children's basic right to quality education. Inclusive education emphasizes the principle that every child, regardless of physical, intellectual, social, or emotional abilities, has the same right to obtain learning opportunities in a safe, supportive, and respectful environment (Yunus et al., 2023). Various strategic documents have been published to encourage diversity-friendly education, ranging from Permendiknas No. 70 of 2009 concerning Inclusive Education to the national curriculum, which increasingly provides space for differentiated learning. However, even though the policy direction is quite progressive, its implementation in elementary schools still faces various challenges. According to Anjarwati, et al. (2022), the gap between policy expectations and the reality of implementation is one of the main issues preventing inclusive education in Indonesia from running optimally.

Inclusive education requires the readiness of human resources, the availability of infrastructure, a school culture that supports diversity, and strong partnerships between teachers, schools, and parents. In this context, teachers play a very central role because they are the ones who directly interact with students, manage the classroom, develop learning adjustments, and address the individual needs of students with special needs (PDBK). Ediyanto, et al. (2021) state that teachers' pedagogical competence and social sensitivity to diversity greatly influence the quality of inclusive education services. However, many teachers still face limitations in understanding the characteristics of SEN students, so that the learning practices carried out are often not optimal. The reality of inclusive education in elementary schools shows that teachers often work in complex and stressful

situations. Large class sizes, differences in student learning styles, time constraints, and a lack of supportive training are often factors that complicate the task of teachers in managing learning. Nurcahyani, et al. (2022) found that the implementation of inclusion in elementary schools still depends on the initiative of individual teachers, rather than on a strong and structured system. As a result, the quality of services for PDBK often depends on the ability of teachers to adapt to dynamic classroom conditions.

SDN Batok Bali is one of the public elementary schools designated as an inclusive school. Despite its commitment to providing educational services for PDBK, this school still faces various obstacles that affect the success of inclusive implementation. The principal and teachers have made efforts to adapt learning, but the availability of resources, parental support, and additional professional services such as Special Guidance Teachers (GPK) are still far from ideal. These preliminary findings are in line with Safarudin, et al. (2023), who stated that the main obstacles to inclusive education often arise from limited teaching assistants and a lack of learning support facilities. Given the complexity of the situation in the field, this research is important to identify in depth the professional challenges experienced by elementary school teachers in serving PDBK. The focus of this research is to describe the real experiences of teachers at SDN Batok Bali in implementing inclusive learning, while also mapping the factors that contribute to the emergence of these obstacles. Thus, this research is expected to make a significant contribution to the development of inclusive education strategies that are more responsive to conditions in the field.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a descriptive method that aims to explore empirical reality in depth and holistically. According to Suharyati et al. (2025), a qualitative approach allows researchers to understand teachers' subjective experiences and interpret the meaning behind phenomena that occur in the school environment. This approach was chosen because the professional challenges of teachers in inclusive learning are complex phenomena that cannot be understood through numbers alone.

The research was conducted at SDN Batok Bali, a public elementary school that implements inclusive education by involving several students with special needs in one regular class. The research subjects included six classroom teachers who directly teach PDBK and have more than two years of experience in managing inclusive learning. The subjects were selected purposively because they were considered capable of providing in-depth information about their experiences and the obstacles they faced. Research data were collected through in-depth interviews, classroom observations, and documentation reviews. Interviews were used to reveal teachers' subjective experiences related to learning practices and the challenges they faced. Observations were conducted to see the classroom conditions firsthand, including teacher and student interactions, classroom arrangements, and the behavior of PDBK. Documentation was obtained from teaching tools, teachers' daily notes, assessment data, and school policy documents.

The data were analyzed using Miles and Huberman's interactive analysis model, which consists of data reduction, data presentation, and conclusion drawing. According to Setiawan et al. (2020), this analysis technique is very suitable for use in qualitative research involving complex narrative data. Data reduction was carried out by identifying categories of teachers' professional barriers. Data presentation was arranged in a narrative description so that patterns of challenges could be clearly illustrated. Conclusions were drawn by interpreting the entire data to produce a comprehensive picture of the challenges faced by teachers in inclusive learning.

RESULTS AND DISCUSSION

Results

The results of the study indicate that teachers at SDN Batok Bali face complex and interrelated professional barriers in implementing inclusive education. These barriers include structural, social, pedagogical, and collaborative aspects between schools and families.

TABLE 1. PROFESSIONAL BARRIERS FACED BY TEACHERS AT SDN BATOK BALI IN SERVING STUDENTS WITH SPECIAL NEEDS

Professional Barriers Faced by Teachers at SDN Batok Bali in Serving Students with Special Needs
Lack of special guidance teachers (GPK)
Too many students in one class
Limited number of classrooms (resulting in overcrowded classes)
Tidak tersedianya sarana dan prasarana yang lengkap, terkhusus untuk PDBK
Jealousy between students and PDBK
Limited learning time
Coordination with parents is sometimes not in line

One of the main obstacles is the lack of Special Needs Teachers (GPK). Without GPK, classroom teachers must handle all students at once, including assessing special needs, adjusting teaching methods and materials, and providing intensive assistance to students with special needs. This situation creates a heavy workload, both physically and emotionally. Overcrowded classrooms are a significant challenge. The number of students in a class ranges from 32 to 50 children, including 1-2 PDBK, resulting in a high teacher-student ratio and limited individual attention. Limited and cramped classroom space exacerbates the problem, restricting flexibility in seating arrangements and learning activities. Teachers often make temporary modifications, such as moving tables or creating special learning zones, but these solutions are not always effective. The lack of supporting facilities and infrastructure is also a major obstacle. Visual learning media, sensory tools, and adaptive modules are rarely available, forcing teachers to rely on improvisation, which is sometimes inconsistent. The aspect of collaboration between schools and families presents its own challenges. The behavior of students with PDBK is often inconsistent between home and school, as some parents apply different parenting styles. This forces teachers to make repeated adjustments, consuming time and energy and causing professional frustration. Social dynamics in the classroom pose an additional obstacle. Regular students sometimes show jealousy toward the extra attention given to PDBK students, which can affect social interactions, lead to negative comments, exclusion, or uncooperative behavior. Finally, limited learning time is a significant obstacle. The dense curriculum makes it difficult for teachers to find time for individual tutoring or remedial programs for PDBK students. Student participation in additional programs is often hampered by parental permission, fatigue, or long distances from home.

Overall, the professional obstacles faced by teachers include a combination of structural, social, pedagogical, and collaborative factors that are interrelated and affect the quality of inclusive learning at SDN Batok Bali.

DISCUSSION

The findings of this study reveal that the professional barriers faced by teachers in serving students with special needs (PDBK) are multidimensional and interrelated, covering structural, social, pedagogical, and collaborative aspects. These barriers cannot be viewed as purely individual issues, but rather as part of the broader education system, including school policies, human resource capacity, infrastructure, school culture, and family involvement.

Structurally, the absence of Special Guidance Teachers (GPK) is the most obvious obstacle. GPK are professionals with special competencies to support classroom teachers in developing learning plans according to the needs of PDBK, conducting individual assessments, and providing intensive assistance. Munawir et al. (2025) emphasize that the presence of GPK is very important in helping teachers overcome pedagogical obstacles and provide individual services for PDBK. Without the presence of GPK, classroom teachers must bear the entire burden of learning, from developing adaptive materials to managing the classroom, which significantly increases the risk of professional burnout. Munajah, et al. (2021) emphasize that structural support, such as the provision of assistants, is the main foundation for teachers to work professionally in inclusive education. The lack of this support forces teachers to rely on improvisation and limited experience, which does not always guarantee the success of PDBK learning. In addition, overcrowded classes and inadequate classrooms exacerbate learning challenges. The high number of students forces teachers to divide their attention between regular students and PDBK, while limited space makes individual intervention difficult. Kinanthi, et al. (2024) emphasize that school infrastructure management plays an important role in learning effectiveness. Classrooms that are not ready for inclusion reflect suboptimal school planning, forcing teachers to adapt to less than ideal conditions. Anggreani et al. (2024) emphasize that inclusive learning will be difficult to implement if classrooms do not meet standards of comfort and sufficient space for movement, as this affects concentration, social interaction, and opportunities for students with disabilities to participate optimally in learning activities. The lack of supporting facilities and infrastructure, such as visual media, sensory tools, adaptive modules, and special assessment tools, further limits teachers' ability to implement differentiation strategies. Nurhastuti (2022) asserts that adaptive learning tools are a key factor in the success of differentiated learning, especially in inclusive classrooms. Without these tools, teachers must rely on personal creativity, which can result in inconsistent learning quality and potential developmental gaps between PDBK and regular students.

From a social perspective, regular students' jealousy towards PDBK and the lack of optimal support from parents add to the complexity. PDBK who receive more attention from teachers can trigger feelings of unfairness in regular students, making social interactions in the classroom less harmonious and potentially leading to negative behavior, exclusion, or rejection of PDBK. Rukmayana & Muthohar (2025) emphasize that an inclusive school culture needs to be built through character education, instilling values of tolerance, and intensive communication between teachers, students, and parents. The lack of this collaboration adds to the burden on teachers in managing classroom social dynamics, which requires interpersonal skills, diplomacy, and mature conflict management strategies.

Pedagogical aspects also pose a significant obstacle, particularly the limited time available to implement a dense curriculum. Teachers must adjust their learning strategies to meet the needs of PDBK without sacrificing the academic achievement of regular students. Pribadi, et al. (2024) emphasize that teacher professionalism is influenced by the availability of time, administrative support, and a proportional workload. These time constraints highlight the importance of remedial programs, additional sessions, and adaptive classroom management tailored to teachers' capacities and school readiness.

Overall, these findings confirm that the success of inclusive education requires an integrated support system, including adaptive school policies, adequate human resource management, supporting facilities, sufficient time allocation, and strong collaboration between teachers, parents, and other stakeholders. Inclusive education is not merely placing students with special needs in regular classrooms; rather, it is a collective effort that must be developed comprehensively so that all students can learn together equally, safely, and meaningfully. The professional challenges faced by teachers in this context reflect systemic imbalances that require strategic intervention and ongoing support, not just the individual efforts of teachers alone.

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CONCLUSION

Based on the findings of the study, it can be concluded that teachers at SDN Batok Bali face complex and multidimensional professional obstacles in serving students with special needs (PDBK). These obstacles include structural aspects, such as the absence of Special Guidance Teachers (GPK), overcrowded classrooms, limited classroom space, and a lack of supporting facilities and infrastructure; social aspects, including jealousy among regular students and suboptimal parental involvement; and pedagogical aspects, particularly time constraints that make it difficult to develop differentiated learning strategies and provide individual assistance. These obstacles are interrelated and show that the success of inclusive education depends not only on teacher competence but also on adequate support systems, adaptive school policies, and collaboration between teachers, parents, and other stakeholders.

Overall, inclusive education is a collective effort that requires the integration of various systemic factors so that all students can learn together equally, safely, and meaningfully. The professional challenges faced by teachers that emerged in this study reflect structural and social imbalances that must be overcome through strategic interventions, ongoing support, and adaptive classroom management.

Based on the research results, several suggestions can be made to improve the quality of inclusive education services at SDN Batok Bali, including:

1. Improvement of Structural Support
   - The school needs to provide permanent Special Guidance Teachers (GPK) to support classroom teachers in designing differentiated learning, conducting individual assessments, and providing intensive assistance for PDBK.
   - Classroom layout and the provision of adaptive facilities and infrastructure, including visual media and sensory tools, need to be improved so that teachers can implement learning strategies optimally.
2. Strengthening Collaboration with Parents
   - Schools and teachers need to establish regular and intensive communication with the parents of PDBK to ensure consistency in managing children's behavior between home and school.
   - Parent education programs on strategies for supporting children with special needs can help create a harmonious learning environment that supports the development of PDBK.
3. Developing an Inclusive School Culture
   - Schools need to instill values of tolerance, empathy, and respect for diversity through character education and social activities that involve all students.
   - Training teachers in classroom social dynamics management, conflict management strategies, and the development of special pedagogical competencies for inclusion can improve teacher professionalism and the quality of PDBK services.

By implementing these recommendations, it is hoped that teachers' professional barriers can be minimized, so that inclusive education at SDN Batok Bali can be carried out more effectively, sustainably, and provide an equal learning experience for all students.

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Shadowing Practice: Enhancing Student Proficiency in Authentic Daily Communication

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Abstract. The shadowing technique has emerged as a promising pedagogical approach to enhance students' speaking proficiency and literacy in authentic expressions for daily communication. This article aims to share a best practice of implementing shadowing technique in English language classroom to improve oral fluency, pronunciation accuracy, and natural conversational patterns among language learners. This qualitative study adopts a descriptive approach focusing on classroom practice documentation and reflective analysis. The practice was implemented in English Education Department involving 75 students during odd semester 2025/2026. Data were gathered through classroom observations, audio-video recordings of student performances, oral proficiency assessments, and student reflection sheets. The analysis employed thematic coding to identify patterns in student progress and engagement with the shadowing activities. The study presents a comprehensive 150-minute classroom activity designed to integrate shadowing into language instruction, incorporating pre-shadowing preparation where students familiarize themselves with target materials, guided practice sessions with gradual difficulty progression, and reflective assessment to monitor learning outcomes. The implementation follows a structured procedure: material selection based on students' proficiency levels, modeling by the teacher, simultaneous repetition practice, independent practice, and peer feedback sessions. Findings indicate that regular shadowing practice significantly enhances students' ability to produce natural-sounding speech, improves their prosodic features including intonation and rhythm, and increases their repertoire of authentic expressions used in everyday communication. Students also demonstrate increased confidence and reduced anxiety in speaking activities. The research concludes that shadowing represents an effective, evidence-based strategy that language educators can readily implement to bridge the gap between classroom learning and real-world communication needs. This article provides practical guidance for teachers seeking to incorporate shadowing into their instructional practice while maintaining student engagement and measurable learning outcomes.

Keywords: shadowing technique, speaking proficiency, authentic expressions, oral literacy.

INTRODUCTION

In the contemporary landscape of English language teaching, the ability to communicate effectively using authentic expressions remains a critical challenge for learners worldwide (Zhang & Yuan, 2020). While many students achieve proficiency in grammatical structures and written comprehension, they often struggle to produce natural-sounding speech that reflects the patterns used by native and proficient speakers in daily communication (Hamzah & Asmawi, 2023). This gap between linguistic knowledge and communicative performance has prompted educators to seek innovative pedagogical approaches that can bridge classroom instruction with real-world language use (Pratiwi et al., 2022).

Preliminary classroom observations conducted during the 2024 academic semester revealed significant challenges in students' oral communication abilities. Initial assessments indicated that approximately 68% of students demonstrated difficulty in maintaining natural speaking rhythm, while 74% struggled with appropriate intonation patterns in conversational contexts. Furthermore, 81% of students exhibited limited repertoire of authentic expressions commonly used in daily English communication, relying instead on textbook phrases that sounded artificial in spontaneous interactions. These observations underscored the urgent need for instructional interventions specifically designed to develop students' ability to produce authentic, naturally-flowing English speech.

The shadowing technique, originally developed in the field of interpretation training, has gained increasing attention as a powerful method for improving oral language proficiency (Kim & Lee, 2023). Shadowing involves listening to audio materials while simultaneously repeating what is heard, requiring learners to coordinate listening

comprehension, pronunciation, intonation, and rhythm in real-time (Nguyen & Tran, 2024). Unlike traditional repetition exercises, shadowing emphasizes the holistic reproduction of speech patterns, making it particularly effective for acquiring prosodic features and natural flow characteristic of authentic communication (Wu & Chen, 2022).

Previous research has primarily focused on shadowing's impact on pronunciation accuracy (Wu & Chen, 2022), listening comprehension (Suzuki et al., 2021), and general fluency development (Rahman & Maarof, 2024). Studies have examined cognitive mechanisms underlying shadowing practice, demonstrating its role in developing procedural knowledge and automaticity in language production (Park & Kim, 2022). However, significant gaps remain in the literature. First, there is limited documentation of comprehensive classroom implementation models that teachers can readily adopt (Harahap & Syafryadin, 2023). Second, most studies have focused on isolated language skills rather than examining how shadowing develops students' literacy in authentic expressions for holistic daily communication (Sasmita & Norahmi, 2021). Third, there is insufficient practical guidance on structuring extended shadowing sessions that maintain student engagement while accommodating mixed proficiency levels (Tumewu et al., 2023).

The present study addresses these gaps by documenting a classroom best practice implementation of shadowing technique specifically designed to improve students' literacy in authentic expressions for daily communication. The novelty lies in three aspects: (1) it provides a detailed, replicable 150-minute classroom activity model integrating pre-shadowing preparation, guided practice, and reflective assessment; (2) it focuses specifically on developing students' ability to acquire and produce authentic expressions used in everyday communication; and (3) it offers practical solutions to implementation challenges, including strategies for maintaining engagement and accommodating diverse proficiency levels.

As English increasingly functions as a global lingua franca, the ability to communicate naturally has become essential for academic, professional, and social success (Indrasari et al., 2021). This study contributes actionable knowledge that language educators can immediately implement to enhance their students' communicative competence through evidence-based shadowing practice.

Related Literature

Theoretical Foundations Of Shadowing Technique

The shadowing technique finds its theoretical grounding in multiple frameworks of second language acquisition and cognitive psychology. According to the Input Hypothesis proposed by Krashen, language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current proficiency level (Zhang & Yuan, 2020). Shadowing extends this concept by transforming passive input into active engagement, requiring learners to immediately reproduce what they hear and thereby strengthening the connection between perception and production (Kim & Lee, 2023). This simultaneous processing activates both receptive and productive language skills, creating a more robust learning experience than isolated listening or speaking activities (Suzuki et al., 2021).

Cognitive Load Theory provides additional insight into why shadowing proves effective for language learning. When properly structured, shadowing activities optimize cognitive resources by automatizing language production processes (Wu & Chen, 2022). As learners repeatedly shadow authentic speech, the cognitive demands of pronunciation, rhythm, and intonation gradually decrease, freeing mental capacity for higher-order processing such as meaning construction and pragmatic appropriateness (Rahman & Maarof, 2024). This automatization represents a crucial step in developing fluency, as proficient speakers must be able to produce language without conscious attention to every phonological or grammatical element (Nguyen & Tran, 2024).

The Output Hypothesis, which emphasizes the importance of language production in acquisition, further supports shadowing effectiveness. Swain's research demonstrated that producing language pushes learners to process input more deeply and notice gaps in their linguistic knowledge (Fitria, 2023). Shadowing uniquely combines input and output, allowing learners to simultaneously compare their production with native-like models and make real-time adjustments (Park & Kim, 2022). This immediate feedback loop accelerates the refinement of pronunciation, prosody, and natural expression usage in ways that delayed correction cannot achieve (Hamzah & Asmawi, 2023).

Shadowing and Prosodic Feature Acquisition

One of the most significant benefits of shadowing practice involves the acquisition of prosodic features—the rhythm, stress, and intonation patterns that characterize natural speech (Pratiwi et al., 2022). Traditional pronunciation instruction often focuses on individual phonemes while neglecting these suprasegmental features, despite their critical importance for comprehensibility and naturalness (Harahap & Syafryadin, 2023). Research demonstrates that non-native speakers with accurate individual sounds but inappropriate prosody are often judged as less proficient and harder to understand than those with the opposite pattern (Sasmita & Norahmi, 2021).

Shadowing addresses this limitation by requiring learners to reproduce entire utterances with their natural prosodic contours intact. Studies have shown that regular shadowing practice leads to significant improvements in stress patterns, intonation accuracy, and speech rhythm (Tumewu et al., 2023). These improvements occur

because shadowing engages the motor system in reproducing complex acoustic patterns, gradually training the articulatory apparatus to produce native-like prosody automatically (Widiastuti & Slamet, 2020). The technique essentially allows learners to "try on" the prosodic patterns of proficient speakers, internalizing these patterns through repeated practice (Indrasari et al., 2021).

Furthermore, prosodic accuracy contributes substantially to communicative effectiveness beyond mere comprehensibility. Appropriate intonation conveys pragmatic information about speaker attitude, emphasis, and discourse structure (Nurjanah et al., 2022). When learners acquire these prosodic features through shadowing, they become better able to express nuanced meanings and interpret the communicative intentions of others (Putri & Sari, 2023). This enhanced prosodic competence represents a crucial component of literacy in authentic expressions, as it enables learners to participate more fully in the subtleties of natural conversation (Zhang & Yuan, 2020).

Authentic Expression Acquisition through Shadowing

Authentic expressions—the phrases, collocations, and formulaic sequences used by proficient speakers in daily communication—pose particular challenges for language learners (Kim & Lee, 2023). Textbook language often differs significantly from the expressions people actually use in spontaneous conversation, leaving students unprepared for authentic interactions (Suzuki et al., 2021). Shadowing addresses this challenge by exposing learners to genuine language use through audio materials featuring natural conversational patterns (Wu & Chen, 2022).

Research indicates that shadowing facilitates the acquisition of multi-word units and formulaic expressions more effectively than isolated vocabulary study (Rahman & Maarof, 2024). When learners shadow authentic materials, they encounter expressions embedded in meaningful contexts and accompanied by appropriate prosodic cues (Nguyen & Tran, 2024). This contextualized exposure helps students internalize not only the forms of expressions but also their pragmatic functions and usage constraints (Fitria, 2023). Repeated shadowing of the same materials allows these expressions to move from controlled processing to automatic retrieval, making them accessible during spontaneous speech production (Park & Kim, 2022).

Studies examining shadowing effectiveness for expression acquisition have documented substantial gains in learners' repertoires of natural phrases and their ability to deploy these expressions appropriately (Hamzah & Asmawi, 2023). Learners who engaged in regular shadowing practice demonstrated increased use of colloquial expressions, discourse markers, and pragmatic formulas characteristic of native-like speech (Pratiwi et al., 2022). These learners also showed greater confidence in their speaking ability and increased willingness to communicate, suggesting that shadowing contributes to both linguistic competence and affective factors supporting language use (Harahap & Syafryadin, 2023).

Shadowing Implementation in Classroom Settings

While research supports shadowing effectiveness, successful classroom implementation requires careful planning and pedagogical support (Sasmita & Norahmi, 2021). Teachers must consider factors including material selection, task design, student preparation, and assessment methods to maximize learning outcomes (Tumewu et al., 2023). Studies examining classroom shadowing practice have identified several key principles for effective implementation (Widiastuti & Slamet, 2020).

First, material selection significantly influences shadowing effectiveness and student engagement. Research suggests that materials should be slightly above students' current proficiency level to provide appropriate challenge while remaining comprehensible (Indrasari et al., 2021). Content should feature authentic language use relevant to students' communicative needs, such as everyday conversations, podcasts, or video dialogues (Nurjanah et al., 2022). Additionally, materials should be of appropriate length—typically 1 to 3 minutes—to allow for multiple repetitions without causing fatigue or loss of concentration (Putri & Sari, 2023).

Second, scaffolding plays a crucial role in helping students develop shadowing skills progressively. Beginners may start with phrase-by-phrase repetition before advancing to continuous shadowing of longer passages (Zhang & Yuan, 2020). Teachers can provide support through pre-shadowing activities that familiarize students with vocabulary and content, reducing cognitive load during the shadowing task itself (Kim & Lee, 2023). Some researchers recommend a gradual progression from "mumbling shadowing" where students focus on prosody with reduced attention to exact wording, to "complete shadowing" where both accuracy and prosody receive equal emphasis (Suzuki et al., 2021).

Third, integration with other skills and activities enhances shadowing effectiveness. Research indicates that combining shadowing with comprehension questions, discussion activities, or creative language production tasks deepens learning and maintains student engagement (Wu & Chen, 2022). Post-shadowing reflection, where students analyze their performance and identify areas for improvement, promotes metacognitive awareness and strategic learning (Rahman & Maarof, 2024). Some studies have successfully incorporated peer feedback and collaborative shadowing activities, which provide additional motivation and opportunities for noticing features of authentic speech (Nguyen & Tran, 2024).

Assessment and Learning Outcomes

Measuring the impact of shadowing practice requires assessment approaches that capture the multidimensional nature of oral proficiency (Fitria, 2023). Traditional discrete-point tests focusing on grammatical accuracy fail to reflect the fluency, naturalness, and communicative effectiveness that shadowing aims to develop (Park & Kim, 2022). Research has employed various assessment methods including fluency measures such as speech rate and pause frequency, pronunciation accuracy ratings by trained judges, and holistic evaluations of communicative effectiveness (Hamzah & Asmawi, 2023).

Studies consistently demonstrate that shadowing practice leads to measurable improvements across multiple dimensions of speaking proficiency. Learners show increased speech rate and reduced hesitations, indicating enhanced fluency (Pratiwi et al., 2022). Pronunciation ratings improve, particularly for prosodic features like rhythm and intonation (Harahap & Syafryadin, 2023). Perhaps most significantly, learners demonstrate increased use of authentic expressions and greater naturalness in their speech production (Sasmita & Norahmi, 2021).

Beyond linguistic measures, research has documented positive effects on affective variables related to speaking performance. Students who engage in regular shadowing report increased confidence in their speaking ability and reduced anxiety about oral communication (Tumewu et al., 2023). This confidence boost appears to stem from both the improved linguistic competence developed through practice and the structured, low-pressure nature of shadowing activities (Widiastuti & Slamet, 2020). These affective gains represent important outcomes in their own right, as speaking anxiety and low confidence frequently inhibit language use even among students with adequate linguistic knowledge (Indrasari et al., 2021).

RESEARCH METHODOLOGY

This study employs a qualitative descriptive approach with best practice documentation design to examine and share the implementation of shadowing technique for improving students' literacy in authentic expressions for daily communication. As a best practice study, this research focuses on documenting, analyzing, and presenting a successful classroom implementation that can serve as a replicable model for other language educators (Nurjanah et al., 2022). The research creates a comprehensive framework that grounds classroom activity in empirical evidence while addressing practical implementation considerations (Putri & Sari, 2023).

The classroom practice was conducted at English Education Department during 2025/2026 Academic Year, involving 75 students enrolled in Speaking for Daily Communication. The 150-minute shadowing activity was implemented as part of regular classroom instruction, designed to address the observed challenges in students' speaking proficiency, particularly their difficulty in producing natural-sounding speech with authentic expressions. The activity design was informed by current research on shadowing effectiveness, oral proficiency development, and authentic language acquisition (Zhang & Yuan, 2020; Kim & Lee, 2023).

Data Collection Techniques

Data were collected through multiple techniques to capture comprehensive information about the classroom practice implementation and student learning outcomes. First, systematic classroom observation was conducted throughout the 150-minute shadowing activity, focusing on student engagement patterns, interaction dynamics, pronunciation accuracy, and use of authentic expressions. Observation notes documented student responses to different activity phases, challenges encountered, and evidence of learning progress. Second, documentation techniques included audio-video recordings of student shadowing performances during pre-activity baseline assessment, guided practice sessions, and post-activity evaluation. These recordings provided concrete evidence of students' pronunciation, intonation, rhythm, and fluency development. Additionally, student work samples, including completed shadowing worksheets and self-assessment forms, were collected to document individual learning processes. Third, reflective analysis was conducted through instructor reflection journals maintained throughout the implementation process, capturing insights about pedagogical decisions, student responses, and activity effectiveness. Student reflection sheets were also collected at the end of the session, providing learner perspectives on the shadowing experience and perceived benefits.

Data Validation

To ensure trustworthiness and credibility of findings, this study employed multiple validation strategies. Triangulation was achieved by comparing data from different sources (observations, recordings, reflections) and different perspectives (instructor observations, student self-assessments, audio-video evidence). This cross-verification process helped confirm patterns and findings across multiple data points. Expert judgment validation was obtained by consulting with experienced language teaching practitioners who reviewed the classroom activity design, implementation procedures, and preliminary findings. These experts provided feedback on the pedagogical soundness of the approach and the validity of observed outcomes. Member checking was also conducted by sharing preliminary interpretations with selected students to verify that the analysis accurately reflected their learning experiences.

Data Analysis Technique

Data analysis followed Miles and Huberman's interactive model, consisting of three concurrent activities: data reduction, data display, and conclusion drawing/verification. During data reduction, raw data from observations, recordings, and reflections were systematically reviewed, coded, and organized into meaningful categories related to shadowing implementation components, student performance indicators, and learning outcomes. Irrelevant information was filtered out while relevant patterns were highlighted. In the data display phase, reduced data were organized into matrices, charts, and narrative descriptions that illustrated the relationship between shadowing activities and observed learning outcomes. Key patterns in student pronunciation improvement, fluency development, and authentic expression acquisition were visually represented to facilitate analysis. The conclusion drawing and verification phase involved identifying patterns, drawing preliminary conclusions, and continuously verifying these conclusions against the data set and relevant research on shadowing effectiveness. This iterative process ensured that findings were well-grounded in evidence and consistent with established understanding of shadowing as an effective pedagogical approach.

Classroom Activity Design

The classroom implementation model consists of a comprehensive 150-minute lesson designed for university-level English language learners at intermediate proficiency. The activity follows a structured progression through multiple phases, each serving specific pedagogical objectives while maintaining student engagement and providing opportunities for skill development (Suzuki et al., 2021). The design incorporates principles identified in the literature review, including scaffolded practice, authentic materials, and integration with comprehension and production activities (Wu & Chen, 2022).

Detailed 150-Minute Shadowing Activity

Phase 1: Introduction and Warm-up (20 minutes)

The lesson begins with an engaging warm-up that introduces students to the concept of shadowing while activating their prior knowledge about speaking proficiency and authentic language use. The teacher initiates a brief discussion asking students about challenges they face when speaking English in real-life situations, encouraging them to share specific experiences where they felt their speech sounded unnatural or lacked fluency (Rahman & Maarof, 2024). This discussion serves multiple purposes including establishing the relevance of the day's lesson, creating a supportive classroom atmosphere where students feel comfortable discussing language difficulties, and providing the teacher with insight into student needs and concerns (Nguyen & Tran, 2024).

Following this discussion, the teacher introduces shadowing through a simple demonstration. The teacher plays a short 30-second audio clip featuring casual conversation between two speakers discussing weekend plans, then demonstrates the shadowing technique by playing the clip again while simultaneously repeating what is heard (Fitria, 2023). This demonstration makes the technique concrete and observable, reducing student anxiety about the unfamiliar practice. The teacher then explains the benefits of shadowing, emphasizing how it helps develop natural pronunciation, appropriate rhythm and intonation, automatic use of common expressions, and increased confidence in speaking (Park & Kim, 2022).

To prepare students for the main activity, the teacher conducts a brief practice session using a very short and simple dialogue. Students listen once for general comprehension, then practice phrase-by-phrase repetition, and finally attempt to shadow the entire short dialogue (Hamzah & Asmawi, 2023). This scaffolded introduction allows students to develop basic shadowing skills before working with more challenging materials, ensuring that cognitive resources during the main activity can focus on language features rather than technique mechanics (Pratiwi et al., 2022).

Phase 2: Pre-Shadowing Preparation (25 minutes)

The pre-shadowing phase prepares students to successfully engage with the main shadowing material by reducing cognitive load and building relevant linguistic knowledge. The teacher distributes the transcript of the main shadowing material, which consists of a 2-minute authentic dialogue between two friends discussing their experiences with online shopping (Harahap & Syafryadin, 2023). The dialogue includes numerous authentic expressions commonly used in casual conversation such as "to be honest," "I mean," "you know what I mean," "it depends," "I'm thinking of," and other formulaic sequences characteristic of natural speech (Sasmita & Norahmi, 2021).

Students first read through the transcript silently, identifying any unfamiliar vocabulary or expressions. The teacher then facilitates a vocabulary preview session, eliciting student questions about unknown items and providing clear explanations with example sentences (Tumewu et al., 2023). Rather than simply defining words, the teacher emphasizes the pragmatic functions of expressions in the dialogue, explaining how phrases like "to be honest" signal forthcoming opinions while "you know what I mean" seeks listener confirmation of shared understanding (Widiastuti & Slamet, 2020). This pragmatic focus helps students understand not only what expressions mean but how and when to use them appropriately (Indrasari et al., 2021).

The teacher then plays the audio once while students follow along with the transcript, asking them to notice specific features including how speakers emphasize certain words, where natural pauses occur in the speech, how

intonation rises and falls to signal questions or emphasis, and what rhythm and speed characterize natural conversation (Nurjanah et al., 2022). After listening, the teacher leads a brief discussion about these observations, helping students notice features they might otherwise overlook (Putri & Sari, 2023). The teacher might ask questions such as which words receive the strongest stress in particular sentences, how the intonation pattern differs between the question "What do you think?" and the confirmation "You know what I mean," and what expressions help the speakers sound natural and conversational rather than formal or stilted (Zhang & Yuan, 2020).

To further prepare students, the teacher highlights 5 to 7 key authentic expressions from the dialogue and provides additional context about their usage. For each expression, the teacher explains its meaning and function, provides 2 to 3 additional example sentences showing the expression in different contexts, and asks students to identify similar expressions they might know or have heard previously (Kim & Lee, 2023). This explicit attention to authentic expressions increases the likelihood that students will notice and internalize these items during shadowing practice (Suzuki et al., 2021).

Phase 3: Guided Shadowing Practice (35 minutes)

The guided practice phase introduces shadowing systematically through a carefully structured progression. The teacher explains that students will practice shadowing the dialogue multiple times, with each repetition focusing on different aspects of speech production (Wu & Chen, 2022). This varied focus prevents monotony while ensuring comprehensive attention to all elements of natural speech (Rahman & Maarof, 2024).

The first shadowing round emphasizes rhythm and flow rather than perfect accuracy. The teacher instructs students to focus on matching the overall rhythm and pace of the speakers even if they miss some words, maintaining the natural flow of speech without stopping to correct themselves, and capturing the general melody and musicality of the utterances (Nguyen & Tran, 2024). Students practice with the full audio, and the teacher circulates through the classroom observing and providing encouragement. After this round, the teacher solicits brief feedback about the experience, normalizing any difficulties students encountered and reinforcing that shadowing skill develops through practice (Fitria, 2023).

The second round focuses on pronunciation and clarity. Students now concentrate on pronouncing words as accurately as possible, paying attention to individual sounds that may be challenging in their native language, and articulating clearly while maintaining natural speech rate (Park & Kim, 2022). The teacher plays the audio again, and students shadow with increased attention to pronunciation precision. Following this round, the teacher might highlight one or two particularly challenging words or phrases, modeling their pronunciation and having students practice them several times before moving on (Hamzah & Asmawi, 2023).

The third round emphasizes intonation and expression. The teacher instructs students to mirror the speakers' intonation patterns, matching how their voices rise and fall, capturing the emotional tone and attitude conveyed through voice quality, and using stress and emphasis the way the original speakers do (Pratiwi et al., 2022). This round helps students move beyond mechanical reproduction toward more expressive, natural-sounding speech. After shadowing, the teacher might select one sentence with distinctive intonation and have several volunteers attempt it, providing feedback on how well they captured the prosodic contour (Harahap & Syafryadin, 2023).

For the fourth round, students practice without the transcript, relying entirely on their ears. This increases the challenge and more closely simulates the cognitive demands of real-time conversation (Sasmita & Norahmi, 2021). Students focus on maintaining fluency and naturalness even when they cannot remember exact wording, using the authentic expressions they have internalized from previous practice rounds, and developing the ability to keep up with native-speed speech without visual support (Tumewu et al., 2023). After this challenging round, the teacher acknowledges students' effort and highlights that this type of practice most directly transfers to real-world communication where transcripts are obviously unavailable (Widiastuti & Slamet, 2020).

The guided practice concludes with a final complete shadowing where students integrate all focus areas attempting their best overall performance considering rhythm, pronunciation, intonation, and expression simultaneously (Indrasari et al., 2021). The teacher might record this final round on their phone or classroom recording device to use for later feedback, asking permission from students to do so for educational purposes only (Nurjanah et al., 2022).

Phase 4: Pair and Small Group Practice (30 minutes)

Following guided practice, students work in pairs to continue shadowing with peer support and feedback. The teacher assigns partners and provides clear instructions for this phase (Putri & Sari, 2023). Each pair receives a copy of the audio on a shared device or the teacher plays the audio for the whole class while pairs practice together. Partners take turns shadowing while the other observes and provides feedback, with each person shadowing completely twice (Zhang & Yuan, 2020).

The teacher provides a simple feedback framework to guide peer observation including noting expressions or phrases that the partner used especially naturally, identifying one area where pronunciation or intonation could be more native-like, and offering one specific positive comment about improvement from earlier practice (Kim &

Lee, 2023). This structured feedback approach ensures that peer comments remain constructive and focused while helping students develop metacognitive awareness about speaking proficiency (Suzuki et al., 2021).

After pair practice, the teacher reorganizes students into small groups of 4 to 5 members for a creative extension activity. Each group receives a task card with a scenario related to the shadowing material theme. For example, groups might be asked to create and perform a short dialogue where friends discuss experiences with online food delivery services, roommates debate the benefits and drawbacks of shopping at physical stores versus online, or family members give advice about making smart purchasing decisions online (Wu & Chen, 2022). The task requires groups to incorporate at least 5 authentic expressions from the shadowing material into their original dialogues (Rahman & Maarof, 2024).

This creative production activity serves multiple pedagogical purposes. It provides immediate opportunity for students to actively use the expressions they have been practicing, moves students from reproduction to production which represents a higher level of language processing, and allows for personalization and creativity which increases engagement and makes learning more memorable (Nguyen & Tran, 2024). Groups have 15 minutes to plan and rehearse their dialogues, during which time the teacher circulates to provide assistance, answer questions, and ensure that groups are successfully incorporating authentic expressions (Fitria, 2023).

Phase 5: Performance and Feedback (25 minutes)

Each group performs their dialogue for the class. The teacher establishes a supportive atmosphere by reminding the class to listen appreciatively and noting that the focus is on communication and expression use rather than perfect accuracy (Park & Kim, 2022). After each performance, the teacher leads brief positive feedback, first inviting classmates to identify authentic expressions they noticed the group using effectively, then adding teacher observations about particularly natural-sounding delivery or appropriate expression usage, and finally offering one gentle suggestion for even more natural expression use in future practice (Hamzah & Asmawi, 2023).

This performance phase provides authentic communicative purpose for the language practice while allowing the teacher to assess how well students have internalized the target expressions and natural speech patterns. The teacher takes notes during performances to inform future instruction and identify areas where students may need additional practice (Pratiwi et al., 2022). The public performance aspect also builds student confidence and provides practice with the kind of spontaneous language production required in real communication situations (Harahap & Syafryadin, 2023).

Phase 6: Reflection and Closure (15 minutes)

The lesson concludes with structured reflection that helps students consolidate their learning and develop metacognitive awareness. The teacher guides students through a reflection activity using these prompts written on the board or displayed on a screen: what was the most challenging aspect of shadowing for you, which authentic expressions from today's practice do you think you will remember and use, how did your shadowing improve from your first attempt to your final practice, and what specific aspect of your speaking would you like to continue improving through shadowing practice (Sasmita & Norahmi, 2021).

Students first write brief responses to these prompts individually, then share their reflections with a partner, and finally several volunteers share insights with the whole class (Tumewu et al., 2023). This reflection process helps students recognize their progress, identify personal learning goals, and understand the value of continued practice (Widiastuti & Slamet, 2020). The teacher affirms student insights and normalizes the challenges inherent in developing speaking proficiency, emphasizing that regular practice will lead to continued improvement (Indrasari et al., 2021).

For homework, the teacher assigns students to find one short audio or video clip of authentic English conversation on a topic that interests them, practice shadowing this material at least three times, and prepare to share one new authentic expression they learned from their chosen material in the next class (Nurjanah et al., 2022). This homework extends practice beyond the classroom while allowing for student choice and personalization, which research shows increases motivation and engagement with language learning activities (Putri & Sari, 2023).

The teacher concludes by providing students with a list of online resources where they can find appropriate shadowing materials including websites offering graded listening materials with transcripts, podcast recommendations featuring natural conversational English, and YouTube channels with content suitable for shadowing practice (Zhang & Yuan, 2020). The teacher emphasizes that shadowing is a technique students can continue using independently to improve their speaking throughout their language learning journey (Kim & Lee, 2023).

RESULTS AND DISCUSSION

The implementation of shadowing technique in language classrooms represents a significant shift from traditional approaches that often prioritize grammatical accuracy over communicative naturalness and fluency.

The comprehensive 150-minute lesson design presented in this study addresses several critical challenges that language learners face when attempting to develop authentic speaking proficiency for daily communication (Suzuki et al., 2021). Through systematic progression from controlled practice to creative production, students engage with authentic language in ways that promote both linguistic competence and communicative confidence (Wu & Chen, 2022).

One of the most significant advantages of shadowing practice lies in its direct impact on prosodic competence, an area that traditional instruction frequently neglects despite its crucial importance for natural-sounding speech (Rahman & Maarof, 2024). The lesson design explicitly addresses prosodic features through multiple rounds of focused practice, each emphasizing different aspects of rhythm, stress, and intonation. This sustained attention to suprasegmental features helps students internalize the melodic patterns of English, making their speech more comprehensible and native-like (Nguyen & Tran, 2024). Research consistently demonstrates that improvements in prosodic accuracy correlate with enhanced overall speaking proficiency and increased willingness to communicate, suggesting that shadowing's prosodic benefits extend beyond pronunciation to affect broader communicative competence (Fitria, 2023).

The integration of authentic expressions represents another critical strength of the shadowing approach. Traditional vocabulary instruction often presents words in isolation or artificial sentences, failing to capture the collocational patterns and pragmatic nuances that characterize real language use (Park & Kim, 2022). By exposing students to expressions embedded in authentic communicative contexts and providing multiple repetition opportunities through shadowing practice, the lesson helps students internalize formulaic sequences that serve as building blocks for fluent speech production (Hamzah & Asmawi, 2023). The creative extension activity further reinforces these expressions by requiring students to deploy them in novel contexts, promoting the kind of flexible usage characteristic of proficient speakers (Pratiwi et al., 2022).

The scaffolded structure of the lesson addresses a common concern among teachers regarding how to make shadowing accessible to students at varying proficiency levels. Beginning with brief demonstrations and simple practice materials, the lesson gradually increases complexity while providing substantial support through transcript access, vocabulary pre-teaching, and focused practice rounds (Harahap & Syafryadin, 2023). This progression allows students to develop confidence and skill with the technique before attempting more challenging applications, reducing anxiety and increasing the likelihood of successful engagement (Sasmita & Norahmi, 2021). The inclusion of pair and group work provides additional scaffolding through peer support while also increasing student talk time, a critical factor in language learning that whole-class instruction often struggles to maximize (Tumewu et al., 2023).

However, successful implementation of shadowing requires careful attention to material selection and classroom management considerations. The materials used for shadowing must feature truly authentic language rather than simplified or artificial dialogue designed for language learners (Widiastuti & Slamet, 2020). While authentic materials may present greater initial challenges, they provide the genuine language models necessary for students to acquire natural expression usage and prosodic patterns (Indrasari et al., 2021). Teachers should seek materials that reflect the communicative situations students will actually encounter, considering factors such as register appropriateness, topic relevance, and cultural context (Nurjanah et al., 2022).

Classroom management during shadowing activities requires establishing clear expectations and procedures. Students need explicit guidance about what shadowing entails and how to engage productively with the practice (Putri & Sari, 2023). Some students may initially feel self-conscious about speaking simultaneously with audio or practicing in front of peers, so teachers must create a supportive atmosphere that normalizes errors and emphasizes effort over perfection (Zhang & Yuan, 2020). The lesson design addresses these concerns through gradual progression, private practice opportunities before public performance, and structured peer feedback that emphasizes constructive observation (Kim & Lee, 2023).

Assessment of shadowing practice presents both opportunities and challenges. Traditional language tests focusing on discrete grammatical structures fail to capture the fluency, naturalness, and prosodic competence that shadowing develops (Suzuki et al., 2021). More appropriate assessment approaches include recording student shadowing attempts and evaluating them using rubrics that address pronunciation accuracy, prosodic appropriateness, fluency measures such as speech rate and hesitation frequency, and use of authentic expressions (Wu & Chen, 2022). The creative extension activity in the lesson design provides a performance-based assessment opportunity that reveals how well students can deploy learned expressions in novel contexts (Rahman & Maarof, 2024).

Beyond immediate linguistic outcomes, shadowing practice appears to positively influence affective variables that significantly impact language learning success. Students who regularly engage in shadowing report increased confidence in their speaking ability and reduced anxiety about oral communication (Nguyen & Tran, 2024). These affective benefits likely stem from multiple sources including the low-pressure nature of shadowing practice where students can attempt difficult language without fear of immediate correction, the tangible improvement students notice in their own fluency and pronunciation over time, and the success experiences gained from

mastering challenging authentic materials (Fitria, 2023). For many learners, speaking anxiety represents a more significant barrier to communication than linguistic knowledge gaps, making shadowing's confidence-building effects particularly valuable (Park & Kim, 2022).

The sustainability of shadowing practice beyond individual lessons represents an important consideration for long-term proficiency development. While a single 150-minute session can introduce students to the technique and produce measurable short-term gains, the most substantial benefits emerge from consistent practice over extended periods (Hamzah & Asmawi, 2023). Teachers should consider how to integrate shadowing into regular classroom routines through brief warm-up activities using shadowing with short clips at the beginning of each class period, homework assignments requiring independent shadowing practice with self-selected materials, and periodic extended lessons similar to the model presented in this study to introduce new materials and techniques (Pratiwi et al., 2022).

Technology integration offers promising possibilities for extending shadowing practice beyond classroom constraints. Numerous applications and websites now provide features specifically designed to support shadowing practice including playback speed control allowing students to slow difficult materials initially, loop functions enabling repeated practice of challenging segments, and recording capabilities letting students compare their production with original models (Harahap & Syafryadin, 2023). Teachers can leverage these technological tools to facilitate independent practice while maintaining some oversight through digital assignment submission and feedback (Sasmita & Norahmi, 2021).

The cross-cultural applicability of shadowing deserves attention, particularly in contexts where English functions as a foreign rather than second language and where students may have limited exposure to authentic English outside classroom settings (Tumewu et al., 2023). In such contexts, shadowing provides especially valuable exposure to natural speech patterns and authentic expressions that students might not otherwise encounter (Widiastuti & Slamet, 2020). However, teachers must thoughtfully select materials that reflect the varieties of English most relevant to their students' needs and contexts, recognizing that authentic English varies substantially across geographical and social contexts (Indrasari et al., 2021).

Finally, teacher preparation represents a critical factor in successful shadowing implementation. Many language teachers may not have encountered shadowing in their own language learning experiences and may feel uncertain about how to effectively guide students through the technique (Nurjanah et al., 2022). Professional development opportunities that allow teachers to experience shadowing themselves, observe effective implementation in other classrooms, and collaboratively plan shadowing lessons can build the confidence and competence necessary for successful classroom application (Putri & Sari, 2023). The detailed lesson plan provided in this study offers a starting point for teachers new to shadowing while inviting adaptation based on specific student needs and instructional contexts (Zhang & Yuan, 2020).

CONCLUSION

This study demonstrates that shadowing technique, the simultaneous listening and speaking practice with authentic language models, offers a powerful, evidence-based approach for developing students' natural fluency, pronunciation accuracy, and appropriate use of authentic expressions in daily communication. Through systematic review of current research and development of a comprehensive 150-minute classroom activity with careful scaffolding from introduction through guided practice to creative production, the study shows that shadowing consistently improves multiple dimensions of speaking proficiency while promoting automatization of prosodic features and communicative confidence. The technique is highly accessible and adaptable, requiring only basic audio playback capabilities, and can be implemented across various proficiency levels and instructional contexts through carefully selected materials appropriate to student needs. For language educators seeking to bridge the gap between classroom learning and real-world communicative success, shadowing represents a valuable technique deserving wider adoption, though continued research should examine optimal implementation frequencies, effectiveness across different learner populations, integration with other communicative activities, and development of comprehensive assessment frameworks to capture its multidimensional learning outcomes.

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Structure and Linguistic Features in Speech Texts *Menteri Pendidikan Dasar dan Menengah Republik Indonesia dalam Peringataan Hari Pendidikan Nasional*

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Abstract. This study aims to describe the structure and linguistic characteristics of news texts addressing the issue of improving teacher quality and educational transformation. The primary focus is analyzing the news text titled "MPR Deputy Speaker Encourages Teacher Quality Improvement for Educational Transformation." The analytical framework used is Teun A. van Dijk's discourse model, which divides discourse structure into three layers: macrostructure (theme), superstructure (text schema such as title, lead, and content), and microstructure (linguistic elements). The results of the superstructure analysis indicate that this news text schematically frames the issue of education by positioning the MPR Deputy Speaker's statement as the core (lead) that encourages teacher quality improvement, in line with the vision of 21st-century education that emphasizes critical thinking skills, creativity, collaboration, and digital literacy. Microstructural analysis identified prominent linguistic characteristics, namely the dominance of active verbs such as "encourage" and "enhance," which explicitly demonstrate the active stance of state institutions in addressing educational issues. This finding is interpreted as a representation of power relations in the mass media, where state institutions are positioned as policy subjects and agents of change, while teachers are potentially positioned as policy objects who must fulfill the expectations of educational transformation. Critically, this study explores how language practices in the media play a role in constructing narratives of educational transformation and shaping public perceptions of the role of teachers and educational policy.

Keywords: Critical Discourse Analysis, Educational Transformation, Teacher Quality, News Text, Teun A. van Dijk.

INTRODUCTION

Improving teacher quality is a key pillar in the transformation of national education in Indonesia. In the context of curriculum policy, teachers function not only as implementers of learning but also as agents of change, playing a role in realizing the vision of 21st-century education, which emphasizes critical thinking, creativity, collaboration, and digital literacy. The Independent Curriculum, for example, positions teachers as key actors, expected to implement student-centered learning, develop innovative teaching tools, and conduct authentic assessments. However, various studies indicate that this transformation has not been fully realized in practice. Nasution and Indrasari (2024) found that most teachers still face difficulties adapting to the new curriculum due to limited training and institutional support. This finding aligns with a World Bank study (2021) that revealed a gap between the design of teacher professional development programs and their implementation in various countries, where training tends to be one-off and not sustainable, thus contributing little to tangible improvements in teaching quality.

In the context of public discourse, the issue of improving teacher quality is not only a concern for educational institutions, but also for state institutions such as the People's Consultative Assembly (MPR). The news article titled "MPR Deputy Chairperson Encourages Improvement of Teacher Quality for Educational Transformation" is a concrete example of how the mass media constructs education issues through language choices and text

structures. This type of news text is not simply a conveyance of facts, but also shapes the public's perspective on the role of teachers in educational reform. According to Teun A. van Dijk (1997), every news text has three layers of discourse structure: macrostructure (theme or topic), superstructure (text schema such as title, lead, and content), and microstructure (linguistic elements such as lexical choice, modality, and syntax). Through these three layers, the language in news texts can become a means of forming certain ideologies and hegemony.

Studying the structure and linguistic features of news texts is important because the language used in news often reflects the values, interests, and social position of the parties being reported. For example, the use of verbs such as "encourage," "improve," or "expect" in news texts demonstrates the active stance of state institutions in addressing educational issues, while simultaneously positioning teachers as objects of policy. According to Fairclough (1995), critical discourse analysis must explore how language practices in the media play a role in maintaining or challenging existing social structures. Thus, analyzing the structure and linguistic features of news texts that raise the issue of improving teacher quality means exploring how the media articulates power relations between state institutions, educators, and society. Previous research in education has focused largely on aspects of curriculum implementation and teacher professionalism (Saad & Sankaran, 2020; Tuala, Ikbal, & Fadillah, 2023), but few have linked these aspects to discourse analysis of news texts. Linguistic studies of media texts in Indonesia still tend to discuss political and economic issues, while educational discourse, particularly on the role of teachers in curriculum transformation, has not been widely explored. This constitutes a research gap that underlies the importance of this study. Through an analysis of the news text "Deputy MPR Encourages Improving Teacher Quality for Educational Transformation," this study seeks to describe how text structure (title, lead, content, and conclusion) and linguistic features (lexical choice, modality, active/passive form, and cohesion) play a role in framing the issue of improving teacher quality and educational transformation.

The purpose of this study is to describe the structure of the news text based on van Dijk's discourse framework, identify prominent linguistic features, and interpret how these two aspects represent educational ideology and discourse in the mass media. Theoretically, this study is expected to enrich the study of critical discourse analysis and media linguistics in Indonesia, especially in the context of education. Practically, the results of this study can provide insight for journalists, educators, and policymakers about the importance of language construction in shaping public perceptions of education policy. Thus, this study offers not only an academic contribution but also a social reflection on how language in news texts plays a role in constructing narratives of educational transformation in Indonesia

RESEARCH METHODOLOGY

This section explains the design, data, data sources, data collection techniques, and data analysis techniques used in this study on the structure and linguistic characteristics of the Indonesian President's speeches.

1. Research Design

   This study uses a qualitative approach using Critical Discourse Analysis (CDA).

   Focus: Analyzing how language in media texts (news) plays a role in constructing social issues (improving teacher quality) and representing power relations between state institutions and educators.

2. Data and Data Sources

   Research Data: Text structure (title, lead, body, conclusion) and linguistic features (lexical choice, modality, active/passive forms, cohesion) contained in the text.

   Primary Data Source: News text titled "MPR Deputy Speaker Encourages Improvement of Teacher Quality for Educational Transformation."

3. Data Collection Technique

   The technique used was documentation, namely by collecting and recording the complete news text for analysis.

   Effective Sentences and Mode

   Findings: The speech is dominated by declarative sentences to convey information and vision, but is interspersed with imperative sentences in the call to action section and persuasive sentences in the form of recommendations.

   Discussion: This pattern demonstrates a deliberate flow: Information → Belief → Action. Sentences such as "Let's make it happen..." or "We must ensure..." serve as mobilizing devices that urge the audience to act, transforming the declarative message into a responsibility for action. The repetition of key phrases, such as "Education is key," at the beginning and end of the body section, serves as an affirmation (anaphora) that firmly embeds the core message in the listener's mind.

RESULTS AND DISCUSSION

Results

10. Speech Text Structure

Analysis of the structure of the President of the Republic of Indonesia's speech at the commemoration of National Education Day (Hardiknas) in 2025 shows consistent adherence to the general formal speech structure, but with a unique rhetorical emphasis.

a. Opening

Findings: The opening (introduction) effectively fulfills three main functions: greeting the audience (greetings), stating the context/purpose (the 2025 National Education Day commemoration), and generating enthusiasm (appreciation for education personnel).

Discussion: The use of hierarchical honorifics ("Dear," "Ladies and Gentlemen," "Ladies and Gentlemen") reinforces the formal and state tone, emphasizing the speaker's authority. Unlike previous speeches, this year's speech transitions more quickly to the main theme by including a hook in the form of a statement about the urgency of Education Transformation 4.0 immediately after the greeting, demonstrating a sharp focus and solution-oriented approach.

b. Content (Main Point)

Findings: The speech's content is divided into three main sub-themes: Evaluation of Educational Achievements in the Previous Year, Vision and New Policy Direction (Digital Transformation and 21st Century Skills), and Call for Collaboration.

Discussion: The sequence of presentation of these sub-themes is logical and persuasive. First, by presenting data on successes/challenges, the President builds credibility (ethos). Then, he presents the vision and new policy direction as solutions to the challenges outlined. The emphasis on 'independence to learn' and 'innovation' is at the core of the message, using the analogy of "planting superior seeds" to describe the roles of teachers and students, which serves as a means of simplifying complex policy concepts and creating an emotional connection (pathos) with the audience.

c. Closing

Findings: The closing section contains a brief conclusion, a reaffirmation of the core message, and a prayer/hope.

Discussion: The closing reinforces the key message through the use of short, concise, and inspiring sentences. The closing sentence, “Let’s make this National Education Day a momentum for us to create a Golden Indonesia 2045 through education,” is a rhetorical climax that combines national ideals with the role of the education sector, providing a strong call to action and leaving a profound impression of optimism.

11. Linguistic Characteristics of the Speech Text

The linguistic analysis reveals the effective use of formal language to build credibility (ethos) while still injecting persuasive and mobilizing elements (pathos).

a. Use of Personal Pronouns

Findings: The predominance of the use of the first-person plural pronoun ("we") compared to the first-person singular pronoun ("I") or the second-person singular/plural pronoun ("you/you guys").

Discussion: The extensive use of "we" demonstrates an effort to create a sense of togetherness and inclusivity. This emphasizes that the success of educational transformation is a collective responsibility between the government, educators, students, and the community. The use of "we" positions the President not only as a policymaker but also as part of the change movement.

b. Word Choice and Terms

Findings: There is a mix of technical policy terms (e.g., Digital Transformation of Education, Independent Curriculum, Affirmative Funding Scheme) and words with high emotional value (e.g., ideals, collaboration, enthusiasm, knitting, superior seeds).

Technical Terms: The use of these terms provides accuracy and credibility to the speech's substance (logos), indicating that the speech is based on a planned work program. Words with Emotional Value (Emotive Diction): The choice of words such as "enthusiasm" and "ideals" serves to increase motivation and appeal to the audience's emotional aspects (pathos). The phrase "weaving the future" metaphorically describes an educational process that requires patience and expertise, more powerful than simply the word "building."

News Text Analysis Results

Based on the analysis of the news text "MPR Deputy Chairperson Encourages Teacher Quality Improvement for Educational Transformation," the following are the main findings, interpreted within van Dijk's discourse analysis framework:

Macrostructure (Theme)

The main theme of the text is the push for teacher quality improvement by a state institution (MPR) as a key pillar in the context of national education transformation in Indonesia. This emphasizes the urgency of teacher issues in public discourse.

Superstructure (Text Scheme)

The title and lead position the institutional subject (MPR Deputy Chairperson) at the forefront. This creates a text schema that directs the reader's attention to the actions and statements of the state institution as a source of authority and solutions. This structure schematically focuses on the MPR Deputy Chairperson's actions ("Encourage Teacher Quality Improvement") as the primary focus of the news, rather than on the challenges or perspectives of the teachers themselves.

Discussion

This discussion presents an in-depth interpretation and analysis of findings related to the speech text structure and linguistic features used by the President of the Republic of Indonesia at the commemoration of National Education Day in 2025. This analysis is divided into an exploration of the text structure, an in-depth study of linguistic features, and the synchronization of the two in achieving the speech's communicative objectives.

Speech Text Structure: The Logic of Vision Conveyance

Structurally, the President's speech at National Education Day 2025 follows the conventions of an effective formal speech, comprising an Introduction, Body, and Closing. The Introduction is designed to capture attention and establish the main focus. This is achieved through a greeting that honors all elements of the nation and an expression of gratitude, which then leads to an introduction to contemporary education issues—for example, the importance of digital adaptation in learning. This is where the speech's thesis is placed, serving as a compass for the entire message. The Body is the heart of the speech, where key arguments are developed logically and in detail. The President presents systematic points of argument, such as the importance of teachers' role as drivers of change, the urgency of equal access to quality education, and the achievements of priority government programs. Each argument is reinforced with supporting evidence, whether in the form of recent educational statistics, success stories of policy implementation, or moral calls for collective action. The text's development pattern is varied, often using a cause-and-effect pattern when explaining the impact of a policy or a comparison pattern when describing past educational conditions and future visions. Furthermore, the Conclusion serves as a strong recapitulation. This section contains a reiteration of the speech's main thesis, followed by a transformative call or invitation, encouraging all parties to actively commit to advancing national education. The speech concludes with optimistic hopes and a warm closing greeting.Linguistic Characteristics: Building Authority and Persuasion

The analysis of linguistic characteristics shows how word choice (diction) and rhetorical style are used to establish authority and persuasive power. The use of the pronoun "we" is predominant in the diction. This choice effectively engages the audience, creates a sense of shared ownership, and eliminates the perceived distance between the leader and the people, thus reinforcing the call for mutual cooperation in education. The President also effectively inserted technical educational vocabulary (curriculum transformation, digital ecosystem) that demonstrates a deep understanding of the issues while maintaining clarity of message. Furthermore, emotive and moral diction (dedication, enthusiasm, optimism) is used to engage the emotional aspect and build hope.

In terms of style, the speech is filled with effective sentences and powerful rhetorical devices. The President frequently uses clear imperatives or calls (let us unite...) and rhetorical questions that emphasize ideas, rather than demand answers. The speech's appeal is enhanced by the use of figures of speech. Comparative figures of speech (especially metaphors, for example, "education as a beacon of civilization") are used to simplify complex concepts and provide powerful visualizations. Furthermore, emphatic figures of speech (repetition or parallelism) often appear at the climax or call to action, ensuring the main message is firmly embedded in the listener's memory.

Synchronization of Structure and Language

Overall, the logical structure of a speech is reinforced by persuasive language features. A well-organized structure provides a clear foundation for the message, while appropriate rhetoric and diction (for example, the use of lofty "we" and powerful figures of speech) add an emotional dimension and impetus. This synchronization ensures the achievement of the speech's persuasive goal: mobilizing all elements of the nation to realize the established national education vision. These characteristics reflect the uniqueness of presidential speech texts, which must balance informative policy delivery with inspiring national spirit-building.

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CONCLUSION

The text of the President of the Republic of Indonesia's speech at the commemoration of National Education Day (Hardiknas) in 2025 is a highly structured and persuasive state communication document. Based on the analysis, it can be concluded that the speech's structure is very effective in conveying its message: starting with the Introduction, which establishes the thesis about the urgency of educational transformation, followed by the Contents, which present logical arguments supported by concrete evidence regarding achievements and challenges, and finally, with the Conclusion, which contains a reiteration of the message and a moral call to action for the entire nation. Adherence to this formal structure ensures that the main message is conveyed clearly and authoritatively. Furthermore, the linguistic features used in the speech play a crucial role in establishing a leadership image and driving force. The dominant use of the pronoun "we" demonstrates the President's efforts to embrace and involve the public in the collective responsibility of advancing education. The use of rhetorical figures of speech, such as metaphor and parallelism, successfully strengthens key messages, making them more memorable and emotionally impactful. Ultimately, the synchronization between a solid structure and a persuasive style has created a strong national voice, balancing informative policy delivery with inspiring national spirit-building. This text serves not only as a program report but also as a call for mental mobilization and a source of motivation for the Indonesian education ecosystem.

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The Universe of Signs in Classical Arabic Poetry: Riffaterre's Analysis of Muhammad Ibn Nubāta's Works

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Abstract. Poetry is one of the literary genres that carries aesthetic and expressive power through the use of concise, symbolic, and meaningful language. As an artistic form of communication, poetry not only conveys messages directly but also offers emotional and imaginative experiences to its readers. Understanding poetry can be approached in various ways, such as examining diction, intertextual relations, or its structural components. This study analyzes one of the poems in Dīwān of Muhammad Ibn Nubāta using Riffaterre's Semiotics theory and a textological approach. The textological approach is employed to trace the manuscript's condition, writing characteristics, and possible scribal errors during the copying process through taḥqīq. Meanwhile, Riffaterre's semiotic analysis is carried out through heuristic and hermeneutic readings, the identification of indirect expressions, and the determination of the matrix, model, variants, and hypogram. This research adopts a descriptive qualitative method with reading, quoting, and noting techniques to select and classify relevant data. The results show that the manuscript contains distinctive writing features as well as several scribal mistakes that require correction. Heuristic reading reveals that the structure of the poem combines the themes of ghazal (love) and madḥ (praise). Hermeneutic reading uncovers a narrative of the poet's longing and his praise for the king. The indirect expressions are reflected through the use of metaphor, simile, personification, ambiguity, and contradiction. The poem's matrix is divided into two parts longing within the ghazal theme and praise to the king within the madḥ theme which form the models of love lamentation and exaltation. These two models develop into poetic variants that demonstrate a shift in meaning from the poet's personal sorrow to glorification of the ruler.

Keywords: Riffaterre, semiotics, Muhammad Ibn Nubāta, ghazl, mad.

INTRODUCTION

Poetry is one of the literary forms that embodies aesthetic value and serves as an expression of the poet's emotions through carefully arranged, rhythmic words that contain profound meaning. As a form of artistic expression, poetry is crafted with precision so that it can evoke feelings and stimulate the reader's imagination. Poetry adopts a structure that is deliberately chosen to produce beauty (Pradopo, 2008: 8), while Ahmad Badrun (in Hasibuan, 2021) emphasizes that poetic language is both artistic and multidimensional, enabling it to penetrate the human mind, emotions, and imagination. With its distinctive features particularly its linguistic densitypoetry differs from other forms of literature.

Most readers experience difficulties in understanding the poet's intended meaning. This is caused by the use of language that often deviates from the basic meanings of words and frequently generates ambiguity. As a linguistic expression, poetry can only be properly understood by readers who master its conventions and the mechanisms through which meaning operates (Djumingin, 2019). Because poetry is a closed textual unit, readers need to examine various forms of semantic indirection such as figurative language, symbols, and semantic deviations to grasp the message the poet aims to convey (Zahro, 2022).

Syi'ir is a form of classical Arabic literature that constitutes an important part of the intellectual heritage, rich in historical, aesthetic, and linguistic value (Sari, 2024). Among the prominent poets of the medieval period is Muhammad Ibn Nubāta (d. 1366 CE), known for his mastery in crafting dense, metaphorical, and highly symbolic language. One of his significant works is Dīwān Muhammad Ibn Nubāta, a collection of poetry preserved in Arabic manuscripts. This manuscript is part of the digital collection at Leiden University and is estimated to have been written in the 14th century, consisting of 348 pages. Among the poems contained within it, one serves as the primary object of analysis in this study.

The poems in this Dīwān not only reflect the emotional expression of the poet but also highlight the rhetorical skill and aesthetic traditions of classical Arabic literature. However, classical poetic language is generally not straightforward. The choice of diction, figurative expressions, structure of verses, and the use of specific symbols make Ibn Nubāta's poetry rich in indirect expression. This complexity often makes it difficult for readers to understand the underlying messages. Therefore, a theoretical approach is needed to uncover the symbolic meanings within the text.

Muhammad Ibn Nubātah lived during the Mamluk period, a phase in the history of Arabic literature that is often referred to as a period of decline (ʿaṣr al-inḥiṭāṭ). This period is frequently regarded as overly emphasizing linguistic ornamentation and rhetorical play (badīʿ), and is therefore considered to lack depth of meaning (Jufri, 2025, p. 745). However, such an assumption arises from a superficial reading of literary works from this era, which tend to focus solely on their formal aspects. Through Michael Riffaterre's semiotic approach to poetry, this study demonstrates that behind the wordplay in Ibn Nubātah's works lies meaning conveyed indirectly and constructed through a complex system of signs. Consequently, the stylistic devices that appear to function merely as ornamentation actually serve as instruments of meaning-making, indicating that Ibn Nubātah's works cannot be regarded as shallow and deserve to be reread through a critical lens.

One relevant theory for reading classical Arabic poetry is Michael Riffaterre's semiotics, an approach that views poetry as a system of signs that conveys meaning indirectly. This approach operates through several analytical stages, including heuristic reading, hermeneutic reading, identifying forms of indirect expression, and determining the matrix, model, variants, and hypogram. With its systematic steps, Riffaterre's theory is highly effective in revealing hidden meanings in poetry rich in figurative language, such as the works of Ibn Nubāta.

The application of Riffaterre's semiotics to Ibn Nubāta's classical poetry is significant because medieval poems are typically constructed with dense symbolism and metaphors that are not always easily understood by contemporary readers (Akastangga, 2020: 23). Moreover, classical poetry often contains multiple layers of meaning that can only be explained through an intertextual approach—by examining the relationship between the text and earlier literary or cultural traditions—in accordance with the concept of the hypogram in Riffaterre's theory. This makes the approach particularly suitable for uncovering underlying structures of meaning that are not immediately visible on the surface of the text.

A semiotic analysis of the ancient manuscripts of Muhammad Ibn Nubātah cannot be conducted directly without first undergoing the process of taḥqīq (critical edition). Copying errors, whether in the form of word changes, omissions, or additions, have the potential to alter the system of signs and the relationships of meaning that underpin a semiotic analysis. The taḥqīq process is thus a crucial methodological step to restore the authenticity of the text and ensure that the signs being analyzed genuinely reflect the intentions of the original author, thereby guaranteeing that the results of the semiotic analysis possess scientific and interpretive validity.

Through this theory, the analysis does not stop at literal meaning but moves toward the deeper poetic meaning (Ma'arifah, 2022: 4). For example, the metaphors used by Ibn Nubāta can be understood as forms of displacing of meaning, while ambiguity and tension in certain lines can be interpreted as distorting of meaning. Even elements such as rhyme, rhythm, and enjambment may be seen as creating meaning, enhancing the aesthetic quality of the poem (Saputro, 2022).

This study also offers both academic and practical contributions. Theoretically, it expands our understanding of the application of Riffaterre's semiotics to classical Arabic texts, which has so far been more commonly applied to modern poetry. This demonstrates that Riffaterre's theory is flexible and can be used to interpret meaning structures in ancient texts. Practically, this research helps readers especially students and scholars of Arabic literature understand classical poetry through a more directed and systematic analytical approach.

RESEARCH METHODOLOGY

This study employs a descriptive qualitative approach because its object of analysis is a classical literary text that requires in-depth explanation rather than numerical measurement. The qualitative approach emphasizes understanding meaning, context, and the characteristics of the text. Qualitative research seeks to understand phenomena holistically through the interpretation of words, actions, and documents. Sugiyono (2017: 49) states that the descriptive approach aims to describe, explain, and interpret phenomena as they are, based on the data obtained. In the context of this study, such an approach is used to describe in detail the structure, meaning, and semiotic signs found in Ibn Nubāta's poem in accordance with Riffaterre's semiotic framework.

Because the research object is an ancient manuscript, this study also applies text-critical analysis within the tradition of philology. Philology functions to trace textual authenticity, examine variant readings, and interpret the content based on linguistic and historical contexts. Meanwhile, Nurhayati (in Shiddiq, 2020) states that the method of textual criticism is a scientific process used to determine the most reliable reading, especially when a text contains numerous variants or scribal errors.

The data in this research consist of words, phrases, or sentences relevant to the applied theory. The primary data source is the Dīwān of Muhammad Ibn Nubāta, while the secondary sources include articles, journals, and theses related to Riffaterre's semiotic theory. The data collection techniques used are reading, quoting, and note-taking, which are fundamental techniques in manuscript studies and literary research. According to Mahsun (2014: 67), the read–note technique is used to identify linguistic or textual data relevant to the research from written sources. The data are then recorded, classified, and analyzed according to the needs of the study. The read–note technique is particularly effective for research that focuses on written documents, as it enables the researcher to select important parts of the source and record them systematically (Sumakdinata, 2007: 90).

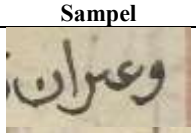
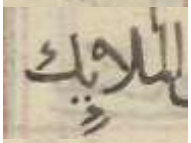
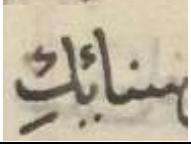
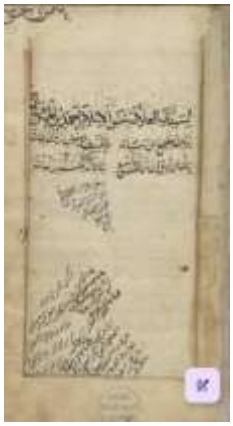
In this study, the techniques of reading, quoting, and note-taking were carried out through the following steps:

a. Reading one of the poems in the manuscript of Dīwān Ibn Nubāta thoroughly.
b. Quoting verses relevant to the focus of semiotic analysis (indirect expression, matrix, variants, hypogram).
c. Recording or screenshotting data found in expressions relevant to the study.
d. Classifying the quoted data into analytical categories (indirect expression, model, matrix, variants, hypogram) in accordance with Michael Riffaterre's theory.

RESULTS AND DISCUSSION

The manuscript examined in this study is part of Dīwān Muḥammad Ibn Nubātah, a collection of poetry containing hundreds of poems by the renowned medieval poet. The manuscript is estimated to date back to the 14th century CE and is now accessible through the Leiden University Digital Collections at the following link: https://digitalcollections.universiteitleiden.nl/view/item/2550082/pages, one of the world's foremost repositories of Arabic manuscripts. Written in Arabic using Arabic script, the manuscript consists of 348 pages and contains various poems on themes such as love, praise, wisdom, and history. One of the most distinctive features of this manuscript is the unique orthographic characteristic found throughout the text, namely the use of dots placed beneath the letters د (dāl) and ط (ṭā'), as well as the presence of inserted words in several lines. This marking appears consistently across nearly the entire manuscript and is not commonly found in Arabic manuscripts in general. Such features indicate a special orthographic system that may reflect the scribe's stylistic preference, a local writing tradition, or an attempt to distinguish certain letter forms in specific contexts. With its unique graphic features, considerable age, and comprehensive poetic content, the manuscript possesses high philological value. Consequently, several instances of scribal errors were identified through taḥqīq (textual verification) of the poem, as outlined below.

TABLE 1. **TAHQIQ**

Baris/hal	Transliterasi	Jenis	Sampel	Edisi	Jumlah
5/12	Wa'īrān	Substitusi		غيران	10
16/13	Al-malāīk	Omisi		الملائكة	5
16/13	Sanāīki	Adisi		سنائك	1

Picture 1. Halaman Awal Naskah

This poem as a whole portrays the emotional journey of a poet overwhelmed by deep longing for his beloved. He laments the days that have passed without meeting her, the absence of any news, and the jealousy and obstacles imposed by the woman's family. He praises her beauty and charm, yet also acknowledges that his love brings wounds and sorrow. After this lyrical expression of love, the poem shifts into praise for a king, depicted as a courageous, generous, and dignified ruler endowed with nobility and wisdom surpassing that of previous leaders. The poet praises the strength of the king's army, the glory of his reign, and the impressive influence of his knowledge, while offering prayers for his victory and the endurance of his sovereignty. Thus, the poem blends the lament of love (ghazal) with praise for a ruler (madḥ) within a unified qaṣīdah structure. The poem by Muḥammad Ibn Nubātah found in his collected works appears as follows (pp. 12–14).

Picture. 4 (hal. 14)

Picture. 3 (hal. 13)

Picture. 2 (hal. 12)

تَصَرَّمَتِ الأَيَّامُ دُونَ وِصَالِكِ # فَمَنْ شَافِعٌ فِي الحُبِّ يَا ابْنَةَ مَالِكِ

وَكَانَ الكَرَى يُدْنِي خَيَالَكِ وَانْقَضَى # فَلَا مِنْكِ تَنْوِيلٌ وَلَا مِنْ خَيَالِكِ

رُوَيْدَكِ قَدْ أُوثِقْتُ بِالهَمِّ مُهْجَتِي # عَلَيْكِ فَمَاذَا أَبْتَغِي بِمَلَالِكِ

وَفِي كُلِّ يَوْمٍ لِي إِلَيْكِ مَطَالِب # وَلَكِنَّهَا مَحْفُوفَةٌ بِمَهَالِكِ

وَغَيْرَانُ قَدْ مَدَّ الحُجَابَ مِنَ الظُّبَا # وَقَدْ كَانَ يَكْفِيهِ حِجَابُ دَلَالِكِ

فَتَنْتِ بخال فَوْقَ حَدِّكَ صَانَهُ # أَبُوكِ فَوَيْلِي مِنْ أَبِيكِ وَخَالِكِ

وَعَايَنْتُ مِنْكِ الشَّمْسَ بَعْدَ وَبَهْجَةٍ # فَوَاعَجَبًا مِنْ وَاثِقٍ بِحِبالِكِ

هَجَرْتِ وَمَا فَانِيَ المُحِبُّ سُرُورُهُ # فَدَيْتُكِ زُورِي وَاهْجُرِي بَعْدَ ذٰلِكِ

لِيَ اللهُ قَلْبًا كُلَّمَا جَرَّ طَوْقَهُ # إِلَى الحُسْنِ فِي عُرْوَةٍ لِلتَّمَاسُكِ
تَابَطَ شَرًّا مِنْ أَذَى الوَجْدِ وَانْثَنَى # كَثِيرَ الهَوَى شَتَّى النَّوَى وَالمَسَالِكِ
فَقِي تَنْظُرِيه فِي لَظَى البَيدُ تَابِعَا # سِرَاكِ وَإِلَّا فِي رَمَادِ يَرَاكِ
سَقَا اللهُ أَكْنَافَ الدِّيَار هَوَامعا# تَبِيتُ بِهَا الأَزْهَارُ غُرَّ المَضَاحِكِ
كَان يَدَ المَلِكِ المُؤَيَّدِ جَادَهَا # فَاسْفَرَ نَوَّارُ الرَّبا عَنْ سَنَائِكِ
مَلِيكٌ إِلَى مَغْنَاهُ يَسْتَبِقُ المَنَى# مُسَابَقَةَ الحُجَّاجِ نَحْو المَنَاسِكِ
لَهُ شِيَمٌ تُحْصِي المَدِيحَ وَصفهَا # إِذَا أُحْصِيَتْ زُهْرُ النُّجُومِ الشَّوَابِكِ
وَفِي الأَرْضِ أَخْبَارٌ لَهُ وَمَآثِرٌ# تسِيرُ سَرَى الإِسْمَاعِ بَيْنَ المَلَائِكِ
حَمَى الأَرْضَ مِرَا ئِرَهُ وَسُيُوفَهُ # بِكُلِّ مُضِيٍّ فِي دُحَى الخُطْبِ فَاتِكِ
وَسَكَنَهَا حَتَّى لَوِ اخْتَارَ لَمْ تَمَسّ # غُصُونُ النَّقَا تَحْتَ الرِّيَاحِ السَّوَاهِكِ
وَالْمَاجِد الْمَلِكِ الْمُؤَيَّدِ رَأيه # جَلَا ظِلُّهُ الْمَمْدُودُ وَهَجُ الْمَمَالِكِ
مَهِيبُ السَّطَا، هَامِيُ العَطَا، سَابِقُ العُلَا،# حَلِيُّ الجَلَا، كَشَّافُ لَيْلِ المَعَارِكِ
تَوَلَّى فِيا عجر الأَكَاسِرَةِ الأُولَى،# وَجَادَ فَقُلْنَا: يَا حَيَّا البَرَامِكِ!
وَشَارَكَهُ العَافُونَ فِي ذَاتِ مَالِهِ، # وَلَيْسَ لَهُ فِي مَجْدِهِ مِنْ مُشَارِكِ
كَرِيمٌ بِجِيلِ الرَّأْيِ، فِعْلًا وسطقا# فَلَا يَرْتَضِي غَيْرَ الدَّرَارِيِّ السَّوَامِكِ
كُعُوبُ القَنَا عَجَبًا، براحَتُهُ الَّتِي # يَرْوِي يدَاهَا مُشْرَعَاتُ طوَالِك
إِذَا عَزَّ مِنْهَا المُلْكُ كَعْبًا مُبَارَكًا# فَيَالَكَ مِنْ كَعْبٍ عَلَيْهِ مُبَارَكِ
وَإِنْ جَرَفِي صَوْنُ الثُّغُورِ رُؤُوسَهَا # جَلَتْ قَلَحَ الأَعْدَاء جَلَا المَسَاوِكِ
وَلِلَّهِ مِنْ أَقْلَامِ عِلْمٍ بِكَفِّهِ # سَوَالِبُ الأَلْبَابِ الرِّجَالِ سَوَالِكِ
كَان معَانيهَا كَوَاعب تَتَّكِي # عَلَى حُبُكِ الأَدْرَاجِ تَصَرَّمَتِ الأَيَّامُ دُونَ وِصَالِكِ
كَأَنَّ بَيَاضَ الطُّرْسِ بَيْنَ سُطُورِهَا # أَيَادِيهِ فِي طَي السِّنِينَ الحَوَالِكِ
أَسْدِي الأَيَادِيَ البيضَ دَعْوَةَ ظَافِيرٍ # لَدَيْكَ عَلَى رَغْمِ الرمان الممَاحِكِ
عَطَفْتِ عَلَى حَالِي بِنَظْرَةِ ساتر # وَقَدْ مَدَّ فِيهَا الدُّهُورُ احْتِرَاهاتِكِ
فَدُونَكِ مِنْ مَدْحِي اجْتِهَادٌ مُقَصِّر# تدَارَكِ مِنْ أَحْوَالِهِ شِلْوَ هَالِكِ
تَمَلَّكَهُ الهَمُّ المُبَرِّحُ بُرْهَةً # إِلَى أَنْ مَحّى رِضْوَانُ سَطْوَةَ مَالِكِ

1. Heuristic Reading

Heuristic reading is the initial stage of poetry analysis according to Michael Riffaterre's semiotic theory. Through heuristic reading, unusual, metaphorical, or unfamiliar words are first translated so that the reader can grasp the literal or "textual meaning" of the poem. At this stage, the reader clarifies or searches for synonyms of difficult words so that the linguistic meaning can be understood according to general language structure (Endraswara, 2011: 67). Thus, heuristic reading helps the reader identify the surface layer of the text before moving toward deeper interpretation.

1. *The days have passed without meeting you; who is willing to be the mediator of love, O daughter of Mālik?*
2. *Sleep once brought visions of your face, then they vanished; now there is no news from you, nor does your image come to greet me.*
3. *Slow down, for my soul has been bound by anxiety because of you what more can I hope for from this boredom and waiting?*
4. *Every day I have desires for you, yet all of them are surrounded by danger and difficulty.*

5. *Jealousy has lifted its veil from the edge of a sword, though the veil of your tenderness was already enough to shield me.*
6. *You captivated me with the beauty mark on your lovely cheek guarded by your father; woe to me from your father and your uncle!*
7. *From you I saw the sun after its light and beauty astonishing that anyone still dares to trust the thread of your charm!*
8. *You have left me, yet the joy of the lover does not fade. For your sake, I accept your visits; go again afterward if you wish.*
9. *By God, how the heart each time it is pulled by the allure of beauty clings to the rope of steadfastness so as not to fall into passion.*
10. *It embraces the suffering of longing's wound, then turns away; the heart is full of love, but its steps are scattered on many roads.*
11. *Stop look at him beneath the desert heat; he follows your footprints, and if not, you will see him in the ashes of his waiting.*
12. *May God send rain upon the land where your tribe dwells, where flowers reside with smiles that shine in the night.*
13. *The noble king's hand has blessed it, so that the radiance of desert flowers appears brightened by your beauty.*
14. *A king who journeys toward his palace, preceded by hopes racing like pilgrims hastening toward the sacred land.*
15. *He possesses virtues that adorn praise and limit description; if counted, they are like the multitude of stars in a clear sky.*
16. *On earth, the stories and traces of his nobility spread moving like an echo of news heard by the angels.*
17. *He protects the land with his spear and sword, with every brave soldier who stands proud in the battlefield.*
18. *He remains there so that, if he wished, he would not be touched by the slender branches dancing beneath the gentle wind.*
19. *The noble one the king of firm vision his magnificent shade purifies the light of the entire kingdom.*
20. *He is dignified in decisiveness, generous in giving, lofty in rank, an adornment of beauty, the dispeller of the darkness of battle's night.*
21. *He rivals the greatness of emperors of old, and when he shows generosity, we say: "Welcome, O majesty of the Banū Barāmikah!"*
22. *The generous follow his example, yet none can match his grandeur.*
23. *Wise in his vision, steadfast in action and speech, he accepts nothing but the brightest stars as the metaphor for his rank.*
24. *How wondrous his spear handles are like towering heights, and his hands ignite the light of victory with long lances.*
25. *When from him nobility and authority rise high, how exalted indeed are his blessed footsteps!*
26. *And when sacred protection raises his head, he cleanses the stains of his enemies like a siwāk cleans teeth.*
27. *By God, from the pens of knowledge in his hands flows a power that seizes the minds of the men who walk his path.*
28. *His meanings are like young maidens leaning upon the staircase of beauty on a magnificent throne.*
29. *As if the whiteness of the pages between his lines were his folded hands in years of darkness.*
30. *Bestow, O noble and sanctified hands, prayers of victory upon him—even against the stubborn pomegranate that dares rival your beauty.*
31. *You turned to my condition with a gentle, hidden gaze, though time has lengthened the veil of your secret.*
32. *So accept from me this hard-earned praise, though simple—for it was born from a soul shattered, nearly destroyed.*
33. *Once, grief had overwhelmed it for a moment, until the king's approval erased the dominion of sorrow.*

2. Hermeneutic Reading

Hermeneutic reading is a re-reading process aimed at uncovering the true, complete meaning of the poem after its literal sense has been identified. At this stage, the reader interprets symbols, metaphors, atmosphere, and poetic structures that shape the poem's overall message. In its entirety, the poem presents two seemingly separate meanings—love and praise of power—but through a hermeneutic reading, the two are revealed to be interwoven, forming a single unified poetic expression. In lines 1–11, the poet positions himself as a lover separated from his beloved; longing, fading visions, jealousy, and obstructed desire become symbols of a deeper inner turmoil. In a hermeneutic interpretation, the sense of loss and endless waiting depicts the poet as someone living in dependence on the figure he loves.

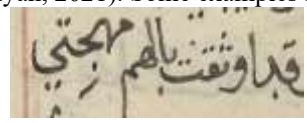
Meanwhile, in lines 12–33, the poem shifts to praising a king. Under hermeneutic analysis, this shift is not a sudden thematic break but rather an answer to the unrest described in the earlier section. All the difficulties expressed in the opening lines culminate in the presence of the king as a source of goodness, safety, and nobility.

The imagery of flowers in the settlement, showers of blessing, radiant glory, strength in battle, generosity, wisdom, and the king's ability to dispel sorrow all demonstrate that the royal figure is positioned as the symbolic solution to the troubled heart. Thus, hermeneutically, the poem reveals a hidden structure: the ghazal section portrays human deficiency and vulnerability, while the madḥ section conveys the abundance and perfection of authority. In a deeper reading, the king is placed at the moral and social center—he becomes the healer of grief and the guardian of the world. Accordingly, the entire poem constructs a narrative of inner journey: from the anxiety of a lover to the surrender of a servant who entrusts his safety and honor to the figure of the ruler.

3. The Indirectness of Expression

a. Displacing of Meaning

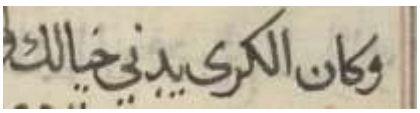
According to Riffaterre, poetry inherently conveys its message indirectly. This indirectness of expression occurs because poetic language functions as a second-level semiotic system that produces new meanings through deviations from ordinary language. Riffaterre explains that indirect expression emerges through three mechanisms: displacement, distortion, and creation of meaning (Zahroh, 2020). Displacement takes place through the use of figurative language such as metaphors, similes, personification, and allegory, which generate meanings different from their literal sense (Ukhrawiyah, 2021). Some examples include the following.



Picture. 2 (3/12)

"My soul is bound by anxiety because of you"

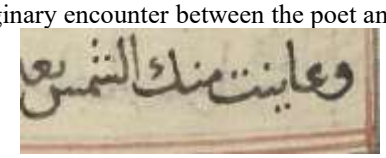
The word أُوثِقَتْ means "to be tied" or "to be bound." Literally المهجة (the soul/heart) cannot be physically tied. Thus, the expression cannot be interpreted in a literal sense. There is an intentional exaggeration beyond reality. The poet is not merely saying "I am anxious," but rather "my soul is bound by anxiety," emphasizing an intense inner suffering. Literally, such an action is impossible, for the soul cannot be physically tied; however, figuratively, this line portrays the poet's profound emotional turmoil and his strong emotional attachment to his beloved.



Picture. 3 (2/12)

"In the past, drowsiness often brought forth the image of your face."

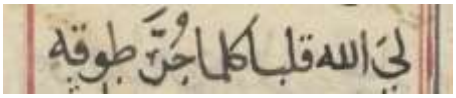
The word al-karā (الكَرَى, "drowsiness") is not a human being, yet in this verse it is given human qualities to bring near (يُدْنِي) or to present (خَيَالَكِ, "your image"). Here, drowsiness is portrayed as if it has the ability to summon the beloved's image. In reality, drowsiness is merely a bodily state and cannot perform any action. Thus, this expression is a personification, a figurative device that attributes human traits to something non-human. The poet intends to show the depth of his longing, such that the beloved appears only in dreams when he falls asleep. "Drowsiness" becomes a symbol for the imaginary encounter between the poet and his beloved.



Picture. 4 (7/12)

"From you I behold the sun."

The word al-shams (الشمس, "the sun") is not used in its literal sense. The beloved cannot physically emit sunlight. Here, "the sun" symbolizes beauty, radiance, life, and hope. The literal meaning is replaced with a symbolic one: the beloved brings light and joy to the poet's life. This expression is a symbolic metaphor, transferring the qualities of the sun onto a human figure. Because the literal meaning of "sun" is replaced by an emotional meaning, the poet is not merely praising physical beauty but emphasizing the beloved as the central source of inner illumination in his emotional world.

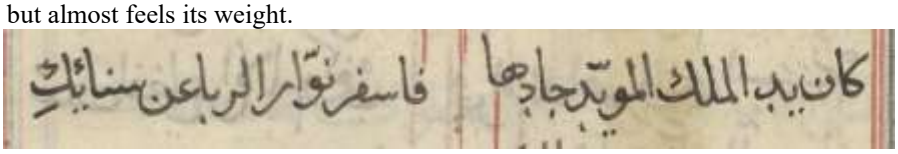


Picture. 5 (9/13)

"O Lord, how this heart drags its chain."

The word qalb (قلب, "heart/soul") is depicted like a human body capable of dragging (جَرَّ) its chain (طَوْقَهُ). Literally, the heart has no hands or limbs to drag anything. Yet the poet portrays his emotional burden as though the heart were a living being shackled and forced to pull a chain of suffering. This is another example of

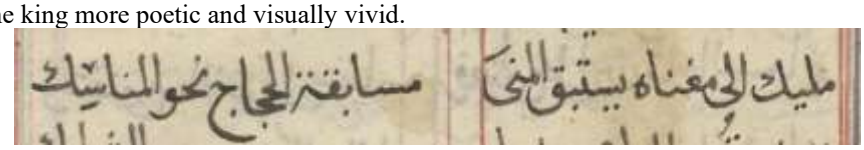
personification, where an abstract entity is given human physical attributes. Moreover, the image of "dragging a chain" conveys the heaviness of his sorrow. Through this figurative image, the reader not only understands the poet's suffering but almost feels its weight.



Picture. 6 (13/13)

"When the blessed hand of the king bestowed upon it, the light of meadow flowers was unveiled."

This phrase depicts the king's generosity and blessing through an image of nature glowing with light. The flowers do not literally shine because of the king's touch. This is an allegory, a sequence of metaphors illustrating the king's greatness through symbols of light, beauty, and prosperity. The literal meanings of "the king's hand," "the light of flowers," and "the unveiling of the meadow" are transformed into symbolic meanings about benevolence and authority. Since the literal sense is replaced, a shift of meaning occurs. The expression renders the praise of the king more poetic and visually vivid.



Picture. 7 (14/13)

"A king who hastens toward his palace, preceded by aspirations, racing like pilgrims who rush toward the sacred land."

This line portrays a king who strives eagerly toward his noble goals. The phrase yastabiqu al-manā (يَسْتَبِقُ الْمَنَى) indicates his eagerness and determination to attain lofty aspirations. To strengthen this portrayal, the poet compares the king's speed and earnestness to pilgrims hastening toward their sacred rituals. The comparison is direct and clear, since it connects two actions that share similar qualities zeal, swiftness, and a noble objective. This element of similarity is a key feature of a simile (tashbīh). Although the expression does not use explicit comparative particles such as ka- or mithl, the presence of the idea of competition (المسابقة) makes the comparison explicit. It depicts the racing movement performed both by the king and by the pilgrims.

Therefore, the expression is classified as tashbīh tamthīl, a representational simile comparing scene to scene, not merely a single trait. The poet uses the image of pilgrims rushing toward their sacred rites as an analogy to highlight the strength of the king's determination and the nobility of his pursuit.

b. Distorsing of Meaning

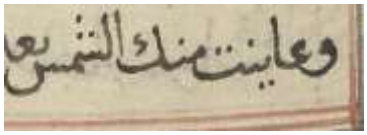
Deviation of meaning emerges through ambiguity, contradiction, or syntactic and semantic departures that require the reader to engage in deeper interpretation.

1) Ambiguity

Picture. 8 (1/12)

Who can act as an intermediary in this love, O daughter of Mālik?

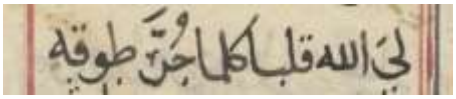
This line exhibits lexical ambiguity through the word shāfi' (شافع), which in the Arabic linguistic tradition carries two meanings. First, it may refer to someone who grants intercession, a form of spiritual mediation or salvation in the hereafter. Second, it can mean a third party who mediates a meeting or reconciles two lovers. The ambiguity arises because the word simultaneously retains both meanings. On one hand, it presents the beloved as someone in need of "deliverance," while in the context of love relations, it refers to a severed connection that requires a mediator.



Picture. 9 (7/12)

I see the sun through you.

This expression displays metaphorical ambiguity, since "the sun" cannot be interpreted literally. The phrase invites two possible readings. First, it may signify the beloved's beauty, likened to the brightness and radiance of the sun. Second, it positions the beloved as a source of light, representing hope, vitality, and emotional energy for the poet. Both interpretations are equally valid and coexist without negating each other. Such ambiguity is characteristic of classical Arabic poetry, which often blends cosmic metaphors with emotional experience. The image of "the sun" thus not only embellishes the language but also highlights the beloved's exalted position within the poet's emotional world.



Picture. 10 (9/13)

(By God) a heart that continually drags its chains.

The ambiguity in this line emerges through a conceptual metaphor linking "the heart" (قلب) and "chains" (طوق). Literally, a heart cannot drag anything; therefore, a figurative reading becomes necessary. Two possible interpretations arise. First, it may depict a heart imprisoned by love, expressing inner suffering caused by longing and intense emotional attachment. Second, it may refer to a heart that remains faithful despite its burdens, suggesting unwavering commitment in the midst of emotional hardship. Both meanings are equally plausible, creating a tension characteristic of classical love poetry where love is portrayed as a source of both pain and steadfast devotion.

2) Contradiction

Contradiction is one form of semantic deviation (displacing of meaning). This deviation occurs when poetic language presents an expression that is literally impossible or inconsistent, compelling the reader to abandon the direct meaning and move toward an indirect significance (Noviana, 2020).

Picture. 11 (18/13)

Even a fragile branch is untouched by a strong wind

Literally, this statement is impossible strong winds will always shake a fragile branch. Here, a clash occurs between physical reality and poetic reality. In this poem, the contradiction functions to depict the king's protection. In the context of the verse, the line implies that the king's power surpasses natural laws: a threat (the wind), which by nature should cause destruction, becomes powerless. The wind, typically destructive, is portrayed as submissive, not daring to touch what is fragile. Since the poem's theme is praise for the ruler, the intended meaning is likely to construct a symbolic image that the king's authority is so strong that it can restrain chaos, threats, or danger. In a hermeneutic reading, the fragile branch symbolizes weak subjects, while the strong wind represents various forms of threat.

Picture. 12 (8/12)

You depart, yet the lover's joy does not fade.

This expression is logically contradictory, because when the beloved leaves, the lover should feel sorrow. Yet poetic language maintains two conflicting states simultaneously. The union of separation and joy constitutes a contradiction that shows how poetic language operates by defying everyday experience, thus requiring readers to grasp the meaning behind the opposition. This emotional contradiction reveals the complexity of the lover's feelings: joy arises not from physical closeness, but from spiritual intimacy. Love becomes a symbolic experience that makes happiness independent of physical presence. At the semiotic level, the condition of "being left yet remaining joyful" is not a psychological fact but an expression emphasizing the inner strength of one's love.

a. Creating of Meaning

The creation of meaning in poetry emerges through elements such as rhyme, enjambment, and typography within the poem's structure (Aminuddin, 2009: 22–23). The rhyme in this poem consistently uses the final rhyme /-ki/ (ـكِ) in every line, for example:

Picture. 13

According to Riffaterre, sound in poetry generates meaning indirectly. Therefore, the repetition of the same rhyme throughout the poem creates cohesion and produces a particular emotional effect. In the ghazal section (lines 1–11), the rhyme /-ki/ helps evoke an atmosphere of sorrow and longing. Moreover, the entire poem revolves around a single female figure, "ibnat Mālik." In other words, the rhyme functions as a kind of symbol, indicating that the poet repeatedly returns to one theme: unfulfilled love. When the poem transitions into the madīḥ (panegyric) section praising the king (lines 12–33), the rhyme /-ki/ remains consistent, but its meaning shifts according to the theme. Previously, the rhyme emphasized longing and disappointment, whereas in the panegyric portion it conveys a sense of strength, stability, and majesty associated with the king. Thus, throughout the entire poem from beginning to end, the poet consistently employs the ending /-ki/ in every line.

4. Matrix, Model, and Variants

The matrix is the core idea or central concept that forms the foundation of a poem's meaning (Syafethi, 2016: 299). It is the most abstract idea that generates all meanings within the poem, even though it never appears directly in the text (Raden, 2024). In Ibn Nubāta's poem, the text is divided into two major thematic units ghazal (lines 1–11) and madḥ (lines 12–33). In the ghazal section, the matrix is longing, directed toward the beloved (Yā Ibnata Mālik), who constantly appears in the poet's memory yet remains unreachable. This longing reflects the poet's inner state bound by love yet separated by circumstance. In the madḥ section, however, the matrix shifts to praise and exaltation of the king, who is depicted as a source of nobility, power, and protection.

The model refers to the first concrete manifestation of the matrix within the text. The first model appears in the ghazal section through expressions of lamentation due to the poet's separation from his beloved. This is clearly reflected in the verse: «تَصَرَّمَتِ الأَيَّامُ دُونَ وِصَالِكِ» "The days have passed without union with you. This establishes the thematic pattern of distance, waiting, and helplessness. The model generates forms of sorrow, yearning, pleading, and despair that characterize the lover who longs yet cannot meet the beloved. The second model emerges when the poem shifts to madḥ, namely the glorification of the king as the possessor of virtue, strength, and divine blessing. Expressions such as «كَانَ يَدَ المَلِكِ المُؤَيَّدِ جَادَهَا» "The blessed hand of the noble king has bestowed upon it…" and «مَلِيكٌ إِلَى مَغْنَاهُ يَسْتَبِقُ المَنَى» affirm the change in the poem's focus from personal suffering to the sanctification of the ruler as the center of prosperity.

The variants are the poetic expressions that elaborate and expand the models throughout the poem's verses. In the ghazal section, variants emerge through metaphors and imagery that deepen the meaning of longing:

1. «الكَرَى يُدْنِي خَيَالَكِ» "Drowsiness draws your image near." This indicates that the beloved appears only in dreams—an illusory, not real, encounter, reinforcing longing as an imagined presence.
2. «أُوثِقَتْ بِالهَمِّ مُهْجَتِي» "My heart is bound by sorrow" This metaphor portrays love's suffering as a physical bondage, strengthening the model of lamentation and helplessness.
3. «وَفِي كُلِّ يَوْمٍ لِي إِلَيْكِ مَطَالِبٌ # وَلَكِنَّهَا مَحْفُوفَةٌ بِمَهَالِكِ» This expresses the paradox of desire—longing grows each day, yet every attempt to pursue it is surrounded by danger. This variant emphasizes that the poet's love exists in a state of impossibility.

Meanwhile, variants in the madḥ section appear through expressions of the king's nobility, courage, and protection:

1. «تَسِيرُ سَرَى الإِسْمَاعِ بَيْنَ المَلَائِكِ» "The news of his greatness travels among the angels". This hyperbolic praise suggests that the king's virtues transcend the human realm.
2. «مَهِيبُ السَّطَا، هَامِيُ العَطَا» "Terrifying in power, overflowing in generosity." This reflects the king's dual nature—mighty in warfare yet boundless in giving.
3. «حَمَى الأَرْضَ مَرَاَيَرَهُ وَسُيُوفِه»"He protected the land with his spears and swords." This depicts the king as the guardian of stability, symbolizing authority and defense of the realm. These variants demonstrate how the model of praise is expanded into a rich narrative of the king's greatness.

5. Hypogram

A hypogram is a text that serves as the foundation, background, or source for the creation of another text. A poem attains its essential meaning when it is contrasted with its hypogram or the underlying text that informs it (Labibah, 2016: 23). Hypograms may take the form of existing texts (actual hypograms) such as myths, scriptures,

or earlier poems or they may consist of social norms, historical events, and cultural conditions that underlie the creative process (potential hypograms). Hypograms help readers understand the intertextual relationships that provide deeper meaning to a poem. In other words, the hypogram constitutes the background of a literary work, including the social conditions of its time. There are two types of hypograms: potential and actual. A potential hypogram is one that appears implicitly within the work itself, encompassing the linguistic implications and meanings that can be inferred from the text; whereas an actual hypogram refers to the explicit connection between a literary work and other existing texts.

Muhammad Ibn Nubātah's poetry emerged during the Mamluk era (13th–14th century CE), a period characterized by the dominance of military power, hierarchical court life, and strong literary patronage. Consequently, his poetry cannot be separated from the interaction between classical Arabic literary traditions and the socio-political realities of the Mamluk period. The hipogram functions as a bridge connecting the poetic text to past aesthetic traditions while simultaneously engaging with the structures of power and courtly culture in which the poet operated.

The potential hipogram in Ibn Nubātah's poetry is evident in the continuation of classical ghazal conventions, such as themes of longing, separation, and emotional turmoil, which had been established since the Jahiliyyah and Abbasid periods. These conventions function as a system of signs familiar to readers of Arabic literature and provide an aesthetic foundation for the poetry. However, within the Mamluk context, the ghazal was no longer merely an expression of personal love; it transformed into a symbolic medium aligned with courtly ethics, social control, and values of honor. Thus, the ghazal tradition served as a potential hipogram, reactivated to meet the expressive needs of Mamluk-era literary practice.

The potential hypogram in the poem of Muḥammad Ibn Nubātah can be observed in the opening section, where the poem follows the structure of classical ghazal themes of longing, separation, anxiety, and hope. These elements are not new, but rather echo established patterns found in the poetry of the Jahiliyyah and Abbasid periods (Susmihara, 2021). The creation of Ibn Nubatah's poem is most likely not an adaptation of earlier works. This is evident in the merging of two themes ghazal and madḥ within a single poem, a combination rarely found in previous compositions. Moreover, Ibn Nubātah frequently employs metaphor and rich symbolism to describe his poetic subjects, demonstrating a strong sense of creativity and originality.

The actual hipogram of this poetry is reflected in the historical and social experiences of the poet within the Mamluk court. The combination of ghazal and madh themes reflects courtly literary practices that required a balance between emotional expression and the legitimization of authority. Symbols such as curtains, swords, light, and flowers can be interpreted as representations of military power structures, the grandeur of the court, and the dominant ideology of honor during the Mamluk era. Thus, Muhammad Ibn Nubātah's poetry represents a creative dialogue between the potential hipogram of classical Arabic literary tradition and the actual hipogram of the socio-political realities of the Mamluk period, which together produce layered meanings and symbolism within the work.

Additionally, the poem reflects the poet's personal emotional experiences, such as longing, jealousy, and attachment to the beloved, framed within the social and cultural context of his time. Ibn Nubātah recognizes that love is inseparable from social norms, family interactions, and moral responsibilities. Thus, he blends personal experience with the socio-political environment that surrounds his life (Suprihadi, 2021). Accordingly, the poem's actual hypogram is a fusion of courtly life, social norms, and the poet's personal experiences, which together shape the meanings and symbolism in his work. This results in the emergence of varied expressions—such as symbols of veils, swords, and the radiance of flowers that reflect his observations of palace life, political rituals, and prevailing social conventions.

CONCLUSION

The manuscript examined is part of Dīwān Muḥammad Ibn Nubātah, a 14th-century manuscript containing a rich collection of poems with significant philological features. Its importance lies not only in the completeness of its poetic content but also in its unique orthographic characteristics particularly the use of dots beneath the letters د and ط, a feature rarely found in other Arabic manuscripts, as well as the presence of inserted words in several lines of the text. Through the process of taḥqīq, several scribal errors were identified, further emphasizing the necessity of philological study for this manuscript.

Riffaterre's semiotic analysis reveals that the poem examined consists of two major sections: the ghazal (love poetry) and the madḥ (panegyric to the ruler). The heuristic reading uncovers the poem's literal meaning namely, the story of a lover's distress as he is prevented from meeting his beloved, followed by praise of a noble, wise, and majestic king. However, through hermeneutic reading, these two sections are shown to be interconnected. The ghazal portion portrays human lack, longing, and vulnerability, while the madḥ section presents the king as a source of strength, honor, and the healer of sorrow. Thus, the poem is not merely an ordinary love piece, but also reflects the socio-political relationship of a poet who places his hopes and safety in the hands of a ruler.

The indirectness of expression analyzed through metaphor, personification, allegory, and simile demonstrates that the poem's message is conveyed symbolically rather than directly. The poet employs various rhetorical devices to intensify the emotional imagery, including the suffering of love, the charm of the beloved, and the grandeur of the king. Overall, the poem constructs a trajectory of meaning: from the turmoil of a lover to the praise and submission of a servant before his sovereign. Through this blend of emotional and political elements, the poem reveals both the depth of the poet's inner experience and the social dynamics of his time. Consequently, the manuscript holds high philological, literary, and historical value.

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Utilizing Digital Archives of Disability Culture and Creativity as Inclusive Learning Media in Higher Education

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Abstract. Digital archives showcasing disability culture and creativity offer transformative potential as inclusive pedagogical tools in higher education. By digitizing cultural artifacts—ranging from historical manuscripts to contemporary artworks—institutions can provide flexible, broad-based access that facilitates contextual and project-based learning. Furthermore, documenting the creative outputs of individuals with disabilities offers authentic resources that broaden student perspectives on social empowerment and diversity. When aligned with Universal Design for Learning (UDL) principles, these archives ensure equitable participation, allowing all students to engage with materials in diverse formats. Utilizing a descriptive qualitative methodology and thematic analysis, this research demonstrates that such archives do more than just improve digital literacy; they bolster social representation for marginalized groups and foster deep intercultural empathy. Ultimately, these digital repositories serve a dual function: preserving cultural heritage while advancing a more equitable and diversity-oriented academic landscape.

Keywords: digital cultural archives, disability creativity, inclusive learning, higher education, cultural literacy.

INTRODUCTION

The advancement of information technology and the growing demand for equitable information access have intensified the focus on digital archives within educational settings. Electronic management systems now allow for the digitization of cultural, historical, and communal identity records, facilitating seamless sharing and analysis while bypassing physical limitations and protecting original documents from deterioration (Candela, Dobreva, & colleagues, 2025; Gupta & Kapoor, 2020). As noted by Candela et al. (2025) and Rachman (2025), modern preservation transforms archives from static storage into dynamic, widely available knowledge hubs. Consequently, digital archiving serves as both a conservation strategy and a vital tool for collective cultural education.

Furthermore, higher education institutions, as primary engines of knowledge dissemination, are tasked with providing resources that cater to a diverse student body, including students with special needs (SSN). Digital media has emerged as a transformative force in inclusive education; specifically, Dhuha and Astutik (2025) highlight that accessible digital platforms can mitigate barriers related to sensory impairments and limited physical infrastructure. Their findings suggest that digital media provides a flexible and adaptive framework for presenting information, thereby fostering a truly equitable learning atmosphere (Dhuha & Astutik, 2025).

Furthermore, when digital cultural archives are combined with an inclusive approach, the opportunity to build a curriculum that values cultural diversity and disability is wide open. Digital cultural archives can contain documentation of traditions, art, artifacts, and community narratives, while inclusive learning media can present this content in accessible digital forms (text, audio, video, subtitles, disability-friendly metadata, etc.), so that students with various needs, including those with disabilities, can access, study, and appreciate this cultural heritage. This aligns with efforts towards cultural literacy and social inclusion and supports the representation of communities that may have previously been marginalized (Candela et al., 2025; Rachman, 2025).

The use of digital archives as a learning medium is not merely theoretical; it has already been implemented in several institutions. For example, IPB University launched the ARMUSE-C (Archive and Museum for Community) program, an initiative that combines archives, museums, and technology as an interactive tool for learning history and culture, making it a concrete model for transforming traditional archives/museums into

modern and accessible learning (IPB University, 2025). Initiatives like this demonstrate that digital archives are not merely storage assets but can function as spaces for learning, exploration, and cultural interaction. This approach paves the way for the use of cultural archives in higher education curricula as rich and culturally relevant teaching and reference materials.

From a cultural preservation perspective, digitizing rare collections such as ancient manuscripts, archival documents, artifacts, and rare library materials has been carried out by higher education institutions and cultural institutions to protect and preserve cultural heritage from physical damage and limited access (Nusa Mandiri University, 2025). With digital methods such as using scanning technology, metadata, digital storage, and search systems, these collections can be accessed by students, researchers, and the general public without having to visit a physical library. This is especially important in remote geographic areas or those with limited access to physical archives, making digitization a solution for equal access to information and knowledge.

Beyond accessibility and preservation, digital cultural archives can also serve as a means to strengthen collective identity and enrich students' understanding of local and national cultural diversity. For university students in particular, digital archives provide an opportunity to directly examine, analyze, and learn about cultural, historical, and social aspects of society, whether through documents, photographs, audio, or video, that may be difficult to access conventionally. This helps ground the curriculum, moving beyond abstract theory to engaging with real-life cultural and historical contexts.

From the perspective of history and social education, the use of digital archives as a learning medium has received support from the international academic community. For example, the study "Digital History and Archives as Learning Media Towards Transformative Education in the Post-Pandemic Era" shows that digital archives and history open up broader access to primary historical sources, enabling a more dynamic, real-time, and contemporary history learning process (Labibatussolihah, 2024). This study emphasizes that the transition to digital archives challenges conventional archival models, but also opens up significant opportunities in history and cultural education, including in higher education, to adopt digital primary sources in the teaching and learning process.

Despite their benefits, integrating digital archives into educational and cultural sectors presents significant hurdles. Primary obstacles include the requirement for robust infrastructure, specialized personnel, sustainable funding, and meticulous metadata management, alongside complex copyright and access rights issues (Candela et al., 2025; Rachman, 2025). Neglecting these foundational elements can lead to inefficient digitization efforts. Furthermore, to ensure these archives serve as effective inclusive learning tools, accessibility features—such as disability-friendly interfaces and alternative text or audio—must be integrated into the design phase from the very beginning.

In the context of inclusivity and representation, especially for marginalized or minority groups, digital archives become an important tool for cultural and social justice. The study, "Comprehensiveness of Archives: A Modern AI-enabled Approach to Build Comprehensive Shared Cultural Heritage," shows that traditional archives often ignore the voices of marginalized communities, and that modern digital-based (and AI-enabled) archives can be a medium to "open up space" for these communities, including the disability community, so that their history, identity, and expression are documented and recognized (Gupta & Kapoor, 2020). Thus, digitization and fair and inclusive archive management are part of cultural justice and social representation, not just document conservation.

Moreover, libraries, museums, and archival institutions are required to adopt inclusive digital archive management strategies such as inclusive metadata, community participation, open access, and documentation practices that are sensitive to diversity (gender, disability, ethnicity, marginalized communities, etc.) (Digital Repository of Ireland, 2024). This approach ensures that cultural collections not only record mainstream heritage but also capture the voices of minority communities, provide spaces for representation, and support cultural justice.

In line with this, the combination of digital cultural archives and accessible digital learning media in higher education can support the goals of inclusive, pluralistic, and contextual education. Students, both with and without disabilities, can learn about history, culture, and diversity through rich, authentic, and representative teaching materials. This has the potential to foster cultural awareness, empathy, and appreciation for differences, as well as strengthen an inclusive collective and national identity.

Thus, the integration of digital cultural archives and accessible digital learning media has the potential to provide rich, representative, and inclusive alternative teaching materials that support the goal of equitable, contextual, and adaptive higher education for student diversity. Therefore, it is important to explore how universities can utilize digital cultural archives as inclusive learning media, including considering accessibility aspects for people with disabilities in their design, as well as aspects of policy, management, metadata, and community participation in digital archiving.

Digital Archive of Culture

A digital cultural archive is a form of cultural heritage documentation converted into digital format for easier access, sharing, and study. These collections can include photographs, videos, audio recordings, manuscripts, artwork, historical records, and various other cultural artifacts. The advantage of digital archives lies in their ability to present information quickly, across space and time, and to safeguard the integrity of the collection from the risk of physical damage (Candela, Dobreva, & colleagues, 2025).

In academia, digital archives serve as learning tools that enable deeper cultural exploration. For example, students can study local history through digital manuscripts or conduct visual analysis of artworks stored in various digital libraries. A study by Rachman (2025) showed that digitizing cultural archives improves students' cultural literacy, broadens their horizons, and facilitates project-based learning.

Theoretically, the use of digital cultural archives can be linked to the Digital Preservation Theory developed by Harvey (2020). This theory emphasizes that digitization serves not only as storage but also as a means of accessibility and long-term preservation. Through digitization, cultural archives can be continuously studied, analyzed, and developed into contextual and relevant teaching materials for higher education.

Creativity Disability as Source Knowledge

The creativity of people with disabilities encompasses art, crafts, writing, performance, music, and other cultural expressions with significant educational value. Digital documentation of these works allows for recognition of the achievements of individuals with disabilities while providing inclusive learning resources (Lestari & Muhtadi, 2021).

Incorporating the creative contributions of individuals with disabilities into instructional materials fosters a deeper understanding of diversity and social inclusion among students. Lindsay et al. (2018) observe that engaging in creative endeavors enhances the autonomy of people with disabilities while generating authentic, high-value educational content. Through the digitization of these creative works, higher education institutions can construct curricula that utilize disability-led creativity as a vital foundation for knowledge and social introspection.

Theoretically, the use of disability creativity in education can be explained through Social Empowerment Theory. This theory emphasizes the importance of providing participation and access to resources for marginalized groups (Lestari & Muhtadi, 2021). With digitalization and integration into the curriculum, the creativity of people with disabilities becomes a means of empowerment that promotes inclusive awareness among students.

Learning Inclusiveness in Higher Education

Inclusive education is a pedagogical framework designed to eliminate barriers, ensuring that all students, including those with disabilities, can engage fully in the learning process. This approach is anchored by three primary pillars: accessibility in materials and infrastructure (Dhuha & Astutik, 2025); the Universal Design for Learning (UDL), which advocates for curricular flexibility (Rose & Meyer, 2002); and equity and representation, ensuring that the voices and perspectives of people with disabilities are integrated into the educational content (Gupta & Kapoor, 2020).

In higher education, the effectiveness of inclusive learning can be enhanced by incorporating digital archives of disability culture. These archives, paired with authentic creative works, provide students with a real-world context that fosters analytical thinking, empathy, and intercultural competence. From a theoretical standpoint, Rose and Meyer's (2002) UDL framework provides the foundation for this approach, emphasizing adaptive curriculum design. By leveraging digital repositories of disability creativity, UDL principles are translated into practice, offering learning materials that are accessible, comprehensible, and universally applicable.

RESEARCH METHODOLOGY

This research employs a descriptive qualitative methodology, a framework designed to provide an in-depth and systematic analysis of phenomena without the use of numerical data (Creswell, 2014). This approach is particularly suitable for this study as it seeks to explore the conceptual frameworks and practical intersections between digital cultural repositories, disability-led creativity, and inclusive pedagogical strategies. As noted by Moleong (2019), qualitative descriptive research is ideal for capturing "social and cultural phenomena in their entirety," allowing for a more contextualized understanding. By adopting this method, the researcher can thoroughly investigate the role of digital archives as accessible tools and the ways in which disability-focused creativity enhances inclusive educational curricula.

Data collection was conducted through a literature review of various primary and secondary sources, including scientific journals, proceedings articles, books, and institutional documents related to digital archive management, inclusive learning media, and disability empowerment (Bowen, 2009). This literature review enabled researchers to identify key concepts, best practices, and emerging challenges in utilizing digital archives as an inclusive learning medium.

Data analysis was conducted thematically, examining the relationship between digital cultural archives and inclusive learning strategies (Braun & Clarke, 2006). The analysis process included identifying key themes, comparing concepts from various literatures, and mapping the relationship between digital cultural archives, disability creativity, and accessibility in higher education. The analysis results are presented narratively, describing key findings and their implications for the development of inclusive learning media based on digital archives.

Adopting a descriptive qualitative lens enables this study to go beyond mere observation of current phenomena; it offers strategic frameworks for higher education institutions to embed digital archives of disability culture into inclusive and contextual curricula. Consequently, this research establishes a vital theoretical and practical basis for evaluating both the opportunities and obstacles associated with using digital archives as an accessible pedagogical tool for the entire student body, including those with diverse learning needs.

RESULTS AND DISCUSSION

Role Digital Archives as a Learning Medium

Digital repositories have evolved into indispensable educational tools, granting students seamless access to a vast array of historical records and cultural documentation beyond the limitations of geography or scheduling. As highlighted by Terras (2011), these archives facilitate the virtual investigation of primary sources, thereby fostering a more adaptable and interactive pedagogical experience. For instance, rather than relying solely on traditional literature, students can engage with audiovisual recordings of cultural ceremonies, examine digitized historical manuscripts, or listen to firsthand accounts from cultural figures. This multisensory engagement provides a profound historical context that surpasses the depth of conventional text-based learning.

Furthermore, digital archives can be integrated into project-based learning methods, where students analyze digital documents to produce academic products, such as papers, multimedia presentations, or creative projects that highlight specific cultural aspects (Liew, 2017). In this way, digital archives serve not only as static repositories but also as “learning laboratories” that encourage students’ active involvement in understanding history, culture, and social values.

In addition, digital repositories facilitate collaborative pedagogy by enabling students to engage in team-based archival exploration, data triangulation, and the critical evaluation of socio-cultural phenomena. This approach directly supports the core tenets of 21st-century education, specifically the cultivation of critical thinking, cooperative problem-solving, and digital fluency (Ribble, 2015). Consequently, digital archives function as more than just a means of broader information access; they fundamentally enhance the quality of teaching and learning within higher education institutions.

Representation Creativity Disability in Digital Archives

People with disabilities have creative potential that can be developed through digital documentation. Digitally archived works of art, crafts, writing, and performance serve not only as personal expression but also as learning resources that can enrich students' perspectives on human diversity (Goodley, 2017). For example, students can study artistic techniques developed by people with disabilities, examine their creative processes, or discuss the social and cultural significance of these works.

Documenting disability creativity in digital archives also promotes social empowerment. According to Nind & Seale (2019), digital representations of works by people with disabilities help reduce stigma and raise awareness of the potential of individuals with diverse abilities. This aligns with the principles of inclusive education, where all students have the opportunity to learn from diverse perspectives and life experiences. Thus, digital archives not only enrich learning materials but also serve as a tool for social advocacy and inclusion.

Furthermore, integrating disability creativity into digital archives provides opportunities for adaptive and contextual curriculum development. Students can study digital artwork, critically analyze cultural expressions, or develop collaborative projects involving the disability community. This strengthens understanding of diversity and inclusion while providing a space for disability creativity to be recognized and appreciated academically (Goodley, 2017; Nind & Seale, 2019).

Strengthening Learning Inclusiveness in Higher Education

The use of accessible, digital cultural archives plays a crucial role in strengthening inclusive learning. Features such as alternative text, audio description, subtitles, easy navigation, and disability-friendly interfaces enable students with diverse needs to actively engage in learning activities without technical barriers (Rose & Meyer, 2002). The Universal Design for Learning (UDL) approach emphasizes that providing materials in a variety of formats and interaction methods increases accessibility and ensures that all students can learn equitably (Meyer, Rose, & Gordon, 2014).

Furthermore, digital archives can be integrated into accessibility-enabled learning management systems (LMS). For example, videos of cultural traditions uploaded to an LMS platform can be equipped with Indonesian and English subtitles, audio descriptions for visually impaired students, and easy navigation for wheelchair users.

This kind of integration makes digital archives a truly inclusive learning medium, while also improving the quality of the student learning experience (Liew, 2017).

Benefit for Education and Culture

Utilizing digital archives of disability culture and creativity provides many strategic benefits for higher education and cultural preservation. First, digital archives expand students' access to cultural knowledge. Terras (2011) states that digital archives allow students to interactively explore historical documents, cultural records, and works of art, allowing them to learn more deeply without having to physically visit a library or museum. Second, digital archives develop students' digital literacy. Ribble (2015) explains that students learn to navigate, evaluate, and critically utilize digital sources. These skills are essential in the information age, where the ability to understand and use digital information is a core competency. Third, documenting the work of people with disabilities provides recognition for a group often marginalized in mainstream cultural history (Goodley, 2017). Digital archives serve as a medium for representing their creativity and social contributions, while simultaneously building empathy and social awareness among students. Fourth, integrating digital archives into the university curriculum enriches diversity-based learning. Students learn not only abstract theories but also concrete cultural practices, artistic techniques, and social contexts through interactions with digital archives (Nind & Seale, 2019). This helps develop students' cultural awareness, empathy, and intercultural skills, preparing them for a pluralistic and dynamic society.

Furthermore, the use of digital archives also supports the development of interdisciplinary research. Students can conduct qualitative analyses of cultural documents, develop multimedia projects, or research the social impact of disability creativity. Thus, digital archives serve not only as learning resources but also as a basis for research and innovation in higher education (Candela, Dobreva, & colleagues, 2025).

CONCLUSION

The use of digital cultural archives in higher education has been proven to significantly contribute to the learning process. Digital archives allow students to access knowledge sources broadly, quickly, and flexibly, without the constraints of space or time. Using various formats such as photos, videos, audio, and digital manuscripts, students can gain a deeper understanding of historical and sociocultural contexts, making learning more interactive and contextual.

Furthermore, documenting the creativity of people with disabilities in digital archives provides new perspectives on human diversity. These works serve not only as personal expressions but also as inclusive teaching materials, helping students understand the social values, empowerment, and contributions of the disability community. Thus, digital archives can serve as an educational medium that supports the representation of groups that have traditionally been underrepresented.

The integration of digital cultural archives with inclusive pedagogical principles facilitates active engagement for all students, particularly those with special needs. By implementing accessibility features—such as subtitles, audio descriptions, and intuitive navigation—learning becomes more equitable and responsive to individual requirements. This methodology not only bolsters digital literacy and critical analysis but also fosters heightened cross-cultural awareness. Furthermore, utilizing these archives encourages a contextual, diversity-oriented curriculum where students engage with the lived experiences and creative outputs of the disability community. Consequently, these digital repositories fulfill a dual purpose: preserving cultural heritage while serving as a sustainable, adaptive medium for inclusive education.

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Perception of Guidance and Counseling Teachers about Students' School Well-Being

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Abstract. This study explores the perceptions of guidance and counseling teachers regarding students' school well-being, using a qualitative phenomenological approach with interviews from three teachers across different educational levels. The research applies the multidimensional framework of Having, Loving, Being, and Health to understand how various factors physical environment, social relationships, psychological well-being, and health interact to influence students' overall well- being. Findings reveal that while school facilities generally support the learning process, inadequate counseling spaces hinder effective support, particularly regarding privacy. Positive student relationships with peers and teachers were common, but some students faced challenges in social adaptation, requiring targeted interventions. Additionally, students' motivation varied, with some experiencing academic stress and low engagement, while others thrived. Although students were generally in good physical health, many exhibited signs of stress and anxiety that impacted their learning. The study concludes that school well-being is a multidimensional concept that requires collaborative efforts from teachers and other school stakeholders, emphasizing the importance of improving counseling facilities, strengthening social connections, and addressing both mental and physical health. The findings highlight the critical role of guidance and counseling teachers in promoting a healthy, inclusive educational environment, suggesting that their perceptions are key to effective student support and intervention strategies. This research provides insights for enhancing professional training for guidance and counseling teachers, aimed at fostering a more supportive and responsive school environment.

Keywords: Guidance and counseling teachers' perceptions, school well-being, student well-being.

INTRODUCTION

Psychological well-being is one of the main issues in modern education, which increasingly emphasizes the importance of developing students' non-cognitive aspects. For decades, education systems have tended to focus on academic achievement and test scores, while the psychological, social, and emotional dimensions of students have often been overlooked. In fact, psychological well-being plays an important role in supporting optimal learning processes, character development, and students' social adaptation within the school environment (Ryff & Seligman, 2011). In the school context, psychological well-being not only reflects a mental state free from stress or psychological disorders, but also encompasses aspects such as self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. Students with high psychological well-being tend to show stronger learning motivation, better self-regulation, and more positive interpersonal relationships (Keyes & Annas, 2009). Schools are therefore not merely places to acquire knowledge; they also function as social environments that shape personality, character, and students' psychological well-being. Ideally, schools should be able to actualize students' potential holistically so that they feel a sense of well-being, as student well-being affects almost all aspects of their functioning in school (Frost, 2010).

In recent years, attention to students' psychological health and well-being has grown considerably. With the increasingly diverse needs of students, the concept of school well-being has become an essential aspect to review in order to ensure a learning environment that is responsive to diversity. School well-being includes physical, emotional, social, and academic aspects, as well as social acceptance, respect for diversity, a sense of belonging to the school community, and equal access to educational services. Student well-being is thus understood not only

as the absence of psychological problems, but as a positive condition that enables holistic development according to one's needs and potential.

Various studies show that school well-being plays a significant role in enhancing learning engagement, strengthening social relationships, increasing academic motivation, and supporting character development. This is aligned with the concept proposed by Konu and Rimpelä (2002), who describe school well-being as school conditions that allow students to feel safe, comfortable, and valued, as well as the fulfillment of their basic physical, social, and psychological needs. School well-being also includes feelings of happiness, engagement, and satisfaction with the learning experience (Soutter et al., 2014). Students with high levels of school well-being typically demonstrate positive behavior, high learning motivation, and good social adaptability (Tian et al., 2013). Conversely, low school well-being is often associated with academic stress, deviant behavior, and decreased academic performance (Noor et al., 2021).

In this situation, the role of guidance and counseling teachers becomes highly strategic. These teachers not only help students handle personal, social, or academic challenges, but also act as facilitators who identify emotional and social needs, provide appropriate interventions, and collaborate with classroom teachers, special education teachers, parents, and other professionals. Educational success is therefore strongly influenced by guidance and counseling teachers' understanding of the principles of school well-being.

Their perceptions of school well-being are key factors that shape how they interpret students' needs, design guidance services, and choose intervention strategies. Guidance and counseling teachers with a positive and comprehensive understanding tend to be more sensitive to the emotional and social barriers experienced by students with special needs, allowing them to develop more empathetic and effective approaches. They are generally more proactive in preventive efforts, such as classroom services on diversity acceptance, bullying prevention, school climate monitoring, and the provision of adequate psychosocial support.

Conversely, a limited understanding of school well-being may lead guidance and counseling teachers to view student well-being as a secondary concern. This can result in reactive and administrative approaches that fail to address root problems such as discrimination, social isolation, or emotional barriers among students with special needs.

Teachers' perceptions of student well-being are influenced by factors such as educational background, experience in handling students with special needs, inclusion training, school policy support, and school culture that values diversity. New challenges, such as cyberbullying, device addiction, and interaction barriers in online learning, also require guidance and counseling teachers to continuously update their knowledge. The post-pandemic context shows that students with special needs often face additional obstacles, further highlighting the urgency of school well-being in inclusive education.

Research on guidance and counseling teachers' perceptions of school well-being remains limited, as most studies focus on student well-being in general. This gap provides an important basis for conducting a literature review to understand the extent to which guidance and counseling teachers are prepared to support inclusive education through a student well-being approach.

Teachers hold a strategic position in promoting students' psychological well-being. Positive teacher–student interactions have been shown to improve school connectedness and reduce anxiety. However, administrative burdens and limited training related to psychological well-being often hinder teachers from integrating these aspects into learning. In this regard, guidance and counseling teachers play a crucial role in detecting, understanding, and enhancing student well-being. Their perception of the school's psychosocial conditions influences the interventions they provide. Research indicates that teachers' perceptions of students' well-being are shaped by teacher–student relationships, school climate, social support, and trust in school management. Teachers who perceive the school environment positively tend to rate student well-being more favorably, while those experiencing emotional stress often provide more negative assessments.

Therefore, this literature review aims to provide a comprehensive understanding of guidance and counseling teachers' perceptions of school well-being, the factors influencing these perceptions, and their implications for counseling practice. The findings of this study are expected to serve as a foundation for the development of professional training for guidance and counseling teachers, as well as future research on student well-being in schools.

RESEARCH METHODOLOGY

This study employs a phenomenological qualitative approach to explore in depth the experiences, perceptions, and meanings attributed by guidance and counseling teachers to students' school well-being. Phenomenological research is a scientific study that examines events experienced by individuals or groups, focusing on the subjective interpretation of those experiences (Moleong, 2019). This approach is used to provide a deeper understanding of the teachers' subjective experiences in guiding students' psychological well-being.

This research focuses on perception, defined as the perspectives, opinions, or views of guidance and counseling teachers regarding students' school well-being. Participants in this study were three guidance and counseling teachers from elementary to high school levels. Data were collected through semi-structured interviews, each lasting approximately 20 minutes. The phenomenological design enables a deep understanding of the essence of teachers' experiences and perceptions of students' school well-being. This approach allows researchers to explore and describe the real situations encountered by teachers in supporting students who experience academic burnout.

The interview guide consisted of open-ended questions aimed at understanding teachers' perspectives on school well-being. The questions focused on four aspects of well-being: Having, Loving, Being, and Health. The collected data were analyzed using thematic analysis (Braun & Clarke, 2006) through several stages. First, the researcher familiarized themselves with the interview transcripts to understand the content and context. Next, initial coding was conducted to identify relevant parts of the data, after which similar codes were combined to form initial themes. The themes were then reviewed and refined before being labeled as representative. Findings are presented with direct participant quotations to reinforce the interpretations.

RESULTS AND DISCUSSION

TABLE 1. SUMMARY OF QUALITATIVE FINDINGS BASED ON STUDENT SCHOOL WELL-BEING ASSESMENT

Theme & sub Theme	Key Finding	Interpretation
Having Teacher perceptions of guidance and counseling regarding the quality of school facilities and infrastructure	Guidance and counseling teachers mention that schools have adequate facilities and infrastructure. However, some believe that the facilities supporting counseling activities are not optimal due to a lack of privacy in the counseling rooms.	Guidance and counseling teachers perceive that the school environment is important, and that a lack of counseling facilities can hinder counseling services.
Loving Teacher perceptions of guidance and counseling regarding students' relationships with peers and teachers	Guidance and counseling teachers explained that most students have good relationships with their peers and teachers. However, they also identified that some students still face social barriers, such as difficulty adapting and managing conflicts with friends	Guidance and counseling teachers indicate that positive social interactions with both peers and teachers can support the development of positive relationships among students. They also provide support to students who face social barriers at school.
Being Teacher perceptions of guidance and counseling regarding students' motivation and interest in learning.	Guidance and counseling teachers stated that student motivation varies greatly. In school, students tend to be motivated when the learning methods are engaging. They also noted that low learning interest or motivation can be influenced by academic stress or other factors.	Guidance and counseling teachers perceive that students' well-being at school is related to their psychological condition. Considering students' varying levels of motivation, teachers provide support for self-efficacy and other counseling services.
Health Teacher perceptions of guidance and counseling regarding students' physical and mental health conditions.	The guidance and counseling teacher explained that most students are in good physical health. However, they also observed academic stress and anxiety, which affect students' emotions and focus. In cases where students' mental stability is lacking, even those with good physical and mental health may experience a decrease in motivation.	In this context, guidance and counseling teachers perceive that students' physical and emotional health is crucial for their well-being at school. BK teachers play an important role in early detection, mentoring, and providing psychosocial support to students.

CONCLUSION

The results of the qualitative analysis using the school well-being framework of having, loving, being, and health showed that students well-being is influenced by interrelated factors such as the physical environment, social relationships, psychological well-being, and health. The perspective of the guidance and counseling teacher provides a clear picture of how these four dimensions work together in influencing student well-being in school.

In the Having dimension, school facilities generally support the learning process, but the space for counseling services still requires attention, especially regarding privacy. A less comfortable room can hinder students from disclosing personal problems, which affects the effectiveness of counseling services. Improving these facilities is important to create a safer and more empathetic environment.

In the Loving dimension, students' social relationships with peers and teachers are mostly positive, although some students have difficulty with social adaptation. This requires intervention through counseling and mediation services. The good quality of social relationships increases students' sense of comfort and sense of belonging to the school, which contributes to their well-being.

In the Being dimension, students' motivation and learning interests vary. Some students are passionate about learning, while others feel pressured by academic demands. Guidance and counseling services play an important role in supporting students psychologically, helping them cope with stress, and increasing their confidence in learning.

In the Health dimension, although students are in good physical condition, many show signs of stress, anxiety, and emotional difficulties. This affects their concentration and motivation to learn. Therefore, early detection of psychological issues and emotional support are necessary to support the overall well-being of students.

Overall, this study confirms that school well-being is a multidimensional concept that requires cooperation among various parties within the school. Improving counseling facilities, strengthening social relationships, enhancing learning motivation, and paying attention to students' physical and mental health are key to creating a healthy and inclusive educational environment.

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Ecological Memory and Cultural Identity in the Poem "Ana Min Huna" by Mahmoud Darwish: A Ecocritical Literature Analysis Perspective Lawrence Buell's

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Abstract. The study of literary ecocriticism provides a framework for exploring how literary works represent the environment and articulate the relationship between humans and nature, as demonstrated in Mahmoud Darwish poem "Ana Min Hunā". This poem conveys the ecological and cultural experiences of the Palestinian people through natural symbols deeply embedded in the poet's memory. Grass, sea waves, seagulls, the sky, and the olive tree appear as ecological elements that shape the poet's identity and collective experience. This research aims to explain the representation of environment and culture in the poem by employing Lawrence Buell's ecocritical perspective, particularly the concept of human with environment interconnectedness. The study uses a descriptive qualitative method with close reading techniques to identify textual data that represent ecological and cultural elements. The results show that the poem contains fifteen key ecological data points that illustrate ecological relations: four data indicating nature as a living entity, two data reflecting the human and environment relationship, two data showing ecological crises caused by conflict, two data representing Palestinian cultural ecology, two data illustrating ecological memory, one data relating to ecological ethics, and two data demonstrating sociocultural ecology. These findings reveal that nature in the poem is not merely a background but a living space intertwined with the poet's identity, memory, and cultural history. Ecological symbols such as the olive tree, the sky, and sea waves function not only as natural imagery but also as markers of ecological memory and cultural identity. Thus, this poem reinforces Lawrence Buell's literary ecocriticism concept concerning the interconnected relationship between nature, humans, culture, and social history in literary texts.

Keywords: Ana min huna, Cultural identity, Ecological memory, Literary ecocriticism, Mahmoud darwish.

INTRODUCTION

Literature is a form of cultural expression that not only conveys the beauty of language but also illustrates how humans understand the world and their environment. Since ancient times, literary works have served as a space for interpreting human experience, including the relationship between humans and nature (Wellek & Warren, 2014). In poetry, this relationship is often presented through symbols, metaphors, and imagery, allowing readers to enter the poet's aesthetic and ecological experience. The scope of literary studies continues to evolve in line with the social and intellectual dynamics of society (Oktavia, 2022). In the 20th and 21st centuries, the attention of literary researchers shifted from purely structural analysis to an interdisciplinary approach that connects literature with environmental, political, identity, and cultural issues. This shift indicates that literature is viewed not merely as an aesthetic reflection of feelings, but as a way for humans to respond to the complex realities around them (Yeni, 2025).

Over time, modern literary theories have opened up new insights into the role of nature in literary works. Nature is no longer seen as a passive setting for stories, but as an entity possessing meaning, function, and symbolic power (Garrard, 2012). This approach has given rise to various branches of literary criticism that focus on the relationship between humans and the environment, one of which is literary ecocriticism (Yousef, 2020). Ecocriticism as a literary theory first developed in the United States in the 1990s, pioneered by thinkers such as Cheryll Glotfelty, Harold Fromm, and Lawrence Buell. They emphasized that literature plays a significant role in

shaping society's ecological awareness (Glotfelty & Fromm, 1996). Ecocriticism has subsequently evolved into a global approach used across various literary traditions (Prasista et al., 2025).

Essentially, ecocriticism studies how literary texts represent nature, the environment, and the relationship between humans and their ecological spaces. This approach views literary works as discussing not only humans but also non-human entities such as animals, plants, and the weather. Thus, ecocriticism broadens the scope of literary analysis to ecological domains that have previously received little attention (Endraswara, 2016). Lawrence Buell is one of the figures who has made a significant contribution to the conceptualization of ecocriticism. In his work, "The Environmental Imagination" (1995), Buell asserts that a literary text can be considered environmental if it contains ecological awareness, presents nature as an important entity, and invites readers to think more deeply about environmental issues (Syarif, 2022).

Buell also introduces four theoretical frameworks that can be used to read ecological texts: (1) the environment is present as a central part of the text, (2) ethical concern for the environment is evident in the narrative, (3) the relationship between humans and nature is reciprocal, and (4) the non-human world has its own value (Buell, 2005). These four principles form an important basis for analyzing literary works that contain ecological sensibilities.

Mahmoud Darwish is one of the greatest poets in modern Arabic literature, and his works deal extensively with Palestine, loss, homeland, and exile. Nature appears in his poetry not merely as a backdrop, but as an integral part of his identity. Olive trees, wind, sky, and ocean waves are symbols inherent to the historical experience of the Palestinian people. In the poem “Ana Min Huna” by Mahmoud Darwish This poem conveys that her identity is closely tied to the natural world where she was born. This poem presents ecological imagery such as grass, ocean waves, seagulls, the sky, and olive trees as symbols of ecological memory, reviving the poet's experience with the space dispossessed by colonialism.

These ecological elements hold profound meaning. The grass symbolizes simplicity and closeness to the land, the ocean waves suggest travel, distance, and longing. The seagulls signify freedom. The sky represents spiritual connection, and the olive tree serves as a powerful symbol of Palestinian identity. These symbols demonstrate the role of nature in shaping the poet's ecological identity (Arum, 2023).

The presence of ecological memory is a crucial aspect of this poem. Darwish does not simply describe nature but recreates the lost ecological space of Palestine through collective memory. This memory serves as a form of cultural resistance, as it keeps identity alive even though the land is inaccessible.

The social ecology in the poem is also evident in the depictions of home, family, and community. For Darwish, the environment refers not only to the physical realm but also to the social environment that shapes one's identity. This reinforces the notion that the environment is a construct encompassing physical, social, cultural, and historical aspects. Based on this description, Lawrence Buell's ecocritical approach is relevant for analyzing poetry “Ana Min Huna” by Mahmoud Darwish, because it can reveal how nature, culture, and social history are interrelated in forming a deeper meaning of Palestinian identity.

This study attempts to explain how ecological elements in Mahmoud Darwish's poetry function not only as imagery, but also as symbols of ecological memory and markers of Palestinian cultural identity. Thus, this study uses Lawrence Buell's ecocritical perspective to understand the relationship between nature, humans, and identity in the poetry “Ana Min Huna” by Mahmoud Darwish.

Literary ecocriticism has developed as a significant approach in modern literary studies, focusing on the representation of nature and the relationship between humans and the environment. This approach stems from the realization that literary works not only reflect aesthetic experiences but also contain ecological traces that illustrate how humans build relationships with their living spaces (Sultan, 2020). In the past ten years, ecocritical studies have experienced significant development, including in the realm of modern Arabic literature, which increasingly presents ecological themes and the relationship between humans and their homeland (Bader, 2023).

Within the global literary criticism tradition, Lawrence Buell is considered a key figure providing a conceptual foundation for ecocriticism. Buell emphasizes that the environment in literary texts should not be understood as merely an additional element or background, but rather as a component that influences the structure of meaning and the reader's experience. Buell's thinking places the environment at the center of analysis, thus opening up new opportunities for reading literary works containing ecological symbols, memories, or imaginations (Rizam et al., 2025). The concept of environmental imagination that he put forward refers to the ability of literature to build ecological awareness through symbolic and narrative constructions that involve a deep relationship between humans and nature (Nixon, 2016).

Buell's view of the reciprocal relationship between humans and the environment also fits perfectly with the way Darwish constructs his poetry. In the poetry “Ana Min Huna” Nature is depicted as part of the poet's self, a living space that shapes identity and also becomes a source of pain due to the loss of one's homeland. The environment is not only understood as a physical space, but also as an emotional, spiritual, and cultural space that shapes one's experience of existence (Suta et al., 2023). In the context of ecocriticism, the concept of ecological memory relates to how individuals or groups remember and experience environments that have been lost or

drastically changed due to conflict or colonialism. This is highly relevant to the experience of Palestinians who have lost access to their land and ecological space. Darwish, through his poetic language, is able to revive these lost ecological spaces such as growing grass, vast skies, sweeping ocean waves, and eternal olive trees in an effort to maintain his ecological and cultural identity (Karina, 2024). Therefore, this theory provides a foundation for viewing ecological connections in poetry as part of the structure of meaning that shapes identity, memory, and cultural resistance. Lawrence Buell's ecocritical approach helps reveal how nature in poetry functions as a living space, a space of pain, and a space of memory that are inseparable from the poet's social and historical experiences.

RESEARCH METHODOLOGY

This study uses a qualitative descriptive method that focuses on describing the meaning, symbols, and ecological representations in literary texts. The main object of the study is a poem entitled “Ana Min Huna” by Mahmoud Darwish with Arabic Language analyzed directly through close reading techniques. This technique was used to identify ecological memory and cultural identity that emerged in the poetic stanzas. Secondary data in the form of journal articles, recent research, and ecocritical studies from the past 10 years were used to strengthen the theoretical context and interpretation. All data found was reduced, classified, and interpreted based on the focus of the qualitative research.

The analysis was conducted using Lawrence Buell's ecocritical theoretical framework to examine how human relationships with the environment are constructed in the poem. Each ecological finding was interpreted qualitatively through the relationship between natural symbols and the poet's cultural identity. 15 main data that describe ecological relations, such as four data on nature as a living entity, two data on the relationship between humans and the environment, two data on the ecological crisis due to conflict, two data on Palestinian ecological culture, two data on ecological memory, one data on ecological ethics, and two data on social ecology. All of these data show that nature is not just a setting, but a living space that is integrated with the poet's identity, memory, and cultural history. Ecological symbols such as olive trees, the sky, and ocean waves not only function as natural imagery, but also become markers of ecological memory and cultural identity. Thus, this poem strengthens Lawrence Buell's concept of literary ecocriticism regarding the relationship between nature, humans, culture, and social history in literary works.. With this approach, the research provides an in-depth explanation of how the poem “Ana Min Huna” by Mahmoud Darwish constructing ecological and cultural meaning through poetic imagination that is bound to the context of human relations with nature.

RESULTS AND DISCUSSION

A thorough reading of Mahmoud Darwish's poem "Ana Min Huna" shows that the text contains very strong ecological and cultural representations, in line with Lawrence Buell's ecocritical framework. The analysis identified 15 data scattered in the environment as a living entity, the connection between humans and the environment, traces of ecological crises, representations of Palestinian ecological culture, ecological memory, ecological ethics, and social and cultural ecology. All of these data show how Darwish builds a reciprocal relationship between humans, the environment, and culture through a poetic language rich in symbols and historical experiences. To provide a more systematic overview of these findings, the following table presents the results of the study based on seven main categories of ecological representation in poetry.

TABLE 1. QUOTES IN THE POEM “ANA MIN HUNA” BY MAHMOUD DARWISH

Finding Categories	Quotes
Environment as a living entity	وَلِي عُشْبَةٌ زَائِدَه وَلِي مَوْجَةٌ خَطَفَتْهَا النَّوَارِس وَلِي قَمَرٌ فِي اَقَاصِي الكَلَام وَزَيتُونَةٌ خَالِدَه
The connection between humans and the environment	أَنَا مِنْ هُنَاكَ وَلِي ذِكْرَيَاتٌ
Traces of ecological crisis	وَسِجْنٌ بِنَافِذَةٍ بَارِدَة السُيُوفُ عَلَى جَسَدٍ حَوَّلُوهُ لَى مَائَدَه
Representation of Palestinian ecological culture	وزيتُونَةٌ خَالِدَه رَزْقُ الطُّيُور
Ecological memory	لِي ذِكْرَيَاتٌ أعيد السَّمَاء إِلَى أُمِّهَا
Ecological ethics	أُعِيْدُ السَّمَاء إِلَى أُمِّها حين تبكي السَّماء على أُمِّها

Social and cultural ecology	وَلِي وَالِدَه وبيت كثير النَّوَافِذِ... وَلِي إِخوَةٌ وَأَصدقَاء

From the data table above, Mahmoud Darwish's poem "Ana Min Huna" presents ecological and cultural constructions that interpret the personal and collective experiences of the Palestinian people. Through natural symbols, the poet creates a memory space that unites ecological experience and cultural identity. From Lawrence Buell's ecocritical perspective, nature appears not only as a backdrop but as a living entity that interacts with humans and shapes the structure of social and cultural identity. The discussion is as follows:

1. Environment as a living entity

Four poetic data depict nature as a living entity that is one with the poet's existence. First, the image of وَلِي عُشْبَةٌ زَائِدَه (I have a blade of grass) shows the relationship between the poet and the smallest element of nature, grass as a representation of fertility and life. Second, the sea waves in وَلِي مَوْجَةٌ خَطَفَتْهَا النَّوَارِس depicts the ecological dynamics that move and live, bringing experiences that are constantly shifting like the fate of the Palestinian people. Third, the phrase وَلِّي قَمَرٌ فِي اَقَاصِي الكَلَام personifies the moon as a silent witness to the poet's historical journey, signifying the presence of nature as a spiritual companion. Fourth, the olive tree in وَزَيتُونَةٌ خَالِدَه affirms the eternal symbol of Palestinian life. These four data highlight Buell's concept that nature is a living subject, memory, and identity; it is not an inanimate object but part of the poet's ecological experience.

2. The connection between humans and the environment

The poet's attachment to his homeland is evident in the sentence أَنَا مِنْ هُنَاكَ which emphasizes that his identity grows from an ecological relationship with his homeland. Furthermore, وَلِي ذِكْرَيَاتٌ shows how the poet's memory is tied to the ecological space of his past. In Buell's perspective, human identity is always place-based, and these two data show that Darwish constructs his identity through ecological memories that are integrated with the land of Palestine. The environment becomes the root that reshapes his identity even though the poet lives in exile.

3. Traces of ecological crisis

This poem also chronicles the ecological destruction caused by political conflict. The imagery وَسِجْنٌ بِنَافِذَةٍ بَارِدَة The prison is a place that cuts off the connection between humans and the environment. The cold windows reflect the loss of natural warmth. Another image, السُيُوفُ عَلَى جَسَدٍ حَوَّلُوهُ لَى مَائِدَه The body of a victim of violence is treated like an object, reflecting both humanitarian and ecological destruction. Buell asserts that the ecological crisis is closely linked to the social crisis, and this image demonstrates that war damages both the human body and the ecological body of the Palestinian land simultaneously.

4. Representation of Palestinian ecological culture

Palestinian ecological culture is present in the natural symbols that constitute the nation's identity. The phrase زيتُونَةٌ خَالِدَهو depicts the olive tree as a symbol of Palestinian history, resilience, and economy. It is an ecological and cultural symbol integrated into the life of the community. Meanwhile, the phrase رَزْقُ الطُّيُور depicts an ecological picture where birds thrive on a regular and harmonious natural sustenance. Within Buell's framework, culture and environment are inseparable, and Darwish asserts that Palestinian ecology is part of the nation's collective identity.

5. Ecological memory

The sentence لِي ذِكْرَيَاتٌ indicates that the poet's memory is attached to the ecological landscape of his childhood. Nature becomes a repository of memories that he carries throughout his life. Meanwhile, the phrase أُعِيْدُ السَّمَاء إِلَى أُمِّهَا contains the idea of recovery, as if the sky itself has an origin, family, and memory. Buell calls this environmental memory, where nature contains layers of human emotional history. Darwish makes nature a space of nostalgia and ecological identity that is not lost despite displacement and trauma.

6. Ecological ethics

Ecological ethics are clearly reflected in the data of the Prophet Muhammad أُعِيْدُ السَّمَاء إِلَى أُمِّهَا حين تبكي السَّماء على أُمِّهَا. restoring the sky to its mother is a moral metaphor for caring for injured nature. This is in line with Buell's idea of human moral responsibility towards the environment. Darwish presents the poet not only as a witness to history, but also as an agent of ecological restoration through his poetic imagination.

7. Social and cultural ecology

In the sentence وَلِي وَالِدَه emphasizes that the family is part of the poet's social environment. Then in the sentence وبيت كثير النَّوَافِذِ... وَلِي إِخوَةٌ وَأَصدقَاء presents an open house, full of windows, and inhabited by family and friends. Social ecology according to Buell emphasizes that the environment includes human relationships with its community. Darwish describes a warm, open, and collective Palestinian social ecology which is a very strong cultural identity despite being in a state of crisis and displacement.

These findings demonstrate that the poem “Ana Min Hunā” not only presents a rich ecological landscape but also forges a close connection between the poet’s memory, social experience, and cultural identity. Every natural imagery that appears in the text contains historical and spiritual content related to the Palestinian reality, so that an ecological reading of this poem emphasizes that the environment is not merely a setting, but a living space that records the collective experiences of a nation. Through the ecocritical perspective of Lawrence Buell, this

discussion shows that Darwish constructs a vivid ecological imagination in which nature, culture, and history combine to form an inseparable identity and memory. Thus, these findings and discussion provide a strong basis for Darwish's poetry to function as an ecological and cultural medium that speaks to the connection between humans and the environment in a broader context.

CONCLUSION

This research shows that Mahmoud Darwish's poem "Ana Min Huna" is a text rich with ecological memory and the cultural identity of the Palestinian people. Through 15 data and 7 findings, Darwish presents nature as a living entity, a space of memory, and a cultural marker that is inseparable from the experience of identity. Analysis with Lawrence Buell's perspective confirms that the environment in this poem is not just a setting, but part of the construction of identity formed by human relations with nature, ecological memory, and social experience. Nature presents itself as a witness to history, a place of escape, and a spiritual space that holds the roots of the poet's identity and that of his people.

Furthermore, the research findings demonstrate that the ecological representations emerging in this poem are layered, from symbols of Palestinian ecological culture such as olive trees and seagulls to depictions of the ecological crisis resulting from the conflict that has destroyed the relationship between humans and their environment. Darwish's poem emphasizes that Palestinian ecology, culture, and history are an inseparable whole. Thus, this research enriches ecocritical studies and opens up space for understanding how literary works can become a medium for resistance, recovery, and affirmation of a nation's ecological identity.

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The Effectiveness of Bibliotherapy in Increasing the Reading Interest of Children with Disabilities in the Library of State Special School (SLB) 1 Padang

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Abstract. Reading interest child disabilities in schools outside normal tend low Because limitations cognitive, emotional, and access to material appropriate reading. This condition encourages the need for a more adaptive literacy approach, one of which is bibliotherapy. This study aims to determine the effectiveness of bibliotherapy in increasing the reading interest of students with disabilities at the SLB Negeri 1 Padang Library. The research method used a descriptive qualitative approach through interviews, observations, and documentation involving teachers, librarians, and student participants in the program. The results showed that bibliotherapy implemented through guided reading, storytelling, coloring, puzzles, and relaxation activities was able to improve focus, reading motivation, and reduce student anxiety. In addition, intensive mentoring from teachers and librarians created a conducive learning atmosphere. The conclusion of the study confirms that bibliotherapy is effective as an inclusive literacy strategy that supports the academic and emotional development of children with disabilities.

Keywords: Bibliotherapy, Reading Interest, Children with Disabilities.

INTRODUCTION

Library school is part important in the education program, because play a role in support the learning process teach students (Rahmawati, 2018). Libraries in the neighborhood school responsible answer to head school and service the entire academic community. Apart from being source study, library schools also function as place reading, source information and development talent students. One of them role important library is increase literacy student through various activity reading guided by a librarian. Constitution Number 2 of 1989 concerning The National Education System affirms role library as center source Study (R. Akbar, 2021).

Bibliotherapy is a treatment method for people experiencing mental and emotional disorders through books and literature. It aims to stimulate affective change and enhance personal growth. In the library context, bibliotherapy serves a similar function to reference and instructional services, where reading is used as a therapeutic tool to support personal development (Hidayat, 2018).

Disability is defined as a physical, intellectual, mental, or sensory limitation that prevents a person from fully interacting with their surroundings. Law Number 8 of 2016 explains that individuals with disabilities have the same rights as other citizens in various aspects of life (Soleh, 2016). At SLB Negeri 1 Padang, bibliotherapy is implemented to help students overcome anxiety and improve their academic abilities. With a collection of 5,500 books, the school library regularly holds reading and discussion sessions guided by teachers and librarians. Based on an interview with Ms. Nurmasni, a librarian at SLB Negeri 1 Padang, bibliotherapy is very helpful for students with disabilities in managing their emotions and improving their literacy (Nurmasni, 2023).

The school library plays a vital role in the overall educational program, as its presence contributes to the success of the teaching and learning process for students (Rahmawati, 2018a). The library is located within the school grounds and reports directly to the principal, with the primary task of serving the entire academic community. As an essential learning resource, the school library serves to meet the information needs of the school community. Furthermore, the library also serves as a reading center that can develop students' talents.

Students to use the available facilities. availability library, students will more easy access various source information. Library functioning as means For increase literacy students; with utilise library optimally, the ability literacy they can increased. Success in build literacy student be one of indicator achievement in the world of education. In Law Number 2 of 1989 concerning National Education System, functions library arranged as center source study, where article 35 states that utilization library school as center Study is important (MR Akbar, 2021).

Bibliotherapy defined as guide based helpful books individual find solution For problem personal they. This therapy is used to treat mental health problems and emotional disorders through literature and poetry. Bibliotherapy utilizes reading activities to stimulate affective changes that can support personal growth and development. It is part of a broader library service, where reference, reading, and bibliotherapy serve a similar function in meeting information and instructional needs. Learning to read is subjective and educational; bibliotherapy can be considered a long-term approach to library services. This approach offers more than just reading because it also integrates psychological and therapeutic aspects into the reading experience, expanding the library's role as a source of understanding, entertainment, and support for its readers (R. Hidayat, 2018).

Disability refers to a person's limited or lost ability to perform certain activities in a manner considered normal. According to Law Number 8 of 2016, persons with disabilities are individuals who experience long-term physical, intellectual, mental, or sensory limitations and face obstacles in interacting with their environment and difficulties in participating fully and effectively in society. This definition emphasizes that individuals with disabilities have the same rights as other citizens (A. Soleh, 2016).

In 2023, SLB Negeri 1 Padang recorded 170 students experiencing anxiety, an increase from 147 high school students in Padang City in 2018. The SLB library has a collection of 5,500 books and hosts daily reading sessions guided by teachers and librarians. In addition, there is a library program the tour that was done a month once. The purpose of bibliotherapy at SLB Negeri 1 Padang is for reduce level anxiety as well as increase performance academic and ability read student.

Despite the students' high enthusiasm for this activity, some still experience reading difficulties. To improve the effectiveness of bibliotherapy, SLB Negeri 1 Padang implemented three main strategies: first, bringing in specialized therapists who can assist students through therapy tailored to their needs; second, arranging the library space to create a comfortable environment for reading activities; and third, expanding the book collection to expand the reading options that support the therapy and learning process.

In an interview with Ms. Nurmasni on November 13, 2023, as a librarian at SLB Negeri 1 Padang, she stated that the role of librarians in bibliotherapy is crucial. Librarians can select books that suit students' individual needs and manage collections that support bibliotherapy to help students cope with their emotional difficulties. Children with disabilities at this school have various disorders but also the potential for intelligence or special talents such as deafness, mental retardation, physical disability, and autism (Nurmasni, 2023).

The interviews clearly demonstrate that librarians play a crucial role in bibliotherapy, assisting children with disabilities through various activities at SLB Negeri 1 Padang. They not only select books tailored to individual needs but also understand children's emotions to utilize books as tools for healing and personal growth.

Ms. Fitri Hayani (2023) also added that the bibliotherapy process involves students reading books recommended by their teachers within an agreed-upon timeframe. After the reading session, they discuss their understanding and the book's relevance to their personal problems with their teachers. If the problem isn't resolved after reading one book, they can move on to another.

According to Fauzan (2023), bibliotherapy has been proven effective in helping students overcome their personal problems. Reading provides encouragement and solutions for students seeking self-improvement, both in terms of health and physical well-being. Similar research by Yuli (2019) shows that bibliotherapy can help individuals address personal issues and find solutions through reading. Participants in the study felt better and were motivated to reconcile with themselves and complete their assignments to the best of their ability.

Meanwhile, research by Ikhsan (2023) explains that bibliotherapy can be a way of healing through reading materials used to help restore psychological and physical conditions, and can increase interest in reading through the library. Based on this, this study discusses "The Effectiveness of Bibliotherapy in Increasing Reading Interest of Children with Disabilities in the Library of Special Needs School (SLB) Negeri 1 Padang", with the aim of finding out how effective the bibliotherapy program is perceived by students in increasing reading interest in the library of SLB Negeri 1 Padang.

Library School as a Resource Center Study

Library school own position strategic as center source learning that provides diverse information for support the learning process. In the context of formal education, libraries No only functioning as place storage collection but also become room interactive that facilitates growth interest reading ability literacy, as well as creativity student. Rahmawati (2018b) confirm that library is element important in support activity Study teach Because provide various source relevant learning with need students. The role also emphasized in Constitution Number 2 of 1989 which mandates library as center source Study for all over inhabitant school, so that make library as actor

main in effort improvement literacy (R. Akbar, 2021). At SLB Negeri 1 Padang, function This looks through activity regular reading, discussion, and service designed bibliotherapy For fulfil need special student disability.

Concepts and Principles Bibliotherapy

Bibliotherapy originate from the words biblio (book) and therapy (treatment), which in essence conceptual interpreted as use material reading for help individual in face problem emotional, psychological, and social. Soleh (2016) explain that bibliotherapy utilise reading as a medium for stimulate change affective, reflection self and growth private. In the realm of library, bibliotherapy develop as part from services that combine aspect literacy with principle psychological so that read No only understood as activity cognitive, but also a therapeutic process. The bibliotherapy process usually covers stage election relevant materials, reading structured, discussion reflective, as well as evaluation to condition emotional and understanding students. At SLB Negeri 1 Padang, bibliotherapy implemented through activity reading, storytelling, coloring, puzzle games, and activity designed relaxation For calm student before enter core therapy session.

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Bibliotherapy in the Context of Education for Children with Disabilities

Bibliotherapy implemented at SLB Negeri 1 Padang serves as a means to foster reading interest while addressing emotional challenges experienced by students. Interviews in the files indicate that students often experience anxiety, stress, or communication difficulties, so reading is combined with relaxation activities such as puzzles, letter games, and coloring to help reduce cognitive and emotional tension. Ms. Nurmasni, the school's librarian, explained that book selection is always tailored to the individual needs and psychological conditions of students so they can connect the story content to their personal experiences. This approach aligns with the principles of bibliotherapy, which encourage students to recognize themselves, understand problems, and learn how to manage emotions through reading. Ultimately, bibliotherapy becomes an adaptive learning method that not only strengthens literacy but also facilitates emotional healing (Fauzan, 2023).

The Role of Teachers and Librarians in Implementing Bibliotherapy

Literature on bibliotherapy emphasizes that the success of a program depends heavily on the facilitator's ability to select materials, guide students, and manage readers' emotional dynamics. Teachers and librarians act as mediators, helping students connect reading content to personal experiences. Ms. Fitri Hayani (2023) emphasized that after reading, students discuss the relevance of the story to their personal problems, a key step in bibliotherapy. Librarians are also responsible for providing adequate collections, organizing reading spaces, and creating an inclusive atmosphere for students to feel safe. Without professional support, bibliotherapy tends to be less than optimal, as children with disabilities need guidance in understanding moral messages and finding practical solutions from reading (Hidayat, 2018).

The Effectiveness of Bibliotherapy in Increasing Reading Interest in Children with Disabilities

The findings in the file indicate that bibliotherapy has a positive impact on the development of reading interest in children with disabilities at SLB Negeri 1 Padang. Students become more enthusiastic about participating in reading sessions, are more focused, and understand the story more easily. In addition to its literacy function, bibliotherapy has also been shown to reduce anxiety, improve social skills, build self-confidence, and improve students' emotional well-being. The research results of Fauzan (2023), Ikhsan (2023), and Yuli (2019) mentioned in the file also confirm the same: bibliotherapy can help individuals resolve personal problems, foster motivation, and strengthen reading skills. Thus, bibliotherapy can be considered an effective therapy method and literacy strategy for children with disabilities, especially when supported by a conducive library environment and competent facilitators.

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RESEARCH METHODOLOGY

This study used a descriptive qualitative method as described by Sugiyono (2021). This study aims to describe in depth the phenomenon of bibliotherapy applied to children with disabilities at SLB Negeri 1 Padang, with the researcher as the primary instrument. The study was conducted at SLB Negeri 1 Padang, located on Jalan Limau Manis, Padang City, West Sumatra, with 16-year-old students participating in bibliotherapy as the subjects.

Data collection in this study was conducted through three main methods: interviews, observation, and documentation. Interviews were conducted with teachers and librarians to obtain more in-depth information regarding the implementation of bibliotherapy. In addition, direct observations were conducted in the library to understand the atmosphere and activities that took place during the program. The documentation method involved collecting relevant notes, photographs, and documents as supporting data to improve the accuracy of the research results (Moleong, 2022).

Data analysis in this study was conducted in three stages: data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting and sorting important information obtained from interviews, observations, and documentation. Next, data presentation was carried out. with organize the data that has been reduced to be more easy understood. Stage final is withdrawal conclusion, which is used For confirm or adapt return formulation problem beginning based on findings study (Sugiyono, 2021).

RESULTS AND DISCUSSION

Bibliotherapy at State Special School (SLB) 1 Padang is method therapy that utilizes book For help student with disability. Therapy This own objective main For increase skills reading, expanding vocabulary, as well as help student in understand emotions and coping problem emotional as well as social that they face. Implementation bibliotherapy done with method choose relevant books with issues experienced students, and sessions therapy This held regularly between One up to two times in a week.

Activity bibliotherapy involving collaboration between librarians and teachers in charge answer in election book as well as manage session reading and discussion. In addition, the facilities supporters like puzzle games, tools coloring and books special For child blind provided For support the therapy process. Through bibliotherapy, students No only can increase skills read they but also learn method overcome stress and increase welfare emotional they. Activities This proven effective in help student feel more connected with environment social them and realize that they No alone in face various challenge.

Bibliotherapy at SLB Negeri 1 Padang is method therapy very effective reading For support children with disabilities. This therapy contributes to improving reading skills, expanding vocabulary, and students' social and emotional development. Through activities such as guided reading sessions, thematic discussions, and creative activities, bibliotherapy helps students understand and manage their emotions, stimulate their imagination, and develop creativity. However, there are challenges that must be faced, such as low interest student to book. For overcome problem this is important For introduce interesting and relevant books as well as involving activity supporters like discussion group. Bibliotherapy also provides book in accessibility format such as braille and audio, as well as involving training For staff to be able to give more therapy effective.

According to Mrs. Nurmasni (2023), a librarian at SLB Negeri 1 Padang, bibliotherapy No only functioning For increase skills reading and writing but also supports development independence and expression self students. Mrs. Fitri Hayani, a teacher at the school said, adding that bibliotherapy help student in select and read book in a way independent as well as increase skills social they.

In a way Overall, bibliotherapy at SLB Negeri 1 Padang offers innovative and useful approach For help children disability in overcome challenge they while enrich experience read they. Approach This nature comprehensive Because combine technique relaxation with activity reading to help student in manage emotions and increase skills they. Before session read started, students given time For relaxation use tool like a puzzle or game letter For reduce stress and increase focus. After that, the appropriate book with need individual student selected and reading process to be continued with discussion as well as evaluation For evaluate impact from therapy the (Amarullah et al., 2023; Putri et al., 2023; Repositori & Brin, 2022).

This approach aligns with bibliotherapy theory, which encompasses motivation, material incubation, discussion, and evaluation. Students learn not only from reading experiences but also through self-reflection and peer interactions. Interviews with Ms. Nurmasni and Ms. Fitri Hayani demonstrate how bibliotherapy helps students cope with stress and personal challenges while fostering personal and social development.

Bibliotherapy at SLB Negeri 1 Padang demonstrates a comprehensive approach to supporting the development of students with special needs. Through this program, students engage not only in reading but also in various other activities such as puzzles, drawing, and crafts. the support aspect cognitive, emotional, and creativity students. Activities bibliotherapy covers relaxation before reading, election relevant books with problem personal students, as well as discussion post-reading For evaluate understanding and application solution.

Although there is challenge in increase interest read students, evidence show that bibliotherapy effective in overcome stress, anxiety, and increase skills social and cognitive they. Support from teachers and librarians is very important For ensure sustainability as well as effectiveness of bibliotherapy programs this. With Thus, bibliotherapy at SLB Negeri 1 Padang plays a role role important in help student face various problem emotional as well as support development holistic they although Still There is challenge in motivating interest read.In implementation of this program, it was revealed that only blind students who have access to book special temporary physically and mentally disabled students use book more general easy understood. Book special designed for the blind with features that meet need they like use Language simple as well as illustration interesting (Nuryana & Anggraini, 2020).

Bibliotherapy at SLB Negeri 1 Padang aims For help student understand self they Alone at a time overcome problems faced as well as increase development academic and psychological they. This program No only focused on improving interest read but also has role important in students' mental health. With help books as well as activity supporters others, students experience improvement ability in overcome anxiety they, build trust self, as well as strengthen connection social (AA Hidayat, 2018; Ikhsan, 2023b; Purwaningsih & Al Farabi, 2023).

In a way Overall, bibliotherapy at SLB Negeri 1 Padang provides contribution positive to change Good from aspect academic and emotional for its students. School become more inclusive so that the students get necessary support For grow and develop with good in the environment education they.

CONCLUSION

Bibliotherapy at SLB Negeri 1 Padang has been proven become effective method in increase interest read at a time support development emotional student disability. Approach integrated reading with activity relaxation and games educative succeed create atmosphere conducive learning, making student more focus as well as interested in the material the reading given. In addition to strengthening ability literacy, bibliotherapy also plays a role in lower anxiety, building trust yourself, and improve ability social children. The active role of teachers and librarians become factor determinant the success of the program, especially in choose material relevant reading and understanding condition emotional students. With Thus, bibliotherapy can viewed as a literacy strategy proper inclusiveness developed in schools in need special.

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Analysis of Figurative Language in the Song o Lyric "Malam-Malam Ubud" by Sal Priadi: A Semantic Study

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Abstract. This study aims to identify and analyze the types of figurative language contained in the lyric of "Malam-Malam Ubud" by Sal Priadi using a semantic approach. The reserch employed a descriptive qualitative method through library reserch, with the lyric as the primary data and linguistic references as supporting data. Data were collected through documentation and hermeneutic techniques, namely reading, highlighting, and interpreting expressions containing figurative language. The results show that the lyric contains various figurative forms including metaphor, personification, hyperbole, allusion, antithesis, and symbolism. Metaphor emerges as the most dominant type, shaping the emotional depth and atmospheric nuance of the setting "Ubud at night." The study concludes that the figurative expressions in the lyric play a significant role in strengthening aesthetic value, conveying emotional intensity, and enriching interpretative meaning.

Keywords: figurative language, semantics, stylistic analysis, song lyric. Sal Priadi.

INTRODUCTION

Language is a means of communication that plays a fundamental role in conveying human ideas, emotions, and experiences. According to Chaer (2013:32), language is an arbitrary system of sound symbols used by members of a social group to cooperate, communicate, and identify themselves. In its development, language does not only function as a medium of daily communication but also serves as an artistic instrument rich in meaning, one of which is through song lyrics that combine linguistic elements with music to create an aesthetic dimension capable of deeply touching the listener's emotions.

Language style or stylistics in song lyrics is one of the essential aspects that determines the communicative strength and aesthetic value of a musical work. Keraf (2010:113) states that language style is the way language is used in a particular context, by specific individuals, for specific purposes. Tarigan (2013:5) adds that language style is a form of rhetoric, namely the use of words in speaking and writing to convince or influence listeners or readers. Keraf (2010:129) also classifies language style based on diction, sentence structure, and the directness of meaning, including comparative, contradictory, associative, and repetitive styles. Through language style, songwriters can convey complex meanings, both literal and figurative, allowing for diverse and profound interpretations.

In understanding song lyrics as a linguistic object, a semantic approach becomes highly relevant. Pateda (2010:7) defines semantics as a branch of linguistics that discusses meaning, while Aminuddin (2011:15) explains that semantics is the study of meaning conveyed through language, both lexical and grammatical. Verhaar (2010:385) states that semantic analysis includes the understanding of lexical meaning, grammatical meaning, contextual meaning, and idiomatic meaning. Ullmann (in Chaer, 2013:65) also emphasizes the importance of understanding meaning relations such as synonymy, antonymy, polysemy, and homonymy in analyzing the use of language in literary works.

Song lyrics as a medium of artistic expression possess distinctive characteristics that differentiate them from other forms of literary works. Pradopo (2012:7) states that poetry, including song lyrics, is an art form that uses

language as its medium and is imaginative in nature. Semi (2012:107) adds that language in literary works tends to be connotative, rich in multiple meanings, and filled with ambiguity that requires deep interpretation. In the context of contemporary Indonesian music, Sal Priadi is known as a musician with a distinctive and poetic lyrical style, with the song "Malam Malam Ubud" being one of the works that draws attention due to its rich use of figurative language and carefully chosen diction.

Several previous studies have examined language style in song lyrics using various approaches. Wulandari's (2018) study on the language style in Iwan Fals' lyrics shows that metaphors and personifications dominate the musician's works in conveying social criticism. Meanwhile, Nugraheni (2016), in her study of the meaning of Indonesian indie song lyrics, finds that contemporary lyrics tend to use symbolic and ambiguous language that requires in-depth interpretation. However, specific analyses of Sal Priadi's works, particularly the song "Malam Malam Ubud," remain limited.

A semantic analysis of the language style in the song "Malam Malam Ubud" is important to conduct in order to uncover the layers of meaning embedded within it. Nurgiyantoro (2014:296) states that stylistic analysis of literary works aims to explain how language use creates aesthetic effects and specific meanings. Ratna (2013:167) adds that stylistic studies provide deeper insight into an author's distinctive use of language and how it reflects their artistic vision. This research is expected to contribute to the fields of stylistics and semantics, as well as enrich the understanding of contemporary Indonesian popular literary works.

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RESEARCH METHODOLOGY

The research used is descriptive qualitative. The research produces data in the form of words and sentences. The research approach in semantic studies is a way of understanding literary works (Sutejo, 2010:5). The approach used in this study is the stylistic approach. The stylistic approach is an approach that views the uniqueness of language use to find the uniqueness of language in fictional works (Sutejo, 2010:36). Therefore, this approach tends to measure the extent of the use of style or language style in the novel being analyzed.

The Descriptive Qualitative Approach aims to describe and interpret the use of figurative language in song lyrics in depth, as well as to describe the facts that are then analyzed for their meaning and function. The data source is the song lyrics of "Malam Malam Ubud" by Sal Priadi from the album Berhati (2020), accessed from the Spotify platform. The data includes words, phrases, clauses, and sentences containing figurative language Types: metaphor, personification, hyperbole, simile, repetition, etc. Data Collection Technique is Reading and Note-taking Technique. Data Analysis Technique Model Miles & Huberman (1992): Data Reduction Sorting figurative language data Data Presentation Table of figurative language classification Drawing Conclusions Interpretation of meaning.

RESULTS AND DISCUSSION

The song lyric "Malam-Malam Ubud" by Sal Priadi demonstrates a rich and varied use of figurative language. The song does not only tell a personal experience but also creates a poetic atmosphere through the application of metaphors, symbolism, personification, and other stylistic devices. Through a semantic approach, these forms of figurative language expand the literal meaning, allowing the listeners to feel the emotional depth and the unique ambiance of a night in Ubud. This finding is in line with Fadilatunisa (2025), who states that metaphors are often used to strengthen emotional expression in song lyrics. Likewise, Subrata and Yanti (2025) note that Sal Priadi's works frequently incorporate spiritual symbols as part of his stylistic identity. This idea is supported by Putri (2023), who explains that figurative language enriches interpretative meaning beyond literal messages. Furthermore, Syaira and Hermandra (2024) highlight that figurative language stimulates deeper cognitive processing for listeners, while Al Putri et al. (2020) emphasize its role in constructing poetic nuance within song lyrics.

The analysis identifies six dominant types of figurative language in the lyric: metaphor, personification, hyperbole, allusion, symbolism, and antithesis. Metaphor is the most prominent device. For example, in the line "Kuperintahkan pada langit / Untuk meminta matahari kembali pulang" ("I command the sky to ask the sun to return home"), the sun is depicted as if it can be summoned like a human. The phrase "punggung lautan" ("the back of the ocean") is also a metaphor that illustrates the horizon where the sun sets. Furthermore, the line "Kar'na kurindukan Ibu Bulan" ("Because I miss Mother Moon") portrays the moon as a mother figure, representing warmth and comfort. This aligns with Fadilatunisa's (2025) findings that metaphors are commonly used in emotionally expressive song lyrics.

Personification also appears in several parts of the lyric, such as "Kuperintahkan pada langit" ("I command the sky") and "Memainkan lagu romantisnya" ("Playing its romantic tune"). Both the sky and the moon are

described as having human abilities. According to Al Putri et al. (2020), such personification helps make nature feel more alive and emotionally connected to the persona in the song.

Hyperbole is used to emphasize strong emotions. For instance, in the line "Kar'na kurindukan Ibu Bulan" ("Because I miss Mother Moon"), the longing is exaggerated by directing it toward a cosmic figure. Putri (2023) explains that hyperbole in song lyrics often serves to express emotional intensity.

Allusion appears through the reference to "Tanah Ubud" ("The Land of Ubud"). Ubud is not only presented as a physical location but also as a cultural symbol representing spirituality, serenity, and artistic expression. This finding is consistent with Syaira and Hermandra (2024), who state that allusion enhances cultural meaning within a text.

Symbolism is visible in several segments of the lyric, such as "merahnya anggur" ("the redness of wine"), which symbolizes warmth, passion, or intimate atmosphere. The line "dua bibir kita… anggun berayun, mendekat, melekat" ("our lips… gracefully sway, approach, and cling") symbolizes emotional closeness that is intense yet fragile. This supports Putri's (2023) argument that symbols in lyrics can portray emotional dynamics more subtly.

CONCLUSION

The lyrics of the song "Malam-Malam Ubud" use various figurative language styles, especially metaphors, personification, hyperbole, symbolism, and antithesis to enhance the emotional atmosphere and poetic beauty. Metaphor is the most dominant device and serves to create a magical ambiance while conveying deeper meanings. Personification adds a warm and human touch, while hyperbole emphasizes the intensity of emotions. Symbolism is used to represent the dynamics of relationships, and antithesis highlights the emotional disharmony between the two characters. Overall, these stylistic devices enrich the meaning of the lyrics and depict the complexity of relationships in a stronger and more aesthetic manner. The language style in Malam-Malam Ubud is poetic, symbolic, and meditative, emphasizing the human connection with nature and inner peace. Sal Priadi successfully combines language aesthetics with cultural values, making the lyrics not only beautiful but also imbued with life philosophy profound. The lyrics of Malam-Malam Ubud feature a poetic, symbolic, and meditative style, with an emphasis on nature and inner associations, a repetitive rhythm, and contrasts in meaning. Sal Priadi manages to create a work that is not only aesthetically beautiful but also opens up a wide space for listeners to find personal meaning.

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Washback Effects of Final Examinations on Students and Teachers: A Case Study at Universitas Halu Oleo, Indonesia

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Abstract. The impact of tests on teaching and learning is commonly referred to as the washback effect. This study examines the washback effects of the Integrated Intensive English Course (IIC) Final Examination on students and instructors in the English Language Education Program at Halu Oleo University. Employing a mixed-method approach, the study involved 64 undergraduate students and two instructors. Data were collected through structured questionnaires incorporating Likert-scale, Guttman-scale, and open-ended items, and analyzed using thematic interpretation and percentage distributions. The findings indicate that the IIC Final Examination generates predominantly positive washback. Students reported increased learning motivation, greater awareness of learning outcomes, improved recognition of their strengths and weaknesses, and encouragement to use English communicatively. Instructors reported enhanced instructional planning, closer alignment between teaching and course objectives, and increased reflective teaching practices. However, negative washback was also observed, particularly student anxiety related to the high-stakes nature of the examination and concerns about reduced instructional time for one instructor. Overall, the study demonstrates that the IIC Final Examination largely supports constructive learning and teaching practices while highlighting the need for assessment refinement to reduce anxiety and maximize positive washback.

Keywords: Washback Effects, Final Examination.

INTRODUCTION

Testing has long served as a central mechanism for assessing student learning across all levels of education. In higher education, examinations (ranging from portfolios and performance-based tasks to standardized and written tests) play a decisive role in determining academic progression, course placement, and graduation outcomes. As Freeman (2016) emphasizes, test results often carry high-stakes consequences, influencing not only individual learners but also teaching practices and institutional decision-making.

In the context of Indonesian higher education, assessment is increasingly expected to align with outcome-based education (OBE) principles as promoted through national curriculum policies and accreditation standards. Universities are encouraged to design assessments that reflect learning outcomes, promote meaningful learning, and support continuous improvement in teaching and learning. However, when final examinations function as high-stakes gatekeeping instruments, tensions may arise between curricular ideals and classroom realities. These tensions are particularly evident in language programs, where proficiency-based assessments strongly shape instructional priorities and learning behaviors.

This situation is evident among first-year students in the English Language Education Program at Halu Oleo University, who are required to take the Integrated Intensive English Course (IIC). As a foundational course, the IIC aims to develop students' basic English proficiency across core language skills. Despite recent curriculum restructuring that reduced the course credit load, the final examination remains a high-stakes requirement that significantly affects students' academic progression and time to graduation. As a result, both students and instructors experience considerable pressure related to exam performance, which in turn influences attitudes, expectations, and classroom practices. This phenomenon is widely recognized in language assessment literature as the washback effect.

Washback, also referred to as backwash, describes the influence of tests on teaching methods, learning behaviors, and broader educational practices (Brown & Hudson, 2008; Alderson & Wall, 2013). High-stakes examinations may generate positive washback, such as increased learner motivation, clearer instructional focus, and stronger alignment between teaching and assessment. At the same time, they may also lead to negative washback, including heightened anxiety, curriculum narrowing, and excessive emphasis on test preparation at the expense of meaningful language use.

A substantial body of washback research has examined these dynamics in various educational contexts. Previous studies have documented both positive and negative washback effects in large-scale public examinations, international proficiency tests, and secondary education settings. However, most existing studies focus on standardized or national-level examinations, while empirical evidence on course-level final examinations in Indonesian higher education particularly in university-based English language programs remains limited. Moreover, relatively few studies simultaneously examine washback from both student and teacher perspectives within the same instructional context, despite their interconnected roles in shaping classroom practices.

Given the high-stakes and proficiency-oriented nature of the IIC Final Examination, there is a clear need to investigate how this assessment influences learning and teaching at the classroom level. Understanding these washback effects is essential for ensuring that assessment practices support curriculum goals, promote constructive learning behaviors, and align with national expectations for quality assurance in higher education.

Accordingly, this study aims to examine the washback effects of the IIC Final Examination on students' learning behaviors and instructors' instructional decisions at Halu Oleo University. Specifically, it seeks to identify (1) the forms of positive and negative washback experienced by students, (2) the ways in which the examination influences teachers' planning, teaching practices, and reflections, and (3) areas for improving assessment design to strengthen positive washback while minimizing negative consequences.

Integrated Intensive English Course (IIC)

IIC is a compulsory first-year course designed to build foundational English skills; listening, speaking, reading, and writing through integrated instructional practices. Historically, the course credit load has been reduced from 18 to 4 credits due to curriculum changes, which has affected teaching intensity, meeting frequencies, and teacher allocation. Despite these structural changes, the core learning objectives remain consistent, emphasizing functional communication and basic grammar mastery.

Language Testing

Testing plays a central role in language education. Renandya (2013) highlights the "5Ts of motivation" (Teacher, Teaching Method, Task, Text, and Test) emphasizing that assessment remains a crucial determinant of student achievement. Hughes (1989) notes that testing provides evidence of language ability and serves as a basis for instructional evaluation.

Alderson and Wall (2013, as cited in Aftab et al., 2013) argue that tests strongly determine what happens in classrooms, influencing teaching approaches, content coverage, and learning strategies. This aligns with Pierce (1992), who views testing not merely as classroom assessment but as part of broader educational policy and curriculum development. Freeman (2016) further asserts that test results profoundly impact individual learners, teachers, and educational programs, often shaping policy decisions and accountability measures.

In language learning, tests determine proficiency, placement, progress, and achievement. Consequently, examinations especially high-stakes final exams inevitably generate behavioral, pedagogical, and emotional consequences for teachers and students.

The Washback Effects

Washback (or backwash) refers to the influence that testing exerts on teaching and learning. Although long discussed informally, the concept gained prominence in the early 1990s. Hughes (1989) defines washback simply as the effect of testing on learning and teaching. Bachman and Palmer (2016) expand this definition, describing washback as a complex phenomenon extending beyond the classroom to include curriculum design, material development, teacher beliefs, and educational policy.

Tsagari (2007) emphasizes that washback encompasses multiple interrelated factors, including teachers' and students' attitudes, textbook interpretations, classroom resources, test design, institutional policies, and socio-political contexts. Shohamy (2013) identifies four related concepts critical for understanding washback:

1. Washback effect — influence of tests on teaching and learning;
2. Measurement-driven instruction — instruction shaped by test requirements;
3. Curriculum alignment — degree to which teaching aligns with test content;
4. Systemic validity — how well a test contributes to improvements in instruction.

Washback is therefore multidimensional and dynamic, affecting behaviors, motivations, and pedagogical decisions at various levels of the educational system.

Several scholars classify washback into different types:

1. Positive and Negative Washback

Positive washback occurs when tests reinforce curriculum goals, promote meaningful learning, and encourage good teaching practices. Messick (2016) states that positive washback is achieved when test preparation tasks reflect authentic learning activities. In contrast, negative washback results from misalignment between test formats and instructional goals, leading teachers to narrow curriculum content or focus disproportionately on test-taking strategies (Pearson, 1988; Davies et al., 1999).

2. Overt and Covert Washback

Prodromou (1995, in Bailey, 1995) distinguishes between:

- Overt washback — directly observable test-related practices (e.g., drilling test items),
- Covert washback — implicit changes in beliefs, assumptions, or learning strategies.

3. Strong and Weak Washback

Cheng et al. (1997) describe washback intensity:

- Strong washback is associated with high-stakes tests that significantly shape classroom practices;
- Weak washback emerges when examinations have minimal influence. Gates (as cited in Wall, 1995) affirms that the stakes of a test determine the strength of washback.

Washback Effects on Teachers and Students

Alderson and Wall (2013) formulated 15 hypotheses explaining how tests influence teaching and learning. These include effects on what teachers teach, how they teach, the pace of instruction, the depth of learning, and students' strategies and motivation. Five hypotheses specifically highlight influences on learners (learning content, approaches, pace, depth, and motivation), while six address teacher-related washback. Students and teachers often experience washback differently depending on examination stakes. Positive indicators (Pan, 2009) include:

1. Teachers covering content comprehensively;
2. Students increasing effort and motivation;
3. Tests encouraging beneficial instructional practices.
4. Meanwhile, Negative indicators include:
5. Curriculum narrowing ("teaching to the test");
6. Increased anxiety;
7. Students focusing on isolated testable points;
8. Cramming behaviors reducing intrinsic motivation.

Other scholars (Weigle & Jensen, in Wall, 1997) highlight overemphasis on test format at the expense of communicative competence. Wang (2014) adds that negative washback emerges when assessment prioritizes linguistic accuracy over communicative use.

Several empirical studies have examined these dynamics.

- Aftab et al. (2014) found strong negative washback in Pakistan's Intermediate English Examination, especially in teaching methodology and content.
- Peerasak (2011) reported mixed washback from TOEIC preparation classes in Thailand, where repetitive test drilling demotivated students, though some teachers valued it for improving scores.
- Smith (as cited in Tsagari, 2007) found that teachers experienced emotional stress due to published test results, which heightened pressure to modify classroom practices.

These findings highlight the nuanced nature of washback and underscore the need to examine how final examinations in the IIC course shape teaching and learning behaviors among instructors and students at Universitas Halu Oleo.

RESEARCH METHODOLOGY

This study employed a descriptive mixed-methods design to investigate the washback effects of the Integrated Intensive English Course (IIC) final examination on students and instructors in the English Language Education Program at Universitas Halu Oleo. Although the primary focus of the study was qualitative which aimed at understanding participants' perceptions, attitudes, and experiences, quantitative descriptive data were also incorporated to provide systematic support for emerging patterns.

The mixed-methods approach was considered appropriate because washback is a complex phenomenon that manifests both qualitatively (e.g., perceptions, reflections, and attitudes) and quantitatively (e.g., levels of agreement, frequency of responses) (Bailey, 2016; Cheng, 2004). Likert-scale and Guttman-scale items were used to identify general tendencies, while open-ended responses enabled deeper interpretation of participants' experiences. Importantly, quantitative data were used descriptively rather than inferentially, supporting the qualitative interpretation rather than aiming for statistical generalization.

The participants consisted of two groups: undergraduate students enrolled in the Integrated Intensive English Course (IIC) and instructors responsible for teaching the course during the 2024/2025 academic year at Universitas Halu Oleo. A total of 104 students were registered across three IIC classes (A, B, and C). Of this population, 64 students from Classes A and B participated as the main respondents, while 40 students from Class C were involved in the pilot study. The majority of student respondents were female (47 out of 64), and most reported having studied English for more than six years (36 students), indicating substantial prior exposure to English learning. In terms of academic performance, most respondents obtained scores in the B range (61–80), totaling 49 students. These characteristics provide important contextual background for interpreting students' washback experiences.

Two instructors participated as teacher respondents. One instructor was male with more than nine years of experience teaching general English at the university level, while the other was female with seven to nine years of teaching experience. Both instructors were directly involved in designing, administering, and evaluating the IIC final examination. Although the number of instructor participants was limited, their roles as key assessment stakeholders made their perspectives particularly relevant. Accordingly, findings related to instructors are interpreted as context-specific and are not intended for broad generalization beyond the IIC program at Universitas Halu Oleo.

The primary instruments used were questionnaires for students and teachers. The questionnaires were designed to gather perceptions, attitudes, and self-reported experiences relating to washback effects.

1. Student Questionnaire. The student questionnaire consisted of four parts:

TABLE 1. FORMAT OF STUDENT QUESTIONNAIRE

Part	Description
Part 1	Demographic information (gender, class, background, years studying English)
Part 2	7 Likert-scale items (4-point scale) measuring direct effects of the exam (motivation, anxiety, awareness, confidence, learning strategies)
Part 3	Items Q8–Q10: effects of exam score, motivation changes, and evaluation of exam structure
Part 4	Items Q11–Q12: percentage of tested material and suggestions for positive washback

A four-point Likert scale was used to avoid central tendency bias, following Aiken (2016) and Cohen et al. (2007). The questionnaire was bilingual (English–Bahasa Indonesia) to avoid misunderstandings.

2. Teacher Questionnaire. The teacher questionnaire consisted of four parts:

TABLE 2 FORMAT OF TEACHER QUESTIONNAIRE

Part	Description
Part 1	Background information
Part 2	9 Likert-scale items measuring exam influence on teaching beliefs, methods, planning, and emotional responses
Part 3	10 aspects examining exam impact on instructional decisions
Part 4	4 open-ended questions on exam alignment with syllabus, student performance, self-reflection, and improvement suggestions

A four-point Likert scale was used for the same rationale as the student questionnaire.

3. Data Collection Procedure. Questionnaires were administered in person. Teacher questionnaires were distributed and collected directly from instructors. Meanwhile, Student questionnaires were distributed during class sessions, and responses were collected immediately after completion. This procedure ensured a high return rate and minimized missing responses.

Data Analysis

Data from Likert-scale items were analyzed through frequency distributions and percentage summaries for each item, allowing an overview of agreement patterns among participants. Data from open-ended questions were analyzed using open coding, following these steps: 1) Thorough reading of responses, 2) Highlighting key categories and recurring themes, 3) Grouping similar ideas, and 4)Interpreting the patterns to identify washback effects. The qualitative coding process allowed the researcher to draw meaningful conclusions from descriptive data.

Instrument validity and reliability were addressed through a pilot study and expert-informed revision. Content validity was ensured by aligning questionnaire items with established washback constructs discussed in prior literature (Alderson & Wall, 2013; Hughes, 2003). A pilot study was conducted with 40 students from Class C on

26 February and 6 March 2025. Pearson correlation analysis indicated that all seven Likert-scale items (Q1–Q7) were valid and reliable (r-table = 0.320, N = 40, α = 0.05). Based on pilot feedback, minor revisions were made to Question 8 by adding a written justification column to clarify students' reasoning regarding motivation, anxiety, and credit planning. The revised instruments were then administered to the main participants (Classes A and B).

To enhance the trustworthiness of qualitative findings, several strategies were employed. First, data source triangulation was achieved by comparing responses from students and instructors. Second, open-ended responses were examined alongside quantitative trends to ensure consistency between numerical patterns and participants' explanations. Third, detailed contextual description was provided to support transferability, allowing readers to judge the relevance of findings to similar instructional contexts..

RESULTS AND DISCUSSION

This section presents the findings of the study based on questionnaire responses from 64 students and two instructors involved in the Integrated Intensive English Course (IIC). In line with the descriptive mixed-methods design, quantitative results are presented descriptively to show general tendencies, while qualitative data from open-ended responses are used to enrich and contextualize the findings. The results are organized into two subsections: washback effects on students and washback effects on instructors.

Washback Effects on Students

Results from the Likert-scale items (Q1–Q7) indicate that the IIC Final Examination generated predominantly positive washback, although certain negative effects were also reported.

12. Positive Washback Indicators

Most students reported positive learning-related effects of the examination. Specifically, the exam helped students identify their strengths and weaknesses (95.24%), increased motivation to learn English (87.30%), reflected classroom learning outcomes (88.89%), promoted learning awareness and responsibility (85.48%), encouraged English use beyond the classroom (82.54%), and aligned reasonably well with classroom topics (80.64%).

Qualitative responses supported these trends. One student commented:

"The exam made me realize which skills I still need to improve, especially speaking and listening."

Another student noted:

"Because the test covered what we learned in class, I studied more seriously and felt more responsible for my learning."

These responses illustrate how the examination functioned as a learning-oriented reference point rather than merely a summative assessment.

13. Negative Washback Indicator: Anxiety

Despite the overall positive pattern, anxiety emerged as a significant negative washback effect. A total of 75.80% of students reported feeling worried or anxious about their examination scores. Open-ended responses revealed that this anxiety was closely linked to the high-stakes nature of the course, particularly its four-credit weight and its implications for GPA and academic progression.

As one student explained:

"I was very anxious because this course has many credits, and if I failed, it would affect my study plan."

Another student stated:

"The pressure was not only about the test but about my future semester and graduation."

These responses suggest that emotional tension was driven less by test difficulty and more by institutional consequences associated with exam performance.

14. Guttman-Scale Results (Q8–Q10)

Responses to the Guttman-scale items further demonstrated the dual nature of washback. Most students reported increased motivation as a result of their exam scores (95.31%), while a considerable proportion acknowledged experiencing anxiety or emotional pressure (60%). Exam results also influenced future credit planning for most students (92.19%). Nevertheless, a majority of respondents (63.79%) expressed a preference for maintaining the current exam format, indicating general acceptance of the assessment despite its pressures.

15. Alignment with Classroom Content (Q11–Q12)

Students estimated that approximately 80% of the exam content was aligned with classroom instruction (mode value). Suggestions for improving washback focused on clearer test instructions, better time allocation, more supportive teaching strategies, and reconsideration of the course credit load. These responses highlight students' sensitivity to both assessment design and broader curricular structures.

Washback Effects on Instructors

Two instructors participated in the teacher questionnaire. While limited in number, both respondents were directly involved in exam design and implementation, making their insights particularly relevant for understanding instructor-related washback within this specific context.

1. Positive Washback Indicators

Both instructors reported that the final examination positively influenced their teaching practices. They agreed that the exam encouraged reflective teaching, motivated instructional improvement, guided decisions about what to teach, and enhanced overall teaching quality. Both instructors also indicated that the exam content reflected syllabus objectives, suggesting alignment between assessment and curriculum.

One instructor noted in an open-ended response:

"The exam makes me evaluate whether my teaching really helps students achieve the course objectives."

2. Mixed Responses and Instructional Constraints

Differences emerged in two areas: motivation to pursue higher instructional achievement and perceptions of reduced instructional time. One instructor felt that exam preparation limited teaching time, while the other did not share this concern. These differing perceptions appear to be influenced by contextual factors, particularly the reduced credit load of the course and the team-teaching system, which may distribute instructional responsibilities unevenly. Both instructors also suggested adopting a more integrated assessment format that evaluates all four language skills within a single test, reflecting a desire for stronger coherence between teaching practices and assessment demands.

Discussion

The findings indicate that the IIC Final Examination generates predominantly positive washback for both students and instructors, while also producing certain negative effects, particularly student anxiety. For students, the examination encouraged constructive learning behaviors, including increased motivation, heightened awareness of learning outcomes, and greater responsibility for skill development. These findings are consistent with washback theories proposed by Alderson and Wall (2013), Hughes (2003), and Pan (2009), which emphasize that well-aligned assessments can support meaningful learning.

However, the high-stakes nature of the IIC Final Examination (amplified by its four-credit weight) also generated emotional pressure among students. This confirms previous findings that test-related anxiety often arises from institutional consequences rather than test content alone (Cheng, 2004; Freeman, 2016). In the Indonesian higher education context, where GPA and timely graduation are critical, such pressure may intensify negative emotional washback even when assessment alignment is strong.

For instructors, the examination served as a catalyst for reflective practice and instructional alignment. Teachers reported that the exam shaped their teaching priorities and encouraged evaluation of instructional effectiveness, supporting claims that assessment can function as a tool for professional development. At the same time, mixed perceptions regarding instructional time suggest that structural factors such as reduced course credits and team-teaching arrangements mediate how washback is experienced by individual instructors. This finding highlights the importance of examining washback not only at the test level but also within broader institutional and curricular frameworks.

Overall, this study reinforces previous research (e.g., Hsu, 2009) demonstrating that final examinations can produce constructive washback when aligned with course objectives. At the same time, it extends the literature by illustrating how course-level assessments in Indonesian higher education generate both pedagogical benefits and emotional challenges. The results suggest that improving test design alone may be insufficient; addressing systemic factors such as credit allocation, assessment communication, and instructional workload is equally important for maximizing positive washback.

CONCLUSION

This study concludes that the Integrated Intensive English Course (IIC) Final Examination at Halu Oleo University generates predominantly positive washback effects on both students and instructors. For students, the examination enhances learning motivation, awareness of learning outcomes, and engagement with course content, while for instructors it supports reflective teaching practices, instructional planning, and alignment with syllabus objectives. Nevertheless, the study also identifies negative washback, particularly student anxiety related to the high-stakes nature of the examination and perceived instructional time constraints. It is important to note that these findings are context-specific, as the study involved a limited number of instructors and was conducted within a single academic program, which restricts broader generalization. Based on these limitations, future research is recommended to employ longitudinal designs to examine washback effects over time and to conduct comparative studies across institutions or courses to better understand how different assessment contexts and curricular policies influence washback in higher education.

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Effectiveness of Snakes and Ladders Media to Improve The Numerical Ability of Grade IV Students of SD 2 Jati Wetan

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Abstract. Mathematics is a fundamental subject in the educational curriculum that contributes significantly to daily life. At the elementary school level, students are expected to master basic skills, particularly multiplication and division. This study aims to determine the effectiveness of Snakes and Ladders media in improving the numeracy skills of fourth-grade students at SD 2 Jati Wetan Kudus. The research utilizes the Research and Development (R&D) method with a 4D development model (Define, Design, Develop, and Disseminate). To measure effectiveness, a pre-experimental design was employed using pretest and posttest evaluations with 13 students as research subjects. The results indicate that the media is highly feasible, receiving 97% validation score from experts and 88.84% positive response rate from students. The effectiveness test showed a significant improvement in numeracy skills, with N-gain results placing 5 students in the "high" category, 3 in "medium," and 5 in "low," increasing the average score from 52.61 to 67.53. Consequently, the Snakes and Ladders media is an effective tool for enhancing students' mathematical performance. This research implies that integrating traditional games into modern learning media can transform monotonous classroom environments into interactive experiences that boost student motivation and learning outcomes.

Keywords: Snakes and Ladders Mathematics, Multiplication and Division, Grade IV Elementary School.

INTRODUCTION

Education serves as a cornerstone for human development, equipping individuals with essential skills to navigate life's challenges. Within this framework, numeracy stands as a fundamental skill applicable across disciplines, encompassing the ability to understand and manipulate numbers through operations such as addition, multiplication, and division. However, Indonesia's numeracy performance remains a significant concern; based on international assessments, the country ranked 64th out of 65 nations in mathematics and science proficiency. This gap is evident at SD 2 Jati Wetan, where initial observations and interviews revealed that fourth-grade students struggled with multiplication and division and displayed low enthusiasm due to conventional, verbal-heavy teaching methods that lacked innovative media.

The integration of learning media is crucial to addressing these challenges, as it can stimulate motivation, clarify abstract concepts, and foster active student engagement. One potential solution is the Snakes and Ladders game; a traditional tool transformed into an interactive educational medium. While previous studies have explored similar games for early childhood numeracy, there is limited focus on its specific application for complex multiplication and division operations at the higher elementary level using a large-scale physical format (2.5 x 2.5 meters) designed to optimize group interaction. This research aims to address this gap by developing and testing the effectiveness of a specifically designed Snakes and Ladders media to improve the numeracy skills of grade IV students at SD 2 Jati Wetan Kudus through a Research and Development (R&D) approach using the 4D model.

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RESEARCH METHODOLOGY

This study employs the Research and Development (R&D) method, defined as a systematic process used to develop and validate educational products. The development follows the 4D model (Define, Design, Develop, and Disseminate).

FIGURE 1. 4D RESEARCH MODEL

The Define stage involved field observations and interviews to identify learning obstacles in multiplication and division. The Design stage focused on creating a large-scale (2.5m x 2.5m) physical Snakes and Ladders board and compiling 52 mathematical problem cards. In the Develop stage, the media underwent expert validation and product trials. Finally, the Disseminate stage involved limited implementation within the classroom.

To measure effectiveness, this study utilized a pre-experimental design (one-group pretest-post test). The research was conducted at SD 2 Jati Wetan with 13 fourth-grade students. Given the small sample size, the results of this study are contextual and specifically reflective of the local classroom environment. The primary instrument was a mathematical learning outcome test consisting of multiplication and division problems. Before the field trial, the instrument's content validity was confirmed by media and material experts, and its reliability was ensured through consistent scoring rubrics and expert review to minimize measurement bias.

Data was analyzed using the Normalized Gain (N-Gain) formula to determine the significant improvement in numeracy skills between the pretest and posttest. The feasibility of the media was also evaluated through a structured student response questionnaire using a 4-point Likert scale, assessing indicators such as material clarity, media attractiveness, and ease of use.

Procedure game media development snake ladder in the study. This uses the 4D (Four-D) development model. This model is a framework for systematic work to produce product learning. The 4D model consists of four main stages, namely Define, Design, Develop, and Disseminate.

RESULTS AND DISCUSSION

Results

The development of Snakes and Ladders media yielded two primary sets of data: feasibility assessments and effectiveness tests. Media Feasibility Validation by media experts was conducted in two stages. The initial validation score was 77% ("fairly feasible"), which improved significantly to 97% ("highly feasible") following revisions based on expert feedback regarding font coherence and instructional clarity. Furthermore, student responses during product trials reached 88.84%, categorizing the media as very feasible for classroom use.

Effectiveness Test Results The effectiveness of the media in improving numeracy skills (multiplication and division) was measured through a one-group pretest-posttest design. The average score increased from 52.61 to 67.53, showing a mean difference of 14.92. The Normalized Gain (N-Gain) analysis categorized 5 students as "High," 3 students as "Medium," and 5 students as "Low".

The following comparison can be seen in Figure 2 below:

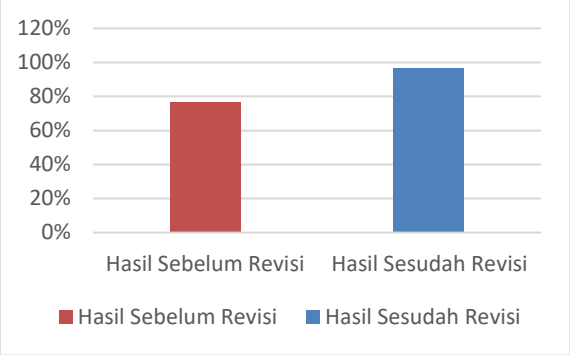

FIGURE 2. DIAGRAM OF THE RESULTS OF THE EXPERT MEDIA VALIDATOR'S ASSESSMENT

TABLE 1. STUDENT RESPONSES

Indicator	Evaluation			
	1	2	3	4
Easy-to-understand presentation of material	0	1	4	7
Use of clear and easy-to-understand language	0	0	0	13
The material is explained in detail	0	3	5	5
Suitability of the material with the Snakes and Ladders game media	0	1	2	10
Clarity of font size and type	0	2	3	7
The attractiveness of media display	0	0	3	10
Learning media supports understanding the material	0	1	6	5
Enjoy learning using the snakes and ladders game media	0	0	5	8
Snakes and ladders game media is safe to use	0	0	0	13
Ease of using the snakes and ladders game media	0	0	2	11
Number of frequencies	0	8	30	89
Total score	0	16	90	356
Total score obtained			462	
Percentage value			88.84%	

TABLE 2. PRETEST AND POSTTEST RESULTS (N-GAIN)

Student Name	Pretest Score	Posttest Score	N-gain
Aulia Dwi Anggraeni	30	58	0.4
Afita Ramadhani Pramaditya	86	100	1
M. Afif Saputro	30	44	0.2
Tufik	16	44	0.38
Wildan Putra Irawan	30	44	0.2
Daffa Arya P.	72	86	0.5
Chilla Azalea Putri Karisma M.	30	44	0.2
Rafa	44	58	0.25
Fitri Anggraeni	86	100	1
Amira Fairuz Ramadani	44	58	0.25
Affifah Nour Ainy	58	100	1
Aisha Ghaza Kania A.	72	100	1
Fairuz Syahrani	86	100	1
Highest Score			1
Lowest Score			0.2

TABLE 3. CRITERIA FOR OBTAINING N-GAIN SCORES

Limitation	Criteria	Amount
N-Gain > 0.7	Tall	5
0,3 < N-Gain ≤ 0,7	Currently	3
N-Gain ≤ 0,3	Low	5
Amount		13

Part	Main content	Communicative Function
Opening	Opening greetings, thanks giving, introduction to National Education Day	Creating a formal, religious, and respectful atmosphere for the audience
Contents	The meaning of education, government policies, the role of teachers, and Ministry of Education programs	Providing information, building arguments, instilling educational values
Closing	Call for cooperation, prayer, and closing greetings	Strengthening the value of mutual cooperation and closing the speech with optimism

The findings indicate that the Snakes and Ladders media is an effective tool for enhancing the numeracy skills of fourth-grade students. This success can be attributed to the unique characteristics of the game. Interactive Visual Engagement, the large-scale (2.5x2.5 m) physical format and aesthetic pastel designs foster an immersive learning environment10. This aligns with Kustandi (2020), who posits that innovative media can stimulate interest and provide psychological benefits that overcome student boredom. Active Collaborative Learning: The game requires students to discuss mathematical problems within groups before moving their pieces. This intellectual engagement transforms the teacher-centered "verbal explanation" model into an active learning process where students "do most of the learning". Gamification of Numeracy by integrating multiplication and division into "safe" and "ladder" mechanics, abstract calculations become concrete challenges. This supports the theory that play-based learning helps students master basic calculations more naturally than rote memorization. Critical Analysis of N-Gain Categories

Despite the overall improvement, a significant portion of the class (5 students) remained in the "Low" N-gain category. Critically, this suggests that while the media increases engagement, it may not fully address individual cognitive barriers. Students in the low category likely lacked a strong foundation in basic additional prerequisites for multiplication, making the 52 challenge cards in the game feel overwhelming. Furthermore, the limited duration of the trial may not have been sufficient for students with slower processing speeds to internalize the complex operations of division. Compared to previous research by Utami (2020) and Fajri (2021), which emphasized the teacher's role as a motivator, this study proves that the media itself acts as a secondary "educator" by providing immediate feedback through game consequences. However, for the media to be universally effective across all N-gain categories, future implementations should include tiered difficulty levels in the challenge cards to better accommodate diverse student abilities.

Discussion

The development of the snakes and ladders game media aims to produce learning media that can attract students' attention in the learning process and aims to improve the numeracy skills of fourth-grade students at SD 2 Jati Wetan. To achieve this goal, the snakes and ladders game media was developed using a 4D model consisting of several stages: Define, Design, Develop, Disseminate. The following is an explanation of the stages of media development:

Define

In the definition stage, researchers analyzed the problems that occurred in the field through observation and interviews. Interviews with teachers revealed that fourth-grade students were less able to calculate multiplication and division in mathematics and lacked enthusiasm for learning mathematics. Similarly, interviews with students revealed that teachers did not provide innovative and enjoyable learning. In class, teachers wrote material on the board and then explained it verbally with the help of a theme book. Observations of fourth-grade learning in fourth-grade showed that during learning activities in fourth-grade students, media were rarely used as an aid in the learning process. As a result, when teachers asked questions to students, they still appeared confused, and most simply sat quietly. This learning was very boring according to students and did not generate high learning motivation for students in learning mathematics. Kustandi (2020:15) states that the use of learning media in the teaching and learning process can arouse new desires and interests, generate motivation and stimulate learning activities, and even have psychological effects on students.

From the results of this analysis, students need more innovative learning media to improve their multiplication and division calculation skills in mathematics learning and student learning outcomes. Sudjana & Rivai in Kustandi (2020: 19) explain several benefits of media in the learning process, namely, it can foster learning motivation, make it easier for students to understand the learning, and attract students' attention to be more active in participating in the learning process. Based on this explanation, the researcher developed a Snakes and Ladders game media to improve the calculation skills of fourth-grade students at SD 2 Jati Wetan.

Design

The design stage is to design a very interesting Snakes and Ladders game media. The Snakes and Ladders game is one of the media that can be used in the learning process and can attract students' attention through its appearance and way of playing, which is easy for students to understand. Researchers started making designs using the Canva application. The snake and ladder banner was designed in a square shape measuring 2.5 x 2.5 meters with 100 boxes designed with aesthetic pastel colors and images that attract students' attention. Next, researchers compiled 52 questions, several regional songs, national songs, and award stars. After completing the snake and ladder design in the Canva application, it was then saved in PDF format and printed. The snake and ladder board was printed in the form of a banner measuring 2.5 x 2.5 m. Before starting the game, researchers explained the rules of the game first, which are described as follows: (1) Students were divided into 2 groups to play the Snakes and Ladders game. (2) The game begins with group 1 players throwing the dice and then occupying the box according to the number obtained from the throw (3) Players answer the questions on the snakes and ladders banner according to the number of the box they are standing on and discuss the questions with their group members (4) If the player answers the question correctly, then the player can occupy the box and continue with the other group 1 members (5) If the player occupies the box containing the ladder and successfully answers the question correctly, then the player can climb the ladder, but conversely the player remains in the box if he answers the question incorrectly without climbing the ladder. (6) If the player occupies the box containing the snake's head, then the player must go down to the box where the snake's tail is and answer the question on the snake's tail (7) In addition, there are several boxes containing regional songs and national songs, if the player occupies the box, then the player must sing the song (8) If the player occupies the box containing the star, the player gets an award by way of applause (9) The player who reaches the finish is said to have won the game within the specified time.

Develop

This development stage aims to develop a snakes and ladders game media that can attract students' attention and improve the multiplication and division skills of fourth-grade students at SD 2 Jati Wetan. The steps in creating the media specifications include determining the size of the media, determining the materials needed to make the media, and determining the form of the media display.

At the development stage, the media is formed and developed according to the predetermined design. The design is made into a more tangible product, then the product will be validated by media experts. According to Sugiyono (2019:175), expert testing is carried out to measure whether the developed assessment instrument is appropriate or minimizes the level of weakness and to identify discrepancies in the results made both in terms of appearance and content. In line with the opinion of Suhendrianto (2017:79), who explains that product trials are conducted before aiming to collect data that can be used as a basis for making improvements to achieve the level of feasibility of learning media. This validation is carried out by media experts. Based on the assessment of media experts, an overall percentage of 97% was declared "feasible". The data obtained were in the form of quantitative and qualitative data. Quantitative data was assessment scores from questionnaires, and qualitative data were in the form of criticism and suggestions for revising the Snakes and Ladders game media.

Based on the suggestions and input provided by the media expert, they suggested focusing on the appeal of the Snakes and Ladders game and the quality of the materials used to create it. Furthermore, the media expert's input included using a coherent font and adding instructions for using the Snakes and Ladders game. The Snakes and Ladders game media product is now ready for distribution.

Disseminate

Based on the assessment of student responses regarding the media and materials tested, very good results were obtained because each component of the statement indicator was in accordance with the media and materials. After the product was declared feasible by experts, the results of the trial effectively made the pretest-posttest scores increase, the media and materials explained could actively involve students in the learning process in class, learning was also fun, then dissemination/dissemination was carried out by mass production to promote the products of the developers, through exhibitions, workshops, Car Free Day, and other crowded events.

CONCLUSION

Based on research and discussion, it can be concluded that the development of the Snakes and Ladders game media using the 4D model (Define, Design, Develop, Disseminate) is highly successful. The media achieved a feasibility rating of 97% from experts and a 88.84% positive response rate from students. Effectiveness tests showed an increase in average scores from 52.61 to 67.53, with 5 students reaching a high N-gain, 3 medium, and 5 low. Thus, this media significantly improves the multiplication and division skills of fourth-grade students at SD 2 Jati Wetan.

This study implies that integrating large-scale physical games into mathematics can transform abstract numerical operations into concrete, engaging activities that foster collaborative problem-solving. However, this

study has limitations, primarily the small sample size of 13 students and its focus on a single school context, which means the results are highly specific to this environment.

Recommendations:

For Teachers: It is recommended to use this media as a motivational tool, but with the addition of tiered difficulty levels to better support students who struggle with basic mathematical foundations. For Future Research: Subsequent studies should involve a larger, more diverse group of subjects across multiple schools to test the generalizability of the media. Furthermore, future researchers could explore the long-term retention of numeracy skills after using game-based learning media.

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Conceptual Metaphor in the Short Story Sepotong Senja untuk Pacarku by Seno Gumira Ajidarma

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Abstract. To The short story Sepotong Senja untuk Pacarku by Seno Gumira Ajidarma is always compelling to revisit because within it, the boundary between reality and imagination is never drawn in black and white. Instead, this ambiguity opens a space for interpretation, including how conceptual metaphors operate beneath a seemingly simple narrative. In reading this story, I found that twilight is no longer merely a natural phenomenon it transforms into a field of meaning that contains love, loss, and the absurdity of urban life. These metaphors do not merely beautify the narrative; they shape how the protagonist understands the world, particularly how he constructs his love through poetic visual language. This study aims to reveal two aspects: the types of conceptual metaphors that appear in the story, and how these metaphors construct meaning, emotion, and the cognitive processes of the protagonist. Using the Conceptual Metaphor Theory of Lakoff & Johnson, the analysis focuses on narrative segments that display shifts in meaning, especially when twilight becomes an object that can be "cut," "carried," or "sent." The findings show that metaphor in this story operates not only at the stylistic level but also forms the foundation of how the protagonist interprets a love that cannot fully materialize in reality. The story demonstrates that metaphorical language does not merely represent experience it actively shapes experience itself. This study is expected to contribute to stylistic and cognitive linguistic studies in Indonesian literature, particularly in understanding how modern literary works use conceptual metaphors as a bridge between emotional experience and meaning construction.

Keywords: conceptual metaphor, Seno Gumira Ajidarma, twilight, cognitive linguistics, Indonesian short story, stylistics.

INTRODUCTION

Modern Indonesian literature exhibits a compelling tendency: reality is not always represented directly but instead filtered through linguistic play, symbols, and metaphor. Among the Indonesian writers who frequently explore this terrain, Seno Gumira Ajidarma stands as a central figure. Through his short story Sepotong Senja untuk Pacarku, Seno constructs a world that, by the logic of reality, is impossible: twilight can be cut, placed inside an envelope, sent through the post office, and become an object of emotional exchange between the protagonist and his lover. Though fantastical, this story does not present fantasy as an escape from reality but rather as a method of expressing feelings that cannot be conveyed literally.

Here, the issue of metaphor becomes essential. Many readers treat metaphor merely as ornamentation, yet Lakoff and Johnson's (1980) theory shows that metaphor is a way of thinking and making sense of the world. In Seno's story, metaphor is not placed as decorative language but serves as the protagonist's cognitive tool for explaining his unstable emotional experience. In other words, the story operates not only through what is narrated but primarily through how the protagonist thinks mediated entirely by metaphor.

There is something intriguing when the protagonist chooses "twilight" as the object he wishes to give his lover. Twilight is often associated with sentimentality: fleeting beauty, transition, something lovely yet impermanent. This choice of metaphor is not incidental. Seno inserts subtle criticism toward the protagonist's way of loving: something beautiful yet fragile, something held too tightly even though it cannot truly be possessed. Thus, the act

of cutting the twilight can be read as an attempt to control something inherently uncontrollable. This is where metaphor becomes a door into the psychological dynamics of the character.

Additionally, the story shows how metaphor influences the reader not only aesthetically but also emotionally and cognitively. When the protagonist tries to store twilight inside an envelope, readers do not merely imagine the absurd scene; they are confronted with questions about how one preserves or contains memories. Seno's metaphorical language opens space for readers to understand that experiences of love are often not expressed literally but require more complex imaginative mechanisms.

The concept of conceptual metaphor also explains how the story frames the relationship between feelings and concrete objects. The protagonist does not directly state "I miss you" or "I love you," but understands these emotions through physical actions: cutting twilight, carrying something that should be uncarryable, sending it to his lover. These actions embody the conceptual metaphors FEELINGS ARE OBJECTS or LOVE IS SOMETHING THAT CAN BE SENT. Such metaphors function not merely as comparisons but as reasoning systems that shape how the protagonist interacts with the world.

Unfortunately, many studies of this story remain descriptive and stop at conventional symbolism—for example, reading twilight merely as a symbol of longing or poetic love. While valid, this approach neglects how metaphor functions as a cognitive structure. Using conceptual metaphor theory, this study shifts from analyzing "what is symbolized" to "how the protagonist thinks through metaphor and how readers are guided to feel through metaphorical systems."

This approach is important because Sepotong Senja untuk Pacarku does not merely narrate a romantic relationship; it also offers a critique of how humans interpret love. On one hand, the protagonist appears poetic and devoted. On the other hand, there is an underlying psychological tension masked by metaphors: he tries to control something that cannot be controlled. Through metaphor, Seno depicts human attempts to explain what is inherently unstable: love, time, memory, and loss.

Therefore, analyzing conceptual metaphors in this story is not merely a stylistic exercise but an exploration of the workings of the protagonist's mind and Seno's method of structuring emotion. This analysis is also relevant to contemporary literary studies that highlight connections between cognition, language, and human experience.

RESEARCH METHODOLOGY

This study employs a qualitative method, allowing for an in-depth reading of the literary text without relying on numerical data or measurable variables. Sepotong Senja untuk Pacarku demands such an approach because its strength lies in linguistic play, metaphor, and the protagonist's imaginative perception of the world. Thus, a qualitative textual analysis is most appropriate for uncovering the shifting layers of meaning in the story.

Data collection was conducted through close reading not merely reading linearly from beginning to end but rereading specific segments to observe recurring metaphorical patterns and shifts in how the protagonist interprets twilight as an emotional object. During this process, metaphorical expressions were identified, compared, and classified using Lakoff and Johnson's conceptual metaphor categories. The classification was not mechanical; contextual nuances, emotional positioning of the protagonist, and narrative atmosphere were also considered.

Data analysis proceeded through several stages. The first was to determine whether certain expressions functioned as genuine conceptual metaphors influencing the protagonist's thinking or merely as stylistic metaphors serving aesthetic purposes. The next stage was examining how these metaphors interact and create a network of meaning that shapes the emotional structure of the story. Ultimately, the analysis sought to uncover how the protagonist understands love, longing, and his sense of self through metaphorical thinking. To ensure interpretive soundness, supplementary theories such as semiotics and narratology were consulted, though not used as primary frameworks.

RESULTS AND DISCUSSION

1. Conceptual Metaphors in Sepotong Senja untuk Pacarku

Seno Gumira Ajidarma's short story is not merely an absurd narrative about a man cutting a slice of twilight and mailing it. It is constructed upon a dense network of conceptual metaphors. Readers who focus only on the absurdity of its surface may overlook the larger ideas Seno explores: how humans understand love through language, symbols, and cognitive constructions of their own making.

Lakoff & Johnson's framework provides a solid foundation for analyzing how these metaphors operate. In this story, the protagonist's entire understanding of love is conducted through metaphor.

a. LOVE AS TWILIGHT: THE CENTRAL METAPHOR

The most dominant metaphor—and the axis of the entire narrative—is the mapping:

LOVE = TWILIGHT

This is not new in literary tradition, yet Seno develops it radically. He does not stop at symbolic romanticism but transforms twilight into a concrete object that can be cut, measured, sent, and even fought over.

Twilight in this story carries three layers of meaning:

1. Twilight as a beauty to be preserved
   The protagonist believes that fleeting beauty must be saved from its ephemerality. His attempt to "take" it reveals his anxious, controlling understanding of love.
2. Twilight as emotional intensity
   The colors orange, red, gold function as emotional states rather than visuals.
3. Twilight as an object of action
   Cutting twilight literalizes emotion into matter, subtly critiquing modern tendencies to materialize love.

The protagonist tries to defeat the natural impermanence of love by capturing twilight. This produces internal irony: in trying to preserve beauty, he destroys it. Twilight becomes distorted, contested, diminished.

Thus, the metaphor not only expresses romance but exposes how possessiveness can ruin what one cherishes.

b. Love as an Object That Can Be Packaged and Sent

Here, Seno critiques the belief that love can be delivered perfectly through material gestures. The protagonist's impossible act placing twilight into an envelope renders the conceptual metaphor:

LOVE = A PHYSICAL OBJECT / A COMMODITY

Interpretations include:

1. Materialization of love
   He trcusts action more than language.
2. Bureaucratization of intimacy
   Mailing twilight forces a private emotion into a public system of delivery.
3. Vulnerability of love in the public sphere
   Once mailed, twilight becomes the object of public curiosity and desire.

The metaphor reflects modern behavior: gifts, posts, photographs, and visual symbols often stand in for emotional authenticity yet they also invite reinterpretation, conflict, and misunderstanding.

c. Colors as Mirrors of the Character's Inner State

The short story is saturated with colors orange, gold, red, violet each appearing not merely as a visual detail but as an emotional code. Seno uses colors as an extension of the protagonist's psychological world. The dominant conceptual metaphor is:

EMOTION = COLOR

This metaphor works subtly throughout the narrative:

1. Orange and Gold as Warmth and Longing
   These colors dominate the depiction of the sunset, symbolizing the warmth of affection and the intensity of longing the protagonist feels. The brightness becomes an external projection of his emotional peak.
2. Red as Turbulence and Anxiety
   When the story shifts into chaos when people begin crowding around the piece of sunset the colors deepen into red, signaling emotional tension. The sunset, which once symbolized serenity, transforms into a signifier of conflict and lack of control.
3. Fading Colors as Emotional Decay
   As the sunset begins to dim and lose its brilliance, Seno metaphorically portrays the fading stability of the protagonist's emotional world. The dimming sunset becomes a cognitive mapping of fading certainty and the fragility of love.

Thus, the color metaphor does not merely beautify the story it is a cognitive landscape through which readers perceive the protagonist's emotional shifts.

d. Love as Something That Cannot Be Controlled

One of the core conceptual metaphors underlying the story is:

LOVE IS SOMETHING UNCONTROLLABLE

While the protagonist attempts to cut, contain, transport, and deliver the sunset he ultimately fails to control it. This failure is the cognitive turning point of the story. Several narrative events support this metaphor:

1. The inability to preserve beauty
   The protagonist tries to "save" the sunset for his lover, denying its inherent ephemerality. This becomes a metaphor for how humans attempt to preserve emotional moments that are meant to be transient.
2. Public chaos as a metaphor for external factors in love
   Once the sunset falls into the hands of others, it becomes a communal spectacle. This illustrates how love, once placed into the public sphere, is vulnerable to reinterpretation and intrusion.
3. The eventual loss of the sunset
   Regardless of the protagonist's efforts, the sunset fades and becomes inaccessible. This metaphor sharply reflects the idea that love once mishandled or forced cannot be restored to its original state.

Through this, Seno frames love not as something to be owned, but as an experience to be lived and surrendered to.

2. How Conceptual Metaphors Construct Meaning and Emotion in the Story

Conceptual metaphors in "A Slice of Sunset for My Lover" operate not just stylistically but structurally. They determine how the protagonist understands his feelings and how readers experience the narrative.

a. Emotional Cognition Through Physical Action

The protagonist's actions cutting, carrying, sending are physical manifestations of internal states. Seno constructs a cognitive system where:

- CUTTING THE SUNSET = ATTEMPTING TO POSSESS LOVE
- SENDING THE SUNSET = COMMUNICATING EMOTION
- THE SUNSET'S FADING = THE INEVITABILITY OF LOSS

These metaphors guide the reader through the protagonist's psychological transformation without explicitly describing his emotions.

b. Metaphor as a Narrative Engine

Without metaphor, the story cannot exist. The plot literally depends on metaphorical logic:

- The sunset becomes an object.
- The post office becomes a mediator of intimacy.
- The crowd becomes a representation of external pressures.

Thus, metaphor is not an accessory it is the story's architecture.

CONCLUSION

The analysis of conceptual metaphors in Seno Gumira Ajidarma's "A Slice of Sunset for My Lover" reveals that the narrative is built upon a complex network of metaphors that shape not only its aesthetic beauty but also its emotional depth and cognitive meaning.

Several dominant metaphors LOVE = SUNSET, LOVE = OBJECT, EMOTION = COLOR, and LOVE IS UNCONTROLLABLEfunction as cognitive frameworks that drive the protagonist's actions and ultimately expose the fragility of human desire. The story demonstrates that humans frequently attempt to materialize or contain emotions that are inherently abstract and fleeting. Yet the more the protagonist tries to preserve beauty, the more he inadvertently distorts it.

Seno uses metaphor not as a decorative device but as a structural and psychological foundation for storytelling. This approach reinforces the idea proposed by Lakoff and Johnson: that metaphor is a mode of thinking, not merely a figure of speech. In this short story, metaphor constructs the narrative, shapes emotion, and reveals the inner contradictions of love it self.

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Love-Based Curriculum in Building Holistic Character

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Abstract. This study aims to analyze the implementation of a love-based curriculum in fostering holistic character in educational schools through a qualitative approach using library research on literature from the past five to six years by categorizing concepts and design of the implementation of the Love-Based Curriculum (KBC). It also elaborates on the active role of KBC in developing the holistic character of each student. Alongside the progression of time, numerous serious issues have emerged. Therefore, education continues to implement innovative and transformative changes to cultivate students who excel both academically and non-academically, including in moral and spiritual aspects. KBC is a solution to all existing problems, a curriculum that focuses on holistic character development using a humanistic approach, emphasizing love for God, knowledge, the environment, fellow human beings, and the homeland. Data for this study will be obtained from reputable journals (Google Scholar or e-journals), which will then be analyzed, adapting to the Miles & Huberman model or the Hermeneutics model. The first step is to reduce the data by writing down key points and selecting specific quotations. The presentation of data will be carried out afterward, by displaying it in tables so that the discussion content can be viewed in a structured manner. The final stage in data analysis is verification and drawing conclusions, combining several results from the document study discussed to find new insights and answer the research questions, such as the concept and implementation of KBC or the role of KBC in fostering holistic character. The results of the literature analysis indicate that when the CBC (Competency-Based Curriculum) is implemented, an increase in students' learning motivation can be observed. This can be seen in students' learning outcomes, discipline, enthusiasm during classroom learning, and other aspects. This is, of course, also supported by the teacher's preparation before starting the learning process. Prior to the implementation of CBC, teachers had participated in socialization sessions to ensure everyone was aligned with the CBC concept, and they had also received gradual training organized by the Ministry of Religious Affairs (Kemenag). KBC has indeed not yet been implemented evenly across Indonesia and is only applied to madrasah schools under the supervision of the Ministry of Religious Affairs. However, the results of this study are expected to provide a brief overview of the implementation of KBC so that it can be used as a reference when the curriculum is evenly distributed in fostering the holistic character of students.

Keywords: Holistic character development, love-based education, values-integrated curriculum.

INTRODUCTION

In the 21st century, the problems we face are becoming more numerous and diverse. The rise of individualism, low tolerance and empathy for others, and digital ethics are also facing numerous moral challenges. The World Health Organization (WHO) reported that between 2015 and 2023, data showed that students contemplating suicide increased by 3.1% from 5.4%. (WHO, 2024) Based on this data, the WHO is working to improve access to mental and psychosocial health care for adolescents. The Head of the National Narcotics Agency (BNN) also reported findings regarding drug abuse in 2023, indicating that 3.33 million people were abusing drugs, including 312,000 adolescents aged 15–25. Psychological and social factors are among the factors cited for drug abuse in adolescents. This will undoubtedly have a significant impact on both physical and mental health, and, more importantly, on their future, both in education and employment. (Anisa, 2025). The cases described represent serious issues. Moral decay, low empathy for others, lack of environmental sensitivity, and other issues must be addressed immediately. Education plays a vital role here, with character development being one solution to guide youth toward the right path.

Lickona (1992) stated that character education aims to help adolescents deeply understand universal ethical values, respect each other's rights, and always do the right thing. Currently, the top priority in education is

character education. However, despite this top priority, the way education operates must continue to transform to balance each child's character. According to (Risa et al., 2024) Character education is indeed aimed at developing the character of students into individuals who believe in God, have noble morals, are knowledgeable, have creativity, are independent, and are democratic.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) also contributed by establishing four pillars of education: learning to know, learning to do, learning to be, and learning to live together. These four pillars serve as the basis for an educational concept that optimally enables students to develop their character effectively within their environment. This idea is, of course, similar to the concept of holistic education, which aims to develop each individual's character as a whole and holistically, emotionally, physically, and spiritually. (Juliani & Widodo, 2019). However, there's a distinct problem in the world of education: the constant search for a formula for transformation. This is because previous education systems haven't prioritized holistic student development and character building. Many schools still prioritize students' academics while neglecting their character. However, based on the issues mentioned above, academic excellence alone is not enough to allow children to socialize with the outside world. Therefore, the idea of curriculum reform continues to be developed so that schools cannot neglect these crucial aspects.

In education, everything is regulated within the curriculum. However, the previous curriculum was still not optimal in addressing holistic education due to the large number of learning outcomes and the nature of learning that was still normative, not focusing on the affective. However, the Ministry of Religious Affairs (Kemenag) has developed a new curriculum concept, the Love-Based Curriculum (KBC). The KBC emphasizes compassionate learning to meet the affective and all aspects of students' lives, fostering holistic character. Of course, the KBC remains aligned with the concept of holistic character and UNESCO's vision. All of these ideas are incorporated into the curriculum, requiring every school unit to fulfill the stated objectives. Holistic education emphasizes the development of all students' potential, complemented by the four pillars of UNESCO and infused with the KBC concept, which infuses the entire curriculum with love. The Ministry of Religious Affairs emphasizes that the KBC does not change subjects; rather, it is implemented through an approach across all activities.

This curriculum is still relatively new, and its implementation has not been uniform. This is evident across Indonesia, with only 12 schools serving as pilot schools for its implementation, across various levels, from kindergarten to Islamic senior high school. In a study (Nugraha, 2025) He stated that the results of his study on the implementation of KBC in schools, particularly in Palembang, showed that if implemented intensively, it would successfully create a peaceful atmosphere and, of course, foster holistic character in students. However, the challenges he faced were still significant. The learning model, which previously focused heavily on cognitive aspects, needed to be transformed by considering all aspects. Support from resources and management from both schools and the government was also a hindering factor, such as training for KBC readiness.

The study identified a gap in the discussion, which focused on only one city and one level of education. The study did not delve deeply into aspects of holistic character. This study aims to fill this gap by using literature review to create a more in-depth theoretical foundation and implementation model for KBC, to categorize KBC implementation in general, and to analyze the points of love that can foster holistic character in students.

RESEARCH METHODOLOGY

This research uses a qualitative approach with a library research approach. The research focuses on the concept and implementation of the Love-Based Curriculum (KBC) in the educational system, from Early Childhood Education (PAUD) to Madrasah Aliyah (MA), which has been discussed in other document studies. The purpose of this study is to create a new picture of the general understanding of KBC across all levels of education based on literature studies. The data obtained will be in the form of narrative texts and ideas derived from the documents discussed. The data sources will be divided into two: primary data in the form of books or works by experts, and secondary data in the form of analysis of supporting documents such as scientific journals, articles, or curriculum guidebooks that align with the topics discussed. Data collection will be conducted using Google Scholar or accredited e-journals. This data collection will also undergo an identification stage to ensure relevance, which will then be screened to only documents covering the last 5-6 years. After that, the documents will be grouped according to the topic of the sub-chapter. Next comes data analysis, adapting the Miles & Huberman model or the Hermeneutic model. First, data reduction is done by writing down key points and selecting specific quotes. The data is then presented in tables for a structured view of the discussion. The final stage in data analysis is verification and drawing conclusions, combining several results from the document studies discussed to find new insights and answer the problem formulation, such as the concept and implementation of KBC or the role of KBC in fostering holistic character. Data validation, or validity, is also necessary in this study to maintain the credibility of the research results through data triangulation and repeated observations.

RESULTS AND DISCUSSION

Based on the results of the literature study, there are 10 discussion titles that have been selected to be the basis for research and are presented in the following table which contains a summary of the results of the concept and implementation of KBC and its active role in fostering holistic character.

TABLE 1. **LIST OF LOVE-BASED CURRICULUM ARTICLES**

Journal Identity (Author, Year)	Title	Findings Results
Jenderal, D., Islam, P., Agama, K., & Indonesia, R. (2025).	Kurikulum Berbasis Cinta di Madrasah Panduan Kurikulum Berbasis Cinta.	KBC is the soul that underpins the entire educational process. It embraces five core concepts: love for God, love for the Prophet, love for others, love for the environment, and love for the homeland. KBC is implemented through three channels: curricular integration, school culture, and teacher role models. KBC's specific role is to foster holistic character by balancing three dimensions: religious, social-empathetic, and moral-intellectual.
Nugraha, L. (2025).	Implementasi Kurikulum Berbasis Cinta pada Madrasah Ibtidaiyah di Kota Palembang : Sebuah Studi Literatur. 8, 100–111.	Conceptually, this study shares the same understanding as the guidebook issued by the Ministry of Religious Affairs. The strategies implemented are also appropriate, such as explicitly incorporating the value of compassion into all subject modules. The role of teachers can also be seen directly, or what is called a "living curriculum." The role of KBC here can be seen through worship, which emphasizes an expression of gratitude and love, rather than forced obligation. KBC is also effective in increasing students' empathy for teachers and each other. Furthermore, students develop an internal awareness of preserving nature.
Ifendi, M. (2025).	PENDIDIKAN BERBASIS KASIH SAYANG DI MADRASAH ini seperti maraknya kekerasan, merebaknya intoleransi, serta menurunnya. 01(04), 698–711.	This study states that KBC represents a transformation of Islamic education that is responsive to current developments. It shifts academic transfer to heart education that embraces compassion as the primary foundation, with the goal of humanizing humanity. Previous studies discussed five main pillars. However, this study implements KBC through nine core school values: empathy, compassion, tolerance, justice and equality, respect and humility, humanity, cooperation and collaboration, honesty and responsibility, self-confidence, and creativity. KBC also plays a role in shaping holistic character through peaceful integration, preventing violence, and fostering noble morals.
Ronaila, Nopitasari, N., Zuhdi, R. A., Zainuri, A., & Zahra, F. F. (n.d.).	LEMBAGA PELAKSANA DEEP LEARNING STUDI ISLAM DENGAN KURIKULUM BERBASIS CINTA PADA SEKOLAH DASAR. 18(1).	This study proposes a concept combining the Deep Learning approach with the Love-Based Curriculum (KBC). Deep Learning focuses on high-level cognitive development, while KBC focuses on the affective aspect. The combination of the two can create an education that can be deeply understood by the mind and deeply experienced by the heart. This implementation, particularly in religious

		subjects in elementary schools, utilizes three methods: reflective methods, a safe learning environment, and role models. This implementation plays a role in fostering intellectual, spiritual, and social character.
Farhani, D., Zahrah, F. A., Zainuri, A., & Zahra, F. F. (2025).	Pelaksanaan Deep Learning dan AI Islam dan Ilmu Pengetahuan Kurikulum Berbasis Cinta pada Madrasah Ibtidaiyah. 2(3), 258–266.	The progressive concept combines AI and deep learning with the humanistic values inherent in KBC. AI is used to align with the times, and KBC serves as a counterbalance to prevent the loss of humanity. The strategies employed include personalized learning, deep learning as a reflection tool, and teachers as value facilitators, each playing a role in fostering both intellectual-digital and spiritual-ethical character.
Dinata, F. R., Kuswadi, A., Sutomo, E., & Wulandari, E. (2025).	Konsep Kurikulum Cinta sebagai Landasan Pembentukan Karakter Islami Anak Usia Dini. 1(1), 13–18.	At the Early Childhood Education (PAUD) level, KBC is conceptualized as an antithesis. Based on the Islamic principle of Rahmatan lil'Alamin and emulating the character of the Prophet Muhammad SAW, education not only transfers knowledge, but also transfers feelings (affection) to build the foundation of children's character. Using three main interrelated strategies, namely role models, habits, and a loving environment. So it has a role in building a spiritual foundation, developing emotional intelligence, and forming noble morals.
Laili, M. I. (2024).	Implementasi Kurikulum Cinta dalam Pembelajaran Bahasa Arab di Madrasah.	This study examines the specific concept of KBC, specifically for Arabic language subjects in madrasas. The concept shifts the learning orientation from solely addressing grammar (nahwu-saraf) to one that instills the value of love. Arabic serves as a medium through which compassion, empathy, and spirituality can be fostered. Two strategies are employed: selection of teaching materials and a humanistic approach. These strategies play a role in balancing students' cognitive and affective development, strengthening their spirituality, and increasing their motivation to learn.
Afryansyah, A., & Sirozi, M. (2025).	Pendidikan Humanis melalui Internalisasi Kurikulum Berbasis Cinta di Madrasah Aliyah Negeri. 15(2), 343–358. https://doi.org/10.33367/ji.v15i2.7484	This study implements the KBC (Cultural Curriculum) focusing on language subjects (Arabic, Indonesian, and English). It prioritizes humanistic education, not only linguistic mastery but also as an introduction to the five pillars of love (love for God, the Prophet, fellow human beings, the environment, and the homeland) to humanize students. This implementation is carried out systematically and structured through the language teacher's lesson plans (RPP) and KAK. The strategy is implemented through the integration of content and instructional strategies. It plays a role in fostering character by balancing intellectual and moral values, as well as internalizing cross-subject values
Lubis, M. H. (2025).	Optimalisasi Peran Lembaga Pelatihan dalam Implementasi	KBC was conceptualized as a transformative innovation from the 2025 Ministry of Religious Affairs policy. Its basic concept is to create a

	Kurikulum Berbasis Cinta di Madrasah. 6(2), 97–104.	loving school ecosystem based on three main foundations: compassion, religious moderation, and ecological awareness. Three strategies are implemented: a blended learning model, the role of instructors, and sustainable mentoring. In holistic character development, this concept plays a role in standardizing affective competencies, teachers as role models, and internalizing religious moderation
Virgo, A., Kaniati, N., Maylani, F., Nurmalasari, I., & Warta, W. (2025).	IMPLEMENTASI PENDIDIKAN KARAKTER BERBASIS KASIH SAYANG DALAM MENINGKATKAN DISIPLIN SISWA KELAS 5 DI SDN PASAWAHAN KIDUL. 10(09).	This study discusses compassion-based education, defined as an approach that focuses on empathy, appreciation, and patient guidance, as well as focusing on the emotional side to build student awareness. The implementation strategy is carried out through four stages: role modeling, positive value habits, respectful communication, and student involvement in the rules. The role of education in fostering holistic character, especially discipline, is through changing motivation from external to internal, for example, from fear of punishment to moral responsibility. Building emotional bonds between teachers and students or each other, and forming student characters who obey the rules and have emotional intelligence in socializing.

Based on a synthetic analysis of 10 documents containing KBC guidelines, case studies at the early childhood education (PAUD), elementary/Islamic elementary school (SD/MI), and Islamic high school (MAN) levels, as well as the integration of AI and deep learning technologies, it can be concluded that KBC is a transformative educational concept that focuses beyond academics. The following describes the data obtained.

1. Love-Based Curriculum (KBC) Concept

Through the findings obtained, KBC is interpreted in a multidimensional way that combines technology, humanism, and theology.

- Basic Understanding, KBC is defined as the antithesis of rigid and instructive education. In the KBC guide (Jenderal et al., 2025) and (Ifendi, 2025) It has been agreed that KBC adheres firmly to the Islamic principles of Rahmatan lil'Alamin (Rahmatan lil'Alamin) and Humanism, which focus on compassion as the main pillar for humanizing humanity. KBC does have five main pillars of love (Love for Allah, the Prophet, Others, the Environment, and the Homeland). This can be seen in the KBC guidebook. However, (Ifendi, 2025) expanding values, to have 9 basic values (justice, equality, and democracy).
- Integration of Modernity, in research (Ronaila et al., 2025) and (Farhani et al., 2025) He stated that the KBC concept is indeed adaptive. Therefore, in this discussion, KBC can be integrated with AI and Deep Learning technologies by promoting the concept of High Tech, High Touch.

2. Implementation of Love-Based Curriculum

Through the analysis results in the previous document, there are three main strategic ideas in the implementation of KBC.

a. Insersi Kurikuler
   - Language as a means, this strategy can be found through research (Laili, 2024) and (Afryansyah & Sirozi, 2025) when language teachers implement KBC using reading texts that contain moral messages.
   - Reflective Methodology, through (Ronaila et al., 2025) using the Deep Learning method by involving students in reflecting on the meaning of verses in depth, not just memorizing them.

b. School Culture Engineering
   - Disciplinary Shift, in research (Virgo et al., 2025) A study conducted at Pasawahan Kidul Elementary School demonstrated a noticeable change in disciplinary attitudes. Initially, discipline was practiced through punishment, but this changed to discipline through awareness. This was facilitated by the 5S (Greetings, Smiles, Greetings, Politeness, and Courtesy) and class agreements.
   - Safe Environment, this strategy has been exemplified by research (Dinata et al., 2025) which, he creates a safe and comfortable learning environment at the PAUD level so that children feel safe during learning.

c. Teacher Exemplary Behavior and Systematic Support

- Teachers as Living Curriculum, Throughout the document, it is agreed that teachers can be a living curriculum. The purpose of this living curriculum is for teachers to be direct role models that students can directly observe, from their behavior and other aspects. In the study (Dinata et al., 2025) guru PAUD dan SD menjadi model peran utama dalam pembelajaran imitasi.
- Structured Training, The KBC guidebook itself stipulates that there will be training for teachers, intended to prepare and align understanding of KBC itself. And in the research(Lubis, 2025) said that implementing this curriculum would be impossible without training or support from educational institutions.

3. The Active Role of Love-Based Curriculum in Fostering Holistic Character

The findings obtained were that KBC succeeded in filling the gaps in affective aspects in education and producing holistic characters that can be divided into 3 main parts.:

- Spiritual-Religious Character, by applying the five main pillars, especially love for Allah, students carry out worship while feeling grateful (Laili, 2024) and by combining Deep Learning, students can understand religion substantially (Ronaila et al., 2025).
- Social-Empathy Character, in research (Virgo et al., 2025) It has been proven that learning with a compassionate approach can reduce bullying behavior between peers. The growth of empathy for fellow students leads to mutual love and respect. Values of tolerance and fairness also increase during classroom interactions. (Ifendi, 2025).
- Intellectual-Moral Character, (Farhani et al., 2025) and (Ronaila et al., 2025) stated that students' learning motivation increases when they feel loved. Internal moral awareness also slowly begins to develop, and students feel a sense of responsibility toward their environment, not out of fear of being scolded, but rather because they realize the importance of preserving the environment.

CONCLUSION

Based on the explanations outlined above, researchers can draw conclusions regarding the concept and implementation of the Love-Based Curriculum, the strategies applied, and the active role of the Love-Based Curriculum (KBC) in fostering holistic character. Researchers conclude that the KBC is truly an innovative, transformative form of education that can provide solutions and real contributions to addressing character issues within our scope. The KBC itself has succeeded in bringing about a paradigm shift in Islamic education to a humanist-integrative one. The results of the study also show that the KBC does not reject the rapid changes of this era, but rather aligns with technological advances through the concept of High Tech, High Touch, digital AI, and Deep Learning applications. This is certainly a great example in the world of education, demonstrating that character education can persist despite changing times. The success of KBC is not measured by grades in subjects, but rather through three pathways: embedding the value of compassion into the curriculum, fostering a school culture that avoids rigidity and violence, and providing teachers with exemplary behavior as a living curriculum. These results demonstrate that when we can create a safe and comfortable environment, students become more enthusiastic and engaged in learning. The spiritual dimension can also be seen during the implementation of KBC, as students who initially felt burdened by their obligations became more grateful and carried out with love. The number of bullying cases in schools began to decline as students learned how to respect and care for one another. Students' sense of responsibility was increasingly evident, as they continued to maintain a clean and beautiful environment. These findings conclude that the success of KBC lies not in the documents, but in the approach taken by teachers and schools. Therefore, when the curriculum is evenly distributed nationally, teacher training can be carried out intensively and routinely to prepare teachers with good and mature emotional competencies ready to be implemented during learning. The education of the future is education that can humanize humans, and KBC offers this solution to shape the character of students who are not only intelligent but also have good social behavior.

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A Stylistic Analysis of Figurative Language in Diandra Agatha's Version of Glow & Lovely Multivitamin Facial Foam Advertisement

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Abstract. This study investigates figurative language and its persuasive meanings in the Glow & Lovely Multivitamin Facial Foam advertisement featuring Diandra Agatha. Employing a descriptive qualitative approach, the data were obtained from a 2022 television advertisement and analyzed using Tarigan's stylistic theory and Miles and Huberman's qualitative analysis model. The findings reveal the use of hyperbole, metaphor, repetition, pleonasm, onomatopoeia, and positive association as dominant stylistic devices. These language styles function to construct idealized beauty imagery, intensify persuasive appeal, and influence consumer perception of product effectiveness. This study contributes to stylistic and advertising discourse by demonstrating how linguistic strategies operate as ideological and persuasive tools in cosmetic advertising.

Keywords: Analysis, Gaya_Bahasa, Advertising, Diandra Agatha.

INTRODUCTION

Commercial advertising is one of the most effective mass communication media in influencing consumer decisions. In the highly competitive cosmetics industry, facial cleanser advertisements such as Glow & Lovely Multivitamin Facial Foam must be designed with strong appeal to stand out in the eyes of the target market. Advertisements not only serve to convey product information but also build imagery, aspirations, and emotional connections with consumers. To achieve these persuasive goals, advertisers often employ various rhetorical techniques, one of which is the use of figurative language or figures of speech. The use of figurative language in advertising has been the focus of attention of many language and communication experts, making it a strategic key because it can present product messages in a more engaging, non-monotonous, and memorable way for the audience. According to Dian Anggraini, cosmetic advertisements often utilize hyperbole to create magical promises to consumers. Anggraini emphasized that cosmetic advertisements, especially those promising enlightenment or drastic changes, almost always use hyperbole. For example, the phrase "bright, radiant, and limitless face" serves to instill high expectations, even beyond reality, thus maximizing the product's appeal. Various figures of speech are used to strengthen the persuasive function and create a dramatic impression of the product's benefits. Previous research has explored the use of figurative language in various advertising contexts. For example, research by Aprinica et al. (2025) analyzed pragmatic hyperbole in anti-aging cosmetic advertisements, while Akmal et al. (2024) highlighted ethical violations in lotion advertisements. Although numerous studies have been conducted on figurative language in advertising, attention to contemporary Indonesian cosmetic advertisements from a stylistic perspective that focuses on the construction of persuasive meaning is still limited. This study fills this gap by applying Tarigan's stylistic framework to widely circulated beauty advertisements to reveal how linguistic choices shape audience perceptions. This study specifically focuses

on analyzing figurative language used in advertisements. Diandra Agatha's 2022 version of Glow & Lovely Multivitamin Facial Foam was chosen for its stylistically rich dialogue. The importance of this analysis lies in its in-depth understanding of how linguistic techniques influence audience psychology. By referencing Henry Guntur Tarigan's (1985) theory of stylistics and aligning it with Williamson's (1978) semiotic theory, this study provides a comprehensive mapping of verbal strategies in beauty marketing. This study contributes to the discourse of stylistics and advertising by showing how linguistic strategies operate as ideological and persuasive tools in cosmetic advertisements. This emphasizes the significance of stylistic analysis in revealing that advertising language not only persuades consumers but also shapes social perceptions of beauty and self-identity. Through research findings that include figures of speech such as hyperbole, onomatopoeia, and positive associations, this study clarifies the function of figurative language in convincing consumers of a product's effectiveness.

RESEARCH METHODOLOGY

This research employs a descriptive qualitative approach. This method is used to describe the types of language styles found in Diandra Agatha's Glow & Lovely Multivitamin Facial Foam advertisement based on Tarigan's (2015) classification of language styles, as well as to interpret the meanings contained within those styles. A qualitative approach was chosen because this research seeks to explore linguistic phenomena in depth by considering the contextual use of language in advertising discourse.

The data source of this research is a video advertisement featuring Diandra Agatha for Glow & Lovely Multivitamin Facial Foam, aired in 2022, with a duration of approximately 20 seconds, and uploaded to the Glow & Lovely Indonesia official YouTube channel.

The research data consist of words, phrases, and sentences spoken by Diandra Agatha in the advertisement. The data were classified according to Tarigan's (2015) theory of language style, which includes: (1) language style based on word choice (diction), (2) language style based on tone, (3) language style based on sentence structure, and (4) language style based on the indirectness of meaning, such as metaphor, hyperbole, personification, pleonasm, repetition, association, and other figurative expressions.

The researcher collected relevant theories from Tarigan's (2015) work on language style, linguistic studies, advertising language theory, and previous related research. This literature review functioned as a theoretical foundation for analyzing the data.

The documentation technique was conducted by: Downloading the advertisement video,

Capturing screenshots of key scenes containing significant utterances, and

Transcribing all spoken dialogue in the advertisement to obtain data in the form of words, phrases, and sentences that indicate language styles based on Tarigan's classification.

Data analysis was conducted using the Miles and Huberman (1994) interactive model, which consists of the following stages. The transcribed data were selected and focused on linguistic units containing language styles according to Tarigan's classification. Data that did not indicate stylistic or figurative language elements were excluded. The reduction process involved identifying specific forms of figurative language such as hyperbole, metaphor, repetition, pleonasm, positive association, and other stylistic expressions relevant to the research objectives.

RESULTS AND DISCUSSION

Consistent with Anggraini's (2021) findings, the use of hyperbole in the Glow & Lovely Multivitamin Facial Foam advertisement featuring Diandra Agatha functions as a dominant persuasive device that transcends simple marketing rhetoric. Within Judith Williamson's (1978) semiotic framework, exaggerated linguistic claims such as "multivitamin brightness" and "unbeatable glow" operate as a sign system that facilitates a transfer of meaning. By linking medicinal concepts (multivitamins) with aesthetic outcomes, the advertisement constructs a myth wherein skincare is no longer merely a hygiene routine but a miraculous transformation of the self.

Furthermore, this study demonstrates that such stylistic exaggeration operates ideologically by interpellating the viewer. Williamson argues that advertisements create a "subject position" for the consumer; in this context, the flawless portrayal of Diandra Agatha serves as the "ideal ego" that the audience is encouraged to emulate. The hyperbole embedded in everyday terms like "glowing" functions to naturalize unrealistic beauty standards, making them appear as essential daily needs rather than artificial constructs (Anggraini, 2021). Semiotically, the advertisement replaces the biological reality of human skin with a hyperreal commercial standard, reinforcing the ideology that a radiant complexion is a mandatory prerequisite for social confidence and professional success (Ni Putu Isha Aprinica. dkk, 2025).

Hiperbola

FIGURE 1. BERSIH CERAH SEKETIKA

FIGURE 2. MULTIVITAMIN WAJAH BERSIH SECARA SEKETIKA

Based on the data collected from the Glow & Lovely Multivitamin Facial Foam advertisement, the use of temporal hyperbole is identified in the phrases "Bersih cerah seketika" (Instantly clean and bright) and "Multivitamin wajah bersih secara seketika" (Multivitamin facial cleaning instantly).

Semantically, the word "instantly" (seketika) represents a linguistic style that emphasizes the speed of results. The use of this hyperbole aims to create high expectations regarding the product's effectiveness. From a semiotic perspective, the advertisement constructs a commercial beauty standard that is hyperreal, where the biological reality of human skin is replaced by an image of instant radiance. This reinforces the ideology that a bright complexion is a mandatory prerequisite for social confidence and professional success.

Repetisi/ Pleonasme

FIGURE 3. LOVELY FACIAL FOAM SEKALI PUTARAN SETENGAH PUTARAN"

The stylistic device of repetition is found in the narration "Lovely facial foam sekali putaran setengah putaran" (Lovely facial foam, one turn, half a turn). The repetition of the word "putaran" (turn/rotation) serves to provide expressive emphasis on the product's application method. This repetition not only makes the message more memorable but also creates the impression that the product works actively and dynamically through every movement of its application.

Metafora

FIGURE 4. KULIT MATI DAN KOTORAN MENYILANG

A metaphor is observed in the clause "Kulit mati dan kotoran menyilang" (Dead skin and dirt crossing out). The word "menyilang" (crossing/cross) is used as a visual symbol to signify the total elimination or removal of skin problems. The choice of this diction plays a crucial role in capturing the audience's attention, where "crossing" is interpreted as a thorough cleansing action, suggesting that impurities are completely removed from the skin's surface.

Onomatope/Repetisi

FIGURE 5. KOMEDO BERKURANG PUTAR-PUTAR

The phrase "Putar-putar" (Rotate/Turn) in the advertisement text functions as a form of onomatopoeia or a mimicry of the circular motion used when applying the product to the face. This repetition creates an impression of continuous and effective cleansing. Semantically, the phrase reinforces the suggestion that the correct application method (circular motion) has a direct impact on the final result of removing blackheads and impurities.

Positive Association

The phrase "Glow and Lovely Multivitamin Facial" incorporates positive association, a semantic strategy that links the product name to an image of ideal beauty. The word "Glow" is associated with brightness and radiance, while "Lovely" is associated with beauty and attractiveness. The combination of these two words creates an image of healthy and enchanting facial skin, thus creating a positive perception of the product (Tarigan, 2015).

FIGURE 6. GLOW & LOVELY MULTIVITAMIN FACIAL

The brand name "Glow & Lovely Multivitamin Facial" incorporates strong positive associations. The word "Glow" is associated with radiance and skin health, while "Lovely" is associated with beauty and attractiveness. The combination of these two words builds an ideal image of healthy and enchanting skin, thereby creating a positive perception in the minds of consumers from the moment they hear the product name.

CONCLUSION

This study concludes that the Glow & Lovely advertisement utilizes hyperbole, metaphor, and repetition to emphasize product advantages and construct an ideal image of beauty. Beyond mere description, this study underscores the significance of stylistic analysis in revealing how advertising language not only persuades consumers but also shapes social perceptions of beauty and self-identity.

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The Use of Language Style and Meaning Change in The Song "Surat Cinta Untuk Starla" by Virgoun: A Semantic Analysis

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Abstract. This study investigates the use of figurative language and semantic meaning change in the song Surat Cinta untuk Starla by Virgoun. The research applies a qualitative descriptive semantic analysis using a document analysis approach, with song lyrics as the primary data source. The analysis focuses on identifying dominant types of figurative language and forms of semantic change that emerge through contextual usage. The findings indicate that metaphor, hyperbole, imagery, and personification are the most prominent stylistic devices employed to intensify emotional expression. Furthermore, the lyrics demonstrate several forms of semantic change, including meaning expansion, intensification, and amelioration, where lexical meanings shift from literal references to emotional and symbolic interpretations. These results confirm that figurative language and semantic change function as central mechanisms in constructing aesthetic value and deep emotional resonance in popular song lyrics

Keywords: style of language, change of meaning, semantics, song lyrics, Virgoun, lyric analysis, connotative meaning, emotional meaning.

INTRODUCTION

Song lyrics represent a form of artistic language that combines aesthetic expression with emotional communication. Unlike everyday language, lyrics frequently employ figurative expressions that allow meanings to shift from literal interpretations to contextual, symbolic, and emotional dimensions. For this reason, song lyrics constitute valuable linguistic data for semantic analysis, particularly within qualitative research traditions.

In semantic theory, meaning is not viewed as fixed or static but as flexible and dependent on context. Words and expressions may undergo semantic change when used creatively, resulting in phenomena such as meaning expansion, narrowing, amelioration, or intensification. These changes often occur through figurative language, including metaphor, hyperbole, imagery, and personification, which enable speakers or writers to convey abstract emotions in concrete linguistic forms.

The song Surat Cinta untuk Starla by Virgoun is characterized by romantic diction, emotional imagery, and expressions of long-term commitment. The lyrics describe love that endures physical change and time, making them particularly relevant for semantic analysis. Rather than employing computational or corpus-based approaches, which are more suitable for large-scale diachronic data, this study adopts a qualitative semantic approach that allows close textual analysis of lyric excerpts.

This research is limited to a single song in order to maintain analytical focus and consistency with the research title. The study seeks to contribute to semantic studies by demonstrating how meaning change operates at the level of individual lexical items and expressions in popular Indonesian song lyrics.

Research Questions

1. What types of figurative language are used in the lyrics of Surat Cinta untuk Starla?
2. What forms of semantic meaning change occur in the song lyrics?

Research Objectives

1. To identify and describe the dominant figurative language used in the song.
2. To analyze the types of semantic meaning change based on established semantic theory.

RESEARCH METHODOLOGY

This study employs a qualitative descriptive research design using document analysis with a semantic approach. The object of analysis is the song lyrics of Surat Cinta untuk Starla by Virgoun, which serve as the primary data.

Data Collection Technique

Data were collected using the listening and note-taking technique (simak–catat). The researcher carefully listened to and read the song lyrics, then identified and recorded lyric lines containing figurative language and potential semantic meaning change.

Data Analysis Technique

The data analysis was conducted through several systematic stages:

1. Selecting lyric excerpts that contain figurative expressions.
2. Classifying the data according to types of figurative language, such as metaphor, hyperbole, imagery, and personification.
3. Analyzing semantic meaning change by identifying processes such as expansion, amelioration, intensification, and narrowing based on semantic theory.
4. Interpreting the relationship between the linguistic data and theoretical concepts of semantics.

Data Validity

To ensure data validity and reliability, theoretical triangulation was applied. The findings were compared with established semantic theories and previous studies on figurative language and meaning change in song lyrics.

RESULTS AND DISCUSSION

16. TheorFigurative Language Analysis

The analysis reveals that several types of figurative language are prominently used in the lyrics of Surat Cinta untuk Starla. Hyperbole appears in expressions that emphasize lifelong devotion, functioning to intensify emotional meaning rather than convey literal facts. Visual imagery is employed to describe physical changes over time, allowing listeners to imagine scenes of aging while maintaining emotional attachment. Metaphor is used to represent abstract concepts of love and loyalty through concrete linguistic expressions, while personification attributes human qualities to abstract concepts such as time.

17. Semantic Meaning Change

The use of figurative language results in various forms of semantic meaning change. Meaning expansion occurs when lexical items related to physical appearance develop broader emotional and symbolic meanings. Intensification is evident in expressions of total commitment, where ordinary words gain stronger affective force. Amelioration appears when neutral expressions acquire positive evaluative meanings, elevating the emotional status of the subject being described. These changes align with semantic theories that view meaning as context-sensitive and influenced by speaker intention.

18. Synthesis of Findings

The findings indicate a strong relationship between figurative language and semantic meaning change. Figurative expressions function as triggers that shift meaning from literal reference to emotional symbolism. As a result, the lyrics achieve aesthetic depth and emotional resonance. This confirms that semantic change in song lyrics is not incidental but systematically constructed through stylistic choices..

19. Main Findings

a. Figurative language serves as the primary strategy for expressing emotion in the song.
b. Semantic meaning change transforms literal meanings into symbolic and affective interpretations.
c. The interaction between language style and semantic shift enhances the lyrical and emotional quality of the song.

CONCLUSION

Based on the analysis, the following conclusions can be drawn. The lyrics of Surat Cinta untuk Starla dominantly employ figurative language such as metaphor, hyperbole, imagery, and personification. Semantic meaning changes identified in the song include meaning expansion, intensification, and amelioration. Figurative language and semantic change function as essential mechanisms in constructing emotional depth and aesthetic

value in song lyrics. Research Contribution: this study contributes to semantic studies by providing a qualitative model for analyzing meaning change in popular song lyrics, particularly within Indonesian-language contexts. Suggestions for Future Research: future research may expand the scope to comparative studies across multiple songs or artists, or integrate semantic analysis with pragmatic or discourse approaches to explore listener interpretation more deeply.

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Analysis of Synonymy and Antonymy in the Song Lyrics "Garam & Madu " in a Semantic Study by Tenxi, Jemsi, and Naykilla

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Abstract. This study aims to analyze the forms of synonymy and antonymy found in the lyrics of the song Garam & Madu by Tenxi, Jemsi, and Naykilla through a semantic approach. The song was selected because its metaphorical and emotionally charged diction relies heavily on lexical meaning relations in constructing its overall message. This research employs a descriptive qualitative method using a read-and-note technique to identify lexical units that exhibit relationships of similarity and opposition in meaning. The findings indicate that synonymy appears through the use of semantically related words that reinforce the emotional nuances of sadness, longing, and disappointment within the lyrics. Meanwhile, antonymy emerges through opposing lexical pairs that highlight contrasts between emotions, situations, and unfulfilled expectations. These results demonstrate that the use of synonymy and antonymy in the lyrics not only functions as lexical variation but also contributes significantly to the depth of meaning, emotional intensity, and artistic coherence of Garam & Madu.This study aims to analyze the forms of synonymy and antonymy found in the lyrics of the song Garam & Madu by Tenxi, Jemsi, and Naykilla using a semantic approach. This research employed a descriptive qualitative method. The data consisted of primary data in the form of song lyrics, which were collected through a read-and-note technique. Data analysis was conducted by identifying, classifying, and interpreting lexical units that exhibit synonymy and antonymy based on semantic theories proposed by Lyons and Chaer. To ensure data validity, theoretical triangulation was applied. The findings show that synonymy appears in the forms of full, partial, contextual, and stylistic synonyms, which function to reinforce emotional expressions such as love, longing, and sadness. Meanwhile, antonymy is realized through binary, gradational, relational, and contextual oppositions that highlight emotional contrasts and inner conflicts in the lyrics. These results indicate that the use of synonymy and antonymy not only serves as lexical variation but also contributes significantly to the construction of meaning, emotional depth, and aesthetic quality of the song.

Keywords: semantics, synonymy, antonymy, lyric analysis, Garam & Madu.audience.

INTRODUCTION

The study of semantics in song lyrics is important because it helps understand the meaning, emotions, and messages constructed through word choice. Song lyrics often contain additional meanings, such as symbolic, connotative, and emotional meanings, which emerge through semantic relationships, particularly synonymy and antonymy (Lyons, 1995; Cruse, 2004; Palmer, 1981; Leech, 1983; Chaer, 2014; Tarigan, 2009). The song "Garam & Madu" by Tenxy, Jemsi, and Naykilla is interesting to analyze because the title itself suggests a conflict of meaning between two very different elements: *salt* and *honey*. This study aims to identify forms of synonymy and antonymy in the song lyrics and explain how they construct the overall semantic meaning.

Previous research has shown that song lyrics are rich in metaphor, symbolism, and meaningful relationships (Leech, 1983; Cruse, 2004; Griffiths, 2006; Abrams & Harpham, 2012; Keraf, 2009). Music is not only entertainment, but also a medium for conveying emotions and social messages. Many studies have shown that the semantic structure of song lyrics significantly influences the depth of meaning and the listener's response.

Several In linguistics, synonymy is understood as a relationship of meaning that indicates similarity, although not always complete identicality (Palmer, 1981; Lehrer, 1974; Cruse, 2004; Murphy, 2003; Chaer, 2014). In song lyrics, synonyms are used to enrich language, amplify emotions, and avoid repetition. Meanwhile, antonymy indicates a relationship of opposite meaning and is often used to describe conflict, change of feelings, or emphasize a message (Lyons, 1995; Cruse, 2004; Jones, 2002; Chaer, 2014). Antonyms such as gradabel, complementer, and relational play a crucial role in constructing the dynamics of meaning.

Research on Indonesian music also shows that songwriters utilize semantic relationships to create symbolism and depict emotional dynamics (Pradopo, 2012; Darma, 2014; Kridalaksana, 2008; Tarigan, 2009). However, very few studies specifically examine synonymy and antonymy simultaneously within a single song lyric (Cruse, 2004; Palmer, 1981; Chaer, 2014). Furthermore, no research has analyzed these semantic relationships in the song "Garam & Madu." This indicates a research gap that needs to be filled.

Based on this research gap, this study seeks to answer three questions: (1) What forms of synonymy are present in the lyrics of "Garam & Madu"? (2) What forms of antonymy are present in these lyrics? and (3) How do these two semantic relationships construct the song's semantic message?

The novelty of this research lies in the integrated analysis of synonymy and antonymy in a single modern Indonesian song lyric. Theoretically, this research enriches semantic studies, while practically, it can help songwriters, academics, and language learners understand how meaning relationships are used to create messages and emotions in lyrics.A.

The song “Garlic & Honey” is a popular Indonesian song widely used as background music on social media platforms like TikTok and Instagram. The song’s lyrics feature emotional and metaphorical diction, particularly through the use of semantic relationships such as synonyms and antonyms. Initial observations revealed a tendency to repeat similar meanings (e.g., expressions of longing and pain) and contrasting meanings (sweetness and pain, alone and together), which contribute to the song’s overall emotional tone.

Based on the opinions of these experts, it can be concluded that synonyms and antonyms are meaningful relationships that are not only lexical but also contextual. This theory serves as a basis for analyzing the lyrics of the song “Garmat & Madu” to uncover the emotional meaning constructed through diction.

RESEARCH METHODOLOGY

This This study employs a descriptive qualitative approach because its main objective is to describe the forms of synonymy and antonymy found in the lyrics of Garam & Madu as they naturally appear. This approach is appropriate since, according to Bogdan and Taylor (1975), qualitative research enables researchers to understand linguistic phenomena in depth through careful observation of words and their contexts.

The data of this study consist of the lyrics of the song “Garam & Madu” written by Tenxi, Jemsi, and Naykilla. The data were collected using the read-and-note technique, which involves closely reading the lyrics and noting lexical items that show meaning relations. This technique follows Sudaryanto (2015), who states that the observation-and-note method is effective for analyzing textual linguistic data.

The data were analyzed in three steps. First, identifying words or expressions that potentially form relations of synonymy or antonymy. Second, classifying these items based on the theories of semantic relations proposed by Ullmann (1972) and Lyons (1995), both of whom emphasize that synonymy and antonymy are fundamental in organizing meaning within a language. Third, interpreting the findings by relating them to the emotional context of the song, in accordance with Chaer’s (2012) view that lexical meaning must be understood together with its contextual use.

Through this method, the study aims to show how synonymy and antonymy in Garam & Madu contribute to the depth of meaning and emotional nuance expressed in the lyrics.

The research instrument consisted of data cards or analysis sheets used to record words, phrases, and contexts containing synonymous and antonymous relationships.

Data Validation

Data validity was conducted through theoretical triangulation by comparing the analysis results based on Lyons and Chaer’s theory.

Research Timeline

This research was conducted in January 2026..

RESULTS AND DISCUSSION

1. Definition of Synonyms

Synonyms are derived from the Greek syn (together) and onyma (name), which means "another name" or "word equivalent". In the study of semantics, synonyms are the relationship of meaning between two or more

words that are different in shape but have the same or similar meaning. For example, the words beautiful and beautiful can be used in the same context to describe beauty. (Ryan & Dewi, 2025)

Synonyms do not always mean completely identical, but rather often have different nuances of meaning. Therefore, synonyms are divided into several forms:

- Absolute synonym: two words that actually have the same meaning and can replace each other without changing the meaning.
- Partial synonyms: words that have similar meanings but differ in nuance, context, or level of formality.
- Contextual synonyms: words that are considered to have the same meaning only in certain contexts.
- Stylistic synonyms: words that have the same meaning but are used for language style or aesthetic effect. (Nurjanah et al., 2024)elements.

2. Synonym Form in the Lyrics of the Song "Salt & Honey"

The songs of Salt & Honey by Tenxi, Jemsi, and Naykilla are loaded with emotional expressions, metaphors, and rich language styles (Riyadi et al., 2025). Several forms of synonyms can be found in the lyrics, including:

a. Full synonyms
   - "Aku" and "Kamu" → both refer to the singer's self (lyrical persona). The words me and I are used interchangeably without changing the meaning.
   - "Kamu" and "Kau" → both refer to the second person (partner). The words you and you have the same meaning, just different styles of language.

b. Partial synonyms
   - "Merindu" and "mengingat permanen" → both mean remembering or wanting someone's presence. However, longing is more emotional, while remembering permanent is more rational.
   - "Manis kayak permen" and "Aku pilih madu" → both describe sweetness as a metaphor for a couple's pleasurable nature. The words candy and honey are both synonymous in the context of "sweet", but different nuances (candy = artificial sweet, honey = natural sweet).

c. Contextual synonyms
   - "Sakit dadaku" and "Ku mulai merindut" → in the context of the song, both are synonymous because they both express the emotional pain of longing.
   - "Ku tak mau sendiri" and "I need you here with me" → although they are different languages, they are synonymous in the context of the need for togetherness.

d. Stylistic synonyms
   - "Kubayangkan tubuhmu jika di pelukanku" and "Kubayangkan jika kamu tidur di sampingku" → both synonymous in the context of physical proximity, but are used to reinforce romantic nuances.
   - "Yang kumau Cuma kamu" and "Yang ku mau Cuma aku" → both synonymous in the context of an exclusive declaration of love, used repeatedly for musical and emotional effect.profound.

3. Synonym Analysis Based on Lyrics

The synonyms in this song serve to:

- Affirm feelings of love and longing. The repetition of the words longing, I imagine, and my chest pain show contextual synonyms that reinforce emotional meaning.
- Creating a variety of language styles. The use of I/you and I/you is a full synonym that serves as a stylistic variation so that the lyrics are not monotonous.
- Build a sweet-bitter metaphor. The words honey and candy are used as synonyms for sweet, while salt is the antonym. But in the context of synonym, honey and candy both describe the beauty of love.

Brings a bilingual feel. Synonyms arise between Indonesian and English, for example, ku tak mau sendiri dengan I need you here with me.

This enriches the meaning while expanding the appeal of the song. Based on semantic studies, synonyms in the lyrics of Salt & Honey by Tenxi, Jemsi, and Naykilla appear in various forms: full, partial, contextual, and stylistic synonyms. The synonyms not only enrich the meaning, but also serve as:

- Affirmation of the emotions of love and longing.
- Variations of language styles for musical aesthetics.
- A sweet-bitter metaphor in relationships.
- A blend of Indonesian and English for modern effect.

Thus, the synonyms in this song become an important element that reinforces the emotional and aesthetic message, while also demonstrating the semantic richness in popular musical works.its listeners.

The Antonimic Forms That Appear In The Lyrics Of The Song "Salt & Honey"

a. Definition of Antonyms

Antonym is a semantic relationship between two words that have opposite or contradictory meanings (Fitria et al., 2025). In the study of semantics, antonyms are divided into several forms:

- Binary (complementary) antonyms: two words that negate each other, if one is true then the other is false. Example: Hidup ↔ and Mati.
- Gradation antonyms: words that are opposite but are on a scale of meaning. Example: panas ↔ dingin.
- Relational antonyms: words that are opposite because they complement each other in relationships.Examples: Suami ↔ istri and, Guru ↔ Murid.
- Contextual antonyms: words that are opposite only in a specific context, not universally. (Iskandar & Marwan, 2023) environment.

b. The Antonymic Form in the Lyrics of the Song "Salt & Honey"

The lyrics of the song Salt & Honey use a lot of the metaphors of sweet-bitter, love-doubt, and present-absent. Some forms of antonymy that appear include:

Binary antonymy (complementary)

- "Dia atau aku" → mutually negating choices; If you choose him, then it's not me, and vice versa.
- "Garam atau madu" → an opposite symbol of taste: salt (salt/bitter) ↔ honey (sweet).

Antonymy of gradation

- "Manis kayak permen" ↔ "Sakit dadaku" → sweet describes happiness, while pain describes suffering. Both are on the scale of love emotions (happy ↔ suffering).
- "Ku tak mau sendiri" ↔ "I need you here with me" → alone ↔ together. This is not just binary, but a gradation in the context of togetherness.

Relational antonyms

- "Yang ku mau Cuma kamu" ↔ "yang kau mau Cuma aku" → although it seems like a declaration of love, it is also relational: I ↔ am you, complementary in the relationship.
- "Kubayangkan tubuhmu di pelukanku" ↔ "Ku terasa sepi" → a ↔ lonely hug, the relationship between physical presence and nothingness.

Contextual Antonyms

- "Cerita kemarin ↔I hope this never ends" → yesterday (the past) ↔ never ends. The context of time becomes an antonymy here.
- "meragu" ↔ "Menggebu" → doubting (not sure) ↔ enthusiastic (full of enthusiasm). In the context of feelings of love, the two are opposites. (Triastuti, 2023)

c. Analysis of the Function of Antonyms in Lyrics

The antonyms in this song serve to:

- Creates emotional contrast. For example, my chest ↔ pain is sweet like candy, which affirms love as an ambivalent experience.
- Build a sweet-bitter metaphor. Honey ↔ salt becomes the main symbol of the song, depicting the choice between the bitterness of wounds and the sweetness of love.
- Affirming inner conflict. He ↔ I show the dilemma of a love triangle, reinforcing the themes of doubt and choice.
- Presenting the dynamics of time. Yesterday ↔ never end emphasized the difference between the past that has already happened and the expected future.

The antonyms in the lyrics of Garam dan Madu appear in many forms: binary, gradational, relational, and contextual. These antonymic forms reinforce the meaning of the song by:

- Shows a contrast of taste (salty ↔, sweet, painful ↔).
- Describing inner conflict (he ↔ me, he's a passionate doubter ↔).
- Present the dynamics of the relationship (alone ↔ together, lonely ↔ hugs).
- Affirming the time difference (yesterday never ↔ end).

Thus, the antonyms in this song become an important semantic element to express the ambivalence of love, dilemmas of choice, and emotional contrast experienced by the lyrical characters.

The role of the relationship of synonyms and antonyms in building emotional meaning and nuances in the lyrics of the song "Salt & Honey"

The synonymous relationship in the lyrics of "Salt & Honey" plays an important role in strengthening emotional expression through the repetition of words that have similar meanings. For example, the use of the words "I and I," as well as you and you, indicates a full synonym that emphasizes the closeness between the lyrical persona and the beloved figure. This repetition is not just a variation of language, but a semantic strategy to emphasize the intensity of feelings of love and longing. In addition, contextual synonyms such as chest pain and I begin to miss show that pain and longing in the context of this song have a meaning that is close to each other, thus reinforcing the emotional nuances of deep and painful longing. Thus, synonyms serve as a consistent binding of meaning, while enriching emotional nuances through variations of expression. (Nurrohmah, 2023)

Antonyms, on the other hand, plays a role in creating sharp emotional contrasts. The lyrics "him or me" and "salt or honey" are examples of binary antonyms that affirm the absolute choice between two opposing things. This contrast builds a sense of inner conflict in the lyrical persona, who has to choose between the bitterness of the wound (salt) or the sweetness of love (honey). Gradation antonyms also appear in sweet pairings like my chestsick candy ↔, which depicts an emotional shift from happiness to suffering. This kind of contrast adds to the emotional depth of the song, because the listener is invited to feel the ambivalence of love full of dilemmas. Thus, antonyms serve as dramatic amplifiers that display emotional tension in relationships (Nabhila et al., 2025)

The relationship between synonyms and antonyms in these lyrics complements each other to build complex meanings. Synonyms present repetitions that affirm feelings of love and longing, while antonyms present contradictions that reveal inner dilemmas and conflicts. When the two are combined, a rich emotional nuance is created: love is portrayed as beautiful as it is painful, full of hope and doubt. For example, the synonym of longing with me imagining reinforces mutual desire, but the antonym of intense doubt ↔ indicates uncertainty in the relationship. This relationship makes the lyrics feel more alive, because the listener does not only feel one emotion, but a multi-layered spectrum of emotions. (Fitria et al., 2025)

Overall, the role of synonyms and antonyms in the lyrics of "Salt & Honey" is to build deep and authentic emotional dynamics. Synonyms provide a continuity of meaning that emphasizes the intensity of love, while antonyms present contrasts that add dramatic tension. Together, the two create a sense of ambivalence of love: sweet as well as bitter, happy as well as painful, confident and doubtful. This makes the song not just a simple expression of feelings, but a representation of emotional complexity in human relationships. Thus, the relationship between synonyms and antonyms becomes an effective semantic device to strengthen emotional meaning and nuances, while making the lyrics of songs more poetic, profound, and touching the hearts of the listeners.

These findings align with research by Ryan and Dewi (2025), which stated that the lyrics of Garam & Madu contain strong emotional expression through diction. However, this study expands on that study by demonstrating that this emotional expression is systematically constructed through synonymous and antonymous relationships

CONCLUSION

Based on the discussion, the analysis of synonymy and antonymy in the lyrics of Garam & Madu demonstrates that these semantic relations play a vital role in constructing both semantic richness and emotional depth. Synonymy reinforces the intensity of love and longing through repeated and equivalent expressions, while antonymy highlights emotional contrasts such as sweetness versus bitterness, joy versus sorrow, and certainty versus doubt. Together, these relationships provide cohesion and dramatic tension, shaping the overall emotional impact and poetic quality of the lyrics.

This study concludes that the relationship between synonymy and antonymy in the lyrics of the song “Garmat & Madu” plays a crucial role in constructing the emotional and aesthetic meaning of the lyrics. Synonymy serves to amplify the intensity of feelings of love and longing, while antonymy presents an emotional contrast that reflects the inner conflict and ambivalence of love. Theoretically, this research enriches semantic studies in music discourse analysis, while practically, it can serve as a reference for language learners and songwriters in understanding diction strategies.

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The CIPP Evaluation Model in Inclusive Education: A Systematic Literature Review on the Implementation of Learning Strategies and the Role of Special Assistant Teachers

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Abstract. Inclusive education in Indonesia has been regulated in various national policies, but its implementation still shows inconsistencies with practical needs in schools. This study aims to evaluate the implementation of inclusive education with a focus on learning strategies and the role of Special Assistant Teachers using the CIPP evaluation model. The method used was a Systematic Literature Review (SLR) with a PRISMA approach and analysis of 45 articles, which were narrowed down to 15. The results of the study show that in terms of context, there are limitations in the synchronization of technical policies; in terms of input, there is a lack of teacher training, availability of SPAs, and supporting facilities; in terms of the learning implementation process, it is not yet in accordance with the principles of inclusion due to the suboptimal RPI, curriculum differentiation, and teacher collaboration; while in terms of the assessment and reporting system, it does not yet meet the individual needs of students. These findings emphasize the need to strengthen teacher competencies, provide technical operational guidelines, and optimize monitoring and evaluation to improve the effectiveness of inclusive education implementation.

Keywords: Inclusive Education, CIPP Evaluation Model, Special Assistant Teacher.

INTRODUCTION

Every country is responsible for providing equal opportunities for all citizens to obtain education and participate in the education system. This is based on Article 31 paragraph (1) of the 1945 Constitution, which states that "every citizen has the right to education." Thus, education is not only seen as a necessity but also a right that must be fulfilled by the state. As a basic right, education must be provided to all citizens without exception, including children with special needs. In Indonesia, the implementation of education must be carried out democratically, fairly, and free from all forms of discrimination. This provision is based on Law Number 20 of 2003 concerning the National Education System, specifically in Articles 15 and 32, which state that special education is provided for students with special needs and is implemented through an inclusive approach at the primary and secondary education levels (Rasyid et al., 2025). The concept of inclusive education is an approach that aims to provide solutions to various issues of discrimination in access to educational services, especially for children with special needs (Supena & Jayadi, 2023). The concept of inclusive education is based on the policy of implementing inclusive education as stated in Permendiknas No. 70 of 2009 concerning Inclusive Education Article 3 Paragraph (1) and Permendiknas No. 33 of 2008 Chapter II Point 1.d. Both regulations emphasize that inclusive education is education that provides opportunities for students with special needs due to physical, emotional, mental, intellectual, social, and/or intellectual and talent abnormalities to study together with other students in general and vocational education units by providing facilities, educators, educational personnel, and a curriculum tailored to the individual needs of students. The implementation of these services must be accompanied by the provision of educational infrastructure, competent educators and educational personnel, as well as a flexible curriculum that can be adapted to the individual needs of students.

In implementing inclusive education policies, there are several factors that determine success, such as the application of learning strategies that support the diversity of student needs and the role of Special Assistant

Teachers in helping classroom teachers adjust learning strategies, facilitate curriculum adaptation, and provide direct support to students with special needs. However, the implementation of inclusive education in Indonesia still faces a number of challenges, particularly in the application of learning strategies that are not yet fully adapted to the diversity of students. The unpreparedness of these strategies causes the learning process to seem forced, and this condition has implications for the suboptimal learning outcomes of children with special needs (Muhibbin, 2021). Ideally, learning strategies in inclusive education should be designed to suit the academic needs and obstacles experienced by each student. In developing learning programs for each subject, classroom teachers should first have individual data on students, including their specific characteristics, strengths and weaknesses, mastered competencies, and current developmental levels . However, the reality in the field shows that most teachers in inclusive schools still have limitations in their knowledge, pedagogical competencies, and understanding of inclusive learning strategies and classroom management involving students with special needs (Niaga et al., 2023). This condition has an impact on the effectiveness of learning implementation, active student participation, and the quality of the educational process taking place in the classroom (Collins et al., 2019).

This problem is reinforced by the findings of a study conducted by Yasa and Julianto entitled "Evaluation of the Implementation of Inclusive Education in Elementary Schools in Banda Aceh Municipality and Pidie Regency." The study explains that the implementation of inclusive education in elementary schools still faces various obstacles, including limited learning facilities and infrastructure that are appropriate for the needs of students with special needs, low teacher understanding of differentiated curricula, and limited teacher knowledge and competence in providing appropriate services and treatment to students with special needs (Yasa & Julianto, 2017). The research conducted by Yuwono and Mirawati, entitled "Creative Learning Strategies in Inclusive Education at the Elementary School Level," showed that learning at the elementary school level should not only focus on developing cognitive abilities and motor skills but also be directed at building students' social interaction skills with their environment. Learning strategies that can be applied to students with special needs include remedial teaching, deductive and inductive learning strategies, heuristic approaches, expository models, classical learning, cooperative learning, and behavioral modification and change approaches (Yuwono & Mirnawati, 2021).

Based on these findings, this study emphasizes the evaluation of the implementation of inclusive education through the application of the CIPP evaluation model developed by Stufflebeam, which consists of four main interrelated components, namely: (1) context evaluation, which aims to identify the needs, actual conditions, and opportunities for the development of inclusive education; (2) input evaluation, which focuses on the availability of resources, planning strategies, and relevant support to support program implementation; (3) process evaluation, which assesses the extent to which program implementation has been carried out in accordance with the established objectives and procedures; and (4) product evaluation, which aims to examine the final outcomes of the program in terms of effectiveness, impact, and sustainability of implementation (Ernawati et al., 2025). The use of the CIPP model in the context of this study is expected to provide a more objective picture of the successes and challenges in the implementation of inclusive education and serve as a basis for decision-making and recommendations for improving the quality of educational services (Arni et al., 2021).

RESEARCH METHODOLOGY

This study uses a qualitative design with a Systematic Literature Review (SLR) approach to analyze the implementation of inclusive education policies in Indonesia. This approach was chosen because it provides an understanding of the development of inclusive education concepts, policies, and practices through the analysis and synthesis of previously published research results. The main focus of this study is to evaluate existing inclusive education policies, particularly those outlined in Permendiknas No. 70 of 2009, and to examine how these policies are implemented in practice based on empirical findings documented in various scientific studies. The review process was conducted based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure procedural transparency, validity of source selection, and accuracy in reporting the results of the study. In addition, this study focused on the application of the CIPP evaluation model in the context of inclusive education implementation in Indonesia. The analysis was conducted using a descriptive thematic framework that served to identify patterns, themes, trends, and consistency in the use of the CIPP evaluation model in academic studies of inclusive education.

The inclusion criteria in this study included articles that focused on inclusive education policy studies, the implementation of inclusive education at the school level, the role of teachers and educators in providing inclusive education services, challenges in implementation in the field, and the application of the education policy evaluation model. Because this study uses a systematic literature review method, there are no respondents because the research data is obtained from scientific articles published in reputable international journals indexed by Scopus, as well as nationally accredited Sinta journals that meet academic and scientific methodological standards. The focus of the analysis was directed at the use of the CIPP (Context, Input, Process, Product) evaluation model introduced by Stufflebeam and Zhang (Stufflebeam & Zhang, 2017) as an evaluative framework for assessing the

quality of inclusive education implementation. Based on the selection process using the PRISMA flow, 45 articles were analyzed, and 15 articles were found to meet the criteria for analysis, as follows:

TABEL 1. LITERATURE REVIEW

Author	Research Objective	Method	Main Result	Relevance
Anwar et al. (2025)	Effectiveness of inclusive education policy implementation	Qualitative	Disparities in the fulfillment of input components and the effectiveness of the implementation process.	Comprehensive evaluation of inclusive education implementation
Ernawati et al. (2025)	Evaluating the inclusive education program at SD Negeri 2 Malino	Qualitative	Inclusive education requires improvements in its implementation and assessment system.	Improving GPK competencies in RPI preparation and assessment
Suharjo & Zakir (2021)	Describing inclusive education programs using the CIPP model	CIPP	Inclusive education services at Al-Azhar Private Elementary School still need to be improved.	Application of the CIPP model in assessing inclusive learning strategies and the role of GPK
Agustina (2021)	Evaluating the implementation of inclusive education in the city of Surabaya	Qualitative Descriptive	Challenges in the implementation of inclusive education	Limitations in the role and availability of GPK and challenges in implementing inclusive education
Khasyia et al. (2024)	Evaluating the implementation of the inclusive education program at SD Labschool UPI	CIPP	The components and policies for implementing inclusive education require increased awareness from all parties.	Assessment of learning strategies and the effectiveness of teachers' roles in the implementation of inclusive education
Sari et al. (2023)	Exploring the role of teachers in the implementation of inclusive education policies in elementary schools.	Descriptive	Teachers' understanding, inclusive learning strategies, and collaboration are key to the successful implementation of inclusive education.	Continuous evaluation and improvement of GPK competencies in inclusive education.
Saskia et al. (2024)	Exploring the role of GPK in supporting inclusive education in elementary schools.	Literature review	The role of GPK in creating an inclusive learning environment	The role and challenges of GPK in inclusive learning strategies
Risavera et al. (2025)	Analyzed the role of teachers in providing inclusive teaching and educational services	Literature review	The role of teachers in creating inclusive learning	The urgency of the role of GPK in providing inclusive teaching and educational services
Haniifah & Efendi (2022)	Analyzing the impact of special assistant teacher availability in inclusive schools	Qualitative	The role of GPK in determining the effectiveness of inclusive education	Evaluating the role of GPK and learning strategies through the CIPP model approach.
Solihin (2025)	Analyzing Inclusive Education Policy in the Fulfillment of Special Education Teachers	Qualitative descriptive	The lack of schools that involve their teachers in training activities	Gaps in fulfilling the role and availability of Assistant Teachers
Yuwono, Mirnawati (2021)	Describing the learning strategy of " " in inclusive education	Literature review	Various learning strategies that can be applied.	The ability of GPK and classroom teachers in applying learning strategies

Munawir et al. (2025)	Analyzing challenges in implementing inclusive education in Indonesia	Qualitative	Challenges: limited teacher training, lack of supporting facilities, and low community participation	Challenges and learning strategies in inclusive education
Laily et al. (2025)	Analyzing trends and directions in inclusive education policy research in Indonesia	Bibliometric Analysis	Policy effectiveness, and exploration of innovative approaches to strengthen the implementation of inclusive education in Indonesia	Mapping the direction, trends, and focus of inclusive education policy research
Radisic et al. (2024)	Analyzing special education programs	CIPP	The implementation of the inclusive PAUD program at ABA kindergartens in Kisaran City is in its early stages and is symbolic in nature	The implementation of inclusive education is still symbolic
Arini et al. (2021)	Understanding the usefulness of the CIPP model in evaluating inclusive education programs.	Literature review	The CIPP model serves to determine curriculum objectives, learning strategies, and inclusive education outcomes	The CIPP model serves as an evaluative reference

RESULTS AND DISCUSSION

Results

The implementation of inclusive education in Indonesia still faces various obstacles that affect the effectiveness of learning strategies. Based on a literature review of previous research, Anwar et al. (2025) found a gap in the fulfillment of input components and the effectiveness of the implementation process. Their research emphasized that there is a significant difference between national policy and school practices, which impacts the quality of inclusive learning strategies and teachers' ability to implement these strategies. Research conducted by Ernawati et al. (2025) shows that are not yet fully prepared to develop Individual Learning Plans (RPI) and conduct learning evaluations, making it difficult to implement responsive and adaptive learning strategies. This is in line with the findings of Agustina (2021), who emphasized the limitations of the role and number of special assistant teacher in Surabaya, which led to low self-confidence among Special Assistant Teachers in dealing with students with special needs and reduced the effectiveness of the implementation of inclusive learning strategies. Limited facilities and support also pose obstacles to the implementation of inclusive education in Indonesia. Hanifah & Efendi (2022) emphasize that the availability of special assistant teacher and facilities, such as accessible learning spaces, learning aids, and additional professionals (psychologists, therapists, counselors), influence the success of inclusive learning strategies. In the context of evaluating learning strategies and the role of special assistant teacher, the CIPP model is an approach that can be used to evaluate the implementation of inclusive education. Suharjo & Zakir (2021)and Khasyia et al. (2024) show that the application of the CIPP model can assess the components of learning strategies, the effectiveness of the special assistant teachers role, and the success of inclusive education implementation. This model allows for the identification of areas for improvement, enhancement of special assistant teacher competencies, and strengthening of learning strategy implementation, thereby minimizing the gap between policy and practice.

Furthermore, collaboration between classroom teachers and special assistant teacher is a factor that influences the success of inclusive learning strategies. Sari et al.(2023) and Risavera et al. (2025) emphasize that understanding inclusive learning strategies and good coordination between special assistant teacher and classroom teachers can improve the effectiveness of educational services. Munawir et al. (2025) add that systemic challenges such as lack of teacher training, limited facilities, and low community participation further widen the gap in the implementation of inclusive learning strategies. The findings from Laily et al. (2025) confirm the importance of a CIPP-based evaluation approach to strengthen the implementation of learning strategies and the role of special assistant teacher in inclusive schools. Thus, the main issues that emerge from this literature directly related to the research title include the low capacity of GPK in implementing learning strategies and the weak monitoring and evaluation system, where these various factors affect the effectiveness of inclusive education implementation.

Discussion

Contexs

At the context stage, the evaluation focused on the level of readiness, awareness, and initial involvement of schools in the implementation of inclusive education. The context evaluation covers the fulfillment of basic components such as the existence of a clear policy foundation, the designation of schools as Inclusive Education Schools (SPPI) through an official decree, and the formulation of program objectives in line with the vision of inclusive education (Mudjito, 2012). However, the results of the analysis show that the context aspect has not been fully met because government policies related to the implementation of inclusive education are still limited and not fully synchronized with the needs of implementation in the field. To date, policies still refer to Permendiknas Number 70 of 2009, which regulates educational services for students with special needs and those with extraordinary talents and potential, and this regulation is considered insufficient to support the implementation of inclusive education.

The limitations of these policies have direct implications for the lack of more detailed technical guidelines related to service standards, implementation governance, assessment mechanisms, and patterns of collaboration between stakeholders. This condition is contrary to Stainback's view in Sunardi, which emphasizes that inclusive schools should be able to provide opportunities for all students to learn together in one classroom, with flexible, adaptive learning support that is tailored to the individual abilities and needs of students. In line with Edward III's theory, the success of policy implementation is largely determined by the suitability of organizational structures, implementation mechanisms, and the availability of standard operating procedures (SOPs). The misalignment between policy and practice in the field is one of the reasons for the suboptimal implementation of inclusive education (Fitriana et al., 2022).

Input

At the input evaluation stage, the analysis focuses on the readiness of supporting elements for inclusive education programs, including operational policies, human resources, and available facilities and infrastructure. The input data obtained is used as a reference in determining intervention strategies and solutions to the limitations found at the implementation stage (Radisic et al., 2025). Conceptually, the input components in this evaluation serve as supporting factors for program sustainability, which include several main elements, namely:

Curriculum and learning materials: The ideal curriculum in inclusive education is one that is adaptive, flexible, and able to accommodate the diversity of students' abilities in accordance with their potential, interests, talents, and learning barriers. However, the results of the analysis show that the curriculum used has not been developed into an accommodative curriculum. In addition, coordination between homeroom teachers and Special Assistant Teachers is still ineffective, so that the implementation of the differentiated curriculum has not been carried out as it should be.

Human resource readiness, especially teachers: Based on the findings of the analysis, the availability of special assistant teachers is still limited, with only one person having a considerable workload, including additional roles such as homeroom teacher, extracurricular activity manager, and teacher of several subjects. This condition has an impact on the limited individual assistance and learning support that should be provided intensively to students with special needs. In addition, most regular teachers do not yet have the specific competencies to handle inclusive students because they have not participated in technical training or workshops related to inclusive education.

Availability of funding, facilities, and infrastructure: The results of previous studies show that the lack of adequate funding, both from the government and external partners, has an impact on the limited provision of physical facilities, learning aids, psychological assessment services, and special intervention programs for students with special needs. These limitations cause inclusive education services to not run optimally and fail to meet the ideal standards set in the policy.

The above findings are in line with the research by Hanifah and Efendi (2022), which confirms that the availability of professional assistants and supporting facilities such as accessible learning spaces, learning aids, and experts (therapists, psychologists, and counselors) are significant factors that determine the success of learning strategies in inclusive education.

Process

In the process evaluation stage, the assessment focuses on the extent to which the implementation of inclusive education programs has been in accordance with the initial plan, implementation standards, and applicable policy provisions. Based on a review of the literature, it was found that the implementation of learning for students with special needs is still not fully in accordance with the principles of inclusive education. This can be seen from the lack of preparation and implementation of Individual Learning Plans (RPI) as a basis for adapting learning to student needs. In addition, the curriculum implemented is still regular in nature and has not been developed into an accommodative curriculum, so that the learning material provided to students with special needs is still the same as that for regular students without any modification or differentiation of learning. Coordination between classroom teachers and special assistant teachers is hampered by the high workload of special assistant teachers, who also carry out other tasks outside of their mentoring functions. As a result, the structured individual support and learning assistance that should be provided cannot be carried out properly. In addition to core learning aspects,

schools have not organized activities oriented towards strengthening children's potential, nor have they provided compensatory programs such as behavioral therapy, academic therapy, or other support services. These conditions indicate that the implementation of inclusive education still faces structural and operational challenges in practice.

Product

Based on a review of the literature, the reporting system and specific policies regarding grade repetition for children with special needs are still not being properly implemented and therefore need to be improved. Improvements are needed in the assessment and reporting system because there are still schools that set assessment standards that do not meet the minimum program criteria. This can be seen from the absence of specific SKL and KKM for children with slow learning needs and the absence of procedures for determining KKM scores for students with special needs.The reporting system and policies related to repeating a grade are also not in accordance with the provisions, as some schools still implement policies that do not differentiate between students with special needs and regular students. Regarding assessment techniques or strategies, most teachers have made modifications, such as portfolio assessments, modified tests, and performance-based assessments so that students with special needs can meet the KKM. This contradicts Tarmansyah's (2007) opinion that students should receive regular learning outcome reports, and students who have not achieved the KKM must take remedial programs.The determination of SKL for students with special needs aims to measure the success of the learning process. Based on the General Guidelines for Inclusive Education, schools are required to adjust SKL for students with special needs according to the chronological age of the students.

Based on various obstacles identified in the implementation of inclusive education, a number of recommendations need to be considered by the government and schools as part of continuous improvement efforts. First, an official decree needs to be issued designating schools as Schools Implementing Inclusive Education (SPPI). Second, intensive training and mentoring for teachers needs to be strengthened, particularly in relation to the implementation of learning for students with special needs. Third, it is necessary to procure and place Special Assistant Teachers in every school that implements inclusive education. Fourth, the monitoring and evaluation mechanisms for inclusive education programs need to be strengthened by involving school supervisors in a more active and systematic manner. Finally, improvements need to be made to the system for reporting on student progress, including aligning policies on the continuity of services for children with special needs when they move on to the next level of education.

CONCLUSION

The implementation of inclusive education in Indonesia has, in principle, a strong legal basis and affirms that every citizen, including children with special needs, has the right to equal education services. A systematic review shows that there is a gap between policy and practice, particularly in relation to teacher readiness, the role of Special Assistant Teachers, infrastructure, learning strategies, and curricula that are not yet accommodative, thereby impacting the effectiveness of learning services. An evaluation using the CIPP model confirms that in terms of context, the policy has not been supplemented with adequate technical guidelines; in terms of input, there are limitations in human resources, funding, and supporting facilities; in terms of the implementation process of Individual Learning Plans, curriculum differentiation, and collaboration between teachers and special assistant teacher, these are not yet optimal; while in terms of the product, the assessment system and reporting of learning achievements are still not in line with the characteristics of students with special needs. Therefore, it is necessary to strengthen teacher competencies, provide more operational technical policies, optimize the role of special assistant teacher, provide supporting facilities, and conduct continuous evaluation so that the implementation of inclusive education can run effectively in accordance with the national goal of educational equity.

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Study of Denotative and Connotative Meaning in the Lyrics of the Song "Alamak" by Rizky Febian and Adrian Khalif

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Abstract. This study aims to describe the denotative and connotative meanings in song lyrics through Roland Barthes' semiotic approach. This study uses a qualitative descriptive method, which is research that produces data in the form of words, phrases, and sentences that are analyzed in depth without involving numerical calculations. The qualitative approach was chosen because it allows researchers to understand the meaning contextually, interpretively, and comprehensively according to the character of the research object in the form of song lyric text. The research data is in the form of lingual units in the lyrics of selected songs, while the data source is a lyric text document obtained from the Spotify digital platform. The data collection technique uses a documentation method by identifying, recording, and classifying lyric parts that contain linguistic marks. Data analysis was carried out using Barthes' semiotic model which includes two levels of signs, namely denotation as a basic meaning and connotation as an additional meaning related to the value of taste and context. The results of the study show that song lyrics contain literal meanings according to reality, but more dominantly display connotative meanings that reflect emotions, personal experiences, and messages that the song creator wants to convey. These findings confirm that song lyrics are aesthetic texts that are rich in meaning and relevance are studied through a semiotic approach.

Keywords: Connotative meaning, denotative meaning, song lyrics analysis.

INTRODUCTION

Language in song lyrics acts as a means of expression that not only conveys messages in a beautiful way, but also carries meanings that can be studied through diverse linguistic approaches. In the field of linguistics, semantics is the branch that pursues the meaning of language, both literal and more complicated. (Kalamor & Febrian, 2025) states that semantics examines meanings in language, including direct and context-dependent. The (Aulia et al., 2025) Explains that song lyrics are a type of literature because they can communicate messages, feelings, and experiences through artistic and poetic word choices. Thus, song lyrics are not only a form of entertainment, but also a forum to convey deep and diverse meanings.

Because of the figurative language style and complex associations of meaning used in song lyrics, semantic research is important. (Lase, 2021) saying that semantic research goes beyond just analyzing words or sentences. It includes concepts in sentences, language styles, deep meaning processes, and sound elements that provide interpretation.

The meaning in the lyrics of the song "Alamak" is analyzed using Roland Barthes' semiotic theory which includes three layers of signs, namely denotation, connotation, and myth. According to (Aini Nur Hayati, 2022), a connotative meaning is an additional meaning that has a positive, negative, or neutral sense value. According to Djajasudarma in (Salsabila & Budi, 2020), a denotative meaning is a basic meaning that shows a direct relationship between a concept and reality with no hidden meaning. Soedjito stated that connotative meanings can also be interpreted as evaluative meanings, which are meanings that include certain associations or images in the speaker's

mind. According to (Dianthi et al., 2025) Myth is an ideological meaning that has been naturalized by society so that it is considered something natural and natural.

In the context of song lyric research, the myth layer comes into play because songs not only convey the individual experiences of the creator or lyricist figure, but also build and disseminate cultural ideologies to their listeners (Dianthi et al., 2025). Popular songs often reproduce certain myths about love, relationships, and emotional identity that society considers natural and natural. Therefore, the analysis of myths allows researchers to see how language in song lyrics works as a metalanguage that shapes a social perspective on a particular reality.

In the field of research, a number of studies have explored the meaning of denotative, connotative, and mythical in the lyrics of popular songs in Indonesia. Research by (Sinaga et al., 2021) revealed that the lyrics of the song "Piggy Piggy Pool" by Fiersa Besari denotatively depict longing for a couple separated by distance and time, while connotatively conveying a message about dedication, fortitude, and the value of mutual trust in long-distance relationships. Another study by (Tansilo 2022) found that the lyrics of the song "Gajah" by Tulus were more dominant in displaying connotative meaning than denotative, because the musical work emphasized the beauty of language, the depth of symbolism, and the emotional content in the lyrics. These findings suggest that Indonesian popular music often has a complex and interpretive layer of meaning, making it suitable for analysis through a semantic approach.

In this situation, the song "Alamak" by Rizky Febian and Adrian Khalif stands out as an interesting study material, because the lyrics are loaded with hyperbolic, metaphorical, and emotional expressions. Lines such as "This is the chest of all of you" or "If there were nine lives, you would all be the same" indicate a transition of meaning from the literal to the figurative filled with the nuances of feeling. On a denotative and connotative level, the lyrics depict emotional turmoil and sacrifice in love. However, on a mythical level, the song also establishes a cultural ideology about love as an experience that comes suddenly, irrationally, and paralyzes self-control. The exclamation word "Alamak" represents the subject's shock as well as surrender to the feelings of love, thus reconstructing the myth of "love at first sight" as well as the emotional fragility of men in the context of modern love. Thus, the song "Alamak" not only conveys personal feelings, but also naturalizes a certain view of ideal love in the lives of the younger generation.

In the context of Malay–Indonesian culture, the word "alamak" serves as an interjection full of semiotic content because it represents a spontaneous expression of shock, confusion, or a sudden emotional response. In the song "Alamak", this word can be analyzed as a signifier that directly builds a closeness of meaning to the listener's emotional experience, while the signifier refers to a psychological state that is unstable, innocent, and honest in responding to feelings, especially in romantic relationships. The use of the word "alamak" also carries a light comedic feel and cultural nostalgia because it is often associated with the familiar everyday spoken language among middle- and lower-middle-class people, thus creating an egalitarian impression and no distance between the subject of the song and the listener. Semiotically, this lexical choice reinforces the semantic dimension of the song by presenting an emotional meaning that is contextual, grounded, and easily identifiable collectively, making "alamak" not just a verbal expression, but a symbol of social and cultural closeness in musical communication.

This research aims to find and analyze the types of denotative, connotative, and mythical meanings found in the lyrics of the song "Alamak". In addition, this research also aims to explain how the three layers of meaning form the emotional atmosphere and ideology of love represented in the song. This theme was chosen because the lyrics of popular songs, although common and accessible, have not been studied thoroughly from a linguistic point of view, specifically semantics.

There has been no research that has specifically studied the lyrics of the song "Alamak" using Barthes' semiotic framework comprehensively to the layer of myth. As a result, this research is expected to fill this gap by providing new discoveries in research on the semantics of Indonesian popular music, especially lyrics that describe the emotions of the younger generation.

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RESEARCH METHODOLOGY

This study uses a qualitative descriptive method because it aims to describe the denotative, connotative and mythical meanings in the lyrics of the song "Alamak" in depth. The qualitative method was chosen because the analysis of meaning is interpretive and requires an understanding of the context of the language, not numerical calculations. According to (Anggito & Setiawan, 2018) Qualitative research aims to understand the phenomenon of language as a whole through the presentation of data in the form of words, without using statistics, but through the process of data collection, analysis, and interpretation. Thus, the qualitative descriptive method is considered appropriate to analyze song lyrics that are full of flavor and emotional expression.

The source of data in this study is the lyrics of the song "Alamak" obtained from the Spotify digital platform. The research data is in the form of words, phrases, and arrays that are suspected to contain denotative, connotative, and mythical meanings. The data collection technique is carried out through the documentation method by copying

the lyrics of the song in full, then repeated reading is carried out to understand the context, emotions, and language styles that appear in the lyric text.

Data analysis was carried out by combining Roland Barthes' semiotic framework and Michael Riffaterre's heuristic and hermeneutic reading techniques. Barthes' concepts of denotation, connotation, and myth are used as theoretical foundations in the classification of meaning, while heuristic and hermeneutic readings are utilized as operational techniques for text analysis. Heuristic reading is used to capture denotative meanings based on normative language systems and is known as first-level reading according to Riffaterre (in Asriningsari & Umaya, 2010), while hermeneutic reading is used to uncover connotative and mythical meanings through an in-depth interpretation of social and cultural contexts. Hermeneutics is understood as the art of understanding texts in order to uncover moral messages and human values as described by Ricoeur and Gadamer (in Silalahi, 2021).

RESULTS AND DISCUSSION

Denotative meanings are the literal or direct meanings of a word, phrase, or symbol (Nasution et al, 2024). In song lyrics, the denotative meaning is the actual meaning of the words, according to a general definition or dictionary, not an implied or metaphorical meaning. This level is the most basic layer of meaning in Roland Barthes' model, where lyrics are interpreted objectively without any additional emotional elements.

(Sinaga et al., 2021) states that connotative meanings function as the opposite of denotative meanings. Unlike denotatives that show the original or literal meaning of a word, connotatives actually involve figurative or additional meanings. Connotative meanings in song lyrics refer to additional, associative, or figurative meanings that go beyond literal meaning, often evoking the listener's emotions, symbols, or cultural experiences. This layer arises from the use of metaphors, symbolism, or social contexts that make the lyrics more expressive and profound.

The connotative meanings that appear consistently in the lyrics of the song "Alamak" not only serve as an emotional amplifier, but also form a pattern of repeated meaning. It is this pattern that, in the framework of Roland Barthes' semiotics, transforms into myth. The connotations of madness, emotional dependence, and total sacrifice in love were later naturalized as a natural and ideal love experience in popular culture.

In Research (Husaina et al., 2018) Myths have similarities with ideology in that they both function at the level of connotation. According to Barthes, a myth that has been stable will turn into an ideology. Ideology is always related to the realm of meaning, so that wherever there is a sign, there is an ideology. Barthes described myth as a "second language" that commented on the "first language". Denotation signs (omens and signs) turn into markers for mythological connotations. Thus, myths and ideologies are intertwined through this semiotic process.

The shift in the expression of love in the song "Alamak" which was released on October 3, 2025 is seen not only through the use of hyperbole and metaphors that are physical, but also through the spontaneous call of "alamak" as a marker of emotional response. For example, the use of more hyperbolic language and explicit physical metaphors is used to emphasize the intensity of feelings directly and excessively, so that emotions are no longer conveyed implicitly. This phrase reflects the way Generation Z communicates in the digital space, where emotions are conveyed in a concise, truncated and easy to understand manner, as is commonly found on platforms such as TikTok and Instagram Reels. This pattern shows a clear contrast with the love songs of the previous era which were generally delivered narratively and emphasized ideal romanticism. Thus, "Alamak" can be understood as a representation of today's expression of romantic anxiety wrapped in humble humor, while showing the ability of the younger generation to respond to the pressure of hyperconnectivity culture in an adaptive manner.

In this study, the researcher applied Roland Barthes' semiotic approach to reveal the meaning of denotative, connotative, and mythical in the lyrics of the song "Alamak" by Rizky Febian and Adrian Khalif. This approach allows the identification of three intertwined levels of meaning in the song text. Denotative meanings are seen through words that directly describe the physical condition and feelings of the lyrical characters, such as body vibrations when experiencing emotional attraction. Meanwhile, connotative meanings arise from deeper emotional associations, such as feelings of love sickness, excessive excitement, fear of loss, and doubts in dealing with romantic relationships. Furthermore, this series of connotative meanings forms a layer of myth, namely a cultural ideology about love that is naturalized as a spontaneous, irrational, and paralyzing experience of reason. Thus, this song serves as a metalanguage that shapes the way listeners understand and interpret the experience of falling in love.

TABLE 1. SONG ANALYSIS

Lyrics	Denotative Meaning	Connotative Meaning	Myth Meaning
No one can do this to me.	Questions about the cause of a person's physical/mental condition	The search for the perpetrator who drastically alters emotions, implies the power of the influence of a loved one	Love is positioned as an external force that is able to control oneself without realizing it

This crazy happy what is suffering	Confusion of choosing between happiness or suffering	The emotional ambivalence of falling in love is as confusing as madness	Love as an irrational condition that transcends logic
The sky is better	Weather is sunny and physically beautiful	Nature has no effect when the heart is disturbed by romance	Love is placed as the center of the meaning of life, above the outside world
But for me, it's normal.	Sunny weather is considered normal by speakers	Total focus on loved ones ignoring external beauty	Love as the ultimate reality that gets rid of everything else
He amazed me.	The person causes amazement or stunned	A magnetic charm that paralyzes consciousness	Love as a magical force that "bewitches" the subject
I don't even dare to kiss you again.	Fear of greeting, let alone physically kissing	Extreme shame and fear in front of idols	Ideal love accompanied by submission and adoration
My eyes are shaking, my feet tremble.	Body parts vibrate when standing	Physical symptoms of classic "love sickness"	The body becomes physical evidence of the power of love over humans
If I had it	If you manage to have the person	The fear of losing after having, a symbol of the fragility of love	Love is understood as a fragile possession
I don't want to sleep anymore	Not wanting to sleep anymore	The euphoria of love that eliminates the need for rest	Love as a life energy that defeats biological needs
The address will be yours later.	Predictions will be abandoned	A premonition of heartbreak that haunts	Love always comes with the risk of loss
If there are nine lives	If it has 9 lives like a cat	Absolute loyalty and total sacrifice	Absolute love that demands complete surrender
I just want to be with you all	Want to be together forever	An eternal bond despite repeated death for love	Love is defined as lifelong loyalty
This is the chest of you all	The chest/heart is full of the person	Total dominance of the lover figure in the mind	Love as the center of self-identity
Oh my goodness, is this in love?	Surprise over the possibility of falling in love	Sudden realization of first romance	The myth of "love at first sight" that is naturalized
What are you dear	Questions about affection	Relationship status doubts	Love requires verbal validation
What's Up With Me Now	Asking for a pinch to distinguish reality/hallucinations	Distrust in one's own feelings	Love is perceived as an unbelievable dream
Getting drunk	Causes drunkenness and infatuation	Emotional addiction like love drugs	Love as opium
Momentarily fainting where artificial breath	Sudden fainting, artificial respiration (CPR)	The extreme impact of love to loss of consciousness	Love is represented as a condition that transcends physical boundaries
Can I see you for a minute	Ask to meet briefly in English	Formal desire to meet parents to be serious	Modern love that remains courteous oriented
Can I visit	Request permission to visit	Serious steps towards commitment	Love must follow social norms
See Your Mom and Dad	Want to meet parents to say goodbye	Traditional intention of betel nut	Family legitimacy as a condition of ideal love
If you are a dragon you will be pleased.	If you really like	Faith needs blessings to continue	Love must be agreed upon by both parties
I'm leaving now	Jump off now	Impulsive readiness for love	Love as a spontaneous impulse
At least you said so.	At least say	Need verbal reassurance	Verbal clarity as emotional legitimacy

When You Don't Love	If not dear	Anticipating rejection	Love is always faced with the risk of rejection
Let me hold my feelings	In order to be able to hold on to feelings	Self-control for self-esteem	Self-esteem is placed above love
So stop you staring	Stop the gaze	Gaze triggers false hope	The gaze is seen as a symbol of hope
'Cause I'm not strong enough.	Because they can't stand it	Total emotional fragility	Love legitimizes emotional weakness
Not strong hope	Not strong and hopeful	Despair from unrequited hope	Love is perceived as a source of suffering
The Mad Hatters Are In Love	The madness of being in love	The inevitable peak of romance consciousness	Myth as an inevitable destiny

(Rizky Febian & Adrian Khalif, 2025)

Based on the table above, the denotative meaning of the lyrics "Alamak" as a whole forms a real story about the reaction of the body and mind when in love. The lyrics begin with a simple question "Who can make me like this" which literally looks for the cause of the change in self-condition. Then comes the concrete emotional confusion of "This madness is happy or suffering" and the observation of nature "The sky is good but for me it is ordinary" which shows indifference to the outside environment.

The lyrics "Mata pupat, pat, pat, knee, kaki tremble, ku berhal" represent the practice of intertextuality that implicitly refers to the children's song "Kepala Pupak, Knee Kaki". This reference does not serve as a physiological description of body tremors, but rather as an aesthetic strategy to establish connotative meaning. In the context of adult romantic relationships, the use of children's lyrics conjures up childish imagery and describes the condition of loss of self-control that often accompanies the experience of falling in love.

Furthermore, the phrase "Address you will go later" reflects a realistic anxiety about the possibility of being abandoned, while "What is the delusion of pinching me now" shows the lyrical subject's doubts about the emotional reality he is experiencing. The request for physical verification indicates an inner conflict between hope and fear. The climax of the narrative is marked by the concrete intention of "See your mom and dad I say goodbye" and the demand for certainty in "At least you say if you don't love", which emphasizes the shift from uncertainty to the search for commitment.

Thus, the choice of children's song references instead of medical terminology reinforces the emotional dimension of the lyrics through popular culture approaches. This intertextuality allows the experience of "love sickness" to be represented in a more communicative, symbolic, and easily understood way for listeners. The connotative meaning in the lyrics of "Alamak" adds a rich emotional and cultural dimension behind the simple words. The body vibration "eyes, shoulders, knees, feet trembling" is not just an ordinary physical tremor, but a familiar emblem of "lovesickness" in the universal experience of romance. The phrase "if there were nine lives, I would like them all to be with you" profoundly implies absolute sacrifice and eternal bonds, like the myth of the long-lived cat.

The doubt of "what the delusion pinches me now" reflects a deep fear of heartbreak and the illusion of feelings, while the impulsive impulse of "I am leaving now" symbolizes total readiness for customary commitments such as traditional proposing. The emotional climax of "crazy my dragons have fallen in love" encapsulates the outburst of uncontrollable euphoria that is at the heart of the experience of falling in love.

Eclectic phrases such as "Oh my god, are I in love" and "crazy my dragons have fallen in love" build the myth that love comes suddenly and is beyond the rational control of the individual. This myth normalizes the view that falling in love is an event that does not need to be logically questioned, but rather is accepted as a natural experience.

The representation of a trembling body, drunkenness, and fainting reconstructs the myth of men's emotional fragility in romantic relationships. The song challenges traditional masculinity stereotypes by presenting men as emotional and vulnerable subjects, who are instead naturalized as a form of sincerity of love.

Lines such as "if there are nine lives, I want you all" and "see your mom and dad I'm goodbye" build the myth of ideal love as a total sacrifice that must lead to social legitimacy. Love is not only understood as a personal feeling, but as a legitimate relationship when it has the blessing of the family and according to cultural norms.

Thus, the lyrics of the song "Alamak" not only contain denotative and connotative meanings, but also form a myth about love in popular culture. Denotative meanings serve as the primary foundation that outlines the concrete experiences of lyrical characters through the physical and psychological responses to falling in love, while connotative meanings deepen those experiences through emotional, symbolic, and cultural associations that represent euphoria, dependence, and anxiety in romantic relationships. This accumulation of connotative meanings further forms a layer of myth, namely the view of love that is naturalized as a spontaneous, irrational experience, paralyzing self-control, demands total sacrifice, and requires social legitimacy. Thus, the three layers

of meaning do not stand alone, but are interrelated and work simultaneously in building the emotional atmosphere of the song while normalizing certain ideologies about love for its listeners, especially the younger generation.

CONCLUSION

This study analyzes the denotative and connotative meanings in the lyrics of the song "Alamak" by Rizky Febian and Adrian Khalif using Roland Barthes' semiotic approach, showing how literal interpretations shape the narrative of physical and emotional reactions to love, while deeper connotations evoke universal themes of falling in love, sacrifice, and heartbreak. Denotative meanings capture immediate elements such as trembling eyes, shoulders, knees, and feet and the doubt "Who can make me do this?", depicting a true story of confusion and romantic euphoria. Connotative layers add emotional richness, such as "if there are nine lives, I want them all to be together" which symbolizes lasting loyalty like the myth of long-lived cats, as well as impulsive commitments such as introducing to parents, which highlight cultural readiness in love. This qualitative analysis affirms the lyrics of songs as a layered vehicle for semantic exploration, with a predominance of connotations that reflect personal experiences, cultural symbols, and the ambivalence of young love, contributing to the research of Indonesian pop music.

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Semantic Analysis of Lexical and Contextual Meaning in the Lyrics of the Song "Di Akhir Perang" by Nadin Amizah

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Abstract. This research is motivated by the existence of a deep meaning in song lyrics that is not only aesthetic, but also able to convey emotional and existential messages through the choice of diction and context. The purpose of the research is to identify the lexical meaning, explore the contextual meaning, and analyze the relationship between the two in the lyrics of the song Di Akhir Perang by Nadin Amizah. The research method is qualitative with a semantic approach, using lyric documentation techniques (listen-notes). Data in the form of words, phrases, and sentences from lyrics, taken from official online lyric sources. The results of the study show that at the lexical level, literal meanings of diction such as "plant", "reap", "arrow", "war", "go home", "win", etc. Contextual analysis reveals the figurative/metaphorical meaning of songs depicting inner struggles, healing processes, self-acceptance, and hope. The relationship between lexical and contextual meanings suggests that literal meanings form a referential basis, while contextual meanings provide emotional and symbolic depth, thus together forming an overall message of inner healing, peace, and victory.

Keywords: semantics, lexical meaning, contextual meaning, song lyrics, Di Akhir Perang.

INTRODUCTION

Language is a system of symbols that functions as the main medium in representing human thoughts, feelings, and experiences. Through language, humans not only convey factual information, but also build emotional, social, and cultural meaning. In practice, the meaning of language is not always singular and explicit, but can be multiple, implicit, and depending on the context of its use. Therefore, the accuracy of word selection and speech structure is a crucial aspect in building clarity of meaning and avoiding ambiguity (Yule, 2017; Nurjannah S. et al., 2024). This shows that the study of the meaning of language has a strategic role in understanding texts, both in the realm of daily communication and aesthetic works. However, in the practice of aesthetic text analysis, the meaning of language is often reduced to the meaning of the dictionary without considering the psychological and symbolic context behind it, resulting in an incomplete understanding of the message of the work.

In linguistics, the study of meaning is systematically discussed in the branch of semantics. Semantics studies the relationship between the form of language and the meaning it produces, both at the level of words, phrases, and sentences. One of the main focuses in semantics is the distinction between lexical meaning and contextual meaning. Lexical meaning refers to the basic meaning of a lexem as recorded in the dictionary, while contextual meaning arises from the interaction of lexical elements with textual context, interverse relationships, and emotional and thematic backgrounds built in lyric texts. (Cruse, 2011; Saeed, 2016). Modern semantic research confirms that meaning cannot be separated from context, as context plays a major role in shaping the interpretation of speech as a whole (Evans & Green, 2020).

Furthermore, language in literary and artistic works tends to present a more complex meaning than everyday language. This is due to the use of language styles, metaphors, symbols, and emotional associations that are

deliberately built by the author or creator of the work. Leech (2014) states that aesthetic language utilizes the distortion of literal meaning to produce certain emotional and artistic effects. Thus, the analysis of meaning in literary texts is not enough to be done lexically alone, but requires a contextual approach to uncover the hidden layers of meaning.

One form of aesthetic text that is rich in semantic content is song lyrics. Song lyrics are a form of language expression that combines linguistic, musical, and emotional elements. In lyrics, words not only serve as conveyors of messages, but also as symbols that represent the personal experiences, cultural values, and psychological conditions of their creators (Tagg, 2013; Machin, 2016). Recent research shows that song lyrics often contain metaphorical and connotative meanings that can only be understood through in-depth contextual analysis (McIntyre, 2021). Therefore, song lyrics are relevant objects of study in contemporary semantic studies.

In the context of Indonesian music, Nadin Amizah is known as a singer and songwriter who displays a poetic lyrical style with a strong emotional charge. His works often raise the theme of inner struggle, emotional wounds, and the process of self-recovery. One of his songs, titled Di Akhir Perang, presents symbolic dictionaries such as war, wounds, recovery, and home that lexically have concrete meanings, but contextually represent internal conflicts, psychological trauma, and the search for inner peace. This phenomenon is in line with the view of Gibbs (2017) who states that conceptual metaphors in artistic texts serve as a means to represent abstract experiences through concrete language.

A semantic analysis of the lyrics of Di Akhir Perang is important because the song shows how meaning is constructed through the relationship between lexical meaning and contextual meaning. A number of previous studies have examined the lexical and contextual meanings in song lyrics, both Western and Indonesian songs. However, most of the research still focuses on the inventory of meaning without highlighting the systematic relationship between lexical meaning and contextual meaning in constructing the psychological theme of songs. Therefore, this study places the lyrics of the song Di Akhir Perang by Nadin Amizah as the object of study to fill this gap. In addition, this research is relevant to the development of literary linguistics studies that place language as the main medium in building the aesthetic and emotional experience of readers or listeners (Stockwell, 2015; Gavins & Steen, 2018).

Based on this description, this study aims to (1) identify the lexical meaning in the song lyrics, (2) analyze the contextual meaning formed, and (3) explain the relationship between the two types of meanings in building the thematic message of the song. Thus, this research is expected to make a theoretical contribution to the development of semantic studies as well as a practical contribution in understanding the meaning of language in musical works as a medium of artistic expression.

RESEARCH METHODOLOGY

This study uses a qualitative research method with a semantic approach. The qualitative method was chosen because this research focuses on understanding the meaning of language in depth, especially the lexical meaning and contextual meaning contained in song lyrics. Semantic approaches are used to examine meanings that arise at the level of words, phrases, and sentences, as well as the relationship between literal meaning and meaning formed through the context of language use (Chaer, 2013; Saeed, 2003).

The object of this research is the lyrics of the song Di Akhir Perang by Nadin Amizah. The data source is in the form of song lyric text obtained from official online lyric sources that can be accounted for. The research data is in the form of words, phrases, and sentences in song lyrics that contain lexical meaning and contextual meaning in accordance with the focus of the research.

The data collection technique used is a documentation technique with the see-and-record method. The listening technique is carried out by reading the lyrics of the song repeatedly and carefully to understand the overall content and nuances of its meaning. Furthermore, the recording technique is carried out by recording parts of the lyrics that contain elements of lexical meaning and contextual meaning. This process is carried out systematically so that the data obtained is relevant to the research objectives (Sudaryanto, 2015).

The unit of analysis in this study is in the form of lexemes and key phrases that are repeated and have a dominant role in building the theme of the song. The first stage is data reduction, which is selecting and focusing data that is directly related to lexical meaning and contextual meaning in song lyrics. The second stage is data presentation, which is grouping data based on the categories of lexical meaning and contextual meaning. The third stage is data interpretation, which is analyzing the meaning of words and phrases based on their lexical meaning, then relating them to the context of the lyrics, the relationship between verses, and the emotional nuances built in the song. The last stage is the drawing of conclusions based on the results of the analysis that has been carried out thoroughly and repeatedly (Miles & Huberman, 2014).

The validity of the data in this study is maintained through diligence of observation and consistency of analysis. The researcher conducts repeated readings of the data and adjusts the results of the analysis with relevant semantic

theories. Thus, the results of the research are expected to have a good level of accuracy and can be scientifically accounted for.

Meaning analysis is carried out with the following steps: (1) identifying key words and phrases in song lyrics that are semantically concrete; (2) determine the lexical meaning of each data based on the Great Dictionary of the Indonesian Language (KBBI); (3) interpreting contextual meaning by considering interverse relationships, song themes, and emotional nuances; and (4) mapping the relationship between lexical meaning and contextual meaning to see patterns of symbolic meaning formation.

RESULTS AND DISCUSSION

The results of the analysis show that the lyrics of the song Di Akhir Perang contain a number of key lexemes that have expanded their meaning from the lexical level to the contextual level.

TABLE 1. MEANING IN SONG DI AKHIR PERANG QUOTES

Leksem	Lexical Meaning	Contextual Meaning
War	Armed conflict or combat	Inner conflict and psychological struggle
Luke	Injury or physical damage	Emotional trauma or painful experiences
Plant	Putting seeds in the ground	Effort, hope, and the initial process of recovery
Harvest	Harvesting crop yields	The result of the healing process and struggle
Home	Where to live or shelter	Psychological safe space and self-acceptance
Return home	Return to the place of origin	Return to Identity and Inner Integrity
Win	Defeat opponents	Winning the inner over internal conflicts
Peace	A non-conflict situation	Internal harmony and peace of mind

4. Lexical Meaning in Song Lyrics of Di Akhir Perang

Based on the results of the analysis of the lyrics of the song Di Akhir Perang by Nadin Amizah, a number of lexemes were found that dominantly built the basic meaning of the song. Lelexically, the words that appear in lyrics have a relatively stable conceptual meaning as listed in dictionaries and language conventions.

The word war lexically means conflict or armed battle between two opposing parties (KBBI). The word wound means physical injury or damage to the body, while recovery means returning to its original state or healing after experiencing a disturbance. Furthermore, the word planting and harvesting lexically relates to agricultural activities, namely the process of putting seeds and obtaining results. Arrows mean a representation of stress, threat, or painful experience directed at the subject of the lyric, return means to return to the place of origin, to win means to defeat an opponent, and peace means a situation without conflict.

These lexical meanings form a concrete referential foundation. As Saeed (2003) points out, lexical meaning is inherently intrinsic and is the starting point in the process of interpretation before interacting with the broader context. Thus, the lexical meaning in these lyrics serves as a starting foothold for building symbolic and emotional meaning on a later level.

5. Contextual Meaning in Song Lyrics of Di Akhir Perang

At the contextual level, the meaning of words in lyrics undergoes significant shifts and expansion of meaning. The word war is no longer interpreted as a physical conflict, but rather serves as a conceptual metaphor to describe inner conflicts, psychological struggles, or difficult phases in an individual's life. The use of metaphors is in line with the conceptual metaphor theory of Lakoff and Johnson (1980) which states that abstract experiences are often understood through concrete domains.

The phrase at the end of the war contextually marks a transitional phase, that is, the moment when internal conflicts begin to subside and the lyrical subject enters a stage of recovery. This context indicates a movement from a stressful state to calmness and self-acceptance. The word wound in lyrics no longer refers to a physical injury, but symbolizes an emotional trauma or painful experience that leaves a psychological mark.

The words planting and harvesting contextually form a metaphor for the process. Planting represents the effort, hope, and positive actions that individuals take during difficult times, while reaping symbolizes the results of the process, in the form of inner peace, peace, or emotional recovery. This metaphor confirms that healing is a process that requires time and patience.

Furthermore, the word arrow in the context of lyrics can be interpreted as a symbol of direction, determination, or life decisions. In the context of lyrics, arrows can be interpreted as symbols of the pressures or threats faced by the lyrical subject, which reinforces the image of inner conflict and painful emotional experiences. The word house has expanded its meaning to become a symbol of a safe psychological space, where individuals feel

accepted and at peace with themselves. Going home is not just a return physically, but a return to identity and self-integrity.

The word victory in this context means inner victory, which is the success of the individual in facing internal conflicts and achieving self-acceptance. Meanwhile, peace not only indicates the absence of conflict, but a state of internal harmony that is achieved after going through a process of reflection and healing. This contextual meaning confirms that the song does not simply tell the end of the conflict, but narrates the process of psychological transformation.

6. **The Relationship of Lexical and Contextual Meaning**

The results of the analysis show that the relationship between lexical meaning and contextual meaning in the lyrics of At the End of the War is complementary and systematic. Lexical meanings provide concrete and visual representations, while contextual meanings develop those meanings into symbolic and emotional. This transformation of meaning follows a metaphorical mapping pattern from the physical domain to the psychological domain.

Words that are lexically concrete such as war, wounds, and arrows are mapped to abstract experiences of inner conflict, emotional trauma, and self-determination. This process creates a depth of meaning that allows the listener or reader to understand complex emotional experiences through simple and familiar language. In this context, connotative and affective meanings are more dominant than conceptual meanings, as stated by Leech (1981) in the study of the meaning of poetic language. about the dominance of affective and connotative meanings in poetic language.

Semantic cohesion in these lyrics is also built through the consistency of lexical choices related to conflicts, processes, and resolutions. These fields of meaning form a complete narrative flow, ranging from suffering, struggle, to recovery and peace. Thus, the interaction between lexical and contextual meanings not only enriches the meaning of the lyrics, but also reinforces the thematic message of the song as a whole.

7. **Implications of the Findings**

The findings of this study show that the lyrics of the song Di Akhir Perang function not only as an aesthetic expression, but also as a medium of representation of psychological experiences. Through semantic strategies in the form of metaphors and symbolism, abstract personal experiences can be communicated universally. This confirms the relevance of semantic studies in understanding popular music works as a form of cultural discourse.

Theoretically, this study reinforces the view that the analysis of meaning in aesthetic texts must consider the relationship between lexical meaning and contextual meaning simultaneously. Practically, the results of this study can be a reference for the study of literary linguistics and the lyrical analysis of contemporary Indonesian songs, especially in understanding the representation of inner conflict and the process of self-recovery through language.

CONCLUSION

Based on the results of the semantic analysis of the lyrics of the song Di Akhir Perang by Nadin Amizah, it can be concluded that the lyrics of the song contain meanings that are not only lexical, but also contextual and symbolic. Lelexically, the words used in lyrics have a relatively simple basic meaning and can be understood through dictionary references. However, when the words are placed in the poetic and emotional context of the song, their meanings undergo expansion and shifting to form a more complex contextual meaning.

The contextual meaning in the lyrics of Di Akhir Perang is built through the use of metaphors and symbols, such as the representation of the word war as an inner conflict, wounds as emotional trauma, and recovery and home as symbols of recovery and self-serenity. This shows that the emotional context and personal experiences of the songwriter have an important role in shaping the interpretation of the meaning of the lyrics. Thus, the meaning produced cannot be understood literally, but requires an understanding of the linguistic, psychological, and aesthetic context.

The results of this study confirm that the analysis of lexical and contextual meaning is an effective approach to uncover the layers of meaning in song lyrics. In addition, this study shows that language in music works functions as a rich medium of emotional expression and is able to represent abstract and complex human experiences. Therefore, song lyrics can be positioned as relevant objects of linguistic study, especially in the study of semantics and literary linguistics.

This research specifically shows that the relationship between lexical meaning and contextual meaning in song lyrics is not separate, but forms a unified system of meaning that supports each other in building the listener's emotional experience.

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The Role of Teachers in Developing Communication Skills in Children With Special Needs at School

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Abstract. This research investigates the pivotal function of educators in enhancing the communicative competencies of children with special needs (CSN) in inclusive educational settings through a systematic literature review. Children with special needs frequently encounter significant communicative obstructions that hinder both their academic progression and social integration. The methodology employed involves a comprehensive analysis of scholarly articles sourced from Google Scholar, ResearchGate, and DOAJ, spanning the years 2020 to 2025. The findings demonstrate that teachers serve as essential orchestrators in developing these skills by employing individualized strategies that balance humanistic, empathy-driven methods with evidence-based interventions, such as Augmentative and Alternative Communication (AAC). Furthermore, successful communication development is highly dependent on the integration of parental cooperation, peer-mediated support, and a supportive inclusive environment. However, a significant gap remains due to insufficient professional training and limited institutional resources. Consequently, it is imperative to elevate teacher professional standards and provide necessary facilities to ensure that children with special needs can achieve optimal growth in their social and communicative interactions.

Keywords: role role of teachers, communication development, children with special needs, inclusive education, AAC.

INTRODUCTION

Fundamentally, humans are social beings who require interaction to cultivate both their intellectual and physical potential. This necessity is equally vital for children with special needs (CSN), who typically face inherent limitations in communication. These children often encounter significant barriers in cognition, verbal expression, and social engagement, which can pose serious challenges to the pedagogical process. According to (Shintiyana, 2020), children with special needs are defined by their developmental differences from the norm, necessitating specialized educational services to optimize their human potential. The spectrum of these disorders is broad, including visual and hearing impairments, intellectual disabilities, autism spectrum disorder (ASD), ADHD, and speech delays.

In the framework of inclusive education, the teacher's role transcends traditional instruction; they act as a pivotal catalyst for developing the child's communication and adaptive competencies. From a theoretical perspective, this role aligns with Lev Vygotsky's concept of the Zone of Proximal Development (ZPD). Within this construct, the teacher serves as a provider of scaffolding—offering structured, temporary support to help the child overcome communicative hurdles until they can interact independently. As noted by (Wahani & Harsiwi, 2024), communication is a universal human activity, and teachers must therefore implement flexible intervention techniques and nonverbal strategies tailored to the unique profile of each student.

However, teachers face a multifaceted set of challenges, ranging from difficulties in interpreting a child's unique communication patterns to a lack of professional training and resources. To address this, (Nurselly et al., 2025) suggest that a profound understanding of child psychology is essential for providing effective services that bolster a child's self-confidence. Such specialized support not only fosters a peaceful learning environment but

also aids in stress reduction and the development of functional skills that empower children with special needs to achieve long-term independence.

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RESEARCH METHODOLOGY

The design used in this study is a literature review. A literature review is an examination or survey of information sources on a specific topic. The results of reviewing these sources are information about theories, methods, and research gaps relevant to the specified topic (Asyari, 2021) .

The literature search was conducted through the Google Scholar, ResearchGate, and DOAJ databases using the keywords "role of teachers," "communication of children with special needs," "inclusive education," and "communication strategies for children with special needs." The inclusion criteria were articles published between 2020 and 2025 that directly discussed the role of teachers in developing communication in children with special needs, as well as articles that were available in full text so that they could be analyzed comprehensively. The articles that met the criteria were then analyzed to obtain a comprehensive overview of the theories, methods, strategies, and challenges faced by teachers in developing communication for children with special needs in schools.

RESULTS AND DISCUSSION

A review of current literature indicates that educators hold a transformative role in facilitating the communication skills of children with special needs (CSN) within school environments. Effective communication is not merely a tool for message delivery; it serves as the essential foundation for social engagement, the development of self-esteem, and the acquisition of meaningful educational experiences. Because communication barriers often obstruct the learning trajectory, teachers must act as a bridge between the student's unique requirements and the academic expectations of the school.

1. **Strategic Differentiation Based on Disability Type**

Interventions are most successful when they are individualized, as emphasized by (Madjid, 2024). Teachers must tailor their methods to the specific needs of the child:

a. Hearing Impairments: Educators prioritize visual literacy, sign language, or written communication to facilitate information exchange.
b. Autism Spectrum Disorder (ASD): As noted by Petersson-Bloom and Holmqvist (2022), strategies such as visual schedules, social stories, and pictorial media are more effective in helping these children navigate classroom social dynamics.
c. Intellectual Disabilities: Teachers focus on simplifying instructions and using concrete symbols to reduce cognitive load.

2. **The Continuum of Augmentative and Alternative Communication (AAC)**

(Crowe et al., 2022) highlight that AAC is a critical intervention for children with complex communication needs.

a. Low-Tech AAC: Teachers frequently utilize accessible tools like the Picture Exchange Communication System (PECS) or communication boards, which remain effective when applied consistently.
b. High-Tech AAC: The literature also points to the effectiveness of speech-generating devices and tablet-based applications, though their implementation often depends on the school's resources and the teacher's technical proficiency

3. **Theoretical Framework: Scaffolding and Social Interaction**

In line with Lev Vygotsky’s theories, the teacher’s role is that of a "facilitator of potential." By being sensitive to nonverbal signals—such as facial expressions and gestures—teachers provide the necessary scaffolding to prevent student frustration and promote smoother interactions. This approach ensures that children feel valued as individuals equal to their peers.

4. **The Teacher as an Ecosystem Orchestrator**

The success of a child's communication is deeply linked to the teacher's ability to coordinate various stakeholders:

a. Parental Collaboration: (Satriani, 2024) found that transparent and active information exchange between teachers and parents is vital for developing appropriate individual learning programs.
b. Peer-Mediated Intervention: Teachers must manage group dynamics so that regular students can serve as communicative models. This interaction expands opportunities for CSN while fostering empathy and an inclusive culture among all students

5. Professional Training and Practical Obstacles

Despite the importance of their role, many teachers face significant hurdles due to a lack of specialized training. In many instances, particularly in Indonesia, educators rely on personal intuition rather than evidence-based scientific methods. (Crowe et al., 2022) warn that without formal training, the application of strategies like AAC tends to be inconsistent.

6. Functional Communication Training (FCT)

A modern shift in the literature suggests that the ultimate goal of teacher intervention is "Functional Communication." The focus is not necessarily on perfect articulation, but on empowering the child with the tools to express basic needs—such as requesting assistance, declining an offer, or indicating pain. By providing positive reinforcement for every communicative effort, teachers help build the child's independence.

Based on the synthesis of the reviewed literature, it can be concluded that educators serve as fundamental orchestrators in advancing the communicative competencies of children with special needs (CSN) within inclusive educational settings. Successful development of these skills relies not only on humanistic approaches that foster emotional connection but also on the teacher's precision in implementing evidence-based strategies tailored to specific disability types, such as visual supports for autism or sign language for hearing impairments.

The implementation of Augmentative and Alternative Communication (AAC)—ranging from low-tech tools like picture exchange systems to high-tech speech-generating devices—has proven effective in bypassing verbal limitations. Within this theoretical framework, teachers provide vital scaffolding to guide children toward communicative independence in daily interactions. Furthermore, the primary focus of intervention has shifted toward "Functional Communication," prioritizing a child's ability to autonomously express basic needs over the perfection of speech articulation.

However, the efficacy of the teacher's role remains hindered by critical gaps in professional training and a lack of institutional resources. Consequently, a synergy between teachers, parents, and peers, supported by comprehensive training policies, is essential to ensure that children with special needs can develop optimally within a supportive and inclusive educational environment.

CONCLUSION

Educators occupy a fundamental role in advancing the communication capabilities of children with special needs (CSN) within the school environment. This is achieved through highly personalized strategies that integrate humanistic approaches—prioritizing empathy and emotional connection—with evidence-based interventions, such as visual supports and Augmentative and Alternative Communication (AAC). Based on the literature, the successful development of these skills is not solely the responsibility of the teacher; it is also contingent upon robust parental involvement, active peer support, and the creation of an inclusive school atmosphere. Consequently, enhancing teacher professional competence and ensuring the availability of adequate resources are imperative steps to enable children with special needs to reach their full potential in both academic learning and social interaction processes.

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Notes Application as a Media Gratitude Intervention Method for Prosperous Schools: SMP N 3 Depok

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Abstract. Effective interventions for building a prosperous school environment, aimed at promoting the holistic well-being and flourishing of students and teachers, are those that are seamlessly integrated into daily school life and good practices. This quasi-experimental study, utilizing a pre-test and post-test control group design, investigates the use of a note's application as a digital gratitude intervention for 62 adolescents at SMP N 3 Depok. The results indicate that recording daily gratitude via the application significantly increased students' gratitude levels (sig. 0.000 < 0.05), with the experimental group outperforming the control group (sig. 0.004 < 0.05). Theoretically, this research reinforces the 'moral glue' concept of gratitude within a digital framework, while practically providing a modern, private, and accessible media for schools to foster student mental health. Thus, digital gratitude journaling serves as a viable intervention to support the creation of flourishing school communities.

Keywords: Adolescents, digital gratitude journaling, gratitude intervention, notes application, prosperous school.

INTRODUCTION

School represents the second most vital environment for adolescents after the family, as students spend the majority of their daily lives within its walls. Beyond just a physical space, school is a primary source of skills and competencies that support an individual's capacity for future success. Given their relative stability, schools are uniquely positioned to serve as accessible settings for enhancing adolescent well-being. Improving well-being during this stage is essential because it generates positive benefits that can influence a student's long-term trajectory.

To harness this potential, Positive Education has emerged as a paradigm that applies Positive Psychology principles within educational contexts. Seligman (2009) defines this approach as a traditional education focused on academic skills, complemented by strategies that nurture well-being and promote good mental health. This framework recognizes that the synergy between teaching practices and educational theory is transformative when applying psychological principles to student growth. Ultimately, the goal of Positive Education is to promote "flourishing" a state of positive mental health within the school community.

The concept of flourishing is often understood through two philosophical lenses: the hedonic and eudaimonic approaches. While hedonism focuses on maximizing pleasure and positive emotions like happiness and satisfaction, the eudaimonic perspective emphasizes personal growth and living in accordance with societal values. In a school setting, students thrive when they are happy, achieve goals confidently, and develop healthy social relationships. Conversely, a classroom thrives when students feel included, and teachers feel satisfied and committed to the learning process.

Focusing on such development is critical because adolescence is a vulnerable stage characterized by the emergence of mental health issues, with high reported rates of depression and anxiety. Therefore, effective interventions are needed to help adolescents build positive relationships within their community. Previous research by Berndt and Keefe (1992) and Ladd (1999) has shown that maintaining strong friendships and social adjustments significantly reduces psychological disorders and boosts educational achievement.

One of the most reliable methods to strengthen these relationships and improve well-being is through the experience and expression of gratitude. Gratitude acts as an emotional response to receiving unexpected benefits from others, fostering a positive school culture through improved interactions between students, teachers, and

staff. Simmel (1950) famously argued that gratitude is the "moral glue" that binds society together. In schools, educators can help students recognize the investments made by their community, which in turn motivates students to value their own progress and the care they receive.

While expressing gratitude through traditional journaling is a well-established practice, there is a notable research gap regarding the use of modern digital tools as media interventions in Indonesian secondary schools. Most existing gratitude interventions rely on manual methods, which may lack the privacy, ease of access, and technological appeal required by today's digital-native adolescents. This study addresses this gap by utilizing mobile note-taking applications, which offer a secure, modern, and easily editable solution for daily gratitude recording. Accordingly, this research aims to determine the effectiveness of using a notes application as a media gratitude intervention to increase the gratitude levels of students at SMP N 3 Depok, thereby supporting the creation of a prosperous and flourishing school environment

RESEARCH METHODOLOGY

The approach utilized in this study was quantitative, specifically employing a quasi-experimental method. According to Sugiyono (2012), an experimental research method is used to test the effect of a particular treatment on another variable by controlling certain conditions. The design involved a pre-test and post-test control group arrangement, where 62 adolescents aged 13–15 at SMP N 3 Depok, Yogyakarta, were selected using a purposive sampling technique based on their accessibility and active use of smartphones. To ensure transparency, the subjects were assigned to two groups—32 adolescents in the experimental group and 30 adolescents in the control group—through a non-random assignment process appropriate for quasi-experimental settings. Ethical clearance was secured by obtaining official permission from the school administration and informed consent from all participating students.

The gratitude intervention for the experimental group was conducted over a period of 14 consecutive days. Participants were instructed to use their smartphone's default "Notes" application to record three things they felt grateful for each evening. A standardized guideline was provided, directing students to be specific about their entries and to reflect on why those events occurred. The researcher monitored adherence through weekly digital log checks. Meanwhile, the control group followed their usual school routine without any specific digital journaling tasks.

Data collection relied on two psychometric instruments. The Prosocial Behavior Scale consisted of 28 items, which underwent validity testing through expert judgment and professional review, yielding a Cronbach's alpha reliability coefficient of 0.89. The Gratitude Scale comprised 30 items adapted from established frameworks, demonstrating strong internal consistency with a reliability score of 0.87. Before the intervention (pre-test) and after the 14-day period (post-test), both groups completed these scales. Finally, data analysis techniques to measure the intervention's impact used an independent sample t-test and a paired simple t-test to determine the significance of the changes within and between the groups.

RESULTS AND DISCUSSION

The prerequisite analysis confirmed that the data met the necessary assumptions for parametric testing. Normality tests via SPSS yielded p-values of 0.180 for the experimental group and 0.543 for the control group, while the homogeneity test resulted in a mean probability value of 0.388 ($p > 0.05$). Following the 14-day intervention, a paired sample t-test for the experimental group showed a significant difference between pre-test (114.06) and post-test (125.75) scores, with a sig. (2-tailed) value of 0.000 ($p < 0.05$). Conversely, the control group showed no significant change ($p = 0.634$), with mean scores slightly decreasing from 111.06 to 109.81. Furthermore, the independent sample t-test revealed a significant difference between the experimental and control groups (sig. $0.004 < 0.05$), confirming that the digital gratitude intervention effectively increased adolescent gratitude levels compared to the group receiving no treatment.

The significant increase in gratitude within the experimental group suggests that digital journaling serves as more than just a recording tool; it acts as a cognitive reframing mechanism. By utilizing a notes application, students were prompted to intentionally shift their focus from daily stressors to positive social exchanges. This effectiveness likely stems from the "privacy-by-design" nature of digital notes, which allows adolescents to express vulnerable emotions without the fear of social judgment often associated with physical journals. However, it is important to acknowledge that external factors such as the quality of peer interactions during the intervention period or individual variations in smartphone literacy may have also influenced these outcomes. Unlike the control group, which remained stagnant, the experimental participants benefited from a structured habit that reinforced the "moral glue" of their school community.

The findings align with the eudaimonic perspective, where psychological health is nurtured through recognizing the goodwill of others. While Damayanti & Yulianingsih (2024) emphasized the technical ease of digital self-care, this study further demonstrates that such tools bridge the gap between traditional positive psychology and the digital habits of modern youth. Practically, these results offer vital implications for educational stakeholders. For school counselors, this media provides a low-cost, scalable mental health screening tool. Teachers can integrate "gratitude breaks" into the curriculum to foster a more prosocial classroom climate, while school administrators can adopt digital journaling as a formal policy within well-being programs. Ultimately, incorporating mobile technology into positive education not only meets the privacy needs of the digital age but also provides a sustainable foundation for building flourishing, prosperous schools.

FIGURE 1. STUDENTS USING NOTES APPLICATION AS A MEDIA GRATITUDE INTERVENTION

The experimental group received a gratitude intervention, which involved recording daily gratitude experiences using a note-taking application. The experimental group received a daily gratitude recording treatment, as shown in Figure 1. Then the Paired Sample T-Test Pretest Posttest Test Results is in table 1 below:

TABLE 1. PAIRED SAMPLE T-TEST PRETEST POSTTEST TEST RESULTS

	Experimental Group	Control Group
Sig. (2-tailed)	0,000	0,634
Average Pretest	114,06	111,06
Average Posttest	125,75	109,81

The use of gratitude journaling apps, or digital self-care through gratitude journaling, offers a modern and easy-to-use solution for secure daily record-keeping and meets users' privacy needs in the digital age. Practicing gratitude has been shown to be essential for building a foundation for positive developmental outcomes, including in school-aged adolescents (Froh et al., 2008). Journaling gratitude teaches students to count their blessings and fosters stronger bonds with their school and community, helping both students and schools thrive.

CONCLUSION

The implementation of a digital gratitude intervention using a note-taking application has proven to be a significantly effective method for increasing gratitude levels among adolescents at SMP N 3 Depok. The study demonstrates that integrating modern technology into daily school routines allows students to reflect more deeply on positive social exchanges, leading to a substantial improvement in their overall gratitude compared to those who did not receive the treatment. By providing a private and accessible platform for self-reflection, this intervention successfully supports the foundational goals of Positive Education and the development of a flourishing school environment.

However, several limitations must be acknowledged to provide a balanced perspective on these findings. This research was conducted within a single school context with a relatively small sample size, which may limit the generalizability of the results to diverse educational settings or different cultural backgrounds. Future research should expand the scope by involving a larger, more diverse participant pool and investigating the long-term sustainability of the gratitude habit beyond the initial 14-day intervention period.

Practically, school administrators and counselors are encouraged to adopt digital journaling as a scalable and cost-effective mental health strategy. Schools can integrate these practices into their counseling programs or character-building curricula to foster a more prosocial and supportive atmosphere. Further studies might also explore the effectiveness of various other digital platforms or mobile applications to determine which features most effectively engage adolescents in positive psychological exercises. Ultimately, fostering gratitude through digital media remains a promising avenue for creating prosperous schools that prioritize both academic success and student well-being.

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Implementation of Interactive Snake and Ladder Game to Improve Numeracy Understanding of Elementary School Students

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Abstract. This study aims to describe how the implementation of interactive snake and ladder games can help improve elementary school students' numeracy skills. The background of this study stems from the phenomenon of low numeracy skills among students in understanding basic mathematical concepts, particularly in arithmetic operations and contextual problem solving. This study uses a qualitative approach with a descriptive research design. The research subjects consisted of teachers and students in grade two of SD Negeri Cabean 3, who were selected using purposive sampling. Data were collected through observation of the learning process, interviews with teachers and students, and documentation of learning outcomes. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that the use of interactive snake and ladder games can create a more enjoyable learning atmosphere, increase student engagement, and help students understand numeracy concepts through direct learning experiences. In addition, teachers also feel that this medium is easy to use and relevant to the learning material. Thus, interactive snake and ladder games can be used as an alternative medium in mathematics learning to support the improvement of numeracy understanding among elementary school students.

Keywords: Interactive learning media, snake and ladder game-based learning numeracy, understanding in elementary education

INTRODUCTION

Mathematics education is an important foundation in building students' numerical knowledge from an early age, including numeracy skills, which are a prerequisite for understanding more complex mathematical concepts (Humaira et al., 2025). Mathematics education in elementary school plays an important role in shaping students' logical and systematic thinking and numeracy skills. Arithmetic concepts such as addition, subtraction, multiplication, and division are not just a series of numbers, but form the basis for solving problems in everyday life (Susetyawati et al., 2024). However, in practice, mathematics learning is often considered a difficult and uninteresting subject by many elementary school students. As a result, students' interest in learning mathematics is low, and their calculation skills have not developed optimally.

Various studies show that low numeracy skills among students are often related to conventional teaching methods; the dominance of teacher lectures and textbook exercises means that students are less actively involved in the learning process. Students who are not actively involved in learning tend to have difficulty understanding concepts in depth because learning is not contextual and enjoyable. However, elementary school students tend to prefer interactive, varied learning that allows them to “learn while playing.” Educational games are one option for learning media that is considered capable of meeting this need. Game-based learning media can create a more enjoyable learning atmosphere, increase student engagement, and optimize understanding of mathematical concepts because students learn through direct experience (Humaira et al., 2025).

In line with international research, the use of learning-based games has become a relevant approach to improving mathematical concept understanding. For example, research conducted across Indonesia and Taiwan shows that the development of Android-based “Snakes and Ladders” media can provide creative solutions to help students learn mathematics in a more interactive and enjoyable way, especially for elementary school students

(Mulyani et al., 2024). In this context, the snakes and ladders game is one form of game that has the potential to be used as a medium for learning mathematics in elementary schools.

In addition, various international studies have shown that educational games such as snakes and ladders can significantly increase student engagement in learning. This game is not only seen as entertainment, but also as an effective pedagogical tool to increase student interest and engagement in mathematics learning activities (Fauziahnur, 2025). Furthermore, overseas research also confirms that snakes and ladders can help develop numerical skills in early childhood. This game provides contextual learning experiences through activities such as counting steps, recognizing numbers, and understanding sequences and strategies directly (Nurramadani, 2024).

Based on the results of this study, it can be concluded that the snake and ladder game can be an effective learning medium for overcoming challenges in mathematics learning in elementary schools, especially in relation to numeracy skills and student engagement. With this background, this study attempts to explain how the application of interactive snake and ladder games can help improve students' understanding of numeracy, while also providing an overview of the relevance and practice of innovative learning that is oriented towards active student engagement.

The snake and ladder game has characteristics that are familiar to students and can be easily adapted to learning content. By modifying the snake and ladder board so that each square contains arithmetic problems, students are challenged to solve the problems before continuing the game. In this way, the snakes and ladders game is not only entertaining but also naturally integrates mathematical thinking processes (Susetyawati et al., 2024) that are relevant to efforts to improve arithmetic comprehension. A descriptive study examining the use of snakes and ladders as a learning aid shows that this medium is effective in helping to improve the arithmetic skills of elementary school students through observation, interviews, and documentation of student learning outcomes. The results show that students are more active in the learning process and have a more meaningful learning experience.

In addition, the snake and ladder game medium is also able to motivate students to learn and increase their involvement in mathematics classes. Research examining the effect of snakes and ladders games on student engagement found that these games can increase students' interest in mathematics because the classroom atmosphere becomes morelively and students feel more challenged (Fauziahnur, 2025). This shows that games not only serve as entertainment but also as effective pedagogical tools in the context of mathematics learning.

Based on initial observations at SD Negeri Cabean 3, mathematics learning in grade II still shows low student activity and difficulty in solving basic arithmetic problems. Students appear to be less enthusiastic in conventional learning, so their learning outcomes are not optimal. This problem highlights the need for innovation in the use of learning media that is more interesting and suited to the characteristics of elementary school children. Therefore, this study was conducted to describe how interactive snakes and ladders games are applied in mathematics learning, and to what extent this media can help improve the arithmetic skills of elementary school students.

RESEARCH METHODOLOGY

Here is how to display a pop-up window from which to select and apply the Conference Proceedings template paragraph styles: This study uses a qualitative approach with a descriptive research design. A qualitative approach was chosen because this study aims to describe in depth the process of applying interactive snakes and ladders games in mathematics learning and its impact on the arithmetic skills of elementary school students. Through this approach, researchers can understand the phenomenon of learning naturally based on the conditions that occur in the field.

The research was conducted at SDN 3 Cabean. The research subjects consisted of second-grade teachers and second-grade students. The subjects were selected using purposive sampling, considering that second-grade students were learning basic arithmetic and needed more interactive learning media to support the mathematics learning process. The data collection techniques in this study included observation, interviews, and documentation. Observations were made to directly observe the mathematics learning process using interactive snakes and ladders games, including teacher activities and student involvement during learning. These observations aimed to obtain a real picture of the learning situation in the classroom.

Semi-structured interviews were conducted with classroom teachers and several students. The interviews with teachers aimed to obtain information about teachers' responses to the use of interactive snakes and ladders games, the ease of use of the media, and its impact on numeracy learning. Meanwhile, interviews with students were conducted to find out about their learning experiences, level of interest, and understanding of numeracy material after using the game media. In addition to observation and interviews, documentation was also used as a data collection technique. Documentation included student work, learning notes, and photos of activities during the learning process. This documentation data was used to reinforce the results of the observation and interviews.

Data analysis was conducted in stages, namely through the processes of data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers selected and focused on data relevant to the research

objectives. Next, the data was presented in the form of narrative descriptions to make it easier to understand. The final stage is drawing conclusions based on the research findings obtained during the data collection and analysis process. To maintain data validity, researchers perform technique triangulation by comparing the results of observations, interviews, and documentation. With this triangulation, it is hoped that the data obtained will be more valid and can describe the actual conditions in the field.

RESULTS AND DISCUSSION

The research results were obtained through observation of the learning process, interviews with teachers and students, and documentation during the implementation of the interactive snake and ladder game in numeracy learning in second-grade at SDN Cabean 3. This study used a descriptive qualitative approach to clarify how the media was implemented and the learning experiences felt by students.

In the media implementation planning stage, researchers prepared an interactive snakes and ladders game tailored to the characteristics of elementary school students. Each square was designed to contain simple numeracy questions or challenges, such as number comprehension, arithmetic operations, and contextual problem solving. The snakes and ladders media was designed to be as interactive as possible so that students would not only hear or see, but also be actively involved in the learning process. The design of this interactive media is in line with the principles of game-based learning, which emphasizes the active involvement of students in the learning process through direct experience (Putra et al., 2024). The interactive media design is expected to facilitate students' cognitive involvement rather than just conventional learning.

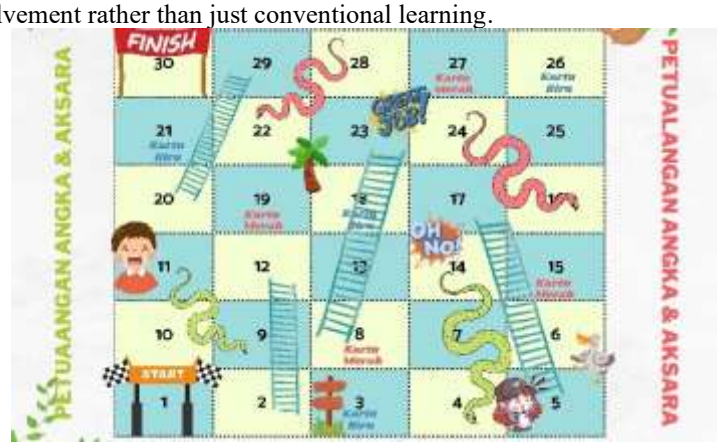

FIGURE 1. SNAKE AND LADDER GAME

The process of implementing learning using interactive snakes and ladders games begins with an explanation of the rules of the game and the learning objectives to be achieved. The teacher acts as a facilitator who ensures the game runs smoothly, while the students play in small groups and are required to complete numeracy problems on each square before continuing the game. This learning pattern is in line with the characteristics of active and effective learning, as it encourages students to think critically, communication, and collaboratively, creativity (MaulidAH, 2021).

FIGURE 2. IMPLEMENTATION OF SNAKE AND LADDER MEDIA WITH SECOND GRADE STUDENTS AT SDN CABEAN 3

This study shows that the implementation of interactive snake and ladder games provides a meaningful learning experience and helps improve understanding of numeracy. Game-based learning makes it easier for

students to understand mathematical concepts gradually through direct experience, so that numeracy concepts become easier to understand and remember. Thus, interactive snake and ladder games have the potential to support the strengthening of students' understanding of numeracy in a sustainable manner in the mathematics learning process.

Based on observations and interviews, students were able to explain the steps to solve problems and relate them to situations in everyday life. They not only provided the final answer, but also gave reasons behind their answers. This shows that their mathematical thinking process is developing in a more structured way. This finding is in line with the concept of numeracy, which includes logical thinking, problem solving, and mathematical communication, as described by the (OECD, 2019). Thus, interactive snake and ladder games not only help improve numeracy skills, but also strengthen students' mathematical thinking skills as a whole.

In addition to helping improve understanding of numeracy concepts, the use of interactive snakes and ladders games also has a positive impact on the role of teachers in teaching. Teachers are not only tasked with delivering material, but also act as facilitators who guide, direct, and provide guidance during the learning process. This is in line with Aspar et al., (2020)opinion, which emphasizes that the teacher's role is not limited to conveying information. With this role, teachers can observe students' thinking processes directly and provide appropriate feedback according to their learning needs.

Interactive games such as snakes and ladders are considered suitable for second-grade elementary school children who like to learn in a concrete, visually appealing, and fun way. This medium helps reduce children's fear of mathematics and creates a more relaxed and comfortable learning atmosphere. In addition, snakes and ladders can improve student learning outcomes (Wati, 2021). This situation encourages children to actively participate in learning and increases their enthusiasm for learning numeracy.

Thus, the results of this study indicate that the use of interactive snakes and ladders games not only helps improve understanding of numeracy but also supports more student-centered learning. This medium has the potential to be an alternative strategy in numeracy learning that is relevant and practical for elementary school teachers, thereby creating a meaningful and sustainable mathematics learning experience.

CONCLUSION

Using an interactive snake and ladder game in numeracy learning for second-grade students at SDN Cabean 3 creates an active and meaningful learning process by involving students directly in game-based learning activities. Students' understanding of numeracy develops through thinking, discussing, and connecting math concepts with everyday life situations throughout the learning process. Therefore, the interactive snake and ladder game has the potential to be an effective teaching medium for strengthening numeracy skills in elementary students, provided it is implemented with proper lesson planning and management.

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The Design Process of Geometry Learning Media Integrating Wayang Beber Pacitan Using the ADDIE Model for Elementary School Students

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Abstract. This study focuses on the design and development process of geometry learning media integrating the traditional Wayang Beber Pacitan using the ADDIE instructional design model. A qualitative descriptive approach was employed to provide a detailed description of the design stages, rather than performing a quantitative effectiveness test. The research involved fourth-grade teachers and students at SDN Batok Bali. Needs analysis revealed that 58% of students failed to meet mastery criteria due to the abstract nature of geometry and a lack of contextual media. The design process resulted in a pop-up book that systematically incorporates geometric elements from Wayang Beber Pacitan points, lines, angles, plane shapes, and symmetry into the learning material. The ADDIE model provided a structured framework for creating a valid and engaging tool. Findings demonstrate that this media facilitates the visualization of concrete geometric concepts through cultural artifacts while enhancing student engagement in meaningful learning.

Keywords: ADDIE instructional design model, geometry learning media, wayang beber pacitan integration.

INTRODUCTION

Geometry in elementary school serves as a foundation for developing students' spatial reasoning and analytical thinking. However, many students perceive geometry as abstract and difficult, especially when limited to static textbook illustrations. Data from SDN Batok Bali indicate that 58% of fourth-grade students scored below the minimum mastery criteria. This poor academic performance is largely attributed to the lack of innovative and contextual teaching aids that can bridge the gap between abstract mathematical formulas and the students' physical reality. Without effective intervention, students will continue to struggle with spatial visualization, hindering their mathematical development in higher grades.

The critical gap identified in this field is the scarcity of instructional media that effectively integrates local cultural wisdom with geometric concepts in a structured, design-oriented framework. While many studies discuss ethnomathematics theoretically, there is a lack of detailed documentation on the "how-to" process of transforming complex traditional artifacts into functional, pedagogical tools like pop-up books. Most existing media focus on general illustrations without a rigorous design process, leaving a void in research that specifically details the systematic development phases from initial analysis to final validation needed to ensure that cultural integration is both mathematically accurate and educationally effective for young learners.

To address this gap, this study leverages Wayang Beber Pacitan, a traditional Javanese art form consisting of narrative scrolls with detailed illustrations that contain numerous geometric patterns such as points, lines, angles, and symmetry. Integrating these cultural visuals into a pop-up book can create a tactile, contextual, and engaging learning experience that transforms passive observation into active conceptual construction. Therefore, the purpose of this study is to describe the complete design and development process using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to produce an innovative geometry learning tool that honors local heritage while meeting modern curriculum standards.

Geometry is a core component of elementary mathematics that develops pupils spatial reasoning and supports understanding of their environment. Geometry in primary school covers points, lines, plane shapes, and solids, which help pupils recognize forms and relate them to real life situations (Mariana & Istiq'faroh, 2024). Content such as two dimensional and three dimensional shapes, symmetry, and angles builds the foundation for logical

and analytical thinking (Barus et al., 2024). The objectives of geometry learning include recognizing and describing shapes, understanding their properties, using symmetry and angles in daily life, and applying geometric knowledge in problem solving (Rahimah & Asy'ari, 2017). Geometry therefore plays a strategic role as a basis for later topics such as algebra, measurement, and statistics (Suratiningsih & Prasetyo, 2024).

Instructional media are tools that mediate communication between teachers and pupils so that learning becomes more effective and meaningful. Media are understood as instruments that transmit messages and stimulate pupils thinking, feelings, and motivation (Yuniastuti et al., 2021). They are not limited to electronic tools but also include pictures, diagrams, charts, models, and real objects (Wahab et al., 2021). The use of media helps reduce misconceptions, maintain attention, overcome limitations of space and time, and provide shared learning experiences in the classroom (Wahab et al., 2021). In mathematics learning, especially geometry, visual and audio visual media are important because they support pupils in visualizing abstract concepts.

Wayang Beber Pacitan is a traditional Javanese scroll painting originating from the Majapahit era and preserved in the Pacitan region (Enggarwati, 2016). Its visual composition contains many geometric elements such as circles, triangles, symmetry, and repetitive patterns that can be linked to elementary geometry topics (Saputra, 2023). Previous research shows that integrating traditional arts into mathematics learning can increase pupils interest and motivation (Habibi, 2025). Wayang Beber Pacitan therefore has strong potential as a contextual medium for teaching geometry while at the same time preserving local culture.

The ADDIE model is a generic and flexible instructional design model consisting of Analysis, Design, Development, Implementation, and Evaluation. It provides systematic guidance for developing learning products that match learners needs (Rayanto & Sugianti, 2020; Tegeh & Kirna, 2013). In the analysis stage, needs and problems are identified. The design stage specifies objectives, content, and media format. The development stage produces and revises the product. Implementation tests the media in real classrooms, and evaluation assesses effectiveness and informs improvement (Taher, 2019). Studies show that ADDIE is effective for developing valid and practical media for elementary mathematics learning (Fitriyah et al., 2025).

This study also relates to previous research on ethnomathematics and local culture based media. Ethnomathematics connects formal mathematics with cultural practices to make learning more contextual and meaningful (Rudyanto et al., 2019). Integrating local cultural values in media design can increase learning attractiveness and foster pride in regional heritage (Mulyani et al., 2024). Amelia et al. (2025) found that ethnomathematics based media increase motivation, while Nabila et al. (2021) showed that pop up books based on local wisdom are feasible and improve pupils understanding. However, few studies have combined Wayang Beber Pacitan, geometry content, pop up book media, and the ADDIE model in one integrated development. This gap becomes the main contribution of the present study.

Wayang Beber includes illustrations containing geometric structures such as repeated motifs, angles, layered shapes, rotational patterns, and proportional designs. These features align with geometry content taught in grade four. The following table summarizes geometric elements identified from the scrolls. TABLE 1. Geometric Elements Identified in Wayang Beber Pacitan

TABLE 1. **IDENTIFICATION OF GEOMETRIC CONCEPTS IN WAYANG BEBER PACITAN ILLUSTRATIONS**

Visual Element	Geometry Concept
Eye of characters	Point
Hair accessories	Curve and point
Palace wall	Straight line
Anting ornaments	Spiral line
Roof structure	Angles (acute, right, obtuse)
Wheel of carriage	Circle and rotational symmetry
Busana motifs	Zig-zag line and parallelogram
Suluran patterns	Triangle

These findings demonstrate that Wayang Beber Pacitan is a suitable cultural medium for geometry learning.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative approach, focusing on the depth of the design and development process rather than quantitative effectiveness testing. The research was conducted at SDN Batok Bali, involving participants consisting of one fourth-grade teacher as the primary informant and material expert, along with 40 fourth-grade students as subjects for a limited field trial. Data were collected through in-depth interviews, participant observations, and document analysis to capture the phenomena of geometry learning obstacles. The media development procedure followed the five systematic stages of the ADDIE model. The validation process

was specifically carried out by material and media experts using structured instruments covering pedagogical and technical design aspects. Data analysis was explicitly conducted using the Miles and Huberman interactive model, encompassing data reduction, data display, and conclusion drawing. It is important to emphasize that the implementation phase in this study was a limited trial to assess the media's practicality in the classroom, not an experimental test of the media's impact on learning outcomes.

The development process began with the Analysis phase, which identified that 58% of students had not met the mastery criteria due to the abstract nature of geometry and a lack of contextual media integrating local culture. In the Design phase, learning objectives were formulated using the ABCD model aligned with the Kurikulum Merdeka, followed by the selection of geometric concepts from Wayang Beber Pacitan and the creation of layout sketches for the pop-up book. During the Development phase, the media prototype was constructed by integrating the narrative illustrations of Wayang Beber into a three-dimensional mechanism. Expert validation results at this stage led to improvements in color contrast, image clarity, and the optimization of pop-up mechanisms to effectively demonstrate visual element transformations. The Implementation phase was conducted through a limited trial in the fourth-grade classroom, where observations showed increased student enthusiasm and participation in explaining geometric concepts concretely. Finally, the Evaluation phase was carried out formatively at each development step to identify areas for improvement, such as material durability and diagram simplification, ensuring the final product was valid and practical for use by both teachers and media developers.

RESULTS AND DISCUSSION

Results of the ADDIE Process

The analysis of Wayang Beber Pacitan scrolls revealed specific geometric properties embedded within the traditional art. In the "Jagad" (scene) of the scrolls, five major geometric domains were identified:

Points: Represented by the "mata" (eyes) of the characters.

Lines: Straight lines found in the "tembok keraton" (palace walls) and spiral lines in the "anting" (ear ornaments).

Angles: Right angles in house structures and acute angles in traditional weapons.

Shapes: Rectangular forms in the "tandu" (litter) and circles in the "roda kereta" (carriage wheels).

Symmetry: Rotational symmetry of the second order found in the carriage wheel patterns.

FIGURE 1. EXAMPLE OF WAYANG BEBER PACITAN ILLUSTRATION USED IN MEDIA DEVELOPMENT.

The media was developed into a pop-up book consisting of four main sections: an introduction to Pacitan culture, material explanations, interactive pop-up pages, and a reflection set. Validation by material and media experts yielded an average score of "Highly Valid," with suggestions to improve the durability of the pop-up hinges and the contrast of the geometric outlines.

During implementation at SDN Batok Bali, concrete responses were recorded. One student noted, "I didn't know the wheel of the carriage was the same as the circles in my book, but this one can spin!" This indicates a successful transition from abstract recognition to contextual understanding. Teachers also observed that students who previously struggled with "rotational symmetry" could grasp the concept faster by manually rotating the pop-up wheel element.

FIGURE 2. CLASSROOM IMPLEMENTATION AND STUDENT INTERACTION WITH THE MEDIA.

Discussion and Analysis

The findings indicate that the transition from 2D scrolls to 3D pop-ups effectively addresses the spatial visualization gap identified in the analysis phase. By utilizing ethnomathematics, geometry is shifted from a formula-based subject to a context-based experience. The tactile nature of the pop-up book allows students to bridge the gap between abstract mathematical properties and concrete cultural objects.

In comparison to conventional media, such as standard textbooks, this pop-up book offers a multimodal experience. While textbooks are often limited to static, two-dimensional illustrations that promote passive reading, this media encourages kinesthetic manipulation. Textbooks typically present geometry in isolation, whereas this media integrates it with narrative-cultural values, making the learning process more meaningful. However, a critical limitation identified during the trial is the durability of the paper mechanisms. Frequent manipulation by fourth-grade students requires high-quality cardstock (at least 210-260 gsm) and specific laminating techniques to prevent tearing. Furthermore, the effectiveness of this tool is highly dependent on the teacher's storytelling ability. Without the cultural narrative of Wayang Beber, the media risks becoming a mere visual novelty rather than a pedagogical bridge. Therefore, successful implementation requires a shift from rote learning to inquiry-based cultural decoding, where teachers facilitate students in "discovering" mathematics within their own heritage..

CONCLUSION

This study concludes that Wayang Beber Pacitan holds significant potential as a culturally relevant medium for geometry learning. The ADDIE model provided a structured and effective framework for designing and refining instructional media that bridges the gap between abstract mathematical concepts and students' cultural reality. The resulting pop-up book serves as a multimodal tool that not only enhances cognitive engagement but also fosters an appreciation for local heritage among fourth-grade students.

However, this research has several limitations. The study was conducted on a limited scale at SDN Batok Bali with a focus on qualitative design processes, which means the findings regarding implementation cannot be generalized to all educational contexts. Furthermore, the physical nature of the pop-up book presents challenges in terms of material durability for long-term classroom use and limited accessibility for students in remote learning environments.

Based on these findings, several specific recommendations for future research are proposed. First, further studies should conduct a quantitative experimental or quasi-experimental test to measure the statistical effectiveness of this media on students' learning outcomes across larger sample sizes. Second, there is a significant opportunity to develop a digital or augmented reality (AR) version of the Wayang Beber pop-up book to overcome physical durability issues and increase accessibility. Lastly, future research could explore the integration of other cultural artifacts from different regions to create a more diverse ethnomathematics curriculum for elementary education.

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Development of an Integrated Project Based Learning Science Learning Model to Improve the 21st Century Skills of Students of Labschool Rawamangun Junior High School

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Abstract. Science learning in junior high schools still faces challenges such as declining learning outcomes, students' difficulty understanding abstract concepts, limited face-to-face time, and the suboptimal implementation of active learning that supports 21st-century skills. These conditions indicate the need for a more structured, contextual, and flexible learning model. This research aims to develop a Project-Based Learning (PjBL)-based science learning model integrated with printed modules and the Google Classroom platform for eighth-grade junior high school students. The research employed research and development (R&D) methods, including needs analysis, model design, product development, expert validation, and limited trials. The resulting product is a PjBL-based science learning model complete with learning syntax, printed project-based science modules, teacher guides, and digital learning support through Google Classroom. The expert validation results indicate that the model and learning tools are valid in terms of content, construction, and usability. Initial limited trials demonstrated positive responses from teachers and students, particularly regarding the clarity of the project stages, the ease of use of the modules, and the flexibility of learning through the integration of print and digital. This model is also considered capable of increasing student engagement and facilitating independent learning outside of face-to-face hours. The novelty of this research lies in the development of a PjBL (Private Learning) model for Science that systematically integrates printed modules and Google Classroom into a single integrated learning design in the junior high school context, particularly for abstract science material. This model is expected to be an applicable and relevant learning alternative to support the development of 21st-century skills in junior high school students.

Keywords: Project-Based Learning, Science Education, 21st Century Skills, Junior High School, Blended Learning..

INTRODUCTION

Science (science) learning at the junior high school level plays a strategic role in developing students' scientific thinking and 21st-century skills, such as critical thinking, creativity, collaboration, and communication. However, in practice, conventional approaches focused on delivering material and memorizing concepts are still dominant, resulting in students having difficulty understanding abstract science concepts and being unable to relate them to real-world phenomena. This situation also occurs in eighth-grade science learning at Labschool Rawamangun Junior High School, as evidenced by a decline in learning completion rates in recent years, limited face-to-face time, busy academic and non-academic activities, and limited opportunities for experimental and project-based learning.

Previous studies have shown that Project-Based Learning (PjBL) is effective in improving critical thinking skills, creativity, science process skills, motivation, and student engagement. Furthermore, the use of digital platforms such as Google Classroom can support flexible learning and communication between teachers and students. However, most of this research still focuses on testing the effectiveness of Project-Based Learning (PjBL) or using Learning Management Systems separately. Consequently, there is limited research developing a Project-Based Learning (PjBL) science learning model that fully integrates printed modules and digital platforms

into a single, systematic, validated learning design that is ready for implementation in junior high schools, particularly in schools with unique characteristics such as Labschool Rawamangun Junior High School.

This research gap underlies the need to develop a Project-Based Learning (PjBL) science learning model that is contextual, structured, and integrated with the digital ecosystem. Based on this, this study was designed to answer the questions of how the process of developing a Project-Based Learning (PjBL) science learning model integrated with printed modules and Google Classroom was developed, the level of model validity based on expert assessment, and the responses of teachers and students to the initial implementation of the model.

This study aims to develop and validate a science learning model based on integrated PjBL printed modules and Google Classroom digital platforms to support the development of 21st-century skills for junior high school students, with the benefits of being an applicable and flexible learning alternative for teachers, increasing student learning engagement, becoming a reference for developing project-based and digital learning for schools, and as a basis for further research. This study is limited to the development and validation of a science learning model for grade VIII students of SMP Labschool Rawamangun with certain science materials according to the applicable curriculum, without examining the effectiveness experimentally, and this article is systematically structured including an introduction, research methods, results and discussions, as well as conclusions and recommendations.

Based on the background and research gaps, this study focuses on examining the development process of a Project-Based Learning (PjBL) science learning model integrated with printed modules and the Google Classroom digital platform for junior high school students. The validity of the developed learning model, based on expert assessment, and teacher and student responses to the model's initial implementation. In line with this focus, this study aims to develop and validate a PjBL-based science learning model integrated with printed modules and Google Classroom, and to describe user responses during the initial trial phase.

The results of this study are expected to provide practical benefits for teachers as an alternative science learning model that is applicable, structured, and flexible; for students in increasing learning engagement and developing 21st-century skills; for schools as a reference for developing project-based and digital learning; and for future researchers as a basis for further development and research related to integrated PjBL. This study is limited to the development and validation of a Project-Based Learning-based science learning model for eighth-grade students at Labschool Rawamangun Junior High School using specific science materials according to the applicable curriculum. Without examining its effectiveness experimentally, it emphasizes product validity and initial user responses. This article is systematically structured, including an introduction, research methods, results and discussion, as well as conclusions and recommendations to provide a complete picture of the development and validation process of the learning model being developed.

RESEARCH METHODOLOGY

This study used a Research and Development (R&D) method aimed at developing and validating a Project-Based Learning (PjBL) science learning model integrated with printed modules and the Google Classroom digital platform. The development stages included needs analysis, model design, initial product development, expert validation, and a limited trial to obtain initial user feedback. The study was conducted at Labschool Rawamangun Junior High School, Jakarta. The research subjects included expert validators, science teachers, and eighth-grade students. The validators consisted of three experts: one science material expert, one instructional design expert, and one instructional media expert. The limited trial involved one science teacher and 32 eighth-grade students, purposively selected to represent early adopters of the learning model. The selection of eighth-grade students was based on the suitability of the abstract nature of science material and the need for a project-based learning approach.

The research instruments used included: 1). Expert validation sheets were used to assess the feasibility of the learning model, printed modules, and Google Classroom integration in terms of content, construction, and usability. 2). Teacher response questionnaires were used to obtain data on the practicality, ease of implementation, and usefulness of the learning model. 3). Student response questionnaires were used to determine the level of interest, engagement, and ease of use of the printed modules and digital platforms.

All instruments were constructed using a four-level Likert scale: 1 (invalid/inappropriate), 2 (less valid), 3 (valid), and 4 (very valid). Validity criteria were determined based on the average assessment score, with categories of invalid, less valid, valid, and very valid.

The data obtained were analyzed using qualitative and quantitative descriptive analysis. Quantitative data from the validation sheets and questionnaire responses were analyzed by calculating average scores to determine validity categories and user responses. Meanwhile, qualitative data, in the form of comments and suggestions from validators, teachers, and students, were analyzed descriptively to be used as a basis for improving and refining the learning product. This analysis aims to obtain a comprehensive picture of the feasibility and use of the learning model being developed.

Development Stages

a. Research and Information Collecting (Preliminary Study)

This initial stage served as the foundation for identifying the gap between the expected ideal conditions and the actual situation in the field. The researcher conducted a preliminary study through direct classroom observations and in-depth interviews at SMP Labschool Rawamangun in February 2025. This process aimed to identify performance gaps, particularly related to the low level of science learning mastery and the limited student engagement in independent project activities. According to Pawar et al. (2020) in Global Transitions Proceedings, accurate initial data collection regarding students' needs is crucial in designing learning models capable of addressing future industry demands and skill requirements. Without a strong needs analysis, development products tend to fail in meeting users' expectations in school contexts.

b. Model Conceptualization

At this stage, the researcher designed a theoretical description of the learning model grounded in constructivist principles. From this perspective, knowledge is not transmitted passively but is actively constructed by students through direct experience (learning by doing). This design process involved determining the workflow (syntax) of Project-Based Learning (PjBL) integrated with digital modules. This conceptualization aligns with the findings of Córdova-Esparza et al. (2024) in Sustainability, which indicate that a conceptually structured project based learning framework can significantly stimulate students' creativity and collaboration in solving complex environmental problems.

c. Develop Assessment Instruments

The third step involved developing comprehensive performance assessment instruments. Based on the Dick and Carey model, assessment must be aligned with instructional objectives. The instruments developed were designed to measure not only conceptual understanding (cognitive domain), but also product creativity and presentation skills (psychomotor and affective domains). The importance of authentic assessment instruments in PjBL is emphasized by Zubaidah et al. (2024) in the International Journal of Instruction. They argue that assessment in 21st-century science learning should be able to capture students' critical thinking processes during experimentation, rather than merely focusing on final outcomes measured through written tests.

Data Collection Techniques

To ensure data validity, this study employed a data triangulation technique. Data were collected through the following methods:

1. Structured and In-Depth Interviews

These interviews were conducted with science teachers and students to explore their perceptions of barriers encountered in both online and face-to-face learning environments.

2. Classroom Observations

Classroom observations were carried out to examine student interactions during the project implementation process and the use of digital modules.

3. Documentation Study

This technique involved analyzing curriculum-related documents such as the syllabus, lesson plans, and historical semester assessment data to identify trends in the decline of learning outcomes.

The use of multiple data collection techniques is supported by Guan et al. (2020) in the Journal of Computers in Education, who argue that multidimensional data collection is essential in educational technology development research to ensure that digital media—such as Google Classroom in this study—effectively enhance students' cognitive engagement.

RESULTS AND DISCUSSION

Expert Validation Results

The developed Project-Based Learning (PjBL) model integrated with printed modules and Google Classroom was evaluated through expert validation to examine its feasibility prior to implementation. The validation involved three experts: a subject-matter expert, an instructional design expert, and a learning media expert. The validation focused on content validity, instructional.

TABLE 1. EXPERT VALIDATION RESULTS OF THE DEVELOPED PJBL MODEL DESIGN QUALITY, AND MEDIA INTEGRATION

Aspect Evaluated	Mean Score	Category
Content validity	3.58	Very valid
Instructional design	3.50	Very valid
Media and digital integration	3.42	Valid
Language and presentation	3.46	Valid
Overall mean	3.49	Very valid

Scale: 1 = not valid, 2 = less valid, 3 = valid, 4 = very valid

The overall mean score of 3.49 indicates that the developed learning model is classified as very valid and appropriate for limited implementation. Expert feedback mainly suggested minor revisions related to the clarity of project instructions and optimization of learning activities in Google Classroom, which were addressed prior to the trial phase.

These results indicate that the developed model meets both theoretical and practical requirements, particularly in aligning project activities with learning objectives and supporting blended learning through printed and digital materials.

Results of Limited Trial Implementation

A limited trial was conducted involving one science teacher and 32 eighth-grade students at SMP Labschool Rawamangun to obtain initial responses regarding the practicality and usability of the model. Data were collected using teacher and student response questionnaires.

TABLE 2. TEACHER RESPONSE TO THE DEVELOPED LEARNING MODEL

Indicator	Mean Score	Category
Ease of implementation	3.60	Very good
Clarity of learning stages	3.50	Very good
Integration of printed module and Google Classroom	3.75	Very good
Usefulness for classroom learning	3.50	Very good
Overall mean	3.59	Very good

The teacher responses indicate that the model is practical and easy to implement, particularly in managing project activities and facilitating learning beyond classroom time through Google Classroom.

TABLE 3. STUDENT RESPONSE TO THE DEVELOPED LEARNING MODEL

Indicator	Mean Score	Category
Learning engagement	3.48	Good
Clarity of project tasks	3.40	Good
Ease of using printed module	3.55	Very good
Ease of using Google Classroom	3.50	Very good
Learning motivation	3.45	Good
Overall mean	3.48	Good

Student responses show positive perceptions of the learning model, especially regarding the accessibility of learning materials and flexibility in completing project tasks. These findings suggest that the integration of printed modules and digital platforms supports student engagement and independent learning.

The results show that both teacher and student responses fall into good to very good categories, indicating that the developed model is practical and positively received during initial implementation.

Discussion

The implementation of the Project-Based Learning (PjBL) model in science education has a strong rational and empirical foundation, as it aligns closely with scientific inquiry processes such as observation, experimentation, data analysis, and the construction of evidence-based conclusions. The expert validation results of this study indicate that the developed PjBL model is both theoretically and practically sound, as reflected by high scores in content validity and instructional design. These findings suggest that the learning activities embedded in the model are well aligned with curriculum objectives and core PjBL principles, particularly in fostering higher-order cognitive processes. The valid category achieved in media integration further confirms that the combination of printed modules and Google Classroom was appropriately designed to support blended learning in the junior secondary school context.

The results of the limited trial demonstrate that the developed model is practical and feasible for classroom implementation. Positive teacher responses indicate that the model effectively supports instructional management, especially in organizing project stages, managing time constraints, and facilitating learning continuity beyond face-to-face classroom sessions. This finding is particularly important in the SMP context, where limited instructional time often constrains the implementation of inquiry-based and project-oriented learning. The availability of validated project-based printed modules, combined with structured digital support through Google Classroom, helped reduce teachers' workload related to planning and monitoring project activities, addressing a commonly reported challenge in PjBL implementation.

Student response data further indicate that the model promotes learning engagement and intrinsic motivation. Students reported high levels of ease in using both printed modules and Google Classroom, suggesting that the blended format supports accessibility, independent learning, and flexibility in completing project tasks. These results show that the developed model is capable of fostering student-centered learning because it provides clear

project guidance, structured learning resources, and opportunities for exploration and collaboration. This finding is consistent with students' observed preference for hands-on experiments and real-world problem-solving activities, which contribute to a stronger sense of ownership and responsibility toward their learning projects.

The findings of this study are consistent with contemporary educational research emphasizing the effectiveness of PjBL in enhancing Higher-Order Thinking Skills (HOTS). Through activities involving analysis, evaluation, and the creation of tangible products, students are positioned as active learners who construct knowledge rather than passively receive information. International studies support this result, such as Gültekin (2024), who found that inquiry-based environmental projects significantly improve conceptual understanding and long-term knowledge retention, and Hernández-Ramos and De La Paz (2021), who highlighted the role of collaborative project work in strengthening students' scientific communication and evidence-based argumentation skills. Similarly, Lin et al. (2022) emphasized that digital scaffolding within project-based learning environments supports students in managing information complexity and developing digital literacy skills.

Beyond cognitive outcomes, the developed PjBL model also shows potential in fostering positive learner dispositions, including creativity, collaboration, and environmental awareness. Science projects that involve real-life and environmental contexts encourage students to critically reflect on issues in their surroundings and develop socially responsible attitudes. This aligns with the findings of Santos et al. (2023), who reported that sustainability-focused science projects contribute to long-term positive behavioral changes and stronger environmental ethics among students. The integration of digital platforms further enhances these outcomes by facilitating collaboration, rapid feedback, and continuous interaction among students and teachers.

Despite these promising results, several limitations should be acknowledged. The implementation was conducted on a limited scale involving only one class and one teacher, which restricts the generalizability of the findings. Moreover, this study focused on expert validation and initial user responses and did not examine the effectiveness of the model in improving learning outcomes or specific 21st-century skills through experimental comparison. Technical constraints, particularly inconsistent internet access experienced by some students during the use of Google Classroom, also posed minor challenges during implementation.

Nevertheless, this study provides initial empirical evidence that the developed PjBL model integrated with printed modules and digital platforms is feasible, practical, and well-received in junior secondary science learning. Future research involving larger samples, diverse school contexts, and experimental or quasi-experimental designs is recommended to further evaluate the effectiveness of the model in enhancing students' learning outcomes, Higher-Order Thinking Skills, and broader 21st-century competencies.

CONCLUSION

This study developed and validated a Project-Based Learning (PjBL) model for junior secondary science education integrated with printed modules and the Google Classroom platform. The expert validation results indicate that the developed model is valid and feasible, particularly in terms of content, instructional design, and media integration. The findings from the limited trial show that the model is practical and well accepted by both teachers and students, supporting structured project implementation, flexible learning, and increased student engagement in science learning.

However, this study was limited to validation and initial user responses in a small-scale implementation. Therefore, further research is recommended to examine the effectiveness of the model on learning outcomes, Higher-Order Thinking Skills, and 21st-century skills using experimental or quasi-experimental designs with larger and more diverse samples. Future studies may also explore the application of the model in other science topics or across different subjects to strengthen its applicability and generalizability.

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eISBN 978-629-96084-4-8

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