



INTERNATIONAL SEMINAR ON ADVANCES AND RESEARCH IN EDUCATION

I - SEARCH PROCEEDING

TEACHING AND TEACHERS: STAYING RELEVANT IN THE ERA OF
SELF-TEACHING AND ARTIFICIAL INTELLIGENCE



DHARMA ACARYA FACULTY
UNIVERSITAS HINDU NEGERI I GUSTI BAGUS SUGRIWA DENPASAR
2023

**INTERNATIONAL SEMINAR ON ADVANCES AND RESEARCH
IN EDUCATION (I – SEARCH) PROCEEDING**

**“Teaching and Teachers: Staying Relevant in the era of Self-Teaching and
Artificial Intelligence”**

August, 15th 2023



Editors:

I Putu Andre Suhardiana
IGNA Wijaya Mahardika
Made Wahyu Mahendra
I Dewa Gede Rat Dwiyanana Putra
Ni Wayan Satri Adnyani
Komang Trisnadewi
Komang Trisna Dewi
Putu Santi Oktarina

ISBN: 978-623-7294-49-8 (PDF)

Published by:

UHN SUGRIWA PRESS

Address: Universitas Hindu Negeri I Gusti Sugriwa Denpasar
Jalan Ratna No 51 Denpasar Ruang UHN Press Gedung Bisma, Lt III

Email: uhnpress@uhnsugriwa.ac.id

Website: <https://press.uhnsugriwa.ac.id>

**FOREWORDS BY THE DEAN OF
THE FACULTY OF DHARMA ACARYA**

It is with great pleasure and honor that I extend my warm greetings to all participants and contributors to the Proceedings of the **INTERNATIONAL SEMINAR ON ADVANCES AND RESEARCH IN EDUCATION (I – SEARCH)** under the theme, "Teaching and Teachers: Staying Relevant in the era of Self-Teaching and Artificial Intelligence."

In the current dynamic educational environment, we find ourselves at the forefront of an unprecedented transformation brought about by the interplay of technology, self-learning platforms, and artificial intelligence. As educators, it is our responsibility to navigate these dynamic changes and maintain our relevance as we shape the future of education.

The I-SEARCH seminar serves as a notable forum for individuals with various educational backgrounds, including scholars, educators, researchers, and practitioners, to come together, engage in thoughtful discussions, and exchange their unique perspectives and research discoveries. The primary objective of these interactive dialogues is to cultivate a more profound comprehension of the difficulties and possibilities arising from the amalgamation of autonomous learning approaches and artificial intelligence within the realm of education.

As the Dean of the Dharma Acarya Faculty, I hold the conviction that the seminar encapsulates the fundamental principles of our institution's dedication to providing a high standard of education. The objective is to provide our educators with the essential resources, expertise, and approaches to effectively incorporate these technology breakthroughs into their teaching practices, while upholding the principles of empathy and efficacy in pedagogy.

The present proceeding stands as a monument to the unwavering commitment and intellectual prowess demonstrated by each of the contributors.

The compilation of papers is expected to yield significant insights on the utilization of technology and self-directed learning platforms to enhance conventional teaching approaches. Additionally, this proceeding will provide insight into the essential role that educators play in the guidance of students and the development of important skills such as critical thinking, creativity, and emotional intelligence, particularly within the context of a constantly changing educational environment.

I extend my heartfelt gratitude to all the authors who have written their research papers, and to the organizing committee for their commitment to curating an intellectually stimulating event.

I am confident that the ideas and knowledge presented in this proceeding will not only enrich our understanding of the challenges ahead but also serve as a blueprint for shaping the future of education in a world driven by self-teaching and artificial intelligence.

May the principles of collaboration, innovation, and lifelong learning persist in guiding our pursuit of educational excellence. I extend my sincere hopes for all attendees to engage in beneficial contacts, engage in important conversations, and have a memorable experience during this seminar.

Sincerely,
Made Redana
Dean, Dharma Acarya Faculty

TABLE OF CONTENTS

AUTOMATIC WEB-ASSISTED TOOL FOR ASSESSING THE QUALITY OF ENGLISH TEXTS PRODUCED BY EFL LEARNERS: AN EXPLORATORY STUDY Pandhutama Raharjo, Muhlisin Rasuki, Nurkamilah	1
ROUND ROBIN COMBINED WITH INSTAGRAM REELS TO IMPROVE SPEAKING SKILL Ni Komang Candra Dewi Utami, Luh Ketut Sri Widhiasih, I Komang Budiarta.....	9
DEVELOPMENT OF PANCASILA STUDENT PROFILE WITH THE CONCEPT OF FOUR PILLARS OF LEARNING BY UNESCO I Komang Wisnu Budi Wijaya, Ni Wayan Satri Adnyani	23
OCCURRENCES OF SPEAKING ANXIETY IN RETELLING PAST EXPERIENCES: THE PERSPECTIVES OF ESP STUDENTS Muhamad Nova.....	31
PHILOSOPHY OF LOCAL WISDOM VALUES TEACHINGS OF PANCA YAJNA HINDU KAHARINGAN I Ketut Subagiasta.....	46
CRITICAL PEDAGOGICAL STUDY OF THE EXISTENCE OF HINDU RELIGIOUS EDUCATION IN BALI PROVINCE Ni Wayan Sri Prabawati Kusuma Dewi, Putu Kerti Nitiasih, Putu Nanci Riastini.....	54
TEACHERS' PROFESSIONAL LEARNING OPTIONS AND PROFESSIONAL DEVELOPMENT EFFORTS TO SUPPORT PARENT INVOLVEMENT IN OUTCOME-BASED EDUCATION Luh Ketut Sri Widhiasih	74
IMPROVING SCHOOL LITERACY AND NUMERACY LITERACY THROUGH BLENDED LEARNING MODEL Ni Nyoman Lisna Handayani	87
THE INFLUENCE OF SCIENCE TECHNOLOGY LEARNING MODEL ON SOCIETY OF SCIENCE LEARNING OUTCOMES VIEWED FROM HUMANISTIC LITERACY VI GRADE STUDENTS ELEMENTARY SCHOOL Ni Ketut Erna Muliastri.....	98
STUDENT NEEDS ANALYSIS TOWARDS INTERACTIVE LMS-BASED LEARNING MATERIALS IN ENGLISH FOR SPECIFIC PURPOSES CLASSROOM Putu Tika Virginiya, Raden Roro Rieta Anggraheni, Sang Ayu Made Krisna Dewi Natalia, I Putu Yoga Laksana.....	107
PERCEPTIONS OF TOURISM WORKERS IN NUSA DUA, BALI REGARDING THE USE OF ENGLISH LANGUAGE SKILLS IN THE TOURISM INDUSTRY I Wayan Suadnyana, Dika Pranadwipa Koeswiryono	122
REVITALIZATION OF RICE BARNS BASED ON BALINESE ETHNIC HINDU VISUAL ART IN THE MODERN ERA I Kadek Sumadiyasa, I Gusti Ketut Widana.....	134

THE EFFECT OF PROBLEM-BASED LEARNING ON HINDUISM LEARNING: SYSTEMATIC LITERATURE REVIEW I Nyoman Hari Mukti Dananjaya	145
BMC AS LEARNING METHOD HOW TO MAKE START UP BUSINESS Ni Putu Ari Aryawati, Nengah Sukendri	153
CONTEXT INPUT PROCESS PRODUCT (CIPP): MODEL OF EVALUATION OF EDUCATIONAL PROGRAMS IN HIGH SCHOOL UNGGULAN CT ARSA FOUNDATION SUKOHARJO Niluh Ari Kusumawati.....	165
MANAGEMENT OF STRENGTHENING CHARACTER EDUCATION AT SD FAJAR HARAPAN I Putu Suyasa Ariputra.....	181
TEYL: USING STORYBOOK TO ENHANCE STUDENTS' PARTICIPATION Md. Yudyantara Risadi1*, Ni Putu Herna Lastari	200
FINAL YEAR STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXTS USING ENGLISH Ahimsa Padmanaba Murfi, Tutuk Widowati, Thaibatun Nisa.....	211
THE EFFORTS OF IMPROVING ADVERSITY INTELLIGENCE THROUGH AṢṬĀṄGA-YOGA Siluh Nyoman Seriadi	230
THE CORRELATION BETWEEN SPEAKING SELF-EFFICACY AND EFL STUDENTS' SPEAKING PERFORMANCE Ni Putu Amelia Vega, I Gusti Ngurah Agung Wijaya Mahardika, Komang Trisna Dewi	248
IMPLEMENTING MOBILE ASSISTED LANGUAGE LEARNING (MALL) BY USING WHATSAPP IN TEACHING SPEAKING SKILL Gusti Putu Eka Apriliani, Luh Mila Trisna Dewi, Nyoman Canestra Adi Putra	258
NURTURING EMOTIONAL INTELLIGENCE IN THE AGE OF ARTIFICIAL INTELLIGENCE: AN ELT EDUCATIONAL PSYCHOLOGY PERSPECTIVE Ni Putu Ade Resmayani, Ni Luh Drajadi Ekaningtyas	267
CASE STUDY: IMPLEMENTATION OF REMEDIAL TEACHING INTERVENTION FOR A SLOW LEARNER STUDENT Nyoman Wiraadi Tria Ariani.....	280
MULTIMODALITY APPROACH ON THE ENGLISH FOR TOURISM AND HOSPITALITY LEARNING MATERIALS I Nyoman Rajin Aryana, Ida Bagus Artha Adnyana, I Wayan Eka Dian Rahmanu.....	293
DEVELOPMENT OF ENGLISH FOR ACCOUNTING LEARNING MATERIALS: AUTHENTIC MATERIALS BASED DIGITAL MODULE Putu Dyah Hudiananingsih, I Nyoman Mandia, I Nyoman Sukra, I Putu Yoga Laksana.....	303
INTEGRATION OF QR CODES TO SUPPORT THE DIGITALIZATION OF CASE BASED LEARNING TEACHING MATERIALS IN ENGLISH FOR ENGINEERING	

Ni Wayan Sadiyani, Putu Sandra Putri Astariani, Ni Ketut Suciani, I Putu Yoga Laksana	316
EMPLOYING DUAL-LANGUAGE (ENGLISH & INDONESIAN) MULTIMODAL TEACHING MATERIALS FOR THE FRONT OFFICE OPERATIONS COURSE	
Ni Nyoman Sri Astuti, Raden Roro Rieta Anggrahen, Sang Ayu Made Krisna Dewi Natalia, Ni Ketut Bagiastuti	334
CHARACTER EDUCATION THROUGH DANCE THEATRE THE MERCY OF DURGA DEVI	
Ni Ketut Dewi Yulianti, Ni Nyoman Kasih, I Ketut Sumerjana	348
THE EFFECTIVENESS OF DIGITAL GAME BASED LEARNING TOWARD STUDENTS' VOCABULARY MASTERY	
Made Diana Ayu Hemas.....	356
THE BEST IMPLEMENTATION OF SELF-ASSESSING TECHNIQUE IN IMPROVING STUDENTS' NARRATIVE TEXT WRITING QUALITY	
I Putu Yoga Asmara Putra, I Dewa Gede Rat Dwiyanana Putra, Komang Trisnadewi.....	362
TEACHERS' STRATEGIES IN TEACHING SPEAKING SKILLS THROUGH ONLINE LEARNING	
Ida Ayu Mas Wulandari, I Dewa Gede Rat Dwiyanana Putra, Komang Trisnadewi.....	369
SHAPING HINDU CHARACTER THROUGH LEARNING TO WRITE BALINESE LITERATURE	
Ni Luh Pt. Putriyani Dewi	382
THE EFFECTS OF EXPERIENTIAL LEARNING PROGRAM ON JUNIOR SCHOOL STUDENTS' VOCABULARY MASTERY	
Agunawan, Paisal.....	392
DEVELOPMENT OF CANVA BASED AUDIO-VISUAL INTERACTIVE MEDIA ASSISTED BY EDPuzzle IN OPTIMIZING BLENDED LEARNING	
I Nengah Juliawan, Ni Kadek Rika Pramestika Dewi	409
BLOOM'S TAXONOMY ALONG THE DEVELOPMENT OF EDUCATIONAL TOURISM ON LOCAL WISDOM-BASED IN BALI	
Luh Eka Susanti	415
EFL STUDENTS LANGUAGE LEARNING STRATEGIES	
I Gde Putu Agus Pramerta, Ni Made Ratminingsih, I Nyoman Adi Jaya Putra, Made Hery Santosa	425
IMPLEMENTATION OF THE "TRI HITA KARANA" CONCEPT IN THE DEVELOPMENT OF CULTURAL LEARNING FOR TOURISM STUDENTS IN ACHIEVING THE SDGS	
Utik Kuntariati, Putu Dian Yuliani Paramita	439
EFL STUDY: SPEAKING FLUENCY, ACCURACY, AND VOCABULARY ANALYSIS THROUGH MULTIMODALITY IN THE VOCATIONAL HIGHER EDUCATION	
I Wayan Eka Dian Rahmanu, Anak Agung Raka Sitawati, I Nyoman Sukra, I Putu Okta Priyana.....	450
THE POSITION OF MEN AND WOMEN: GENDER NOVEL BY WIJAYA KUSUMA FROM ROOM NUMBER THREE	
I-SEARCH PROCEEDING	

Ida Bagus Made Wisnu Parta	459
ENGAGING VOCATIONAL COLLEGE STUDENTS' LEARNING THROUGH E-PORTFOLIO BASED DIGITAL MODULE	
I Putu Yoga Laksana, I Gusti Ayu Putu Dewi Paramita, Ni Nyoman Yuliantini, Gusti Nyoman Ayu Sukerti	471
THE TYPES OF LANGUAGE STYLES EMPLOYED BY BOY WILLIAM ON HIS PODCAST INTERVIEWS	
Komang Trisna Dewi, I Wayan Astu Werdistira.....	491
PRESERVATION STRATEGY THE SACRED ART OF "REJANG KERAMAN" WITH THE HELP OF GOOGLE SITES IN KEDIS VILLAGE, BUSUNG BIU SUB-DISTRICT BULELENG DISTRICT	
I Kadek Abdhi Yasa	499
AN ANALYSIS OF CHARACTER EDUCATION IN THE LITTLE PRINCE NOVEL THROUGH APPROACH OF MORAL-PHILOSOPHY	
Putu Devi Mas Wulandari	511
BALINESE LANGUAGE TEACHER PROFESSION TOWARDS PROFESSIONAL TEACHERS AN OPPORTUNITY AND A CHALLENGE	
I Kadek Widiatana.....	522
AUGMENTED REALITY-BASED OF WAYANG CHARACTER DEVELOPMENT AS AN INTERACTIVE ARTS LEARNING MEDIA	
I Putu Ardiyasa.....	537
EDUCATIONAL VALUES IN NOVEL AND MOVIE "LASKAR PELANGI"	
Ni Luh Gede Liswahyuningsih, Ni Luh Komang Candrawati, Ida Ayu Putu Aridawati, I Wayan Sudiarta	548
ORGANIZATIONAL DEVELOPMENT STRATEGY HINDU COLLEGES	
I Gede Sedana Suci	560
SEXUALITY IN BALINESE PALM-LEAF MANUSCRIPTS AS A SEXUAL EDUCATION APPROACH	
I Nyoman Suka Ardiyasa, Putu Maria Ratih Anggraini.....	566
STORYNOMIC AS A POTENTIAL IN CULTURAL EDUCATION : ENHANCING CULTURAL SKILL THROUGH DIGITAL NARRATIVES RITE	
I Gede Putu Widarmana, Firlie Lanovia Amir, I Putu Ryan Dharma Putra.....	577
THE CORRELATION BETWEEN STUDENTS' SPEAKING SELF-EFFICACY AND SPEAKING PERFORMANCE	
I Gusti Ayu Triska Cahya, I Gusti Ngurah Agung Wijaya, Putu Santi Oktarina.....	586
DISCOURSE ON THE PRESERVATION OF THE BALINESE LANGUAGE IN THE BASIC TRAINING OF FEMALE BALINESE DANCE AT THE KEBO IWA ART STUDIO	
Gek Diah Desi Sentana, Gusti Nyoman Mastini, Nyoman Ayu Swarthini	598
CHARACTER EDUCATION THROUGH DANCE THEATRE THE MERCY OF DURGA DEVI	
Ni Ketut Dewi Yulianti, Ni Nyoman Kasih, I Ketut Sumerjana	605

AUTOMATIC WEB-ASSISTED TOOL FOR ASSESSING THE QUALITY OF ENGLISH TEXTS PRODUCED BY EFL LEARNERS: AN EXPLORATORY STUDY

Pandhutama Raharjo^{1*}, Muhlisin Rasuki², Nurkamilah³

^{1,2,3}Universitas Muhammadiyah Jember, Indonesia
tatagaul123@gmail.com

ABSTRACT

Assessing second/foreign language (L2) writing performance is crucial in L2 instruction. However, traditional assessment methods often lack efficiency and objectivity. To address these challenges, this study explores the efficacy of Voyant Tools, an automatic web-assisted English writing assessment tool, in gauging the quality of English texts produced by Indonesian learners of English as a foreign language (EFL). The quality of the English texts was measured in terms of readability index. A quantitative approach with a repeated-measures design was employed for this study. The participants consisted of 15 adult EFL learners enrolled in an English language teaching program at a private university in Jember, East Java, Indonesia. These learners completed three writing tasks with varying levels of complexity as determined based on the Triadic Componential Framework proposed by Robinson. To assess the utility of the tool, the automatically generated readability indices for the three tasks were analyzed. The results indicated significant differences in these indices based on task complexity ($F(2, 28) = 10.672$, two-tailed $p = .000359$). These findings underscore the effectiveness of Voyant Tools in gauging the quality of EFL learners' English writing performance, as demonstrated by its sensitivity to detect differences in the readability indices of the English texts produced by the learners as a function of task complexity.

Keywords: automatic writing assessment, readability index, task complexity, Voyant Tools, writing quality

INTRODUCTION

The assessment of writing performance plays a crucial role in second/foreign language (L2) instruction, since it extends beyond the mere evaluation of learners' written work but also offers valuable insights into their developing L2 writing skills (Weigle, 2007). From an instructional standpoint, obtaining these insights allows teachers to identify particular areas of the learners' L2 writing skills that require improvement. Hence, teachers can customize their instructional practices to address the specific needs of the learners, thus facilitating the development of their L2 writing skills.

However, assessing learners' L2 writing performance can be time-consuming, especially when using manual assessment methods. The labor-intensive process of manually assessing learners' written work often places a heavy burden on teachers. Furthermore, the subjective nature of rating criteria that are commonly associated with manual assessment methods usually introduces inherent issues such as assessment biases and inconsistencies (Heidari et al., 2022; Khodi, 2021). These factors can hinder teachers' ability to obtain accurate and reliable information about learners' L2 writing skills (Lamprianou et al., 2023). Without such information, teachers may face challenges in designing instructional practices that effectively

address their learners' specific needs. As a result, learners may not receive necessary guidance from the teacher in developing their L2 writing skills.

With these in mind, there is a need for automatic assessment tools that can assist teachers in assessing learners' L2 writing performance. One tool that shows promise for this purpose is Voyant Tools (<https://voyant-tools.org/>). It is worth noting, however, that while some researchers have highlighted the potential of this tool for L2 teaching and learning (e.g., Wright, 2020), limited research has been conducted to assess the efficacy of the tool in gauging the quality of learners' L2 writing performance. Therefore, the present study aims to fill this gap by examining the utility of Voyant Tools in detecting differences in the quality of learners' L2 writing performance based on task complexity.

The selection of task complexity as an independent variable in this study is motivated by our previous study that demonstrated a significant effect of task complexity on EFL learners' effective writing (Raharjo, et al., submitted). Building upon the same dataset used in that study, the current study aims to conduct a comprehensive investigation into the capabilities of Voyant Tools and shed light on its potential for assessing learners' L2 writing performance. To achieve this objective, the research question formulated to guide this study is as follows: To what extent is Voyant Tools effective in assessing the quality of learners' L2 writing performance, as indicated by its sensitivity to detect differences in the readability indices of English texts produced by EFL learners across three writing tasks of varying complexity?

LITERATURE REVIEW

Voyant Tools, Automated Generation of Readability Indices, and an Objective Measure of L2 Writing Quality

The use of automated assessment tools has gained increasing attention in language pedagogy due to their potential to enhance objectivity, efficiency, and scalability (Elliot & Williamson, 2013). One of these tools is Voyant Tools (<https://voyant-tools.org/>). Voyant Tools is an automatic web-assisted assessment tool that utilizes various linguistic and computational techniques to analyze written texts (Gregory, et al., 2022). By harnessing the power of natural language processing and data visualization, Voyant Tools offers a unique opportunity to assess learners' writing in an objective manner.

One notable feature that Voyant Tools has is its ability to automatically generate readability indices. Readability indices constitute quantitative measures that are commonly used to assess the ease of reading and comprehensibility of given texts (Brown, 1998; Greenfield, 2004; Nahatame, 2021). These indices consider factors such as word frequency, sentence length, and syntactic complexity, thereby providing an objective measure of the readability of target texts.

In the context of L2 writing assessment, readability indices may be used as a basis for measuring learners' L2 writing quality. This is because readability indices can provide objective and quantifiable measures that reflect the clarity, coherence,

and overall accessibility of the written text to readers (Brown, 1998; Greenfield, 2004; Nahatame, 2021). By using readability indices as a measure of L2 writing quality, L2 teachers and researchers can gain insights into the level of comprehensibility of the texts produced by L2 learners. This, in turn, allows for a more systematic and standardized evaluation of writing quality. Furthermore, readability indices can facilitate comparisons of texts across different genres or writing tasks. Such comparisons might prove beneficial for teachers to track learners' progress and, where necessary, tailor their instructional interventions to address specific areas of improvement in the learners' L2 writing proficiency.

The use of the readability indices in assessing the quality of learners' L2 writing performance offers several advantages. First, it eliminates the subjective biases that are often associated with manual assessment methods. Hence, the quality of learners' L2 writing performance may be assessed with a higher degree of objectivity. Second, the automated process of assessing readability indices performed by means of using Voyant Tools enables teachers and researchers to save time and effort, thereby enabling them to assess a large number of L2 learners' written work efficiently (i.e., with a minimum time and effort).

Task Complexity, Voyant Tools and The Triadic Componential Framework of L2 Writing

In the task-based L2 literature, the term 'task complexity' is usually used to refer to the intrinsic cognitive demands that specific tasks impose on learners (Robinson, 2021). Previous research has demonstrated that task complexity significantly impacts various aspects of L2 writing, including vocabulary usage, sentence structure, and discourse organization (e.g., Kormos, 2011; Kuiken & Vedder, 2008). Considering the crucial role of task complexity in L2 writing, the current study aims to examine the utility of Voyant Tools in assessing the quality of L2 writing performance by comparing readability indices across tasks of varying complexity. This comparison will allow researchers to determine the extent to which the tool effectively captures the nuances and variations in L2 writing quality influenced by task complexity.

In the context of task-based L2 research, the abstract notion of task complexity is usually operationalized by referring to the Triadic Componential Framework proposed by Robinson (2001, 2005, 2007, 2010). This framework outlines three dimensions of task complexity: formal, procedural and cognitive. In the context of task-based L2 writing pedagogy, the formal dimension of task complexity focuses on the linguistic features involved in writing tasks. These include, for instance, the use of particular L2 words, grammatical forms and discourse features that are relevant to address communicative demands of given tasks. The procedural dimension, on the other hand, encompasses the steps and processes required to complete the tasks. These include, for instance, planning, drafting, and revising written texts. Finally, the cognitive dimension involves cognitive skills imposed by

the tasks. These include, for instance, problem-solving, decision-making, and critical thinking skills.

The Triadic Componential Framework offers several advantages in understanding the intrinsic complexity of L2 writing tasks. First, it provides a comprehensive and multidimensional perspective on task complexity since it goes beyond a mere focus on linguistic features but, rather, encompasses the cognitive and processing demands involved in given tasks as well. Second, the framework can assist teachers with task design since it allows teachers to select or design tasks that appropriately cater to learners' current proficiency level. Finally, the framework can guide the assessment of learners' performance since it can specify how tasks may be designed in ways that allow learners to use their stabilized or currently emerging L2 knowledge while attempting to address communicative demands of given writing tasks. Hence, by considering the three dimensions of task complexity, teachers can gain a more holistic understanding of the challenges or opportunities associated with the use of particular L2 writing tasks in the context of L2 instruction and assessment.

Operationalizing Task Complexity through a Number of Elements




There are various ways to design L2 writing tasks to increase in complexity (Robinson, 2007, 2010, 2021). In the current study, the level of complexity of L2 writing tasks is determined based on the number of elements (or objects) that learners need to consider to successfully complete the given tasks (cf., Kormos, 2011; Kuiken & Vedder, 2008; Raharjo et al., submitted). By incorporating more elements into the tasks, learners are encouraged to engage in more intricate cognitive processes to address the communicative demands successfully.

For instance, a descriptive L2 writing task that requires learners to describe a single object (e.g., a book) may be considered simple (less complex), especially when being compared with the same type of task that requires the learners to describe two or more related objects (e.g., two or more books of different sizes, colors and/or other features). That is, the difference in the number of objects (elements) between these two tasks can lead to variations in how learners organize and integrate multiple details into their writing (Lambert, 2019). Consequently, learners may need to think more deeply and consider multiple perspectives to produce coherent and cohesive texts. Hence, increasing task complexity by adding more elements to the tasks can lead to variations in the use of the L2, ultimately affecting the quality of the texts that learners produce.

METHOD

The current study employed a quantitative approach with a repeated-measures design. The participants included fifteen adult EFL learners enrolled in an English language teaching program at a private university in Jember, East Java, Indonesia. The participants were selected based on their willingness to participate in the study.

Figure 1. The tasks used in this study.

Simple Task	Medium-Level Task	Complex Task
		

To investigate the efficacy of Voyant Tools, the study involved three writing tasks of varying levels of complexity. These tasks were designed based on the Triadic Componential Framework (Robinson, 2007, 2015, 2021), with each task categorized as low, medium, or high complexity based on the number of elements included. The simple task required participants to write a narrative text based on a picture depicting a boy flying a kite. The medium-level task asked participants to write a narrative text based on a picture depicting a girl and boy flying kites. Finally, the complex task required participants to write a narrative text based on a picture depicting a girl and boy flying kites while three boys played marbles. All of these pictures were retrieved from <https://id.pngtree.com>. Figure 1 illustrates the tasks used in this study.

Before completing the tasks, the participants received instructions from the first researcher/author specifying the task requirements. Then, they were given 15 minutes to complete each task. To minimize order effects, the distribution of the tasks in this study was counterbalanced.

After completing the tasks, the texts produced by all the participants were coded and prepared for analysis. To do so, Voyant Tools was used to automatically generate readability indices for each text. As discussed earlier, these indices were considered proxies for the texts' quality. The automatically generated readability indices for the three writing tasks were then subjected to a repeated-measures ANOVA to determine whether there were significant differences in the readability indices across the three tasks. Post-hoc analyses were also conducted to further investigate any significant differences.

RESULTS

The descriptive statistics of the scores of the readability indices of the texts produced by the participants on the three tasks are presented in Table 1.

Table 1. Descriptive statistics of the participants' scores of the readability indices on the three tasks.

Dependent Variables	Number of Learners	Mean	Standard Deviation
Simple Task	15	4.77	1.54
Medium-Level Task	15	5.40	1.20
Complex Task	15	6.74	1.42

As shown in Table 1, the mean scores of the readability indices increased as a function of task complexity. This provides initial evidence that the readability indices, which were automatically generated by means of using Voyant Tools, effectively capture the progression in L2 writing quality influenced by varying task complexities.

To determine whether the increases in the scores of the readability indices were statistically significant, the scores were then analyzed using a repeated-measures ANOVA. The results revealed a significant difference ($F(2, 28) = 10.672$, two-tailed $p = .000359$). Furthermore, post-hoc analyses using pairwise comparisons with Bonferroni corrections indicated significant differences in readability indices between the low and complex task ($p = .000946$) as well as between the medium-level and complex task ($p = 0.008207$). However, there was no significant difference in readability indices between the low and medium-level task ($p = 0.1334$). These results demonstrate that Voyant Tools effectively captures the nuanced variations in L2 writing quality based on task complexity. The statistically significant differences in readability indices between the low, medium-level, and complex tasks validate Voyant Tools' sensitivity to assess the impacts of varying task complexities on L2 writing performance.

DISCUSSION

It should be clear from the results presented above that Voyant Tools holds promise as an effective tool for assessing the quality of EFL learners' English writing performance. The effectiveness of Voyant Tools in gauging the quality of EFL learners' English writing performance was demonstrated through the analysis of readability indices generated automatically for texts produced in response to three writing tasks with varying levels of complexity. The observed increase in the mean scores of readability indices with higher task complexity indicates that Voyant Tools successfully captures the nuanced variations in L2 writing quality. This finding aligns with the Triadic Componential Framework which emphasizes the impact of task complexity on various aspects of L2 performance (Robinson, 2001, 2005, 2007, 2010, 2015, 2021). That is, increases in complexity of given L2 writing

tasks encourage learners to engage in more intricate cognitive processes, resulting in texts with higher levels of clarity, coherence, and overall accessibility.

Furthermore, the successful detection of significant differences in readability indices between the low, medium, and high complexity tasks underscores the sensitivity of Voyant Tools to the effects of varying task complexities on L2 writing quality. This sensitivity thus highlights the tool's potential to provide meaningful and contextually relevant feedback to learners as well as assist them in identifying strengths and/or areas for improvement in their writing (Wright, 2020).

While the findings of this study have highlighted the utility of Voyant Tools in L2 writing assessment, it is important to acknowledge certain limitations. First of all, the sample size of the current study was relatively small, comprising fifteen adult EFL learners from a specific institutional context. Further studies, therefore, are needed to enhance the generalizability of the findings. One way to do so is through expanding the participant pool to include learners with diverse language backgrounds and/or L2 proficiency levels. Additionally, future research may explore the integration of other linguistic and discourse-based measures to gain a more comprehensive understanding of L2 writing performance.

Despite the limitations, this study has provided evidence regarding the potential of Voyant Tools for assessing the quality of EFL learners' writing. The tool's sensitivity to task complexity and its ability to generate objective readability indices automatically offer innovative approaches to enhance the efficiency, objectivity, and effectiveness of L2 writing assessment.

CONCLUSION

The primary objective of this study was to investigate the effectiveness of Voyant Tools in assessing the quality of English writing by EFL learners. The findings of this study demonstrate that the readability indices that were automatically generated by using Voyant Tools prove useful as a means to measure the quality of English writing produced by EFL learners. Specifically, the tool's sensitivity to detecting differences in the readability indices of written texts produced by EFL learners based on the three writing tasks of varying complexity highlights the potential of this tool as a reliable and objective means for assessing the quality of texts produced by learners of L2 English.

REFERENCES

- Brown, J. (1998). An EFL readability index. *JALT Journal*, 20(2), 7–36.
- Elliot, N., & Williamson, D. M. (2013). Assessing Writing special issue: Assessing writing with automated scoring systems. *Assessing Writing*, 18(1), 1–6. <https://doi.org/10.1016/j.asw.2012.11.002>
- Greenfield, J. (2004). Readability formulas for EFL. *JALT Journal*, 26(1), 5–24.
- Heidari, N., Ghanbari, N., & Abbasi, A. (2022). Raters' perceptions of rating scales criteria and its effect on the process and outcome of their rating. *Language Testing in Asia*, 12(1), 20. <https://doi.org/10.1186/s40468-022-00168-3>

- Khodi, A. (2021). The affectability of writing assessment scores: a G-theory analysis of rater, task, and scoring method contribution. *Language Testing in Asia*, 11(1), 30. <https://doi.org/10.1186/s40468-021-00134-5>
- Kormos, J. (2011). Task complexity and linguistic and discourse features of narrative writing performance. *Journal of Second Language Writing*, 20(2), 148–161. <https://doi.org/10.1016/j.jslw.2011.02.001>
- Kuiken, F., & Vedder, I. (2008). Cognitive task complexity and written output in Italian and French as a foreign language. *Journal of Second Language Writing*, 17(1), 48–60. <https://doi.org/10.1016/j.jslw.2007.08.003>
- Lambert, C. (2019). *Referent similarity and nominal syntax in task-based language teaching*. Springer.
- Lamprianou, I., Tzagari, D., & Kyriakou, N. (2023). Experienced but detached from reality: Theorizing and operationalizing the relationship between experience and rater effects. *Assessing Writing*, 56, 100713. <https://doi.org/10.1016/j.asw.2023.100713>
- Nahatame, S. (2021). Text readability and processing effort in second language reading: A computational and eye-tracking investigation. *Language Learning*, 71(4), 1004–1043. <https://doi.org/10.1111/lang.12455>
- Raharjo, P., Rasuki, M., & Nurkamilah, N. (Submitted). *Exploring the impact of task complexity on effective writing in English as a foreign language*.
- Robinson, P. (2001). Task complexity, task difficulty, and task production: exploring interactions in a componential framework. *Applied Linguistics*, 22(1), 27–57. <https://doi.org/10.1093/applin/22.1.27>
- Robinson, P. (2005). Cognitive complexity and task sequencing: Studies in a componential framework for second language task design. *IRAL - International Review of Applied Linguistics in Language Teaching*, 43(1), 1–32. <https://doi.org/10.1515/iral.2005.43.1.1>
- Robinson, P. (2007). Criteria for classifying and sequencing pedagogic tasks. In M. P. Garcia Mayo (Ed.), *Investigating tasks in formal language learning* (pp. 7–27). Multilingual Matters.
- Robinson, P. (2010). Situating and distributing cognition across task demands: The SSARC model of pedagogic task sequencing. In M. Putz & L. Sicola (Eds.), *Cognitive processing in second language acquisition: Inside the learner's mind* (pp. 243–268). John Benjamins.
- Robinson, P. (2015). Second language task demands, the Cognition Hypothesis, and the SSARC model of pedagogic task sequencing. In M. Bygate (Ed.), *Domains and directions in the development of TBLT* (pp. 123–159). John Benjamins.
- Robinson, P. (2021). The Cognition Hypothesis, the Triadic Componential Framework and the SSARC Model: An instructional design theory of pedagogic task sequencing. In M. Ahmadian & M. Long (Eds.), *The Cambridge handbook of task-based language teaching*. Cambridge University Press.
- Weigle, S. C. (2007). Teaching writing teachers about assessment. *Journal of Second Language Writing*, 16(3), 194–209. <https://doi.org/10.1016/j.jslw.2007.07.004>
- Wright, J. (2020). Researchers, teachers, and learners seeing new possibilities with Voyant Tools. *TESL-EJ*, 24(2), 1–10.

ROUND ROBIN COMBINED WITH INSTAGRAM REELS TO IMPROVE SPEAKING SKILL

Ni Komang Candra Dewi Utami¹, Luh Ketut Sri Widhiasih^{2*}, I Komang Budiarta³

^{1,2,3}Universitas Mahasaraswati Denpasar, Indonesia

sriwidhiasih@unmas.ac.id

ABSTRACT

Speaking is the delivery of messages, feelings, ideas, and thoughts about certain things that require skills in expressing orally so that the meaning of the conversation can be conveyed properly from the speaker to the listener. Thus, this two cycles classroom action research was mainly intended to see whether Round Robin combined with Instagram Reels can improve students' speaking skill or not and how the students respond the application of it. The subjects of this research were the-tenth grade students at SMAN 7 Denpasar in academic year 2022/2023. The data were gathered by using tests and questionnaire. Then, the data were analysed by comparing the results of the pre-test and post-tests which showed there were significant improvement of the subjects' mean score from the pre-test to post-tests. As the supporting data, the questionnaire was also administered at the end of the last cycle and the results showed positive responses on the implementation of Round Robin combined with Instagram Reels. Based on the results of the research, it can be suggested to the teachers to use Round Robin combined with Instagram Reels to improve their students' speaking skill.

Keywords: *Round Robin; Instagram Reels; speaking skill*

INTRODUCTION

One of the skills in English subject is speaking. Speaking is the delivery of messages, feelings, ideas, and thoughts about certain things that require skills in expressing orally so that the meaning of the conversation can be conveyed properly from the speaker to the listener. Speaking is the main skill that must be mastered by students in this world when learning a foreign language, in the form of conveying information using words or sentences. In other words, speaking means using language for various purposes depending on the speaker. Speaking requires skills because these activities can sometimes be difficult and even feared by students. As supported by Richards (2008:19), the mastery of speaking skill in English is a priority formally in second or foreign language learners. Speaking in English is related to what is seen, felt, heard, and expressed in words. If more than one person does speak, it will lead to a conversation or interaction. Brown (2004) infers that speaking is an interactive process that involves producing and receiving the information to construct meaning. Speaking skills are an essential aspect that students must pay attention to.

One of the alternatives that can be taken in the learning literature, especially in teaching speaking skills by using the appropriate learning techniques, is considered to be a positive influence on learning to speak. Innovative techniques should be more creative and attract attention, so students do not feel bored and develop their achievement in speaking lessons. As stated above, alternative learning, which is assumed to be overcoming learning problems and speaking

skills, is applying a learning technique, Round Robin combined with Instagram Reels. One of the alternatives that can be taken in the learning literature, especially in teaching speaking skills by using the appropriate learning techniques, is considered to be a positive influence on learning to speak. Innovative techniques should be more creative and attract attention, so students do not feel bored and develop their achievement in speaking lessons. As stated above, alternative learning, which is assumed to be overcoming learning problems and speaking skills, is applying a learning technique, Round Robin combined with Instagram Reels.

According to Kagan & Kagan (2009), students take turns responding orally, in round robin students take turns in their teams. This method also reduced grammatical errors in speaking because a teacher provided comments after the meeting. Additionally, the speaker for each group discussed the same subject more than once to make it simple for the listeners to retain and pronounce the words. As a result, this approach might encourage participation from all students. In addition, round robin will provide several ways to solve problems in speaking class. First, a small grouping system and allowing each student to speak one by one will allow students to participate in learning activities and have and share ideas to be developed among their teammates. Second, not interrupting and debating ideas while speaking will build their way of thinking in developing their future ideas and reduce their fear of making mistakes so that they will express ideas freely and openly until they can improve their speaking.

Learning at school can be done by improving the four English skills, especially speaking skills. In addition, schools emphasize learning from books and students are expected to be able to use everyday language functions called communication. In fact, sometimes teachers do not have an interesting way or a good speaking technique. Having realized the importance of speaking skills, more emphasis is placed on developing students' speaking skills to succeed and excel in their fields after they finish their education.

The researchers conducted direct interviews with English teachers at SMAN 7 Denpasar. The researchers found several reasons that made students' English-speaking skills difficult to improve. Firstly, sometimes students were bored while learning English without media. Second, students often feared speaking in the classroom because of a lack of confidence. Third, the teachers' strategies were monotone in teaching. These three reasons made them bored with speaking. In the end, the learning objectives cannot be achieved properly.

The researchers found several problems. Furthermore, this may give the researchers a certain direction in carrying out the present research. The researchers decided on a specific and correct question to be answered and conveyed to find an answer. Thus, the problem should be solved, and their speaking should be improved by implementing an appropriate teaching technique, Round Robin combined with Instagram Reels. Based on the explanation above, the objective of this study is to find out whether speaking skill of the tenth-grade students of SMAN

7 Denpasar in the academic year 2022/2023 can be improved through the Round Robin combined with Instagram Reels.

LITERATURE REVIEW

Speaking Skill

Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. In this case, the speakers communicate their message, idea, information, and emotion to the listener. The speaker produces the sounds that involve the message, and the listener can receive, process, and respond. One of the indicators of student success is their ability to express their ideas orally in class in one subject area. Pollard (2008) says that one of the most difficult aspects for students to master is speaking. The difficulties that students have to face are ideas that speakers want to talk about, grammar that is used while building sentences, vocabulary that is used while delivering ideas, and function, in that its primary purpose is to convey information and facilitate the exchange of goods or services, or it serves an interpersonal function, in that its primary purpose is to establish and maintain social relations.

Speaking delivers a word and must contain a meaning that other people can accept. This case is comparable with the function of language as the mean of communication to convey a message orally. Thus, people must know the norms of how to speak right. Besides grammar, people should also know how to use the word in the proper place. Additionally, according to Bailey in Nunan (2003:02) states that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Speaking is a productive skill. It could not be separated from listening. When we speak, we produce the text, and it should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking is part of the shared social activity of talking and is also described as an important part of the curriculum in language teaching by Luoma (2004:1).

According to Alderson & Bachman (2009:1), speaking skill is an important part of the curriculum in language teaching, and that makes it an important object of assessment as well. Most students learn to speak English from elementary school to high school. Undeniably, students still have problems conveying their thoughts, opinions, or feelings in English lessons because of anxiety, fear of their pronunciation being wrong, lack of vocabulary, and motivation. Likewise, students with negative learning experiences may become nervous about speaking. From the statement above, it is concluded that speaking develops students in building vocabulary and grammar skills, improving their skills. Students can express ideas, emotions, stories, and requests, speak, discuss, and demonstrate various language functions. Outside of the classroom, speaking skills are very important. Therefore, language speakers have more opportunities to work in various organizations and companies. This statement has been supported by Baker and Westrup (2003), who

say that students who speak English well can have greater opportunities for better education, finding good jobs, and getting promotions.

Round Robin Combined with Instagram Reels

The teacher must know the method and technique used to teach speaking to make the students enjoy learning. According to Harmer (2001:348-352) there are six classroom speaking activities. They act from a script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. At the end of the study, students can at least use oral English in communication. In speaking class, the teacher must arrange activities so that the class runs smoothly. The main activity in speaking class was how students could produce sounds or vice versa students must speak. Round Robin Combined with Instagram Reels that can provide students' activities to speak because they are allowed to think and discuss with their group before they speak.

According to Richards & Rodgers (2001), the Round Robin technique can significantly improve students' speaking skills since it allows them to speak during the discussion. Round robin is an activity that teaches students how to wait their turn when working in groups. It can also be interpreted that round robin technique is the learning that brainstorm in small groups, then the students form a circle and share ideas with other group members by walking around. One person in the group is assigned to record ideas submitted by all students related to open questions posed by the teacher.

Kagan & Kagan (2009) state that Round Robin is a cooperative learning which is useful to improve student's team building, social skills, communication skills, knowledge building, thinking skills, and processing information by implementing all the procedures. Therefore, the researchers concludes that the round robin technique was a group sharing activity. In this case, the round robin technique plays an important role in speaking skill-based assessment. This technique was good for improving students' speaking skills, as well as preparing students for real-life tasks such as selecting, organizing, and conveying information. Actually, this technique helps students in processing ideas and information, from ideas or a collection of statements based on Instagram reels as a means to follow the flow of digital developments in everyday life.

Guided to the ease of accessed the internet, it is necessary to implemented how the role of social media had such a big impact on all groups, including students. Admittedly, the growth of social media over the last few years has brought changes in all fields, one of which is in education. Social media in the world of education functions as a form of collaboration, creativity, and learning for teachers and students. Through social media, knowledge and the learning process does not only focus on knowledge accumulation but are also used as a medium in the learning process.

The used of social media in education focused on an individual learning by made other people their learning subjects. Furthermore, social media was not only

about the impact of information and communication technology that were absorbed and adopted. Instagram reels feature guided students to view learning videos about foods or tools procedures, saw at the pictures, schemes, and procedural monologues displayed. The students must get a clear understanding so that in the next step they did not difficulties when presented the procedure monologue through Round Robin combined with Instagram Reels in learning activities. Besides, Round Robin combined with Instagram Reels refers to one of the cooperative learning strategies that sets students to work in group. Students have to think about a topic and took a turn to perform their ideas with group. This technique works by building on the consecutive contributions of each student. The procedural steps of Round Robin Combined with Instagram Reels implementation in the classroom teaching-learning process are as follows: The students are divided into several small groups of 3-4 students, then researchers poses an Instagram reel and provides think time, each students took a turn explained a scene of the topic until the topic were completed.

Empirical Review

The empirical review was required to provide empirical evidence that supports the research. The empirical evidence required for this present study was the previous result of the study that deals with teaching speaking skills through Round Robin combined with Instagram Reels. In addition, knowledge of empirical evidence helps the researchers avoid unintentional replication of previous studies results. It places the researchers in a better position to interpret the significance of his result. There were two reviews on the study that had been done on the area Round Robin technique, Khayati (2016) and Gea et al. (2019).

The first similar research belongs to Khayati (2016) was classroom action research and ended in two cycles. The researchers applied the technique directly in the class to measure students' achievement and to know that the technique can improve students' speaking skill. This research analysed the data using a direct test measuring five speaking components: fluency, pronunciation, vocabulary, grammar, and comprehension. This study used three instruments to collect the data: an interview, questionnaire, and test. The second research by Gea et al. (2019) was classroom action research conducted by applying the Round Robin Brainstorming technique to the eleventh grade. After eight meetings, it could be seen that students' speaking skills significantly improved. This research has proven the effectiveness of applying the Round Robin Brainstorming technique. It was shown in the table listed that the students' scores from the pre-test, formative test, and post-test were increasing. It was because the teacher-controlled class better admonished the students who did not pay attention in the learning process.

In addition, the previous researchers did not state how Round Robin was applied in the classroom. It was crucial to teach students to use Round Robin before giving the test to make students more confident in improving their speaking skills in English. However, the strength of this study was that the researchers has already

stated several expert theories to support the study. Based on theories of Kagan & Kagan (2009) state that Round Robin is a cooperative learning which is useful to improve student's team building, social skills, communication skills, knowledge building, thinking skills, and processing information by implementing all the procedures. The steps of the round robin technique used by the researchers combined with Instagram reels helped the atmosphere of the students' mindset as well as the flow of learning to run well.

METHOD

This research is a classroom action research study that deals with using Round Robin combined with Instagram Reels to improve the speaking skills of the tenth-grade students of SMAN 7 Denpasar. It was focused on improving the real condition of the English teaching and learning process and enabling them to use English as it functions. This research study was implemented in the form of collaborative action research. In this classroom action research, the teaching and learning process was divided into some cycles where each cycle consisted of two sessions. Each cycle consisted of four interrelated activities, such as planning, action, observation, and reflection. If the first cycle could not fulfil the researchers' target, it would be continued by making the next cycle until the subjects got a minimum passing grade.

The subject of this research was 46 of the tenth-grade students of SMAN 7 Denpasar in the academic year 2022/2023. The students in this class were 25 females and 21 males. This study was intended to find out the solution to learning problems in speaking. The present study was preceded by conducting a preliminary study in which the researchers interviewed the English teacher currently teaching the class X MIPA 4 students at SMAN 7 Denpasar. Moreover, the results showed that most of the students had difficulties in speaking skill. These results showed that their speaking performance still had some problems. They were difficult in delivering their ideas fluently, comprehensively, and grammatically. Therefore, further studies would be carried out by applying Round Robin combined with Instagram Reels to improve their speaking skill.

In the present classroom action research, the researchers made use of two research instruments; they were test and questionnaire. The test was divided into two, pre-test and post-test. Both of the tests were constructed in the form of procedure monologue. The subjects were asked identify and explain procedure monologue material that practiced how to make food or how to use tools and one other thing learning took place with a time allotment about maximum two minutes. Researchers assessed it using a scoring rubric adapted from Brown (2004:172); the component of oral proficiency scoring categories are fluency, comprehension, and grammar. In addition, to quantify the subjects' responses on the implementation of the technique, the researchers administered a questionnaire which consisted of ten items. The questionnaire was in the form of structured questionnaire which had five choices: strongly agree, agree, undecided, disagree and strongly disagree.

FINDINGS

The present classroom action research was carried out in cyclical processes. It was started by carrying out a preliminary observation at the very beginning of the research. It was intended to figure out the pre-existing difficulty of the subjects in speaking. In the present research, there were two cycles which were conducted to achieve the success indicator that was all of the subjects achieved the minimum passing grade, 75. Each cycle which was carried out was conducted based on the four interconnected activities; they were planning, action, observation and reflection. The findings which were collected and analysed in pre-cycle, cycle I, and II can be descriptively presented as follows.

Pre-cycle

The researchers administered a pre-test on 8th May 2023. The pre-cycle was conducted before the researchers taught the procedure monologue to the subjects under study. It was used to know the subjects' speaking skill before the technique was applied and before the cycle I began. It was done when the researchers interviewed the English teacher of SMAN 7 Denpasar. To ensure the data, the researchers administered a pre-test to the subjects. The data were useful to do the next steps in this study and to know the real problem and quantity of the students' initial score in procedure monologue.

In the pre-cycle, the researchers was given a pre-test to the students under the study to determine the subjects' speaking skills' pre-existing data. In the pre-test, the students were divided into small groups and must choose one of four topics of procedure monologue. In the group, each student took a turn performing their procedure monologue maximum of 2 minutes in front of the class. The researchers concentrated on gathering all the resources that can be used to teach in speaking skill during this stage. It used Round Robin Combined with Instagram Reels in learning to improve speaking skill. The researchers then made the teaching module using Round Robin Combined with Instagram Reels. The teaching module was divided into two meetings where the meeting time allocation was 4 x 45 minutes. After preparing the material and designing the teaching module, the researchers prepared a post-test which was given at the end of cycle I. This was given to determine the increase in speaking skill after students were taught through Round Robin combined with Instagram Reels in the teaching and learning process.

Based on the result of the calculation, it could be seen that the mean score of the pre-test was only 73.35 It meant that the mean score of the pre-test was in line with the interview results, which also showed that the subjects' speaking skill was still low. Furthermore, the pre-test data showed that 24 subjects could reach the minimum passing grade in SMAN 7 Denpasar. These results also found that most subjects faced difficulties in speaking, especially fluency, comprehension, and grammar. Based on the condition above, the researchers tried improving their speaking skills by implementing Round Robin combined with Instagram Reels. In cycle I, the researchers applied the technique of teaching speaking skill to the

subjects. Therefore, the researchers finally decided to conduct the first cycle of the present classroom action research to solve their problems in speaking.

Cycle I

Cycle I was carried out after the pre-cycle was conducted. Cycle I was divided into two sessions, session 1 and 2. The pre-test results in the pre-cycle were the subjects had difficulty delivering their ideas fluently, comprehensively, and grammatically. They also lacked interest in speaking performance since they thought speaking was a difficult language skill. Therefore, the appropriate teaching Round Robin combined with Instagram Reels was needed to improve the subjects who had difficulties in speaking. The researchers implemented round robin as a technique in the teaching and learning process. In this cycle, the researchers conducted cyclical processes consisting of four phases: planning, action, observation, and reflection. Cycle I consisted of four interrelated activities: planning, action, observation, and reflection. Those activities related to each other will be described in detail in the following section.

Cycle I started with planning. The researchers prepared what was needed for teaching speaking by implementing round robin. Planning is important to ensure the success of teaching and learning activities. The researchers concentrates on gathering all the resources that can be used to teach in speaking skill during this stage. It includes the round robin, which can be included in learning to improve speaking skill. The researchers prepared a teaching module, learning material, worksheet, and post-test to be applied in action. The researchers constructed the teaching module in line with the English subject for the tenth-grade students of SMAN 7 Denpasar. Besides, the time allotment was 90 minutes per session, which meant that the total time allotment in cycle I was 180 minutes. In this cycle, the researchers presented the learning material about procedure monologue. Furthermore, the worksheet was also prepared to practice their speaking skills through a short procedure monologue performance. The post-test was prepared to be administered to the subjects at the end of cycle I.

In action, the researchers used three steps: pre-activity, whilst activity and post-activity. The time allotment of each session was 2 x 45 minutes. In session 1, as the warmup, the teacher showed an Instagram reels video and asked about the procedure monologue of "How to Make a Pancake". In session 2, the lesson was started by asking the aspect of procedure monologue to measure how far the students remembered what they had studied. Then, the researchers re-explained the material. After the teaching and learning process, the researchers gave worksheets to the students. The researchers divided students into small groups, and then each student took turns explaining a scene from the procedure steps until the procedure was completed in front of the class.

The results of post-test 1 showed an improvement in the students' mean scores from the pre-test. The mean score of post-tests 1 was 79.02, indicating that students' speaking skill was improved by applying Round Robin combined with

Instagram Reels in teaching speaking. It showed that the teaching technique was working. However, the success indicator has not been achieved yet in this cycle, and there were only 43 students who passed the minimum passing grade from 46 students in the classroom. Consequently, to get better results and achievement, the researchers continued this study to the next cycle, cycle II.

Cycle II

After analysing the results of cycle I, the researchers needed to proceed to cycle II. Cycle II was conducted based on the results of post-test 1 in cycle I. The steps done in cycle II were the same as cycle I, which also consisted of two sessions, namely sessions 3 and 4. The researchers taught the subjects in the teaching and learning process by applying Round Robin combined with Instagram Reels. Cycle II was carried out to get better improvement from the previous cycle, to improve the subjects' speaking skills, and to achieve the success indicator. Like the previous cycle, the researchers taught speaking performance using round robin as the teaching technique. As explained in the previous cycle, the procedures carried out in cycle II were also done in the same ways. This cycle also consisted of four interconnected activities: revised planning, action, observation, and reflection.

The planning activity of cycle II was called revised planning. Revised planning was prepared based on the results of the subjects' speaking scores obtained in the previous cycle. It was done to make cycle II more successful than cycle I. Revised planning in cycle II was needed to improve the subjects' speaking skill, which was expected to be much better than in cycle I through Round Robin combined with Instagram Reels. The researchers also prepared a teaching module, learning material, worksheet, and post-test to be applied in action. The researchers also prepared the learning material about the procedure monologue's definition and purpose, the procedure monologue, the procedure monologue's generic structure, the procedure monologue, the language features of the procedure monologue, and an example of the procedure monologue. In cycle II, the researchers also constructed the teaching module, which was in line with the English subject for the tenth-grade students of SMAN 7 Denpasar. The time allotment was 180 minutes. As in cycle I, cycle II also consisted of two sessions. There were first and second meetings. However, the difference between the two cycles was on the topic given; in cycle I, the topic was about 'How to Make a Thing', and in cycle II, the topic was about 'How to Use a Thing'. In addition, the researchers showed real examples with Instagram reels video.

In action, the researchers implemented the Round Robin combined with Instagram Reels in teaching procedure monologue in the classroom. The time allotment of each session was 2 x 45 minutes. In session 3, as the warmup, the teacher showed an Instagram reels video and asked about the procedure monologue of "How to Use Things". In session 4, the lesson started by asking about procedure monologue to measure how far the students remembered what they had studied. Then, the researchers re-explained the material. After the teaching and

learning process, the researchers gave worksheets to the students. The researchers divided students into small groups, and then each student took turns explaining a scene from the procedure steps until the procedure was complete in front of the class.

In addition, the researchers administered the post-test at the end of cycle II. The test was in the same form as in cycle I. Based on the data resulting in post-test 2, the subjects showed significant improvement. The subjects could improve their speaking skill after being taught through Round Robin Combined with Instagram Reels. Besides, their fluency, comprehension, and grammar were clearer and more understandable than in the previous cycle. The mean score of the post-test in cycle II was 83.59. In post-test 2, 46 subjects could achieve the minimum passing grade of the tenth-grade students of SMAN 7 Denpasar. Additionally, they showed greater engagement with and interest in teaching and learning. They were actively involved in implementing the teaching technique during the teaching and learning process since they better understood it. Based on those findings, it was possible to conclude cycle II of this classroom action research because it had met its success indicator, which could be ended in cycle II.

The Response of the Questionnaire

This additional data was gathered by administering a structured questionnaire to the subjects. The purpose of the questionnaire was for the researchers to learn how the subjects felt about using Round Robin combined with Instagram Reels. The data gathered from administering the questionnaire showed their responses after being taught to speak, especially in performing a short procedure monologue. Furthermore, the questionnaire consisted of ten structured statements written in Indonesian to avoid misunderstanding among the subjects. Besides, the subjects were required to respond to the questionnaire in which they had to choose one of the items based on the statements in learning speaking through the implementation of Round Robin combined with Instagram Reels. The structured questionnaire was administered to the subjects at the end of cycle II.

The questionnaire results also clearly indicated the effectiveness of the implementation of round robin in improving speaking skill. It could be proven from the number of subjects who positively responded to the implementation of Round Robin combined with Instagram Reels. The positive responses could be seen from the percentages in which there were 45.14% of the responses that showed strongly agree; 53.97% of the responses, agree; 0.89% of the responses, undecided; 0% of the responses, disagree and 0% of the responses that showed strongly disagree. The pre-test and post-test findings that showed significant improvements in the subjects' speaking skills also aligned with the questionnaire results. The subjects gave positive responses to the implementation of Round Robin combined with Instagram Reels. Thus, to clarify the findings of classroom action research, this significant improvement from the pre-cycle to cycle II was the main consideration for ending the research because indicators of success have been achieved.

DISCUSSION

The Progressing Improvements of Round Robin Combined with Instagram Reels

In the present study, the researchers researched the results of implementing Round Robin combined with Instagram Reels of the tenth-grade students of SMAN 7 Denpasar in the academic year 2022/2023 to improve speaking skill. The present study used classroom action research consisting of four interconnected activities: planning, action, observation, and reflection. In this study, the present classroom action research was divided into two cycles, in which each cycle consisted of two sessions and was initiated by an initial reflection in the pre-cycle. Two cycles were used to collect the data: a pre-test, a post-test 1 in cycle I and a post-test 2 in cycle 2 and a questionnaire. Based on the findings in the pre-cycle, cycle I and cycle II, it was necessary for deep discussion to make a deeper understanding.

In the pre-cycle, the researchers interviewed the English teacher of SMAN 7 Denpasar and did an observation to find out the pre-existing data of the subjects. From the interview, it could be seen that the subjects still faced some problems in speaking skills since they were hard to speak fluently, comprehensively, and grammatically. The researchers also scored the subjects' performance by using a scoring rubric based on the three criteria: fluency, comprehension, and grammar. In addition, the result of the observation was students still had low ability. The English teacher said the subjects needed help to increase their speaking skills since the speaking class often did not give good results. From the initial data, the researchers administered the pre-test.

In cycle I, after Round Robin combined with Instagram Reels was applied, the study showed that the technique was an effective strategy and improved students' speaking skill in teaching speaking. The post-test results followed by 46 subjects in cycle I showed a mean figure of 79.02. There were 43 subjects understudy who could achieve the minimum passing grade. Based on the findings, it was found that some subjects under study could speak better than in the pre-cycle, and the researchers asked them to have more practice. In this cycle, only a few subjects focused on learning. In addition, they were more active in answering some questions that the researchers gave. However, there was an improvement in the subjects' speaking skills. Some subjects could construct and perform a short procedure monologue better than in the pre-cycle. The mean score obtained by the subjects in cycle I was much higher than the mean score of the pre-test; however, the success indicator had not been achieved.

In cycle II, the subjects became more active, and they could enjoy the learning process in the classroom because the researchers revised the planning to get a better result from the subjects. The researchers gave different topics. The mean score of post-test 2 was 83.59. In this cycle, all subjects passed the minimum passing grade. The results of cycle II also showed that the subjects' speaking skill could be improved by implementing round robin. The mean score also significantly improved their speaking performance from the third and fourth sessions. In

addition, it could be stated that the success indicator in the present study was achieved. As a result, the research was ended in this cycle.

The Responses towards the Application of Round Robin Combined with Instagram Reels

Besides the tests, additional data from the questionnaire was also used to figure out the subjects' responses after applying the technique. This figure showed that 45.14% of the total subjects who strongly agreed with the implementation of round robin, 53.97% of the subjects, agreed; 0.89% of the subjects, uncertain; 0% and none of the subjects who disagreed and strongly disagreed. It means that most of the subjects responded positively to the application of Round Robin combined with Instagram Reels. Moreover, it showed that the subjects under study accepted its implementation to improve speaking skills. While learning to speak, implementing the technique built and created a good atmosphere to increase the subjects' interest in speaking. It was helpful for them because it motivated them to develop the ideas that appeared in their mind, and it helped them create confidence because they could compare and discuss their thoughts during the teaching and learning process, particularly on implementing the teaching technique.

The present classroom action study revealed the improvement of speaking skills of the tenth-grade students of SMAN 7 Denpasar. To sum up, the data finding above was successful in the last session of the last cycle. It could be stated that the speaking skill of the tenth-grade students of SMAN 7 Denpasar in the academic year 2022/2023 can be improved through Round Robin combined with Instagram Reels. In addition, it was supported by the questionnaire results, which showed their positive responses towards applying Round Robin combined with Instagram Reels.

CONCLUSION

The classroom action research helped the subjects improve their speaking skill. The present classroom action study was conducted to improve speaking skill of the tenth-grade students of SMAN 7 Denpasar. Based on the previous explanation, it showed the low achievement of students' speaking skill. As a result, the researchers used Round Robin combined with Instagram Reels to improve the students' speaking skill. Besides, there were two cycles conducted by the researchers, and each cycle consisted of two sessions. At the end of each cycle, a post-test was administered to the subjects. The data obtained by administering the pre-test in the pre-cycle and the post-test at the end of the cycles were to know their improvement after the implementation of Round Robin combined with Instagram Reels. Furthermore, additional supporting data were collected by administering a structured questionnaire.

As what has been discussed in the previous chapter, there was an improvement of the mean score of the subjects from pre-test to post-test 2. The number of subjects who reached the minimum passing grade also improved

compared with the result in post-test 1. All the subjects could achieve the minimum passing grade from pre-cycle to cycle II. The questionnaire results also showed the subjects' positive responses with the Round Robin combined with Instagram Reels implementation. It means the subjects very well received this technique. In addition, the supporting data taken by administering the questionnaire also showed a good finding regarding the subjects' responses toward the implementation of Round Robin combined with Instagram Reels. More than 99% of the responses showed that the subjects agreed that Round Robin combined with Instagram Reels could improve their speaking skill. This means that the subjects highly accepted this technique. Moreover, the figures showed that most gave positive responses to the technique. The technique applied in the present study was effective in the teaching and learning process of speaking. The researchers could make the subjects more active and interested in the learning process of speaking.

In addition, the findings showed that the students' problems could be overcome by practicing a short procedure monologue since the effective used of Round Robin combined with Instagram Reels has been widely recognized to help the subjects improve their speaking skills. Based on the research findings that have already been presented and elaborated, it can be concluded that the speaking skill of the tenth-grade students of SMAN 7 Denpasar in academic year 2022/2023 could be improved through Round Robin combined with Instagram Reels.

REFERENCES

- Alderson, J. C. & Bachman, L. F. (2009). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education (Eighth Edition)*. Wadsworth: Cengage Learning.
- Baker, J. & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum.
- Brown, H. D. (2004). *Language Assessment Principle and Classroom Practices*. New York: Pearson Education Inc.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. New York: Routledge.
- Ferrance, E. (2000). *Action Research in Education*. Providence: Brown University.
- Gea, H. Y. F., Pangaribuan, J. J., and Sembiring, N. (2019). *Improving Students' Speaking Skill by Using Round Robin Brainstorming Technique to the Eleventh MIA Grade Students of SMA Deli Murni Bandar Baru*. (Unpublished Thesis). Unika Santo Thomas University: Medan.
- Glasgow.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex: Pearson Education Ltd.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow: Longman
- Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente: Kagan Publishing.

- Khayati, I. (2016). The use round robin structure to improve students' speaking skill. (Unpublished Thesis). STAIN Ponorogo: Ponorogo.
- Luoma. (2004). *Assesing Speaking*. Cambridge: Cambridge University Press
- McCulloch, M. (2007). *An Introduction to assessment*. Glasgow: University of
- McNiff, J. and Whitehead, J. (2006). *All You Need to Know About Action Research: An Introduction*. London: SAGE Publications Ltd.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw- Hill.
- Pollard, L. (2008). *Guide to Teaching English: A Book to Help You Through YourFirst Two Years in Teaching*. London: Oxford University Press
- Richards, J. C. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking from theory to practice*. New York: Cambridge University Press.

DEVELOPMENT OF PANCASILA STUDENT PROFILE WITH THE CONCEPT OF FOUR PILLARS OF LEARNING BY UNESCO

¹I Komang Wisnu Budi Wijaya, ²Ni Wayan Satri Adnyani

^{1,2}Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar
wisnu.budiwijaya240191@gmail.com, satri.adnyani@gmail.com

ABSTRACT

In this era of the Independent Curriculum, the concept of the Pancasila student profile is very familiar to be discussed. The Pancasila student profile consists of six characters, namely noble character, global diversity, critical reasoning, mutual cooperation, creative and independent. The development of the character of the Pancasila student profile cannot be separated from the UNESCO version of the four pillars of learning, namely learning to know, learning to do, learning for identity and learning to live together. This study aimed to examine the efforts in developing Pancasila student profiles with reference to the four pillars of learning by UNESCO. This research was a qualitative research which utilized literature study method. The main data source was in the form of literature relating to the profile of Pancasila students and the UNESCO's four pillars of learning. Data were analyzed by content analysis techniques. The results of the study revealed that the development of Pancasila student profiles in the framework of the UNESCO's four pillars of learning was carried out starting with strengthening students' understanding of the character of Pancasila students, the implementation of character in school life, habituation and implementation of character on a wider scale, namely family and society.

Keywords: Pancasila students Profile; UNESCO's pillars of learning

A. INTRODUCTION

Indonesia is a country that is very rich in diversity. Indonesia has hundreds of tribes, each of which has its own characteristics in terms of customs, language and culture. In addition, Indonesian people also adheres to different religions. Even though, Indonesian nation has many differences, they already have a commitment and a sense of unity to realize the nation's ideals and maintain the constancy of Indonesia and its contents.

However, recently it has often been heard and broadcast in various mass media about the emergence of acts of intolerance towards differences, both cultural and religious. This intolerance is certainly something that cannot be allowed to develop in the life order of the nation and state. Because it will threaten the sense of unity and integrity of the unitary state of the Republic of Indonesia. What's even worse thing is acts of intolerance have entered the world of education. Even though the world of education is basically here to humanize humans and make humans grow and develop into people with positive character.

Reflecting on this, at the end of 2019 the government through the Ministry of Education and Culture has designed a curriculum which incidentally is expected to be able to ward off radicalism and intolerance. The curriculum named *Merdeka Belajar* or Independent Learning curriculum. The final estuary of this curriculum is to form a profile of Pancasila students. The profile of Pancasila student referred to a student who has a Pancasilaist spirit such as having noble character, being

independent, creative, critical reasoning, global diversity and mutual cooperation (Kurniawaty, Faiz & Purwati, 2022).

The essence of implementing the curriculum is learning activities. Learning according to behaviorism theory is a process of changing behavior experienced by humans for the better after they interact with their natural and social environment (Pratama, 2019). Learning, of course, cannot be separated from the four pillars of learning that have been designed by UNESCO, namely learning to know, learning to do, learning to be authentic and learning to live together (Utsman, Suminar & Malik, 2019). The development of Pancasila student profiles should be carried out from elementary school students. This is because at the age of elementary school students, individuals are experiencing rapid cognitive, affective and psychomotor development (Wijaya, 2018). This paper will present how to develop the character profile of Pancasila students using UNESCO's four pillars of learning framework.

B. LITERATURE REVIEW

In this section of the literature review, we will discuss the four education pillars of UNESCO and the Pancasila student profile.

1. UNESCO's Four Pillars of Learning

One of the institutions under the United Nations (UN) which oversees the field of education and culture, namely UNESCO, formulates four pillars of education consisting of:

a. Learning to Know

The meaning of "learning to know" is that a learner is expected to seek and gain as much knowledge as possible (Arum, 2011). This of course will make students have high learning motivation and develop various thinking skills (Laksana, 2016). Learning to know can also be interpreted that learning is not just for exam preparation or memorizing concepts but how students can understand, analyze and develop higher-order thinking skills. Thus, it is expected that students can explain various phenomena that occur in everyday life by using the knowledge they get from the learning process. The process of learning to know, can be applied in learning by inviting students to answer various basic questions, namely 5W1H (*what, who, when, where, why and how*).

b. Learning to Do

We certainly remember the saying that "theory without practice is lame but practice without theory is blind". This is in accordance with the views of UNESCO's second pillar of learning, namely learning to do. Students at school learn about various knowledge, positive character and various life skills. Of course, it is hoped that this will not only end when students have finished the exam but will be applied consistently and continuously in everyday life. If there is a balance between broad

theory and good practice, students will grow into a good quality individuals (Wijaya, Darmayanti & Jayadiningrat, 2021).

c. Learning to Be

Learning is not only to seek knowledge and practice it as much as possible. Learning should also form an individual's character (Padila, 2022). In the current era, the expected character of students is in terms of knowledge to be able to have high-level thinking skills, creativity and critical thinking. In terms of attitude, it is hoped that there will be Pancasila student character in students, namely independence, mutual cooperation, creativity, critical reasoning, noble character and global diversity. Finally, in terms of skills, it is hoped that students in the 21st century will master both life skills, soft skills and hard skills. In the learning process for the formation of the character of students there are several things that influence it, namely the social environment, idol figures, reference groups and educators (Juliani & Widodo, 2019).

d. Learning to Live Together

The nature of human is not only as individual creature but also as social creature. As a social creature, human certainly needs to be made aware of and instilled in students. Learning to live together will make students aware that basically all individuals are diverse and need each other. Therefore an attitude of tolerance for differences and uniqueness will slowly develop in students. To be able to live together, the attitude of tolerance, cooperation, effective verbal and written communication and mutual respect is very important for students (Prasetyono & Trisnawati, 2018).

2. Pancasila Student Profile

The concept of Pancasila student profile appears in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture year of 2020-2024, that "Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics; faith, fear of God Almighty, and have noble character, global diversity, mutual cooperation, be independent, reason critically and creatively" (Rahayuningsih, 2021). The Pancasila student profile is a hallmark of the Independent Learning curriculum which has been implemented since early 2020 (Astuti, 2023). The explanation of each character in the Pancasila student profile is as follows:

a. Faith, Fear of God Almighty and Having Noble Character

The first dimension of the Pancasila student profile is faith, Fear of God Almighty and have noble character. This dimension is subdivided into four sub-dimensions, namely religious morals, personal morals, morals towards nature and

national morals. Religious moral is the character of an individual who believes in the existence of God and has a strong sense of always carrying out His commands and staying away from His prohibitions. Personal moral is how a learner is able to maintain his own honor. This is shown by having an attitude of integrity, honesty, respect and care for others and acting in accordance with applicable ethics, norms and rules. Morals towards nature are related to how a student has the awareness that humans and nature need each other and cannot negate each other. Thus will appear a sense of love for nature as self-loving. Then, national moral is a manifestation of students' love for their own country which is manifested in an attitude of maintaining the unity and integrity of the nation, loving their own country and its contents and prioritizing the interests of the state above personal interests (Kemdikbud, 2022).

b. Global Diversity

Indonesia is very diverse nation but able to live side by side with the ingrained slogan of *Bhinneka Tunggal Ika*. This attitude certainly must be maintained in the midst of an atmosphere of globalization which is synonymous with individualism. The attitude of global diversity is the attitude of students who love their local culture but still interact and respect the cultures of other ethnic groups. This dimension consists of four sub-dimensions namely; a) know and appreciate culture; b) intercultural communication and interaction; c) reflection on and responsibility for the experience of diversity and d) social justice (Kemdikbud, 2022).

c. Mutual Cooperation

Mutual cooperation is an attitude to solve a problem or work together according to the roles and abilities of each individual. The Indonesian nation is a nation that has been aware of its essence as a social being for a long time. Mutual cooperation is a proof of the cultural heritage of the Indonesian people who live as social beings. Mutual cooperation is divided into three sub- dimensions, namely collaboration, caring and sharing.

d. Independent

Even though humans have the nature of being social beings, it does not mean that humans have to depend continuously on other humans. Humans are also required to be independent. Independence is an individual's ability to meet the needs and solve the problems they face by not involving other people as much as possible. In the era of globalization, it is important for students to have an independent attitude, considering that in this era the sense of individual human beings is increasing. The independent dimension is divided into two, namely self-understanding and the situation encountered and self-regulation (Kemdikbud, 2022).

e. Critical Reasoning

Critical reasoning is the ability of students to analyze and process the various information and knowledge they get and relate them to one another. Students who have critical reasoning generally have high curiosity, are skeptical and careful in making decisions. This ability is important to have in the information age considering that information flows very quickly, both correct and doubtful. Indicators of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning and reflecting and evaluating their own thoughts (Kemdikbud, 2022).

f. Creativity

Creativity is the ability to produce something different from before or modify something that already exists for the better (Zakiyah, Fatimah & Sunaryo, 2020). Creativity is currently one of the indicators of the nation's progress. Creative nations tend to be able to advance their country in terms of technology. Creativity can be seen from three indicators, namely being able to produce original ideas, being able to produce original works and actions and flexibility of thinking (Kemdikbud, 2022).

C. METHOD

This research was a literature study used various literature such as books, papers, journals and other literature as the main data source. Researchers collected various data sources related to the profile of Pancasila students and the four pillars of learning by UNESCO. The collected sources were then reduced based on suitability with the research objectives. After that, an analysis was carried out and a concept for developing a Pancasila student profile was carried out based on the four pillars of UNESCO learning. The analysis technique used was a content analysis technique, namely a technique for analyzing bibliographical data based on the contents of the library sources (Supadmini, Wijaya & Larasati, 2020).

D. DEVELOPMENT OF A PANCASILA STUDENT PROFILE WITH THE UNESCO'S FOUR PILLARS OF LEARNING CONCEPT

The stages of developing the character of the Pancasila student profile with the concept of the four pillars of learning by UNESCO are explained as follows:

1. Learning to Know

This stage is the initial stage for students getting to know about Pancasila student profile. The teacher explains to students in advance about faith, fear of the God Almighty, noble character, mutual cooperation, critical reasoning, global diversity, creativity and independence. Do not forget to also explain why the attitude must be owned and what impact it has. To explain this, the teacher can explain with examples of events in everyday life or take examples from well-known figures, for example with regards to creativity, you can take the example of start-up

developers or social media so that students are aware and understand that if we are creative, we can not only enrich ourselves, but also provide positive benefits to others.

2. Learning to Do

Learning to do is the second stage. At this stage students learn to practice the character of Pancasila student profile in the school environment. For example, with regard to faith and fear to God Almighty, students are trained to always pray before and after learning activities. Mutual cooperation activities are practiced in terms of maintaining the cleanliness of the classroom and school environment. In carrying out this the role of the teacher as a role model is very important considering that students will learn to do from what is done by the people around them (Setyowati & Nurdahlia, 2018).

3. Learning to Be

This stage is the advanced stage of learning to do. After students are trained to practice the character of the Pancasila student profile, the next step is the habituation stage so that the character becomes entrenched (Rohmah, 2018). To implement this, the teacher can apply a reward and punishment system through a program or an order. For example, to cultivate morals towards good nature, schools apply fine rules to students who litter so that students become afraid to do negative things to the environment. The second example is by familiarizing students to develop critical reasoning in learning by applying student-centered learning.

4. Learning to Live Together

After the character of Pancasila student profile has become entrenched among students, the next step is to become the authority of teachers and parents, namely facilitating students to apply it to the outside of school environment. For example, teachers teach their students to help with cleaning activities outside of school so that students are used to interacting with people who are not their own age. Interacting with people of the same age and different ages certainly has a different "art".

In developing the character of Pancasila student profile there are principles that must be adhered to, namely holistic, contextual, student-centered, explorative and according to the phase. Holistic means that among the character of Pancasila students' profiles they are related to one another, for example, critical reasoning is very much related to creativity and being creative really supports student independence. Contextual is that the character of Pancasila student profile must be applied in real life, namely outside the school environment. Student-centered means that the development of a Pancasila student profile is carried out with student-based learning. Explorative means that the development of a Pancasila student profile can be carried out by means of inquiry activities, for example, critical reasoning can be developed by seeking and studying current information

independently. According to the phase, the meaning in the Independent Learning Curriculum, the development of Pancasila Student profile is developed according to the child's phase which consists of 5 phases, namely phase A (class 1-2), phase B (3-4), phase C (5-6), phase D (class 1-2), phase B (3-4), phase C (5-6), phase D (SMP) and phase E (SMA/SMK) (Mulyadi & Wekaningsih, 2022).

The role of the teacher in developing Pancasila student profile cannot be ignored either. The first role of the teacher is as an example, namely the teacher must be able to show the character of a Pancasila student to his students consistently. Second as a lesson planner. Teachers should be able to design learning that allows students to develop Pancasila students. The third is as a facilitator, namely the teacher facilitates students who experience problems in developing a Pancasila student profile. Fourth, as an evaluator, namely the teacher will evaluate whether students are able to show the character of Pancasila students according to their phase. If it is, then it can proceed to the next phase and if not, the teacher must look for reasons why students have not been able to achieve it (Wijaya & Dewi, 2021).

E. CONCLUSION

Based on the discussion above, it can be concluded that the development of Pancasila student profile can be carried out based on the four pillars of learning according to the UNESCO version. In developing Pancasila student profile, it is carried out with the principle of student-centered, contextual, holistic, exploratory and in accordance with the developmental phase of students.

REFERENCE

- Arum, Wahyu Retno. *Paradigma Pendidikan Menurut UNESCO dan Aplikasinya pada Pengembangan Konsep Pembelajaran Pendidikan Agama Islam (PAI) dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Diss. IAIN Sunan Ampel Surabaya, 2011.
- Astuti, Y. D. (2023). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Identitas Nasional Era Revolusi Industri 4.0. *Jurnal Pendidikan West Science*, 1(02), 133-141.
- Juliani, W. I., & Widodo, H. (2019). Integrasi Empat Pilar Pendidikan (UNESCO) melalui Pendidikan Holistik Berbasis Karakter di SMP Muhammadiyah 1 Prambanan. *Jurnal Pendidikan Islam*, 10(2).
- Kemdikbud. 2022. *Panduan Pengembangan Proyek Profil Penguatan Pelajar Pancasila*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
- Kemdikbud. 2022. *Dimensi, Subdimensi dan Subelemen Profil Pelajar Pancasila dalam Kurikulum Merdeka*. Jakarta : Kementerian Pendidikan dan Kebudayaan.
- Kurniawaty, I., Faiz, A., & Purwati, P. (2022). Strategi Penguatan Profil Pelajar Pancasila di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5170-5175.

- Laksana, S. D. (2016). Integrasi empat pilar pendidikan (UNESCO) dan Tiga Pilar Pendidikan Islam. *Al-Idarah: Jurnal Kependidikan Islam*, 6(1).
- Mulyadi, Y., & Wikanengsih, W. (2022). Implementasi Keterampilan Berbahasa Memirsas Dalam Capaian Pembelajaran Kurikulum Prototipe Mata Pelajaran Bahasa Indonesia Kelas X Pada Program Sekolah Penggerak. *Semantik*, 11(1), 47-60.
- Padila, N. (2022). membentuk karakter anak sejak dini. *MIDA: Jurnal Pendidikan Dasar Islam*, 5(1), 13-23.
- Prasetyono, R. N., & Trisnawati, E. (2018). Pengaruh pembelajaran IPA berbasis empat pilar pendidikan terhadap kemampuan berpikir kritis. *JIPVA (Jurnal Pendidikan IPA Veteran)*, 2(2), 162-173.
- Pratama, Y. A. (2019). Relevansi Teori Belajar Behaviorisme terhadap Pendidikan Agama Islam. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 4(1), 38-49.
- Rahayuningsih, F. (2021). Internalisasi Filosofi Pendidikan Ki Hajar Dewantara dalam Mewujudkan Profil Pelajar Pancasila. *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 1(3), 177-187.
- Rohmah, U. (2018). Pengembangan Karakter Pada Anak Usia Dini (AUD). *Al-Athfal: Jurnal Pendidikan Anak*, 4(1), 85-102.
- Setyowati, E., & Nurdahlia, D. U. (2018). Strategi Penanganan Perilaku Menyimpang Peserta Didik Melalui Guru Sebagai Role Model. *Paradigma: Jurnal Filsafat, Sains, Teknologi, dan Sosial Budaya*, 24(1), 35-42.
- Suminar, T., Utsman, U., & Malik, A. (2019). Peningkatan Pengelolaan Pembelajaran Pendidikan Kecakapan Hidup Berbasis Empat Pilar Pendidikan Bagi Tutor Pos PAUD Di Kelurahan Ngijo Kecamatan Gunungpati. *Jurnal Panjar: Pengabdian Bidang Pembelajaran*, 1(1), 84-93.
- Supadmini, N. K., Wijaya, I. K. W. B., & Larashanti, I. A. D. (2020). Implementasi model Pendidikan Lingkungan UNESCO di Sekolah Dasar. *Cetta: Jurnal Ilmu Pendidikan*, 3(1).
- Wijaya, I. K. W. B. (2018). Mengembangkan Kecerdasan Majemuk Siswa Sekolah Dasar (SD) Melalui Pembelajaran IPA Untuk Meningkatkan Mutu Lulusan Sekolah Dasar. *Jurnal Penjaminan Mutu*, 4(02), 147-154.
- Wijaya, I. K. W. B., Darmayanti, N. W. S., & Jayadiningrat, M. G. (2021). Pembelajaran Sains Anak Usia Dini Dengan Konsep Empat Pilar Pendidikan. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 6(1), 59-65.
- Wijaya, I. K. W. B., & Dewi, P. A. S. (2021). Pengembangan Kecerdasan Naturalis Anak Usia Dini melalui Model Pendidikan Lingkungan Unesco. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 7(3), 97-100.
- Zakiah, N. E., Fatimah, A. T., & Sunaryo, Y. (2020). Implementasi project-based learning untuk mengeksplorasi kreativitas dan kemampuan berpikir kreatif matematis mahasiswa. *Teorema: Teori dan Riset Matematika*, 5(2), 285-293.

OCCURRENCES OF SPEAKING ANXIETY IN RETELLING PAST EXPERIENCES: THE PERSPECTIVES OF ESP STUDENTS

Muhamad Nova

Politeknik Negeri Bali, Indonesia

muhamadnova@pnb.ac.id

ABSTRACT

Even though retelling personal experiences in English is considered to be easier as non-native students could draw their emotional connection to the story, still, majority of vocational students felt their anxiety arisen. The current study aimed at unravelling the occurrences of speaking anxiety among 39 vocational students in retelling their personal experiences. The study employed a qualitative study with case study design by gathering the data through classroom observation, questionnaires, and interview. The data were triangulated and analyzed through data condensation, data display, and conclusion drawing. As a result, majority of students claimed that they noticed some anxieties occurring while retelling their personal experiences in English. These anxieties were affected by two factors; psychological factor, i.e. fear of making mistakes, shyness, nervousness, and lack of confidence and cognitive factor, i.e. limited vocabularies. On the other hand, other students stated that they did not feel any anxiety in retelling their personal experiences. This could happen as they had proper preparation, respectful lecturer and classmates in the classroom, and positive minded. Therefore, having practices could become an aid to overcome speaking anxiety. In addition, lecturers and teachers are also required to build positive learning environment in classroom to support students in speaking.

Keywords: ESP; past experiences; retelling past experiences; speaking anxiety; vocational

INTRODUCTION

In English language learning, speaking is one of the four compulsory skills studied by students. It becomes an ultimate skill required in communication and the main goal of the language learning. In term of English for Specific Purposes (ESP), English is taught based on industrial needs. The students in ESP class learn specific terminologies, jargons, and language context in professional manner. There are several related topics commonly proposed in ESP speaking activities, such as describing place or event, presenting product, retelling personal experiences, specific context roleplaying, and delivering speech.

Based on preliminary study, retelling personal experiences, or known as a recount text, is often considered to be easier than describing an event through a descriptive text. This phenomenon occurs since the students are able to connect their memory to the emotions that they felt during attending the event. Their connection to the emotions could affect the language learning process (Bahrudin & Amir, 2018) and create positive attitude toward language delivery which can help them to make their speech more engaging and relatable for the listeners (Rhodes, 2019).

However, anxiety might also have been experienced for students when they are speaking in a second or foreign language. Anxiety becomes a common problem faced by second and foreign language learner. Prior studies had investigated the

English speaking anxiety experienced by students in the classroom, whether in EFL context (Akramy, 2020; Coppinger & Sheridan, 2022) or ESL context (Long et al., 2019). The studies also unraveled some findings related to the speaking anxiety, such as gender (Mohtasham & Farnia, 2017), factors (Miskam & Saidalvi, 2018; Toubot et al., 2018), speaking fluency (Ayuni et al., 2021), personality traits (Bahrudin & Amir, 2018), self-confidence level (Batubara et al., 2022), and achievement (Al-Khotaba et al., 2019). Though, the study of English speaking anxiety occurrences in ESP context is still limited, especially in retelling personal experience.

Therefore, the current study investigates the occurrences of speaking anxiety among ESP students in retelling their personal experience. With the aim of identifying ESP students' awareness on speaking anxiety and the factors affecting speaking anxiety, the current study could give an insight for English teacher and lecturer to support ESP students in speaking English and encourage them to cope their speaking anxieties in the classroom.

LITERATURE REVIEW

Speaking Anxiety in English Language Learning

The process of learning a language is closely related to learner's anxiety. Anxiety is viewed negatively as it could inhibit students' language learning process (Quinto & Macayan, 2019), especially in English language learning. In dealing with speaking anxiety in English language learning, Horwitz et al., (1986) proposed the basic category of foreign language speaking anxiety forms are categorized into three, communication apprehension, fear of the negative evaluation, and test anxiety. In recent studies, different kind of speaking anxiety causes are identified. Miskam & Saidalvi (2018) identified the speaking anxiety roots from personal reasons, including learner's self-comparison, learner's negative perception, learner's belief, and lecturer's personality. Meanwhile, Pontillas & Talaue (2021) discovered that the causes of speaking anxiety include traumatic past experience, using English as a medium of communication, and limited communication skills training. Apart from this discovery, different studies also investigates several factors that can influence speaking anxiety, including gender (Long et al., 2019) in which it was unraveled that female students tend to be less shy than the male student and male students tend to have lower self-confidence than the female; speaking fluency (Ayuni et al., 2021) in which the high level of speaking anxiety results in low speaking fluency; accent (Coppinger & Sheridan, 2022) in which learner's accent becomes one of the burden owned by the students during speaking performance; personality traits (Bahrudin & Amir, 2018), self-confidence level (Batubara et al., 2022) in which self-confidence does not play significant role on speaking anxiety; and achievement (Al-Khotaba et al., 2019) in which high achiever students tend to have lower speaking anxiety.

METHOD

Research Design

This study used qualitative research and a snapshot case study design to investigate the occurrences of speaking anxiety when retelling personal experiences. Through this research design, the current study could utilize multiple qualitative data collection techniques in investigating one specific case over a specific time period with a detailed description and data analysis (Merriam & Tisdell, 2016). With various data collection, a greater understanding of the occurrences of speaking anxiety when retelling personal experiences could be attained.

Specifically, the case taken in this study was the speaking anxiety in retelling personal experiences on attending a special MICE and Event. The participants, who were studying English for Tourism and Event, were required to share their personal experiences in attending a special MICE and Event, i.e. cultural event, sport event, seminar and conference, exhibition, art and entertainment event. In retelling their personal experience, they were also required to elaborate some details on MICE and Event aspects, including event registration, event participant/performers, event time, event location, event fares/ticket, list of event agenda, and their personal opinion on the special event attended.

Participants

In conducting the study, this study took place in one polytechnic in Bali. There were two classes, with a total of 39 students, who participated in this study (see **Table 1**). These students were third-semester students majoring Tour and Travel Operation Study Program. In the third semester, these students are required to take English for Tourism and Event subject. This subject is a practical subject which emphasizes more on practical learning than theoretical one. In this subject, the students learn English for specific purposes in handling MICE and Event operation, including describing tourist object, retelling personal experience in attending a special event, liaison officers, event schedule, event map, event registration, event planning, business communication for event, and excursion activity. Thus, the students have learned some special English terminologies in MICE and Event.

Table 1. Student's Demography (N=39)

Characteristics	N	%
Gender		
Male	17	43.59
Female	22	56.41
Types of Special Event Attended		
Cultural Event	6	15.38
Sport Event	11	28.21
Seminar and Conference	5	12.82
Exhibition	6	15.38
Art and Entertainment Event	11	28.21

Instrument

During the investigation of speaking anxiety occurrences in retelling personal experiences on attending a special MICE and Event, the current study employed three types of instruments, including observation sheet, questionnaires and interview guides. The observation sheet was utilized during the classroom observation to record students' certain acts or facial expressions, e.g. long stare, confused expression, or smiling, while they retelling their personal experience in front of the class. Then, the questionnaire was employed to gain the students' reflection on their speaking activity. There were two questions embedded in the questionnaire. The first question is a polar question which identifies students' awareness on speaking activity. The second question is an open-ended question which identifies the factors of their speaking anxieties. These questions were constructed in the students' native language to allow them expressing themselves. Therefore, the questionnaire questions were constructed in Bahasa Indonesia since this study investigated Indonesian ESP students. Lastly, the interview guide was employed to clarify some of the unclear and/or ambiguous answers given by the students. Therefore, only several students were selected to be interviewed.

Data Collection

In conducting the study, there were three stages of data collection involved. The first stage was classroom observation. The classroom observation was conducted in two days as there were two classes being observed. The researcher attended the English for Tourism and Event class and observed the teaching and learning activity. During the observation, students' certain acts or facial expressions, e.g. long stare, confused expression, or smiling, while they retelling their personal experience in front of the class were recorded on observation sheet. After the class finished, the questionnaire was distributed through an online form to ease the data collection process. The students were required to fill the form based on their speaking activity. Last, some interviews were conducted with several students to clarify and confirm their unclear or ambiguous statements on the open-ended question. These students only answered the question with short response, such as *"Nervous, sir"*, *"My heart beat faster"*, *"I am afraid"*, and *"Confused"*. In the interview, the students were required to give further clarification on what had been stated on the questionnaire. The interview was conducted individually and it used the students' native language to allow them expressing themselves. Therefore, the interview was conducted in Bahasa Indonesia to gain clearer information.

Data Analysis

After gathering the data, the raw data were scrutinized through triangulation process by comparing the result of the classroom observation, questionnaire, and interview. Afterward, the data were analyzed with the sequences of qualitative data analysis model (Miles et al., 2014). The process of data analysis included data condensation, data display, and conclusion drawing. A descriptive calculation was

also used to calculate the students' answer regarding the frequency of speaking anxiety occurrences in retelling personal experience. Furthermore, further interpretation was also made based on the discussion with prior studies and findings to gain deeper understanding on the current phenomenon.

FINDINGS

In this section, the results of the investigation of speaking anxiety occurrences in retelling personal experiences on attending a special MICE and Event are elaborated. Following the aforementioned research questions, the elaboration of the findings is divided into two parts: occurrences of speaking anxiety and factors affecting speaking anxiety.

Occurrences of Speaking Anxiety

While retelling their personal experiences using English, majority of students felt their anxiety arisen. Based on the observation, it was noticed that some of the ESP students showed some discomfort gestures, including shaking hands, staring the ceiling, gazing the floors, shaking their heads, closing their eyes, and biting lips. These cues occurred on the majority of the students' performance, while the occurrences were different on each student; some students tend to show more discomfort gestures than the others. This finding was also confirmed by the result of questionnaire which figured out that majority of students claimed that they noticed some anxieties occurring while retelling their personal experiences in English (see **Table 2**). The total of 25 students (64.10%) noticed some anxieties while the other 14 students (35.90%) did not.

Table 2. Occurrences of Speaking Anxiety (N=39)

Question	Yes	No
Do you feel any anxiety during retelling your personal experience in attending a special event using English?	25 (64.10%)	14 (35.90%)

Factors Affecting Speaking Anxiety

Finding the factors affecting the speaking anxiety could become an initial analysis in providing solution to overcome the speaking anxiety. The current study did not only identify on the factor triggering the speaking anxiety, but also the factor allaying the anxieties.

Based on the result of the questionnaires and interview, the occurrences of speaking anxiety in retelling personal experiences on attending a special MICE and Event was triggered by some factors. Regarding the factors affecting the students' speaking anxiety, the current study identified five factors triggering the speaking anxiety among 25 ESP students, namely fear of making mistakes, shyness, limited vocabularies, nervousness, and lack of confidence (see **Table 3**).

Table 3. Factors Triggering Speaking Anxiety (N=25)

Factor	N	%
Fear of Making Mistakes	8	32.00
Shyness	6	24.00
Limited Vocabularies	6	24.00
Nervousness	3	12.00
Lack of Confidence	2	8.00

Majority of the students admitted that they have some fear of making mistakes in English communication. They mostly highlighted on two kinds of mistakes that they were afraid of, including pronunciation and grammar. During the interview, they emphasized that having mistaken on pronouncing a word or words, or inaccurate grammar, while speaking could lead into confusion to story that they shared in front of the class. Besides, one of the students mentioned that she was being afraid of making mistake since the other classmates could laugh at her. Here are some excerpts from the ESP students regarding the fear of making mistakes issue in speaking anxiety:

"I am afraid of mispronounce, sir. I am afraid that my friends will laugh at me if I make mistakes." (Excerpt 1, from S.1)

"I am afraid of making mistake, sir, especially mispronouncing the word. Like the word 'fare', I just know the term 'ticket' before. Then, the word 'event', sir. I have tried to pronounce it several times, but I still pronounce it 'even'." (Excerpt 2, from S.38)

Shyness became the next factor occurring on ESP students' speaking anxiety. Regarding this factor, the students admitted that they feel shy when they spoke in front of the class. During the interview, some of them mentioned that they were aware becoming the center of attention during the presentation and it made them feel uncomfortable which led them to anxiety. Concerning to the shyness, the followings are some excerpts from the ESP students:

"I am a shy person typical and I usually get doubt in talking with other people. And, now, I need to speak in English in front of the class with many people. It is so uncomfortable." (Excerpt 3, from S.10)

"I am not comfortable being stared by many people, sir. I am shy. I become overthinking and afraid if I make mistake in pronouncing the English word. I am afraid that my friends cannot understand what I say." (Excerpt 4, from S.13)

The other factor affecting the ESP students' speaking anxiety in retelling personal experience was limited vocabularies. Some students stated that the limited vocabularies occurred as they found some new terminologies related to MICE and Event. These students admitted that they got lost into confusion in the middle of the presentation as they could not think the word with equivalent meaning in English, such as *ramai* (EN: crowded), *meriah* (EN: lively/rousing), *mengantri* (EN:

queue), *bersorak* (EN: cheer), and *buru-buru* (EN: in rush). Without any recognition of these words, they panicked and felt anxious during the presentation. Thus, they continued their presentation with another word which had similar meaning to the original words. Regarding the limited vocabularies, here are some excerpts of the interview with the ESP students:

“There are so many words that I don’t know the English terms. Like ‘meriah’, I was so confused, so I just use ‘amazing’. Then, the term ‘ramai’, I know that ‘ramai’ means a lot of people are gathering. So, I just said ‘many people’. (Excerpt 5, from S.29)

“Because I know that I am not good in English, especially the vocabulary. I have the Bahasa Indonesia words in my mind, but, when I want to explain it in English, I don’t know the correct term. I need a long time to think.” (Excerpt 6, from S.33)

Nervousness also occurred as one of the factors affecting the ESP students’ speaking anxiety in retelling personal experience. Regarding the result of the interview, one of the students claimed that nervousness made her heart beat faster. Another nervous student also mentioned that he got speechless after standing in front of the class and his hand started shaking. The followings are some excerpts from the ESP students:

“Actually, I have prepared a lot, sir. But, when I walked in front of the class, my heart beat faster. I was totally nervous and I got blank. I don’t know what to say, sir. I was totally speechless.” (Excerpt 7, from S.4)

“Because, there are so many people looking at me and automatically, I become nervous. My hands were even shaking. Sometimes, I remember the words, but mostly I forget what to say. (Excerpt 8, from S30)

Another factor influencing the speaking anxiety in retelling personal experience was the lack of confidence. This anxiety factor only occurred on two ESP students. These students admitted that they concerned on their capacity in speaking English which they mentioned as “bad”. With this perspective in mind, it resulted to their lack of confidence and they also became anxious if they got any speaking project. In regard to this factor, the followings are excerpts of the interview with the two ESP students:

“I am not confident to speak in front of the class, because I realize that I am bad at speaking English. I am sure that I got low score.” (Excerpt 9, from S.15)

“I often lose my confident, sir. I know that I am so bad in English, like the sounds of gargling. It always makes me overthink to speak English in front of the class.” (Excerpt 10, from S.22)

On the contrary, the other 14 students claimed that they did not feel any anxiety in retelling their personal experiences in English. Based on the further interview with these students, this could happen as they had proper preparation,

respectful lecturer and classmates in the classroom, and positive minded (see **Table 4**). This finding could indicate the factors allaying the speaking anxiety.

Table 4. Factors Allaying Speaking Anxiety (N=14)

Factor	N	%
Proper preparation	7	50.00
Respectful lecturer and classmates	5	35.71
Positive minded	2	14.29

Half of the students admitted that they had proper preparation before retelling their personal experience in front of the class. This action could aid them in allaying the speaking anxiety while presenting their story. Some students even added that they felt relaxed in sharing their personal experiences as they had practiced their speech. Besides, one student also admitted that she made several points on her notes to highlight the essential information on her personal experience in attending a special MICE and Event. The followings are excerpts of the interview with the two ESP students:

“I remember the details of the event very well, sir, because, I have been there for several times. So, I just highlighted some important points about the event and practice it at home. I practice it again and again, until I remember the difficult word.” (Excerpt 11, from S.5)

“Before I do my presentation, I usually make a small note. So, whenever I practice my presentation, I write it down on a small note. It helps me memorize the sentences.” (Excerpt 12, from S.23)

Respectful lecturer and classmates also become one factor allaying the speaking anxiety. One student admitted that the lecturer who taught in the classroom did not interrupt him during the presentation. This situation made him relaxed in sharing his personal experience and was not burdened whether he had already made any mistake. Another student also stated that the lecturer cheered her up and gave smile when she got stuck in the middle of presentation. This made her got her confident back. In addition, one student highlighted her classmates' behavior in her class. She claimed that her classmates are quite supportive by not yelling or laughing during the presentation. Regarding this supportive learning environment, some excerpts from the ESP students could be seen as follow:

“Because the lecturer is so humble, and he did not directly criticize me. So, I don't think that what I am saying is wrong, or mispronunciation. Even, he smiled and cheered me up when I got stuck. It made me feel better.” (Excerpt 13, from S.20)

“Because the teacher is good. He did not interfere if I made mistake and just let me finish my presentation. And my classmates also listened to me attentively. It relieved me much.” (Excerpt 14, from S.34)

The other factor allaying the speaking anxiety is having positive mind. From the result of the interview, it is noticed that this attitude helped the students to

encourage themselves and became optimist during the presentation. The followings are the excerpts from the ESP students:

"Because, I keep my mind like this, "even though I make a small mistake, I am sure my friends can understand what I am saying". So, I just do my best." (Excerpt 15, from S.9)

"I always think positive, sir. Like "I can do it, I can do it!", and I do not really care about my classmates' laugh if I make mistake. Just keep it chill." (Excerpt 16, from S.18)

DISCUSSION

Having speaking anxiety in foreign language use is a common problem faced by non-native English speakers. After conducting data collection and analysis, the current study has identified ESP students' awareness on speaking anxiety during retelling past experiences and also the factors influencing the occurrences of speaking anxiety.

Even though sharing personal experience seems easier for students, but we cannot deny the existence of speaking anxiety among them. This study unraveled that from the total of 29 ESP students, more than half students (64.10%) were being aware on having anxiety during retelling their experience in attending an event. Different from other studies, the current study identified the ESP students' awareness on speaking anxiety, while others investigate the level of anxiety, i.e. Miskam & Saidalvi (2019) identified that, from 32 Malaysian students, the speaking anxiety level are varied; 76% had moderate level, 12% had high level, and 12% had low level, while Pontillas & Talaue (2021) identified that, among the Pilipino students, 32% had high level of anxiety, 56% had moderate level, and 12% had low level.

The selection of topic may influence the level of speaking anxiety among ESP students. As retelling past experience, these students connect their emotions felt during the event occur. This emotion connection could affect the language learning process (Bahrudin & Amir, 2018) and lead the students to perform better, with less anxiety. Moreover, retelling past experience in attending an event may also be an interesting topic for students, since it could reduce the anxiety level among students (Mohtasham & Farnia, 2017).

Beside of identifying the awareness on speaking anxiety, the current study also identified several factors influencing the anxiety occurrences. These factors are classified into two categories, namely factors triggering speaking anxiety and factors allaying speaking anxieties. The triggering factors are the typical conditions experienced by ESP students which could elevate their level of speaking anxiety in the classroom. Meanwhile, the allaying factors are the conditions which decline the level of ESP students' speaking anxiety in using English.

In the current study, it is identified that five factors triggering the speaking anxiety among the ESP students which is divided into two classification, namely psychological factor and cognitive factor. The psychological factor is a condition

that sets by the students' psychological state, feeling, and emotion, i.e. fear of making mistakes, shyness, nervousness, and lack of confidence. Meanwhile, cognitive factor deals with the English capacity had by the students, i.e. limited vocabularies.

On psychological factor, having fear of making mistakes becomes the most common factor triggering the speaking anxiety among ESP students; 32% of ESP students experienced it. This factor is rooted of students' awareness on their English capability in communication, i.e. grammar. Profoundly, it was identified that in performing speaking assignment, the students tended to pay attention more on grammar and sentence structures, rather than fluency (Akramy, 2020). Besides, pronunciation also becomes the cause of fear of making mistake. The ESP students are afraid of mispronouncing some English words. Regarding this issue, similar problem also occurred on prior study which identified that the speaking anxiety is elevating caused of pronunciation and accent, which lead the students to experience embarrassment about how their accents sound (Coppinger & Sheridan, 2022). Beside of the English capability, another source of having fear of making mistakes is being laughed by other students. This situation made the ESP students worry much about their speaking performance in front of the class and keep the burden along the speech. This issue also occurred on prior studies which highlighted as the major cause of speaking anxiety in several countries, i.e. Indonesia (Batubara et al., 2022), Malyasia (Miskam & Saidalvi, 2018, 2019) and Arab (Alzamil, 2022).

Being shy is also one of the factors triggering the speaking anxiety, with 24%. Students with shy personal trait may experience hesitant while talking in front of people. They have difficulties in sharing idea or opinion, and being shy to open to others. They feel uncomfortable to share their personal experience, especially on certain personal feeling toward an event. The existence of shyness among ESP students, which trigger the speaking anxiety, was also experienced by some EFL students in prior studies. Coppinger & Sheridan (2022) identified that the students tend to be shy since they were self-regulated learner. Meanwhile, Al-Khotaba et al., (2019) figured out the shyness could affect students' nervousness in using English in the classroom. One study also identified that the shy students tend to use low voice in the middle of their speaking performance (Anzanni & Dewi, 2022). In ESL case, it was unraveled that male students tend to be shyer than the female students (Long, et al., 2019).

The nervousness becomes the next factor which triggers the speaking anxiety with 12% from the total of ESP students. The uncomfortable feeling to speak in front of people using English led the ESP students to feel "blank" in front of the class or forget some parts of their experience. The same phenomenon also occurred on similar study conducted by Akramy (2020) who identified that the EFL students start to forget the content while being asked on some related issues by the English teacher.

Even though lack of confidence contributes the least number as a factor which elevates the speaking anxiety level, still, we could not deny its existence. This

issue is related to student's lack-esteem, as one of the ESP students admitted having low level of English capability. Even though one study conducted by Batubara et al., (2022) identified that there was no significant correlation between speaking anxiety and the level of self-confidence on students who studied in English education major, in another study, the existence of lack of confidence was identified among students and it was closely related to self-doubt owned by the students while speaking English (Mohtasham & Farnia, 2017). This kind of condition could lead the students to feel anxious and experience speaking anxiety (Toubot et al., 2018). Moreover, another study also confirmed that the students who had moderate and high speaking anxiety level perceived negatively on their own capability in using English while speaking and thus, they admitted of having low self-confidence (Miskam & Saidalvi, 2018). Besides, one study in EFL context also confirmed that lack of confidence has the most influence on students' speaking anxiety, as they think the rest of the class will laugh at their performance (Ayuni et al., 2021). Interestingly, another study figured out that male students tend to have lower self-confidence than female students (Long et al., 2019).

On cognitive factor, 24% of ESP students admitted that limited vocabularies are the source of their speaking anxiety problem. Different from having fear of making mistakes, having limited vocabularies tend to make the ESP worry about the content they shared during speaking. The same method used in Boustani (2019), the ESP students in the current study also use translation technique in speaking. These students were afraid that the listener misinterpret the information that they shared as they do not remember the equivalent meaning for the words. Regarding this phenomenon, it was figured out that vocabulary use in ESP may slightly different from what has been taught in prior education. In ESP, students are expected to be able to communicate fluently in English with certain field and context related to professional communication (Irawan et al., 2018). It also potentially makes the students face "difficulty of remembering appropriate vocabulary" (Mohtasham & Farnia, 2017). Thus, it could make the students confuse to find out the coherent word related to the topic they shared. As vocabulary is an essential key to reduce foreign language speaking anxiety (Batubara et al., 2022), ESP students need to learn the special terminologies used in the industry. Interestingly, in prior study, it was identified that the result of vocabulary test could be associated with the foreign language speaking anxiety; the low level of foreign language speaking anxiety is related to high score vocabulary test and *vice versa* (Boustani, 2019).

On the other hands, the current study also unraveled three allaying factors of speaking anxiety, including the proper preparation, the respectful lecturer and classmates in the classroom, and the positive mind. Proper preparation contributed high impact on majority of ESP students (50%). These conditions could turn the classroom into a positive and effective learning environment. Specifically, having proper preparation could make the students be more confident in sharing their experience in front of the class. Students could prepare some expressions as a

brainstorming on their performance (Irawan et al., 2018). Moreover, the preparation can also help them to anticipate any mistakes occurring during the speech. It makes them be more careful on their performance (Akramy, 2020). Comparing to prior studies, it was also confirmed that having well preparation could decrease the level of English-speaking anxiety (Mohtasham & Farnia, 2017). In Toubot et al. (2018)'s study, it was also identified that high English-speaking anxiety level students experienced by students with low preparation. Thus, the ESP students need to keep practicing to make their performance better and reduce their speaking anxiety.

On the other hand, the respectful actors in the classroom, i.e. lecturer and ESP students, also influence students' performance in retelling their experience using English. A positive learning environment in the classroom could elevate students' self-confidence and leads them to have better learning and increases their speaking performance (Toubot et al., 2018). The ESP students admitted that the supportive lecturer could help them to eschew their anxiety during speaking. The English lecturer, who is humble and fun, could lessen the students' stress level and learning pressure (Miskam & Saidalvi, 2018). The existence of supportive lecturer creates positive learning atmosphere in the classroom and also raises students' motivation and engagement in learning (Salem, 2019). It was also corroborated in prior study that several figures of supportive lecturer or teacher who could diminish the speaking anxiety level, i.e. (1) teacher does not make you feel stupid when you make a mistake, (2) a helpful teacher, (3) teachers' manner of correction is pleasant, and (4) teacher can make language learners feel comfortable (Mohtasham & Farnia, 2017). Moreover, in this study, another actor in the classroom, i.e. the students, also plays a crucial role in affecting the student's speaking performance. Majority, these ESP students were afraid of being corrected in public or in front of the class. Regarding this issue, similar situation also occurred on prior research, i.e. Alzamil (2022)'s study which unravels that some students were sensitive on having intervention or feedback during their performance, i.e. sudden correction from other students. Furthermore, they also felt uncomfortable in receiving critics or judgment from their peers who then laugh at their performance which results in embarrassment. This kind of negative learning environment leads the students to have poorer speaking performance and raise their speaking anxiety (Quinto & Macayan, 2019). Therefore, the English lecturer should be aware on the negative learning environment in the classroom and need to build positive learning environment to encourage the students to study better and makes them comfortable to practice their language skills (Quinto & Macayan, 2019).

Even though it was only experienced by few ESP students (2%), positive mind is also one factor which could reduce the speaking anxiety. By having positive mind, these ESP students admitted that, although having few mistakes, they still could perform better. Having positive mind could enhance one's confident level which lead to better performance. It makes the students perceive the problems and challenges as an opportunity to elevate their skills (Akramy, 2020).

CONCLUSION

In teaching English, we cannot deny the existence of speaking anxiety among ESP students. The result of the study had unraveled two major findings. First, the occurrences of speaking anxiety among ESP students in retelling personal experience on attending a special MICE and Event is slightly high as majority of the ESP students (64.10%) experienced the speaking anxiety while retelling personal experience. Second, the speaking anxieties experienced by the ESP students were affected by two factors; the triggering factors which include fear of making mistakes, shyness, limited vocabularies, nervousness, and less confidence, and the allaying factors which include proper preparation, respectful lecturer and classmates in the classroom, and positive minded.

Based on the results of the current study, there are three suggestions proposed for the upcoming ideas. First, the English lecturer, especially ESP lecturers, should create a positive learning atmosphere to overcome the speaking anxiety among the ESP students. Second, the enrichment vocabulary activity should also be encouraged in each classroom meeting to elevate students' vocabulary in special terminology, especially for MICE and Event vocabularies. Third, for other researcher, it is suggested to conduct an in-depth investigation on the non-verbal cues showed by ESP students who experienced speaking anxieties.

REFERENCES

- Akramy, S. A. (2020). Speaking anxiety in an Afghan EFL setting: A case study of an Afghan university. *Language in India*, 20(12), 161–182.
- Al-Khotaba, H. A. H., Alkhataba, E. H. A., Abdul-Hamid, S., & Bashir, I. (2019). Foreign language speaking anxiety: A psycholinguistic barrier affecting speaking achievement of Saudi EFL learners. *Arab World English Journal*, 10(4), 313–329. <https://doi.org/10.24093/awej/vol10no4.23>
- Alzamil, A. (2022). Situation-specific speaking anxiety: University-level students' experiences. *International Journal of English Linguistics*, 12(2), 18–24. <https://doi.org/10.5539/ijel.v12n2p18>
- Anzanni, S., & Dewi, D. N. (2022). The correlation between vocational students' speaking anxiety and speaking performances in learning English. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1849–1862. <https://doi.org/10.24256/ideas.v10i2.3148>
- Ayuni, N. L. C., Sulistia Dewi, N. L. P. E., & Paramartha, A. . G. Y. (2021). The correlation between English language education students' speaking anxiety and their speaking fluency. *Jurnal Pendidikan Dan Pengajaran*, 54(2), 337–345. <https://doi.org/10.23887/jpp.v54i2.28474>
- Bahrudin, H., & Amir, Z. (2018). The relationship between personality traits and English language speaking anxiety among Faculty of Economics and Management undergraduates in UKM. *Jurnal Wacana Sarjana*, 2(4), 1–17.
- Batubara, M. D., Husain, B., & Makatika, G. (2022). The correlation between EFL students' self-confidence and English speaking anxiety of Pasifik Morotai

- university. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 2401–2410. <https://doi.org/10.35445/alishlah.v14i2.1475>
- Boustani, K. (2019). The correlation between translation equivalence, as a vocabulary learning strategy, and tunisian efl learners' speaking anxiety. *Languages*, 4(19), 1–24. <https://doi.org/10.3390/languages4010019>
- Coppinger, L., & Sheridan, S. (2022). Accent anxiety: An exploration of non-native accent as a source of speaking anxiety among English as a foreign language (EFL) students. *Journal for the Psychology of Language Learning*, 4(2), 1–20. <https://doi.org/10.52598/jpll/4/2/6>
- Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/doi:10.2307/327317>
- Irawan, R., Warni, S., & Wijirahayu, S. (2018). EFL learners' speaking anxiety in an EOP program. *Journal of ELT Research*, 3(2), 193–203. <https://doi.org/10.22236/JER>
- Long, K. L. Y., Yih, Y. J., & Lin, S. S. P. (2019). Undergraduates' speaking anxiety in English as second language (ESL) classrooms. *International Journal of Service Management and Sustainability*, 4(1), 25–40. <https://doi.org/10.24191/ijsms.v4i1.8180>
- Merriam, S. B., & Tisdell, E. J. (2016). Qualitative research and case study applications in education: Six Common Research Designs. *San Francisco: John Wiley and Sons.*, 2, 1–38.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. Sage Publications. <https://doi.org/10.7748/ns.30.25.33.s40>
- Miskam, N. N., & Saidalvi, A. (2018). Factors affecting undergraduates' English language speaking anxiety. *International Journal of English and Education*, 7(4), 15–28.
- Miskam, N. N., & Saidalvi, A. (2019). Investigating English language speaking anxiety among Malaysian undergraduate learners. *Asian Social Science*, 15(1), 1–7. <https://doi.org/10.5539/ass.v15n1p1>
- Mohtasham, L., & Farnia, M. (2017). English speaking anxiety: A study of the effect of gender on Iranian EFL university students' perceptions. *International Journal of Research in English Education*, 2(4), 66–79. <https://doi.org/10.29252/ijree.2.4.66>
- Pontillas, M., & Talaue, F. (2021). Levels of oral communication skills and speaking anxiety of educators in a polytechnic college in the Philippines. *Journal of Education, Management and Development Studies*, 1(1), 24–32. <https://doi.org/10.52631/jemds.v1i1.15>
- Quinto, E. J. M., & Macayan, J. V. (2019). Exploring English speaking anxiety among Filipino engineering students: Its influence on task performance and its sources. *GEMA Online Journal of Language Studies*, 19(3), 57–74. <https://doi.org/10.17576/gema-2019-1903-04>
- Rhodes, R. J. (2019). Personal story sharing as an engagement strategy to promote

- student learning. *Penn GSE Perspectives on Urban Education*, 16(1), 1–3.
- Salem, A. A. M. S. (2019). A sage on a stage, to express and impress: Ted Talks for improving oral presentation skills, vocabulary retention and its impact on reducing speaking anxiety in ESP settings. *English Language Teaching*, 12(6), 146–160. <https://doi.org/10.5539/elt.v12n6p146>
- Toubot, A. M., Hock Seng, G., & Binti Atan Abdullah, A. (2018). Examining levels and factors of speaking anxiety among EFL Libyan English undergraduate students. *International Journal of Applied Linguistics and English Literature*, 7(5), 47. <https://doi.org/10.7575/aiac.ijalel.v.7n.5p.47>

PHILOSOPHY OF LOCAL WISDOM VALUES TEACHINGS OF PANCA YAJNA HINDU KAHARINGAN

I Ketut Subagiasta

IAHNTTP Palangka Raya

ketutsubagiasta@yahoo.co.id

ABSTRACT

The Hindu religion has five kinds sacrifices named The Panca Yajna.. In the Hindu Kaharingan also has five kinds of sacrifices according to the local wisdom about of the five philosophies of sacrifices called the Panca Yajna..As for the five offerings local wisdom of Hindu Kaharingan, like as: the Basarah ceremony as the Dewa Yajna, The Nahunan ceremony as the Manusa Yajna, The Laluh ceremony as the Resi Yajna, the Tiwah ceremony as Pitra Yajna, and the Manyanggar ceremony as the Bhuta Yajna. Performance of five kinds sacrifice by mankind the Hindu Kaharingan customized of local condition local and basis with pureness like as the yajna nirmala.

Keywords: Philosophy, Values of Local Wisdom, Teachings of Panca Yajna, Hindu Kaharingan

I. INTRODUCTION

The implementation of Hindu religious teachings by Hindus in Indonesia is carried out according to local conditions or local geniuses, which are often known as *Desa Kala Patra* or local place, time and conditions, such as the implementation of *Panca Yajna* in the Central Kalimantan area by Kaharingan Hindus. In the Central Kalimantan region, Kaharingan Hindus carry out five types of sacred offerings called *Panca Yajna* which are adapted to local traditions or local geniuses in Central Kalimantan. As for the distribution of the Five Yajna, among others: 1) *Dewa Yajna*, 2) *Manusa Yajna*, 3) *Resi Yajna*, 4) *Pitra Yajna*, and 5) *Bhuta Yajna*. Regarding the names of the types of offerings and the procedures for their implementation, they are adjusted to the conditions and capabilities of each Kaharingan Hindu in the Central Kalimantan area. The place for the offering of each religious ceremony is carried out at a predetermined place. Regarding the introduction or leader of the religious ceremony, it is also adjusted to the leader of the religious ceremony for the Kaharingan Hindus in Central Kalimantan. The types of offerings offered are also adjusted to the material used by Hindu Kaharingan people in Central Kalimantan. In essence, the ingredients are the same, that is, they are in the form of: fruit, leaves, flowers, water, fire, and so on. The principle of the material used is similar to that used by Hindus in general. Types of *Panca Yajna* according to local Genius Kaharingan Hindus, Central Kalimantan, can be followed by the following description.

II. DISCUSSION

Local Genius Value of Hindu Kaharingan Teachings There are several local genius values of Hindu Kaharingan teachings in Central Kalimantan, including:

Basarah, Laluh, Nahunan, Tiwah, and Manyanggar. A description of the local genius values of Hindu Kaharingan teachings in Central Kalimantan is as follows.

2.1 *Basarah*

What is meant by "*Basarah* is the ceremony of *Dewa Yajna* with the implementation of joint prayers by Kaharingan Hindus, including those carried out by Kaharingan Hindus of Central Kalimantan" (interview with figure, May 12, 2022). *Basarah* carried out by Kaharingan Hindus in Central Kalimantan guided by Kaharingan Hindu Religious Leaders in their respective regions. *Basarah* activities are generally carried out by Hindu Kaharingan people who take place at the *Balai Basarah* in their respective areas. Hindu Kaharingan people of Central Kalimantan perform *Basarah* led by *Mantir Basarah* who is also on duty by Hindu Kaharingan people who have been appointed by Hindu Kaharingan religious leaders, regarding the implementation of *Basarah* taking place at the *Balai Basarah* which was specially prepared by the leaders, because there is no holy place in the form of Temples in every village or *Lewu* in Central Kalimantan.

Kaharingan Hindus generally perform *Basarah* at the *Balai Basarah*. During the *basarah*, there is a person who leads the *basarah* activity named *Mantir Basarah*. *Basarah* activities from start to finish are led by a *mantir basarah*. the Hindu Kaharingan people of Central Kalimantan, while the others during *Basarah* sing the Hindu Kaharingan holy religious song a kind of *Sanghiang* language ballad or a type of *dharmagita* especially during the *basarah* which is called *Kandayu*.

2.2 *Laluh*

What is meant by "*Laluh* is a religious ceremony that presents material in the form of a certain amount of money tied to the right hand of *Basir* or *Pisur* who presides over the Hindu Kaharingan religious ceremony" (interview with figure, May 4, 2022). *Laluh* is a ceremony that belongs to *Rsi Yajna*, which is the giving of a kind of *sesari* to the holy man leading the ceremony or *Rsi Yajna*. The *Laluh* is a kind of reward or honorary materially in the form of money, but spiritually, *Laluh* is the respect and devotion of Kaharingan Hindus to a holy man named *Basir* or *Pisur* as the leader of the ceremony for the holy man or *Rsi Yajna*.

Kaharingan Hindus in Central Kalimantan must respect the *Basir* or *Pisur* as a form of respect or devotion to the Hindu holy man or *Rsi Yajna*. The obligation for Hindu Kaharingan students to respect and serve Hindu saints includes respect and devotion to *Rsi* (*Basir* or *Pisur*), which in time can be implemented by giving *Laluh* to *Basir* or *Pisur* as a saint when presiding over Hindu Kaharingan religious ceremonies in Central Kalimantan.

2.3 *Nahunan*

"*Nahunan* means a child birth ceremony for Kaharingan Hindus. The *Nahunan* ceremony is classified as the *Manusa Yajna* ceremony. In the belief for Kaharingan Hindus that the birth of a child is classified as a sacred ceremony called

Nahunan" (interview with a figure, May 12, 2022). The main purpose of the *Nahunan* Ceremony is to provide good care for the baby so that the child lives a healthy and long life.

Regarding the benefits of the *Nahunan* ceremony, it is an effort to care for and give love from parents to the child, so that he will become a *Suputra* son, namely a quality son or a *Suputri* daughter, namely a quality daughter. Parents care for and educate their children from childhood in the family environment, until they become adults, the hope is that they will become a generation of quality and responsible Hindu Kaharingan families. Kaharingan Hindus in Central Kalimantan must sincerely respect their parents, because parents are the first and foremost educators who are named Guru Rupaka. Kaharingan Hindus in Central Kalimantan should not be arrogant or disobedient towards their parents. The Hindu Kaharingan generation will later become competent and competitive children who are named the children of *Sujana* or *pintar harati*. On the other hand, don't be a child who is jealous or don't be a child who is rebellious and angry. So noble is the value of the *Nahunan* ceremony for the Hindu Kaharingan people of Central Kalimantan who raise children from birth or *Jatasya* until they become adults or *Yowana* or *tabela* who are of good quality in the family, in society, for the nation and beloved country of Indonesia.

2.4 Tiwah

Tiwah is classified as a *Pitra Yajna* ceremony. "*Tiwah* means the final level of death ceremony for Hindu Kaharingan people in Central Kalimantan. The *Tiwah* ceremony is classified as the *Pitra Yajna* Ceremony. The *Tiwah* Ceremony is carried out several years after the burial ceremony" (interview with a figure, May 4, 2022). The implementation of the *Tiwah* Ceremony is led by *Pisur* or *Basir* according to their authority. The series of *Tiwah* Ceremonies is carried out by lifting the bones of corpses that have been buried several years before. After the bones are removed and cleaned in the *Tiwah* Ceremony, with all its sequences, the peak of the *Tiwah* Ceremony by storing the bones is in *Sandung* which has been prepared in the area where the Kaharingan Hindu family lives, Central Kalimantan.

As for the benefits of the *Tiwah* Ceremony for the Kaharingan Hindus of Central Kalimantan, that can understand the meaning of the *Tiwah* ceremony philosophically, can understand and understand the procedures for carrying out the *Tiwah* ceremony. The Kaharingan Hindus of Central Kalimantan are able to respect living parents and are also able to serve the ancestors who have performed the *Tiwah* Ceremony, which means for the Hindus of the Kaharingan Central Kalimantan to serve the *Pitara-Pitari*. All Kaharingan Hindus as successors of Hindu Kaharingan ancestors who are obliged to respect and care for their parents, so that the continuity of the Hindu Kaharingan religion continues for all time naturally and sustainably as a mental-spiritual guidance.

2.5 Manyanggar

With regard to the meaning and implementation of the *Manyanggar* Ceremony which is classified as a *bhuta yajna* ceremony, let's take a look at the meaning and meaning regarding the opinion of the informant as follows. According to the opinion of the Hindu religious leader Kaharingan Kalimantan it is said that "*Manyanggar* is a ceremony for cleaning a place where a new building or land is to be built. which are opened for agriculture and residence, which aims to avoid evil spirits and move supernatural beings or spirits, so that later they will not disturb humans" (interview with the figure on 12 May 2022).

Furthermore, there is an opinion from the next figure that "*Manyanggar* is said, that the ritual is to cleanse a place of negative influences which is not good" (interview with the figure, May 14, 2022).

Based on the opinions of the two informants above, that *Manyanggar* is a *bhuta yajna* ceremony aimed at cleansing or neutralizing negative forces that are not good, so as to avoid disturbance by spirits or avoid evil negative forces, which can disturb the comfort and peace of human life. The place given the *manyanggar* ceremony, in the form of a farm site, a new yard, a new house, a new land or similar place that can be used by Kaharingan Hindus in the Central Kalimantan region.

Then regarding the benefits of the *Manyanggar* ceremony for the Hindu Kaharingan people of Central Kalimantan that all people understand and respect certain places where there are spirits, and continue to behave politely, politely in certain areas before being given a treat first, which is called the *manyanggar* ceremony.

III. CLOSING

This is the description of the local genius philosophy of the teachings of Hindu Kaharingan in Central Kalimantan according to what is implemented by the Hindu Kaharingan people of Central Kalimantan as implemented in the field, especially in the villages where the Hindu Kaharingan people of Central Kalimantan live. It is hoped that Kaharingan Hindus and Hindus in general can understand and apply the philosophy of local values of the Hindu Kaharingan teachings which are beneficial in increasing quality *sradha* and *bhakti* on the local genius values of Central Kalimantan Kaharingan Hindus in their respective regions.

BIBLIOGRAPHY

- Adi, Agung. 2023. "Konstruksi Identitas Kultural Hindu Di Kota Palangka Raya". Disertasi Fakultas Ilmu Budaya Universitas Udayana Denpasar.
- Anonim. 2000. "Himpunan Keputusan Seminar Kesatuan Tafsir Terhadap Apek Aspek Agama Hindu I-XV". Pemda Tingkat I Bali.
- Anonim. 2011. *Upadesa Tentang Ajaran-Ajaran Agama Hindu*. Denpasar : PT Mabhakti.

- Atmadja, Nengah Bawa, Anantawikrama Tungga Atmadja, Tuty Maryati. 2017. *Agama Hindu, Pancasila, dan Kearifan Lokal Fondasi Pendidikan Karakter*. Denpasar:Pustaka Larasan.
- Bagus, Lorens. 2005. *Kamus Filsafat*. Jakarta:PT Gramedia Pustaka Utama.
- Bhalla, Prem P. 2010. *Tata Cara, Ritual dan Tradisi Hindu*. Surabaya : Paramita.
- Dibia, I Wayan. 2018.*Kembara Seni I Wayan Dibia Sebuah Autobiografi*. Yogyakarta:Lintang Pustaka Utama.
- Donder, I Ketut. 2005. *Esensi Bunyi Gamelan dalam Prosesi Ritual Hindu*. Surabaya:Paramita.
- Donder, I Ketut. 2006. *Brahmavidya: Teologi Kasih Semesta. Kritik terhadap Epistemologi Teologi, Klaim Kebenaran, Program Misi, Komparasi Teologi dan Konversi*. Surabaya:Paramita.
- Donder, I Ketut. 2007. *Kosmologi Hindu*. Surabaya:Paramita.
- Donder, I Ketut, 2009. *Teologi : Memasuki Gerbang Ilmu Pengetahuan Ilmiah tentang Tuhan Paradigma Sanatana Dharma*. Surabaya:Paramita.
- Donder, I Ketut dan I Ketut Wisarja. 2010. *Filsafat Ilmu*. Surabaya:Paramita.
- Donder, I Ketut. 2017. *Unsur-Unsur Sains Dan Teknologi Dalam Ritual Hindu Analisis Kritis Terhadap Beberapa Sarana dan Pelaksanaan Ritual Hindu Pendekatan Interdisipliner*. Surabaya : Paramita.
- Eka, Nali. 2023. *Kaharingan Sistem Religi Dayak Ngaju Kalimantan Tengah , Tinjauan Strategi Adaptasi Terhadap Agama Resmi Negara*. Surabaya:Brilian Internasional.
- Hadiwijono, Harus. 1980. *Sari Sejarah Filsafat Barat 1*. Sleman:Kanisius.
- Hadiwijono, Harus. 1980. *Sari Sejarah Filsafat Barat 2*. Sleman:Kanisius.
- Joyo, Puspo Renan, 2020. *Nilai-Nilai Pendidikan Hindu dalam Slokantara*. Surabaya: Jakad Media.
- Kajeng, I Nyoman dkk. 2009. *Sarasamuscatya*. Surabaya:Paramita.
- Karya, I Wayan. 2013. "Interaksi Budaya Dalam Manyanggar dan Mecaru Masyarakat Hindu Kaharingan Dengan Masyarakat Hindu Asal Bali" Disertasi Program Pascasarjana Universitas Merdeka Malang.
- Kattsoff, Louis O. 2004. *Pengantar Filsafat*. Yogyakarta:Tiara Wacana.
- Keraf, A. Sonny. 2001. *Ilmu Pengetahuan Sebuah Tinjauan Filosofis*. Sleman:Kanisius.
- Kurniasih,Imas&Berlin Sani.2015. *Sukses Uji Kompetensi Guru (UKG)*. Surabaya:Kata Pena.
- Krishna, Anand (perterjemah). 2018. *Sanatana Dharma Ajaran Luhur Yang langgeng & Abadi Bagi Warga Bumi Lintas Zaman*. Jakarta:Pusat Study Veda dan Dharma.
- Lubis, Akhyar Yusuf. 2015. *Filsafat Ilmu Klasik Hingga Kontemporer*. Jakarta:PT Raja Grafindo Persada.
- Madrasuta, Ngakan Made. 2012. *Hindu Menjawab*. Jakarta:Media Hindu.
- Mantik, Agus S. 2008. *Upanisad-Upanisad Utama*. Surabaya:Paramita.
- Maswinara. 2008. *Purana*. Surabaya:Paramita.
- Mishra, P.S. dan IGA Paramita dan Diah Sri Pandewi (Penterjemah). 2008. *Hindu Dharma Jalan Kehidupan Universal*. Surabaya:Paramita.

- Mishra, PS. 2008. *Hindu Dharma Jalan Kehidupan Universal*. Surabaya:Paramita.
- Mujiyono. 2017. *Eksistensi Liau Pada Upacara Tiwah Dalam Kosmologi Hindu Kaharingan Dayak Ngaju Kalimantan Tengah*. Surabaya:Paramita.
- Parmajaya, I Putu Gede, dkk. 2016. "Seni-Seni Sakral di Bali". Dicitak oleh P3M STAHN-Mpu Kuturan Singaraja.
- Pudja G. dan Tjokorda Rai Sudharta. 2002. *Manawadharmasastra*. Jakarta : CV Felita Nursatama Lestari.
- Pudja. 2004. *Bhagawadgita*. Surabaya:Paramita.
- Putra, Ngakan Putu. 2012. *Upanisad Himalaya Jiwa*. Jakarta:Media Hindu.
- Putra, Ngakan Putu. 2019. *Manusia Hindu*. Jakarta:Media Hindu.
- Putra, Ida Bagus Rai, dkk. (Ed). 2013. *Swastikarana Pedoman Ajaran Hindu Dharma*. Denpasar:PT Mabhakti.
- Radhakrishnan, S. 2013. *Pandangan Hidup Hindu (The Hindu View of Life)*. Jakarta:Media Hindu.
- Rosidi, Achmad (Ed). 2011. *Perkembangan Paham Keagamaan Lokal di Indonesia*. Jakarta : Balibang Diklat Kemenag.
- Rusman. 2016. *Pembejarian Tematik Terpadu Teori, Praktik dan Penilaian*. Jakarta:Raja Grafindo Persada.
- Sagala, Syaiful. 2009. *Kemampuan Profesional Guru & Tenaga Kependidikan*. Bandung: Alfabeta.
- Samba, I Gde. 2016. *Mengenalkan Hindu Sebagai Satu Budaya-Sikap dan Perilaku Hidup*. Bandung:Yayasan Dajan Rurung.
- Sanjaya, Gede Oka. 2010. *Siva Purana*. Surabaya:Paramita.
- Sanjaya, Putu. 2010. *Filsafat Pendidikan Agama Hindu*. Surabaya:Paramita.
- Saraswati, Dharma Chakrvarthy Swami Prakashanand dan I Ketut Donder (Penerjemah). 2014. *Kebenaran Sejarah Agama Hindu (Upaya Meluruskan Sejarah)*. Surabaya:Paramita.
- Seregig, I Ketut. 2012. *Nawa Darsana 9 Sistem Filsafat Hindu*. Surabaya : Paramita.
- Singer, I Wayan. 2015. *Pendidikan Karakter Berlandaskan Tri Kaya Parisudha*. Denpasar : Manikgeni.
- Singh, T.D. 2010. *Vedanta & Sains Tentang Fenomena Penuaan*. Denpasar:Bhakti:Vedanta.
- Sivananda, Sri Svami. 2003. *Inti Sari Agama Hindu*. Surabaya:Paramita.
- Soebani, Beni Ahmad. 2009. *Filsafat Ilmu*. Bandung: CV Pustaka Setia.
- Soemanto, Wasty. 1998. *Psikologi Pendidikan Landasan Kerja Pemimpin Pendidikan*. Jakarta:Rineka Cipta.
- Suastawa & Suasthi. 2008. *Psikologi Agama Seimbangkan Pikiran, Jiwa, dan Raga*. Denpasar:Widya Dharma.
- Subagiasta, I Ketut. 2006. *Siksa dan Jnana Konsep Pendidikan Agama Hindu Menuju Kompetensi Guru dan Dosen*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2006. *Saiva Siddhanta di India dan di Bali*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2007. *Etika Pendidikan Agama Hindu*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2008. *Sraddha dan Bhakti*. Surabaya:Paramita.

- Subagiasta, I Ketut. 2009. *Reformasi Agama Hindu Dalam Perubahan Sosial di Bali 1950-1959*. Surabaya : Paramita.
- Subagiasta, I Ketut. 2009. *Dharma, Tapa, dan Yoga*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2010. *Kepemimpinan Hindu Dalam Lontar Wрати Sesana*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2012. *Kepemimpinan Hindu*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2012. *Pengantar Acara Agama Hindu*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2012. *Praktek Agama Hindu*. Denpasar:Bali Post.
- Subagiasta, I Ketut. 2013. *Hari Suci Hindu*. Denpasar:Bali Post.
- Subagiasta, I Ketut. 2014. *Sumber Hukum Hindu dan Pendidikan Anti Korupsi*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2014. *Pendidikan Agama Hindu Bagi Peserta Didik dan Pendidik*. Surabaya : Paramita.
- Subagiasta, I Ketut. 2014. *Renungan Filsafat Hindu* .Denpasar:Paramita.
- Subagiasta, I Ketut. 2014. *Pendidikan Agama Hindu Bagi Peserta Didik dan Pendidik*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2014. *Sumber Hukum Hindu dan Pendidikan Anti Korupsi*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2015. *Renungan Filsafat Hindu Jilid II*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2015. *Filsafat Saiva Siddhanta Dalam Bhuwana Kosa*. Surabaya : Paramita.
- Subagiasta, I Ketut. 2015. *Filosofi Simbol Hindu di Basarang Kalimantan Tengah*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2016. *Filosofi Karakter Hindu Konsep Kepemimpinan Dalam Hindu*. Tangerang:Lembaga Literasi Dayak (LLD).
- Subagiasta, I Ketut. 2016. *Filosofi Simbol Hindu di Mentaren*. Tangerang:Lembaga Literasi Dayak (LLD).
- Subagiasta, I Ketut. 2016. *Pendidikan Agama Hindu Bagi Peserta Didik dan Pendidik*. Surabaya:Paramita.
- Subagiasta, I Ketut. 2017. *Filosofi Simbol-Simbol Hindu dalam Kehidupan Beragama Hindu di Palangka Raya*. Tangerang:Lembaga Literasi Dayak (LLD).
- Subagiasta, I Ketut. 2018. *Filosofi Seni Sakral*. Tangerang:Lembaga Literasi Dayak (LLD).
- Subagiasta, I Ketut. 2019. *Filosofi Ritual Hindu*. Tangerang:Lembaga Literasi Dayak (LLD).
- Subagiasta, I Ketut. 2019. *Filosofi Etika Hindu*. Tangerang:Lembaga Literasi Dayak (LLD).
- Subagiasta, I Ketut. 2020. *Filosofi Potensi Pariwisata Kota Palangka Raya*. Surabaya:Brilian Internasional.
- Sudharta, Tjok Rai. 2003. *Slokantara*. Surabaya:Paramita.
- Sukrawati, Ni Made. 2011. *Dasar-Dasar Psikologi Agama*. Surabaya:Paramita.
- Surada, I Made. 2006. *Dharmagita Kidung Panca Yajna, Beberapa Wirama, Sloka, Phalawakya dan Macepat*. Surabaya : Paramita.

- Surada, I Made. 2007. *Kamus Sansekerta*. Denpasar:Widya Dharma.
- Suriasumantri, Jujun S. 2017. *Filsafat Ilmu Sebuah Pengantar Populer Keterkaitan Ilmu, Agama dan Seni*. Jakarta:Pustaka Sinar Harapan.
- Syam, Nur. 2018. *Menjaga Harmoni Menuai Damai*. Jakarta:Kencana.
- Tim Penyusun. 2007. *Strategi Pembelajaran Pendidikan Agama Hindu Tingkat Tinggi*. Surabaya : Paramita.
- Tim Penyusun. 2008. *Kamus Besar Bahasa Indonesia*. Jakarta: PT Gramedia Pustaka Utama.
- Tim Penyusun. 2009. *Undang-Undang Sistem Pendidikan Nasional*. Bandung:Fokusmedia.
- Tim Penyusun. 2009. *PPRI Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan*. Bandung:Fokusmedia.
- Tim Penyusun. 2009. *PPRI Nomor 55 Tahun 2007 Tentang Pendidikan Agama dan Pendidikan Keagamaan*. Bandung:Fokusmedia.
- Tim Penyusun. 2009. *PPRI Nomor 47 Tahun 2008 Tentang Wajib Belajar*. Bandung:Fokusmedia.
- Tim Penyusun. 2009. *PPRI Nomor 48 Tahun 2008 Tentang Pendanaan Pendidikan*. Bandung:Fokusmedia.
- Tim Penyusun. 2008. *Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen*. Bandung:Fokusmedia.
- Tim Penyusun.2013. *Swastikarana Pedoman Ajaran Hindu Dharma*. Denpasar:PT Mabhakti.
- Tim Penyusun. 2016. "Buku Pedoman Utsawa Dharma Gita Tingkat Provinsi Kalteng". Lembaga Pengembangan Dharma Gita Provinsi Kalteng.
- Tim Penyusun. 2016. "Petunjuk Teknis Pemberian Bantuan Pemerintah Pada Direktorat Jenderal Bimbingan Masyarakat Hindu Tahun 2016". Ditjen Bimas Hindu Kemenag RI Jakarta.
- Titib, I Made. 2003. *Teologi dan Simbol-Simbol dalam Agama Hindu*. Surabaya:Paramita.
- Triguna, IBG. Yudha. 2012. "Himpunan Dharma Wacana & Dharma Tula". Diterbitkan oleh Ditjen Bimas Hindu Jakarta.
- Wahyudi, Imam. 2012. *Pengembangan Pendidikan Strategi Inovatif dan Kreatif Dalam Mengelola Pendidikan Secara Komprehensif*. Jakarta:Prestasi Pustakaraya.
- Wati, Ega Rima. 2016. *Evaluasi Pembelajaran*. Surabaya:Kata Pena.
- Watra, I Wayan. 2007. *Pengantar Filsafat Hindu. (Tattwa)*. Surabaya : Paramita.
- Wikana, Ngurah Ngeka. 2011. *Merekonstruksi Hindu Merangkai Kembali Filsafat Veda Yang Terdistorsi*. Yogyakarta : Narayana Smrti Press.
- Wiranata, Anak Agung Gede. 2021. "Patung Blontang Dalam Upacara Wara Umat Hindu Kaharingan Di Desa Ampah Kecamatan Dusun Tengah Kabupaten Barito Timur Kalimantan Tengah". Disertasi Program Pascasarjana Universitas Hindu Negeri I Gusti Bagus Sugriwa NegeriDenpasar.
- Zubaedi. 2013. *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta:Kencana Prema Media Group.

CRITICAL PEDAGOGICAL STUDY OF THE EXISTENCE OF HINDU RELIGIOUS EDUCATION IN BALI PROVINCE

Ni Wayan Sri Prabawati Kusuma Dewi^{1*}, Putu Kerti Nitiasih², Putu Nanci Riastini³

^{1,2,3}Education Science Study Program, Postgraduate,

Universitas Pendidikan Ganesha, Indonesia

Email : sri.prabawati@student.undiksha.ac.id

ABSTRACT

Hindu Religious Education, namely formal pasraman in Bali Province is not as popular as other public schools. There are total of 31 Pasraman consisting of Pratama Widya Pasraman, Adi Widya Pasraman, Madyama Widya Pasraman, Utama Widya Pasraman and Maha Widya Pasraman, in the midst of the Hindu community as of 2022 a total number of 3,714,068 people is not a comparable number. This is a research problem, for this reason research was carried out using the systematic literature review (SLR) method by analyzing 20 articles indexed by Google Scholar, SINTA and Scopus from a critical pedagogical perspective. Found the following results; (1) unpopular formal pasraman influenced by factors; mapping of pasraman components on the dimensions of context, process and product reflection still needs further study, the curriculum structure is less adaptive, the organizers' resources are inadequate and the lack of socialization around pasraman, (2) the value base of formal pasraman characters; formation of *brahmacari* character, interactive and collaborative learning, and (3) Strengthening Hindu religious education providers; a). planning stage; alternative approach, recruiting *brahmacari*, solving coordinative structural problems, setting goals for formal pasraman in the short, medium and long term, b). implementation stage; synergy of parents, use of technology base and interactive media, promotion by *brahmacari*, formation of cooperation agreements for alumni, and implementation of *Tri Hita Karana* teachings in academic rhythm.

Keywords: Formal Pasraman; Systematic literature review; Critical pedagogy

I. INTRODUCTION

Formal Pasraman as Hindu religious education consisting of Pratama Widya Pasraman, Adi Widya Pasraman, Madyama Widya Pasraman, Utama Widya Pasraman and Maha Widya Pasraman, does not seem as popular as other public schools. There are still many Balinese Hindus who do not know about the existence of this type of pasraman. (Sutriyanti, 2020) in his research entitled "The Hindu community's perception of the existence of formal pasraman in Bali" stated that this was caused by the enthusiasm of parents to send their children to other superior and modern schools, the lack of interest of prospective students to study at pasraman formal, the distribution of formal pasraman is not evenly distributed in regencies and cities in Bali Province to the minimal socialization of information on pasraman itself. Regarding how standards related to formal pasraman have actually been regulated in PMA 10 of 2020, there are at least four strategic matters that need further scrutiny, 1) clauses for establishing pasraman, namely; The establishment of a formal pasraman must obtain a permit from the Director General, meet the administrative, technical and feasibility requirements for establishment, including proof of ability to finance the institution for a minimum

period of three years. 2) changes to the curriculum in the formal Pasraman with the levels of Adi Widya Pasraman, Madyama Widya Pasraman and Utama Widya Pasraman. 3) student/ *brahmacari* graduation; Diplomas in formal pasraman are issued by the Directorate General of Hindu Community Guidance. 4) strengthening Widya Pasraman and 5) strengthening Hindu religious education; hostel facilities for students/brahmacari. (Purnomo et al., 2021)

With the overall revision on the juridical basis which aims to improve the quality of formal pasraman, it seems that this pasraman has never been attractive to prospective registrants, and even fewer registrants. (Purnomo & Indiani, 2020) as happened to Madyama Widya Pasraman Rsi Markandeya, Taro Village, Gianyar Regency and Main Widya Pasraman (UWP) Vidya Wisata, Kubutambahan Village, Kubutambahan District, Buleleng Regency. Only in 2021 Utama Vidya Wisata experienced an increase in the number of new students reaching 25 students. If further examined, quoting from the Secretariat General Dataset for 2022, the total population in Bali Province is around 3,714,068 people. This ratio is disproportionate to the total number of 31 formal pasraman which provide educational services under the supervision of the Directorate General of Community Guidance for Hinduism (RI Ministry of Religion Data, PUSAKA, 2022). If divided simply, all the formal pasraman that exist today are still lacking in terms of quantity to meet the demand for educational services for Hindu students, especially in the Province of Bali where the majority of the population is Hindu. Regarding the structure of the pasraman curriculum as an education provider, it has referred to PMA 10 of 2020 article 8 and article 9. It is emphasized that the formal pasraman curriculum consists of the Hindu religious curriculum and the general education curriculum. In particular, the Hindu religious curriculum can be divided into; Hindu religious education, Vedic Knowledge, Tattwa, Ethics, Religious events, History of Hinduism, Yoga, Kawi and Sanskrit, Itihasa, Purana, Darsana, Brahmawidya, Upanisad, Dharmasastra and Nitisastra taken from the Adi Widya Pasraman level to the Maha Widya level Pasraman.

Meanwhile, the general education curriculum is prepared by formal pasraman administrators based on the national education standards set by the BSNP. This provides an opportunity for pasraman organizers to be able to see educational opportunities and develop learning innovations that can meet the competency needs of the 21st century; critical thinking skills, creativity skills, communication skills, and collaboration skills. Looking at this standardization, it is hoped that the formal pasraman can ideally become a pilot project of superior schools with Hindu nuances and competitiveness as a special feature and identity of Hindu religious education services. With this quality of education, Pasraman alumnus should have more values than other public-school alumnus. However, this flexibility can also be a weakness in organizing Pasraman, if the Human Resources who manage it do not receive support both materially and non-materially from stakeholders in their respective areas. For this reason, support, evaluation and outreach are still the main keys to the existence of formal pasraman in the Province of Bali. Because in reality,

the public's perception of the existence of this pasraman is still low. Sutriyanti (2020) states that especially in Bali, perceptions of the existence of formal pasraman in Bali are: (1) The perception of community relations that is taking place is not optimal, due to the lack of socialization regarding the existence of formal pasraman education institutions, (2) Community perceptions in the religious aspect where people Hindus still have the paradigm that formal pasraman education is a medium for developing *sraddha* and *bhakti* attitudes.

Thus, it can be concluded that for the time being, Hindu Religious Education, especially formal pasraman, as a whole has not become an attractive school in the perception of the Balinese Hindu community. Is it because of the lack of material and non-material support for the pasraman? or because the formal pasraman has never been able to improve in terms of governance? Or are there other causes that influence? To explore the answers to these questions, this research was conducted by examining it from a critical education perspective, taking into account the context, process, and product reflection components. This research is also an attempt to fully describe the existence of formal pasraman in the Province of Bali as well as suggestions for improving the Hindu Religious Education program in the future.

II. LITERATURE REVIEW

In order to find answers to the questions posed, it is necessary to refer to previous research that is in accordance with the components of context, process and product reflection. These three components are reviewed with research results that refer to the keywords religious education, critical thinking, character education and interactive teaching. The entire research below is expected to provide positive input and can also contribute to the existence of formal boarding schools from critical pedagogical studies.

1. Context Component

The context in the formal pasraman can be analyzed from the basis of needs, strengths, weaknesses, problems encountered and input on the socialization of the formal pasraman in the Province of Bali. In this component, the idealism of educational program goals, responses to needs are also important things to study. Formal Pasraman, as a Hindu religious education service, has a very large contribution in shaping the character of the nation's children, especially in terms of ethics, morality, spirituality which are applied in everyday life to achieve their life goals (Arini et al., 2021). So that the urgency of Hindu religious education can refer to Government Policy, for that the subject of Hindu Religious education becomes a compulsory subject starting from the level of elementary education to higher education. Specifically, regarding religious education it also refers to PMA 10 of 2020. This PMA is an amendment to PMA No. 56 of 2014, which is the first juridical basis for guidelines for implementing formal Pasraman. Sutriyanti (2020, p. 236) states that "after the emergence of PMA Number 56 of 2014 there were a total of 23

formal boarding schools that provide Hindu Religious education services in Bali". This data was obtained from the Regional Office of the Ministry of Religion of Bali Province in 2019.

Furthermore, Sutriyanti (2020) states that the perception of the people in Bali regarding the existence of pasraman is still low. This is motivated by the weakness of the implementation system in PMA no 56 of 2014, the minimal need for Hindu-based formal education and the Hindu community still has the paradigm that formal pasraman is only a medium in developing *sradha* and *bhakti* attitudes. This perception can be influenced by several things, for example the lack of socialization. For this reason, socialization is needed to overcome these problems. Purnomo & Wasisto (2022, p.19) states that "the news website *infopasraman.com* can be used as a medium in an effort to promote schools based on Hindu religious education, if supported by pasraman organizers as contributors". In addition to the need for the active participation of Pasraman managers, it is also necessary to involve parents, because parents know their interests and ways of thinking well. Duckworth, A.L., (2015) also stated "There has been a perennial interest in personal qualities other than cognitive abilities that determine success, including self-control, grit, growth mind-set, and many others".

In this case Diana, R.R., (2021) also stated that there was a significant relationship between positive parenting and agreeableness on parental engagement, religiosity worked as a mediator of the relationship between positive parenting and agreeableness in parental engagement, and religiosity worked better as the mediator of agreeableness than positive engagement. Pasraman managers need to carefully plan the form of this involvement, as well as technical involvement in student learning in formal pasraman. The values that exist in pasraman should not only be cognitive but lead to competence and character. In the planning, the school put more emphasis on three characteristics in character education that characterize the school: religiosity, morality and leadership. The planning of character education is participatory and integrated. It is implemented in and around the boarding school learning environment. (Sukendar, A. 2019).

2. Process Components

The process in this study includes the implementation of a formal pasraman system by fulfilling physical and non-physical planning, the existence of a monitoring system as well as technical assistance from related parties, as well as modifying plans if there are obstacles in the ongoing process. Pasraman as a teaching system during the Archipelago era took the form of a *mandala kadewaguruan*, while in Bali it is called *padukuhan* or pasraman, with a pattern of spirituality and culture (Winanti, 2021, p.107). This pattern can even be applied at an early age in the form of sewing practices at Widya Pasraman Gurukula Bangli Elementary School. Deniati et al., (2022) also emphasized that sewing has a positive impact on children's motor development in terms of the checklist results. This form of local practice invites students to return to nature and strengthens students'

understanding of new knowledge. Braun, T., & Dierkes, P., (2016) agree with this, Braun believes that all forms of outdoor learning are better and recommended, the results can be compared if the topic of discussion is the same.

By carrying out a back to nature learning approach, students can interact more freely with their teachers, the teacher's role becomes very central. Suwantana (2017., pp. 15-16) states that "In this system children are not forced to be able to read and write right away. The most basic things that are given are games through anecdotes or stories as well as direct contact with nature. In addition, problem-based learning is also a good choice in developing student independence. Student independence in learning emphasizes direct experience through inquiry (Setyowidodo et al., 2018). Agreeing with this, K Areesty et al., (2019) also stated that problem-based learning using the mind-mapping method would be more effective in increasing student learning motivation at school. This is indicated by the increase in the average score and the significance of the t-test. This problem-based learning, if it contains topics that are project-based interdisciplinary in nature because it can increase learning innovation for students. In addition, In project-based learning might depend on components other than only the educational model; Potentially important variables could be students' personal characteristics and skills, such as openness, curiosity, creativity, and patience, and for interdisciplinary project-based learning, interdisciplinary experience (Braßler, M., & Schultze, M., 2021, p. 12).

The ability of these students must also be in accordance with the internet technology base that is currently developing. The use of technology in learning at the pasraman can build a more interactive learning atmosphere. Students also understand the phenomena that are developing related to the subject matter of the lesson, as well as make recommendations or solutions to these problems. The speed of internet-based information flow can be facilitated, for example by "Students had to author interactions incorporated to video-clips that were later offered as new forms of educational opportunities. The outcomes of this activity include the creation of new educational material" (Kohen-Vacs et al., 2016, p. 16). In addition to matters related to learning, the process component also reviews monitoring issues rather than formal boarding. In this provision, the Directorate General of Hindu Community Guidance has the authority to control. This process needs to be carried out periodically, so that the pasraman can improve itself on deficiencies in the administration of the formal pasraman, so that later when applying for accreditation, they have had good preparation.

3. Product Reflection Components

The product in an educational activity at school is graduates. Graduates are a measure of the success of an education provider. The product in question also talks about the functioning of the program in the short term, medium term and long term. Orientation on this time limit can provide targets that must be referred to by every formal pasraman manager. To achieve the predetermined targets, pasraman can carry out collaborative activities, both in terms of learning and non-learning.

“The student was highly correlated with the motivation to use and satisfaction with the interactive educational system. Working with a collaborative and interactive interface and the capacity to generate physical and digital expositions are activities that are produced by active students with significant improvements in spatial, research and interaction skills” (Sanchez et al., 2020).

Collaborative behavior can also be done with student exchanges or even short courses at other schools. By being involved in different systems, students absorb more information, such as building codes and programs that suit student characteristics. What the boarding school needs to pay attention to is project basis, communication and good time management (García et al., 2018). For this reason, it certainly requires the capacity of qualified educators who have the appropriate qualifications. This is important because teachers who master pedagogical skills can attract more students' interest in learning. This effect is mediated by three basic components of teaching quality: cognitive activation, a supportive climate, and classroom management (Fauth, B et al., 2019). So that this should also be a concern of the Center, especially the Directorate General of Hindu Community Guidance to formulate a strategy related to the absorption of teacher human resources in formal boarding schools with scientific qualifications and adequate welfare guarantees. It is also necessary to ensure the availability of adequate facilities and infrastructure to support the socialization and development of the Pasraman.

III. METHODS

Based on the above problems, this research was carried out by analyzing 20 Google Scholar, Sinta and Scopus indexed articles, related to the research topic. To then be processed with a systematic literature review (SLR). According to Calderon and Ruiz (in Fitriani and Prahmana, 2021), SLR is a method for identifying, evaluating, and interpreting some of the available relevant research on the problem formulation or domain that is the research topic. To determine the article data that is appropriate to the research topic, a data search is carried out using the Publish or Perish (PoP) tools by entering keywords; religious education, critical thinking, character education and interactive teaching. The articles in question are those indexed by Google Scholar, SINTA and Scopus Indexed International Journals for the last ten years, namely 2013-2023. A total of 20 articles were found that fit the research topic, namely; 1) religious education total 6 articles, 2) critical thinking total 7 articles, 3) character education total 3 articles and 4) interactive teaching total 4 articles. With table data as follows:

Table 1: Article data according to research topics

No.	Article Review	Number of Searches	of Relevant Articles
1	Religious education	100	6
2	Critical thinking	100	7
3	character education	100	3
4	interactive teaching	100	4

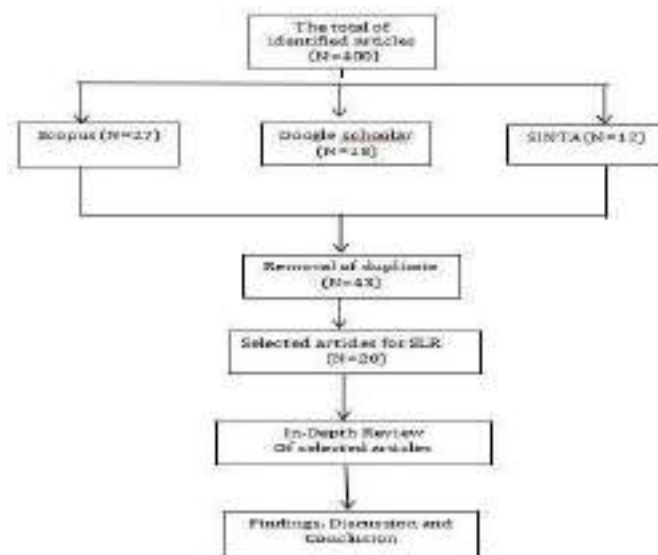
Then the data used in this SLR is divided into two criteria, namely inclusion criteria and exclusion criteria. These two criteria are determined based on quality questions which consist of; 1. Google Scholar indexed, Sinta, or Scopus indexed journal articles? 2. Journal articles published in the period 2013-2023? and 3. journal articles according to the research topic? These criteria can be seen in Table 2 below.

Table 2. Inclusion and Exclusion Criteria

Criteria	Description
inclusion	<ol style="list-style-type: none"> 1. Article data are journal articles published from 2013-2023. 2. The article data is indexed by Google Scholar, SINTA, Scopus indexed international journals 3. The data are in accordance with critical pedagogy studies and research topics, namely religious education, critical thinking, character education and interactive teaching
exclusion	<ol style="list-style-type: none"> 1. The data must be able to generate novelty related to the research topic 2. The data can provide recommendations related to the Context Component, process and Outcome Evaluation related to Hindu religious education.

Based on the objects and criteria above, as described in Table 2, in this study 20 journal articles were obtained according to the research topic. With PRISMA selection as follows:

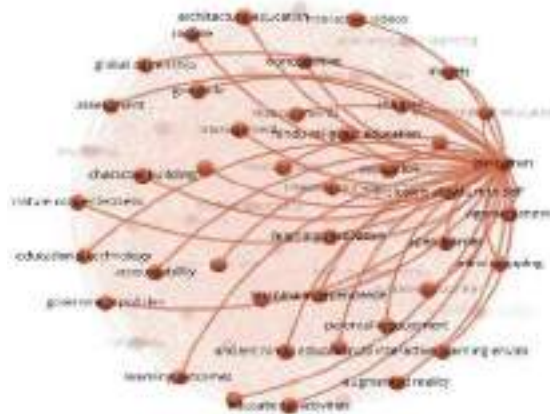
Figure 1 : PRISMA article selection



IV. FINDINGS

To find answers to how formal pasraman actually exist in the Province of Bali, so that they don't become so popular among the Hindu community, the next step is to create a Network visualization using Vos Viewer with data from 20 selected journal articles, so that the following results are obtained:

Figure 2: Visualization of Religious Education (pasraman)



Based on the visualization above, it is known that pasraman as religious education in the Province of Bali in particular is bound by several important factors that also influence its existence. In simple terms To map this, it can be observed from the three components in question, as in the following table;

Table 3 : Mapping Components of Pasraman

Pasraman Type	Component	discussion relationship	Opportunity for further study
Formal Pasraman	Context	Cognitive, non cognitive, children, agreeableness, global citizen, accountability, Hindu religious education, management, ancient Hindu and government policies	Efforts are needed to identify the objectives of the pasraman program, needs analysis, legal basis for strength on pasraman, weaknesses in the field, issues around the quality and quantity of prospective <i>brahmachari</i> (context potential), identification of assets, potential human resources (organizers), potential budget and alternative approaches and programmed outreach.
	Process	Character building, learning independence, open learner, educational activities, interactive videos, mind mapping, learning motivation, parental engagement, and interdisciplinary.	Efforts are needed to identify constraints in learning, procedures, decision making. It is necessary to pay attention to the implementation of the initial plan, monitoring and modifying the plan with the involvement or collaboration of Brahmachari's parents and other parties as needed.
	Product	measurements,	Efforts are needed to measure,

	Reflection	evaluation Better gurukula, nature connectedness, learning outcomes, and models	evaluate learning and program outcomes, relate them to context and process, interpret the scale of program benefits. The output of the formal pasraman needs to be studied with experts, especially success analysis; short term and long term.
--	------------	---	---

In this mapping, it was concluded that one of the causes of the unpopularity of the formal pasraman was that there were still many obstacles faced by the management. The formal pasraman as a system actually still requires attention and support from all parties. There needs to be further study (as in the table) in each dimension of existence; context components, processes and reflections of pasraman products. To realize this study, serious and firm steps are needed from both the organizers and stakeholders, bearing in mind that the responsibility for the distribution of pasraman throughout the Province of Bali as of 2022 is for a total of 31 schools, at various levels as follows;

1. Pratama Widya Pasraman with a total of 24 schools:

- a. Jembrana Region: Pratama Widya Pasraman Kumara Bina Graha, Pratama Widya Pasraman Widya Werdi Guna, Pratama Widya Pasraman Canang Sari 3 and Pratama Widya Pasraman Dharmahita Kumaralita.
- b. Tabanan area: Pratama Widya Pasraman Taman Harta Kusuma
- c. Badung Region: Primary Widya Pasraman PAUD kumara Dharma Kerthi II, Pratama Widya Pasraman Kumara Dharma Kerti, Pratama Widya Pasraman Mekar Sari, Pratama Widya Pasraman Adnyani, Pratama Widya Pasraman Taman Widya Kumarayasa, Pratama Widya Pasraman Giri Tunas Kumara, Pratama Widya Pasraman Pom Pom, Primary Widya Pasraman Goval Kanthi Kumara, Primary Widya Pasraman Kumara Dharmayasa, Primary Widya Pasraman Giri Sari Kumara.
- d. Gianyar Region: Pratama Widya Pasraman Rsi Markandeya, Pratama Widya Pasraman Parama Dharma, Pratama Widya Pasraman Widya Shanti, Pratama Widya Pasraman Pradayandari Chaluchalo, Pratama Widya Pasraman Satya Subala, Pratama Widya Pasraman Bina Mekar.
- e. Bangli Region: Pratama Widya Pasraman Gurukula
- f. Buleleng Region: Primary Widya Pasraman Dama Kumara, Primary Widya Pasraman Saraswati.

2. Adi Widya Pasraman with a total of 3 schools:

- a. Gianyar Regency: Adi Widya Pasraman Rsi Markandeya Taro
- b. Bangli Regency: Adi Widya Pasraman Gurukula
- c. Buleleng Regency: Adi Widya Pasraman Saraswati Singaraja

- d. Madyama Widya Pasraman with a total of 2 schools:
- e. Gianyar Regency: Madyama Widya Rsi Markandeya Taro
- f. Buleleng Regency: Madyama Widya Pasraman Jnana Dharmasastra

3. Madyama Widya Pasraman with a total of 2 schools:

- a. Gianyar Regency: Madyama Widya Rsi Markandeya Taro
- b. Buleleng Regency: Madyama Widya Pasraman Jnana Dharmasastra

4. Utama Widya Pasraman with a total of 2 schools:

- a. Buleleng Regency: Main Vidya Pasraman Vidya Wisata
- b. Jembrana Regency: Main Vidya Pasraman Sila Kertha Raharja

5. Maha Widya Pasraman with 0 schools.

Another thing that can be observed as a cause is the structure of the formal pasraman curriculum which is considered not adaptive. If observed further from PMA No. 10 of 2020, the curriculum for each pasraman level consists of the Hindu religious curriculum and the general education curriculum as set out in the following table:

Table 4: structure of the formal pasraman curriculum

No	Pasraman evel	General Education Curriculum	Hindu Religious Curriculum
1	Pratama Widya Pasraman	Set by the Directorate General of Hindu Community Guidance	Set by the Directorate General of Hindu Community Guidance
2	Adi Widya Pasraman	Pancasila and Citizenship Education, Indonesian Language, Mathematics, Natural Sciences, and Social Sciences	Hindu Religious Education, Vedic Knowledge, Tattwa, Ethics, Religious Events, History of Hinduism, and Yoga
3	Madyama Widya Pasraman	Pancasila and Citizenship Education, Indonesian Language, Mathematics, Natural Sciences and Arts and Culture	Hindu religious education, Vedic Knowledge, Tattwa, Ethics, Religious Events, History of Hinduism, and Yoga
4	Utama Widya Pasraman	Pancasila and Citizenship Education, Indonesian Language, Mathematics, Natural Sciences and Arts and Culture	Hindu religious education, Vedic Knowledge, Tattwa, Ethics, Religious events, History of Hinduism, Yoga, Kawi language and Sanskrit

5	Maha Pasraman	Widya	Pancasila, Citizenship and Indonesian Language Education	Vedic Knowledge, Tatwa, Ethics, Religious Events, Itihasa, Puranas, Yoga, History of Hindu religion and culture, Kawi and Sanskrit, Darsana, Brahmawidya, Upanisad, Dharmasastra and Nitisastra
---	---------------	-------	--	---

Emphasizing the word "at least" contains the curriculum as stated in paragraph (1) PMA 10 of 2020 indeed provides an opportunity for each organizer to redevelop the distribution of subject matter according to an analysis of each need. The need in question could be in the form of adaptation rather than the independent learning curriculum that is currently being implemented. This innovative step can be implemented by adding other subjects, for example the subject of English, the subject of information technology, the subject of crafts, the subject of physical education and sports and so on. In addition, formal pasraman also need to consider intra-curricular and extracurriculars that can be competed at, from the sub-district, city, district and even provincial levels as a venue for school promotion. For example, by holding intra-curricular activities with national insight and other forms. Meanwhile, extracurricular activities include scouting, *paskibra*, youth red cross, badminton and so on. Then for co-curricular activities in the form of visits to museums or *tirthayatra* to temples.

What is also interesting is that the distribution of subjects at the Widya Pasraman Primary level is not explicitly stated, even though this level dominates in numbers, namely 24 schools. Clarity in the curriculum helps schools to determine vision and mission and develop moderate outcomes. In addition, it can provide information to parents regarding student/brahmacari activity programs at school. "... the curriculum processes contribute in meeting the needs of the children and the needs of the community. The analysis revealed the absence of the role of the family in the curriculum, where it was limited to the message that informs parents about the weekly plan or announcement of a trip..." (Al-Shanawani, 2019). Parental involvement in every brahmacari activity at school will have a positive impact on strengthening learning. This is possible if religious behavior is formed in the school environment. This ideal condition is very likely to occur, because the formal pasraman is "instinctly" designed for that.

Parents have an important role in introducing character education to children. Positive parenting and agreeableness are considered to have essential influences on parent engagement in children's character education mediated by religiosity (Diana, R.R., 2021). Religiosity, morality and leadership ultimately shape the positive character of Brahmacari Pasraman. The planning of character education is participatory and integrated. It is implemented in and around the boarding school

learning environment. The activities include teaching, training, parenting, and student development (Sukendar, A., 2019). In addition to parents, community involvement in the implementation of this type of education is also very important, there are a number of social norms that directly intersect with schools when learning applies free learning, with a local cultural-based approach. Detecting such a strong signal from country of residence across attitude, knowledge and behavior, within such a broad multivariate study, suggests that environmental understanding and stewardship is forged based on both societal norms and immediate relevance for the individual. (Braun., T., et al, 2017).

Apart from problems with curriculum and brahmacari, there are other things that must also be considered, namely related to human resources in formal pasraman. In article 20 A paragraph (3), in terms of administrative requirements, educators and educational staff are required to make a statement not to demand to be appointed as a Civil Servant if the formal education concerned is in Negerikan. In addition to having to attach proof of ability to finance a formal pasraman for a minimum period of 3 years (article 6 paragraph 3c). This can be used as an opportunity to build cooperation and synergy with sponsors or other parties, but of course extra effort is needed to build this trust. According to Winanti (2021), data in the field shows a lack of attention from many parties to the existence of Pasraman. Most of the pasraman managers stated that they were trying to build and run the pasraman with their own strength as a form of love and devotion to Hindu and spiritual education.

Winanti further concluded that the pattern used in pasraman is spirituality and culture with an emphasis on character building, which is in line with the efforts of the Regional Government of Bali Province to build superior human resources, which include spiritual, emotional, physical and skills dimensions. In this effort, there are still obstacles in maintaining its existence. According to Sutriyanti (2018) at the Gurukula Bangli hostel, they also encountered obstacles in managing education; curriculum management, brahmacari management, human resource management, facilities and infrastructure, administration and relations with the community. However, efforts have been made to overcome this obstacle by 1) building networks with stakeholders, 2) collaborating with other parties to form synergies, 3) socializing the advantages of pasraman, 4) requesting assistance from related parties, 5) forming partnerships with brahmacari parents. Efforts carried out by the pasraman as above, can be adopted by other pasraman who have similar problems. Because the people in charge of Hindu education and education are the Tri Teachers, namely parents, schools and the government (Rupaka Teachers, Recitation Teachers and Wisesa Teachers) with a set of hardware and software as well as supplements of local wisdom and local genius (Winaja, 2021).

DISCUSSION

Formal Pasraman which is expected to be able to meet the needs for Hindu-based education in the Province of Bali in particular, can pay attention to the

following points as material for improving the program being implemented, with reference to:

A. Basis of Formal Pasraman Character Values

Suwantana (2017) emphasized that pasraman has three simple learning processes; 1) *Shravana*; listening to the truth from a teacher's words, 2) *Manana*; students contemplate and interpret prior knowledge, and 3) *Nididhyasana*; complete understanding, students live in truth. There are at least six objectives of the Old Hindu education system, namely; 1) Self-control, 2) character development, 3) social awareness, 4) integral development of personality, 5) propagation of purity and 6) preservation of knowledge and culture. The formal Pasraman system, which is another form of Gurukula in ancient India, recommends that students/ *brahmacari* live under the supervision of the teacher after the upanayana is carried out, the importance of the relationship between teacher and *brahmacari* becomes the essence of learning in this system. This closeness also has an impact on students' wisdom in determining their interests and talents. In learning between teachers and students, of course, appropriate methods are needed. In the Gurukula system, the method used is according to the conditions and needs, namely; lecture and debate. The lectures were conducted by Master, even without notes. While debating is done by students by remembering the knowledge that has been received before. The use of methods in harmony with the times. Nowadays, when the era is digitally internet-based, it is ideal if in learning, the methods used in formal training are based on the Internet of Things (IoT), such as the use of various tools and media.

Working with a collaborative and interactive interface and the capacity to generate physical and digital expositions are activities that are produced by active students with significant improvements in spatial, research and interaction skills. (Sanchez., et al., 2020). What needs to be ensured is that the *brahmacari* have experience that is relevant to the interactive media base used by the teacher, this is important because the knowledge construction of the *brahmacari* is built by comparison. With the emergence of comparisons, *Brahmacari* reconstructs his knowledge and learning experience into a map of knowledge that is of interest for further development. This is where the teacher's role again becomes very strategic in fostering the interests and talents of his students, such as learning related to the environment. "... that problem-based learning with Mind mapping is effective in enhancing students' learning motivation for the environmental pollution topic.." (K Areeisty et al., 2019). It will be more fun for students to return directly to nature, if the learning material is about nature. This connectivity of basic knowledge and experience gives students space to be creative, in line with the basis of an independent learning curriculum, so it is possible that all formal boarding schools in the Province of Bali can also apply this type of curriculum. Teachers' pedagogical content knowledge and enthusiasm for teaching were also related to student interest, but not to achievement. Moreover, these effects were mediated by the three

basic dimensions of teaching quality: cognitive activation, supportive climate, and classroom management (Fauth, B., et al, 2019).

The teacher's ability to manage the class must receive full attention from both formal pasraman organizers and stakeholders such as the Directorate General of Hindu Community Guidance and other parties. Support and availability of facilities and infrastructure can also be a "selling power" of pasraman as a school that is of interest to the Hindu community, especially in the Province of Bali. Things that can be offered can be in the form of learning material bases with local content as done by Pratama Widya Pasraman Gurukula Bangli. The local content offered is by developing fine motor skills of *Brahmacari* by sewing. This activity serves as a stimulus as well as promotes Balinese culture. (Deniati et al, 2022). technically the brahmacari are divided into groups of 3-4 people, to facilitate supervision and build the intensity of teacher and student communication. Or another thing that can be done by involving students is by inviting them to pray and pray together during piodalan at the temple, as was done by Astika Sidhi Pasraman students in Klaten, where there are 47 temples in the area, so that students are invited to work together. bhakti prepares piodalan, apart from being introduced to the history of each temple, as well as the development of the Hindu generation in Klaten and its surroundings. (Sutrisno & Wardani., 2020). This activity is also an event for the promotion of pasraman, which indirectly introduces the existence of pasraman to the wider community. This section is important as an effort by the organizers of the pasraman to be widely considered, which does not rule out the possibility that it will be strengthened from independent or global self-help. So that later when the pasraman intends to change the status from private to state, the ease of obtaining recommendations from the Regency or City offices will be something that the Hindu community in their area looks forward to.

B. Strengthening Hindu Religious Education Organizers

As it has been observed, that in order to upgrade the status to become a state from a private sector, there are several requirements that must be fulfilled by a formal pasraman, namely the fulfilment of the administrative, technical and feasibility requirements for establishment. These three conditions will be easily fulfilled if each formal pasraman is able to overcome the obstacles faced by each and get support both morally and materially from all parties and the Hindu community in their respective areas. Then to achieve this, strategic steps are needed; reinforcement that can be directed both at the planning and implementation stages of education.

1. Planning Stage:

The planning in question is not only talking about learning, but also the system. When viewed from the perspective of context and input, formal pasraman has a chance when it refers to the number of Balinese Hindus in the distribution of districts and cities. With the identification of assets of a total of 31 formal Pasraman

schools, it is possible to absorb Hindu brahmacari from the Primary Widya Pasraman to Main Widya Pasraman levels. For Maha Widya Pasraman itself, further studies are needed, with strategic planning whether the Maha Widya Pasraman in question is a Hindu Religious College or is it different, this confusion may also be one of the reasons why none of these levels are listed at the Center as of 2022. How to Another thing that can be referred to is the planning of an alternative approach in socializing the Hindu pasraman to the wider community, regarding programs, curriculum, graduate profiles and available resources, including support from the central government, specifically in this case the Directorate General of Hindu Community Guidance. This is possible because the legal basis for PMA No. 10 of 2020 regarding the readiness of education providers has strictly regulated it. Apart from that, the problems surrounding the lack of registrars and the decline in *brahmacari* enthusiasts who register at formal pasraman need to be studied in depth. It could be due to the curriculum at pasraman which is considered not adaptive compared to public schools which are currently implementing the independent learning curriculum. Therefore, the formal pasraman must also actively attend outreach to other public schools with this mission.

There are several problems related to planning that need to be studied further. According to Segara (2020) Structural problems; coordination in the preparation of the curriculum structure, MoU with the Provincial Government of Bali regarding the Pasraman pilot project as well as a political approach to obtain support is very important. In addition, problems in *dapodik*, whether there is no data synchronization and subject subjects that are not in accordance with *dapodik* data, also need attention. The solutions offered can be in the form of planning to determine the subject, paying attention to the existing nomenclature, or submitting the intended subject if it is really needed and in accordance with the profile of the graduate you want to achieve. In addition, it would be nice if the learning content which is derived from the curriculum structure is also interdisciplinary or multidisciplinary. This is important because it can build students' personal characteristics and skills, such as openness, curiosity, creativity, and patience. Human resources for teaching staff in this case are very much needed, so planning for recruitment becomes very strategic. Tutors especially those in interdisciplinary team teaching—could provide interdisciplinary linkages, illustrate interdisciplinary possibilities, identify discipline-based misunderstandings, and give feedback on the interdisciplinary integration of content. (Braßler, M., & Schultze, M., 2021).

The mapping of the planning above will be more complete if the drafters from the formal pasraman are able to make the goals to be achieved which are divided into short term, medium term and long-term plans. This preparation needs to look at the realistic aspects of the pasraman in order to be able to compile relevant evaluation items later. Basically, the governing PMA has given responsible freedom to the organizers, regarding the development of the education program to be implemented, apart from that there is no guarantee that the standards set by the

Directorate General are absolutely appropriate. According to Duckworth, A.L (2015) medium-term goals are the easiest to observe. In addition to urgent caution among policy makers and practitioners, we highlight medium-term innovations that may make measures of these personal qualities more suitable for educational purposes.

2. Implementation Stage

The stage of implementing education in formal pasraman can also be reflected upon considering several things, for example if there are obstacles in the implementation that cannot be handled, then a modification of the plan is needed by involving or cooperating with Brahmachari's parents. This collaborative behavior maximizes the role of formal and non-formal education. Especially in the process of teaching and learning in the classroom. The use of multimedia in interactive learning is urgently needed, automatically the availability of adequate facilities and infrastructure must support this. Need-based education using an interactive open learner model can be an approach, apart from problem-based learning. Many Hindu religious education materials can be explained using this model, for example in the example of the Hindu religious curriculum, namely the subject of Yoga lessons, the 'asanas' competency standard at the Madyama Widya Pasraman level, the teacher can display several asanas in the form of multimedia-based videos with an internet network. Brahmachari can also be invited to interact directly with the practice of asanas, as well as make Yoga asanas tutorial videos for Beginners and upload them on social media networks such as Facebook, Youtube, Tiktok or others. Or if the formal pasraman organizers want to be more advanced in introducing their school, they can create a school website and be active in managing the site. Like the website infopasraman.com, which has been concerned with one sector of news studies since its inception, namely info pasraman (Purnomo & Wasisto, 2022).

Pasraman organizers are expected to become news contributors as a venue for transparency and promotion. This step only needs to be supported by stakeholders and then developed extensively and independently by each formal pasraman organizer in the Province of Bali. This idea can also be constrained, if the network facilities are inadequate. So as a preventive step, the Directorate General of Hindu Community Guidance might be able to provide promotional space on the official website of the Directorate General of Hindu Community Guidance. Digital Base is indeed an attraction for the millennial generation, even the current alpha generation. It has become commonplace, if the steps above are carried out by the organizers and stakeholders, it will be the same as most websites. What can be offered as a novelty is that if the promotion of the pasraman actually comes from the *brahmachari* pasraman itself, the brahmachari are given access and training to be able to load ideas and publish them on a website under the supervision of the teacher. Students had to author interactions incorporated into video-clips that were later offered as new forms of educational opportunities (Kohen-Vacs et al., 2016).

This is important, because it can create new teaching materials that are actually used by the teacher for the next learning process. So that it is easy to evaluate learning outcomes, to then be analyzed by using technology. The intended evaluation could later be in the form of a questionnaire containing questions about interactive learning based on video clips, learning opportunities in the future formal pasraman and experience as a *brahmacari* in pasraman. Solutions like this can be applied starting from the Widya Pasraman Primary level, but with very simple techniques. For *brahmacari* aged 5-6 years, indicators of achieving children's motor development are adjusted to Permendiknas No. 58 of 2009 concerning Early Childhood Education standards, namely; drawing according to ideas, imitating shapes, exploring with various media, using stationery and cutlery correctly, cutting according to patterns, pasting pictures properly and expressing oneself through detailed drawing movements (Deniati et al., 2022).

This implementation phase really needs to consider the physical and non-physical environment of the pasraman itself, the need to carry out monitoring that is formed and directly supervised by a team from the Directorate General of Hindu Guidance, including reporting on pasraman activities which in the end must go through the accreditation stage as a form of educational feasibility at the pasraman. In this accreditation process, if there are obstacles that the majority refer to constraints on funds or the implementation budget, then further steps are needed whether grants are given as needed or facilitated to obtain funds from other sources while still under supervision. Pasraman which has been accredited, will increase the opportunities for Pasraman to compete with other public schools. Another factor related to this is the output of the pasraman, which in this sense is a *brahmacari* who has completed his education. As proof of graduation, receiving a diploma is a priority if it is necessary for outstanding alumni to be facilitated to continue their education to a higher level. It would be better if the MoU regarding this activity had been prepared from the start.

The track record at formal pasraman will also attract the attention of social media maniacs who are also observing the progress of Hindu religious education services in the Province of Bali. Bali as an island with a strong cultural base that integrates with the values of Hinduism can set an example for other provinces. One of the values of Hindu teachings that can be used as a beacon for the rhythm of organizing formal pasraman is the Tri Hita Karana Teachings. Tri Hita Karana has even become the spirit of tourism activities with spiritual educational values. In the mainstream narrative, Tri Hita Karana is compatible with growth-driven mass tourism and seeks to transform the source of the island's socio-environmental problems into "solutions" (Adityanandana, M. & Julien-F.G., 2019). Turning a problem into a solution is one of the opportunities for formal graduation in the future.

CONCLUSION

Observing from the discussion above, it can be concluded that the existence of formal pasraman in the Province from the study of critical pedagogy can be divided into; (1) the unpopular formal pasraman is influenced by several factors namely; mapping of pasraman components consisting of context, process and product reflection dimensions still need further study, the curriculum structure is less adaptive, the organizers' resources are inadequate and the lack of socialization around pasraman (2) Value Base of formal pasraman characters; formation of brahmachari character, interactive and collaborative learning, and (3) Strengthening Hindu religious education providers; a). planning stage; alternative approaches, recruiting brahmachari, solving coordinative structural problems, and setting goals for formal pasraman in the short, medium and long term, (2) the implementation stage; synergy of parents, use of technology base and interactive learning media, promotion by brahmachari, forming cooperation agreements or MoUs for alumni, awarding diplomas, and implementing Tri Hita Karana teachings in academic rhythms.

In addition to the conclusions above, there are also several suggestions regarding the implementation of formal pasraman in the Province of Bali which the author can provide based on the Systematic Literature Review that has been carried out, namely; (1) it is expected to further study the opportunities for formal pasraman in each region in the Province of Bali, (2) it is expected to develop studies on the Widya Pasraman Primary curriculum, and (3) it is expected to form a team and special assistance funds to oversee the development of formal pasraman in Indonesia.

REFERENCES

- Adityanandana, Made & Julien-François Gerber (2019) Post-growth in the Tropics? Contestations over *TriHitaKarana* and a tourism megaproject in Bali, *Journal of Sustainable Tourism*, 27:12, 1839-1856, DOI: 10.1080/09669582.2019.1666857
- Al-Shanawani, H. M. (2019). *Evaluation of Self-Learning Curriculum for Kindergarten Using Stufflebeam's CIPP Model*. *SAGE Open*, 9(1), 215824401882238. doi:10.1177/2158244018822380
- Arini, N.W., & Mastini, G.M., & Kantriani., N.K. (2021). Urgensi pendidikan agama hindu terhadap kebijakan pemerintah tentang pendidikan agama dan keagamaan, *Cetta: Jurnal ilmu pendidikan*, vol 4, no 3, pp. 426-435, ISSN 2615-0891
- Braßler, M., & Schultze, M. (2021). *Students' Innovation in Education for Sustainable Development—A Longitudinal Study on Interdisciplinary vs. Monodisciplinary Learning*. *Sustainability*, 13(3), 1322. doi:10.3390/su13031322
- Braun, T., & Dierkes, P. (2016). *Connecting students to nature – how intensity of nature experience and student age influence the success of outdoor education programs*.

- Environmental Education Research*, 23(7), 937–949.
doi:10.1080/13504622.2016.1214866
- Braun, T., Cottrell, R., & Dierkes, P. (2017). *Fostering changes in attitude, knowledge and behavior: demographic variation in environmental education effects*. *Environmental Education Research*, 24(6), 899–920.
doi:10.1080/13504622.2017.1343279
- Deniati, G.A.S., Anadhi., I.M.G., Sindu Putra., I.B.K. (2022). *Impelementasi meejahitan untuk meningkatkan kemampuan motorik halus anak usia 5-6 tahun*. *Jurnal Kumara Cendekia*; Vol. 10 No. 3, pp.232-242
- Diana, R.R. 2021, 'Parental engagement on children character education: The influences of positive parenting and agreeableness mediated by religiosity', *Cakrawala Pendidikan*, vol. 40, no. 2, pp. 428-444, ISSN 0216-1370, <https://doi.org/10.21831/cp.v40i2.39477>
- Duckworth, A.L. 2015, 'Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes', *Educational Researcher*, vol. 44, no. 4, pp. 237-251, ISSN 0013-189X, <https://doi.org/10.3102/0013189X15584327>
- Elmunyah, H., Hidayat, W. N., & Asfani, K. (2019). *Influence of Augmented Reality on the Achievement and Student Learning Independence*. *International Seminar on Application for Technology of Information and Communication (iSemantic)*. doi:10.1109/isemantic.2019.8884279
- Fauth, B., Decristan, J., Decker, A.-T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). *The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality*. *Teaching and Teacher Education*, 86, 102882. doi:10.1016/j.tate.2019.102882
- García-Peñalvo, F. J., Moreno López, L., & Sánchez-Gómez, M. C. (2018). *Empirical evaluation of educational interactive systems. Quality & Quantity*. doi:10.1007/s11135-018-0808-4
- Joshua F. J. Inwood (2017) *Critical pedagogy and the fierce urgency of now: opening up space for critical reflections on the U.S. civil rights movement*, *Social & Cultural Geography*, 18:4, 451-465, DOI: 10.1080/14649365.2016.1197301
- Jordan Barria-Pineda, Kamil Akhuseyinoglu, and Peter Brusilovsky. (2019). *Explaining Need-based Educational Recommendations Using Interactive Open Learner Models*. In 27th Conference on User Modeling, Adaptation and Personalization Adjunct (UMAP'19 Adjunct), June 9–12, 2019, Larnaca, Cyprus. ACM, New York, NY, USA, 5 pages. <https://doi.org/10.1145/3314183.3323463>
- Kohen-Vacs, D., Milrad, M., Ronen, M., & Jansen, M. (2016). *Evaluation of enhanced educational experiences using interactive videos and web technologies: pedagogical and architectural considerations*. *Smart Learning Environments*, 3(1). doi:10.1186/s40561-016-0029-z

- K Areeisty et al. The implementation of problem-based learning with mind mapping to improve students' learning motivation. (2020) J. Phys.: Conf. Ser. 1460 012061
- Lee, H. 2013, 'Socioscientific Issues as a Vehicle for Promoting Character and Values for Global Citizens', *International Journal of Science Education*, vol. 35, no. 12, pp. 2079-2113, ISSN 0950-0693, <https://doi.org/10.1080/09500693.2012.749546>
- Purnomo, I.M.B.A., & Wasisto, R.H. (2022). Strategi komunikasi website berita infopasraman.com dalam upaya mempromosikan sekolah berbasis pendidikan keagamaan hindu. *Cetta:Jurnal Ilmu Pendidikan* ; vol.5 no 1, pp. 10-20, ISSN 2615-0891
- Sanchez-Sepulveda MV, Fonseca D, García-Holgado A, et al. Evaluation of an interactive educational system in urban knowledge acquisition and representation based on students' profiles. *Expert Systems*. (2020) ;e12570. <https://doi.org/10.1111/exsy.12570>
- Setyowidodo, I., Pramesti, Y. S., & Handayani, A. D. (2018). *Problem based learning: the effect of real time data on the website to student independence*. *Journal of Physics: Conference Series*, 1013, 012073. doi:10.1088/1742-6596/1013/1/012073
- Sukendar, A. 2019, 'Teaching-loving-caring (asah-asih-asuh) and semi-military education on character education management', *Cakrawala Pendidikan*, vol. 38, no. 2, pp. 292-304, ISSN 0216-1370, <https://doi.org/10.21831/cp.v38i2.24452>
- Sutrisno, Edi & Wardani., D.A.W., (2020). Peran pasraman astika sidhi dalam menumbuhkan sradha dan bhakti generasi muda hindu di kabupaten klaten jawa tengah. *Widya aksara: Jurnal Agama Hindu*. Volume 25 no 2, pp.208-218
- Sutriyanti, Ni Komang. (2020). Persepsi masyarakat hindu terhadap keberadaan *pasraman* formal di Bali. *Jurnal Kajian Bali*; p-ISSN 2088-4443 # e-ISSN 2580-0698
- Suwantana, I.G, (2017). Pembentukan karakter anak dalam sistem pendidikan Hindu Kuno. *ADI WIDYA: Jurnal Pendidikan Dasar* Volume. 2, Nomor 2, pp.8-18; ISSN: 2527-5445
- Tuma, F. (2021). The use of educational technology for interactive teaching in lectures. *Annals of Medicine and Surgery*, 62, 231–235. doi:10.1016/j.amsu.2021.01.051
- Winanti. N.P. (2021). Pasraman sebagai upaya peningkatan mutu pendidikan berbasis spiritual dan budaya, *Jurnal Penelitian Agama Hindu*; vol. 5 no 2, pp.106-114, ISSN 2579-9843

TEACHERS' PROFESSIONAL LEARNING OPTIONS AND PROFESSIONAL DEVELOPMENT EFFORTS TO SUPPORT PARENT INVOLVEMENT IN OUTCOME-BASED EDUCATION

Luh Ketut Sri Widhiasih

Universitas Mahasaraswati Denpasar, Indonesia

sriwidhiasih@unmas.ac.id

ABSTRACT

All factors around students should work well together to support students in developing 21st century abilities. Parent involvement is inevitable. Teachers should participate to encourage and persuade parent involvement in order to increase it. Teachers need to have a fundamental understanding of parent involvement before they can implement that as a supportive effort. Teachers can also engage in both professional learning and professional development using that knowledge. Teachers can engage in professional learning activities such web browsing, book reading, sharing with peers, and experience-based reflection. Peer coaching, study groups, mentorship, teaching portfolios, and in-service training in the form of seminars or workshops are among the professional development activities that can be carried out. As a result, by selecting specific activities that are more efficient and successful for them, teachers can improve their professionalism in relation to parent engagement.

Keywords: professional learning, professional development, parent involvement

INTRODUCTION

Living in this 21st century makes people should achieve some skills to support the development of world economics and preparing individual to achieve their highest potential in this era. Organisation for Economic Cooperation & Development (OECD) (2008) published framework of 21st century skills to achieve the goals. In that framework, OECD mentions some skills which belong to life and career skills, learning and innovation skills, and information, media, and technology skills. In life and career skills, people are expected to have flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. By having that life and career skills, people can run their life better and get more career opportunity in this 21st century.

Moreover, in learning and innovation skills, people should master creativity and innovation skills, critical thinking and problem-solving skills, and communication and collaboration skills. In this case, schools, parents, and communities are expected to train students so that they can master those skills and be good learners and innovators. As the characteristics of 21st century is the rapid development of information, communication, and technology (ICT), people living in this century should also master information, media, and technology skills. The skills are information literacy, media literacy, and ICT literacy. By having these skills, 21st century people can access the information, media, and ICT wisely and in

proper way which later on impacting on how they use the information, media, and the ICT well.

Furthermore, all those skills mentioned before are covered in several core subjects of 21st century themes. As core subjects, students should learn native language/reading, world language (s) including English, arts, geography, history, mathematics, science, government/civics. It can be said these core subjects should be existed in an education system as minimal requirement. Then, the teaching of those core subjects should be under the theme of global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and healthy literacy. Those belong to 21st century themes. The themes become the focus of the discussion and problem solving because these themes are current issues that the world talks about.

To afford 21st century skills, a country should design their education system well to achieve 21st century skills. Indonesia as country that belong to OECD also in the process of designing the best curriculum to develop students' potential so that they can become human beings who believe and fear God Almighty as mandated in Indonesian goal of education (*Undang-undang Republik Indonesia No. 20 Tahun 2003*). Since *Kurikulum Merdeka* published in Indonesia, education system in Indonesia used outcome-based education format. Outcome based education focuses on what students learn rather than what is learned by the students (Rao, 2020). It can be stated that outcome-based education focuses on ends, goals, purposes, or outcomes. To achieve the goals of national education, specifically *Kurikulum Merdeka*, all elements should get involved, such as schools, parents, and communities. In this paper, the writer focused on discussing parent involvement. Based on Cano, et al. (2016), parent involvement is more than parents' initiative to attend Parents Teacher Annual meeting, it is mostly about parents' effort to involve in their children education. Parent involvement can be done by several kinds of activities, such as parenting, communicating, volunteering, learning at home, decision making, and collaborating with communities.

To support that parent involvement, schools, in this case, teachers should have knowledge about the ideal parent involvement that can support the education. Teachers can get the information or the knowledge by participating in professional development programs or doing individual professional learning. Both of them aim at professional improvement of the teachers. However, some people cannot differentiate professional development and professional learning. Professional learning is a self-learning effort initiated by the teachers to improve their professionalism (Utami, 2019). It is also called as unstructured professional development or personally-initiated learning. It means that the process of learning planned and managed by the teacher not the program drivers. While, professional development is an ongoing in-service training or workshops or mentoring conducted by teachers to improve their ability in teaching based on the needs of learning and students (Hismanoglu, 2010). It can be said that professional

development is conducted by group of teachers in which initiated and planned by program drivers and mostly in formal setting.

Fortunately, both of professional learning and professional development has same purpose to improve teacher's competency and practice in teaching; as a result, the teachers can give impact to the students' improvement in learning (Prestridge and Main, 2018). Both kinds of teacher's way to improve their knowledge or information should get same attention, especially in supporting parent involvement. Further, this article discusses some options of professional learning and professional development that can be chosen by teachers in supporting parent involvement. It is expected that this paper can inspire teachers to choose their types of professional learning or professional development program specially to support parent involvement in outcome-based learning. Also, the writer expects that teachers give attention to parent involvement support as it is often neglected.

LITERATURE REVIEW

Parent Involvement

Parents should be involved to make sure their children education run well and their children can achieve the best version of themselves. Talking about parent involvement, there are six common types of the involvement that become the key to successful school, family, and community partnership to support children education (Eipstein, 2011). The types are parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. First, parenting is an activity in which parents help children to fulfil their basic needs. It can be done by assisting families in understanding child and adolescent development. By understanding the characteristics of their children, parents can help children to set home conditions or environment that can support children as students who has their special and unique characteristics based on their age and grade level. Parenting program is not only about parents understanding their children but also schools and communities in understanding families or parents and children.

Second, communicating is an activity in which parents can do communication with children or with schools related with their children improvement at school. It can be done by communicating with parents about school programs and students' improvement through effective school-to-home and home-to-school communication. Third, volunteering is an activity in which parents involve in school activities or programs. It can be done by involving parents in reading aloud activity, teaching assistance activity, etc. Forth, learning at home is an activity in which parents involve in students learning at home. It can be done by helping or supervising children in doing their homework or school projects. Fifth, decision making is an activity in which parents involve schools' decision making related to the school programs or policies. Commonly, parents can join parents' teacher organization to be involved in these decision-making activities. Sixth, collaborating with community is an activity in which parents helps children to more

human by doing community service activities or activities that can help communities to solve their problems. It can be done by coordinating resources and services for students, families, and the school with business, agencies, and other groups, and provide services to the community.

Further, Vera, et al. (2012) described those common types chosen by parents are learning at home by monitoring students' homework at home and communicating by discussing about students experience at school. Meanwhile, the least common type is collaborating with communities (Vera, et al, 2012). The types of parent involvement are commonly chosen based on parents' availability and time. In short, we can see that there should be collaboration between schools, family, and communities. Eipstein (2011) stated that to create successful students, it needs influence from excellent schools, strong families, and healthy communities. To ensure that the three key elements contribute to creating the finest possible version of their children, parents should be there.

Professional Learning and Professional Development

Sometimes, teachers have their individual needs or interests toward something related to their professionalism. Those needs and interests drive them to learn something from any sources. That activity is mostly called professional learning. Moreover, professional learning is an activity initiated by the teachers because they eager to learn something related to their professionalism based on their needs or interests (Prestidge and Main, 2018). Compared with professional development activities which mostly conducted in formal setting, professional learning is more informal. Additionally, there are some approaches to professional learning, such as communities of practice, teaching communities, teacher teams, and learning communities (Prestidge and Main, 2018). Those approaches are used by teachers to collaborate in professional learning to achieve better practice. Utami (2019) found some types of professional learning or she called it as personally initiated learning which commonly done by teachers, such as web-browsing, reading books, sharing with colleagues, reflection from experience, and doing research. The result of Utami (2019) research also stated that teachers mostly choose web browsing because the activity can be done directly from their smartphone or personal computer. The web browsing activity conducted by the teachers was mostly done to look up vocabulary meaning, download teaching materials, teaching media (audio and video), government regulation and curriculum document, examples of lesson plans, etc.

As Prestidge and Main (2018) stated about professional development concept, which mostly seen as activity being done to teachers, professional development should be activity which put teachers as pedagogical experts who collaborate to solve problems related to their professionalism. Moreover, professional development should result on the teachers' change in belief, attitudes and practice which later on has impact on students' development in learning. Additionally, there are some kinds of professional development, such as peer

coaching, study group, action research, mentoring, portfolios, in-service training, and team teaching (Hismanoglu, 2010). First, peer coaching is an activity in which teachers act as coach and coachee to provide each other feedback of their teaching. This kind of activity reduces isolation among leaders, establish collaboration, build sharing habit, share best practices, and encourage reflection and feedback sharing (Thorn et al., 2007).

Second, study group is a regular activity in which group of six teachers and administrators gather to exchange ideas about methods and strategy in teaching, plan lessons, analyse students works, and discuss school policy based on certain agendas (Murphy, 1992; Birchak et al., 1998; Joyce & Showers, 1995). It should be well planned or this group of teachers and administrators will change to be a messy group. Third, action research is an activity in which teachers examine their own educational practice scientifically in research (Ferrance, 2000). Because this kind of professional development is research based so it should be based on problem, they faced in their education setting. Forth, mentoring is an activity in which involve a more experienced practitioner or senior teachers to less experienced one or junior teachers to master certain standard practices (Butcher, 2002).

Fifth, teaching portfolios is an activity of documenting or filing evidence of teaching, such as syllabi, samples of students work, self-reflections, reports on classroom research, and faculty development efforts (Edgerton, et al., 1991). Later on, those files will be discussed and used as evidence in deciding something related to students or teaching. Sixth, in-service training is a planned activity often arrange in series of events or program to give teachers recent or up to date change of education or new insight about teaching (Day, 1999; Hiep, 2001). It can be said that this activity is conducted to upgrade teachers' knowledge about something new in education so that it can give impact to students' development. Seventh, team teaching is an activity in which teachers teach together to achieve set of goals for a course. Before teaching together, they also prepare their teaching together and after the team teaching, they also reflect on teaching together.

Outcome-Based Education

For many years, educators have talked about student-centered learning. According to Harden (2015) and Mahmood (2021), outcome-based education (OBE) is the greatest significant advancement in education over the past 20 years since it enables student-centered learning to achieve crucial goals. Outcome based education firstly proposed by William Spady in 90s. It changes the system's focus from competency to results, and it shifts the emphasis from teacher-centered to student-centered learning. OBE is also used because it involves thinking critically, coming up with ideas, and developing skills that lead to mastery of critical concepts and competencies (Botha, 2002). It is clear that OBE aids pupils in developing their 21st century talents. Additionally, OBE is a type of transformational education that focuses on results based on market demands rather than the traditional academic teaching methods (Almuhaideb & Saeed, 2020).

Additionally, creating a measurable set of learning outcomes around all of the system's components and creating conditions and opportunities through implementation strategies within the system that enable and encourage all students to attain the targeted outcomes are two main principles of OBE. One could say that OBE was created for establishing academic programs with quantifiable learning outcomes. The results must be specified precisely in order to be measured. OBE only aims to teach students what is absolutely necessary for them to successfully complete their learning experiences. One may say that OBE concentrates on the skills that pupils need to have. Today's curriculum in Indonesia, *Kurikulum Merdeka*, uses the principle of OBE. This curriculum is a kind of revolutionary curriculum for Indonesian citizens. It needs collaborations among all elements of education to support the education system so that the students can achieve the goals as expected.

METHOD

This study uses a library research design or literature study. According to Sugiono (2013), library research is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation under study. Moreover, there are two sources of data in library research, primary sources and secondary sources (Yaniawati, 2020). The main data sources of this research are the theory of parent involvement from Eipstein (2011), theory of professional learning and professional development from Prestidge and Main (2018), and theory of outcome-based education from Spady (1994). Meanwhile, the secondary sources are several literatures related to the topic from national and international journals and website. The data collection technique in this research is by documenting or recording data obtained from the sources. The recording uses an instrument in the form of researcher notes. Then, the data in this study were analysed using the interactive model (Miles and Huberman, 1994). First, the data were collected according to the data collection technique, then selected or classified to answer questions or based on needs (data reduction). The analysis was continued by presenting the data, while completing the incomplete data. The last step was drawing conclusion. The process was repeated until the data were considered saturated.

FINDINGS

Parent Involvement in Outcome-Based Education

There is positive correlation between parent involvement and academic achievement. It is stated in research by Erdem and Kaya (2020) which discovered relationship between parent involvement and students' academic achievements. The result showed that the higher parent involvement in students' education was followed by the higher score of the students. Another research by Masyitoh (2017) also stated that parent involvement is contributed 71.3 % toward students' academic achievement in English subject. It is restated that there is significant correlation between parent involvement and English achievement (Masyitoh, 2017;

Khoiri, 2017). By seeing the results, it is suggested that parents should give their efforts to provide good learning environment, communicate their expectations toward their children future and involve in students' education at home, school, and community. Moreover, in developing countries like Indonesia, parental involvement has more effect compared with developed countries (Erdem and Kaya, 2020). Responding that fact, Indonesia has already developed program related with parent involvement in education. It can be seen from *Menjadi Orang Tua Hebat* program which provides variety of activities and guidelines of parent involvement at school. This program aimed at achieving collaboration and harmony among education program in school, family, and community as three main focuses of education in developing education ecosystem which build characters and achievement culture of the students (Kemendikbud, 2017). There is also website called *Sahabat Keluarga* which can be accessed through <http://sahabatkeluarga.kemdikbud.go.id/> that provide parenting information for parents. From those two platforms, it can be said that Indonesian government is already aware of the importance of parent involvement in education and the needs of the implementation at school, family, and community (Eipstein, 2011).

In OBE, students are set to achieve certain outcome (Spady, 1994). In this context, parents should actively involve in students' education. In fact, there are some cases in which parents passively involve in the process of their children education. They have a thought that education is only school and teachers' job. In this case, school, specifically teachers should take part in giving information related to the importance of parent involvement in education. To take part on this, teachers should have knowledge and information about parent involvement (the importance, the types, the activities, how to communicate with parents, etc.). Moreover, teachers should be provided by professional development programs related to parent involvement or do individual professional learning to support parent involvement in outcome-based education.

Professional Learning to Support Parent Involvement in Outcome-Based Education

Related to parent involvement in OBE, teachers should also support it by having enough knowledge and information about it. Although understanding the concept of parent involvement is not the main concern of being a teacher, teachers should also understand that parent involvement has impact on their teaching and their students learning. By that reason teachers should do professional learning to get as many as possible information or knowledge related to parent involvement to help the teachers themselves, the parents, the students, and the communities to contribute in education to achieve certain goals. The writer will describe and give example of professional learning activities that can be done to support parent involvement based on types of parent involvement. Based on Eipstein (2011), there are six common types of the involvement, such as parenting, communicating,

volunteering, learning at home, decision making, and collaborating with community.

To support parenting type of parental involvement, professional learning activities that can be done by teachers are web-browsing, reading books, sharing with colleagues, reflection from experience, and doing research. Moreover, teachers can do web browsing on several website related with how-to do-good parenting based on students' level, after that teacher can suggest kind of parenting to parents based on the needs, the problems, and the characteristics of students and parents. Some website that can be visited for this purpose are The Asian Parent Indonesia (<https://id.theasianparent.com/>), Mother and Baby (<https://motherandbeyond.id/>), Bidanku (<https://bidanku.com/>), The Urban Mama (<https://theurbanmama.com/>), Parenting Indonesia (<https://www.parenting.co.id/>), Popmama.com (<https://www.popmama.com/>), Parenting Hub (<https://parentinghub.co.id/>), etc. In this social media era, teachers also can use their social media (Instagram, Facebook, Twitter, TikTok, etc.) for learning. For example, in Instagram, teachers can follow some accounts, such as Parenting Indonesia, *Anak Juga Manusia*, *Tentang Anak Official*, etc. Additionally, teachers also can read book or e-book about parenting or read specific module or guideline provided by Indonesian Government which is called *Menjadi Orang Tua Hebat*. The modules are ready for each level of education, from kindergarten to senior high school and can be downloaded from (<https://gln.kemdikbud.go.id/glnsite/?s=Menjadi+Orang+Tua+Hebat>). Similarly, sharing with colleagues also kind of personal learning that can be use to get information about parenting. Unmarried teachers mostly have less information about parenting; therefore, they can ask some information about parenting from the married teachers. They also can discuss about common parenting styles of students' parents and the effect of those parenting styles to their students. By having that information, they can suggest or face parents with different parenting styles. Meanwhile, if the teachers have already had experience related to parenting, they can reflect on their own experience and doing small research related with the experience or the problem faced.

In the same way, to support communicating type of parental involvement, professional learning activities that can be done by teachers are web-browsing, reading books, sharing with colleagues, reflection from experience, and doing research. To have information about effective communication styles that should be built among school/teachers, students, parents, and communities, teachers can do web browsing on the previous website and social media mention before. Having good communication skills is a must because teachers, parents, students, and community born in different era so that they have different communication skills. We need to be careful to choose our communication skills. Reading books or e-book about how to have good communication between parents and children, and between teachers and parents will be good personal learning. Reading books or e-book about our children/student's characteristic will also help us to have appropriate communication skills. Similarly, adding teachers' information about

technology and online application that can ease our communication and make it more fun can be a good choice of personal learning. As a fact, when this article is written, our students are mostly Z Generation and Alpha Generation; they are digital native. While, the parents and teachers are mostly X Generation and Y Generation who are digital immigrant. Accordingly, the communication will be better when teachers and parents understand technology. Moreover, teachers also can share with colleagues about communicating type in parental involvement. For instance, teachers can share how to communicate with parents in Parents Teachers Organization or in Indonesia we know it as *Komite Sekolah*. Teachers also can share how to face or communicate with parent about their children improvement in a semester or at the end of school year. If the condition is urgent to communicate, teacher should also know how to communicate with parents so that parents can accept the condition and can communicate it back to their children. Besides sharing with colleagues, teachers can learn from their previous experience; they can evaluate and classify characters of parents and children and how to do effective communication with them. Then, mini research can be a choice to see the effectiveness of communication styles used time to time to different parents' characteristics. Teachers also can write vignette related to their experience in this topic.

Another type of parental involvement is volunteering. To support volunteering type of parental involvement, professional learning activities that can be done by teachers are web-browsing, reading books, sharing with colleagues, reflection from experience, and doing research. Through web browsing, teacher can get idea about what kind of volunteering activities that the parents can do support their children learning. At the same time, teachers can share with their colleagues about the effective volunteering activities that have ever conducted in the schools and the effectiveness. They can reflect about their experience conducted volunteering activities that involving parents. The volunteering activities can be as simple as reading aloud by parents, teaching assistance by parents, and career and inspiration class by parents. Another personal learning activity that can be done by teachers is reading books/e-books or academic/popular articles that inspires teachers about volunteering activities that can be executed together with parents. Meanwhile, proposing and persuading parents to contribute in volunteering activities is another challenge for teachers to solve. Teachers should try to find way to communicate with parents about the importance of volunteering in teaching and learning process of their children.

Learning at home is common type of parent involvement conducted by parents. A simple activity conducted is helping their children with their homework. However, parents should know other kinds of activities that they can do related with learning at home. Consequently, teachers should know more about what parents can do to help their children learning at home, so that teachers can give advice to parents about it. To support learning at home type of parental involvement, professional learning activities that can be done by teachers are web-

browsing, reading books, sharing with colleagues, reflection from experience, and doing research. First, teachers can search on website about learning at home activities that involve parents in it. Teachers also can help parents with some information about their children achievement, strengths, and weaknesses. By having that information parents and teachers can choose learning at home activities that suitable and effective to help children improve in certain point. Then, teachers can also share or consult other teachers who teach the children in previous semester or year to get students' record and discuss what treatment that should be given at home under parents' advisory. Teachers who teach in the same class should also discuss or share to make sure that those children do not get overload homework. While having discussion with other teachers, teachers can do reflection of their previous experience facing the same parents and condition. Further, teachers can do small research about what kind of learning at home activities that will be effective based of certain condition of students and parents.

Sometimes, there are some policies at school that should involve parents in making the decision. The policies commonly have direct impact to students. Because of parents' business, parents sometime neglect this role; they mostly let the school decide. To motivate and to persuade parents to involve in making decision, teachers need to have some knowledge related to this. Practically, teachers can have kind of professional learning activities such as web-browsing, reading books, sharing with colleagues, and reflection from experience. Moreover, parents can do web search or read book or e-book about how to involve parents in decision making at schools. If it is too difficult to involve them because of their business, teachers can share with colleagues or do reflection on their experience doing this. Furthermore, teachers should learn about technology that can facilitate parents who cannot attend school to participate in decision making activities. They can learn how to use virtual meeting application, polling application, etc. When teachers deal with parents who have time to involve in Parents Teachers Organization, teachers should learn how to engage in that organization so that parents can maximize their role in decision making activities. Besides, collaborating with parents, teachers should also collaborate with communities surround the school. Bridging school, parents, students, and community, teachers should find ideas to create activities to involve school, parents, students, and community. To support collaborating with community type of parental involvement, professional learning activities that can be done by teachers are web-browsing, reading books, sharing with colleagues, and reflection from experience.

Professional Development to Support Parent Involvement in Outcome-Based Education

To support parent involvement in education, teachers can choose any professional development activities mentioned by Prestidge and Main (2018). However, the writer only suggests some activities from all activities mentioned before because not all activities mentioned before can be used to support parent

involvement in education. For example, teachers can use peer coaching, study group, mentoring, teaching portfolios and in-service training in form of seminar or workshop. In addition, peer coaching is a formal and planned form of sharing with colleagues' activity in professional learning. The role is clear, one becomes the coach and coachee. It is a bit similar with mentoring activity but the role can be interchangeable. On another hand, if the activity conducted in bigger group, it is called study group. The materials can be taken from six types of parent involvement. The teachers can choose which topic that become crucial to be shared, trained, or learned together. Moreover, having teaching portfolio activity as document research can be done to track and record the previous treatments that have already done to support parent involvement in learning. The portfolio can be used as strong evidences that can be used as materials when teachers want to communicate with parents to plan certain activities to support students learning. For instance, when teachers want to communicate students' progress to their parents, teachers can show students portfolio as evidence for parents; based on that portfolio, teachers and parents can plan any learning programs or activities for students' improvement. The most common professional development activities conducted by teachers is in-service training. It commonly held by the institution in the form of seminars or workshops which invited experts or speakers who master the topic, in this case parent involvement.

CONCLUSION

To help students to achieve 21st century skills, all elements surround students should have good collaboration. Parent involvement cannot be avoided. To maximize parent involvement in education, teachers should take part to motivate and persuade the involvement. However, before teachers can do that as their supporting effort, they should have basic knowledge or information about parent involvement. In addition, to have that knowledge teachers can do both professional learning and professional development. Professional learning activities that teachers can do are web-browsing, reading books, sharing with colleagues, and reflection from experience. Meanwhile, professional development activities that can be done are peer coaching, study group, mentoring, teaching portfolios and in-service training in the form of seminar or workshop. As a result, teachers can develop their professionalism related with parent involvement by choosing some activities those are more efficient and effective for them.

REFERENCES

- Almuhaideb, A. M. & Saeed, S. (2020). Fostering Sustainable Quality Assurance Practices in Outcome-Based Education: Lessons Learned from ABET Accreditation Process of Computing Programs. *Sustainability*. 1-26. DOI:10.3390/su12208380
- Birchak, B., Connor, C., Crawford, K., Kahn, L., Kayer, S., Turner, S., & Short, K. (1998). *Teacher study groups: Building community through dialog and reflection*. Urbana, IL: National Council of Teachers of English.
- Butcher, J. (2002). 'A case for mentor challenge? The problem of learning to teach post'. *Mentoring and Tutoring*. 10(3), p. 197-220.
- Caño, K. J., Cape, M. G., Cardosa, J. M., Miot, C., Pitogo, G. R., Quinio, C. M., and Merin, J. (2016). Parental involvement on pupils' performance: Epstein's framework. *The Online Journal of New Horizons in Education*. 6 (4), 143-150.
- Day, C. (1999). *Developing teachers: the challenges of Lifelong Learning*. London: Routledge.
- Edgerton, R., Hutchings, P and Quinlan, K. (1991). *The Teaching Portfolio: Capturing the Scholarship in Teaching*. Washington, DC: The American Association for Higher Education.
- Epstein, J.L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (2nd ed.). Routledge. DOI: <https://doi.org/10.4324/9780429494673>
- Erdem, C. & Kaya, M. (2020). A Meta-Analysis of the Effect of Parental Involvement on Students' Academic Achievement. 7(3), 367-383.
- Ferrance, E. (2000). *Action Research. Themes in Education*. Northeast and Islands Regional Educational Laboratory at Brown University. USA.
- Harden, R. M. (2015). *Why Outcome-based education (OBE) is an important development in medical education*. London: Routledge. <https://doi.org/10.4324/9780203066201.ch3>
- Hiep, P.H. (2001). *Teacher Development: A real need for English departments in Vietnam*. *English Teaching Forum*, 39(4), 30-33.
- Hismanoglu, M. (2010). Effective professional development strategies of English language teachers, *Procedia - Social and Behavioral Sciences*. 2(2), 990-995. DOI: <https://doi.org/10.1016/j.sbspro.2010.03.139>.
<https://bidanku.com/>
<https://gln.kemdikbud.go.id/glnsite/?s=Menjadi+Orang+Tua+Hebat>
<https://id.theasianparent.com/>
<https://motherandbeyond.id/>
<https://parentinghub.co.id/>
<https://theurbanmama.com/>
<https://www.parenting.co.id/>
<https://www.popmama.com/>

- Joyce, B., & Showers, B. (1995). *Student achievement through staff development: Fundamentals of school renewal*. White Plains, NY: Longman Publishers USA.
- Khoiri, I. (2017). *Correlation between parental involvement and students' English achievement of the tenth grade students at MA Al-Islam Joresan in academic year 2016/2017*. Unpublished Thesis. Institut Agama Islam Negeri Ponorogo.
- Mahmood, K. (2021). *Outcome Based Education: A Step Towards Quality Improvement in Higher Education of Pakistan*. *Pakistan Journal of Humanities & Social Sciences Research*. 4(1), 161-174. DOI: <https://doi.org/10.37605/pjhssr.v4i1.257>.
- Masyitoh. (2017). *The Correlation between Parental Involvement and English Achievement of the Eleventh Grade Students of SMA Nahdlatul Ulama (NU) Palembang*. Unpublished Thesis. Universitas Islam Negeri Raden Fatah Palembang.
- Murphy, C. (1992). *Study groups foster schoolwide learning*. *Educational Leadership*, 50(3), 71-74.
- Organisation for Economic Cooperation & Development. (2008). *21st Century Skills: How can you prepare students for the new Global Economy?* Paris: OECD.
- Prestridge S., & Main K. (2018) *Teachers as Drivers of Their Professional Learning Through Design Teams, Communities, and Networks*. In: Voogt J., Knezek G., Christensen R., Lai KW. (eds) *Second Handbook of Information Technology in Primary and Secondary Education*. Springer International Handbooks of Education. Springer, Cham. DOI: https://doi.org/10.1007/978-3-319-71054-9_29
- Rao, NJ. (2020). *Outcome-based Education: An Outline*. *Higher Education for the Future*. 7(1), 5-21. DOI: <https://doi.org/10.1177/2347631119886418>
- Spady, W.D. (1994). *Outcome-Based Education: Critical Issues and Answers*. American Association of School Administrators: Arlington.
- Undang-undang Republik Indonesia No. 20 Tahun 2003. Retrieved from <https://peraturan.bpk.go.id/Home/Details/43920/uu-no-20-tahun-2003>
- Utami, I. G. A. L. P. (2019). *English Teachers' Personally-Initiated Learning (PIL): Their Professional Development Preferences*. *A Journal of Culture, English Language, Teaching & Literature*. 19 (1), 89-106. DOI: <https://doi.org/10.24167/celt.v19i1>

IMPROVING SCHOOL LITERACY AND NUMERACY LITERACY THROUGH BLENDED LEARNING MODEL

Ni Nyoman Lisna Handayani
STAHN Mpu Kuturan Singaraja
lisnahandayani201@gmail.com

ABSTRACT

The purpose of this research is to quantify and characterise the Blended Learning model's contribution to the academic literacy and numeracy of fifth-grade elementary school pupils in Singaraja City. The participants in this research were all fifth graders in public schools in Singaraja. This study used a posttest control group design, making it quasi-experimental. School-based reading and math assessments were used to compile the study's data. The MANOVA statistical test was used to analyse the data, and then the efficacy test was conducted. The application of the blended learning paradigm led to a rise in school literacy among fifth graders in Singaraja City ($F = 45.543$, $p 0.05$). The second finding is that the blended learning approach improved the numeracy literacy of fifth graders in Singaraja city ($F = 3, 429$, $p 0.05$). Third, the blended learning paradigm has led to an increase in school literacy and numeracy literacy among fifth-grade children in Singaraja City ($F = 24.045$, $p 0.05$).

Keywords: Blended Learning Model, School Literacy, Numerical Literacy.

INTRODUCTION

Literacy is seen as essential for modern humans to meet their basic necessities in the 4.0 industrial era. Having the ability to read and write is widely recognised as a fundamental human right in today's developed nations. Because of its status as a developing nation, Indonesia has recognised the importance of promoting literacy as a national priority. Today, thanks to the digital revolution, every piece of data can be retrieved instantly, efficiently, and inexpensively. Because of technological advancements, all data and intended interaction activities are now available digitally. To paraphrase Friedman, "the world is flat" means that traditional barriers between nations, such as physical distance and time zones, are mostly obsolete. To facilitate communication and social interaction at any time and location, digitalisation and computing have produced a new virtual world (Piliang, 2012).

The current state of education in Indonesia necessitates that new technical advances be reflected in revised pedagogical approaches at all levels of education. Since digital media can help present learning materials contextually and audio-visually, learning can take place in an interesting, interactive, and participatory manner (Rusman, 2014), making it a necessity in the digital age of education to strengthen and improve the quality of learning through the use of digital media to obtain scientific information and facilitate the achievement of learning objectives. Digital learning is essential and unavoidable because of the proliferation of digital-based knowledge narratives made possible by modern IT and the internet (Indah Kurnianingsih, 2017). So, it's time to fully adopt (digital-age literacy) the use of

digital media in learning activities that are still dominated by traditional, textual models using books as the major reference.

Literacy in numeracy includes (a) the ability to recognise and use a variety of numbers and symbols related to elementary mathematics to solve problems in a wide range of real-world settings, and (b) the ability to analyse data presented in a variety of formats (graphs, tables, charts, etc.) and use the interpretation of the results to make inferences and decisions. Because of the Pandemic, we now know that it's not enough to simply know how to count; we need to be literate in mathematics, also called numeracy literacy.

Mathematical prowess is distinct from numeracy. The difference between the two resides in the extent to which the underlying information and abilities are put to use. Knowledge of mathematics is not sufficient for numeration. One aspect of numeracy is the ability to apply mathematical principles and procedures in everyday settings, where problems are typically unstructured, have several solutions (or no answer at all), and are tied to issues outside of mathematics.

Students do, in fact, learn to divide whole numbers by whole numbers. A residual occurs when the first number cannot be divided into the second. Students are typically first shown how to write the quotient with remainder, and then shown how to write it in decimal form. Rounding is commonly used in everyday life because precise quotients (with decimals) are rarely required. If the decimal value is less than 5, it is rounded down, if it is larger than 5, it is rounded up, and if it is equal to 5, it can be rounded either way. The rule, however, does not hold true in all real-world situations. A minibus that seats 12 people may carry 40 people on an excursion, hence the required number of minibuses in this case is 3.333333. That's a lot of minibuses, so let's round down to three. But if there's only room for one person in a seat, then that leaves four people standing. So, 4 minibuses are the correct amount to order. It's important to emphasise that numeracy calls for mathematical skills that are taught in school. Learning mathematics, however, does not automatically result in improved numeracy.

In response to the aforementioned issues, researchers adopted a blended learning strategy to address the issues. Blended learning, as defined by Harding, Kaczynski, and Wood (2005), combines in-person classroom instruction with online learning resources and a variety of methods for instructor and student interaction. The goal of blended learning is not to replace traditional classroom instruction with online learning, but rather to enhance and expand upon the knowledge and skills students acquire via traditional classroom instruction. Blended learning, as defined by Bonk and Graham (2006, p.5), is the merging of two pedagogical approaches that have existed largely independently of one another throughout history: traditional classroom teaching and online learning. The importance of digital tools for blended education is emphasised.

Computers with internet connection are used in the classroom to supply students with research papers, articles, and other resources. Students are able to communicate with one another in both real-time and asynchronously. Teaching and

learning that occur at different times and in different places is known as asynchronous communication (Fenton & Watkins, 2010, p.233). In synchronous communication, both the instructor and the student are present at the same time despite physically being in different locations (Fenton & Watkins, 2010, p. 240).

Blended learning can be understood as an instructional strategy that integrates several distinct methods of instruction, any of which may make use of digital material and tools. Blended learning, in its simplest definition, is a method of education in which traditional classroom instruction is supplemented by online resources and mobile devices. Graphics, text, animation, simulation, audio, and video all contribute to the delivery of the content. Suprijono (2012:54) argues that in these situations, the teacher takes on the role of a facilitator, offering guidance without imposing an agenda on the students. With the Blended Learning model, students take on more responsibility for their own education while the instructor acts as a facilitator, allowing each student to grow as an individual while still benefiting from the classroom community.

Observations conducted at Singaraja City Elementary School in January 2021 reveal that school literacy activities are not yet fully developed. The availability of well-stocked school libraries is just one example of the reading infrastructure that may be found in some schools. Because reading is foundational to children's learning, developing their abilities, and forming their identities, this is obviously a problem. There needs to be a huge effort to raise our kids' reading levels, as they are still very poor. Making reading a regular part of pupils' routines is crucial, according to Pilgreen in Antoro (2017). Therefore, all schools, no matter the circumstances, should designate time for children to engage in reading activities.

The percentage of Indonesians that read for pleasure is less than 0.0001%, according to UNESCO statistics. That's right; only one in a thousand Indonesians is a bookworm. This low figure shows that Indonesians still have a relatively low reading culture. According to a study by Central Connecticut State University titled *World's Most Literate Nations* rated, Indonesia rated 60th out of 61 countries in terms of reading interest. Lack of access, especially in rural areas of Indonesia, has been found to be the root reason of low levels of interest and reading habits. This is one of the reasons given by the Reading Literacy Activity Index (Alibaca) compiled by the Ministry of Education and Culture.

Implementing programmes that introduce reading and writing to Indonesian children is one strategy to improve the country's literacy rate. Reading and writing should be ingrained in children from the earliest grades all the way through college. Because of this, a major initiative, the National Literacy Movement, was initiated in 2015 by the Ministry of Education and Culture. This calls for research on how the blended learning approach influences kids' ability to read and count in the fifth grade at the elementary school in Singaraja City.

METHOD

This study is quasi-experimental in nature, employing a 2 2 factorial design with a Posttest-Only Control-Group Design. Sugiyono (2012: 72) defines experimental research as "a method of studying the impact of interventions on human subjects in carefully controlled settings." Sugiyono (2012: 80) defines a population as a "generalisation area" made up of objects, subjects, and other entities that share a common set of attributes and characteristics. Sugiyono elaborated by saying that the 60 children and 30 teachers who made up the sample were representative of the entire population of fifth graders at elementary school in Singaraja.

The analysis of data in this study consisted of two phases: pre-analysis and hypothesis testing. The data analysis in this study employed parametric statistics (Manova analysis), hence a prerequisite exam was administered. Parametric statistical analysis requires certain conditions to be met, such as normally distributed data and homogeneous data distribution, as discussed by Candiasa (2010: 220). The Manova test, which is used to test hypotheses, necessitates certain modifications to this premise.

Prerequisite tests, such as those for data normality, variance homogeneity, and dependent-variable correlation, are run before the hypothesis test itself is performed. The purpose of the normalcy test is to ascertain whether or not parametric statistics can be used to test hypotheses. Chi-square analysis is performed to determine if the distribution of each group's data on school reading and numeracy is regularly distributed. If the data pass the normality test, which requires that $\chi^2 \leq \chi^2_{(1-\alpha)(k-3)}$, then H_0 is accepted (failed to be rejected). Although $dk = (k-1)$ degrees of freedom and a 5% level of significance.

To demonstrate that variations in hypothesis testing are due to differences between groups and not to differences within groups, a homogeneity test is conducted. Anava Havley was used to run the F-test to check for data homogeneity. If $F_{hit} > F_{tabel}$, then the data are homogeneous; this test has $n-1$ degrees of freedom. After ensuring that the data followed the assumptions of a normal distribution and a homogeneity of variance test, we examined the correlation between our two dependent variables. Pearson's product moment correlation is used to determine whether or not two independent variables are correlated.

RESULT AND DISCUSSION

One of the first things done with collected data is a centralised computation to determine characteristics like the mean, median, mode, and standard deviation based on research findings. Table 01 below shows the results of calculations for central measurements (mean, median, mode) and distribution measures (standard deviation).

Table 1 Summary of Calculated Literacy and Numeracy

Statistic	X1	Y1	X2	Y2
Mean	195,002	9,7667	180,932	6,6
Median	196,002	10	181,502	7
Mode	204	10	189	5
Standar Deviasi	7,97842	2,13420	8,16609	2,37358
Variations	63,655	4,555	66,685	5,634
Range	29	9	29	9
Skor Minimum	180	5	165	2
Skor Maximum	209	14	194	11
Total	5850	586	5428	396

Description:

A1Y1: School Literacy Grade V SD Singaraja City Students Who Participate in Blended Learning Learning Models.

A2Y1: Numerical Literacy Class V Elementary School Students in Singaraja City who Participate in Blended Learning Learning Models.

A2Y1: School Literacy Grade V SD Singaraja City Students who Participate in Conventional Learning Models.

A2Y2: Numerical Literacy Class V Elementary School Students in Singaraja City who Participate in Conventional Learning Model Learning.

Hypothesis testing with MANOVA was preceded by a series of pre-requisite tests. All dependent variables had to pass tests for normality, homogeneity, and correlation. The Kolmogorov-Smirnov and Shapiro-Wilk normality tests performed with the assistance of SPSS 17.00 for Windows yielded significant findings ($p < 0.05$). As a result, the learning model predicts that all data will be distributed normally. The Levene test was used in conjunction with SPSS to determine whether or not the variances in this study were similar. The analysis yielded a p -value larger than 0.05, suggesting that the computed significance numbers are statistically significant. It follows that the variables of literacy and numeracy acquired in school have a homogeneous variance-covariance matrix.

Correlation analysis revealed a price of $r_{y1y2} = -0.209$ for school literacy and numeracy data from grade V elementary school students in Singaraja city who used the blended learning model, and a price of $r_{y1y2} = 0.055$ for school literacy and numeracy data from grade V elementary school students who used the conventional learning model. Students in Singaraja City's fifth-grade elementary schools who participated in learning with a blended learning model had a lower correlation between school literacy and numeracy than students who studied with a conventional learning model, as determined by a value of r_{count} r_{label} at the 5% significance level.

The primary goal of this research was to ascertain whether or not the Blended Learning Model contributed to an increase in school literacy among fifth-grade

children at a primary school in Singaraja City. This study's hypothesis testing showed that, after adopting the Blended Learning Model, fifth-graders in Singaraja City showed significant gains in reading comprehension. $F = 45.543$, $df = 1$, and $Sig = 0.000$ were calculated using multivariate analysis data in SPSS 17 for Windows. The significance level is below the threshold of 0.05. It can be argued that the blended learning approach has significantly improved the classroom literacy of fifth-grade pupils in elementary schools in Singaraja City.

Kids who used the mixed learning model had an average school literacy score of 195, whereas kids who used the traditional learning approach had an average score of 180.9. The experimental group's mean score on the school reading test is higher than the mean score of the control group. This distinction arises from the fact that primary school pupils benefit from the blended learning model's contribution to the improvement of their school reading. This is possible because the Blended learning model is designed to foster learning motivation by providing students with learning opportunities that are both personally relevant and integrated into their everyday lives. Students' abilities to comprehend e-learning, themselves, and others are shaped not just by the Blended learning methodology, but also by the content of Blended learning.

Fisher's theory that a blended learning model can teach students to combine the advantages of online learning with face-to-face connection and the pursuit of new, long-lasting relationships is supported by the results of the study. When we talk about "conventional learning," we're referring to the kind of learning that often takes place in a classroom setting and is led by teachers. Traditional methods of education emphasise the transmission of information or the passing on of skills from instructor to pupil. The vast majority of what students learn comes straight from the instructor's mouth. Teachers sometimes view education as little more than a process of accumulating and memorising a body of knowledge. Learning under the traditional model is characterised by the teacher taking the lead and the students taking a more passive role.

The data analysis suggests that a blended learning strategy is superior to traditional instruction in boosting student literacy. This framework mixes or integrates many learning programmes to accomplish the same objectives. Blended learning refers to the use of multiple methods to acquire knowledge. Blended learning, then, is defined as an educational approach that utilises more than one mode of instruction to accomplish its aims.

The term "blended learning model" is used to refer to a scenario wherein the benefits of both online and face-to-face education can be utilised. Chaeruman (2011) defines blended learning as an approach to education that skilfully merges synchronous and asynchronous methods in order to reach specific educational goals. According to Littlejohn and Pegler (2007), in Wahyuningsih (2014: 40), synchronous learning occurs when students and teachers are in the same physical location at the same time, while asynchronous learning occurs when students and teachers are in separate physical locations at different times.

Literacy, in the modern sense, is the capacity for effective reading and writing. In addition, a person is only considered literate if he can demonstrate both an understanding and application of what he has read. Literacy development, according to Onal (2010) as cited in Sural (2018), necessitates the following skillsets: (1) factual knowledge; (2) interpretation and personal understanding of the environment; (3) information utilisation and idea generation; (4) utilisation and integration of systems; (5) application and transformation of knowledge into action. Therefore, literacy encompasses not merely the ability to read but also to comprehend what is read, to use that comprehension to produce new ideas, and to put those ideas into action. Reading and writing are intertwined in a way that cannot be broken apart, and Winch (2004) argues that literacy is crucial in helping kids acquire both skills.

According to Faizah (2016), the ability to gain knowledge by reading, observing, listening, writing, and/or speaking is what constitutes literacy in the context of GLS. The ability to read and write is crucial. Literacy and language knowledge are crucial to learning. Students' academic and personal accomplishments are influenced by the literacy norms and values they were raised with. Students might be inspired to study more through the use of blended learning. Teachers don't give students much information on the topic, but they do aim to incorporate intriguing questions and challenges into the design. Assimilation, the process of gathering data in order to create "houses of knowledge," and accommodation, the procedure of modifying the data obtained and linking it to previously obtained information, are central to this pattern, which encourages students to construct knowledge from past construction within the framework of transforming, organising, and interpreting their experiences.

Given the foregoing, it seems reasonable to conclude that the primary school literacy movement programme is an all-school, community-wide initiative to promote literacy and build a literate ecosystem. Second, this research provides empirical evidence that the Blended Learning paradigm improves students' numeracy literacy in fifth grade at elementary schools in Singaraja City. Using SPSS 17.00 for Windows to conduct a multivariate analysis, we calculated a value of $F = 3.429$, $df = 1$, and $sig = 0.000$. This is corroborated by the fact that the experimental group, on average, had a numeracy literacy score of 9.76, whereas the control group scored just 6.60. This demonstrates that compared to students who follow the traditional learning model, those who follow the blended learning approach have a higher level of numeracy literacy. If the Sig value is less than 0.05, we know that using the Blended Learning paradigm has significantly improved the numeracy literacy of fifth graders at elementary schools in Singaraja City.

The Blended Learning Model is one of the proposed new approaches to education; thanks to its reliance on technological elements, it can be applied to any subject area; furthermore, it combines different aspects of education into a method of planning that will lead to better learning outcomes for students. Blended

learning encompasses any instructional approach that incorporates elements of both traditional classroom instruction and digital media.

When we talk about "conventional learning," we're referring to the kind of learning that often takes place in a classroom setting with the help of teachers. Traditional methods of education emphasise the transmission of information or the passing on of skills from instructor to pupil. The vast majority of what students learn comes straight from the instructor's mouth. Teachers sometimes view education as little more than a process of accumulating and memorising a body of knowledge. Traditional classrooms feature teachers who are very involved in their students' education but students who sit back and take notes.

In light of the foregoing, it is incumbent upon educators to develop novel pedagogical approaches, with the student at the centre, in which knowledge is constructed in accordance with the individual's capacity. Students in a blended learning environment are encouraged to learn in a lighthearted yet purposeful manner, and they are given the freedom to explore and expound on their newfound information. Numeracy, as defined by the research, is "the ability to use numbers and other symbols related to elementary mathematics to solve everyday practical problems, to analyse information presented in different forms, and to interpret the results of the analysis in order to make predictions and sound decisions" (Kemdikbud, 2017). Numeracy can be defined simply as the capacity to understand and use quantitative information in a variety of contexts (including but not limited to the family, the workplace, and the community), as well as the ability to apply these understandings and skills. Mathematical fluency and the capacity to apply mathematical knowledge to real-world problems are signs of this competence. It also include the ability to read and interpret numerical displays of data such as charts, tables, and graphs. Improvements in both reading and mathematics are linked (Purpura et al., 2011).

Counting, mathematical relations, and arithmetic operations are the three components of numeracy literacy (Purpura, 2009). The ability to count aloud and name the total number of items is what we mean when we talk about counting. Understanding numerical relationships, such as greater, lesser, longer, and shorter, is essential for everyday life. The capacity to do rudimentary arithmetic operations, such as adding and subtracting, is referred to as arithmetic operations. The three facets of numeracy literacy discussed above are foundational to math education and should be introduced to students as early as possible up until they enter the lower grades (Jordan, et al., 2009).

Informal numeracy, numeracy knowledge, and formal numeracy are the stages of numeracy development that reveal children's arithmetic abilities (Purpura, Baroody, & Lonigan, 2013). Children at the informal numeracy stage can count consistently and identify item qualities. Children from preschool through first grade often develop informal numeracy skills. Students' numeracy skills transition to the numeracy knowledge stage as they enter the early elementary school years. Mathematical proficiency progresses towards more abstract ideas

(Sarama & Clements, 2009). In school, students are exposed to the language and symbols used in mathematics. Because arithmetic operations present mathematical issues that are not only applicable in everyday life, children study increasingly complex mathematical operations in the formal numeracy level. The four operations of addition, subtraction, multiplication, and division will all be taught to the kids. Teachers include basic mathematical operations into story problems to help pupils better grasp the concept of employing these procedures.

In theory, pupils who use a mixed approach to education will develop stronger numerical literacy skills. Literacy levels are one indicator of a program's effectiveness in teaching and learning. The learning trajectory of children is influenced by their numeracy skills. To ensure that students' learning objectives in mathematics are consistent with their expected goals, Clements and Sarama (2004) present an understanding of learning trajectory, which is a description of student thinking during the learning process in the form of conjectures and hypotheses from a series of learning designs.

The third observation is that the calculated F price for Pillae Trace, Wilk Lambda, Hotelling's Trace, and Roy's Largest Root of the effect of the Blended learning learning model is less than .05. This means that any value for the Pillae trace, the Wilk lambda, the Hotelling trace, and the largest root found by Roy is meaningful. Descriptive analysis results for both school literacy and numeracy support these findings, showing that (1) the experimental group had a higher average school literacy score than the control group, and (2) the experimental group had a higher average numeracy literacy score than the control group. Students in Singaraja City's fifth grade elementary schools who used the Blended Learning approach saw considerable gains in both reading and math comprehension.

The data analysis provided an overview of students' numeracy literacy based on their learning trajectory in resolving unstructured problem sets. In most cases, students are competent in applying what they know about numbers and how to do mathematical operations in realistic contexts. Students that are adept at applying their mathematical skills to solve problems with varying degrees of structure demonstrate this aptitude. Comfort with numbers, proficiency in utilising mathematics practically, and an awareness for and understanding of information expressed numerically are all components of numeracy (Kemdikbud, 2017). Several interviews with students elucidate their learning paths and tactics, lending credence to this assertion.

Contextuality is the foundation of numeracy. Thus, it is important that the story problems used to assess students' numeracy literacy be relevant to the students' everyday life. One strategy for helping pupils grasp the idea of applying mathematical operations is to embed such concepts into story problems. By solving narrative problems, kids can practise not only their numeracy literacy but also their reading comprehension skills. Children's proficiency in reading comprehension is connected with their capacity to think critically and solve problems in a roundabout way (Holmes & Dowker, 2013).

In this research, we are presented with numerical story problems in an unstructured format. Some pupils were able to find solutions to real-world, unstructured challenges, the findings suggested. Student projects are a good example of this. Work by certain pupils demonstrates that these students can follow a procedure to arrive at a solution to a problem. Students also reported their findings and provided explanations in written form. In addition, a few students demonstrated the ability to evaluate the analysis of the problem data in order to make predictions and draw conclusions. Students should have focused most of their attention on this final paragraph. Some pupils got really far in answering the problem, but they couldn't figure out how to finish it. Students with strong numeracy literacy skills are the ones who can draw meaningful conclusions.

Blended learning is a relatively new approach to education. Because it incorporates technological aspects, this model can be applied across disciplines; furthermore, it blends learning characteristics into a kind of learning planning that will enhance students' academic performance. The knowledge-building process is facilitated by the learning developed with a blended learning methodology. If students build their own knowledge and experience what they learn firsthand, the learning process will be more meaningful for them. Students' school literacy and numeracy will be impacted positively if the learning process is properly planned in light of this description. In addition to providing structure and direction, teachers should inspire their pupils with positive feelings about learning. As long as teachers make it a priority to provide engaging lessons that foster good emotions and boost students' school reading and numeracy, blended learning models can meet students' needs.

CONCLUSION

The analysis and discussion above lead to the following inferences: First, the implementation of the blended learning model in Singaraja City's fifth grade classrooms has led to a boost in students' reading comprehension ($F = 45.543$, $p < 0.05$). The second finding is that the blended learning approach improved the numeracy literacy of fifth graders in Singaraja city ($F = 3,429$, $p < 0.05$). Third, the blended learning paradigm has led to an increase in school literacy and numeracy literacy among fifth-grade children in Singaraja City ($F = 24.045$, $p < 0.05$).

LITERATURE

Books

It's Banu Prasetyo, U. T. (2018). The Fourth Industrial Revolution and the Peril of Irreversible Social Transformation. From pages 22-27, "National Development Strategy Facing the Industrial Revolution 4.0" is published in the proceedings of SEMATEKSOS 3.

Nyoman Dantes. (2012). *Approaches to Research*. Andi Offset, based in Jogjakarta.

- Erma Susanti, Ph. D. (2008). Creation of a Programme for Online Education. No. 5357 of the *Journal of Technology*. Author: Gilster, P. Literacy in the Digital Age. Wiley, New York, N.Y.
- Medical Doctor Gina Bukhardt. (2003). *enGauge 21st Century Competencies: Computer and Internet Literacy*. Metiri Group and North Central Regional Educational Laboratory in Los Angeles.
- A. Hartati, T. (2016). *Media-rich instruction for teaching reading and writing in far-flung West Java elementary schools*. 30-31. Edutech.
- R. Kasali. (2018). *Upheaval "Nothing Can't Be Changed Before It's Confronted Motivation Isn't Enough" Encountering Invisible Opponents in the Uber Civilisation*. Publisher: PT Gramedia Pustaka Utama (Jakarta).
- Dr. David K. (2014). *Information and communication technology-based education*. PT. Raja Grafindo, Jakarta.

Journal

- I. Bawden, D. (2001). *Conceptualising Information and Technological Literacies*. From 1 to 29 in *Journal of Documentation*.
- Ms. Christiane Schroeter, L.M. (2015). *The Effect of Instructor-Led vs. Student-Led Instruction on Learners' Capacity for Information Literacy*. *Advances in Marketing Education Journal*, 1–10.
- I. Hasan Subekti, H. S. (2017). Pre-Service Science Teachers' Capability Development through Patrap Triloka Ethno-Pedagogy in Research-Based Learning Environments: A Literature Review. *ICoMSE 2017 is the first annual International Conference on Mathematics, Science, and Education*. The Malang, Indonesia, Atlantis Press
- John Hassugian. (2008). The need for information literacy in a competency-based, university-level programme cannot be overstated. From pages 34 to 44 in *Pustaka: a journal of library and information science*.
- North-East Indah Kurnianingsih. (2017). *Prototype of a Web-based Information Literacy Curriculum for Boosting Reading Comprehension at MAN Insan Cendikia*. 13–23 in *EduLib*.
- Indah Kurnianingsih, R. R. (2017). Information literacy training for educators and school library workers in Central Jakarta to boost students' digital literacy. *Community Service Journal*, 61-76.
- As cited in Mintasih, D. (2018). Building a foundation for lifelong learning through Web-based information literacy training. *Islamic Educators' Journal / 271290*, Primary Level.
- The work of Piliang, Y. A. (2012). *The Impact of Information Technology on Contemporary Society*. *Sociotechnical Systems*, 143–156.
- M. Y. Tri Darmayanti. (2007). Distance learning using the internet is a revolutionary idea in Indonesian higher education. *Open and Distance Learning Journal*, 9(11), 99-112.
- Shao, Xiaorong, G. P., 2016. Students' Academic Performance and Writing: The Impact of Information Literacy. 670-678 in: *The Journal of Academic Librarianship*.
- Yuyun, Yulia. (2023). Literacy and Numeracy Teaching and Learning in Pandemic Outbreak: A Case Study of Private Primary School in Rural Area. *Jurnal Pendidikan Progresif*, 13,(2), 151-164, doi:10.23960/jpp.v13.i2.202301.

THE INFLUENCE OF SCIENCE TECHNOLOGY LEARNING MODEL ON SOCIETY OF SCIENCE LEARNING OUTCOMES VIEWED FROM HUMANISTIC LITERACY VI GRADE STUDENTS ELEMENTARY SCHOOL

Ni Ketut Erna Muliastri
STKIP Agama Hindu Amlapura
ernamuliastri@gmail.com

ABSTRACT

This study aims to determine the effect of the STM learning model on science learning outcomes in terms of the Humanistic Literacy of fourth grade students in Cluster II, Abang District. This research is a quasi-experimental study with a 2 x 2 factorial design. Data was collected using the test method. The data collected is the result of science learning and humanistic literacy. Data were analyzed using two-way ANOVA. The research sample was 78 elementary school students in Cluster II, Abang District. The results of this study indicate that: (1) there is a significant difference in effect between the application of the STM learning model and conventional learning models on science learning outcomes ($F_{count} = 5.724$; $p < 0.05$); (2) there is an interaction between the learning model and humanistic literacy in its effect on science learning outcomes ($F_{AB} = 4.430$; $p < 0.05$); (3) there are differences in learning outcomes between groups of students with high humanistic literacy who follow the STM learning model and students who follow the conventional learning model ($Q_{count} = 19.171$; $p < 0.05$); (4) there are differences in learning outcomes in groups of students with low humanistic literacy who follow the STM learning model with students who follow the conventional learning model ($Q_{count} = 5.703$; $p < 0.05$). Based on these results, it can be concluded that the application of the STM learning model can significantly influence the improvement of science learning outcomes for fourth graders of elementary Cluster II Abang District in terms of humanistic literacy.

Keywords: learning outcomes, humanistic literacy, STM learning models

I. INTRODUCTION

Entering the 21st century, the Indonesian nation is faced with enormous challenges. The most important, most basic and most real challenge is globalization, which is characterized by an increasingly high level of competition between countries, especially advances in science and technology. In the midst of this tight uncertainty and challenges faced by everyone, a paradigm shift is needed in the education system which must be able to provide a set of 21st century skills needed by students to face every aspect of global life (Soh, Arsad & Osman, 2010). The change in question is not a change in curriculum content, but a change in pedagogy, namely a change in action from simple action to comprehensive action and the transition from traditional teaching to technology-based teaching.

To be able to answer the challenges of globalization, one of which is realized through the development of education by creating quality human resources. Formal education is a very strategic place to improve the quality of human resources. The lessons taught in schools are expected to contribute to the development and improvement of students' abilities. One of these subjects is science. Science education for students is expected to develop scientific understanding, abilities, and

attitudes. Science education as an aspect of education has an important role in improving the quality of education, especially in producing quality human resources, namely humans who are able to think critically, creatively, are able to make decisions, and are able to solve problems and are able to apply them in life for welfare. mankind.

Various efforts have been made by the government to improve the quality of science education in general. These efforts include (1) improving the quality of teaching staff through training, seminars and upgrading of teachers, (2) improving and fulfilling school facilities, and (3) carrying out curriculum improvements. The latest curriculum that is currently being implemented at all levels of schools in Indonesia is the 2013 curriculum. However, efforts to improve the quality of education that have been carried out so far have not been satisfactory, as seen in several indicators. Several indicators show the low quality of education in Indonesia in the UNDP (United Nation Development Program) report on Indonesia's Human Development Index ranking. The Human Development Index is a composition of the rankings of educational attainment, health and income per head. Out of 174 countries in the world, Indonesia ranked 102nd in 1996, 99th in 1997, 105th in 1998, 109th in 1999 and dropped to 112th in 2000. In 2005, it was ranked 110th Indonesia is ranked 113th in the world in 2017 (UNDP, 2017).

The results of the Trends International Mathematics and Science Study (TIMSS) for grade 8 Indonesian students in the Science field show that Indonesian students are ranked 35th out of 49 countries. Indonesian students are only able to achieve a low international science benchmark (minimum score of 400) out of the top three predicates, namely intermediate science benchmark (minimum score of 475), high science benchmark (minimum score of 500), and advanced science benchmark (minimum score of 625) (Gonzales et al. al., 2009).

Based on the facts above, it can be seen that the quality of science education is still low. The low quality of education is caused by the packaging of the learning process. The learning process is still based on the assumption that knowledge can be transferred completely from the teacher's mind to the student's mind. Learning that occurs in the classroom is still centered on the teacher. Preferably in the learning process in student-centered classes. Students themselves must build knowledge in their own minds. Based on observations made at SD 3 Tribhuana, it was revealed that science learning outcomes were quite low (the average student score was 62.67). Researchers believe that teachers have tried their best to teach science to their students. It's just that teachers haven't found the right learning model in teaching science in class. Teachers still teach by deduction, namely giving directly the content of the material and not even giving students the opportunity to explore their own understanding of the material being studied (knowledge transfer). Therefore, an appropriate learning model is needed in learning science at school. One such model is the learning model of science and technology society (STM). The community science technology learning model is a learning model that links science and technology and its benefits to society (Poedjiadi, 2010).

The peculiarity of this model is that in the introduction it sets out issues or problems that exist in the community that can be explored from students, but if the teacher is unable to get a response from students it can be raised by the teacher himself. This stage can be called initiation or initiating, starting, and can also be called an invitation, namely an invitation for students to focus on learning. Apperception in life can also be done, namely associating events that students already know with the material to be discussed, so that there appears to be a continuity of knowledge, because it starts with things that students already know, which emphasizes situations encountered in everyday situations. In other words, the STM learning model is a learning model that links science and technology and its use for society. The purpose of this learning model is to form individuals who are literate in science and technology and have concern for the problems of society and the environment (humanistic) (Lestari, 2016).

For the world of education, technological developments cannot be separated from developments in the field of science. The process of developing science that has been carried out by scientists of science has had a positive impact on technological developments by creating equipment which is a product of technology. These technological products in turn bring progress in the field of science (Septiawan et al: 2014). Technological products also have unwanted impacts on society and the environment. The negative impact of technological progress arises if it is not based on the knowledge and ability to use these technological products, one of which is a lack of knowledge about natural sciences. Science education has an important role in preparing students to enter the world of life where science underlies technological development, while technology supports the development of science (Gusfarenia, 2013).

Given the important role of science, technology, society, environment and their linkages with science learning, it is very important for teachers to develop students' abilities in using technology and humanistic literacy. Humanistic literacy is an important part of realizing the National Literacy Movement. Humanistic literacy is defined as the ability to be aware of reading phenomena in socio-cultural and multicultural contexts through listening and reading and then putting ideas into writing that reflect the values of respecting others, tolerance, empathy, and caring for others. Humanistic literacy is very important in the lives of students both at school, at home and in society.

Based on the description above, efforts to improve student outcomes in the content of science lessons are applied to learning using the STM model learning by paying attention to the humanistic literacy of students.

II. METHOD

This research is a quasi-experimental research. The design of this study was a 2×2 factorial design with a sorting factor (moderator variable), namely humanistic literacy. A 2×2 factorial design was used to simultaneously investigate the effect of two treatment variables on the sample group under investigation. The use of a 2×2

factorial analysis design in this study is based on the assumption that the two variables have an influence on other variables and there is an interaction between the two independent variables on the dependent variable. This design provides an opportunity to determine the main effect (main effect) and interaction effect (interaction effect) of the independent variables on the dependent variable.

The population in this study were all grade IV elementary school students at Gugus II Elementary School, Abang District, for the 2021/2022 academic year. Based on the characteristics of the population, the sampling was done by random sampling technique, but the class was randomized. Class equality is calculated by the average score of the pilot test, then followed by using the t-test. There are 78 students in the experimental class and control class.

There are three types of variables involved in this study, namely independent variables, dependent variables, and moderate variables. The independent variables in this study are the Science Technology Society Learning Model and Conventional Learning. The dependent variable in this study is science learning outcomes. Meanwhile, students' humanistic literacy is a moderate variable.

In this study the data needed were data on science learning outcomes and data on students' humanistic literacy. The instrument used to measure science learning outcomes is a multiple-choice test, while for humanistic literacy, non-cognitive/observational instruments are used. Before using this instrument, content validity and reliability tests are carried out. Judges determine content validity. Instruments that have been assessed by judges are then tried out in the field. The purpose of testing the instrument is to determine the validity and reliability of the instrument, the difficulty level and the differential power of the instrument. For the 2 x 2 analysis of variance, several analysis requirements are needed, namely the normality test of data distribution and the homogeneity of variance test. Data measurement results were analyzed in stages according to each variable to answer research problems.

III. RESULT AND DISCUSSION

This study used a 2 x 2 factorial design with four treatment cells. Data exposure is presented in a description of the distribution of data including the average, standard deviation, which are presented in full in Table 1 below.

Table 1. Recapitulation of Science Learning Outcome Score Calculation Results

Variabel Statistic	A₁	A₂	B₁	B₂	A₁B₁	A₁B₂	A₂B₁	A₂B₂
Subject (N)	50	50	50	50	25	25	25	25
Mean	18,48	16,84	18,42	16,9	20,84	16,12	16,00	17,68
Median	18,5	17	18,5	17	21	16	16	17
Modus	21	17	21	17	21	17	15	17
Std. Deviation	3,30	2,44	3,33	2,45	2,36	2,26	2,20	2,43
Variance	10,91	5,97	11,06	6,01	5,56	5,11	4,83	5,89

Range	15	13	14	14	10	10	10	10
Minimum	10	11	11	10	15	10	11	14
Maximum	25	24	25	24	25	20	21	24
Jumlah	924	842	921	845	521	403	400	442

Testing the hypothesis in this study using two-way analysis of variance. Furthermore, if there is an interaction, it is continued with the Tukey test to find out which interaction effect (simple effect) is higher. The results of the calculation of data analysis with two-way analysis of variance from the science learning outcomes in this study can be summarized as in Table 2 below.

Table 2. Summary of Two Way Anava

by Varian	dk	JK	RJK	F _{hitung}	F _{tabel}	
					5%	1%
Antar A	1	144,5	144,5	5,724	4,32	
Antar B	1	124,82	124,82	4,944		
Inter AB	1	111,83	111,83	4,430		
In group	21	530,16	25,25			
TOTAL	24	911,31				

Based on the calculation results in Table 2, the research results can be described as follows.

First, the results of data analysis have proven that the STM learning model has a significantly different effect on science learning outcomes between groups of students who take STM learning models and groups of students who take conventional learning models. This is indicated by the ANOVA coefficient (FA) of 5.724 which is significant to F_{tabel}. Furthermore, it was proven that the group of students who took part in the STM learning model with an average score of 19.17 in the high category, higher than the science learning outcomes in the group of students who took part in conventional learning with an average score of 16.84 with medium category. So that in general the science learning outcomes of students who follow the STM learning model are better than the science learning outcomes of students who follow the conventional learning model.

Based on the data from the analysis, theoretically it can be said that the use of the STM learning model has succeeded in improving the science learning outcomes of fourth grade elementary school students. This is because the STM learning model has several advantages compared to conventional learning models. Learning with the STM model involves students more actively because students have to find information themselves that are used to solve problems. Students also get the opportunity to act as decision makers in solving problems. The concepts that students learn are not only sourced from textbooks but also from the community so that science learning materials with the STM model can go beyond what is stated in the curriculum.

The findings in this study indicate that there are significant differences in learning outcomes between groups of students implementing the STM learning model and groups of students implementing conventional learning models

according to research conducted by Suprianto and S. Ida K. (2016). STM emphasizes teaching that is more concerned with skills, processes, systems than content coverage and tests. The learning process carried out is also based on student initiative and responsibility. Students try to understand, find sources of information, and solve problems given by the teacher. STM helps develop students' thinking skills in solving real-world problems.

The implementation of each stage is very supportive and determines the success of learning as a whole. Learning is flexible because the teacher is free to apply various learning strategies and methods. This provides opportunities for students to practice divergent thinking, student-centered class discussion group work, problem solving, simulation, decision making, and debate using learning resources available in the community.

Second, the results of data analysis on the effect of the interaction between the Science Technology Society (STM) learning model and students' humanistic literacy on science learning outcomes show that the calculated $F_{AB} = 4.430$ is greater than $F_{table} = 4.28$; $F_{AB} = 4.430 > F_{table} = 4.28$. This means that H_0 is rejected and H_1 is accepted, so that there is an interaction between the learning model and humanistic literacy in its effect on science learning outcomes.

Looking at the research data, it was found that humanistic literacy provides space for students to practice understanding and using information in various forms from a very wide variety of sources which are accessed via computer devices. Conceptually, the community science and technology approach (STM) can be associated with the assumption that science, technology and society have reciprocal relationships, complement each other, are interdependent, influence and support each other in bringing together human demands and needs and making people's lives better and better. easy. The use of computer devices in humanistic literacy makes it easy for students to access information related to subject matter. Humanistic literacy includes the ability to access information from various sources, manage the information obtained, integrate the information, make decisions, adapt the information, and communicate the information obtained. Humanistic literacy included in the STM learning model will have an impact on the science learning outcomes of fifth grade students. STM learning uses a lot of learning resources that exist in the community related to material and technological issues that will be studied.

Third, based on the results of the advanced test analysis using the tukey test (Tukey's HSD Test), the difference in learning outcomes in the group of students with high humanistic literacy who followed the STM learning model and students who followed the conventional learning model was $= 19.171$ ($Q_{count} = 19.171$). Q_{table} value at $\alpha = 0.05$ with degrees of freedom $(n_1 + n_2 - 2) = 48$ of 2.83, $Q_{count} > Q_{table}$ ($df = 48, \alpha = 0.05$). This means that the students' science learning outcomes between the two groups differed significantly. When compared to the average learning outcomes between the two groups, it is known that in the group of high humanistic literacy students, the average score of students who follow the STM

learning model is 20.84 greater than the average score of students who follow the conventional learning model of 16.00. Thus the learning outcomes of students with high humanistic literacy in students who follow the STM learning model are higher than students who follow conventional learning models.

This Community Technology Science (STM) learning model is a learning model that emphasizes providing community science and technology issues that exist on a local, national, and international scale and is linked and matched to the learning topics discussed in the lesson. And the impact of linking and matching certain issues can enable students to cultivate environmentally responsible attitudes and proposed solutions. The STM learning model has a general syntax starting from the syntax of invitation, exploration, explanation and solution, and follow-up. As with the Invitation Phase, students are able to explore issues or problems in advance of students, connect new learning with previous learning, and identify issues or problems in society related to the topics discussed. Furthermore, in the Exploration phase, students formulate specific questions on identified science and technology issues, practice science process skills, and group discussions to generate conclusions. The Explanation and Solution Phase, provides opportunities for students to build concepts and propose solutions to problems faced by the community related to the material obtained by students solely based on information from exploration activities. Furthermore, in the Follow-Up Phase students explain natural phenomena based on concepts that are arranged according to the problems that have been found.

Students' humanistic literacy is trained at every stage of learning activities such as the ability to think critically, creatively, and innovatively. According to the Ministry of Research, Technology and Higher Education's concept of human literacy, aspects of human literacy can be implemented in science learning by strengthening communication, collaboration, critical thinking, creative and innovative skills. Humanistic literacy initiated by the government places more emphasis on strengthening human resources/HR who have the advantages of communication and collaboration.

For students with high humanistic literacy, the learning stages in the STM model are able to encourage students to think critically and be able to solve problems in a humane way. In addition, students are trained to understand and communicate ideas. After understanding what has been learned, students are encouraged to share ideas that have become ideas as they have obtained through literacy activities. The ability to cooperate in doing work with other people, therefore with humanistic literacy students are trained to work with other people, other groups, other fields, in a humane way.

The implementation of humanistic literacy programs is expected to encourage students and other school members to support 21st Century skills, as explained by the use of computers to support 4C (Zoraini, 2014), The Four Cs of 21st Century Skills, namely (1) Critical Thinker, students are encouraged to think critically and be able to solve problems by being given problems in learning, being

provoked to ask questions, and trying to find solutions to problems by searching for various information via the internet; (2) Communicator, students are trained to understand and communicate ideas. After understanding what has been learned, students are encouraged to share ideas that have become ideas as to what they have obtained through literacy activities; (3) Collaborators, the ability to cooperate in doing work with other people, therefore with humanistic literacy students are trained to work together with other people, other groups, other fields, by sharing information and experiences through computer media; (4) Creator, the ability to be a creator is needed to produce high quality work. The humanistic literacy movement in school literacy activity classes is now starting to shift from conventional literacy using print media to electronic media which is commonly called humanistic literacy.

Fourth, based on the results of the advanced test analysis using the tukey test (Tukey's HSD Test), the difference in learning outcomes in the group of students with low humanistic literacy who follow the STM learning model and students who follow the conventional learning model is $= 5.703$ ($Q_{count} = 5.703$). Q_{table} value at $\alpha = 0.05$ with degrees of freedom $(n_1 + n_2 - 2) = 48$ of 2.83, $Q_{1count} > Q_{table}$ ($db = 48, \alpha = 0.05$). This means that the students' science learning outcomes between the two groups differed significantly. When compared to the average learning outcomes between the two groups, it is known that in the group of low humanistic literacy students, the average score of students following the STM learning model is 16.12 which is smaller than the average value of students following the conventional learning model of 17,68. Thus the learning outcomes of students with low humanistic literacy in students who follow the STM learning model are lower than those of students who follow the conventional learning model.

Warpala (2015) states that the conventional learning model is a learning model that is commonly used by teachers in their daily teaching classes. The conventional learning model is a learning model that is linear and is commonly applied in everyday learning. This means that the conventional learning model is a learning model that is routinely carried out by teachers in teaching material in class and learning is still linear from one part to another. Learning that applies in schools at this time learning is done in class orientated at the opening-presenting-closing stages. According to Arnyana (2004) the conventional learning model has the following characteristics: (1) the existence of learning objectives and the influence of the model on students including the procedure for assessing learning outcomes, (2) the syntax or flow of learning activities, and (3) the management system and learning environment models needed for certain learning activities to take place successfully.

STM learning which provides space for the use of computer devices both hardware and software as well as internet access has an impact on increasing students' ability to be literate about the development of humanistic technology which should be in line with the development of humanistic literacy.

IV. CONCLUSION

Based on the findings of the research results, the following conclusions are obtained.

1. The research findings show that there is a significant difference between the application of the STM learning model and the conventional learning model on science learning outcomes.
2. The research findings show that there is an interaction between the learning model and humanistic literacy in its effect on science learning outcomes
3. The research findings show that there are differences in learning outcomes in groups of students with high humanistic literacy who follow the STM learning model with students who follow conventional learning models
4. The research findings show that there are differences in learning outcomes in groups of students with high humanistic literacy who follow the STM learning model with students who follow conventional learning models.

REFERENCES

- Gonzales, P., Leslie, J., Stephen, R., David, K., & Summer, B. 2009. Highlight from TIMSS 2007: Mathematics and science achievement of u.s fourth-and eighth-grade students in an international context. *Institute of education Science*. Tersedia pada <http://nces.ed.gov/pubs2009/2009001.pdf>. diakses pada 3 Nopember 2018
- Gusfarenia, D. 2013. Model Pembelajaran Sain Teknologi Masyarakat (STM). *Jurnal Edu- Bio* 4: 21-31.
- Lestari, 2016. Penerapan Model Pembelajaran Sains Teknologi Masyarakat (STM) untuk Meningkatkan Hasil Belajar Fisika Siswa Kelas VIII SMPN 3 Mataram. Tersedia pada *Jurnal Pendidikan Fisika dan Teknologi (ISSN. 2407-6902)* Volume II No 3, Juli 2016
- Nasrullah. 2017. Materi Pendukung Literasi Humanistik. Jakarta: Kemdikbud.
- Poedjiadi, A. 2010. Sains Teknologi Masyarakat Model Pembelajaran Kontekstual Bermuatan Nilai. Remaja Rosdakarya: Bandung.
- Silvana dan Cecep. 2017. Pendidikan Literasi Humanistik di kalangan Usia Muda di Kota Bandung. Termuat pada *Jurnal PEDAGOGIA: Jurnal Ilmu Pendidikan UPI*
- Soh, T., Arsad, N., & Osman, K. 2010. *The relationship of 21st century skills on students' attitude and perception towards physics*. *Procedia Social and Behavioral Sciences*, 7(C), 546–554
- Suprianto dan S. Ida K. 2016. Pengaruh Penerapan Pendekatan Pembelajaran Sains Teknologi Masyarakat (STM) terhadap Peningkatan Hasil Belajar Siswa di SMA Hidayatun Najah". Tersedia pada *Jurnal Gravity (Jurnal Ilmiah Penelitian dan Pembelajaran Fisika)* Vol. 2 No. 1 (2016)
- UNDP Indonesia, Indonesia Human Development Report. 2017. The Economics Democracy: Financing Human Development in Indonesia. Published *Jointly by BPS-Statistic Indonesia*.
- Warpala, I W. S. 2015. Pengaruh Pendekatan Pembelajaran dan Strategi Belajar Kooperatif yang Berbeda Terhadap Pemahaman & Keterampilan Berpikir Kritis dalam Pembelajaran IPA SD. *Disertasi*. Malang: PPS Universitas Negeri Malang

STUDENT NEEDS ANALYSIS TOWARDS INTERACTIVE LMS-BASED LEARNING MATERIALS IN ENGLISH FOR SPECIFIC PURPOSES CLASSROOM

Putu Tika Virginiya^{1*}, Raden Roro Rieta Anggraheni²,
Sang Ayu Made Krisna Dewi Natalia³, I Putu Yoga Laksana⁴

^{1,2,3}Tourism, Politeknik Negeri Bali, Indonesia

⁴Business Administration, Politeknik Negeri Bali, Indonesia

tikavirginiya@pnb.ac.id

ABSTRACT

Learning Management System (LMS) has been massively used particularly in the post-pandemic of COVID-19. LMSs are still used in face-to-face classrooms these days as an implementation of “green” practice although it is considered not very successful by some especially in English for Specific Purpose (ESP) classroom which focuses on speaking and communication skills. This research aims at analysing the needs of the students of Tourism Business Management Study Program in Politeknik Negeri Bali in order to develop more interactive LMS-based learning materials in ESP classroom. In conducting the research, the descriptive exploratory method was used. The research subject was the first semester students of the Tourism Business Management in Politeknik Negeri Bali. One lecturer and 57 students determined through purposive sampling were given questionnaires and interviewed. It can be concluded from the interview result that LMS is used only for sharing learning materials, while the questionnaires show that more interactive learning materials need to be developed to encourage independent learning and enable recurring reviews of the materials.

Keywords: LMS; needs analysis; ESP

INTRODUCTION

Technological advancements have occurred in various sectors, particularly in the educational field which demands educators or teachers to use and make use of technology. Learning Management System (LMS) is one of the instruments more beneficial in the post-pandemic era, where physical contacts are restricted and green classroom environment is encouraged. LMS is a general term portraying various systems which provide students, teachers, and online educational service administrators (Santiana et al., 2021; Sumardi & Muamaroh, 2020). The use of LMS has been helping many EFL teachers since it is seen that the education paradigm is more successful in an active and student-centered learning environment. However, although a driving force behind online courses, an LMS is still limitedly provided in conventional face-to-face settings. The underuse of an LMS in traditional higher education courses is believed to be the issue (Washington, 2019).

In vocational settings where English for Specific Purpose (ESP) is emphasized, the graduates are expected to be able to use English in industrial operations. ESP refers to a teaching method for specific students learning English for specific jobs or workplaces. ESP provides English language teaching relevant to the students' needs in their workplace (Bekteshi, 2019; Benavent & Peñamaría, 2011; Ronaldo, 2016). In a more specific context in which English is for Tourism Purpose (ETP), the role of

LMS has proven to be important. A study conducted by Pireddu (2021) which integrated LMS to Collaborative Strategic Reading (CSR) in a distance learning showed that the students' learning rhythm was slower so that they more concentrated on reading. Suharto (2022), in his research concluded that e-learning materials in the forms of e-module and video were the best option to teach Meetings, Incentives, Conferences & Exhibitions (MICE) course online. Besides, LMS is a better e-learning tool compared to Youtube in the teaching of MICE. The ability of LMS to be coupled with other online learning platforms or media tremendously supports the diverse demands of ETP learning materials so that they can aid in motivating students and increasing their level of engagement with or without in-person interactions.

A thorough planning is required for an online learning programme using LMS systems to be successful. Additionally, the usage of LMS was occasionally thought to be successful, particularly in the field of teaching English (Chovancová, 2014; Rymanova et al., 2015; Sari et al., 2020; Tawalbeh, 2017; Wahyuni & Rozi, 2020). Numerous research on the use of LMS and e-learning have been conducted, starting with those using commercial LMSs like Google Classroom, Moodle, Canvas, Instructure, and Blackboard (Al Khoeri et al., 2021; Fatimah & Nurfitriani, 2022; Garcia et al., 2021; Hendrawan et al., 2022; Hutahaeon, 2021; Salekhova et al., 2019; Tawalbeh, 2017; Triana et al., 2021). Baldwin & Ching, (2019) for example, discussed about Canvas Instructure which was at that time released as the second biggest LMS used by universities in the United States of America. The study was useful for anyone interested in planning and creating online resources, especially as it focused on the Canvas Course Evaluation Checklist (CCEC).

As the force on using LMS as a tool to help reach students learning from home in online classroom settings, flipped-classroom has become a trend. As research conducted by Washington (2019), that the students had to access the LMS each week and finish assignments that matched their in-person training. Monthly evaluations and weekly check-ins have been utilised to gauge the process. Many other research showed positive results on different aspects on the implementation on LMS. This tool has been widely used not only for storage of learning, but also enhances students' competence and encourages students' learning motivation: effectiveness in teaching writing and improving students' self-regulated learning (Sukerti et al., 2020), ESP students' vocabulary learning, retention and attitude (Rezaei Fard et al., 2021), perception on the use of LMS in blended flipped-instructed ESP classes (Virginiya, 2023), creative thinking abilities and self-regulated learning on project-based learning (Sudianto et al., 2019), etc. A new generation of information consumers may now meet their thirst for knowledge without having to gather in a physical location thanks to the development of advanced communication technologies and mobile devices (Turnbull et al., 2020).

Implementation of the Merdeka Belajar (Freedom to Learn), Kampus Merdeka (Independent Campus) programme of the Indonesian Ministry of Education and Culture, with a focus on the right of students to spend up to three semesters outside

of their programme, is still limited to discussion, particularly for English subjects. In reality, the implementation of this curriculum innovation is not as straightforward as anticipated because the study programme encounters a number of administrative and technical difficulties when assisting students in pursuing their studies (Krishnapatria, 2021). Making sure that students' education is engaging, relevant, encourages creativity and critical thinking, and promotes independence is not an easy task. It is crucial that lecturers have the foresight to develop designs and pedagogical methods that can engage students and maintain their motivation to learn (Ginaya et al., 2021). Regardless of all the research and studies, LMS is merely a storage of learning materials given by teachers to their students and still widely used only for online classroom settings (Adedoyin et al., 2023) even though some has combined or "blended" the learning of onsite and online (Al-Abdeli, 2017; Capone et al., 2017; Choi, 2021; Jureynolds et al., 2023; Malynda, 2020; Rezaei Fard et al., 2021; M. Rudneva et al., 2020b; Sukerti et al., 2020; Talis et al., 2018; Virginiya, 2023). Therefore, based on the elaborated background, this research aims at analysing needs on the students of Tourism Business Management in learning English for Specific Purposes, especially English for Room Division subject, with the incorporation of Learning Management System.

LITERATURE REVIEW

English for Specific Purposes (ESP)

According to Tomlinson (2003), The word "ESP", which stands for English for Specific Purposes, refers generally to teaching English to students who are doing so for academic or career-related purposes. Additionally, ESP places a greater emphasis on pupils who acquire particular skills while studying and makes a substantial contribution to their English acquisition. It is the result of more than 50 years of research and classroom application, and it has a significant impact on classrooms at universities and places of employment around the world. The fundamental tenet of ESP is that learners' demands vary greatly depending on their long-term academic or professional objectives, which is why ESP has recently gained such prominence in colleges all over the world (Hyland, 2022). There is a growing understanding that when students attend college and eventually the workforce, they must take on new roles and interact with knowledge in new ways.

Hyland (2022) further mentions that the five most important characteristics of ESP are needs analysis, genre analysis, communicative teaching methods, ethnography, and social constructionism. Needs analysis is the first phase in designing an ESP course and is done to determine the "what" and "how" of a course. The core of ESP is looking into the particular skill sets, texts, and language that a certain group of learners must learn. It influences its curricula and resources and serves as a vital link between perception and practise, aiding ESP in staying grounded by taming any excesses of theory-building with concrete examples. To see language as a system of options that later enable users to most effectively communicate their intended meanings, genre analysis is required. Additionally,

this is done to investigate and clarify the academic and professional genres that will improve learners' employment prospects.

In addition to close analyses of texts, ethnography is a type of research that explores contexts and tries to appreciate the participants perspectives on writing, reading and using texts, drawing on the understandings of insiders themselves. In relation to ESP, this has been very crucial (Paltridge, Starfield & Tardy in Hyland, 2022) for three main reasons, such as providing valuable insights to target contexts, helping to identify what happens in the production, distribution, and consumption of texts. Concerning the communicative teaching practices, ESP frequently depends on communicative techniques that involve activities that require students to negotiate meaning, portfolios, activities that raise awareness, and techniques that have students reflect on their text selections. Meanwhile, social constructionism establishes a research approach that is centred on exposing the genres and communicative conventions that represent and create membership in academic and professional communities.

LMS-Based Learning Materials Design

In order to create teaching resources to a learning module, they should consist of subject matter, instructional techniques, and assessments for usage independently to develop the required competencies (Anwar, 2010). There are three categories of learning modules: (1) conventional or physical teaching materials: books and other printed materials, for instance; (2) electronic teaching materials which can be accessed through electronic devices that store the module; (3) online teaching materials which can be accessed through electronic devices from any time and any location; however, under a note that there should an internet network (Phillips, 2015).

The notion of Learning Management System (LMS) was far introduced as VLE (Virtual Learning Environment) by Harmer (2008). It was before the mobile application was emerged that it was still a web-based platform in which the learning materials can be stored. Learning management systems (LMSs) are increasingly being used by academic institutions as a component of their educational management system to enhance the teaching and learning process in higher education that most of the universities were using different LMS systems for the academic activities across US, UK, Canada and Australia (Aldiab et al., 2019). A characteristic of LMSs can improve communication between students and lecturers as well as between lecturers and students (Putri & Sari, 2020). It is accessed by students on the Internet, and they cannot only find contents such as documents, audios, and lecturing videos, but also do activities such as completing quizzes, questionnaires, and tests or using communication features such as discussion forums or texts and audio chats. LMS, a web-based integrated learning management system (Azizah, 2020), is highly preferred especially in the COVID-19 post-pandemic era. The online learning activities using LMS have resulted in various experiences and perceptions from both teachers and students. Hence,

online content is theoretical and subpar, making it difficult for pupils to successfully practise and learn. However, systematic planning is needed to determine and define the pedagogical aspects in a module design (Dhawan, 2020).

Interactive Learning

The idea of the ideal learning resource has altered with the development of technology in education. People begin to consider how interactive the learning material should be as they progress. Duh & Krašna, (2010) stated that the brand-new educational material needs to be interactive and actively include the pupils in the learning process. Today's majority of educational institutions are equipped with adequate information and communication technology, enabling interactive classroom instruction. According to Dewi et al., (2022), digital tools and services for computer-based systems that respond to user input by displaying content including text, moving pictures, animation, video, audio, and video games, collectively known as interactive multimedia, are typically referred to as interactive learning. Noor & Aisyah (2018) also stated that making use of computer-based media allows for the creation of engaging and interactive learning materials. Additionally, it may increase kids' interest in learning.

Huang & Liu (2014), according to their paper, constructivism theory is where the interactive learning theory originates. According to this theory, learning is an interactive process while teaching often combines a number of approaches to create each student's individual learning style and has the power to generate new knowledge. It demonstrates how students should learn through interactive learning as they engage in it. Techniques that actively ask students to learn something should be used by teachers. Nowadays, educational institutions focus on the pedagogical components of education, where interactive learning is used to enhance the learning process. After engaging in interactive learning, it is anticipated that students would be able to reorganise and restructure their accomplishments into a logical sequence.

Numerous scholars have conducted study on interactive learning, and it demonstrates how interactive learning enhances students' learning. The research conducted by Li et al. (2018) about the impact of interactive learning materials on self-regulated learning and learning satisfaction among primary school teachers in Mongolia revealed that these materials have a significant impact on the connections between internal motivation and learning satisfaction as well as the motivation for better assessment. Another research conducted by Supratman (2018) entitled Interactive Learning Method Based on Information Communication Technology also backed up the beneficial effects of using interactive learning in the classroom. The findings of this study demonstrated that students' critical thinking skills can be improved through interactive learning. Additionally, it encourages pupils to develop the confidence necessary to make forceful arguments both vocally and in writing.

Needs Analysis

A needs analysis is a difficult task (Hyland, 2022) and six types of sub-analyses were identified by Bocanegra-Valle (in Hyland, 2022). They are: (1) target situation analysis, in which to obtain what students should understand in the target scenario; (2) discourse analysis, to analyse the target language based on the context; (3) present situation analysis, to obtain what students can and cannot accomplish currently in relation to the objectives; (4) learner factor analysis, that is a combination of desired tactics, viewpoints, course expectations, etc.; (5) teaching context analysis, in order to measure resources, time, the abilities and attitudes of teachers, etc.; and, (6) task analysis, to recognise necessary tasks in the intended situation.

In the context of English for Specific Purpose, practitioners and material writers are thought to value needs analysis since it allows them to understand more about the needs of their actual students. It is because the educators ought to think about utilising authentic, real-world resources that correspond to the target audience's area of expertise (Lapele, 2019). One of the phrases in ADDIE, which stands for Analyse, Design, Develop, Implement, and Evaluation, includes common analytical procedures such as needs analysis, learner analysis, context analysis, and content analysis (Ghani & Daud, 2018). It is one of the most widely used instructional models for creating an educational system or programme, particularly when creating learning materials. Learning objectives are the phase's output and are used as the design phase's input in the following ADDIE phase.

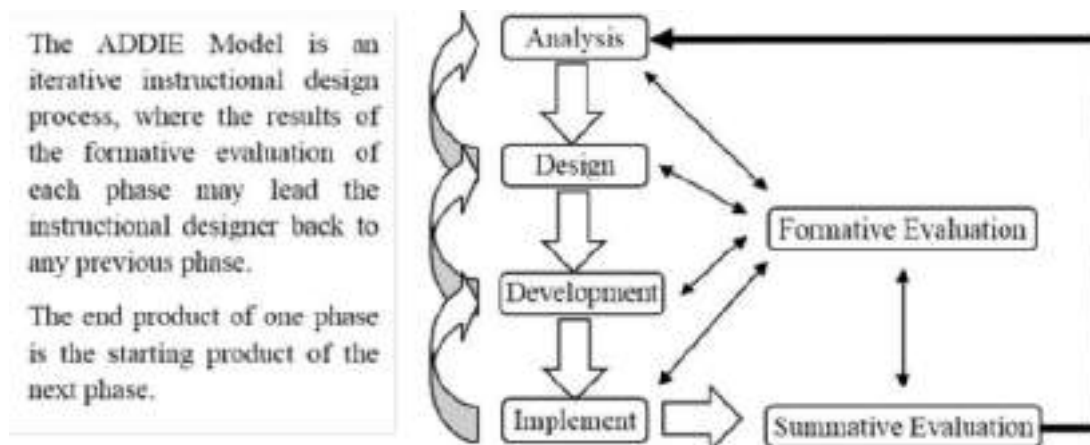


Figure 1. ADDIE Framework (Ghani & Daud, 2018)

The phases of the ADDIE process, from analysis to evaluation, are depicted in the figure. The phase of the initial analysis is when the issue is recognised, clarified, and a fix is suggested. Prior to the creation of the instructional materials, this step also establishes the project's objective. Here, the designers put their focus on the project's objectives and target users. In order to assess four factors—the learners, instructional goals, instructional analysis, and learning objectives—educators first examined the learners.

The learner is the first element to be analysed. In order to select the areas that need to be focused on and the solutions to their language learning challenges, educators must first investigate the students' prior knowledge and current issues. Teachers must also decide on the clear objectives for this product education. When there is a defined purpose, it is simpler to create a very effective lesson design. The process of instructional analysis is extremely challenging and difficult. Teachers will begin planning the crucial activities that must be performed to accomplish the goals after they have defined them. Therefore, the teachers will make a list of all the crucial elements that must be included in the design of the learning materials in order to change the classroom atmosphere. The study aims to guarantee what tasks students ought to be able to perform after education is finished. The educators follow the course outline that has been implemented in the institution and refer to it while analysing the learning aim and learning outcomes.

METHOD

This research employed Research & Development (R&D) using ADDIE (Analysis, Design, Development or Production, Implementation or Delivery and Evaluation) as the development model. This model was developed by Dick and Carry in 1996 and was used to design a learning system. The first stage in this research model is needs analysis. By using needs analysis, data in the form of research problem can be obtained which will then be further analysed to find a suitable product development for solving the problem.

In order to collect the data required, a set of questionnaire was distributed as the research tool followed by structured interviews and classroom observation. The subject of this research was the first semester students of the Tourism Business Management Study Program Politeknik Negeri Bali and one lecturer who taught the ESP course. Using purposive sampling, 57 students were selected based on certain considerations to reach more representative information (Sugiyono, 2010). The data were obtained through questionnaires and structured interviews, with the students about their learning needs and the lecturer about the learning process done. The research result was reported in the form of descriptive statistics for a more comprehensive explanation.

Following the analysis should be obtained - needs, learners, context and content, the questionnaire covers statements and questions related to students' English competence, technology familiarity, expected outcome of the subjects, and estimated topics and activities should be covered in the subject of English for Room Division. Besides, English for Room Division classroom observation and interview were also conducted to gain more knowledge about the current situation and learning objectives expected to achieve by the institution.

FINDINGS

Based on the result of the survey to all samples regarding the levels of English competence which was examined through open-source applications such as EF set,

more than a half of the samples were in Elementary and Pre-Intermediate levels with total of 63,2%. However, most of the students admitted that they were unconfident to communicate in English for various reasons such as limited vocabulary, being hesitant about correct pronunciation, being unsure about grammar, and being unfamiliar with different accents in English. The distribution of the students' English competence levels is illustrated on the following diagram.

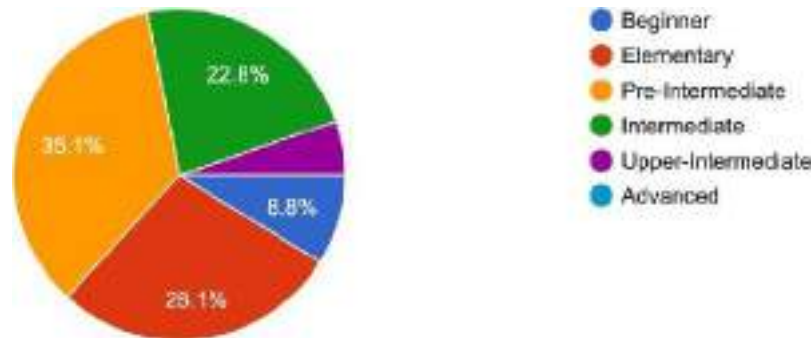


Figure 1. The students' English competence levels

In regards with the result in Figure 1, the majority of the students, 43,43%, revealed that they learned English to practise English more and they considered speaking competence important, while 21,21% students were eager to practise listening in English. Respondent #23 mentioned that the three most important thing to be emphasized more on English for Specific Purposes are conversation practice, listening, and pronunciation practice as lack of those would lead to miscommunication and misunderstanding to the other speaker. More detailed data about the English skills and components that the students wanted to practise can be seen through the following diagram.

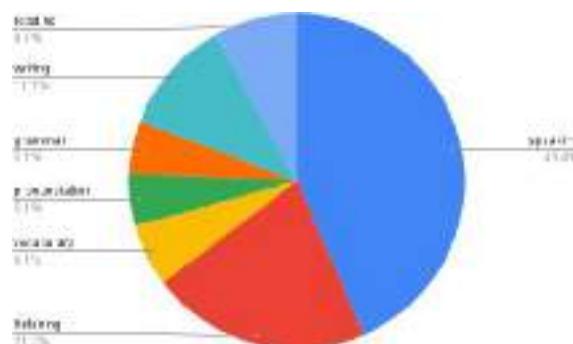


Figure 2. Important components to practise in English

In order to interpret the English components shown in Figure 2, it is necessary to have certain methods of English exposures during the learning activities. Based on this consideration, almost all of the students agreed that practices should be given more portion than theories in ESP learning process, and 28,9% students thought that gamification was needed during ESP learning process. Boring

situations were also seen in some points of the teaching process observed by the researcher, especially when it came to conversation practice in which the lecturer asked some students to perform in front of the class, while others were waiting without another tasks assigned. Respondent #46 suggested that there should be activities with handphones which can be related to the topics discussed in order to have more practice.

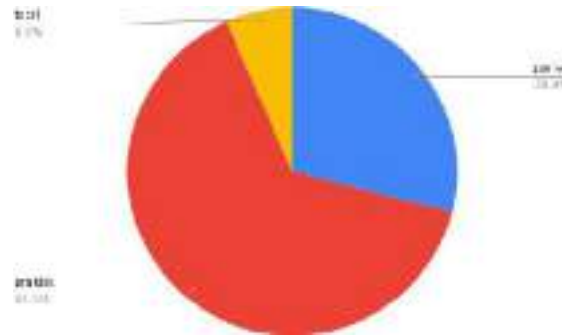


Figure 3. Types of exposures in English for Specific Purpose Learning

DISCUSSION

Content and Context Needs Analysis

The learning process in the English for Room Division course is expected to be able to accommodate a learning process which emphasize English speaking and listening practices more to help the students get familiarized before entering the industry and the working world. This is in accordance with (Goh, 2012) who states that accentuate incidental speaking and listening skills when learning ESP. The students are also expected to expand their vocabulary in context through a lot of listening practise in English, particularly by listening to audio spoken by native speakers. The other parts of the language, including intonation and pronunciation, are also very important since they directly affect how enunciation and polite context are developed.

In addition to emphasising the value of speaking and listening skills, educational materials must be created in a way that permits 'link and match' with the business world so that the knowledge taught to students during the learning process is sustainable knowledge (Fatmasari, 2016). For English for Room Division course in the second semester, In addition to having a section on cross-cultural understanding that is essential for the students to know so they do not experience "culture-shock" when they enter the working world and can prevent miscommunications, the learning materials must be in line with the demands of the industry and the working world. A study must be done to identify a good learning approach or method that also focuses on the desired goals in order to blend linguistic material, core content, and cultural content. Therefore, it is concluded that the materials should cover situational topics associated with Room Division in sequential order from handling reservation to handling check-outs in Front Office

Department, including handling turndown services and laundry services in the Housekeeping Department.

Technological Context Needs Analysis

Based on the observations during the English for Room Division course, the students' enthusiasm towards the learning process was still low. There were several challenges during the teaching-learning process including: 1) the participation of the students was quite low, 2) the teaching material used was in the form of e-handout (PDF) shared in LMS, and 3) the learning model used was presentation-discussion. Furthermore, the learning strategies which have been implemented are presentation-discussion and research project-based learning. The ESP lecturer agreed that for the other ESP courses such as English for Room Division in Semester 2, learning materials for more independent or self-regulated learning needs to be developed. Independent study resources are anticipated to increase conceptual understanding and broaden students' knowledge. It is strengthened by (Bowen & Thomas, 2022) that self-regulation is a component of a well-established research paradigm in educational psychology that has been widely used to learning environments.

On the other hand, English for Room Division is a newly implemented course due to a curriculum amendment, from the old curriculum to MBKM (*Merdeka Belajar - Kampus Merdeka*) or Freedom to Learn - Independent Campus, a curriculum released by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2020. The literature used in the class has been from the old course, English for Front Office, which are all old sources in foreign languages. Moreover, English for Room Division is expected to focus not only on English for Front Office, but also on English for Housekeeping.

In addition, there must be more maximum use of LMS, in which LMS does not only function as a media to download handouts or to upload assignments. Interactive LMS-based materials need to be developed so that students can do activities in LMS, check their learning results independently, monitor and review materials independently to be able to reach at least the minimum score expected by the lecturer, as well as further utilize LMS which can be accessed anywhere and anytime from any device (M. A. Rudneva & Valeeva, 2017). The course lecturer also hopes that LMS can be used as a 'greener' substitute for *Lembar Kerja Mahasiswa (LKM)* or student worksheets.

Instructional Goals Needs Analysis

In terms of expected activities, in relation to the results showed in the questionnaire, students mentioned that they are more encouraged to a fun and interactive learning. Even though the conversation practice was mostly conducted in the English for Specific Purposes classes, more engaging activities are adhered to be conducted. Gamification is an attractive and engaging tool which could have potential impacts on the educational system that could increase students'

motivation (Yamani, 2021). There was actually a room for improvement in the learning materials stored in the institution's Learning Management System. However, due to lack of several features, such as embedding videos that lead students to open several windows through their devices, might be a burden.

Besides, based on the observation, the instructions on the materials attached in the Learning Management System were dependent onto the lecturers and the quizzes were in queue, waiting for the lecturers to score. There were fully controlled and provided minimum freedom to students to have self-directed learning. As Garrison's popular model of Self-Directed Learning (SDL), the instructional design should have three aspects, namely self-management, self-monitoring, and motivation (Zhu & Bonk, 2019).

CONCLUSION

Based on the research result, it is concluded that English for Specific Purpose (ESP) materials in the Tourism Business Management Study Program Politeknik Negeri Bali need to be developed, particularly because English for Room Division, as one of the ESP courses, has just recently been implemented due to the curriculum amendment. The usefulness of the existing Learning Management System (LMS) must be reviewed and evaluated, and other systems that can maximise the functions on LMS need to be considered, so that they do not merely function as a material storage, but also function as *Lembar Kerja Mahasiswa (LKM)* or student worksheets. The content must be developed using a suitable approach to optimize the learning process, not only on the language side, but also the content side.

REFERENCES

- Adedoyin, A., Enebe, F. O., Oyekunle, R. A., & Balogun, N. A. (2023). Design and Implementation of an Online Teaching and Learning Management System. *FUDMA Journal of Sciences*, 7(1), 148–155. <https://doi.org/10.33003/fjs-2023-0701-1266>
- Al Khoeri, A. F., Nuraini, W., Ramdani, R., & Agum, S. (2021). *The Implementation of Canvas to Enhance English Teaching and Learning*. <https://doi.org/10.32996/jeltal.2023.5.2.22>
- Al-Abdeli, Y. M. (2017). Flipped classes: Drivers for change, transition and implementation. *The Flipped Classroom: Practice and Practices in Higher Education*, 193–209. https://doi.org/10.1007/978-981-10-3413-8_12
- Aldiab, A., Chowdhury, H., Kootsookos, A., Alam, F., & Allhibi, H. (2019). Utilization of Learning Management Systems (LMSs) in higher education system: A case review for Saudi Arabia. *Energy Procedia*, 160, 731–737. <https://doi.org/10.1016/j.egypro.2019.02.186>
- Anwar, I. (2010). Pengembangan bahan ajar. *Bahan Kuliah Online. Direktori UPI. Bandung*.
- Azizah, E. N. (2020). Using Learning Management System , Edmodo, for Sociolinguistic Learning: A Case Study at English Education. *Academica :*

- Journal of Multidisciplinary Studies*, 2(1), 61–70.
<https://doi.org/10.22515/academica.v2i1.2239>
- Baldwin, S. J., & Ching, Y.-H. (2019). Online Course Design. *The International Review of Research in Open and Distributed Learning*, 20(3).
<https://doi.org/10.19173/irrodl.v20i3.4283>
- Bekteshi, E. (2019). The Effects of YouTube in ESP Classes. *Knowledge International Journal*, 34(2), 511–516. <https://doi.org/10.35120/kij3402511b>
- Benavent, G. T., & Peñaromía, S. S.-R. (2011). Use of Authentic Materials in the ESP Classroom. *Online Submission*, 20, 89–94.
- Bowen, N. E. J. A., & Thomas, N. (2022). Self-Regulated Learning and Knowledge Blindness: Bringing Language into View. *Applied Linguistics*, 43(6), 1207–1216. <https://doi.org/10.1093/applin/amac062>
- Capone, R., De Caterina, P., & Mazza, G. A. G. (2017). *Blended Learning, Flipped Classroom and Virtual Environment: Challenges and Opportunities for the 21st Century Students*. 10478–10482. <https://doi.org/10.21125/edulearn.2017.0985>
- Choi, Y. (2021). *The Instructor and Students' Role in Micro-Flipped Classroom*.
- Chovancová, B. (2014). Needs Analysis and ESP Course Design: Self-Perception of Language Needs Among Pre-Service Students. *Studies in Logic, Grammar and Rhetoric*, 38(1), 43–57. <https://doi.org/10.2478/slgr-2014-0031>
- Dewi, Y. N., Zaim, M., & Rozimela, Y. (2022). Interactive learning using e-learning module in learning English for senior high school: A review of related articles. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 1(2), 125–134.
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22.
<https://doi.org/10.1177/0047239520934018>
- Duh, M., & Krašna, M. (2010). *Interactive e-learning materials: How to prepare and use it properly?* 833–836.
<https://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=5533536&isnumber=5533310>
- Fatimah, A. S., & Nurfitriani, B. (2022). Students' Perception on The Use of Canvas-Based Learning Activities in Online Classroom: Focusing on Its Benefits. *Conference on English Language Teaching*, 2, 79–93.
- Fatmasari, F. (2016). Decreasing the Gap: Linking and Matching Between ESP Curriculum and National Qualification Framework (KKNI). *Prosiding LLTC*, 290–296.
- Garcia, J. G., Gangan, M. G. T., Tolentino, M. N., Ligas, M., Moraga, S. D., & Pasilan, A. A. (2021). *Canvas Adoption Assessment and Acceptance of the Learning Management System on a Web-Based Platform*.
<https://doi.org/10.48550/ARXIV.2101.12344>
- Ghani, M. T. A., & Daud, W. (2018). Adaptation of ADDIE instructional model in developing educational website for language learning. *Global Journal Al-Thaqafah*, 8(2), 7–16.

- Ginaya, G., Somawati, N. P., & Mataram, I. G. A. B. (2021). Learning Innovation and Design for ESP in Tourism Subject Course Based on the Independent Campus Policy in New Normal Era. *Proceedings of the International Joined Conference on Social Science (ICSS 2021)*, 549–555. <https://doi.org/10.2991/assehr.k.211130.099>
- Goh, C. C. M. (2012). ESP and Listening. In B. Paltridge & S. Starfield (Eds.), *The Handbook of English for Specific Purposes* (1st ed., pp. 55–76). Wiley. <https://doi.org/10.1002/9781118339855.ch3>
- Hendrawan, R., Zulfarina, I. S., & Sayuti, I. (2022). Development of Moodle-Based e-Modules on Motion Systems for Eleventh Grade Students of Senior High School. *International Journal of Educational Best Practices*, 6(1), 98–107. <https://doi.org/10.32851/ijebp.v6n1.p98-107>
- Huang, M., & Liu, Y. (2014). *Operation Models of Interactive Learning: 2014 International Conference on Social Science (ICSS-14)*, Chengdu, China. <https://doi.org/10.2991/icss-14.2014.43>
- Hutahaean, P. W. (2021). *Penerapan Konsep Gamification pada E-Learning*. Ahlimedia Book.
- Hyland, K. (2022). English for Specific Purposes: What Is It and Where Is It Taking Us? *ESP Today*, 10(2), 202–220. <https://doi.org/10.18485/esptoday.2022.10.2.1>
- Jureynolds, Lohansen, & Lohannes. (2023). The Effectiveness of “Mandarinstories” Mobile LMS in Supporting Online-Merge-Offline (OMO) Learning. *2023 8th International Conference on Business and Industrial Research (ICBIR)*, 975–979. <https://doi.org/10.1109/ICBIR57571.2023.10147500>
- Krishnapatria, K. (2021). Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: Challenges and opportunities. *ELT in Focus*, 4(1), 12–19.
- Lapele, F. (2019). Need Analysis on the Material Development of Teaching ESP Speaking. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 5(2), 336. <https://doi.org/10.24252/Eternal.V52.2019.A13>
- Li, S., Yamaguchi, S., & Takada, J. (2018). The Influence of Interactive Learning Materials on Self-Regulated Learning and Learning Satisfaction of Primary School Teachers in Mongolia. *Sustainability*, 10(4), 1093. <https://doi.org/10.3390/su10041093>
- Malynda, N. E. (2020). Flipped Classroom in Teaching Speaking. *RETAIN*, 8(4), 38–45.
- Noor, K. B. N., & Aisyah, M. N. (2018). Development of Interactive Learning Media Based on Computer To Improve Student Learning Motivation. *Jurnal Pendidikan Akuntansi Indonesia*, 16(2), 70–81. <https://doi.org/10.21831/jpai.v16i2.22054>
- Phillips, J. A. (2015). Replacing Traditional Live Lectures with Online Learning Modules: Effects on Learning and Student Perceptions. *Currents in Pharmacy Teaching and Learning*, 7(6), 738–744. <https://doi.org/10.1016/j.cptl.2015.08.009>

- Pireddu, S. (2021). *E-Learning and ESP. Teaching English for Tourism*. <https://doi.org/10.5281/ZENODO.4746208>
- Putri, E., & Sari, F. M. (2020). Indonesian EFL Students' Perspectives towards Learning Management System Software. *Journal of English Language Teaching and Learning*, 1(1), 20–24. <https://doi.org/10.33365/jeltl.v1i1.244>
- Rezaei Fard, Z., Shahrokhi, M., & Talebinejad, M. R. (2021). The Effect of Flipped Classroom on Iranian ESP Students' Vocabulary Learning, Retention and Attitude. *International Journal of Foreign Language Teaching and Research*, 9(35), 115–129.
- Ronaldo, O. (2016). Teaching Material for English Subject in Vocational High School. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 170–179.
- Rudneva, M. A., & Valeeva, N. G. (2017). Implementation of LMS into Teaching ESP to Ecological Faculty Students. *RUDN Journal of Ecology and Life Safety*, 25(2), 317–324.
- Rudneva, M., Valeeva, N., & Faizi, R. (2020a). Academic Writing MOOCs – a Blended Learning Approach. *SHS Web of Conferences*, 88, 02010. <https://doi.org/10.1051/shsconf/20208802010>
- Rymanova, I., Baryshnikov, N., & Grishaeva, A. (2015). E-course Based on the LMS Moodle for English Language Teaching: Development and Implementation of Results. *Procedia - Social and Behavioral Sciences*, 206, 236–240. <https://doi.org/10.1016/j.sbspro.2015.10.016>
- Salekhova, L. L., Grigorieva, K. S., & Zinnurov, T. A. (2019). Using LMS Moodle in Teaching CLIL: A Case Study. *2019 12th International Conference on Developments in ESystems Engineering (DeSE)*, 393–395. <https://doi.org/10.1109/DeSE.2019.00078>
- Santiana, S., Silvani, D., & Ruslan, R. (2021). Optimizing LMS CANVAS for Interactive Online Learning Perceived by the Students. *Journal of English Education and Teaching*, 5(4), 529–543. <https://doi.org/10.33369/jeeet.5.4.529-543>
- Sari, M. N., Fatimah, A. S., & Sri, M. (2020). Investigating EFL Students' Perceptions of the Usefulness of Canvas LMS: A Case Study. *Journal of Applied Linguistics (ALTICS)*, 2(2), 75–86. <https://doi.org/10.36423/altics.v2i2.1095>
- Sudianto, S., Dwijanto, D., & Dewi, N. R. (2019). Students' Creative Thinking Abilities and Self Regulated Learning on Project-Based Learning with LMS Moodle. *Unnes Journal of Mathematics Education Research*, 8(1), 10–17.
- Sugiyono, D. (2010). *Memahami Penelitian Kualitatif*. Alfabeta.
- Suharto, R. P. (2022). Investigating Students' Perceptions on E-Learning Materials and Tools for English for MICE. *Metathesis: Journal of English Language, Literature, and Teaching*, 6(2), 179–189. <https://doi.org/10.31002/metathesis.v6i2.153>
- Sukerti, G. N. A., Rudiastari, E., & Susana, K. Y. (2020). The Effectiveness of Flipped Learning in Teaching Writing. *SOSHUM : Jurnal Sosial Dan Humaniora*, 10(1), 78–92. <https://doi.org/10.31940/soshum.v10i1.1634>

- Sumardi, S., & Muamaroh, M. (2020). Edmodo Impacts: Mediating Digital Class and Assessment in English Language Teaching. *Jurnal Cakrawala Pendidikan*, 39(2), 319–331. <https://doi.org/10.21831/cp.v39i2.30065>
- Supratman, L. P. (2018). Interactive Learning Method Based on Information and Communication Technology. *Jurnal Penelitian Komunikasi*, 21(2), 119–130. <https://doi.org/10.20422/jpk.v21i2.376>
- Talis, S. S. N., Akib, E., & Baso, F. A. (2018). The Students' Perception Toward Implementing Blended Learning Method in English Language Teaching (ELT) at the 5th Semester Students of English Education Department (A Descriptive Qualitative Research). *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP)*, 5(1), 37–51.
- Tawalbeh, T. I. (2017). EFL Instructors' Perceptions of Blackboard Learning Management System (LMS) at University Level. *English Language Teaching*, 11(1), 1. <https://doi.org/10.5539/elt.v11n1p1>
- Tomlinson, B. (2003). *Developing materials for language teaching*. A&C Black.
- Triana, M., Herman, H., Sinurat, B., & Silalahi, D. E. (2021). An Analysis of Students Perception on the Use of Google Classroom in English Language Learning. *Cetta: Jurnal Ilmu Pendidikan*, 4(3), 607–618. <https://doi.org/10.37329/cetta.v4i3.1474>
- Turnbull, D., Chugh, R., & Luck, J. (2020). Learning Management Systems, An Overview. In A. Tatnall (Ed.), *Encyclopedia of Education and Information Technologies* (pp. 1052–1058). Springer International Publishing. https://doi.org/10.1007/978-3-030-10576-1_248
- Virginiya, P. T. (2023). Higher Vocational Students' Perceptions on the Use of Canvas Instructure in Blended Flipped-Instructed ESP Classes. *Yavana Bhasha: Journal of English Language Education*, 6(1), 1–11. <https://doi.org/10.25078/yb.v6i1.2413>
- Wahyuni, R. N. B., & Rozi, F. (2020). The Performances of ESP Lecturers' Pedagogical and Professional Competence in Teaching Speaking Class. *English Education Journal*, 10(3), 340–350. <https://doi.org/10.15294/eej.v10i1.36779>
- Washington, G. Y. (2019). The Learning Management System Matters in Face-to-Face Higher Education Courses. *Journal of Educational Technology Systems*, 48(2), 255–275. <https://doi.org/10.1177/0047239519874037>
- Yamani, H. A. (2021). A Conceptual Framework for Integrating Gamification in eLearning Systems Based on Instructional Design Model. *International Journal of Emerging Technologies in Learning (IJET)*, 16(04), 14. <https://doi.org/10.3991/ijet.v16i04.15693>
- Zhu, M., & Bonk, C. J. (2019). Designing MOOCs to facilitate participant self-directed learning: An analysis of instructor perspectives and practices. *International Journal of Self-Directed Learning*, 16(2), 39–60.

PERCEPTIONS OF TOURISM WORKERS IN NUSA DUA, BALI REGARDING THE USE OF ENGLISH LANGUAGE SKILLS IN THE TOURISM INDUSTRY

I Wayan Suadnyana^{1*}, Dika Pranadwipa Koeswiryo²

Institut Pariwisata dan Bisnis Internasional, Indonesia

iwsuadnyana@ipb-intl.ac.id

ABSTRACT

This paper examines the perceptions of tourism workers in Nusa Dua, Bali, regarding the importance of using English in the tourism industry. The study aims to explore the workers' perceptions and self-perceptions of English language skills and their relevance to the industry. A descriptive research design with a quantitative approach was utilized, and data were collected through questionnaires. The findings reveal that the participants hold positive self-perceptions and perceptions toward English language skills, strongly agreeing on the importance of English in their work. They recognize the significance of good listening, speaking, reading, and writing skills in English, as well as a broad vocabulary related to the industry. The study provides insights into the participants' background characteristics, including gender, age, education, departmental affiliation, and working experience. Overall, this research contributes to the understanding of the importance of English proficiency in the tourism industry, informing language training programs and human resource practices. The findings emphasize the participants' awareness of the role of English in effective communication, customer service, and career advancement, highlighting the need for language skills in the industry.

Keywords: perceptions; English language skills; tourism industry

INTRODUCTION

English plays a very important role as the main tool for international communication. The number of people in the world who communicate in English with international speakers is continuously increasing compared to speakers of other languages (Crystal, 2003). This statement is supported by the fact that around 380 million people speak English as an international language, as the facts have proven that English is now global. Most of these people live in countries where English is required for external purposes: to communicate and do business with people in other countries, and to pursue advancement in business fields. In addition, English is used as a means to transfer thoughts and culture and to create good relations between people in other countries. As a result, English has become an international language.

The use of English is very important for workers in the tourism industry. More specifically speaking and listening English is necessary for tourism workers working in the tourism industry as well as spoken communication while reading and writing English is necessary for email communication. When tourism workers were asked to select three functions of English knowledge that were used mainly in their work, the results revealed that among the most relevant functions were providing information, followed by providing services, and offering help for problems (Prachanant, 2012). Then when tourism workers face the communicative

needs of their customers, they realize that the best way to meet consumer expectations is the ability to capture the subjective, emotional and physical needs that stimulate successful transactions (Abarca & Moreno, 2001).

From the explanation above, the use of English as a communication tool by tourism workers has a role that cannot be underestimated. Based on this fact, researchers will examine the perceptions of tourism workers, especially in Nusa Dua, Bali, regarding the importance of using English in the tourism industry whose goal is to help tourism workers, or prospective tourism workers, accommodate the use of English which will be useful in the world of work in the tourism industry.

LITERATURE REVIEW

Explanation of Perception

Perception refers to a person's process of understanding the environment. This involves organizing and interpreting it as a stimulus in psychological experience (Coren et al., 2004). Perception is also defined as the process by which an individual organizes and interprets sensory input to understand the sensations around him. In addition, perception can be seen from the cognitive processes that everyone experiences in understanding information about the environment, such as seeing, hearing, recognizing, tasting, and smelling (McDonald, 2011). Likewise, (Qiong, 2017) suggested that perception uses knowledge (stored in memory) to recognize or receive stimuli received by sense organs such as eyes, ears, and eyes, and interpret the nose. In short, perception is the process of interpreting or interpreting information received through the human sensory system. Perceptual processes include sensory recording, pattern recognition, and attention. (Slameto, 2003) found that perception is the process of entering messages or information into the human brain by human perception which continuously makes connections with the environment. This relationship is carried out by the five senses, namely the sense of sight, the sense of taste, the sense of smell, and the sense of touch. According to (Robbins, 2003), perception is a process carried out by individuals to organize and interpret sensory perceptions to give meaning to the environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to information. We can think of perception as the process by which we receive sensory information from our environment and use that information to interact with the environment. Perception allows us to take sensory information and turn it into something meaningful.

The Role of Using English in Tourism

English has become an international language, spoken, learned and understood even though it is not the native language for some countries. English plays a major role in many sectors, including tourism. Tourism and languages should promote knowledge of the tourism industry in general, and for the overall tourism product in a destination. In the service sector, tourism plays an important role. According to (Thitthongkam & Walsh, 2010) language is a system of spoken or

written symbols that can communicate ideas, emotions, and experiences. (Bobanovic & Grzinic, 2011) states that to guarantee the quality of hospitality services it is necessary to find a common language between supply and demand sides. Understanding the role of language, stakeholders can improve coordination skills. Language is a resource that includes daily practice and almost all other aspects of human life. Furthermore, according to (Thitthongkam & Walsh, 2010), it is assumed that ignoring the important role of language can lead to loss of resources or result in limitations to tourism development due to lack of communication. The role of language is defined as a factor related to tourism organization management. According to a study on the role of language in tourism organizational management, researchers pointed out various key dimensions of language in tourism (Thitthongkam & Walsh, 2010):

- a) To increase customer satisfaction
- b) improve and maintain the language competence of the tourism community;
- c) to motivate international tourists
- d) to promote a better understanding of demand and culture; And
- e) to create effective internal and external communications.

English has become an academic subject in the hospitality training programs of most universities and industrial sectors to achieve English proficiency for work and fulfill job responsibilities, particularly in the tourism industry.

Empirical Review

There have been many previous studies, for example (Dombi, 2011), (Jenkins, 2012), and (Nagy, 2016) have emphasized the role of English as a lingua franca, researchers consider it very appropriate to start exploring the use of English in the tourism industry. Despite this language difference, tourism employees must equip themselves with good language skills, namely English communication skills because language is considered a bridge that connects them with tourists (Douglas & ED, 2013). For example, tourism workers need to improve their English to provide excellent service to international tourists (Chanthatira & Suwanarak, 2017). Although there are various backgrounds in the mother tongue of international tourists, English is widely used in the tourism domain. For example, tour guides in Southeast Asian countries, namely Malaysia and Indonesia, communicate in English when carrying out their duties such as greeting tourists, explaining things and places, asking questions, conveying and explaining information, reminding, and giving instructions and warnings (Ekayati & Saniaty, 2018). In addition, (Khuong, 2015) stated that English is very necessary in Vietnam to provide tourism services to international tourists. His study also shows that tourism program students in Vietnam also attend English training for tourism. In his study, (Prachanant, 2012) described the need for the use of English among tourism employees in Thailand, especially to convey information, provide services, and offer assistance. In another Southeast Asian country - Cambodia, (Morrow, 2015)

revealed that English is used by international tourists who speak that language as their first language or as an international language that supports the use of English required by Cambodian tourism employees.

METHOD

Research Design

The methodology used by the researcher involved questionnaires and literature review. This section begins with population and sample used, data collection, instruments, and data analysis.

Population and Sample

Respondents in this study included 60 tourism workers in Nusa Dua, Bali. The sampling design used by the researchers was nonprobability sampling, with no binding probability that each population member would be selected as the sample subject. The sampling technique in this study uses a targeted sampling technique that divides the sample into specific types of people who can provide the information the researcher needs and those who meet the specified criteria set by the researchers (Sakaran & Bogie, 2016).

Data Collection

Data was collected through observation and interviews. Observations are carried out at the place where the phenomenon is needed by the researcher. Observation also allows researchers to obtain direct information about certain phenomena, rather than stories from other people's interpretations. During the observation, the researcher observed the activities of visiting tourists as well as the workers behaviours. Through these observations and interviews, the researcher collects data that is to analyse the point of this research

Instruments

Questionnaires was used as research instruments in this study. The questionnaire was designed based on a review of the literature and the experience of the researcher. Likert scale from 1 to with 5 was used as the method to process the data to find respondents' opinions about the perception of the importance of using English in the tourism industry. The questionnaire was written in English and the questionnaire set was divided into 3 parts. Part 1 is a question about basic information such as tourism workers' backgrounds, such as Gender, Age, Education, Working Experince, and the departments where they work. Part 2 discusses self perceptions of English, and Part 3 discusses the Perception of the respondents toward english for specific purposes (ESP) in tourism and hospitality industry. According to (Mangkuatmodjo, 2015) in determine the score classification can be using the interval formula with Sturgress criteria:

$$I = \frac{HV - LV}{K}$$

Information:

I = Intervals

HV = Highest Value

LV = Lowest Value

K = Number of Class Intervals

From the formula above, the interval scale used in this research is as follows:

$$I = \frac{5 - 1}{5}$$

$$I = 0.8$$

So, the distance (scale) of each class interval of 0.8. From the interval scale then interpreted in average respondent's answer with criteria:

Table 1. Respondents Answer Interval Scale

Intervals	Information
4.20-5.00	Strongly Agree
3.40-4.19	Agree
2.60-3.39	Neutral
1.80-2.59	Disagree
1.00-1.79	Strongly Disagree

Data analysis

This study uses a descriptive research design with a quantitative approach to describe the perceptions of tourism workers about the importance of English in the tourism industry. Data were analyzed using IBM SPSS Statistics Version 25 to give descriptive statistics regarding the perceptions of tourism workers, especially in Nusa Dua, Bali, about the importance of using English in the tourism industry.

FINDINGS

The background description of the respondents.

Table 2. Frequency of Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	41	68.3	68.3	68.3
	Female	19	31.7	31.7	100.0
	Total	60	100.0	100.0	

This section describes the frequency of the respondents' gender where the total of the respondents are 60 people with 41 male (68.3%) and 19 female (31.7%).

Table 3. Frequency of Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 22 years old	16	26.7	26.7	26.7
	23 - 27 years old	14	23.3	23.3	50.0
	28 - 32 years old	4	6.7	6.7	56.7
	33 - 37 years old	14	23.3	23.3	80.0
	38 - 42 years old	12	20.0	20.0	100.0
Total		60	100.0	100.0	

Table 3 describes the age of the respondents. It has 5 groups age, 18 – 22 years old with 16 respondents (26.7%), 23 – 27 years old 14 respondents (23.3%), 28 – 32 years old with 4 respondents (6.7%), 33 – 37 years old with 14 respondents (23.3%), and 38 – 42 years old with 12 respondents (23.3%). It can be clearly seen that the biggest group age is 18 – 22 years old with 16 years old (26.7%), and the smallest group is 28 – 32 years old with 4 respondents (6.7%).

Table 4. Frequency of Education

		Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma II	3	5.0	5.0	5.0
	Diploma III	3	5.0	5.0	10.0
	Diploma IV	44	73.3	73.3	83.3
	S 1	10	16.7	16.7	100.0
	Total	60	100.0	100.0	

The highest frequency of education comes from Diploma IV with 44 respondents (73.3%), S1 (Undergraduate) with 10 respondents (16.7%), and Diploma II alongside Diploma III with 3 respondents (5.0%) respectively.

Table 5. Frequency of Department in Hotel

		Department			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management and Finance Department.	7	11.7	11.7	11.7
	Food & Beverage Hotel Department.	21	35.0	35.0	46.7
	Front Office Hotel Department.	14	23.3	23.3	70.0
	Housekeeping Hotel Department.	3	5.0	5.0	75.0

Maintenance Hotel Department.	3	5.0	5.0	80.0
Reservations & Marketing Hotel Department.	9	15.0	15.0	95.0
Human Resource Hotel Department.	3	5.0	5.0	100.0
Total	60	100.0	100.0	

There were 7 departments where the respondents worked at the time this research was conducted. This highest frequency comes from Food and Beverage Department with 21 respondents (35.0%), then followed by Front Office Department with 14 respondents (23.3%), Reservations and Marketing Departments with 9 respondents (15.0%), Management and Finance Departments comes next with 7 respondents (11.7%), and followed by Maintenance Departments and HR Departments with 3 respondents (5.0%) respectively.

Table 6. Frequency of Working Experience

		Experience		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Below 1 year	12	20.0	20.0	20.0
	1 - 3 years	20	33.3	33.3	53.3
	4 - 6 years	14	23.3	23.3	76.7
	7 - 9 years	14	23.3	23.3	100.0
	Total	60	100.0	100.0	

Table 6 describes the working experience of the respondents with the highest frequency comes from group 1 – 3 years with 20 respondents (33.3%), 4 – 6 years and 7 – 9 years with 14 respondents (23.3%) respectively, and 12 respondents (20.0%) below 1 year of working experience.

Self Perception on English language

Table 7. Descriptive Statistics of Self Perceptions on English Language

No	Question	N	Mean	Perception
1	Do you like English?	60	4.42	Strongly Agree
2	Is English important to you?	60	4.65	Strongly Agree
3	Does English have a positive impact on your work?	60	4.55	Strongly Agree
4	Are you able to interact in English?	60	4.33	Strongly Agree

5	Is being able to interact in English, your service income increases?	60	4.32	Strongly Agree
Valid N (listwise)		60		

Table 7 presents the descriptive statistics of self-perceptions on English language skills among the participants. The table includes the question number, the number of respondents (N), the mean scores, and the corresponding perception levels. In question 1, participants were asked whether they like English. The results show that the participants strongly agree (mean = 4.42) that they have a positive inclination towards the English language. Moving to question 2, participants were asked about the importance of English to them. The findings indicate a strong agreement (mean = 4.65) among the participants that English holds significant importance in their lives. In question 3, participants were asked about the positive impact of English on their work. The results reveal that the participants strongly agree (mean = 4.55) that English has a positive influence on their professional endeavors. Question 4 assesses the participants' self-perceived ability to interact in English. The findings demonstrate that the participants strongly agree (mean = 4.33) regarding their capability to engage in English conversations. Lastly, question 5 focuses on the perception of whether being able to interact in English leads to an increase in service income. The participants strongly agree (mean = 4.32) that their income in the service industry rises when they possess the ability to communicate effectively in English.

The descriptive statistics indicate that the participants hold a strong agreement and positive self-perception regarding their liking for English, the importance of English to them, and the positive impact of English on their work. Additionally, the participants express confidence in their ability to interact in English, perceiving it as a valuable skill that contributes to increased income in the service industry.

Perceptions Toward English for Specific Purposes (ESP) in Tourism and Hospitality Industry

Table 8. Descriptive Statistics of Perceptions Toward ESP

No	Statement	N	Mean	Perception
1	Good listening skills in English are very important in the hospitality and tourism industry.	60	4.68	Strongly Agree
2	Good speaking skills in English are very important in the hospitality and tourism industry.	60	4.68	Strongly Agree
3	Good reading skills in English are very important in the hospitality and tourism industry.	60	4.52	Strongly Agree

4	Good writing skills in English are very important in the hospitality and tourism industry.	60	4.23	Strongly Agree
5	Knowing a lot of English vocabulary related to the hotel and tourism industry is very important.	60	4.58	Strongly Agree
Valid N (listwise)		60		

Table 8 provides the descriptive statistics for perceptions toward English for Specific Purposes (ESP) in the context of the hospitality and tourism industry. The table presents the statement number, the number of respondents (N), the mean scores, and the corresponding perception levels. Statement 1 reveals that participants strongly agree (mean = 4.68) that good listening skills in English hold significant importance in the hospitality and tourism industry. Similarly, in statement 2, participants also strongly agree (mean = 4.68) that good speaking skills in English are very important in the hospitality and tourism industry. Moving to statement 3, the participants strongly agree (mean = 4.52) that good reading skills in English are highly important within the hospitality and tourism industry. In statement 4, the participants indicate a strong agreement (mean = 4.23) that good writing skills in English play a crucial role in the hospitality and tourism industry. Furthermore, in statement 5, participants strongly agree (mean = 4.58) that having extensive English vocabulary related to the hotel and tourism industry is of great importance.

The descriptive statistics illustrate that across all statements, the participants consistently hold a strong agreement and perception regarding the importance of English language skills and vocabulary in the context of the hospitality and tourism industry. The mean scores consistently indicate a high level of agreement, emphasizing the significance of good listening, speaking, reading, and writing skills, as well as a substantial vocabulary, in this industry.

DISCUSSION

The data provided in Tables 2 to 8 presents valuable insights into the background characteristics, perceptions, and self-perceptions of the participants regarding English language skills and their relevance to the hospitality and tourism industry. First, Tables 2 and 3 provide an overview of the respondents' gender and age distribution. The majority of the participants were male (68.3%), and the largest age group was 18-22 years old (26.7%). These findings suggest that the study captured a diverse group of respondents, representing different demographics within the industry. Table 4 highlights the educational background of the participants, with the highest frequency being Diploma IV (73.3%), followed by S1 (Undergraduate) (16.7%). This indicates that the majority of the participants had completed a diploma or undergraduate program, providing a foundation for their knowledge and skills in the hospitality and tourism industry. Table 5 explores the

departmental distribution of the participants' current work, indicating that Food and Beverage Department had the highest frequency (35.0%), followed by Front Office (23.3%) and Reservations & Marketing (15.0%). These findings offer insights into the specific areas where the participants are employed, showcasing the diversity of roles within the industry. Table 6 presents the participants' working experience, with the largest group having 1-3 years of experience (33.3%). This suggests that a significant portion of the participants had a moderate level of experience in the hospitality and tourism field. Moving to Tables 7 and 8, they shed light on the participants' self-perceptions and perceptions toward English language skills within the industry. The findings indicate strong agreement among the participants across all statements. Participants strongly agreed that they liked English, perceived it as important, recognized its positive impact on their work, believed they were able to interact effectively in English, and acknowledged that being able to do so increased their service income. These self-perceptions and perceptions reflect the participants' understanding of the significance of English language proficiency in the hospitality and tourism industry.

The overall findings of this study demonstrate that the participants, who were predominantly male with diverse age ranges, educational backgrounds, departmental affiliations, and working experience, possess positive self-perceptions and perceptions toward English language skills within the hospitality and tourism industry. These findings indicate the recognition of the importance of English language proficiency in various aspects of their work, including communication, customer service, and career advancement.

The significance of these results lies in highlighting the participants' awareness of the role of English in their professional lives and emphasizing the importance of English language skills in the hospitality and tourism industry. This knowledge can inform language training programs, curriculum development, and human resource practices in the industry to better align with the needs and expectations of employees.

CONCLUSION

The research findings presented in this article provide valuable insights into the perceptions of tourism workers in Nusa Dua, Bali, regarding the importance of using English in the tourism industry. The study aimed to examine the workers' perceptions and self-perceptions of English language skills and their relevance to the hospitality and tourism industry. The findings indicate that the participants hold positive self-perceptions and perceptions regarding English language skills. They strongly agree that they like English, consider it important, recognize its positive impact on their work, and believe they are able to interact effectively in English. Furthermore, they acknowledge that being proficient in English increases their service income. These perceptions highlight the participants' awareness of the significance of English language proficiency in their professional lives. The study also reveals the participants' strong agreement on the importance of English skills

in the hospitality and tourism industry. They recognize the significance of good listening, speaking, reading, and writing skills in English, as well as a broad vocabulary related to the industry. These findings emphasize the participants' understanding of the role of English in effective communication, customer service, and career advancement within the industry. The research contributes to the field of study by providing empirical evidence of the perceptions and self-perceptions of tourism workers regarding the importance of English in the tourism industry. The findings shed light on the language requirements and competencies needed by workers in the industry, informing language training programs, curriculum development, and human resource practices.

REFERENCES

- Abarca, E. B., & Moreno, R. G. (2001). Tourist's needs versus student's needs: A pedagogical approach to teaching English for tourism. *Methodology and New Technologies in Languages for Specific Purposes/Metodologia y Nuevas Tecnologias Del Lenguaje Para Fines Especificos*, 6, 241.
- Bobanovic, M. K., & Grzinic, J. (2011). The importance of English language skills in the tourism sector: A comparative study of students/employees perceptions in Croatia. *Almatourism-Journal of Tourism, Culture and Territorial Development*, 2(4), 10–23.
- Chanthatira, S., & Suwanarak, K. (2017). Perceived Problems and Needs of English Usage of Thai Caddies. *NIDA Journal of Language and Communication*, 22(31), 42–54.
- Coren, S., Ward, L. M., & Enns, J. T. (2004). *Sensation and perception*. John Wiley & Sons Hoboken, NJ.
- Crystal, D. (2003). *English as a global language*. Cambridge university press.
- Dombi, J. (2011). English as a lingua franca in intercultural communication. *Bulletin of the Transilvania University of Braşov, Series IV: Philology & Cultural Studies*, 1, 183–186.
- Douglas, O. O., & ED, B. (2013). A Needs Analysis of Business English Programme for Tour Guide Diploma Students In Kenya. *A Published Thesis in [https://ir-library.ku.ac.ke/bitstream/handle/123456789/9013/Douglas% 20Ondara% 20Orang% E2](https://ir-library.ku.ac.ke/bitstream/handle/123456789/9013/Douglas%20Ondara%20Orang%20E2)*, 80.
- Ekayati, R., & Saniaty, D. (2018). Communication strategies used by tourist guides: A case study at Bukit Lawang. *KnE Social Sciences*, 756–768.
- Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT Journal*, 66(4), 486–494.
- Khuong, C. T. H. (2015). An Evaluation of English teaching and learning in tourism training programs in Vietnam. *International Journal of Arts & Sciences*, 8(6), 561.
- Mangkuatmodjo, S. (2015). *Statistik deskriptif*.
- McDonald, S. M. (2011). Perception: A concept analysis. *International Journal of Nursing Terminologies and Classifications*, no-no.

- Morrow, J. S. (2015). An effective ESP program design for enhanced employment and income in tourism: the case of Siem Reap, Cambodia. *Course and Material Design for Active ESP Journalism English Teaching*, 5(1), 12–23.
- Nagy, T. (2016). English as a lingua franca and its implications for teaching English as a foreign language. *Acta Universitatis Sapientiae, Philologica*, 8(2), 155–166.
- Prachanant, N. (2012). Needs Analysis on English Language Use in Tourism Industry. *Procedia - Social and Behavioral Sciences*, 66, 117–125. <https://doi.org/10.1016/j.sbspro.2012.11.253>
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18–28.
- Robbins, S. P. (2003). *Perilaku Organisasi*, Jilid 2, Jakarta: PT. Indeks Kelompok Gramedia.
- Slameto. (2003). *The Students Percieve in Learning English*.
- Thitthongkam, T., & Walsh, J. (2010). Roles of language in tourism organisational management. *Asian Journal of Management Research*, 1(1), 184–199.

REVITALIZATION OF RICE BARNs BASED ON BALINESE ETHNIC HINDU VISUAL ART IN THE MODERN ERA

¹I Kadek Sumadiyasa, ²I Gusti Ketut Widana

^{1,2}Indonesian Hindu University
sumadiyasaseni@gmail.com

ABSTRACT

The rice barn building in Bali is a work of religious art in the current era in its development undergoing rehabilitation. The revitalization of rice barn buildings based on Balinese Hindu art that occurs in urban and rural areas in Bali is due to the phenomenon of population density and the influence of outside culture as a residence. This causes a change in the shape of the barn by revitalizing the rice barn based on Balinese Hindu art in the modern era, which aims to maintain and change the shape of the barn to get a more established economic residential market value in accordance with the needs of the era, but still based on the structure pattern of Hindu aesthetic in modern era. Researchers are interested in researching with the title "Revitalization of Rice Barns Based on Balinese Ethnic Hindu fine Art in the Modern Era". This study uses qualitative research methods with data collection techniques from field observation, interviews and documentation in the form of object literature which is analyzed according to the scientist Milles Huberman. This study aims to develop comprehensive theoretical knowledge related to rice barn based on Hindu art. The results of the study: the factors that led to the revitalization of rice barns based on Balinese Hindu art in the modern era. 1) Education; 2) socio-cultural; 3) economy 4) tourism. The impact of revitalizing rice barns based on Balinese Hindu art in the modern era; a) Educational Development; b) Socio-cultural Development, c) Economical Development, d) Tourism Development, and e) Hindu Aesthetic Creativity Development.

Keywords: revitalization, barn, art, modern

1. INTRODUCTION

Background revitalization of rice barn buildings based on Balinese Hindu Ethnic art that occurs in various urban and rural areas in this modern era is one of the attractions for the whole area as an effort to maintain, preserve and maintain barn buildings in a way make changes to form to be able to produce a more modern style but still based on Hindu ethnicity in the modern era.

Granary buildings in Bali in an area will provide a strong sense of continuity between the present and the past if they are properly maintained by changing their shape to be able to produce economical space according to the current market.

The granary building in the ancient Hindu era was only intended for storing rice and spices from fields and rice fields which were local in the past era, but now since the existence of the development path of the modernization era all buildings and other artifacts in Bali have changed their function space, time and place as well as the physical structure of the building. because of the influence of the density of residences and the rise of foreign cultures that enter Bali. One of the buildings that has changed the form of space and time as well as its function is the Balinese Hindu rice barn in the modern era.

The change in the function of rice barns in modern Bali has consequences for changes in barn typology, one of which can be observed through changes in the shape of its composition. The modern Balinese Hindu granary changing building concept creates a commercial function as well as a residential function that does not merely represent the individual interests of the granary owner but also embodies collective responsibility for the urban and rural environmental order of the region sustainable (contextual) and from all of these components there are always parts that contain private elements, there are also those that contain public elements and residential markets so that they get more economic value and selling value for the housing market.

So that seeing the situation of this modern era with the phenomenon that is happening, it is very necessary to revitalize the rice barn building. Researchers in this case are very interested in discussing the research entitled: "Revitalization of Rice Barns Based on Balinese Hindu Ethnic Art in the Modern Era" with the formulation of the problem:

1. What factors led to the revitalization of rice barns based on Balinese Hindu art in the modern era.
2. What is the method of revitalizing rice barns based on Balinese Hindu Ethnic art in the modern era.
3. What are the impacts caused by the revitalization of rice barns based on Balinese Hindu Ethnic art in the modern era.

The purpose of this research is to develop a comprehensive theoretical study related to the revitalization of rice barns based on Balinese Hindu art in the Modern Era, as well as being useful as a study of research documentation as well as religion and culture in the Ornament Fine Arts Education Study Program Hindu UNHI Denpasar, related to the study of rice barns based on Balinese Hindu art in the Modern Era.

LITERATURE REVIEW

1. What factors led to the revitalization of rice barns based on Balinese Hindu art in the modern era.

According to Wartana 1998 explains that change and dynamics is a way that is very essential in cultural society. change is a phenomenon that always colors the history of every society and its culture. There is no society that is static in the absolute sense. every society always experiences a transformation in the function of time so that no society has the same portrait when examined in different periods of time, both traditional and modern societies. Even at varying rates.

Runa 1993 states that what is produced by humans is formed because of the socio-cultural background of the humans or the social conditions of the humans. One must be careful talking about a single force that determines the form of a causal relationship because it is so complex the forces that prevent it from being able to characterize the form with certain strengths and variables.

Sujogyo (1983) argues that the factors that cause change, namely; a sourced from the community itself, the increase and decrease in population causes changes in the structure of society, which are followed by patterns of changes in people's culture, attitudes and mindsets such as changes in the form of buildings, etc. b) Discoveries, such as new things found in the form of elements of cultural values, ideals, which drive patterns of behavior, physical facilities, etc.

From the scientific opinion, the literature above is very relevant to discuss related to this research as a contribution in explaining the factors that led to the revitalization of rice barns based on Balinese Hindu art in the modern era.

2. What is the method of revitalizing rice barns based on Balinese Hindu Ethnic art in the modern era

Agus Kuniawan 2015 explained that Revitalization is a restoration activity that is targeted at obtaining optimal added value economically, socio-culturally in the use of cultural heritage buildings and environments and can be part of the revitalization of an old area to prevent the loss of city assets of historical value because the area is experiencing decreased productivity. The concept of restoration is in the form of repairing or restoring the building and cultural heritage environment to their original form and can include structural repair work that can be accounted for from an archaeological, historical and technical point of view. Activities to restore the architecture of buildings and the cultural heritage environment, which in addition to improving their physical conditions are also for the sake of functional utilization that meets the requirements of the aesthetic beauty of the building's reliability.

The opinion of the literature scientists above is very relevant as a basis for analysis related to this research in discussing the forms of rice barn revitalization methods based on Balinese Hindu art in the modern era.

3. What are the impacts caused by the revitalization of rice barns based on Balinese Hindu Ethnic art in the modern era

Nurdein 1983 in his book on changes in architectural values in Indonesia explains that changes can be made through two processes, namely;

- A) The process from within {endogenous} starts with community cultural activities, gradually these activities will experience various variations which in essence are these changes. It can also have an impact on changes in other sectors, and if it shows increasingly complex symptoms of differentiation, it is called development.
- B) The process from outside{exzogen} includes the industrialization of contact with other cultures{tourism} etc. which not only has positive impacts but also negative impacts experienced by people who experience contact with foreign cultures. Social changes caused by contact with outsiders are two important consequences, namely; Diffusion of change in one sector acculturation of change in all sectors.

The opinion of the Librarian scientists above, the researcher positions as a related contribution in this study as an analysis of the impact of the implications that occur as a result of the rehavitation of rice barns based on Balinese Hindu art in the modern era.

RESEARCH METHODS

The research method is qualitative in nature, with the object of rice barn revitalization based on Balinese Balinese Hindu art in the modern era, according to the opinion of Boqdan and Biklen 1982. With data collection techniques; Unstructured observation, using unstructured interviews, and document studies in the form of books, pictures. Research Instruments; Researchers themselves. Data analysis techniques; Data reduction, data presentation, conclusions according to scientists Milles Huberman 1992, data validation techniques using the data triangulation method according to Denkin.

The results of the research analysis; namely the factors that led to the revitalization of rice barns based on Balinese Hindu art in the modern era; Ecology, Hindu religious education, socio-culture, economy. Methods of revitalizing rice barns based on Balinese Hindu art in the modern era; Revitalization techniques physical and non-physical. Impacts that occur as a result of revitalization: Developments in socio-cultural, economic behavior, development of tourism attractiveness, development of aesthetic creativity.

DISCUSSION

1. Ecological Factors

Ecological factors are referred to as environmental factors that occur due to the influence of the density of residents who live in a certain area. A beautiful environment forms the character of a creature that becomes a characteristic, lifestyle and habitual activities that occur continuously. The population density environment is a reference for the formation of community life patterns, activities and culture of the human mind, a tool in it.

The environment of human density in urban areas in this modern era in Bali has developed very broadly and rapidly. Because all the social elements needed for human life in penguins are obtained more quickly than in rural areas due to the lack of human resources which is the benchmark of their life.

2. Factors of Hindu Religious Education

Education is according to educational scientists from the Netherlands Langeveld said that education is a life lesson that is carried out by children from a small age phase to self-maturity so that they become intelligent human beings who are virtuous in their lives. In this educational and educational orientation, there are two things that are closely related, between those who provide education and the children who are educated who take action. According to PHDI (Parisadha Hindu Dharma Indonesia) 1997/1998, the notion of Hindu religious education is divided

into two, namely education that takes place in schools (informal) and outside of school (non-formal).

1. The definition of Hindu religious education in schools or informal institutions is an attempt to foster the growth of the community's soul with the teachings of Hinduism as the subject matter.
2. The definition of Hindu religious education outside of non-formal schools/institutions is an effort to foster spiritual growth to be educated in accordance with the teachings of Hinduism.

Related to the above opinion, Hindu religious education in the revitalization of various forms of embodiment of Hindu rice granaries in the modern era is inseparable from the development of the creation of Hindu human initiative for the development of one's own life in a complex and modernizing environment.

This Hindu Religious Education has such a great influence to create Pancasilaist development beings. In this modern era, the current development of Hindu religious education plays a very big role, most importantly to form a strong mental attitude so that physical and spiritual well-being can be realized as it should be according to development goals. This activity in Hindu religious education is known as *aguron-guron* or *Asewakabhawa*.

As in Bhagawad Gita IX: 2 it is stated:

Raja vidya raja guhyam

Pavitram idam uttanam

Pratyaksawagamarin dharmyam

Su-sukham kartum avyayam

It means:

This is the king of knowledge, the greatest secret noble and high, easy to understand, in accordance with dharma, good will be fun to do and eternal (Pudja, 2005:223)

Based on the Bhagawad Gita above, it can be formulated that education emphasizes the aspects of the human person to appreciate and understand the behavior and abilities possessed in various fields of knowledge with the development of this education will be able to help develop effective psychomotor cognitive fruit of the human mind *cipta karsa* to be responsible for the work - works created. Related to this research, the development of the results of the revitalization of various forms of rice barns in the modern era is one proof of the development of the skills of the creative innate of these humans.

3. Socio-Cultural Factors

According to Umar van Peursen (1976:10) stating culture is the implementation of a strategy (Van Peursen, 1976:11) stating a strategy to work, feel something, record work, initiate and create works. Thus, according to Uman above, culture is the result of an implementation of the processes of the fruit of ingenuity, intention, human sense to improve and develop their lifestyle. Thus, being cultured is carrying out a work to improve the standard of living, the dignity and the desire

for the dignity of human life itself by implementing various strategies in accordance with the natural, social and cultural environment in which humans and culture cannot be separated because they become a single month that is always in touch together. to improve and develop all aspects of his lifestyle in order to unite himself into a unified, socio-cultural unit which becomes a society for humans to produce something, create forms of work for the necessities of life, grow and develop that culture.

Related to socio-culture in the revitalization of the concrete form of rice barns in the modern era, this is an attempt to carry out and carry out socio-cultural development of the environment to create quality works according to the needs of the era of changing times.

4. Economic Factors

To increase the standard of living of humans on this earth, to continue the proliferation of cultural styles, is to increase the need in the economic field. The economy is the most important part of all aspects of life to be cultured. An established economy will produce a more maximal productivity lifestyle than an economy style that is still at a modest level or lacking fulfillment on a family basis. The economy affects the rate of development of the intensity of human life.

In this field of economics, humans do things to take advantage of all kinds of human resources, both from the smallest and the largest products to fulfill their lives as much as possible, to reap the maximum profits with various potentials to unite to achieve the expected goals.

Methods of Rice Barn Revitalization Techniques Based on Balinese Hindu Ethnic Art in the Modern Era.

There are 2 methods of revitalization techniques, namely;

3.1 The revitalization technique method is physical

3.1.1 Revitalization is physical in nature, namely Revitalization in the dimensions of form and proportion due to the increase in residents who live there has resulted in changes in the function of form space and the use of Balinese Hindu rice barns in the modern era.

The revitalization of this form space has resulted in a change in the function of the space to be transferred, developed into more luxurious and grand form spaces to be able to accommodate the residents who are taking shelter in this modern barn. From the arrangement of the division of the structure of the form based on Hindu aesthetic beliefs in Bali, the lower, middle and upper parts (Nista Madya Utama) experienced a freer dismantling of the structure, causing a more modern variation of the foot of the barn to be made into a large and short structure, then the middle part The middle room shape is arranged to imitate the structure of the front of the house style, which is decorated with windows with minimalist Japanese-style proportions or a shape that resembles the front door of a boarding house. So it looks more modern trends. The granary on the roof is wider and more

elevated with a roof in the form of a layer of ironwood and permanent tiles, where this granary has undergone a very modern change, art and the impression of a granary that in the past was only with a simple plain structure, the lower part, the upper middle, only for storing rice or tubers from rice harvest and yard fields, art/art.



Title: barn

Documentation; I kadeksumadiyasa on August 10, 2022

Examples of modern Hindu rice barns in this era are often found in tourism areas in Bali and urban areas, because they can be used for relaxing, unwinding, or sleeping places for tourists.

Example:

The Barn is used as a tourist attraction in Bali in the village of Sanur. This barn still uses the Tri Angga pattern, the main low-level concept of the shape structure, but has changed from the lower, middle and upper parts of the granary (roof of the barn) in terms of area size and the materials used for the semi-medium mixture. To increase the strength of the shape. From the bottom of the barn nista mandala, the foot of the barn is made shorter and the large foundation is wide, then the middle part of the broad and rectangular shape is balanced so that it can be used to rest a large enough space, then the top of the barn roof is made to imitate Kop front of a minimalist style house Japan is equipped with walls of thick black or clear glass with a variety of glass window frames decorated around the roof with a pentagonal shape conical upwards, blunter than the local granaries of villages in Bali. Pilpilan Ambengan leaves denser and denser. This type of barn is often found in tourist areas which are used to attract tourists visiting Bali. This type of granary has a tourist style orientation, so it is used by tourists visiting Bali.



Title; Sun barn

Documentation; I Kadek sumadiyasa on August 10, 2022

∞ Balinese Hindu rice barns in the modern era are used for meeting rooms, study and library/other arts.

Balinese Hindu rice barns in the present era are used for meeting rooms, study libraries. It is found in several granaries in urban areas such as Puri Peguyangan. The shape of the granary is very broad, the legs are elongated with a thick concrete foundation, while in the middle of the granary a large structure is made to place learning equipment such as feathers, etc. and a pentagon-sized roof with a minimalist window border with a hoasan of Ramayana statues. To add barn accessories to make it luxurious, rice barns in Bali are used for restaurants, relaxing fun, gathering and resting places.



Title; Barn (used as a place to relax, family gatherings, relatives, etc.)

Documentation of I kadek sumadiyasa on 12 August 2022

A barn like this is found in the Tabanan area of the city. Previously this granary was used to store rice, now it has turned into a place to relax or for eating. household equipment.



Title; barns (used for libraries / equipment.
Documentation of I Kadek Sumadiyasa on 12 August 2022

3.1.2 Revitalization of color and texture due to the influence of other community cultures outside the region resulting in a change in the function of color and texture.

Revitalization of barn colors and textures due to influences from western culture outside the region so that their uses experience changes in function, color and texture. This is found in several urban areas.

The color of the barn texture of the shape of the material used is more striking in color with a denser and sharper layer of texture so that it looks more radiant but still guided by the breath of Hindu aesthetics in this modern era. It uses colorful textures with Mowilex polytery paint, oil, gasoline thinner which is thick and classic yet alive showing the spirit of Hinduism, making it difficult to change layers per color. This color is modern, looks more striking, classic and luminous, thereby adding value to use.

The other colors used are acrylic, as well as Amsterdam to add a more glossy layer of texture. Barns of this type of color and texture are increasingly popular in this modern era because they give the impression of being more radiant, attracting the impression that people come to Bali.

3.2 Revitalization methods that are non-physical in today's Balinese Hindu rice barns need to be carried out in an intangible context. An activity that must be carried out as a form of delivering streamlining of information reduction about the philosophy of studying Balinese Hindu rice barns as a form of planting, spiritual deepening of students on the importance of revitalization. History should be explained openly so that problems do not escalate in the future.

It is necessary to maintain the authenticity of the Balinese Hindu undagi so that they work using the Asta Kosala Kosali ejection reference which is the belief of the people in Bali. Related to the cultivation of knowledge about the Modern era of Balinese granaries.

The management of revitalization management is effective in communication to produce the results of structuring implementation agreements for the protection of cultural heritage.

Collaboration between the government, the private sector, the community in making decisions and development policies and developing insights.

Revitalization is an assignment activity that aims to obtain optimal added value economically, socially and culturally in the utilization of cultural heritage buildings and environments and can be part of the revitalization of the old city perspective to prevent the loss of historical city assets because the area has decreased productivity. (Agus Kurniawan, 2015: 30), Thesis, Title Conservation of the Colonial Building Parade on the Dutch Lane in Singaraja City, Bali. Postgraduate Unud.

The Impact That Occurs is the Revitalization of Rice Barns Based on Balinese Hindu Ethnic Art in the Modern Era.

The development of the impact of socio-cultural behavior occurs due to the development of life behavior in humans developing themselves socio-culturally with the surrounding environment that is already growing. Everything that is done carefully requires energy to carry out the social interests of an all-modern life.

The impact of the development of the economic needs of life, there is a revitalization of the forms of rice barns in this modern era. From this element of need, thanks to this revitalization, the selling point in the economic sector is getting higher so that it can increase the needs of families in navigating their lives. The more revitalization is done, the more relations the need for sales value development will be obtained. This will become a unity among the factors of human life.

The impact of the development of tourism attractiveness with the development of this revitalization in Bali, especially the areas of Sanur, Kuta and several other areas will be able to create new products in the field of developing tourism attractiveness for domestic and foreign guests. This revitalization has become a new charge of attraction for tourists visiting Bali.

The impact of the development of modern Hindu aesthetic creativity, revitalization related to Hindu rice barns in Bali has led to an increase in the field of artistic/aesthetic creativity itself. Creativity is the freedom to create creations of new forms, so that you can see the beauty of the volume of space from a work of art without leaving old works (Kreativitas: Kamus Besar Bahasa Indonesia, 1999).

CONCLUSION

1. The factors that led to the revitalization of rice barns based on Hindu Balinese art in the modern era.
 - Ecological Factors
 - Factors of Hindu Religious Education
 - Socio-Cultural Factors
 - Economic Factors

2. Methods of Rice Barn Revitalization Techniques based on Balinese Hindu art in the Modern era
 - Physical revitalization. Revitalization of the dimensions of form and proportion due to the increase in occupants and the function of the granary
 - Revitalization methods that are non-physical in Balinese Hindu rice barns need to be carried out in the context of intangible government communication, laws and regulations
3. The impact of revitalizing rice barns based on Balinese Hindu art in the modern era
 - The development of the impact of socio-cultural behavior on human life
 - Economic development needs of human life
 - Development of tourism attractiveness
 - The impact of the development of Hindu aesthetic creativity, revitalization related to Balinese Hindu rice barns in the modern era has led to an increase in the field of artistic creativity.

BIBLIOGRAPHY

- Agus Kurniawan 2015; Conservation of the facade of a Colonial building on the Dutch route, Singaraja Bal. Denpasar; Postgraduate S2 Udayana University.
- Bogdan, Biklen 1992. Qualitative research. Surabaya; Paramita.
- Huberman Milles 1992 Research methodology. Jakarta; Jakarta express.
- Indonesia Dictionary. 1999. Tim.
- Nurdien 1983. Changes in architectural values in Indonesia. London; Alumni.
- PHDI 1997/1998. Unitary association on aspects of Hinduism 1-xv project to improve hostels and the nation's means of life. Denpasar PHDI.
- Pudja. 2005. Bhagawadgita {Panchama Veda}. Surabaya; Paramita.
- Runa 1993. Sociology of culture. Jakarta; Gadjah Mada University.
- Sujogyo P 1985. Sociology of Development. Jakarta; Postgraduate IKIP Jakarta.
- Van C. A Peursen. 1976. Cultural strategy. Jakarta; BPK noble mountain. Yogyakarta; Canisius.
- Warnata I N 1998. Changes in the form of the physical culture of traditional Ubud Balinese dwellings. Yogyakarta; Gajahmada University Masters Postgraduate Thesis.

THE EFFECT OF PROBLEM-BASED LEARNING ON HINDUISM LEARNING: SYSTEMATIC LITERATURE REVIEW

I Nyoman Hari Mukti Dananjaya

Universitas Pendidikan Ganesha

Inym.harimukti.dananjaya@undiksha.ac.id

ABSTRACT

The development of education today provides many opportunities for teachers and students to use learning methods in an effort to achieve goals that are in accordance with 21st century learning. 21st century learning emphasizes the skills that students must have called the 4Cs. Various methods have been used and developed in the world of education, one of which is the problem-based learning method. Pbl is considered capable of having a good impact on student development and has also been used in Hindu religious education subjects. The purpose of this research is to find and analyze the use of Pbl in learning Hinduism. The method in this study uses SLR, literature study aims to analyze the effect of PBL in Hinduism learning. SLR analysis using the PRISMA model. PBL has a good impact on students' ability to understand material in Hinduism subjects, but in using PBL as a learning method, you must pay attention to how it is applied so that it is in accordance with the objectives. The application of Pbl can be collaborated with various media to increase the effectiveness of its use. So Pbl is not necessarily used just like that without paying attention to the others.

Keywords: Problem-Based Learning and Hinduism Learning

I. INTRODUCTION

The development of the world of education today provides many opportunities for educators and students to use learning methods in an effort to achieve learning objectives that are in accordance with 21st century learning. 21st century learning is a new paradigm characterized by learners as connectors, creators, and constructivists in the production and application of knowledge and innovation. The 21st century is also known as the knowledge age, in this era, all alternative efforts to fulfill life needs in various contexts are more knowledge-based. Efforts to meet the needs of knowledge-based education, knowledge-based economic development, knowledge-based community development and empowerment, and development in the field of knowledge-based industry (Mukhadis, 2013). 21st century learning also emphasizes that students must have or master several skills called the 4Cs. Education must realize the mastery of 21st century skills, namely 4C which consists of (1) creativity and innovation, (2) critical thinking and problem solving, (3) communication and (4) collaboration (Brown-Martin, in Pratiwi, 2020). As for the skills needed in 21st century learning to face globalization are the skills called the 4Cs, namely, Critical Thinking and problem-solving skills, collaboration skills, communication skills, creativity and innovations skills (Widodo, et al., 2020). 21st century education has several characteristics including: creative and innovative, critical thinking, integration of knowledge, easy to obtain information, communicative and collaborative spirit, respect for differences of opinion, and lifelong education (hasibuan et al., 2019).

To achieve 21st century learning goals, where learning focuses on developing human resources, the right learning method is needed. At this time there are various kinds of learning methods that have been developed, one of which is the problem-based-learning method. Problem-based-learning is learning that makes ill-structured real problems as the basis of learning, so that learners are able to use thinking skills to analyze the problems presented, explore new information and use their prior knowledge in solving problems, (Santayasa, 2012). PBL is about harnessing the kind of intelligence needed in dealing with real-world challenges, namely the ability to deal with diversity and complexity (Tan, 2000). PBL is a teaching approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills, and to acquire essential knowledge and concepts from the subject matter (Nurhadi et al., 2003). Thus it can be concluded that PBL is expected to be able to foster the ability to think critically and be able to show a critical attitude towards the things around them. Recently, PBL has also been applied to Hinduism and Budi Pekerti subjects in schools.

Problem-based-learning began to be applied in schools in Hinduism and Budi Pekerti subjects with the aim that students have meaningful learning experiences and are able to solve religious problems in their environment. Meaningful learning experiences are needed in learning Hindu Religious Education and Budi Pekerti because students can seek, try, find, and experience learning materials that are useful and necessary in their daily lives (Sukarta, 2020). Based on this, PBL is considered the most relevant learning model used in Hinduism and Budi Pekerti subjects to create an innovative, creative and meaningful learning environment. The purpose of this study is to find and analyze how much PBL affects students' academic ability in the subjects of Indigenous Religion and Cultivation.

II. RESEARCH METHOD

A. Research Design

The articles were reviewed by the model of Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) (Moher et al., 2019). PRISMA is a tool and guide used to assess systematic reviews and/or meta-analyses. PRISMA assists in developing a quality systematic review. PRISMA is a checklist of items that should be present and carefully described in a systematic review and meta-analysis.

B. Search Strategy

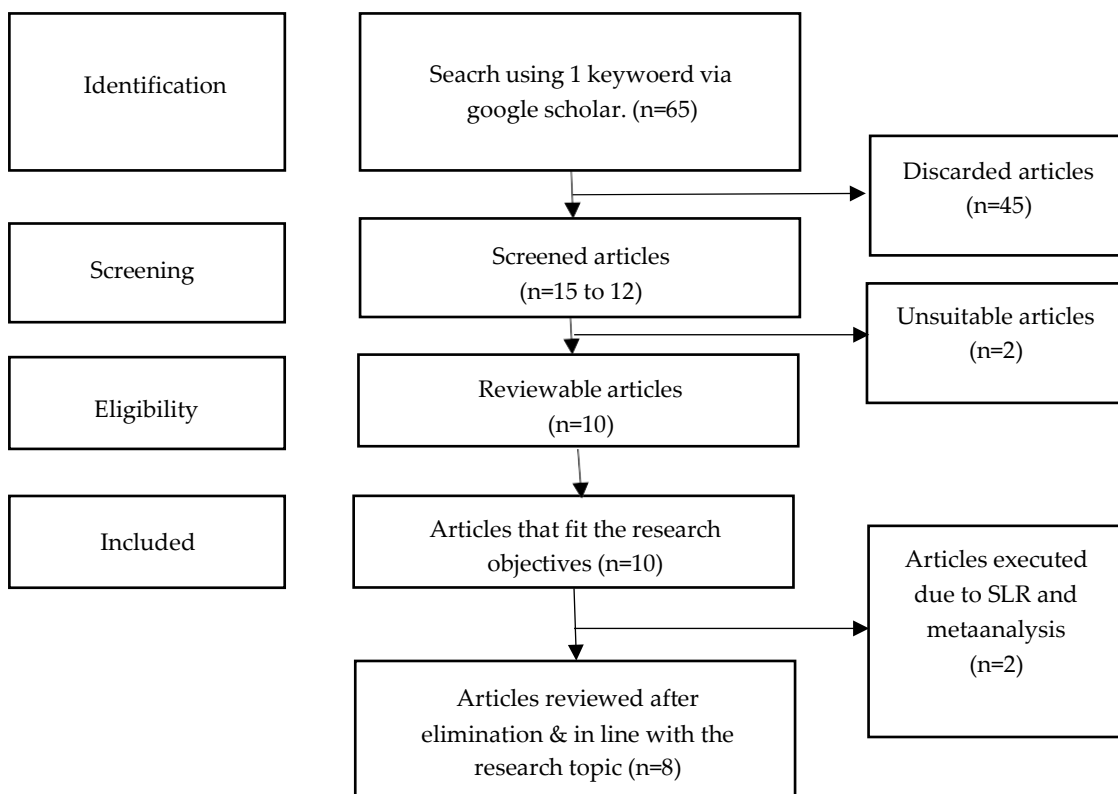
Articles that examine problem-based-learning were searched using google scholar links. The keywords used to search for articles are PBL in Hinduism education. The search was limited to articles published from 2019 to 2023. The article search also uses inclusion and exclusion criteria as presented in table 1.

Table 1. Inclusion and Exclusion Criteria

Inclusion	Exclusion
1. Journal must have been published	1. Conference proceedings, dissertation/theses, and book chapters not selected
2. Full text	2. Review, meta-analysis, editorial or commentary article not selected
3. Articles that examine PBL in Religious Studies Subjects	3. Unpublished articles in English
4. Article is open access	

C. Articles Selection Proses

An article search using google scholar produced 65 articles by entering the keyword problem-based-learning in Hinduism education. The identification stage of the article was selected by eliminating unrelated articles, such as research on the use of pbl outside of Hinduism education so that at the screening stage 15 articles were obtained. Screening is the stage of filtering and examining articles from the identification stage using criteria in the form of appropriate article titles. The screening process produced 12 particles. The eligibility stage is to check and re-evaluate the 12 articles to match the research that has been determined. The eligibility process resulted in 10 articles. At the last stage included, it was ensured that the articles from the eligibility process were in accordance with the research objectives, totaling 8 articles. The article selection process is described using the following PRISMA diagram.



D. Data Analysis

The main points analyzed in the selected articles are learning strategies using problem-based-learning models, and the effect of PBL on students' academic ability to understand Hinduism and Budi Pekerti subjects.

III. RESULT AND DISCUSSION

A. Result

Research on the use of problem-based learning models in Hinduism and Budi Pekerti learning has not been conducted by many researchers. Problem-based learning is a learning model that emphasizes solving problems. Problem that occur. As explained in the method section, after going through the PRISMA stage, 8 articles were obtained which were used in this research.

Table 2. Results of the article review

Reference Source	Results
Kanten (2022)	PBL had a significant impact on both student academic improvement and participation.
Astiti (2019)	The application of the problem-based-learning method in the learning process of Hinduism and Budi Pekerti will make learning more meaningful for students and have an orientation in remembering long-term knowledge.
Irianti (2022)	This model is able to increase students' interest in learning, increase their enthusiasm, increase students' enthusiasm, and is able to make students more serious in doing assignments and in learning.
Suanthara et al., (2021)	PBL instructor pattern has good success in guide students so that students are able to improve learning achievement.
Suratni (2022)	The application of PBL can improve student learning achievement.
Suciantari (2022)	Using model learning model-based learning model problem-based learning model gives good results on improving learning outcomes students.
Putra (2021)	application of problem-based-learning model can improve the learning outcomes of Hinduism and Budhi Pekartheni in class VIIB SMPN 6 Abang.
Linawati et al., (2023)	Usage model learning PBL more model better compared to conventional learning.

B. Discussion

The problem-based learning model is one of the most researched aspects related to learning strategies. One of the indicators of learning is the improvement

of students' academic ability. Efforts to improve students' academic abilities or cognitive abilities by applying one of the learning models. one of them is the problem-based learning model which is considered capable of improving students' academic abilities and critical thinking skills in solving a problem. The learning outcomes of students who take part in learning by using problem-based learning models are better than those of groups of students who take part in learning with conventional models (Linawati et al., 20213). The problem-based learning model has advantages over the DI model in achieving students' critical thinking skills (Santyasa et al., 2019). A virtual learning environment designed based on the PBL approach contributes to improving students' problem solving skills (Aslan & Durohan, 2021). Using a problem-based learning model can improve learning outcomes of Hinduism and Budi Pekerti in students (Putra, 2021).

Conducting learning with a problem-based learning model is not necessarily able to have a positive impact. The results of the analysis show that the problem-based learning model applied is not in accordance with the structure and good media will not have a positive impact, therefore the need for educators to understand the systematic structure in applying the PBL model to achieve good results. The unsuccessful learning process is caused by teachers who do not pay attention to the learning steps (Putra, 2021). PBL indicators are not well implemented due to habits that have been imprinted on the teacher from before (Irianti, 2022). Although PBL is able to help students develop OD skills, the introduction of PBL steps is necessary if students have no previous experience of the problem-based learning model (Dermientzi et al., 2022). Thus, the implementation of the learning process with the problem-based learning model needs to use tools or media and also the teacher must be able to understand the implementation step by step. The problem-based learning method supported by Web 2.0 tools is effective in improving academic achievement and critical thinking skills of prospective teachers (Hursen, 2021). The application of the problem-based learning model, the teacher acts as a guide and facilitator so that students learn to think and solve problems (Astiti, 2019). This indicates that a teacher must understand the steps taken in carrying out the problem-based learning model and provide tools or media used in delivering the material. The presence of the instructor is very helpful for students in carrying out the learning process and the instructor or facilitator is not only silent and supervising but needs to provide direction to students.

Adding to the effectiveness of the problem-based learning model in the learning process to get optimal results, teachers can form groups of students. Problem-based learning is interdisciplinary in nature operated by small group learning in implementation and problem-based learning is very effective in fostering students' collaboration skills (Hung et al., 2019). Group formation accompanied by peer instructors or guided by teachers can increase the effectiveness of using the problem-based learning model (Suanthara & Diatmika,

2021). There are three steps and stages in implementing the problem-based learning model, namely, 1) first stage group discussion, 2) self-study, 3) second stage group discussion (Astiti, 2019).

The problem-based learning model is very well used to improve students' academic ability and learning achievement in Hinduism and Budi Pekerti education subjects. The use of problem-based learning models has a high success rate in the learning process and is suitable for improving students' critical thinking skills in addressing problems that occur. This is because students are given ample space to build their own knowledge. the application of the problem-based-learning model can improve the learning outcomes of Hinduism and Budhi Pekerthi in class VIIB students of SMPN 6 Abang (Putra, 2021).). Using a problem-based learning model gives good results in improving student learning outcomes (Suciantari, 2022). The application of PBL can improve student learning achievement (Suratni, 2022). PBL has a significant impact on both student academic improvement and learner participation (Kanten, 2022). The use of problem-based learning models also has advantages over using conventional learning or the lecture method which often makes students feel bored and sleepy. The use of PBL learning model is better than conventional learning (Linawati et al., 2023). This model is able to increase students' interest in learning, increase their enthusiasm, increase students' enthusiasm, and be able to make students more serious in doing assignments and in learning (Irianti, 2022).

IV. CONCLUSION

The problem-based learning model has a significant impact on students' academic ability and learning achievement in Hindu Religious Education and Budi Pekerti subjects. The application of this learning model must be balanced with the teacher's understanding as an instructor and also a facilitator in carrying out the learning process. to increase the effectiveness of the problem-based learning model can be combined or collaborated with various media, such as multimedia and others in delivering material or problems. Problem-based learning is not necessarily used without other tools. The problem-based learning model has advantages in improving students' academic ability and learning achievement compared to conventional teaching models.

REFERENCES

- Aslan, S. A., & Durohan, K. 2021. The Effect Of Virtual Learning Environments Designed According To Problem-Based Learning Approach To Students' Success, Problem-Solving Skills, And Motivations. *Education And Information Technologies*, 26, 2253-2283. (<https://doi.org/10.1007/s10639-020-10354-6>)
- Astiti, N. M. A. 2019. Penerapan Model Problem-Based Learning dalam Menciptakan Suasana Pakem untuk Meningkatkan Prestasi Belajar Pendidikan Agama Hindu dan Budi Pekerti. *Kamaya Jurnal Hindu Agama*, 2 (1), 27-40.

- Dermientzi, E., Zotou, M., Tambouris, E., & Tarabanis, K. 2022. Using Problem Based Learning Method and Educational Technologies to Teach Open Data: A Design-Based Research Approach. *Educ Inf Technol*, 27. 8859-8882. (<https://doi.org/10.1007/s10639-022-10995-9>)
- Hasibuan, A. T., & Prastowo, A. 2019. Konsep Pendidikan Abad 21: Kepemimpinan dan Pengembangan Sumber Daya Manusia SD/MI. *Magistra*, 10 (1), 26-50.
- Hung, W., Dolmans, D. H. J. M., & Merrienboer, J. J. G. V. 2019. A Reviwe to Indentify Key Perspectives in PBL Meta-Analyses and Reviews: Trens, Gaps and Future Research directions. *Hadvances in Health Sciences education*, 24, 943-957. (<https://doi.org/10.1007/s10459-019-09945-x>)
- Hursen, C. 2021. The Effect or Problem-Based Learning Method Supported By Web 2.0 Tools on Academic Achievement and Critical Thingking Skills in Teacher Esucation. *Tech Know Learn*, 26, 515-533. (<https://doi.org/10.1007/s10758-020-09458-2>)
- Irianti, N. K. 2022. Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Prestasi Belajar Pendidikan Agama Hindu dan Budi Pekerti Pada Siswa XII Perhotelan 2 semester I SMK Kertha Wisata Denpasar Tahun Pelajaran 2021/2022. *Widyalyaya Jurnal Ilmu Pendidikan*, 3 (1), 25-35.
- Kanten, I. M. 2022. Peningkatan Hasil Belajar Pendidikan Agama Hindu dan Budi Pekerti Menggunakan Model Problem Based Learning (PBL). *Jurnal Inovasi* 8 (9), 35-40.
- Linawati, I. G. A., Yudana, I. M., & Gata, I. W. 2023. Pengaruh Model Problem Based Learning Berorintasi Tri Pramana Terhadap Motivasi dan Hasil Belajar Pendidikan Agama Hindu dan Budi Pekerti di SMK Pariwisata Triatma Jaya Singaraja. *Widyalyaya Jurnal Ilmu Pendidikan*, 3 (3), 340-345.
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Group*, P. (2019). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *Annals of Internal Medicine*, 151(14), 264–269.
- Mukhadis, A. 2013. Sosok Manusia Indonesia Unggul dan Berkarakter dalam Bidang Teknologi Sebagai Tuntutan Hidup di Era Globalisasi. *Jurnal Pendidikan Karakter*, 3 (2), 115-136. (<https://doi.org/10.21831/jpk.v2i2.1434>)
- Nurhadi., & Senduk. 2003. Pembelajaran Kontektuals, Contextual Teaching and Learning (CTL) dan Penerapan dalam KBK. Malang: Universitas Negeri Malang.
- Pratiwi, N. W. E. 2020. Pengaruh Model Project Based E-learning dan Prokrastinasi Akademik Terhadap Keterampilan Berpikir Kritis dan Prestasi Belajar Kimia Peserta Didik Kelas XI SMA. Undiksha: Singaraja.
- Putra, I. M. S. A. 2021. Penerapan Model Pembelajaran Problem Based Learning (PBL) untuk Meningkatkan Hasil Belajar Agama Hindu dan Budi Pekerti Kelas VIIB SMP Negeri 6 Abang. *Widyalyaya Jurnal Ilmu Pendidikan*, 2 (2), 131-141.
- Santyasa, I. W., Santyadiputra, G. S., & Juniantari, M. 2019. Problem-based Learning Versus Direct Instruction in Achieving Critical Thingking Ability Viewed

- From Students Social Attitude in Learning Physics. *Advances in Social Science, Education and Humanities Research*, 335, 633-644. ([10.2991/icesshum-19.2019.101](https://doi.org/10.2991/icesshum-19.2019.101))
- Santyasa, I. W. (2012). Pembelajaran Inovatif. Singaraja: Undiksha Pres.
- Suanthara, I. N. D. E., & Diatmika, I. D. G. N. 2021. Model Pembelajaran Problem-based Learning Pola Instruktur Teman Sebaya Untuk Meningkatkan Prestasi Belajar Agama Hindu dan Seni Budaya Siswa SMK. *Jurnal Pendidikan Seni Rupa Undiksha*, 11 (2), 149-156.
- Suciantari, I. A. K. 2022. Upaya Meningkatkan Hasil Belajar Siswa pada Pelajaran Pendidikan Agama Hindu Melalui Model Problem Based Learning di SDN 2 Bukian. *Widyalyaya Jurnal Ilmu Pendidikan*, 3 (1), 55-72.
- Sukarta, I. G. K. (2020). Meningkatkan hasil belajar pendidikan agama Hindu dan budi pekerti siswa kelas XI IPS2 SMA Negeri 1 Marga melalui penerapan teknik megending. *Indonesian Journal of Educational Development*, 1 (2), 170-179. (<https://doi.org/10.5281/zenodo.4003800>)
- Suratni, N. K. 2022. Upaya Meningkatkan Hasil Belajar Pendidikan Agama Hindu Dan Budi Pekerti Melalui Penerapan Model Problem Based Learning (Pbl) Siswa Kelas Vi A Semester Ii Sd N 6 Tianyar Barat. *Elementary Jurnal Inovasi Pendidikan Dasar*, 2 (3), 198-208.
- Tan, O.S. (2000). Reflecting on innovating the academic architecture for the 21st century. *Educational Developments*, 1, 8–11.
- Widodo, S., & Wardani, R. K. (2020). Mengajarkan Keterampilan Abad 21 4C (Communication, Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation) di Sekolah Dasar. *Jurnal Program Studi PGMI*, 7(2), 185–197.

BMC AS LEARNING METHOD HOW TO MAKE START UP BUSINESS

Ni Putu Ari Aryawati^{1*}, Nengah Sukendri²

¹Hindu Economic, Institut Agama Hindu Negeri Gde Pudja Mataram, Indonesia

²Management Economic, Institut Agama Hindu Negeri Gde Pudja Mataram, Indonesia
ariaryawati@iahn-gdepudja.ac.id

ABSTRACT

Many developing countries focus to fix problem unemployment rate by entrepreneurship education as make start up business. This study examines how Business Model Canvas (BMC) enhancing students rising high level of knowledge to creates a competitive entrepreneur advantage intentions. This study use experimental method by assigning three classes of corporate budgeting class as an experimental class of Business Model Canvas class. The findings of this study show learning entrepreneurship by BMC has been improve learning achievement and lean students for developing new or redesigning existing business models to create competitive advantage based on nine buildings blocks of the framework development to increase entrepreneurial intentions.

Keywords: Business Model Canvas; Learning Method; Start Up

INTRODUCTION

Entrepreneurship is an important process of economic development at developing countries to decrees unemployment and maintains the competitiveness of the country in facing the globalization effects. The challenges impact on developing countries need an entrepreneurship education to be the fastest growing field of education (Sirelkhatim & Gangi, 2015). Entrepreneurship educational in Malaysia can be increase student competencies and potential entrepreneurial. In European high quality entrepreneurship education increase the attractiveness of the young people careers and complement knowledge of entrepreneurial which it increase entrepreneurial intentions and influence student mind set to be start up in the business sector. Higher education in Indonesia only able to produce job seekers but very rarely to create jobs for themselves and others. Job seekers produced but not ready for use both in knowledge, skills, attitudes and forms. So the graduates prefer to look for the jobs rather than create their own jobs. This phenomenon affect the entrepreneurial intention of Indonesia are weak (Indarti & Rostiani, 2008).

Based on the Law of Republic of Indonesia number 12 year of 2012 article 18 paragraph 2 state the Higher Education responsible to prepare students to cultured intellectuals and/or scientists, able to enter and/or create jobs, and able to develop themselves into professionals yet works well. **Education is a tool to discover** Developing the curriculum in this section is one of support based on education to increasing the skill of graduates. Research on entrepreneurship support proper planning and policy of economic develop. Entrepreneurial educations are the vital to help increase entrepreneurial intentions (Nowinski, Haddoud, Lancaric, Egerova & Czegledi, 2017). Not only that, this education can be provides knowledge, attitudes, and aspiration of young people who in the millennial towards entrepreneurship. Entrepreneurship research as scientific production which it is

explains entrepreneurial knowledge about economic and social problems in society (Naderibeni et al., 2020).

In Indonesia to make entrepreneurial enthusiasm carried out Presidential Instruction of Republic Indonesia Number 4/1995 with the state "National movement to promote and cultivate entrepreneurship". Because of this statement, in 2008 Ministry of Cooperatives and SMEs launched the program of entrepreneurship movement for high school and tertiary students (Murtini, 2008). After this, since 2009 all of universities in Indonesia must set entrepreneurship courses into the curriculum as compulsory subjects. However the entrepreneurship education affects students there is debate about accuracy and effectiveness of entrepreneurial teaching methods. Entrepreneurship learning needs theoretical aspects and practical knowledge to improve the experience and practical skills how to start a business up.

The role of entrepreneurship education frequently increase entrepreneurial which the most effective learning models in teaching entrepreneurship namely Business Model Canvas (BMC). This method introduced by Alexander Osterwalder in 2004 be an abstract concept of a business model which represents business models based on nine elements (Osterwalder, 2004; Fritscher & Pigneur, 2014). This model illustrates and visualizes ideas planned and suitable for the innovative start up business which conducted by applies the business models.

LITERATURE REVIEW

Business Models

The new business models respond to stakeholder theory make a comparison between reality and theory which facilitate a new empirical contrast by non-instrumental perspective. (Asadnezhad et al., 2017) shows the research has to identify and prioritize the component of business models as well as structuring a knowledge-based company business model prioritizing to important business firm's models. Innovation handled as a business strategy to organizational culture to motivate and adapting a constant renovation by resource-targeted innovation (Nunes & Russo, 2019).

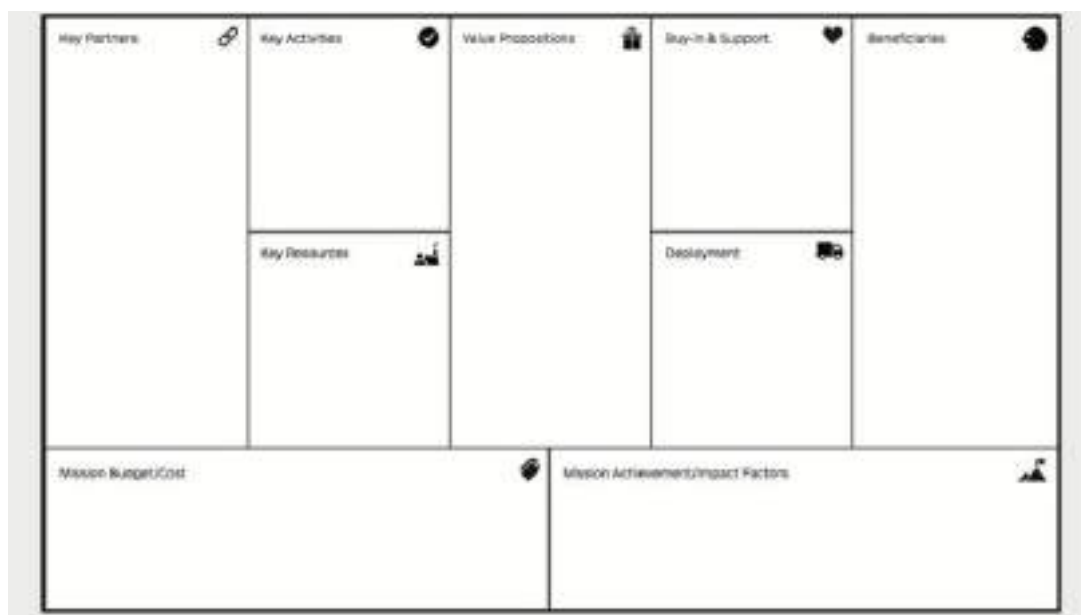
Entrepreneurship

Entrepreneur is someone who has a disciplines, model, processed and can be learn by practice entrepreneurial. Development entrepreneurship theory has stages : The theory prioritizes business opportunities show that prioritizes people's responses to opportunities, and a theory that prioritizes the relationship between entrepreneurial behavior and the results. Entrepreneurship can be learned and mastered, because entrepreneurship can be a job choice, a career choice. Motivation to develop a new business is needed not only by self-confidence in its ability to succeed, but also by its ability to access information about entrepreneurial opportunities. Entrepreneurship learning begins with the preparation and procurement of learning materials for theory, practice and implementation.

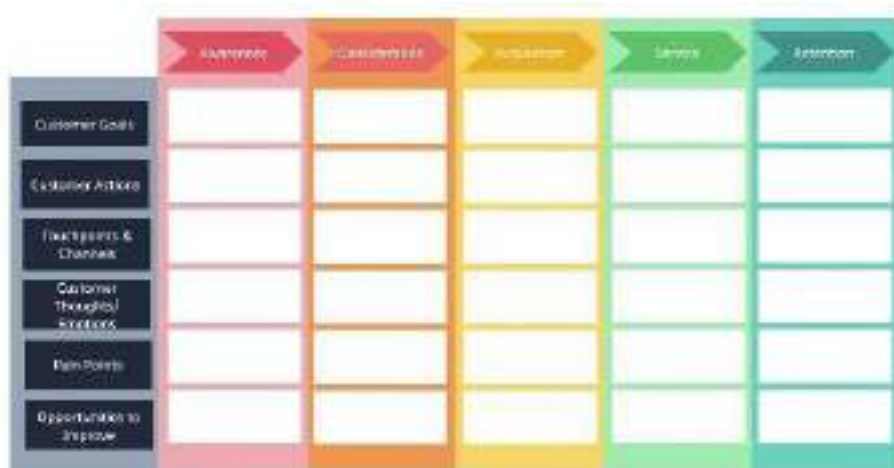
Education that has an entrepreneurial atmosphere will lead to better life opportunities for its graduates. The business model contributes to clarifying opportunities through the identification of theoretical and practical research gaps that point to the discussion of concepts related to business models, new technologies and disruptive business models (Schiavi & Behr 2018).

Business Model Canvas

Business model canvas provides a structured approach for businesses to explore possibilities and experiment with new ideas. This encourages creativity and innovation, which in turn encourages team members to think outside the box. This models effectively facilitates discussions among team members, investors, partners, customers, and other stakeholders. It clarifies how different aspects of the business are related and ensures a shared understanding of the business model. There are nine building blocks in the business model canvas: customer segments; customer relationships; channels; revenue streams; key activities; key resources; key partners; cost structure; and value proposition.



Customer segments based on similarities such as geographical area, gender, age, behaviors, interests, etc. gives you the opportunity to better serve their needs, specifically by customizing the solution you are providing them. Customer relationships have type personal assistance; dedicated personal assistance; self-service; automated services; communities; and co-creation. Entrepreneur must be made a customer journey map to know how and why to retain and grow your customer.



Channels will be describe how you company will communicate with and reach out the customers to connect with the company. Channels play a role in raising awareness of your product or service among customers and delivering your value propositions to them. Channels can also be used to allow customers the avenue to buy products or services and offer post-purchase support. Revenue streams the sources from which a company generates money by selling their product or service to the customers. And in this block, you should describe how you will earn revenue from your value propositions by transaction-based revenue and recurring revenue.

Key activities should focus on fulfilling its value proposition, reaching customer segments and maintaining customer relationships, and generating revenue. There are three categories of key activities: production; problem-solving; and platform/network. There are several types of key resources such as human (employees); financial (cash, lines of credit, etc.); intellectual (brand, patents, IP, copyright) and physical (equipment, inventory, buildings). Key partners are strategic alliance; cooptation; joint ventures; and buyer-supplier relationships. Cost structure focus on evaluating the cost of creating and delivering your value propositions, creating revenue streams, and maintaining customer relationships. Businesses can either be cost-driven (focuses on minimizing costs whenever possible) and value-driven (focuses on providing maximum value to the customer). The last is value proposition which should be unique or should be different from that of your competitors. If you are offering a new product, it should be innovative and disruptive. And if you are offering a product that already exists in the market, it should stand out with new features and attributes.

METHOD

This research uses the experimental method carried out on the campus of the management economic department, Institut Agama Hindu Negeri Gde Pudja Mataram . This study is based on constructivist learning theories that demand students' independence to formulate a business idea, design business, and report

it. Students are allowed to set their learning process to complete business plan tasks. The study population was all budgeting corporate classes at the Department in the second semester of 2023, amounting to 3 classes. Each class has a relatively homogeneous condition because it is in semester II and has not gotten an entrepreneurship course in the previous semester. Three class as a BMC treatment be experimental class and each of student must be make the Business Model Canvas be their business plan and calculate how much the budget to realize the plan. The participants of this research are 93 students.

FINDINGS

The participants who be principle with reaction of BMC learning is seen from the responses given by 93 students to the leaning instrument to make a start business up with application of BMC presented in table 1.

Table 1 Results of Student Responses to BMC be the Learning Method.

Indicators	Response	
	(%)	
Feelings of "Happy or Unhappy" Respondents to BMC Model. Learning atmosphere, instructor/lecturer appearance, how to teach	Happy 100	Unhappy 0
Interest or No Interest "Student interest to make business plan with BMC worksheet	Interest 90	No interest 10
New or Not New" respondents' opinions of the components; subject matter, BMC Model. Student Worksheet (Business Plan), learning atmosphere, instructor/lecturer appearance, how to teach	New 95	Not New 5
"Clear or Unclear" respondents' opinions about the language used in the Student Worksheet and learning achievement test	Clear 97	Unclear 3
Respondents' opinions about "understanding or not understanding" of the Student Worksheet (Business Plan) and learning achievement test	Understand 94	Not Understand 6

Criteria: 0 % - 20 % Very low
 21% - 40% Low
 41% - 60% Medium
 61% - 80% High
 81% - 100% Very high

Student responses to the application of BMC as learning method to make the plan start business up view from 5 aspects; happy and unhappy feelings, interest and not interest things, aspects of learning new categories or not, the level of

language clarity, and the level of understanding on the BMC Student Worksheet and learning outcomes test, the result is that every aspect received a positive response in 81% and above (category “very high”). Calculation results are presented in Table 1.

DISCUSSION

The essence of learning how to make start business up by entrepreneurship using business Model Canvas made a business plan. The business plan is summarized in 9 blocks with step by step to fill in. Based on the canvas be the worksheet, a more detailed business plan has been prepared. Before preparing a business plan, students are equipped with various business-related knowledge and skills such as; the ability to recognize business opportunities, the ability to take advantage of these opportunities, the ability to organize needed resources, the ability to think critically and creatively, and the ability to prepare financial reports. How to fill each block and the order in which to fill the blocks are presented in Figure 1.

Knowledge and skills of business model canvas that student already helpful for filling every area of the nine BMC blocks and preparing business plans. Preparation business plan starts by finding a business idea at the up of the figure. The business idea must be based on creativity and have favorable prospects to the new business that to make. Then the business idea was poured in one sheet of canvas paper. Entrepreneurship learning with BMC makes it easy for students to understand a business plan comprehensively. Students who have no experience of business find it difficult to draw up business plans for the first time. However, with this BMC pursuit, students are required to be able to fill each of the nine existing blocks at the figure. Each block is related to one another. If students can fill all nine blocks and are related to one another, they have understood the business plan that they will realize. The stages are filled in the following sequence.

<p>8. Key Partnerships: Some activities are outsourced and some resources are acquired outside the enterprise.</p>	<p>7. Key Activities: ...by performing a number of Key Activities</p> <p>6. Key Resources: Key resources are the assets required to offer and deliver the previously described elements.</p>	<p>Value Propositions: It seeks to solve customer problems and satisfy customer needs with value propositions.</p> <p>3. Channels: Value propositions are delivered to customers through communication, distribution, and sales Channels.</p>	<p>4. Customer Relationships: Customer relationships are established and maintained with each Customer Segment.</p>	<p>Customer Segment: An organization serves one or several Customer Segments.</p>
<p>9. Cost Structure: The business model elements result in the cost structure.</p>		<p>5. Revenue Streams: Revenue streams result from value propositions successfully offered to customers.</p>		

Figure 1. BMC: Nine Business Model Building Blocks (Osterwalder & Pigneur, 2010)

First, the Customer segment block, at this stage, students must be able to determine who their customer segment. The customer segment is to whom the goods or services we offer. Previously it must be known what their needs are not being met and they needs. The customer segments can targeted by mass market; niche market; segmented; diversified; and multi-sided markets. Business ideas usually arise from opportunities. Opportunities, in this case, are the needs of consumers who have not been met, whether they know or do not know it. Organization must decide which segments are served and which are ignored, after that, then design the right business model according to needs (Solihah, Hubeis, & Maulana, 2014). If consumers are not aware of their needs, the seller will introduce them so that consumers are aware of them. Here students need creative ideas to be able to find new business opportunities. Figure 2.



Recognizing potential customers can be from various perspectives such as; geographical, demographic, and psychographic. These different characteristics make the type of needs they will also be different. Second, Value propositions, students must be able to determine the value that is offered to consumers, and that cannot be given by competitors. The ability of new businesses to enter the market and be able to compete with businesses that already exist in the market lies in the added value or something unique that they offer to consumers. Consumers accept this, and they feel it is a necessity and then makes a transaction.



The media used must be in accordance with the development of information technology or digital-based such as Facebook, Instagram, Tiktok, and others. The market orientation that is designed should not be limited to the local market but rather to a broader national market, even globally depending on the nature of the product it has. Fourth, Customer Relationships, in this case, students must be able to design how to guarantee good relations with consumers. Maintaining good relations with consumers is one of the business strategies that students must master from the start. Fifth, Revenue Stream, students must know the primary source of income for the planned business. The main income comes from the sale of their products. Besides, that income can come from selling products from third parties.

Sixth, Key Resources, from the beginning, students must be able to determine the resources that must be had to run the main activities of the business. Key resources can be in the form of physical resources, money, intellectual assets, and human resources. Seventh, Key Activities, in this case, students must know the main activities in their business. If students already know the main activities in business, it means that their mastery over the planned business is better. Key activities that determine the success of the business in delivering value propositions to the customer segment. Eighth, Key Patnership, this is related to who the business partners are suppliers of cheap and quality goods, freight forwarding services, advertising agencies, marketplaces. The eighth final step, Cost structures, from the beginning, students can already know what types of costs must be incurred. If the type of trading business consists of the cost of purchasing goods, advertising costs, shipping costs, internet costs, and company employee costs. If students are able to fill the nine blocks that are well available and related to one another, then they already understand the business as a whole. This knowledge and experience will benefit them if they realize their business both when they are students and after graduating from college. BMC learning received a good response from students. All students said BMC learning was fun because they could collaborate in designing business independently. As many as 95% of students stated that BMC learning was new and different from previous learning. Furthermore, BMC learning is clear, easy to understand, and interesting. Of the five aspects observed, 81% of students responded above and are in the "very high" category. When viewed by student activities, they are encouraged to participate actively both individually and in groups. Learning like this makes them able to work in teams (teamwork), each team member has the responsibility to complete their group assignments. Then, when viewed from the level of understanding, it can be concluded that the understanding of students is excellent because they can pour business ideas on a canvas sheet by filling in every block and its contents related between one block and another block. Examples of student group work are presented in Figure 2. From the students' assignments, it is known that they can find creative-based business ideas, can set customer segments and can show value propositions or the advantages of their products or services compared to competitors. Students have also been able to determine what strategies will be taken to deliver products or services to

prospective buyers or customers. In general, the ability of students in each group is relatively the same. This BMC entrepreneurial learning experience will be useful later if they build their businesses or work with others. The results of this study support research (Ismail, Khalid, Othman, Jusoff, Rahman, Kassim, & Zain, 2009; Kusmintarti, Thoyib, Maskie, & Ashar, 2016) which states entrepreneurship courses or training, (Gerba, 2012; Premand, Brodmann, Almeida, Grun, & Barouni, 2016); Patricia & Silangen, 2016; Nowiński et al., 2017) entrepreneurship education contributes to entrepreneurial intentions. Then, Dehghanpour (2013) added that the entrepreneurship course that was followed could increase entrepreneurial intentions. Furthermore, Kusmintarti et al. (2016) added that people who participated in entrepreneurship training had the provision of business ideas and social networking and had the desire to build a business going forward. This research provides a theoretical foundation for the development of entrepreneurial intentions through entrepreneurial learning. Entrepreneurship education is increasingly attracting the attention of researchers. Raposo & Paço (2011) state that entrepreneurship education provides knowledge in the form of; (a) the ability to recognize opportunities, (b) the ability to take advantage of opportunities, generate new ideas and find needed resources, (c) the ability to create and operate new devices, and (d) the ability to think critically and creatively. According to Sánchez (2011), in addition to business knowledge and skills, entrepreneurship education also develops beliefs, values, and attitudes, and aims to make students confident and consider entrepreneurship as an alternative job or as unemployment. Furthermore, Ismail et al. (2009) stated that the entrepreneurship course, Fayolle & Gailly (2015) added that entrepreneurship education has a positive effect on students who either have low or non-existent entrepreneurial intentions. The completion of one entrepreneurship course can increase entrepreneurial intentions by 1.3 times (Dehghanpour, 2013). Then, Martin, McNally, & Kay (2013) found a significant relationship between Entrepreneurship Education and Training (EET) with the preparation of entrepreneurial human capital assets. Kusmintarti et al. (2016) stated similarly that students who participated in entrepreneurship training had the intention to build a new business in the future because they were equipped with business ideas and social networking. Previously Nursito, Julianto, & Nugroho (2013) stated that entrepreneurship education could shape entrepreneurial knowledge and have a positive and significant impact on entrepreneurial intentions. Therefore, Barba-Sánchez & Atienza-Sahuquillo (2017) need to integrate entrepreneurship education with technical education to increase entrepreneurial intentions. The focus of entrepreneurship education is to develop entrepreneurial attitudes, skills, and entrepreneurial behavior (Doğan, 2015). The results of the latest research, Solesvik (2019) explains that business education positively influences the formation of entrepreneurial skills and competencies. Students who study business also exhibit higher levels of entrepreneurial intentions than those who do not participate in business education. Čapienė & Ragauskaitė (2018) support the entrepreneurship teaching method by increasing collaboration

between stakeholders in entrepreneurship education and getting closer to the business environment. Kyro (2003) states entrepreneurship education must focus on learning activities that can enhance understanding, business knowledge, and entrepreneurship. Entrepreneurship learning in universities examines theoretical aspects and practical knowledge (Heinonen & Poikkijoki, 2006). Therefore entrepreneurial instructors must have the knowledge, experience and practical skills on how to start a business (Purwana et al., 2018). Furthermore, the partial test results of the application of BMC have not been proven to increase entrepreneurial intentions. This means that there is no difference in the entrepreneurial intentions of students taught by BMC with the control class. So far, no research has been found that examines the effect of BMC learning on entrepreneurial intentions so that none can be used as a comparison. However, the use of BMCs in the field of financial management allows companies to identify customer needs, estimate the potential benefits and costs required (Dudin, Kutsuri, Jur, & Sozrykoevna, 2015). Furthermore, Crotty, Kinney, & Farren (2017) state that BMC learning is simple, clear, and how business strategy is centered on nine main business area blocks, and more importantly, encourages students or business people to think about how interactions and consequences occur. The advantages of active learning are very relevant in the field of entrepreneurship, where students have the goal to create and lead their projects, and become a favorite practice for teaching entrepreneurship be the plan of business. The results of this research strengthen the theoretical foundation of the importance of providing education in higher education to build entrepreneurs skills. Entrepreneurship education can help and increase entrepreneurial awareness and acceptance as a valuable career choice (Mikic et al., 2018). Entrepreneurship education is also able to provide knowledge to recognize opportunities, take advantage of opportunities, create and operate new devices, and the ability to think critically and creatively (Robles & Zárraga, 2015). This research succeeded in proving that the application of BMC can improve entrepreneurial learning outcomes to make the startup business is proven to increase entrepreneurial intentions. The results of this research strengthen the theoretical foundation of the importance of entrepreneurship education to increase knowledge about entrepreneurship in order to create a generation that is interested in entrepreneurship.

CONCLUSION

The conclusion of this research is learning method of Business Model Canvas (BMC) on entrepreneurial learning can be a positive response from students and can increase entrepreneurship learning outcomes, experimental class learning outcomes. The application of BMC learning method can increase student entrepreneurial intentions to make the business startup. The class learning process that applies BMC can create a pleasant learning atmosphere for all students (100%) who feel understood 94% and feel happy 95%. This research provides a theoretical foundation that the development of entrepreneurial intentions can be done through

entrepreneurship education. For this reason, universities are expected to be able to design practical and coherent entrepreneurial learning that combines conceptual learning and practical learning process. This study has limitations in duration and class of treatment, so it is possible to be reviewed again by adding a broader duration and class.

REFERENCES

- Alias, C., Goudz, A., Jawale, M., & Noche, B. (2015, May). Generating a business model canvas for future-internet-based logistics control towers. *Proceeding of the 2015 4th International Conference on Advanced Logistics and Transport (ICALT)*, 257- 262.
- Anggraeni, B., & Harnanik, H. (2015). Pengaruh pengetahuan kewirausahaan dan lingkungan keluarga terhadap minat berwirausaha siswa kelas XI SMK Islam Nusantara Comal Kabupaten Pemalang. [The influence of entrepreneurial knowledge and family environment on the entrepreneurial interest of XI grade students of SMK Islam Nusantara Comal, Pemalang Regency]. *Dinamika Pendidikan*, 10(1), 42-52. doi:10.15294/ dp.v10i1.5093.
- Åsvoll, H., & Jacobsen, P. J. (2012). A case study: Action based entrepreneurship education how experience problems can be overcome and collaboration problems mitigated. *Journal of Entrepreneurship Education*, 15(SI), 75-97. <https://ntnuopen.ntnu.no/>.
- Barba-Sánchez, V., & Atienza-Sahuquillo, C. (2017). Entrepreneurial intention among engineering students: The role of entrepreneurship education. *European Research on Management and Business Economics*, 24(1), 53-61. doi:10.1016/j.iedeen.2017.04.001.
- Čapienė, A., & Ragauskaitė, A. (2018). Entrepreneurship education at university: Innovative models and current trends, 2, 284-291. doi:10.22616/rrd.23.2017.080.
- Coes, D. H. (2014). Critically assessing the strengths and limitations of the Business Model Canvas (Master's thesis, University of Twente). <https://essay.utwente.nl/>.
- Crotty, Y., Kinney, T., & Farren, M. (2017). Using the Business Model Canvas (BMC) strategy tool to support the Play4Guidance online entrepreneurial game, 4(1), 34-41. doi:10.1515/ijtr-2017-0005.
- Dudin, M. N., Kutsuri, G. N., Jur, I., & Sozrykoevna, S. (2015). The innovative Business Model Canvas in the system of effective budgeting, 11(7), 290-296. doi:10.5539/ass.v11n7p290.
- Dudin, M. N., Lyasnikov, N. V. E., Leont'eva, L. S., Reshetov, K. J. E., & Sidorenko, V. N. (2015). Business model canvas as a basis for the competitive advantage of enterprise structures in the industrial agriculture. *Biosciences Biotechnology Research Asia*, 12(1), 887-894. doi:10.13005/bbra/1736.
- Dehghanpour, A. (2013). The process of impact of entrepreneurship education and training on entrepreneurship perception and intention: Study of educational

- system of Iran. *Education and Training*, 55(8-9), 868-884. doi:10.1108/ET-04-2013-0053.
- Dewobroto, W. S. (2013). Penggunaan Business Model Canvas Sebagai Dasar Untuk Menciptakan Alternatif Strategi Bisnis dan Kelayakan Usaha. *Jurnal Teknik Industri*, 1(2), 215–230.
- Doğan, E. (2015). The effect of entrepreneurship education on entrepreneurial intentions of university students in Turkey. *The Journal of Entrepreneurship*, 23(1), 1-18. doi:10.1177/0971355713513346.
- Doppelt, Y. (2003). Implementation and assessment of project-based learning in a flexible environment. *International journal of technology and design education*, 13(3), 255-272. doi:10.1023/A:1026125427344.
- Fayolle, A., & Gailly, B. (2015). Fayolle, A., & Gailly, B. (2013). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. *Journal of Small Business Management*, 53(1), 75-93. doi:10.1111/jsbm.12065.
- Fritscher, B., & Pigneur, Y. (2014). Visualizing business model evolution with the Business Model Canvas : Concept and tool. *Proceedings of the 2014 IEEE 16th Conference on Business Informatics*, 151- 158. doi:10.1109/CBI.2014.9.
- Fruchter, R. (2001). Dimensions of teamwork education. *International Journal of Engineering Education*, 17(4/5), 426- 430. <https://dialnet.unirioja.es/servlet/revista?codigo=14394>.
- Gerba, D. T. (2012). Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia. *African Journal of Economic and Management Studies*, 3(2), 258-277. doi:10.1108/20400701211265036.
- Heinonen, J., & Poikkijoki, S. (2006). An entrepreneurial-directed approach to entrepreneurship education: Mission impossible ? *Journal of Management Development*, 25(1), 80-94. doi:10.1108/02621710610637981.
- Osterwalder, A. (2004). *The business model ontology a proposition in a design science approach* (Doctoral dissertation, Université de Lausanne, Faculté des hautes études commerciales).
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.
- Solihah, E., Hubeis, A. V. S., & Maulana, A. (2014). Analisis model bisnis pada KNM fish farm dengan pendekatan Business Model Canvas (BMC). [Analysis of business models on KNM fish farm with the Business Model Canvas (BMC) approach]. *Jurnal Sosial Ekonomi Kelautan dan Perikanan*, 9(2), 185-194. doi:10.15578/jsekp.v9i2.1220.

CONTEXT INPUT PROCESS PRODUCT (CIPP): MODEL OF EVALUATION OF EDUCATIONAL PROGRAMS IN HIGH SCHOOL UNGGULAN CT ARSA FOUNDATION SUKOHARJO

Niluh Ari Kusumawati

Master of Education Technology, Universitas Sebelas Maret
niluharikusumawati@student.uns.ac.id

ABSTRACT

The development of the CIPP model is related to the need to have a comprehensive and holistic evaluation framework in measuring the success of educational programs. The Sukoharjo ARSA Foundation is one of the educational institutions that has a high commitment to providing quality education to students. CIPP High School Assessment Model CT ARSA Foundation Sukoharjo consists of a) context assessment that covers the learning environment, work culture, work environment, student characteristics and educators characteristics. Where the context evaluation shows the correspondence between the educational programmes implemented with the vision and mission of the school. b) Inputs include curriculum, learning system and learning strategies that correspond to the needs and characteristics of students are already excellent. c) Processes include performance management, learning activities and parenting patterns that are done well with the support of the schedule of activities of the hostel school to regulate the entire activity of students in their day-to-day and d) Products include the quality of graduates. Where the quality of graduates has been received at national and international universities. The results of the evaluation of the CIPP model in High School Excellent CT ARSA Foundation Sukoharjo showed that the applied hostel-based education program runs excellently with adequate means and facilities and supported by qualified educators so that many students are performing both at the local, national and international levels.

Keyword: CIPP Evaluation, Educational Programs

INTRODUCTION

In the development of educational programs, evaluation plays an important role in evaluating the effectiveness and success of the programs. A good assessment can provide a deep understanding of the impact of educational programs on students, staff, and the educational system as a whole. The evaluation of educational programs aims to assess the performance and impact of the various programs that have been implemented. One evaluation model that is often used in the context of education is the CIPP model. The CIPP (Context, Input, Process, Product) evaluation model is one of the most widely used evaluation approaches in measuring the effectiveness and efficiency of educational programs. This model was developed by Daniel Stufflebeam in the 1960s and has become one of the most popular assessment approaches in the field of education (Salamah & Istiyono, 2022). This evaluation is carried out to ensure that the programs that have been implemented are in line with the school's educational objectives, as well as provide optimal benefits for students and the school environment as a whole. This evaluation also helps to identify the strengths and weaknesses of the program, so that corrective actions and improvements can be taken in the future. Before the

introduction of the CIPP Assessment Model, many educational programs were evaluated based on final results alone. (output). However, this approach proved less effective because it did not provide adequate insight into the factors affecting the success or failure of the program (Kitivo & Kavulya, 2021). Therefore, the CIPP evaluation model is introduced to provide a comprehensive and systematic approach in evaluating educational programs by considering a variety of interrelated aspects.

The development of the CIPP model is related to the need to have a comprehensive and holistic evaluation framework in measuring the success of educational programs. Before the CIPP model, many evaluation approaches focused only on the final outcome or output of the program, without considering the context and processes involved in the program implementation. The uniqueness of the CIPP evaluation model is its approach oriented to sustainable development and improvement (Salamun, 2021). By considering contexts, input, processes, and products, this model provides a comprehensive overview of the overall educational program. These evaluation results can be used to make strategic decisions in optimizing the performance of educational programs, correcting imperfections, and increasing efficiency and effectiveness in achieving educational goals. Since its first development, the CIPP evaluation model has been used at various levels of education and in various contexts, helping to improve the overall quality of education.

High School CT ARSA Foundation Sukoharjo is one of the educational institutions in Sukoharjo, Central Java, which has a high commitment to providing quality education to students. To these goals, the school has implemented various educational programs, such as programs to improve the quality of learning, improve school facilities, develop curricula, and various extracurricular activities. However, in order to ensure the effectiveness and efficiency of such programs, program evaluation becomes critical (Sam, 2019). High School CT ARSA Foundation Sukoharjo aims to evaluate the performance and impact of various programs that have been implemented. This evaluation is carried out to ensure that the programs that have been implemented are in line with the school's educational objectives, as well as provide optimal benefits for students and the school environment as a whole. The evaluation also helps to identify the strengths and weaknesses of the program, so that corrective actions and improvements can be taken in the future.

LITERATURE REVIEW

Supriyati (2021) in his research entitled "Mixed Model Cipp and Kickpatrick As Approaches to Evaluation of Teachers' Competence Development Program Based on Needs to Improve Literacy-Number Assessment Skills" stated that:

The CIPP and Kickpatrick evaluation models are assessed as complementary approaches in the implementation of program evaluation. Based on the results of the research, it can be concluded that with both models projected can provide a complete description in the examination and in-depth research on the

implementation of the teacher competence development program. With both models can also be obtained comprehensive recommendations and complement each other in the survival of the program (Supriyati & Muqorobin, 2021).

The research carried out by Supriyanti can be used as a reference for researchers in applying CIPP evaluation at the High School Unggulan CT Arsa Foundation Sukoharjo which focuses on the development of competencies owned by teachers in order to provide quality learning.

Netriwinda (2022) in his research entitled "Evaluation of Integrative Holistic Paud Education Program with CIPP Model in Nagari Pandam Gadang Gunuang Omeh" stated that:

Context evaluation is good, there is compatibility between the program with the vision and mission of the institution, (2) the input evaluation has been good, the means and support factors are sufficient, (3) the evaluation of the process is enough, the implementation schedule needs to be improved, (4) the product assessment is well, the certification is given as a sign of following the activities by achieving the established competence (Netriwinda et al., 2022).

The research carried out by Netriwinda can be used as a reference for researchers in applying the CIPP evaluation in High School Unggulan CT Arsa Foundation Sukoharjo where the implementation of the continuity of educational programs needs to be evaluated in order to know to what extent the educational program has achieved success and in accordance with the established goals. The CIPP evaluation model uses a holistic approach to evaluate learning programmes by considering related contexts, input, processes, and products. This comprehensive evaluation helps in understanding the strengths and weaknesses of the learning program, as well as provides a foundation for better improvement and development of the program in the future.

METHOD

The method used in this study is qualitative using the CIPP model. (Context Input Process Product). The model was developed by Daniel Stufflebeam in the early 1970s and became popular for its success in providing useful information to decision-makers in evaluating educational programs (Junanto, 2019). Where the context focuses on the analysis and understanding of the context or background of the program to be evaluated, the input is focused on the input aspects or resources used to support the program, the process focus on how the educational program is implemented and the products focus on the results achieved by the program. Data collection techniques are carried out through live observations, interviews and focus group discussions. The type of data in this study is primary data that comes from direct observations, interviews and focus group discussions and secondary data from scientific journals and related books. The data analysis technique used is thematic analysis. This technique involves identifying key topics in data that appear repeatedly. Researchers look for specific patterns or important elements that describe the experience or views of the participants. The results of this study are

observations carried out individually by students of the Master of Education Technology University of Sebelas March at the High School of Unggulan CT Arsa Sukoharjo.

FINDINGS

The High School Sukoharjo Arsa Foundation is a non-profit school providing free education to less capable communities that focus on the region of Central Java, East Java and DIY. The educational process at High School Unggulan CT ARSA Foundation Sukoharjo is organized with a full shelter system using the General Curriculum (KU) and the Special curriculum (KK). To evaluate the performance of the teacher does supervision of the students, peers and the head of the school. Nursing is preventive. with reward and punishment. Supreme CT ARSA Foundation Sukoharjo uses the National 2013 Curriculum with a focus on the development of academic intellectual competence. Whereas the Special Curriculum of High School Unggulan CT ARSA Foundation Sukoharjo focuses on the education of residential life based on Islamic religion, which combines the development of faithfulness and Islamic understanding by developing the potential of leadership (leadership), and entrepreneurship (interpreneurships) for students. The Special Curriculum covers the full shelter education system, character and personality, Quran and Self-Development. (Bakat dan Minat). In its implementation, the educational activities at High School Unggulan CT ARSA Foundation Sukoharjo covered three main efforts, namely learning, training and nurturing. His learning strategy includes mastery learning, no text remedials but remedial teaching and differentiation lessons. (ajari sampai bisa). Characteristics of students consist of students performing, coming from Paradise less capable in the territory, noble morals, obedience to religion, discipline and able to adapt. Evaluation of educational programs using the CIPP model at High School CT ARSA Foundation Sukoharjo aims to evaluate the performance and impact of the various programs that have been implemented. This evaluation is carried out to ensure that the programs that have been implemented are in line with the school's educational objectives, as well as provide optimal benefits for students and the school environment as a whole.

DISCUSSION

Context Input Process Product Model (CIPP)

A learning program is an effort to improve the effectiveness and quality of the learning process in an educational institution. Evaluation of a learning program is an important step in ensuring that the program successfully achieves the set goals and provides the expected benefits. One evaluation model that can be used to measure the success of a learning program is the Context Input Process Product. (CIPP).

a) Context

The first stage in the CIPP model is the context (context). At this stage, evaluations are carried out to understand the context or environment in which the learning program is implemented. This includes the identification of problems, needs, and challenges faced by the program (Kitivo, 2021). Context assessment helps in understanding external factors that can affect the success of learning programs, such as educational policies, culture, and available resources.

b) Input

In the CIPP model, the input stage involves the collection and analysis of information related to the learning program. This information covers various aspects such as program objectives, needs and characteristics of students, curricula used, learning methods, available resources, as well as environmental factors affecting the learning process. The aim of this stage is to comprehensively understand the context of the learning program and to identify the strengths and weaknesses that need to be considered in the evaluation process (Jaryono et al., 2021).

c) Process

After the input stage, the CIPP model proceeds to the process stage, where evaluation is carried out against the implementation of the learning program. At this stage, the evaluation focuses on the analysis of the effectiveness of the strategies and learning methods used, the quality of interaction between educators and learners, the optimal use of resources, and the support provided by educational institutions in supporting the learning process (Sunu, 2022). This evaluation aims to evaluate to what extent the learning program is successfully implemented and whether improvements are needed.

d) Product

The last stage in the CIPP model is the product stage. At this stage, an evaluation is carried out on the results or products resulting from the learning program. This assessment includes an analysis of the student's learning access, changes in attitudes and knowledge, the application of skills learned, and the long-term impact of the learning program (Sardimi et al., 2022). Product evaluation aims to determine to what extent the learning program successfully achieves the set objectives and provides the expected benefits for the learners.

Overall, the CIPP model is a comprehensive evaluation approach that incorporates context, input, process, and product analysis in the evaluation of learning programs. Using this model, educational institutions can gain a better understanding of the success of learning programs and make the necessary improvements to improve the quality of learning (Prasetyo & Salabi, 2021).

Evaluation of Learning Programs at High School CT Arsa with Context Input Process Product Model (CIPP)

Context

Context assessment involves the analysis of problems underlying the needs of a learning program, such as student needs, educational goals, as well as social and environmental factors affecting the implementation of the program. This assessment helps in understanding whether the learning program meets the existing contextual needs.

a) The learning environment

The Sukoharjo ARSA Foundation focuses on the education of private life based on Islamic religion, which combines the development of faith, devotion and understanding of Islamic religions by developing the potential of leadership (leadership) and entrepreneurship (entrepreneurial spirit) for students. The hostel school concept gives students the opportunity to have longer time in study, as they live in school and have extra time after school hours. Thus giving students the opportunity to focus on their academic tasks and take advantage of extra time to study. In addition, a hostel-based school allows students to interact intensively with classmates and peers. These social interactions can help build a close and profound relationship between learners so that they can help each other in learning and sharing knowledge. Learning is not limited to the classroom. Students have the opportunity to learn all the time, either during the formal learning time or through informal discussions with classmates and hostel supervisors. In its implementation, the educational activities at High School Unggulan CT ARSA Foundation Sukoharjo included 3 main efforts, namely: learning, training, and nurturing. The extracurricular programs presented at the school are the fields of sports (badminton, basketball, futsal, football, volleyball, karate, taekwondo, silat), the field of art (sound music, dance, theatre), the creative fields (pramuka, the UN, journalism, KIR, English conversation club, PMR, agriculture, programming), and the religious fields (tahfidz).

b) Working culture

Work culture refers to the values, norms, beliefs, and practices that exist in the environment. Work culture can affect how employees interact, collaborate, and behave in the workplace (Sudrajat et al., 2022). This can include such things as leadership styles, communication, collaboration, ethics, and attitudes towards innovation. At High School Unggulan CT ARSA Foundation Sukoharjo is committed that the school as an educational center is not a learning center with a positive culture of learning that is on the side of the students. As for the work culture at High School Unggulan CT ARSA Foundation Sukoharjo as follows:

1. Discipline

The work culture at the High School of Excellence CT ARSA emphasizes the importance of discipline. Students are expected to comply with established rules, including daily schedules, residence rules, and school duties. This discipline aims to form good and responsible habits. There is also reward and punishment. As for the rules of life of students to train discipline in High School Unggulan CT ARSA:

- 1) Students are obliged to study
- 2) Learning: All school citizens should be aware of learning
- 3) Sports: Improving Physical Health
- 4) Environment: Able to adapt to the school and housing environment
- 5) Performance: Students must be champions

In addition, there is a code of honour where if a student violates the code of honor, they will be expelled from the school. The code of honour consists of bullying, dating, fighting and stealing.

2. Collaborated

High School Unggulan CT ARSA encourages collaboration between students and teachers. They are taught to collaborate in a variety of activities, such as group projects, extracurricular activities, or homework. These collaborations help develop social skills, leadership, and teamwork.

3. Independently

Students at High School Unggulan CT ARSA are trained with independence as an important aspect to be emphasized. Students are taught to organize their own time, plan and complete academic tasks, as well as take care of their daily needs. Thus, they can learn to be independent and responsible for themselves.

4. Feelings of Brotherhood

The shelter education pattern at High School Unggulan CT ARSA creates a strong sense of fraternity among pupils. They live together in one place and face similar challenges and experiences. It helps to build emotional bonds and close connections between learners, creating a supportive and caring environment.

5. Character Education

In addition to academic education, Unggulan High School CT ARSA also focuses on character education. Values such as integrity, honesty, work ethics, justice, and respect for others are emphasized in the work culture. Students are encouraged to develop a strong character and become responsible individuals in everyday life. In addition, there is also the use of Java language on every Thursday to get to know each other culture and foster tolerance.

6. Engagement and Support

High School Working Culture Excellent CT ARSA encourages involvement and support from the entire school community. Teachers, staff, and learners support each other in academic achievement, extracurricular activities, and personal development. There is a framework that is encouraged to help each other and create a positive environment.

c) The working environment

A good working environment can have a positive impact on employee well-being, performance, and satisfaction. The work environment refers to the physical, social, and psychological conditions at the workplace. At the High School of Unggulan CT ARSA, the students had work hours until 16:00 WIB, and no one came home because the students asked for guidance outside of school hours in the afternoon. This can shape the conditions of a learning society in which learning is considered important, driven, and integrated into various aspects of everyday life (Musarofah et al., 2020).

d) Characteristics of the Students

Characteristics of students in High School Unggulan CT ARSA consists of students who perform, from families who are less capable in the region of Central Java, East Java and DIY, noble morals, obedience to religion, discipline and able to adapt. The number of students accepted each year is 200 students consisting of 100 daughter students and 100 son students. The recruitment system of students at High School Unggulan CT ARSA is as follows:

- 1) Level of administration: Initial network in the recruitment system of students to obtain the identity of students. Administrative selection uses the values of one to four-semester reports, as well as attachments to statements are not eligible. Student achievements during the SMC can also be a consideration for point-adding.
- 2) The written test stage: Students who pass the administrative stage will proceed to the written test stage. The written test consists of an Academic and Psychotic Potential Test.
- 3) Health tests to ensure that no student is infected with infectious diseases.
- 4) Stage of Survey: The survey stage is the final stage in the recruitment of students. The survey stage is the verification and validation of the condition of the students by making home visits. The survey team consists of three parties, namely, the school party, the TRANS TV party, and the Mega Bank party.

e) Characteristics of Educators

The characteristics of an educator, or teacher characteristics, include qualities, skills, and attributes that are essential in fulfilling their role as educators. An educator should have a profound understanding of the subject being taught. They

must master the material to communicate information accurately and give clear explanations to the students. A good educator must have good communication skills. They should be able to communicate clearly and effectively with learners, parents, and colleagues (Sopandi & Siswanto, 2021). Good communication helps in establishing positive relationships with learners, facilitating good understanding, and building collaboration with others in the educational environment. As for the recruitment system of teachers at High School Excellent CT ARSA with qualifications consisting of the last education S-1 (according to the field of study eligible), fluent English language (TOEFL at least 450) and have teaching experience. While the selection stage consists of admission selection, TPA and Psychology tests, teaching practice, interviews and admissions. The recruitment and selection process is very strict due to the acquisition of qualified educators. As far as educational skills in high school are concerned, CT ARSA is a SMART educator. (Spesifik, Measurable, Attainable, Realistic, Timely).

a) Specific

SMART teachers have specific and clearly defined goals. They know exactly what they want to in the context of learning, whether in terms of the subject matter, the skills they wish to develop, or the final outcomes expected from students. For example, a SMART math teacher has a specific goal of improving the student's understanding of the fractional concept by teaching the fractal operation and implementing fraction-based problem solving.

b) Measurable

SMART teachers set measurable criteria to evaluate the achievement of learning goals. They use clear and objective indicators to see to what extent students have achieved the set goals. For example, a SMART English teacher sets measurable indicators such as a student's ability to understand and use new vocabulary in contextual sentences.

c) Achievable

SMART teachers set objectives that are realistic and can be achieved by students in a learning context. They consider the ability, needs, and level of development of students to set achievable goals. for example A visual arts teacher who SMART sets reasonable goals for students based on their level of expertise, such as developing the skills of drawing human proportions well within a certain period of time.

d) Realistic

SMART teachers set objectives that are realistic and in line with resources, time, and conditions. They consider the obstacles that may arise and draw up a plan of action that enables the achievement of those objectives. For example, a SMART

natural science teacher sets realistic goals based on existing curricula, available laboratory resources, and the time allocated for experiments.

e) Timely

SMART teachers set a time limit or deadline to learning goals. They realize the importance of setting time in achieving desired results and managing time effectively. For example, a history teacher whose SMART sets a certain time limit to complete a historical research project, including the stage of research, preparation, and presentation of results.

By applying these SMART principles, a teacher can plan and implement effective learning, motivate students to goals, and ensure the achievement of the expected results.

Advantages of Educators:

Change your mindset → to make the best work.

Life Long Learner → Educated Society → creativity and inovative

Executive Collaboration

Input

Evaluation of input involves the analysis of resources and components that support the learning program. This includes examination of the curriculum, teaching materials, textbooks, facilities, teachers, and other supporting devices (Safaruddin et al., 2021). The input evaluation aims to assess to what extent the input supports the achievement of the learning program's objectives.

a) The curriculum

The educational process at High School Unggulan CT ARSA Foundation Sukoharjo is organized with a full shelter system using the General Curriculum (KU) and the Special curriculum (KK). Supreme CT ARSA Foundation Sukoharjo uses the National 2013 Curriculum with a focus on the development of academic intellectual competence. Whereas the Special Curriculum of High School Unggulan CT ARSA Foundation Sukoharjo focuses on the education of residential life based on Islamic religion, which combines the development of faithfulness and Islamic understanding by developing the potential of leadership (leadership), and entrepreneurship (interpreneurships) for students. The Special Curriculum covers a full sheltered education system, character and personality, the prophecy of the Quran and self-development. (bakat dan minat). The Special Curriculum of High School Unggulan CT ARSA Foundation Sukoharjo consists of 2 groups, namely:

1. The learning group (MP) taught with an intellectual approach in the classroom, which includes the MP Islamic Religion in accordance with the 2013 plus curriculum, and the MP Leadership and Entrepreneurship,
2. The activity group (MK) consists of 4 MKs, namely:

- 1) Scheduled routine activities that regulate the daily life of students in the dormitory, from waking up to falling asleep.
- 2) Programmed activities consist of extracurricular and programmed activities in the gym with a focus on developing insights about Islamic religion and developing the potential, talents, and interests of students as a supply of life skills both soft skill and hard skill.
- 3) Projected activities are activities that require the process of submitting proposals and structured planning to train students to organize and provide inspiration for future leadership.
- 4) Self-creative activity is the use of free time independently in order to develop themselves in the field of religion, science, or other fields.

b) The learning system

In its implementation, the educational activities at High School Unggulan CT ARSA Foundation Sukoharjo covered three main efforts, namely:

1. Learning aims to develop the ability of academic intellectual aspects, i.e. the mastery of the foundations of science and technology (IPTEK) through a number of learning points in the form of face-to-face activities between educators and students in the classroom, laboratory, or out door class.
2. Training covers physical and psychological aspects. First, the training of physical aspects is aimed at improving physical fitness and fitness so that students remain healthy in following the educational process, and training of vocational life skills as a survival in the future. The two religious training in the residential life, which includes the skill and ability to read the hijaiyah, reading and hafalan the Quran and Hadiths, qiroah, religious sermons, muadzin, and so on.
3. Parenting aims to develop aspects of character and personality so that students of High School Unggulan CT ARSA Foundation Sukoharjo become Muslims who believe and fear Allah SWT with the teachings of Islam that kaffah, practical karimah (nobility), love of the homeland, unity and unity of the nation, and have a character that corresponds to the values and culture of the Indonesian nation.

c) The learning strategy

As for the learning strategy applied in High School Unggulan CT ARSA is as follows:

1. Mastery Learning

Mastery Learning is an approach in the learning process that puts the focus on achieving a high level of mastery of the learning material by each student. This concept comes from the idea that all students can a high level of mastery if they are given the appropriate time and support. A distinctive feature of Mastery Learning is that students are expected to reach a certain level of competence before they can

advance to the next learning material. This approach is contrary to traditional learning models that typically rely on a certain time as a limit to achieving learning goals (Hamdi et al., 2020). Students must a certain level of mastery in each subject before they can proceed to the next subject. This means, if there are students who have not yet reached the expected level of competence, they will be given the opportunity to re-study or get additional assistance. In this approach, each student is recognized as an individual who has a different learning rate. Teachers strive to understand the needs of each student and provide appropriate assistance and guidance to help them full mastery.

2. There are no remedial texts, but only remedy teaching

The learning system applied in High School CT ARSA is very unique where in the examination system there is no text remedial but rather repair teaching that refers to a learning approach designed specifically to help students who have difficulties or are left behind in learning. The aim of remedial teaching is to help students overcome their learning barriers and the level of competence expected in the curriculum.

3. Differentiate learning; teach until you can

Differentiated learning recognizes that each student has different abilities, interests, and needs. Differentiated learning is an approach in the learning process in which the teacher seeks to adapt the learning approach, methods, and materials according to the needs and individual characteristics of the student. Its primary objective is that each student can learn effectively and maximum according to their speed, learning style, interests, and level of mastery. Therefore, teachers should have the flexibility to present information and use a variety of teaching strategies to accommodate the diversity of students in the classroom (Yastibas & Erdal, 2020).

4. Pandemic and post-pandemic studies of COVID-19

Online learning at High School Graduate CT ARSA, students are given a printed teaching module of each subject and followed through the WhatApps class group and perimeter. Children who own WhatApps are the heads of the district. Then teachers started creating videos, moddles, Google Classroom, Learning Management System, which were lightweight and easily accessible by students. Communicate with students using WA and group telegrams. After the pandemic is over, re-learning is carried out face-to-face with hostel-based schools and supported with adequate facilities, the rules for the use of gadgets are updated, internet access is facilitated, the presence of modules and video learning, and use of other learning support applications. Learning media is developed by the teachers themselves.

Process

Process evaluation focuses on assessing the implementation of the learning program directly. It involves observation, analysis of learning activities, and

interaction between teachers and students. Process evaluation examines whether the teaching method used is effective, whether the teacher is able to deliver the material well, and whether there is a positive interaction between the teacher and the student (Gandomkar, 2018). This evaluation also involves measuring student learning progress and the use of formative evaluation strategies by teachers. As for the evaluation process in High School Unggulan CT ARSA as follows:

1. There is a head of school with the help of the Deputy Head of School to carry out Integrated Education Management.
2. The educational process at High School Unggulan CT ARSA Foundation Sukoharjo is organized with a full shelter system using the General Curriculum (KU) and the Special curriculum (KK).
3. To evaluate the performance of the teacher does supervision of the students, peers and the head of the school.
4. Teacher contracts with salary Rp. 3 million per month.
5. The nursing process was carried out by the father and mother of the teacher and there was also a housekeeper.
6. The pattern of parenting consists of observation, identifying things that stand out and giving treatments.
7. Nursing is preventive.
8. There is reward and punishment.
9. There is a continuing study team to direct students and collaborate with BK.

Produced

Product evaluation focuses on the outcomes achieved by the learning program. This includes an assessment of student learning achievements, acquired competencies, and the long-term impact of the program. The evaluation also involves an analysis of the effectiveness of the program in achieving previously set learning goals (Bukit et al., 2019). Product evaluation helps in determining whether a learning program is successful or not, and provides information for future development and improvement. As for the quality of high school graduates, CT ARSA is as follows:

- 1) Passed 3 units of a total of 486 Students, 93% entered PTN, entirely scholarship from various sources.
- 2) Ranked 4th UTBK Central and National Java Province 68 out of 23,000 Schools.
- 3) Championships: District 138, Province 29 and National 80.
- 4) Allin Alya Yasmin, a high school student at CT Arsa Foundation Sukoharjo, was accepted at 7 overseas campuses. In addition, 26 high school students of Unggulan CT Arsa passed the national selection based on achievements (SNBP).

Overall, the CIPP evaluation model offers a holistic approach to evaluating learning programmes by considering related contexts, input, processes, and products. This comprehensive evaluation helps in understanding the strengths and

weaknesses of the learning program, as well as provides a foundation for better improvement and development of the program in the future.

CONCLUSION

The CIPP evaluation model pays special attention to the context in which the educational program takes place. At Arsa Sukoharjo High School, the CIPP assessment takes into account the aspects of the school environment, educational policy, resources, and challenges faced to assess to what extent the context supports the success of the educational program. The CIPP evaluation assesses the factors that are the input in the educational program at Arsa Sukoharjo High School, including curriculum, teaching methods, facilities, curricula, and human resources. This evaluation aims to ensure that all these aspects have been properly considered and in line with the desired educational objectives. In addition, the CIPP model also analyzes the learning process that occurs in the High School of Unggulan CT Arsa Sukoharjo. This assessment includes an assessment of the teaching methods used, the interactions between teachers and students, as well as the support provided in the learning process of teaching. And the final evaluation of the CIPP will evaluate the outcomes or products of the educational program at the High School Supreme CT Arsa Sukoharjo. CIPP High School Assessment Model CT ARSA Foundation Sukoharjo consists of a) context assessment that covers the learning environment, work culture, work environment, student characteristics and educators characteristics. Where the context evaluation shows the correspondence between the educational programmes implemented with the vision and mission of the school. b) Inputs include curriculum, learning system and learning strategies that correspond to the needs and characteristics of students are already excellent. c) Processes include performance management, learning activities and parenting patterns that are done well with the support of the schedule of activities of the hostel school to regulate the entire activity of students in their day-to-day and d) Products include the quality of graduates. Where the quality of graduates has been received at national and international universities. The CIPP evaluation model considers aspects of sustainability and sustainable improvement in educational programs. This evaluation will help High School CT Arsa Sukoharjo in identifying areas that need to be improved and what steps should be taken to improve the effectiveness of their educational programs. The results of the evaluation of the CIPP model in High School Excellent CT ARSA Foundation Sukoharjo showed that the applied hostel-based education program runs excellently with adequate means and facilities and supported by qualified educators so that many students are performing both at the local, national and international levels. By applying the CIPP evaluation model, Arsa Sukoharjo can holistically evaluate all aspects of their educational program, from context to final outcome. This will help schools to continue to adapt and improve the quality of education they provide in accordance with the needs and demands of the developing world of education.

REFERENCES

- Bukit, A. V, Bastari, A., & Putra, G. E. (2019). Evaluation of Learning Programs in Indonesian Naval Technology College with the Context, Input, Process, and Product (CIPP) Model. In *International Journal of Applied Engineering Research* (Vol. 14).
- Gandomkar, R. (2018). Comparing Kirkpatrick's original and new model with CIPP evaluation model. *Journal of Advances in Medical Education & Professionalism*, 6(2).
- Hamdi, S., Setiawan, R., & Musyadad, F. (2020). Evaluation of the implementation of Indonesia Pintar program in vocational school. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 24(1). <https://doi.org/10.21831/pep.v24i1.32603>
- Jaryono, J., Indrayanto, A., Tohir, T., & Krisnaresanti, A. (2021). Educational Internship Analysis Using CIPP Model in the Economic Education Study Program. *Economic Education Analysis Journal*, 10(3). <https://doi.org/10.15294/eeaj.v10i3.51440>
- Junanto, S. (2019). Evaluation Model of Expertise Practice Programs for Early Childhood Educator Teachers. *JPUD - Jurnal Pendidikan Usia Dini*, 13(1). <https://doi.org/10.21009/10.21009/jpud.131.10>
- Kitivo, E. M. (2021). Evaluation of Training Programmes : Evaluation of Training Programmes: A Review of. *International Journal of Educational Theory and Practice(IJETP)*, 4(1).
- Kitivo, E. M., & Kavulya, J. M. (2021). Evaluation of Training Programmes: A Review of Selected Models and Approaches. In *International Journal of Educational Theory and Practice(IJETP)* (Vol. 4, Issue 4).
- Musarofah, S., Nurhalim, M., & Hanif, M. (2020). Aplikasi Evaluasi Model CIIP pada Program Keagamaan di SMK Ma'arif 1 Kroya. *Penelitian Pendidikan Dan Keagamaan Islam*, 6(02).
- Netriwinda, Yaswinda, & Movitaria, M. A. (2022). Evaluasi Program Pendidikan Paud Holistik Integratif Dengan Model Cipp Di Nagari Pandam Gadang Kecamatan Gunuang Omeh. *Jurnal Inovasi Pendidikan (JIP)*, 2(8), 2343–2352. <https://stp-mataram.e-journal.id/JIP/article/view/1115>
- Prasetyo, M. A. M., & Salabi, A. S. (2021). Model Evaluasi dan Instrumen Program Pendidikan Pelatihan di Lembaga Pendidikan Islam. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 5(1). <https://doi.org/10.47766/idarah.v5i1.1608>
- Safaruddin, S., Wijaya, C., & Ali, R. (2021). Evaluasi Program Peningkatan Kompetensi Guru Madrasah Ibtidaiyah Pada Diklat Penyusunan Rpp Di Balai Diklat Keagamaan Medan. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(02). <https://doi.org/10.30868/ei.v9i02.1191>
- Salamah, U., & Istiyono, E. (2022). Evaluation of Teacher Professional Training (TPT) program in the position of full online learning. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 26(2). <https://doi.org/10.21831/pep.v26i2.43978>
- Salamun, A. (2021). Evaluasi Program Pemberdayaan pada Yayasan Baitul Hikmah dengan Model Context-Input-Proses-Product. *Reslaj : Religion Education*

- Social Laa Roiba Journal*, 4(1). <https://doi.org/10.47467/reslaj.v4i1.504>
- SAM, M. (2019). Evaluation Of The Integrated Teaching Professional Practice (Ppkt) Program For Students Of Educational Management, Fitk Uin Syarif Hidayatullah Jakarta. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 2(02). <https://doi.org/10.30868/im.v2i02.512>
- Sardimi, S., Ariani, E., & Aghnaita, A. (2022). Evaluation of Multi-Literacy Education Program at The Community Learning Activity Center in Palangka Raya City. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 8(01). <https://doi.org/10.32678/tarbawi.v8i01.4994>
- Sopandi, E., & Siswanto, A. (2021). Evaluation Of Education Program Implementation Science-Based Madrasah Aliyah. *Akademika*, 10(01). <https://doi.org/10.34005/akademika.v10i01.1097>
- Sudrajat, S., Saliman, S., & Supardi, S. (2022). The evaluation of the programs of gender-responsive school in Yogyakarta. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 26(1). <https://doi.org/10.21831/pep.v26i1.47886>
- Sunu, I. G. K. A. (2022). Youth Teachers Program in Information Technology Management. *Jurnal Pedagogi Dan Pembelajaran*, 5(3). <https://doi.org/10.23887/jp2.v5i3.53014>
- Supriyati, Y., & Muqorobin, M. (2021). Mixed Model Cipp Dan Kickpatrick Sebagai Pendekatan Evaluasi Program Pengembangan Kompetensi Guru Berbasis Kebutuhan Peningkatan Kemampuan Asessement Literasi-Numerasi (Cilapp Model Dalam Evaluasi Program). *Jurnal Ilmiah Mandala Education*, 7(1), 203–223. <https://doi.org/10.58258/jime.v7i1.1733>
- Yastibas, A. E., & Erdal, T. (2020). Evaluating English for academic purposes II course through the CIPP model. *Gümüşhane Üniversitesi Sosyal Bilimler Enstitüsü Elektronik Dergisi*, 11(1).

MANAGEMENT OF STRENGTHENING CHARACTER EDUCATION AT SD FAJAR HARAPAN

I Putu Suyasa Ariputra

UHN I Gusti Bagus Sugriwa, Indonesia

suyasa@uhnsugriwa.ac.id

ABSTRACT

The issue of student moral degeneration has long developed in Indonesia. Regulation of the President Number 2017 on Strengthening Character Education is one of the remedies issue of moral degeneration faced by school as educational units, have a vital role in the process of building character education for education participants. This is accordance with the requirement for management to strengthen the education of excellent character in the school. SD Fajar Harapan was chosen as an object in the research because it has a high level of heterogeneity. The purpose of this research is to assess the administration of character improvement education in SD Fajar Harapan. This research is qualitative with descriptive methodologies. The results of this investigation are: Planning and cooperating between the government, educational units, and society around SD Fajar Harapan in drafting up character education activities organizing, SD Fajar Harapan has set timeline and appropriate personnel resources in the implementation of the strengthening its character education. Actuating, the strengthening of character education in SD Fajar Harapan has been done both in intra- and extra-curricular activities. Control is carried out by the head of school, instructors, personnel, and student's parents.

Keywords: strengthening character education, management, SD Fajar Harapan

INTRODUCTION

The result of education is character. This is in line with the understanding of education in Law No. 20 of 2003 on the National Education System, which indicates the process of learning aims to enable the students to actively develop their potential to have spiritual strength of religion, self-control, personality, intelligence, noble morality, as well as the necessary skills of themselves, society, nation, and country. Learning objectives in the sense of education indicate that must be achieved by students in the learning process. These indicators seem increasingly important to be achieved today amidst the transformation of education.

Silfia (2018) states that there is a determination of the era globalization characterized by the industry era 5.0. One of the fundamental implications of the challenges Industrial Revolution 5.0 is the education sector. The transformation of education is becoming increasingly felt with the rapid development of today's technology. The dynamics of this transformation can be seen in the presence of learning systems and methods supported by digital technologies. Such a rapid and massive technological development requires the education sector to be able to adapt to the digitalization of the growing education system. Technological advances in the world of education are essentially to help accelerate the process of achieving each indicator of the educational objectives. However, the acceleration of educational goals through the rapid development of technology contradicts the existing reality.

This is in line with the emergence of the issue of moral degradation among adolescents, especially students.

The issue of moral degradation is increasingly heard, in line with the emergence of cases in the world of education. These cases range from mild to severe, such as: bullying cases, increased violence in children, blurred moral boundaries of good-bad among children, increasing the use of alcohol and drugs in teenagers. Sukarno (2020:35) explains in his discussion about the Aundrey case that began from bully behaviour carried out on social media that a dispute arose that caused the victims. This indicates the need for the strengthening of character education towards students and leads the harmonious relationship between students. The presence of teachers and parents is necessary in the internalization of the strengthening of character education. The case in the world of education that increasingly affirms the occurrence of moral degradation does not only occur among students with students.

Moral degradation in the world of education is becoming an increasingly hot issue because disharmony occurs not only between students and students. There is disintegration between students and teachers in some cases, such as the case of counselling against teachers at SMK NU 3 Kaliwungu, Central Java (Sukarno, 2020: 36). Teachers at the school were stunned and mocked by their students. The phenomenon became a highlight in the world of education, because of the inability of the school in managing the educational process, especially the strengthening of character education.

Strengthening character education is also becoming increasingly highlight and urgent with the emergence of cases of disintegration between students with other students and teachers in the school. The case of the burning of the Junior High School 2 Pringsurat was carried out by one of the students with the initials of RSE who was 15 years old. According to the compass.id on July 3, 2023, the motives involved in bullying by his colleagues at school and the behaviour of teachers at the school. This phenomenon suggests that moral degradation really occurs in the world of education as well as the strengthening of character education needs to be implemented seriously. The dynamics of rapid transformation of education with its technological advancement, must be offset by the presence of character education strengthening. There is no paradox in the world of education.

At the point of rejection of several cases in the world of education today, then the President's Rules No. 87 year 2017 on Strengthening Character Education which is one of the alternative answers to the issue of moral degradation has not been able to reduce the tension of the issue. This indicates that the rules made have not been properly implemented on each educational unit. School as one of the educational institutions that has a major role in the development of the personality and character of students. This is because 50% of the interaction process occurs in the school, in line with the school's function of education in the transformation of culture. In other words, the school has a function as a guide in education to inherit

the high cultural values that a nation possesses to its pupils, so that those values remain awake to their existence.

Schools are the formally-learning process containers in which most interactions are the learning media. This is in line with the return quotes in the book of Sardiman AM, "Interaction and Motivation Learning Teaching" stating the term learning is the same as educational interaction. (2014: 3). The interaction that is carried out consciously and has a motivation to educate as an attempt to deliver students to self-education. Thus, the school has a central position to internalize a value to its students. However, reflecting on the phenomenon that occurs in the world of education, it seems that the educational values of character that have long been dictated by the government have not been fully implemented in the lower educational units. At the back of this, the school as a basic educational unit that is the end of the success of strengthening educational characteristics needs to formulate a strategic management. It is useful to maximize the strengthening of character education in students.

Managing character education strengthening in each school becomes one of the strategies to maximize the internalization of character education in students. The school can determine the right strategy in maximizing the strengthening of character education according to the conditions of the school and the background of its students. Schools with character students who come from a diverse cultural background will be different management strategies for strengthening their character with schools whose students with a uniform cultural background. One of them is SD Fajar Harapan, which has students with a high level of heterogeneity. Because the school is located in a location with a high urban level. SD Fajar Harapan is in the Tibubeneng Village, directly bordered with Dalung Permai Homesite, Pegending Homesite, Dalung Village, and Canggü. This makes the school being one of the schools with a high level of heterogeneity in the North Kuta Region. Based on this, it can be concluded that students who school here have a diverse cultural background because they come from different regions, a diverse family educational background, a different level of family education, and a diverse understanding. It is very interesting to analyse how the management of character enhancement education in the SD Fajar Harapan.

The analysis in this study points to the reversal of G.R. Terry's management theory thinking. Management has a very broad meaning, it can be understood as a process, art, or science. It is said to be a process because management has several stages in achieving goals that include planning, organization, guidance, and supervision. Management as an art because management is a way or tool for a manager in achieving a goal where its application and use depends on each manager who is largely influenced by the conditions and management of the manager himself. Management is the science and art that regulates the process of using human resources and other resources effectively and efficiently to a specific goal. (Malayu Hasibuan, 1985:153). According to George R. Terry in his book Principles of Management cited by Sukarna (2011:3), what are the stages of

management: 1) Planning is the basis of thinking of goals and preparation of steps to be used to goals. Organization is a way to gather people and place them according to their abilities and expertise in planned work. Actuating is the basis for moving the organization to go according to the respective division of work and to move all the resources in the organization so that the management is carried out so that it can go as planned and goals. Control is to monitor whether the movement of this manager has gone according to plan or not. Based on the exposure above, this article will be assisted by the management theory of G.R. Terry in analysing the management of character enhancement education in the SD Dawn of Hope in terms of management to supervision.

LITERATURE REVIEW

This article takes a few references that are used as inspiration and reference sources in analysing the submitted language topics. The article becomes more widespread in perspective but retains its level of originality. Some of the references used in writing this article are as follows.

Sukarno (2020) in his article Character Education Strengthening in Era Of Society 5.0 explains the strengthening of character education in preparing the era 5.0. The study not only discusses the understanding of character education and cases related to character education failures, but also explains the character education model. This research provides a contribution to thinking related to the depth of cases due to the failure to apply character education to the maximum.

Harun (2013) explained that character education in schools is improved, both qualitatively and quantitatively. Curriculum changes are urgently needed in the maintenance of education, so in 2013 a curriculum 2013 based on competence and character was implemented. This research contributes to explaining the course of thinking of the development of the character of a nation.

Atriyanti (2020) in his article School Strategy in Strengthening Education of Student Character Participants in the Time of Covid-19 Pandemic. This research explains related (1) optimization of school cooperation with parents, (2) cultivation of character values on each learning activity, (3) the presence of distance counselling services, and (4) character formation of students by students. This research provides a comprehensive overview of the strategy of education in the implementation of character education strengthening.

Zuriani (2016) explains the implementation of character education evaluation in the Islamic Integrated Basic School (SDIT) Iqro'Ipuh, guiding on the principles and measures of evaluation where teachers carry out evaluation on each aspect of the character agreed together, but in this case the evaluation of the learning process carried out by educators has not been done well, because there are still principles of assessment not done. This article provides insights related to the implementation of character education on basic education units.

METHOD

This type of research is qualitative. By using a descriptive approach, in which in this study obtain an analysis of management of character enhancement education to obtain a systematic, factual, and accurate picture of the facts of nature, as well as the relationship over the events studied. Purposive sampling is a sample-taking technique of a data source that is used with a particular consideration, for example the person is most aware of what we expect, or they are as the master so that it will make it easier for the researcher to explore the object or social situation being studied. Primary data is data collected directly by a researcher from the results of observations of social situations and/or to be obtained from the first-hand or subject (informant) through the process of interviews and observations. The research is also supported by secondary data such as journals, books, documents, and documentation relevant to the research.

FINDING AND DISCUSSION

Character education is the effort and effort made in building the character of students to realize normative values. (Sukarno, 2020: 33). From this explanation, the school through the whole element of the school to work intensively to strengthen and develop the character of the students. The cultivation of such character education more involves the power of educators so that there is a need for the supply of relevant concepts in educators to imply the understanding of their empirical practices.

The national educational objectives, if seen broadly, have not been achieved. This is in line with Zubaiedi's (2011: 14) opinion that stated that the national educational goals that have not been achieved have caused the quality of graduates to not fully reflect the character expected because graduates tend to be pragmatic, secular, materialistic, hedonistic, rationalistic. That is, graduates are seen to have been able to intellectual and physical intelligence but are not yet able to attain emotional and spiritual intelligence well. Rois (2016: 3) affirmed that the distortion of character as an Indonesian nation is one of the backgrounds of the emergence of character education, as well as an effort for the development of Indonesia's noble laborers. At the turn of the statement, in 2010, character education was one of the national movements promoted by the president.

This is in line with one of the important points of national education objectives is the formation of intelligent and characteristic human beings. (Khasanah, & Hernia, 2019). This statement indicates Indonesian people expect a young generation has theoretically intelligent, moral, moral and characteristic. Therefore, there is a need for the existence of educational concepts with design forming cultural, psychological, moral aspects, taste and behaviour, and spiritual intelligence. The design must be managed by each educational unit by adjusting the characteristics of the unit. Such management will benefit students to be able to develop academic and spiritual intelligence, be morally responsible, and think critically, creatively, innovatively, and sustainably. This is in line with the

regulation of Minister of Education and Culture Number 20 in 2018, about Strengthening Character Education which is an educational movement under the responsibility of educational units to strengthen the character of pupils through the harmonization of heart, taste, mindset, and sports with bonding and cooperation between education units, families, and society as part of the National Mental Revolution Movement.

Character can simply be understood as the natural nature of a person in responding to situations morally, which is realized in real actions through noble behaviour, such as kindness, honesty, accountability, respect for others, and other noble conduct. (Zuriani, 2016: 310). In accordance with this, then character education is not limited to education that teaches students related actions right and wrong. Instead, character education emphasizes the cultivation of habits of good things in life so that students have the understanding as well as the consciousness that is determined to commit to applying virtue to everyday life.

The above exposure shows that character education plays an essential role in building a civilization or nation. Through character education a transformation is expected that can change and develop a positive character as well as transform a less good character into a good one. The process of value transformation or strengthening of character education has been the task of educational institutions for a long time, throughout this time its application is still put down in the field. Lickona (2013: 9) affirmed that the minimal attention to character education in the school area became one of the causes of various social diseases in developing societies, such as corruption and retreat of morality, morals, and ethics in students. This indicates that the educational institution or school to strive to improve the quality of its graduation, many aspects to be taken into account in determining quality of education in the school. Edward Sallis (1993: 12) explains that what determines the quality of deduction includes the following aspects.

Well-maintained buildings, outstanding teacher, high moral values, excellent examination results, specialization, the support of parents, business and local community, plentiful resources, the application of the latest technology, strong and purposeful leadership, the care and concern for pupils and students, a well-balanced curriculum, or some combination of these factors.

The above statement can be understood that management takes an important role in determining quality including the quality of education. This is in line with the opinion of Edward Deming in Yuniarsih (2003: 8) that 80% of quality problems are caused by management, and 20% by employees. It can be concluded that quality depends heavily on management, and management depends on leadership and policy within the institution. Educational institutions in addition to implementing and implementing effective education also manage the quality of their graduation through good management. The management that is meant in this case is to manage

the strengthening of character education in schools so that the implementation and internalization of the character education can be optimal.

Management originated from the classical management theory proposed by Robert Owen and Charles Babbage, then developed and emerged another theory of management, called the scientific management theories. One of the figures of scientific management was developed by Frederick W. Taylor around 1900. The concept and principles were further developed by Terry with a focus on efficiency and increased productivity. Terry's management theory has made a significant contribution to the development of management disciplines. Its scientific and efficiency-focused approach has helped organizations in increasing productivity and operational efficiency. The above exposure can be concluded that Terry's management theory was developed in the context of industrial management and did not specifically emphasize character education. However, the theory still has relevance with character enhancement education management. In addition, management of character enhancement education should also pay attention to concepts and theories of character education that are more specific and relevant in the educational context.

Terry's management theory, which refers to the scientific management approach developed by Frederick W. Taylor emphasized the importance of efficiency, planning, organization, guidance, and control in management. These principles can be applied in the context of management character enhancement education to the desired character education goals. By applying Terry's management principles in character enhancement education management, schools can effectively manage programs and activities designed to develop positive character in students. Scientific approaches, good planning, efficient organization, clear guidance, and continuous control become essential foundations for achieving desired character education goals. Therefore, as an educational unit with a high level of heterogeneity, SD Fajar Harapan has its own design in managing its character education reinforcement. Based on results in the field and correlated with Terry's management theory, the management discussion of character enhancement education will be divided into four parts, namely planning, organization, implementation, and evaluation. Each of these sub-languages can be described as follows.

1. Planning

The principle of planning refers to the need to plan organizational goals, strategies, and tactics. Good planning helps in determining the steps necessary to the organization's goals. The importance of long-term and short-term planning and the development of well-coordinated plans. According to Mulyasa (2001:20), planning is a systematic process in making decisions about what to do in the future. Planning means action determining goals and directions of action which will be followed.

The principle of planning when associated with character education is a systematically planned effort to help students to have good behaviour and morals. Arifin and Rusdiana (2019: 82) affirm that planning on character education should be based on the vision of character education set by the school, which will be the basis of reference for any work, program development, and character education approach carried out in the school. The statement is in line with the planning process of strengthening the character education carried out by the SD Fajar Harapan. This is the result of an interview with the Head of the SD Fajar Harapan (Ni Made Sriani, S.Pd.).

Following speaking character reinforcement education, the first thing that is needed is commitment. My own commitment as a leader and a school citizen in providing space or stimulating something as a space for students can develop their character. When the source of the funds has been committed, there needs to be a formal legality in line. Where in this case is the vision both government and also of us in the educational unit. In line with the purpose of strengthening the character education that is included in the regulation of minister in education and culture to insert the value of character in the implementation of learning, our school vision is "Excellent in the cultural quality of the nation based on physical and spiritual health towards Bali". The current school program is a presentation of our vision, so this vision can be realised. Strengthening character education is not only from the learning process in the classroom but also created spaces through co-curricular and extracurricular (Interview, 17th June 2023).

The results of the above interview outlined that in the strengthening of character education in the educational unit that needs to be considered first before planning is commitment. Joint commitment of both headship and all the school citizens to create a container that can stimulate students to develop and strengthen the character they possess. Effective character education requires strong leadership on the part of schools or educational institutions. Educational leaders need to have a clear vision of the importance of character education and be able to lead and inspire staff and students. Once there is a commitment or equality of objectives, the leader and all related elements make up a vision of the school that is in line with the government's vision. In this way, there will be no difference between government and educational units. A consistent vision is expected to be able to construct school programs that are integrated with government programs. This is in line with the objective of creating planning in education, one of which is to provide mature activity patterns for various work units responsible for carrying out policy (Saud and Abin, 2009: 57). This indicates the planning stage carried out by the SD Fajar Harapan is an attempt to build a mature pattern so that it can be easily and simply implemented by the subsystem below it. This is in line with the statement of dr. Ni Made Sudiarti as Deputy Head of the School of Curriculum in the following interview.

The planning of the strengthening of character education in SD Fajar Harapan is carried out by drawing up programs that are straight with the vision of the school. In addition to include into the curriculum or learning process in the classroom, character education reinforcement is also designed in daily activities and periodic programs. (Interview, 6th June 2023).

Character education should be integrated into the main curriculum. Character values can be taught through a variety of subjects, such as Indonesian language, mathematics, science, and others. Character teaching can also be done through case studies, discussions, and collaborative projects. Managing character enhancement education involves the development of programs specifically designed to teach and apply character values. The program can involve classroom, extracurricular, and out-of-school activities that support positive character development.

This is consistent with the results of field observations that show that in addition to teachers spotting character reinforcement on classroom learning activities, schools also have strategies with several outstanding programs of both daily training and regular monthly, semester, and annual programs. This can be described in brief as follows. 1) The construction of facilities that can stimulate the strengthening of the character of students, such as: the presence of murals that depict the atmosphere of tranquillity, the existence of hygiene facilities, traditional play facilities in the school yard. 2) Strategies to focus on the cultivation of behaviour that leads to the strengthening of character education that builds habits based on local wisdom and tolerance, such as the presence of a donation program to the needy, class pickets, eating together during the rest, praying alternately according to religion. 3) The abolition of learning patterns that lead to the strengthening of character education such as cooperation, gotong royong, discipline, integrity where every value that is empowered has been organised in the learning plan of the teachers. 4) Periodic programs that support the strengthening of character education, such as tents, learning to cook, exams to raise the dance level, art stage, ogoh-ogoh festivals.

Based on the results of interviews in the field, it can be concluded that the planning of strengthening the character education in the SD Fajar Harapan is not just the preparation of the program. However, its planning starts from the fundamental maturing of the principles through the joint commitment of all school citizens who are intertwined with the preparation of the vision of the mission and is then announced in activities or programs for the implementation of character education reinforcement in the SD Fajar Harapan. This is in line with George R. Terry in his book *Principles of Management* (Sukarna, 2011: 10) proposes about planning is the choice of facts and the relationship between facts as well as the creation and use of estimates - forecasts or assumptions - the assumption for the future time with the way of describing and formulating activities. It can be concluded that the principles of planning in Terry's management theory can be

applied in management character enhancement education by planning programs and activities designed to develop character values. Careful planning helps identify the goals, strategies, and steps necessary to desired character development in students.

2. Organizing

George R. In his book *Principles of Management*, Terry defines organization as the determination of tasks and responsibilities by grouping and organizing various activities. (Sukarna, 2011:38). This is to the objectives set. The placement of people (officials), the determination of activities, the provision of physical factors suitable for the needs of work is part of organizing. Based on such exposure, it can be analysed that in the organizational stage carried out is the division of tasks, placement of labour according to their expertise and interests, clearance of authority and responsibility. This is also according with the results of an interview with Mr. Nyoman Ratmaja as Head of the Foundation of Fajar Harapan, which explains as follows.

In the system of recruitment of staff at our Foundation including the SD Fajar Harapan, we pay attention to a few things. First, expertise with the formation of demanding needs; second, the work ethos and interests of the concerned; third, commitment. In addition to the recruitment process, our organizational process is done by placing teachers according to their field of expertise and interest in both classroom and extracurricular learning. The division of tasks according to the field of expertise and interests has been applied all this time. Our goal is to ensure that all our employees work loyally and efficiently (Interview, 17th June 2023).

Based on the above exposure it can be understood that in conducting the educational process in the SD Fajar Harapan, the Foundation has tried to organize the management well. This is to ensure that the vision of the Foundation is achieved to the maximum. In addition, the placement of labour force in accordance with the efforts carried out by the SD Fajar Harapan in organizing the strengthening of character education, that is, with the grouping of several activities. This is in line with the results of an interview with one of the teachers in Fajar Harapan (Ni Wayan Rusani).

Strengthening character education in SD Fajar Harapan is carried out extracurricular activities, as well as cultivation activities outside that are categorized as non-curricular. The character enhancement activities have been grouped into four activities. In addition to the grouping of activities into four groups, each teacher has had their respective duties and responsibilities in these activities. These tasks and responsibilities can be seen on the decree and the SD Profile of Fajar Harapan (Interview, 6th June 2023).

The results of the above interview are consistent with the results of field observations that show that the strengthening of character education in SD Fajar Harapan is directly integrated into the learning process in the classroom (intraarticular). Furthermore, it is integrated into co-curricular activities, such as guidance on art and culture to maintain cultural defence in the modern era. This is done with the presence of the art scene activities designed by the school side in addition to developing the love of the national culture but training the collaboration as well as the courage of students to perform. In addition, by performing training toward local dances, songs, and musical instruments can provide valuable experiences for students. That experience can be their motivation to their best potential. This cultural stage activity is carried out with a series of activities at the end of the semester that are usually displayed in front of all school citizens like the following picture.



The picture of students in SD Fajar Harapan was dancing Oleg Tamulilingan.
by doc. Fajar Harapan, 2023

The image above affirms that the strengthening of character education in the SD Fajar Harapan is not only the integration of character learning in the learning process or intra-curricular. Strengthening character education is implemented thoroughly in various activities in the school. This makes students accustomed to behaving according to the characters they want to be implanted. This is in line with the principle of modelling approach in the strengthening of character education. Educational approaches are very effective in implanting positive values into students, both in cognitive, affective, and psychomotor aspects. (Arifin dan Rusdiana, 2019: 173). The cultivation approach is judged to be very effective in turning negative habits into positive.

The Organizational Principles in Terry's management theory can be applied in character enhancement education management by organizing and managing character education programs. The establishment of a clear organizational structure, the division of tasks and responsibilities, as well as the coordination between the various parties involved in character education are essential to the achievement of the desired objectives, and the creation of schoolwork programmes

or activities that are categorized into four groups: intra-curricular, co-curricular, extracurricular, and non-curricular.

3. Actuating

George R. Terry in Sukarna (2011: 81-82) describes the movement as arousing and encouraging all members of the group to be willing and striving hard to a goal sincerely and in accordance with the planning and organizational efforts of the leadership. This indicates that in the management aspect the entire stage plays a central role in achieving the expected goals. Planning and organizing requires good movement to realize its stages. Planning and organization is a stage that is used as a foundation to strengthen a movement, that can make the movement has a clear direction. Therefore, mature planning and organization requires good implementation so that the goals are achieved effectively and efficiently.

Implementation of character reinforcement education in SD Fajar Harapan based on observation results in line with planning and organization. In other words, its implementation is carried out not only on the theory and learning processes in the classroom, but also on cognitive and extracurricular activities. The implementation of character education reinforcement in the classroom appears to be integrated with the lesson material and its learning process. One example of strengthening character education in intra-curricular activities that the author observes is the strengthening of gotong royong and self-reliance values, as in the following image.



The picture of students in SD Fajar Harapan was discussing group in Science Lessons.

by doc. I Nengah Rijana, 2023

The image above illustrates the children of grade VI in science subjects doing group learning to complete an electrical. The stimulation given by the teachers in this activity is an attempt to nurture the sense of gotong royong. The value of gotong royong that teachers try to stimulate in these activities indirectly stimulates students to build a spirit of solidarity, mutual help, cooperation, and family within their friends. In addition, the value of gotong royong in the writer's observation, a

value that is also often stimulated in the intra-curricular activities in the SD Fajar Harapan is an independent value. It looks like in the picture below.



The picture of the result electrical project by SD Fajar Harapan's students in Science Lessons.

by doc. I Nengah Rijana, 2023



The picture of the result electrical project by SD Fajar Harapan's students in Science Lessons.

by doc. I Nengah Rijana, 2023

Both images above show that in addition to gotong royong values, teachers also stimulate independent values in intra-curricular activities. It appears that in completing the study of electrical materials students not only work together in order to assemble an electrical project, but also try to visualize an electric network on the objects around it. This shows that teachers have stimulated the value of hard work, creativity, willingness to learn, discipline, and courage. In addition, the strengthening of character education in the SD Fajar Harapan also through by cognitive activities. This is in line with the following interview with Wayan Rusani.

Strengthening character education is not enough if we do only during the learning process of teaching. Therefore, we organize activities that support the strengthening of student understanding in the classroom through co-curricular activities. Co-curricular activities in SD Fajar Harapan are quite a lot, such as: cultural stage, social skills, cooking skills, ogoh-ogoh march, and so on. (Interview, 6th June 2023).

Based on the results of the interviews above that character education reinforcement is also done with various activities outside of class hours. One of them is the cultural stage, which aims to develop nationalist, independent, and gotong royong values. Students are invited to build collaborative and creative processes, but also to love the national cultural diversity. This can be seen in the picture below.



The picture of cultural performance by students in SD Fajar Harapan.
by doc. I Wayan Kawiada, 2023



The picture of cultural performance by students in SD Fajar Harapan.
by doc. I Wayan Kawiada, 2023

Those activities indicates that in the intracurricular and cocurricular, the whole element strives to enable the strengthening of character education to take place. This is also apparent from social activities, where in this activity is not only the teacher and students involved. The parents of the students and the school committee are also involved. This is in line with the image below, which depicts teachers and school committees channelling social assistance that has been collected by students and all school citizens including student parents.



The picture of teacher, staff, and board of SD Fajar Harapan distribute social assistance.

by doc. Suyasa Ariputra, 2018

The strengthening of character education in intra-curricular and cocurricular activities in the SD Fajar Harapan, is increasingly strengthened in existing extracurricular activities. Usman (1993: 22) argued that extracurricular is an activity that is carried out outside of class hours (face-to-face) both in school and outside of school with the aim of further enriching and expanding the insights of knowledge and abilities that have been possessed by students from various fields of study. Based on the results of observations there are 14 extracurricular in the SD Fajar Harapan. The 14 extra-curricular such, three extracurricular compulsories are Pramuka, dance Bali, and Pianika, while 13 options, among others: Drum Band, Baleganjur, Angklung, Dharma Gita, Storry telling in Balinese, Painting, Pantomime, Chess, Table Tennis, Athletics, Pencak Silat.

The optimization of the movement for strengthening character education in SD Fajar Harapan is also from non-curricular activities. It seemed like the flag ceremony was performed, together before the start of the activities at school and when coming home from school, singing the Indonesian Nation songs at the beginning before the learning began, literacy activities 15 minutes before the bell of the lesson began. Other habits that building a characteristic also seen in the SD Fajar Harapan such as when the students will sit in groups in the courtyard to eat together, children are accustomed to report the belongs of people found to the teacher, and also children play traditional games during the break time. This is in accordance with the explanation of English teacher I Gusti Ayu Winda Yuliantari, S.Pd., M. Pd.

Students at this SD Fajar Harapan are already accustomed to doing outdoor activities during the rest period. They will eat together in the yard, for those who don't eat there will be those who will play traditional games. This goes naturally without the instructions of the teachers because it has become a habit of going down and it seems that this habit is formed because the student sees it from his class brother. (Interview, 6th June 2023).

The explanation above indicates that the activity of strengthening the character education in the SD Fajar Harapan is carried out with the method of cultivation and equality. In the context of management character enhancement education, skill and integrity involve teachers and school staff who provide good examples in behaviour and show the character values expected to students. Teachers and school staff play an important role as examples in character education.

Based on the exposure above, it can be concluded that the movement of strengthening the character education in the SD Fajar Harapan has gone well and is sought optimally. In the movement there are several principles to be observed, namely: the principle that leads to the goal of guidance, the principles of harmony with the purpose of the people working in order to be able to meet their needs which may not be equal to the objectives of the organization, the principle of unity of command. (Suhardi, 2018). At the backbone of the conclusion and principle of the movement, it can be analysed that the principles of implementation depend on its direction, i.e., the aspect of interpersonal relations in leadership that binds the subordinates to be willing to understand and contribute effective workforce to facilitate the achievement of the objectives that have been implemented. The good relationships are embedded between everyone who seeks to strengthen character education in the SD Fajar Harapan so the teachers and school staff can play an important role as examples in character education. They have been good examples in behaviour and showed the character values expected to the students.

4. Controlling

Control is a set of processes to ensure and endeavour to ensure that an activity is carried out in accordance with the existing plan. George R. Terry (Sukarna, 2011: 110) argues that supervision can be formulated as the process of determining what should be achieved is the standard, what is being done is the implementation, evaluation, and when it is necessary to make improvements, so that implementation according to the plan, that is, in line with the standard. At the point of rejection of the statement, then the process of supervision in the strengthening of character education can be an evaluation process.

Managing character enhancement education requires continuous evaluation and monitoring. Evaluation can be done through character assessments, class observations, or feedback from students, parents, and school staff. These evaluation results can be used to identify areas that need to be improved and measure progress in character education strengthening. The evaluation of character education is carried out through observation of the behaviour of the students. Observation is done through verbal, acts, facial expressions, body movements, and various other things related to the thinking and attitude of the student. Character education assessment is measured to measure whether a child already has one or a group of characteristics applied in school within a certain period. In accordance with this explanation of the head SD Fajar Harapan as mentioned before.

Evaluation of character education for the students of the course we do continuously and simultaneously with the evaluation of learning outcomes. The results of this evaluation will be communicated each semester at the receipt of the report, so it is important that the parents of the students are present in the activities. At the receipt of the report, we will serve the parents of students and students alternately one by one. So, all parties can know the results of the evaluation that has been done (Interview, 17th June 2023).

Based on the above exposure can be analysed that the process of evaluation of the results of character education strengthening has been carried out by the school. character education evaluation is one of the attempts to compare the behaviour of children with the standards or character indicators that have been established; while according to the Ministry of National Education there are 2 (two) types of indicators developed: First, school and class indicators. Second, the indicator for the subjects. School indicators and class indicators used by the head of school, teachers, and school administrative staff in planning, implementing, and evaluating the school as an educational institution of the character of the nation. This indicator also relates to school activities programmed in school's daily activities. The subject indicator describes the affective behaviour of a student in relation to a particular subject. Indicators related to school activities that are programmed as an effort to strengthen character education are also evaluated annually. This is based on the results of the author's observations, where teachers and school staff review curriculum and work programme and workshops each year. This indicates that the SD Fajar Harapan puts serious attention to the strengthening of character education. This is illustrated in the following picture.



The picture of Review of the SD Fajar Harapan Working Program.
by doc. Fajar Harapan, 2022

Review programs and workshops conducted by SD Dawn Hope always invite third parties. It is a monitoring step that is sought to maintain the objectivity of the implemented program. The principle of control in Terry's management theory relates to performance measurement, monitoring, and control. In character enhancement education management, control involves continuous evaluation and

monitoring of student character development. By conducting regular evaluations and monitoring, the school can measure the progress of students in achieving character education goals and take improvement measures if necessary.

CONCLUSION

By applying Terry's management principles in character enhancement education management, schools can effectively manage programs and activities designed to develop positive character in students. Scientific approaches, good planning, efficient organization, clear guidance, and continuous control become essential foundations for achieving desired character education goals.

However, it should be remembered that Terry's management theory was developed in the context of industrial management and didn't specifically emphasize in character education. Therefore, management of character enhancement education should also pay attention to concepts and theories of character education that are more specific and relevant in the educational context.

REFERENCES

- Arifin, Bambang Samsul dan H. A. Rusdiana. (2019). *Manajemen Pendidikan Karakter*. Bandung: CV Pustaka Setia.
- Atriyanti, Yuli. (2020). Strategi Sekolah dalam Penguatan Pendidikan Covid-19. *Prosiding Seminar Nasional Pascasarjana UNNES*: 369-376.
- E. Mulyasa. (2001). *Manajemen Berbasis Madrasah: Konsep, Strategi, dan Implementasi*. Bandung: Remaja Rosdakarya.
- Harun, Cut Zahri. (2013). Manajemen Pendidikan Karakter. *Jurnal Pendidikan Karakter*. Vol. 3, No. 3: 302-308.
- Hasibuan, Malayu. (1985). *Pengertian Manajemen*. Yogyakarta : Paradigma.
- Khasanah, U., Hernia, H. (2019). Membangun karakter siswa melalui literasi digital dalam menghadapi pendidikan abad 21 (revolusi industri 4.0). *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Palembang*, 999-1015.
- Permendikbud Nomor 20 Tahun 2018 tentang Penguatan Pendidikan Karakter. 7 Juni 2018. Berita Negara Republik Indonesia Tahun 2018 Nomor 782. Menteri Pendidikan Dan Kebudayaan Republik Indonesia. Jakarta.
- Pulungan, Listi Ideria., dkk. (2014). Interaksi Sosial Antara Guru dan Siswa Dalam Proses Pembelajaran di Sekolah Dasar. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*. Vol. 3, No. 9: 1-10.
- Rois, Munawar. (2016). *Manajemen Pendidikan Mental dan Karakter di Sekolah*. Jakarta: Eksismedia.
- Sallis, Edward. (1993). *Total Quality Management in Education*. Philadelphia, London: Kogan Page Educational Management Series.
- Silfia, M. (2018). Penguatan Pendidikan Karakter Dalam Menghadapi Era Revolusi Industri 4.0. In: *Tantangan Yang Dihadapi Dalam Dunia Pendidikan Dan*

- Social Studies Di Era Revolusi Industri 4.0. *Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan Vol 2 Tahun 2018*: hal 642 - 645.
- Suhardi. (2018). *Pengantar Manajemen dan Aplikasinya*. Yogyakarta: Gava Media.
- Sukarna, (2011). *Dasar-dasar Manajemen*. Bandung: CV Mandar Maju
- Sukarno, Muhamad. (2020). Penguatan Pendidikan Karakter Dalam Era Masyarakat 5.0. *Prosiding Seminar Nasional 2020 Fakultas Psikologi UMBY*, Yogyakarta: 29 Februari 2020. Hal. 32-37.
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. 8 Juli 2003. Lembaran Negara Republik Indonesia Nomor 4301. Jakarta.
- Usman, Moh. Uzer dan Lilis Setyowat. (1993). *Upaya Optimalisasi Kegiatan Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Yuniarsih, Tjutju. (2003). Implementasi Konsep Manajemen Mutu Terpadu dalam Pendidikan. *Jurnal Manajerial*. Vol. 1, No. 2: 1-13.
- Zubaiedi. (2011). *Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Kharisma Putera Utama.
- Zuriani, Yenita. (2016). Pelaksanaan Evaluasi Pendidikan Karakter di Sekolah Dasar Islam Terpadu (SDIT) IQRO' IPUH. *Jurnal An-Nizom*. Vol. 1, No: 3: 307-316.

TEYL: USING STORYBOOK TO ENHANCE STUDENTS' PARTICIPATION

Md. Yudyantara Risadi^{1*}, Ni Putu Herna Lastari²

¹Culture Tourism Department,

State Hindu University I Gusti Bagus Sugriwa Denpasar, Indonesia

²Tourism Department, Bali State Polytechnic, Indonesia

yudyantara@uhnsugriwa.ac.id

ABSTRACT

Teaching English to Young Learners (TEYL) is considerably fun yet challenging activity. Young Learners tend to possess unique characters such as being very active, easily getting bored and being distracted. The teachers are required to be creative in designing the lesson. Storytelling can be a powerful technique in teaching language to young learners, using a proper and adequate storybook, it will offer a new experience for the young learners. It also offers opportunities to understand vocabularies such as colour, animals, flowers, daily activities and etc. This study aimed to find out the effectiveness of the storytelling technique using storybook in increasing young learners' learning engagement in English class. This study was a case study conducted in one of the elementary schools in Denpasar. The data was collected through observation and interviews. The finding revealed that the students displayed higher enthusiasm during the storytelling activity. Moreover, giving the softcopy of the storybook to the parents enabled the students re-read the story at home independently and actively control their reading pace to increase their understanding and it led them to understand more vocabularies independently. The result of the study showed an improvement of students' vocabulary mastery, text comprehension, and retelling skills. This study concludes that storytelling using a proper and adequate storybook is effective to gain young learners' active participation in English class. It is expected that the result of this study may give insight into teaching English to young learners practice in a proper way.

Keywords: TEYL, Storybook, Storytelling

INTRODUCTION

English has been becoming one of the languages that must be mastered by most of people to conquer the world. It is due to the importance of this language that becomes the reason why people should study and learn it (Shobikah, 2017). Thus, English will be easily found and accessed in our daily life. This situation also leads to the need of learning English for young learner that improved significantly in recent years. Oktaviani and Fauzan (2017) stated that English for young learners has increased in recent years because some reasons, first young learners are considered as "golden age" in which young learners are able to get the ability to study English in easy way. Second, the young learners' confidence is well-improved in this stage that enables them to ask, answer, and explore vocabularies as many as they want. Third, there is a statement that says the earlier they learn English, the easier they get good career in the future (Teng, 2020).

On the other hand, TEYL is a challenging activity for the teacher. The challenges are coming from the teacher and the students. In teacher perspective, the teachers themselves become the main problem since there are many teachers have non-English educational background and Bahasa is their first language. In

Indonesia many of TEYL's teachers were graduated from early children education (PAUD or PGSD), thus the basic of this teacher is education/educating young learner and basically, they don't have adequate English language skills to teach young learners (Pujiani, Zuhrufillah, Sukmawati, & Yani, 2022). Another problem that exists in TEYL is there is lack of strategies possessed by the teacher while teaching the young learners. This strategy includes the existence and how to maximize learning media in the classroom. This media must be able to gain young learners' attention and interaction (Hadar, Ergas, Alpert, & Ariay, 2020). Oftentimes, teachers use flashcard, puppets, sticks, or even only text book only as the properties or media and it leads to the boredom of the young learners in the classroom. Some researchers on TEYL had conducted researches on this teaching media, they used stories, songs, role play, and games as the media and Miller (2019) Implied that story telling is the most engaging one. This strategy is considered as the best one because it develops 2 skills, namely listening and speaking in natural way. The benefits are it broadens the imagination of the students, speeds up the process of understanding vocabularies and it amuses and motivates the young learners, thus they will focus on learning materials. Most of the researchers, for example a research conducted by Maya and Halim (2021) in conducting storytelling to young learners was in the basic of looking at the result or the improvement of their vocabularies in the end of the treatment. Meanwhile, this study focuses on how storytelling with book enhances young learners' participation in the process of learning.

Storytelling needs adequate and good storybook to use in the classroom. Lugmayr, Sutinen, Suhonen, Sedano, Hlavacs, and Montero (2017) stated that it can be a tool or guide to lead the story. Storybooks have been proved to gain and improve students' vocabulary significantly. In this research, the focus will be about how it enhances students' participation and it is also considered as feasible, practical, and effective way to engage students in the learning process. Considering these benefits, the researcher wants to find how they are able to engage students and any combination that might be used by the teacher in the classroom.

Additionally, teachers in the classroom with non-English education background and possess limited English proficiency level should not worry about conducting storytelling because the text has already written on English and just need to combine with the appropriate activities, such as read aloud. It is expected this storytelling with adequate storybooks can be one of the solutions that can solve the lack of learning media in the classroom and teachers are able to use it properly and improve students' participation in order to gain students' attention. This study is aimed to describe the implementation of a storybook in TEYL as well as how storybook can improve students' participation (Wu & Chen, 2020).

LITERATURE REVIEW

Storytelling

Commonly, storytelling is retelling the story by using the teller's own words and understanding through the story read, in this research the storyteller uses the storybook to retell the story (Sharma, 2021). It is an activity that involves interaction between the teller and audience in a room and interaction between an individual and the hearer for specific purpose or information. In some conditions, storytelling can be done by the students after listening to a story given by the teacher previously and this situation can help the students a lot to understand the content of the story. Some researchers believe that storytelling can be a teaching method that can be used by the teacher with a help of a short story (Satriani, 2019, Smyrnaiou, Georgakopoulou, Sotiriou, 2020, & Rahiem, 2021). Additionally, the storytelling technique is significant in developing children's language acquisition. By telling stories, children imagine many scenes, characters activities, and visuals on their minds that indirectly stimulate language development. The language development in questioning is in the form of additional vocabulary and more complex sentences. The development of children's language can be observed from the ability of children to express their feelings and desires through words (Mujahidah, Damayanti, Afif, 2021).

Pujiani, Zuhurfillah, Sukmawati, & Yani, (2022) explained that the procedures of storytelling are done in several steps, namely first, the teacher shows a colourful written story on the LCD, (2) the teacher asks the students to listen carefully to the teacher, (3) the teacher tells the story to the students vigorously, (4) then, after finishing the story, the teacher shows a picture and ask the students "what is going on in this picture?", (5) the teacher instructs them to retell the story according to the picture given, and (6) the teacher gives an award to the students considered as the correct one. Additionally, Fikriah (2016: 96) presents the procedures of storytelling as follows: (1) the students are directed to sit in a group, (2) then, the students make up a story based on a sequence of pictures and have some key sentences given by the teacher, and (3) the teacher asks the students to tell the story after having the result of their discussion in front of the class.

Teaching English to Young Learners (TEYL)

The expression of young learners are applied to children from the age of three to twelve. Young learners in this study was the 1st grader of elementary school and they are considered as young learners since their age is around 6-7 years (Risadi, Astawa, Winia, Laba, 2020). If they are studying topics, have a very short attention period and get bored easily, the common particular characteristics of young learners (Buddasi, Ratmingsih, Agustin Risadi, 2020) will need to be considered by their teacher. Ratminingsih (2016) notes that if the teacher uses a media with excellent image aids, colorful and attractive objects in combination with strategies to be used by teachers who attract them, he can effectively teach English to younger learners. It signifies that using media as a means of teaching subject

matter can be one of the solutions to maximize the teaching and learning process (Ratminingsih & Budasi, 2018). In addition, teaching English to young learners by using storytelling is able to facilitate the cognitive, affective, and psychomotor of the students themselves.

Active Participation

An important factor in providing students with a good learning experience and developing their skills is the student's active involvement. Participation means that students speak in a classroom, are asked questions, make observations and participate in the activities of groups (Ghalley & Rai, 2019). Those who do not take part in the abovementioned activities shall be regarded as passive. Participation is considered as paying attention, being on task, responding to questions. Taking part in group discussions means asking questions, respecting each other and trying to get help or use class time effectively. However, generally, classroom participation requires students to make interaction in the classrooms to indicate that they are learning and paying attention. Encouraging students to participate in class independently of grades is important for their development, even when they have already achieved a good grade. Student participation has been correlated to a variety of outcomes that can contribute to academic success: critical-thinking skills, a sense of belonging (Eddy and Hogan in Aguilon, Siegmund, Petipas, Drake, Cotner, Ballen, 2020), decreased anxiety and have better understanding content. Furthermore, student participation is highly encouraged in active-learning classrooms (Freeman, Eddy, McDonough, Smith, Okoroafor, Lordt, & Wenderoth, 2014).

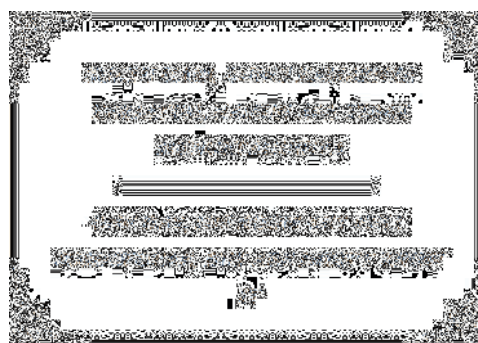
METHOD

This study explored the implementation of storybook storytelling techniques in Teaching English for Young Learners and how it could encourage and uplift the young learners' focus on the learning activities. A single case study was used which is a study that investigates a limited real-life phenomenon in depth and within its specific environmental context. The advantage of a single case study is viewed from the detailed description and analysis to get a better understanding of "how" and "why" phenomena happen. A non-random sampling technique was used since the researchers need enough informants who could answer and share their experiences in the interview. The case was chosen based on interest or theoretical reasons. The data was collected through class observation and in-depth interviews with the respondent from February to June 2023 in a private elementary school in Denpasar. This study will focus on one class where the teacher uses a storybook to teach English. The class teacher was interviewed at the conclusion of the semester to assess the learning process, particularly in regard to the usage of media. The data was then examined through filtering, categorization, and interpretation to arrive at an ideographic conclusion, which denotes that it was particular and distinct and bound by value and place.

FINDINGS

Storytelling has long been recognized as an established method in the education of young learners. Its efficacy in introducing new ideas, principles, vocabulary and even language skills such as speaking has been well-documented, making it a highly recommended teaching approach for young learners. The lecturer, in this particular instance, had prior experience employing this technique, thereby finding it relatively uncomplicated. However, what set this occasion apart was the utilization of digital media, specifically an e-storybook. In preparation for the class, the teacher made sure to gather all the necessary equipment, such as a laptop, an LCD projector, and a speaker. Opting for an e-storybook allowed for a whole-class activity since individual devices were not available to the students. During a classroom observation on 6th of April 2023, an example of an storybook activity was observed. The teacher began by introducing the topic of the day through a question and engaging the students in a brainstorming activity. For instance, when introducing the concept of animals, the teacher asked, "Do you like an animal?", "Animal...binatang, do you like an animal? Apakah kalian suka binatang?" In this case, the teacher utilized both English and Indonesian as instructional languages since the students were not accustomed to full English instruction. Subsequently, the students began mentioning the names of animals they knew in Indonesian. Sometimes, one or two students said the name of animals in English, such as dog, cat, owl, or even the ones that hard to pronounce, giraffe or hippopotamus.

Then after giving the clue, the teacher began to say "jadi tadi salah satu dari kalian menyebutkan owl...burung hantu, siapa disini yang suka burung hantu? (with raising both hands) Cute and adorable."

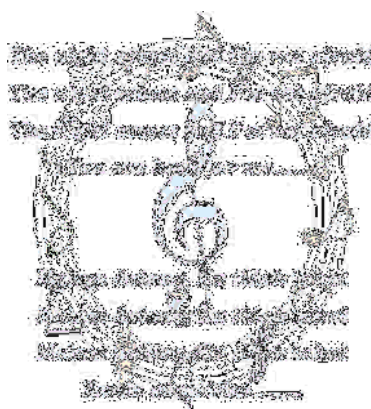


Suddenly all the students raised their hands and clapping. After this situation, the teacher showed the students storybook on the LCD and introduced them to the book in some particular ways. "jadi hari ini kita akan bertemu dengan Abe, seekor burung hantu, an owl! Jadi kita akan memangginya Abe si Owl. Ada yang tahu ciri-ciri an owl?" in this stage the teacher tried to give chances to the students to explore everything they know about an owl. One students said "ada wingnya bu guru", another student replied "big eye bu guru" and even there was one students said "it's a bird". There were many responses given by the teacher such as "good answer" and "hmmm it can be..bisa jadi". After introducing the animal in the story,

the teacher started to read the story aloud with many gestures and mimics given by the teacher, the students enjoyed the show. In the middle of the storytelling, many students asked questions,



for example “apa bahasa Inggrisnya kunci bu guru?”, “apa Osa si Bat tidak punya rumah?” “apa Bahasa Inggrisnya menyanyi bu guru?” and so on. In this stage showed that there was a lot of participation given by the students after listening and observing the storybook on the LCD, this stage also gave the students new way to learn English with simple vocabularies and the students could explore more by examples given by the teacher and even from the questions given by their friends. To end the storytelling the teacher asked the students to sing along with a song provided by the teacher and the lyrics had been written on the end page of the storybook.



After they finished singing the song, the teacher asked the students “do you want me to read the story again? Mau ibu bacakan lagi Abe si Owl?” all students replied “yes” then the teacher re-read the story. To review the material of the storybook, the teacher asked the students “are you happy? Kalian senang?” the students said “yes bu guru” the to know the understanding of the students, the teacher asked “kata-kata Bahasa Inggris apa saja yang tadi kalian dengar dan ketahui?” a lot of students raised their hands and got their turn to say what they have learnt. The class was very interactive and engaging, thus the students looked very happy and enjoyed the lesson.

Teacher's Opinion

After the class ended, there was a simple interview with the teacher in-depth and semi-structured. First of all, it was about the features of the storybook. The teacher replied that the book was created by students in UNDIKSHA so there was already comprehensive features given by the creator since it was created and supervised by lectures with good knowledge in developing storybook. There were visual, audio, and kinesthetics learning styles given by the book and the teacher included. Thus the students would be able to improve their vocabularies, pronunciation and listening at once.

In the content of the storybook, it was simple and appropriate for kids in this age. It was colourful and able to create students' imagination in some ways. Students did not only learn English or the language but also the students learnt the moral value from the story and song given by the book and teacher. In addition, the material such as animal, had been discussed by all the teacher, thus it was in line with the syllabus and it would be appropriate to be used in the classroom.

The choice of learning media and the teacher's delivery of instructional materials play a crucial role in engaging students during lessons. The teacher mentioned that she seldom used multimedia in her teaching, making it a new experience for the students. Consequently, they were highly enthusiastic to witness large images on the screen and listen to English conversations. The story was presented gradually, page by page, to enhance the students' understanding of the story and the targeted language aspects. Interactive activities, such as posing questions and encouraging word repetition, actively involved the students in the narrative, preventing boredom and ensuring their sustained engagement throughout the lesson. The teacher also noted that overall, the students' English proficiency had improved, encompassing not only vocabulary acquisition but also speaking skills.

Utilizing a storybook brought significant benefits to the teacher. Since she lacked confidence in teaching English due to her background in young learners' education rather than English instruction, this application proved helpful in demonstrating proper pronunciation and introducing new vocabulary. Moreover, the media enabled the teacher to teach vocabulary in context, particularly within simple sentences and emphasizing the moral values conveyed in the story. The highly interactive nature of the classroom activities and the students' active participation facilitated effective classroom management and focused learning. Additionally, the teacher shared the e-storybook link on the parents' WhatsApp group, encouraging them to reread the story with their children before bedtime. With the read-aloud feature easily accessible through a simple audio button, parents could support their children's comprehension without concerns about English proficiency. This approach had the potential to enhance the students' overall learning comprehension.

DISCUSSION

This research aimed to find out the use of storybooks to enhance students' active participation in English material. Students' active participation covers attention paid, task processed and done, and questions responded. Discussion, questioning, exhibiting respect, asking for assistance, and making efficient use of class time are all aspects of group participation. However, in order to demonstrate that they are learning and paying attention, students must participate in class discussions. Ghalley and Rai (2019) stated that students' active participation can be achieved well because of some factors, namely teachers, teaching media used, friends, and language used.

Based on what has been discussed on finding section, the first factor which is teacher, has become the main actor while doing storytelling with the storybook. Ghalley and Rai (2019) stated that the positive vibes given by the teacher such as prompting, answering and giving clue to the students have stimulated students' active participation. The teacher was very supportive and it welcomed more active participation from the students. The teacher does not mind if the students made mistake as long as it can be tolerated and improved in well-organized behavior later on. In some case while observing the teacher, the teacher was honest and has well-understanding on the students, thus, the students felt comfortable while answering the teacher's questions and share their opinion or thought. The teacher in this classroom was also approachable while doing the storytelling. Ghalley and Rai (2019) added that if the teacher is approachable, it will provoke classroom participation more because it will draw curiosity of the students and in the end, the students will ask more questions.

Next factor that could enhance students' active participation is teaching media used. It is undeniably that using media such as storybook in storytelling will enhance students' active participation. Seen on the findings, the use of media - storybook- had enhanced students' active participation well. Pujiani, et al (2022) stated that storybook or the media gave new experiences to young learners. Because students are naturally curious and active learners, the usage of a storybook may be able to quickly capture their attention. Additionally, the storybook was carefully created with young readers' preferences for inventive activities, vibrant images, and engaging characters in mind (Ratminingsih & Budasi, 2018). Additionally, some features of this book promote an interactive mode in which the readers, the teachers and students, have control to choose their reading mode whether to read it by themselves or use read-aloud mode. Moreover, the use of simple vocabulary enables the students to get more understanding and the song provided by the teacher trains the students' listening and pronouncing skills at once (Ratminingsih, 2016).

While doing storytelling, there were a lot of questions given by the students in the middle of it. In this questions section, some students listened to their friend's question indirectly and unconsciously, if they found something unique or they did not understand the question from their friend, that students would raise his/her

hands and ask something to clarify his/her friend's questions. Thus, friends can be the factor that enhance students active participation while doing storytelling. Ghalley and Rai (2019) stated that supportive and active friends in the class will stimulate other students to follow the good behaviour while listening to the teacher. The number of participant will increase while questioning the teacher if their friends raised hand more than once, thus it will lead other students to raise hands and question the teacher about the storybook.

In language used by the teacher and written on the storybook was so simple, understandable, and able to improve students' vocabularies in specific ways. For example, when the teacher said "kita akan berkenalan dengan Abe si Owl" while the teacher said it, the teacher pointed to the picture on the storybook, then the students would understand that an owl is "burung hantu" in Indonesian. While saying "the key is lost" showed on the storybook, the teacher would said "oh no...", this situation will lead to the curiosity when teacher said "oh no.." some students would raise their hands and asking "why" or "kenapa bu guru" then here, the teacher explained to the students with simple vocabularies like "keynya hilang, oh tidak..." eventually, the students understood that the Abe si owl lost his key. This situation can be said the teacher used two languages in one instruction to avoid confusion of the students and it also lead to students active participation because it provoke students curiosity and finally they will raise hands to have some questions (Marzuki & Kuliahana, 2021).

The student's overall English language proficiency increased. This was consistent with several earlier studies on the advantages of using narrative in the classroom for young students. According to Pujiani, et al. (2019), storytelling is a language technique that is well known for passing along morals and values from one generation to the next. Children's language skills, as well as their mental, social, and emotional development, can all be improved by telling stories to them. According to Kotaman (2020), the employment of storybooks improves young learners' attitudes in this context and their involvement and rehearsal skills, which later aid in the learning of a second language. Moreover, Setyarini and Ling (2019) proved that storytelling may improve children's Higher Order Thinking Skills (HOTS), and enhances the children's vocabulary mastery, and active participation.

CONCLUSION

According to the research conducted, it can be figured out that the use of a storybook as the media in teaching English to young learners is effective. The storybooks contribute to enhancing the students' active participation due to the favor in making the young learners to keep their focus on the learning activities. Students' active participation is a crucial factor in yielding positive learning outcomes for students and further developing their abilities in learning English. The learning objectives are easier to accomplish when the students are actively involved in the learning process. It is advised to impart language skills as well as mental, social, and emotional growth through storytelling. Utilizing a storybook improves

this process. Therefore, it is advised that young learners' teachers use teaching strategies like storytelling that support the children's cognitive, affective, and psychomotor growth. The findings of this study are anticipated to contribute to a greater understanding of TEYL (Teaching English for Young Learners).

REFERENCES

- Aguillon, S. M., Siegmund, G. F., Petipas, R. H., Drake, A. G., Cotner, S., & Ballen, C. J. (2020). Gender differences in student participation in an active-learning classroom. *CBE—Life Sciences Education*, 19(2). <https://doi.org/10.1187/cbe.19-03-0048>
- Budasi, I. G., Ratminingsih, N. M., Agustini, K., & Risadi, M. Y. (2020). Power Point Game, Motivation, Achievement: The Impact and Students' Perception. *International Journal of Instruction*, 13(4), 509-522. <https://eric.ed.gov/?id=EJ1270689>
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences USA*, 111(23), 8410–8415. doi: 10.1073/pnas.1319030111
- Ghalley, L. R., & Rai, B. M. (2019). Factors influencing classroom participation: A case study of Bhutanese higher secondary student. *Asian Journal of Education and Social Studies*, 4(3), 1-14. <https://doi.org/10.9734/ajess/2019/v4i330118>
- Hadar, L. L., Ergas, O., Alpert, B., & Ariav, T. (2020). Rethinking teacher education in a VUCA world: student teachers' social-emotional competencies during the Covid-19 crisis. *European Journal of Teacher Education*, 43(4), 573-586. <https://doi.org/10.1080/02619768.2020.1807513>
- Kotaman, H. (2020). Impacts of dialogical storybook reading on young children's reading attitudes and vocabulary development. *Reading Improvement*, 57(1), 40-45. <https://www.ingentaconnect.com/content/prin/rimp/2020/00000057/00000001/art00005>
- Lugmayr, A., Sutinen, E., Suhonen, J., Sedano, C. I., Hlavacs, H., & Montero, C. S. (2017). Serious storytelling—a first definition and review. *Multimedia tools and applications*, 76, 15707-15733. <https://link.springer.com/article/10.1007/s11042-016-3865-5>
- Marzuki, A. G., & Kuliahana, A. (2021). Using Language Games to Enhance EFL Students' Speaking Skill in Indonesia. *Al-Ta lim Journal*, 28(3), 213-222. [10.15548/jt.v28i3.700](https://doi.org/10.15548/jt.v28i3.700)
- Miller, C. H. (2019). *Digital Storytelling 4e: A creator's guide to interactive entertainment*. CRC Press.
- Mujahidah, N., Damayanti, E., & Afiif, A. (2021). The role of Storytelling Methods using hand puppets in early children's language development. *Child Education Journal*, 3(2), 78-91. <https://doi.org/10.33086/cej.v3i2.2129>
- Oktaviani, A., & Fauzan, A. (2017). Teachers perceptions about the importance of English for young learners. *Linguistic, English Education and Art (LEEA) Journal*, 1(1), 1-15. <https://journal.ipm2kpe.or.id/index.php/LEEA/article/view/25>
- Pujiani, T., Zuhrufillah, I., Sukmawati, I. D., & Yani, R. F. (2022). Engaging Young Learners to Study English Through Storytelling Using E-Storybook. *The Proceedings of English Language Teaching, Literature, and Translation (ELTLT)*, 11, 77-85. <https://proceeding.unnes.ac.id/index.php/eltlt/article/view/1661>

- Rahiem, M. D. (2021). Storytelling in early childhood education: Time to go digital. *International Journal of Child Care and Education Policy*, 15(1), 1-20. <https://ijccep.springeropen.com/articles/10.1186/s40723-021-00081-x>
- Ratminingsih, N. M. (2016). Efektivitas media audio pembelajaran berbahasa inggris berbasis lagu kreasi di kelas limasekolah dasar. *Jurnal Pendidikan Indonesia*, 5(1), 714-724. <https://doi.org/10.23887/jpi-undiksha.v5i1.8292>
- Ratminingsih, N. M., & Budasi, I. G. (2018). Local culture-based picture storybooks for teaching English for young learners. *SHS Web of Conferences*, 42, 00016. doi: 10.1051/shsconf/20184200016.
- Risadi, M. Y., Astawa, I. G., Winia, I. M., & Laba, I. N. (2020). The English Scanning Skill of Bilingual and Monolingual Tourism Students in Denpasar Tourism Academy. *Journal of Business on Hospitality and Tourism*, 6(1), 139-150. <http://dx.doi.org/10.22334/jbhost.v6i1.196>
- Satriani, I. (2019). Storytelling in teaching literacy: Benefits and challenges. *English Review: Journal of English Education*, 8(1), 113-120. <https://doi.org/10.25134/erjee.v8i1.1924>
- Setyarini, S., & Ling, M. A. (2019). Promoting higher order thinking skills in storytelling for teaching english to young adolescents in 21st century. *KnE Social Sciences*, 155-164. <https://doi.org/10.18502/kss.v3i10.3897>
- Sharma, B. K. (2021). Retelling stories of desire in TESOL: English, imagination, and encounters in tourism. *Tesol Quarterly*, 55(1), 80-104. <https://doi.org/10.1002/tesq.574>
- Shobikah, N. (2017). The importance of English language in facing ASEAN Economic Community (AEC). *At-Turats*, 11 (1), 85-93. <https://jurnaliainpontianak.or.id>
- Smyrnaïou, Z., Georgakopoulou, E., & Sotiriou, S. (2020). Promoting a mixed-design model of scientific creativity through digital storytelling—the CCQ model for creativity. *International Journal of STEM Education*, 7, 1-22. <https://link.springer.com/article/10.1186/s40594-020-00223-6>
- Teng, F. (2020). The benefits of metacognitive reading strategy awareness instruction for young learners of English as a second language. *Literacy*, 54(1), 29-39. <https://onlinelibrary.wiley.com/doi/abs/10.1111/lit.12181>
- Wu, J., & Chen, D. T. V. (2020). A systematic review of educational digital storytelling. *Computers & Education*, 147, 103786. <https://doi.org/10.1016/j.compedu.2019.103786>

FINAL YEAR STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXTS USING ENGLISH

Ahimsa Padmanaba Murfi^{1*}, Tutuk Widowati², Thaibatun Nisa³

¹Civil Engineering, Politeknik Negeri Malang, Indonesia

²Mining Technology, Politeknik Negeri Malang, Indonesia

³English Education Department, UIN Antasari Banjarmasin, Indonesia

ahimsa.id@gmail.com

ABSTRACT

This study aimed to discover the problems in writing descriptive sentences faced by Indonesian English learners. This research was conducted qualitatively since it tried to describe the problem and the solution. The data were taken from the task of interpreting English texts written by the students' colleagues, and the translations they produced. The results of the error analysis showed that the most common mistakes were: the use of articles, word order, S-V agreements, conjunctions, verb tense, determiner, and sentence structure. Errors related to the arrangement of words and sentences need to be criticized considering that L1 students follow the S-V-O structure as well as the L2 they are studying, hence students' Indonesian language skills need to be improved. Acknowledging the similarities between L1 and L2 is expected to help students to be more confident and easy to construct sentences in the L2. Whereas other errors, such as articles and others are relevant to the absence of certain concepts in the L1 which are reflected in the L2 which are production students. Nonetheless, these concepts can still be taught after the learner is sufficiently capable of constructing L2 sentences.

Keywords: error analysis; descriptive text; translation

INTRODUCTION

On several occasions, teachers at various tertiary institutions assessed the learning outcomes of English as a second language (L2) courses given to students for several semesters through writing activities in L2. Especially in the final semester, when students are required to be able to write the abstract of the thesis/final assignment they are working on in English. As the final semester approaches, English lecturers need to provide meaningful guidance, assessment, and input for final-year students.

It is undeniable that in writing activities students sometimes make mistakes resulting in the phenomenon of misunderstanding between students in understanding the narratives produced, even between lecturers and students. However, as lecturers, we are able to 'intermediate' by asking what the author wants to convey, then guiding him to express it in correct English so that the reader understands the narrative.

It was from this phenomenon that the desire arose to describe the results of learning English as assessed by writing a few sentences related to the background in the abstract, which were written by final-year students. The abstract itself is written in a descriptive format. Abisamra cited by Jayanti reveals that descriptive text is a text that describes a person, place, or something with the aim of giving a clear picture to the audience (Jayanti, 2019). The descriptive text of one student is

reviewed by another student, with the aim of knowing their ability to demonstrate their English learning outcomes by understanding each other's narratives, without "middlemen".

What students learn consciously will be reflected in the English performance they produce. Like Chomsky's statement, that linguistic competence is subconscious knowledge of language and the organizing principles of a language. Then, what we actually produce as utterances is called linguistic performance.

Sumani in his article *Understanding Englishes for Intercultural Communication within Multicultural Schools* (2012), states that effective communication involves two parties between the speaker and the interlocutor. However, this communication becomes difficult if each party uses a different 'language'. A statement with meaning A from the speaker can mean B for the other person.

Research conducted by Wang, shows that in an effort to acquire L2, students tend to make mistakes strongly influenced by their L1. To determine the extent of success in learning L2, it is necessary to analyze errors (Wang, 2014). Khansir said that error analysis aims to describe the learning process that occurs, by examining the discourse produced by L2 students, both written and spoken. By analyzing these mistakes we will get data regarding the 'interference' of L1 and what is the most difficult to produce in learning L2 (Khansir, 2012).

Mistakes made by students can be understood as a result as well as the learning process. Broadly speaking Brown & Lee convey the basic principles of language learning so that they can be used as a basis for implementing language learning methodologies (Brown & Lee, 2015).

1. Automation

Second language learning is a long process whose goal is automation in the use of that language. This process focuses on meaning, the purpose of use, social interaction during use, and sentence structure (although this is not the main focus).

2. Transfer

L2 learners tend to associate their knowledge, abilities, and emotions (cognitive structures) with the language material they want to learn.

3. Award

Humans often behave, or activities depend on motivation to achieve commensurate rewards. In this case, the best motivation is self-motivation. With self-motivation, students can feel proud of themselves when they have mastered L2.

4. Self-Regulation

Success in L2 requires students to be active in planning and disciplined in carrying out what has been planned, in accordance with the final learning outcomes they want to achieve.

5. Identity

Thinking, feeling, behaving, and behaving in L2 require complex socio-affective processes. This is influenced by the identity previously built in L1, so it requires self-awareness so that students can display an identity that suits them.

6. Interaction

When learning L2, of course, what is expected is the ability to interact using that language. The initiative of a learner or a person's opportunity can be much more than what is received through input

This universal hypothesis theory provided by lecturers/teachers for interaction will improve communication skills, and further help shape their identity in the L2 social community.

1. Language Culture

Every time you teach a language, of course not only the language that is taught but also values, habits, ways of thinking, feeling, and behaving. Learners gradually adapt and adjust to the identity that has been obtained from L1.

2. Agency

This 8th principle relates to the learner's authority to choose, and regulate himself, related to the achievements he wants to achieve in learning L2. The agency is the most comprehensive principle, including the other mentioned ones.

Several theories of second language acquisition (L2) need to be studied so that the causes of errors produced by learners can be identified. These theories include:

1. Acculturation Model

Barjesteh & Vaseghi define acculturation as 'the process of adapting to a new culture' (Barjesteh & Vaseghi, 2012). Acculturation is seen as an important aspect of mastering L2, because language is one of the expressions that can be easily observed and because in L2 discourse its acquisition is considered to be closely related to the way the L1 and L2 student communities see each other. In a study conducted by Schidmt (1983), cited by Barjatesh & Vaseghi, someone who lives near a T2 community for a certain period of time can master L2 communication skills, but is not proficient in linguistic knowledge.

2. Sociocultural Theory

This theory was first presented by Miller who examined the relationship between education and children's mental development (Miller, 2011). Daneshfar & Moharami said that social interaction involving language skills is a major part of a person's cognitive development (Daneshfar & Moharami, 2018). Menezes explains that it is through this social experience that L2 learners can advance to the next stage, because language will only be meaningful if it is used (Menezes, 2013).

Furthermore, Miller explained Vygotsky's concept of the zone of proximal development as the gap between a learner's ability to be able to independently perform tasks without assistance, compared to what he cannot do (Miller, 2011). This gap is a space that needs to be filled by lecturers/teachers to help students master things that they were previously unable to do.

3. The Universal and Fossilization Hypotheses

The universal grammar hypothesis (UG) is a theory that believes that the brain is programmed to learn languages (Menezes, 2013). According to him, Chomsky believes that environmental factors are not sufficient in describing language acquisition because the outcomes are in line with interlanguage theory. Friedrichsen argues that interlanguage is a "momentary" grammar that arises from students' understanding of L1 (Friedrichsen, 2020). This concept can be said to be a bridge between L1 and L2 which is being studied by the student. Furthermore, Tarone mentions the role of interlanguage in the failure to fully master L2 or fossilization (Tarone & Han, 2014).

4. L2 Processing Theory by Krashen

The L2 acquisition theory proposed by Krashen is based on the acquisition/learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis (Abukhattala, 2013).

Krashen uses two very different words to see the skills learned in a second language which is the difference between acquisition and learning (Abukhattala, 2013). The learning-acquisition hypothesis is part of Krashen's SLA model (Abukhattala, 2013). According to Bahrani & Soltani, learning requires conscious effort on the part of the individual learning language and focuses on structure; whereas acquisition occurs when subconscious activity is used as a way to internalize language in the individual's mind (Bahrani & Soltani, 2012). Abukhattala further explains that in the classroom, more learning processes are needed than acquisition which has the potential to hinder the automatic and long-lasting acquisition of second language knowledge (Abukhattala, 2013).

Another hypothesis proposed by Krashen is the natural sequence hypothesis. According to him, there is a grammatical order acquired by an individual. Someone will get the L2 in the same order as the original speaker got the L2. However, the hypothesis is unable to explain the effect of L1 on the learning process of L2. Ortega & Celaya stated that L1 affects the L2 learning process, in terms of positive transfers, if there are similarities in structure or language L1 and L2, or in the case of negative transfers: differences in L1 and L2 which hinder L2 learning (Ortega & Celaya, 2019).

Another hypothesis is the input hypothesis. This hypothesis can be said to be the most influential and important hypothesis of the Krashen model. because of the importance it places on comprehensible input. Input that can be understood is

explained as the information received (input) which must be slightly above or beyond what the learner can already master, or it can also be called *i+1* (Abukhattala, 2013).

The last of Krashen's hypotheses is the affective filter hypothesis. Abukhattala concluded this hypothesis as a condition for students to be able to successfully learn L2, with an open attitude towards the input given. This attitude includes self-confidence, motivation, and self-image, all of which determine the process of internalizing the input given (Abukhattala, 2013).

Research to find out the mistakes that are commonly made by these students is done by asking them to do a peer assessment. Topping defines peer assessment (PA) as a defined process, when individuals/students assess the quality, or the success of products or learning outcomes from fellow students (Topping, 1998). Similarly, Roberts describes peer assessment as “a critical process by which learners reflect on, and assess the learning outcomes of, their peers” (Roberts, 2006).

PA has been shown to generate a large number of benefits for students including improving the quality of the learning experience and increasing participation, especially from low-achieving students (Liu & Carless, 2006) and promote active learning (Baker, 2016; Gao et al., 2019; Liu & Carless, 2006). In addition, feedback from fellow learners is generally available in greater numbers and with greater immediacy than teacher feedback (Topping, 1998). The learning partner who provides the assessment also benefits from this process, as it allows them to enhance their understanding of other students' ideas (Butler & Hodge, 2001; Falchikov, 2013). Baker added that this process supports the participants' more logical thinking and writing processes (Baker, 2016). These improved critical thinking and writing skills, in turn, improve their judgmental ability to provide effective feedback and result in improvements in their own writing (Yang et al., 2006).

RESEARCH METHODS

This study aims to describe *assessments* made by final-year students on the performance of background writing in English by their fellow students. That way, this research uses a descriptive research design with a qualitative approach.

The research object is in the form of five assessments carried out by the 7th-semester students in a limited time as one of the tests in 2021/2022 Even Semester. They were asked to write an abstract for their final project. Furthermore, researchers took five random samples to be identified according to the purpose of this study.

Data collection was carried out by analyzing random sample documents in the form of five assessments. Diagram 1 below illustrates the flowchart of the research conducted to identify data according to the purpose of this study.

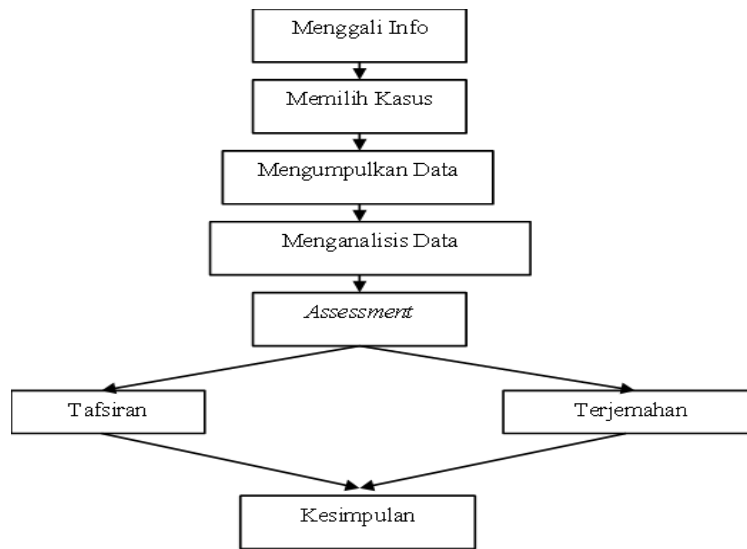


Diagram 1. Research Flow

In accordance with the research flow chart, the following are the stages carried out in this study:

- a. Finding problems - determining problem-solving - literature review
- b. Random sample – literature review
- c. Collecting data
- d. Analyze data
- e. Identification of data– organization – classification of data
- f. Defining error categories - Describing phenomena – summing up.

FINDINGS

The following is the readability of an abstract sentence made by a final year student

1. Malang has many bookstores in urban areas, but for places that are far from urban areas, not least the difficulty society also bought the book because the place is so much.

Malang memiliki banyak toko buku di pusat kota, tetapi di tempat-tempat yang jauh dari pusat kota, tidak sedikit kesulitan dialami masyarakat yang ingin membeli buku karena tempatnya begitu jauh dari rumah mereka.

2. For that one thing that aspects influenced the making of the online bookstore application in this Malang is by having this book store, the public need not far to seek the book directly to the store.

Itulah salah satu aspek yang mempengaruhi pembuatan aplikasi toko buku online di kota Malang. Dengan keberadaan toko buku semacam ini, masyarakat tidak perlu pergi jauh ke pusat kota untuk mencari buku langsung ke tokonya.

3. *Adequate online bookstores that can fulfill the needs of local communities and the importance of information.*

Toko buku online yang mencukupi jumlahnya dapat memenuhi kebutuhan masyarakat lokal akan pentingnya informasi.

4. Thus this online bookstore provides a variety of books that exist so that people complicated again to go to the book store place far away.

Jadi toko buku online ini menyediakan pelbagai macam buku yang ada, sehingga masyarakat tidak perlu repot lagi ketoko buku yang letaknya jauh dari rumah.

Table 1. Readability of Abstract Sentences

Following are the results of the interpretation of each sample of each sentence in the abstract made by their colleagues.

<i>Malang has many bookstores in urban areas, but for places that are far from urban areas, not least the difficulty society also bought the book because the place that much.</i>	
Sample	Sentence Interpretation 1
A	Malang memiliki banyak toko buku di perkotaannya, tetapi letaknya jauh dari daerah, kecuali masyarakat tetap membeli buku karena tempatnya banyak.
B	Penulis ingin menyampaikan bahwa di Malang banyak toko buku di area kota, kecuali di tempat terpencil.
C	Malang mempunyai banyak toko buku di pusat, tapi untuk area yang jauh dari pusat kota, tidak sedikit orang kesusahan untuk membeli buku karena tempatnya jauh.
E	Malang memiliki banyak toko buku di pusat kota, tapi untuk daerah yang jauh dari pusat kota, setidaknya masyarakat tidak kesusahan membeli buku karena tempatnya banyak.
L	Penulis ingin menyampaikan bahwa Malang memiliki banyak toko buku di pusat kota. Tetapi untuk beberapa orang yang jauh dari pusat kota cukup susah karena tempatnya cukup jauh.

Table 2. Sample Interpretation of Sentence 1

As stated by Brown & Lee one of the principles of learning language is transfer, which is an internal language processing activity that organizes information to become meaningful expressions (Brown & Lee, 2015). How much does the learner think or use his cognitive capacity and knowledge to produce meaningful new information? Without using the cognitive capacity, the language product becomes meaningless or confusing and results in confusing interpretations. That way, we get confusing translations like in the clause 'not least society also bought the book because that places far away'.

Even though for Sample B the vocabulary was difficult, he stated that he understood the first sentence with difficulty understanding the phrase 'the place that much'. This

sample is smart enough to make only an outline interpretation and avoid translating the difficult phrases earlier.

This initiative shows that a L2 Sample B learner uses the developed cognitive strategy, so he develops language in an accessible stage because he has control over the input.

Although stating 'rarely uses the vocabulary', Sample C stated that he understood sentence 1 without any vocabulary that was difficult for him. This is in line with the principle of language learning that is, broadly speaking, automation (Brown & Lee, 2015). Sample C here does not focus too much on sentence structure, but rather on the meaning/purpose of use according to context.

Sample E states 'the language is confusing' and does not understand sentence 1 with difficulty found in the clause or clause. As in the case of sample A, the presenter did not use his cognitive capacity so the language confused sample E. However, sample E used the principle of learning language, not just learning linguistics. Even though as a L2 learner his linguistic abilities are immature, his conceptual/cognitive abilities are quite mature.

Sample L lacks understanding of sentence 1 with difficulty understanding the phrase ' *not least the difficulty society*'. Here it appears that the linguistic information obtained from these phrases is not in accordance with the rules of L1 Indonesia and L2 English. With the principle of learning language self-regulation (Brown & Lee, 2015), sample L, with its autonomy, wants its own strategy to interpret phrases that are difficult to understand the grammar.

Next, the following is a sample interpretation of the 2nd sentence.

<i>For that one thing that aspects influenced the making of the online bookstore application in this Malang is by having this bookstore, the public need not far to seek the book directly to the store.</i>	
Sample	Sentence Interpretation 2
A	<i>Karena itu ada aspek yang mempengaruhi untuk membuat aplikasi toko buku online di Malang sebagai toko buku, masyarakat tidak perlu jauh-jauh untuk mencari buku secara langsung di toko buku.</i>
B	<i>Penulis ingin menyampaikan bahwa ada hal yang mempengaruhi pembuatan toko buku online di Malang, dipunyai oleh toko buku itu sendiri, pengunjung tidak perlu ke toko buku.</i>
C	<i>Salah satu aspek yang mempengaruhi untuk membuat toko buku online di Malang: masyarakat umum tidak harus jauh datang langsung ke toko buku.</i>
E	<i>Salah satu aspek yang mempengaruhi adanya toko buku online di kota Malang agar masyarakat tidak perlu jauh-jauh datang langsung ke toko buku.</i>
L	<i>Penulis ingin menyampaikan masyarakat tidak perlu pergi jauh-jauh ke toko buku karena sudah ada toko buku online.</i>

Table 3. Sample Interpretation of Sentence 2

Sample A states that they understand sentence 2 without encountering difficult words and their interpretation is acceptable. Learning L2 is a process of transferring

(Brown & Lee, 2015) the knowledge one already has to produce information that can be understood. That's the principle that applies in this case.

On the other hand, Sample B stated that they did not understand sentence 2 and Sample C also stated that they did not understand sentence 2 with the difficult words 'seek' and 'directly'. Similar to A, Sample E also stated that they understood sentence 2, but Samples L and C stated that they did not understand this sentence.

Adequate online bookstore it can fulfill the needs of local communities of the importance of the information.	
Sample	Sentence Interpretation 3
A	<i>Toko buku online harus bisa memberikan informasi penting kepada masyarakat.</i>
B	<i>Penulis menyampaikan tentang pentingnya toko buku online.</i>
C	<i>Toko buku online bisa memenuhi kebutuhan masyarakat lokal untuk mendapatkan informasi.</i>
E	<i>Adanya toko buku online dapat memenuhi kebutuhan masyarakat lokal akan pentingnya informasi.</i>
L	<i>Penulis ingin menyampaikan bahwa adanya toko buku online dapat memenuhi kebutuhan masyarakat tentang pentingnya informasi.</i>

Table 4. Sample Interpretation of Sentence 3

Furthermore, the incomprehension of sentence 3 was expressed by Sample A with the difficult word 'fulfill', B with the difficult word 'adequate', C with the difficult words 'adequate' and 'fulfill', and Sample L. Sample E was the only one who stated that he understood sentence 3

<i>Thus this online bookstore provides a variety of books that exist, so that people do not need complicated again to go to the book store place far away.</i>	
Sample	Interpretation of Sentence 4
A	<i>Toko buku online memberikan macam buku yang bervariasi, jadi orang-orang tidak perlu kesulitan lagi pergi ke toko buku yang tempatnya jauh.</i>
B	<i>Penulis ingin menyampaikan pengelola toko buku online menyediakan buku yang beragam, sehingga orang-orang tidak perlu ke toko buku yang jauh.</i>
C	<i>Toko buku ini menyediakan varian dari buku yang tersedia. Jadi orang tidak kesulitan lagi untuk pergi ke toko buku yang jaraknya jauh.</i>
E	<i>Di toko buku online dapat memperoleh berbagai macam buku yang ada, jadi masyarakat tidak perlu kesusahan lagi untuk pergi ke toko buku yang jauh.</i>
L	<i>Penulis ingin menyampaikan bahwa adanya toko buku online tersebut menyediakan berbagai macam buku, jadi masyarakat tidak kesusahan untuk pergi ke toko buku yang jauh.</i>

Table 5. Sample Interpretation of Sentence 3

Finally, all samples stated that they understood sentence 4. Sample A did not understand the phrase 'provides a variety'; Sample B doesn't know what 'thus' means; Sample C lacks understanding of 'thus', 'provides', 'variety', and 'exist'

After interpreting their colleagues' abstracts in Indonesian, the sample tries to translate their interpretations. The results of the interpretation and analysis of the interpretation are presented in the following table and discussion, while the detailed analysis per phrase can be seen in Appendix 1.

Interpretation of Sentence 1 in L2

Sample A	Interpretation
L1	<i>Malang memiliki banyak toko buku di perkotaannya, tetapi letaknya jauh dari daerah, kecuali masyarakat tetap membeli buku karena tempatnya banyak.</i>
L2	Malang has many bookstores in urban areas, but for place that are far from districts, not least society also bought the book because that places far away.

Table 6. Interpretation of Sample A of Sentence 1

Apart from the *background discourse*, the interpretation of Sample A in L1 is rather difficult to understand with the existence of 'except' and all of the clauses. 'Unless' is a preposition used to express something that does not include or 'but does not'. The preposition must be followed by a noun. It is clear that the location of the bookstore is far from the area, but the sample stated 'unless people keep buying books because there are lots of places'. The incomprehensible interpretation of L1 makes the interpretation in L2 also difficult to understand.

Sample B	Interpretation
L1	<i>Penulis ingin menyampaikan bahwa di Malang banyak toko buku di area kota, kecuali di tempat terpencil.</i>
L2	The writer tell if Malang has many bookstore in city area. But the bookstore is not exist in difficult society of the city.

Table 7. Interpretation of Sample B of Sentence 1

Sample B succeeds in interpreting sentence 1 correctly, but interpretation L2 is less relevant to the phrase 'in a difficult society of the city' which means 'in a difficult city society'. The point of the presenter was 'people who are far from urban areas experience difficulties'.

Sample C	Interpretation
L1	<i>Malang mempunyai banyak toko buku di pusat, tapi untuk area yang jauh dari pusat kota, tidak sedikit orang kesusahan untuk membeli buku karena tempatnya jauh.</i>
L2	Malang has a lot of bookstore in capital area, but for a far from the area its difficult to the local society to access because it is too far.

Table 8. Interpretation of Sample C to Sentence 1

Sample C has correctly interpreted sentence 1, unfortunately the interpretation in L2 is still far from the correct English structure. The sample does not understand the

subject and types of transitive verbs. In addition, the vocabulary used is also inaccurate, for example ' *capital* ' for 'center'. So this interpretation of L2 is unacceptable.

Sample E	Interpretation
L1	<i>Malang memiliki banyak toko buku di pusat kota, tapi untuk daerah yang jauh dari pusat kota, setidaknya masyarakat tidak kesusahan membeli buku karena tempatnya banyak.</i>
L2	Malang has many bookstores in the center of the city, but for places that far from the center of the city, at least people doesn't get too much trouble to bought the book because there are a lot of bookstores.

Table 9. Interpretation of Sample E to Sentence 1

Although sample E has succeeded in interpreting the main clause 1 correctly, this is not the case with the interpretation of the subordinate clause. 'But' is a conjunction that shows two opposite things, but the statement in the clause does not contradict the main clause but supports it. In fact, what the presenter meant was 'at least the people in the area won't have difficulty buying books because there are many *online* bookstores '.

Sample L	Interpretation
L1	<i>Penulis ingin menyampaikan bahwa Malang memiliki banyak toko buku di pusat kota. Tetapi untuk beberapa orang yang jauh dari pusat kota cukup susah karena tempatnya cukup jauh.</i>
L2	The writer wants to tell that Malang has many bookstores in urban area. But for some people whose live far from urban area, it's pretty difficult because the bookstore is far.

Table 10. Interpretation of Sample L of Sentence 1

Sample L interprets sentence 1 correctly even though it is incomplete. The phrase 'difficult enough' could have been clarified by adding the phrase 'to buy the book'. Even so, both interpretations in L1 and in L2 are acceptable.

Interpretation of Sentence 2 in L2

Sample A	Interpretation
L1	<i>Karena itu ada aspek yang mempengaruhi untuk membuat aplikasi toko buku online di Malang sebagai toko buku, masyarakat tidak perlu jauh-jauh untuk mencari buku secara langsung di toko buku.</i>
L2	For that, aspects influenced the making of the application online bookstore in Malang as bookstore. Society need not far to seek and bought the book directly to the store.

Table 11. Interpretation of Sample A of Sentence 2

Sample A starts interpreting sentence 2 with the conjunction 'because' which shows cause, but the consequence is not found in the sentence. The sentence is even confused with 'make an *online* bookstore application in Malang as a bookstore'. This interpretation in L1 is unacceptable, even though the second sentence in L2 is quite representative.

Sample B	Interpretation
L1	<i>Penulis ingin menyampaikan bahwa ada hal yang mempengaruhi pembuatan toko buku online di Malang, dipunyai oleh toko buku itu sendiri, pengunjung tidak perlu ke toko buku.</i>
L2	The writer tell there is influenced the making of application in the bookstore in Malang is having by the bookstore. The visitor don't need go to bookstore.

Table 12. Interpretation of Sample B of Sentence 2

Sample B correctly interprets the reason for making an *online bookstore application* in Malang, but it becomes confusing with the phrase 'owned by the bookstore itself'. Unacceptable interpretation.

Sample C	Interpretation
L1	<i>Salah satu aspek yang mempengaruhi untuk membuat toko buku online di Malang: masyarakat umum tidak harus jauh datang langsung ke toko buku.</i>
L2	So the people have idea to make a online bookstore, so that the local society easy to access without go to bookstore.

Table 13. Interpretation of Sample C to Sentence 2

The interpretation of the main sentence by Sample C is correct, but the colon (:) indicates the influencing aspect is 'the general public doesn't have to go directly to the bookstore', even though the aspect is written in sentence 1: people who don't live in the city center find it difficult to buy books at the bookstore because they are so far away'.

Sample E	Interpretation
L1	Salah satu aspek yang mempengaruhi adanya toko buku <i>online</i> di kota Malang agar masyarakat tidak perlu jauh-jauh datang langsung ke toko buku.
L2	<i>One of the aspects that influenced making online bookstores in Malang is so that the people don't need to find the book directly to the store.</i>

Table 14. Interpretation of Sample E to Sentence 2

Sample E has correctly interpreted the sentence; it's just that he is unconsciously influenced by his mother tongue by interpreting 'far away'. But the translation to L2 is acceptable despite the grammatical errors.

Sample L	Interpretation
L1	Penulis ingin menyampaikan masyarakat tidak perlu pergi jauh-jauh ke toko buku karena sudah ada toko buku <i>online</i> .
L2	<i>The writer wants to tell that society no needs to go to the book store, because there is online bookstore.</i>

Table 15. Interpretation of Sample L of Sentence 2

Sample L interprets this sentence incorrectly because as a background this sentence 2 still conveys reasons. The phrase 'already exists' is a conclusion. Thus, L2 is not acceptable.

Interpretation of Sentence 3 in L2

Sample A	Interpretation
L1	Toko buku <i>online</i> harus bisa memberikan informasi penting kepada masyarakat.
L2	<i>But online book store must can be share the importance of the information to the society.</i>

Table 16. Interpretation of Sample A of Sentence 3

In summary Sample A interprets 'important information' to be provided by an online bookstore. But what the presenter really means is the 'importance' (noun) of the information. He applies M – H without understanding that in the structure of the English language there is H – M. In addition, he seems not to understand the derivation of the adjective ' *important* ' to become the noun ' *important* '. As a result, he still uses ' *importance* ' in his translation so that there is no compatibility between the interpretation and the unacceptable translation.

Sample B	Interpretation
L1	Penulis menyampaikan tentang pentingnya toko buku <i>online</i> .
L2	<i>The writer tell about the importance of online book store.</i>

Table 17. Interpretation of Sample B of Sentence 3

In a more concise way, Sample B interprets sentence 3. Although he correctly interpreted ' *importance* ' as a noun, he used it incorrectly – which meant 'the importance of information', not 'the importance of online bookstores'. On the other hand, it is evident that he also does not understand derivatives like Sample A by using ' *important* ' in his translation. Neither the interpretation nor the translation is acceptable.

Sample C	Interpretation
L1	Toko buku <i>online</i> bisa memenuhi kebutuhan masyarakat lokal untuk mendapatkan informasi.
L2	<i>The online bookstore can access the local society to get importance information.</i>

Table 18. Interpretation of Sample C to Sentence 3

The interpretation of Sample C seems acceptable even though the keyword ' *importance* ' is omitted. This causes the interpretation to seem like a general statement, even though the presenter stated the second reason that the existence of an adequate *online bookstore is really needed*. Although it was omitted, ' *importance* ' is included in this translation. L1 and L2 are not acceptable because 'obtaining information' is clearly not synonymous with 'importance of information'.

Sample E	Interpretation
L1	Adanya toko buku <i>online</i> dapat memenuhi kebutuhan masyarakat lokal akan pentingnya informasi.
L2	<i>The existence of online bookstore is to fulfill the importance of the information in local communities.</i>

Table 19. Interpretation of Sample E to Sentence 3

It can be said that Sample E's interpretation is acceptable even though he replaces ' *adequate* ' with 'existence', so he translates it into ' *existence* '. Even so, L2 is grateful.

Sample L	Interpretation
L1	Penulis ingin menyampaikan bahwa adanya toko buku <i>online</i> dapat memenuhi kebutuhan masyarakat tentang pentingnya informasi.
L2	<i>The writer wants to tell that the online bookstore can fulfill the needs of society of the importance of informations.</i>

Table 20. Interpretation of Sample L of Sentence 3

Sample L's interpretation also implies that he does not understand the meaning of ' *adequate* ', so he replaces it with 'there' and omits it in the translation. The interpretation and translation are acceptable.

Interpretation of Sentence 4 in L2

Sample A	Interpretation
L1	Toko buku <i>online</i> memberikan macam buku yang bervariasi, jadi orang-orang tidak perlu kesulitan lagi pergi ke toko buku yang tempatnya jauh.
L2	<i>Online book store provide a variety of books that exist, so society do not difficulty again to go to book store that place far away.</i>

Table 21. Interpretation of Sample A of Sentence 4

Sample A tries to interpret sentence 4 freely but acceptable by removing ' *thus* ' and replacing 'providing' (= *provides*) and 'there' (= *exists*). But in L2 it includes ' *exist* ' back. L2 is arguably acceptable.

Sample B	Interpretation
L1	<i>Penulis ingin menyampaikan pengelola toko buku online menyediakan buku yang beragam, sehingga orang-orang tidak perlu ke toko buku yang jauh.</i>
L2	The writer tell providers of online bookstore exist variety of books so that people don't need go to store place far away.

Table 22. Interpretation of Sample B of Sentence 4

Sample B also interprets sentences freely and can be said to be acceptable. He seemed more confident by adding 'managers' so that 'providers' appeared in L2. Unfortunately, L2 is not acceptable because the predicate 'exists' does not represent 'provide' and the phrase 'store place far away' does not represent 'bookstore that is far away'.

Sample C	Interpretation
L1	<i>Toko buku ini menyediakan varian dari buku yang tersedia. Jadi orang tidak kesulitan lagi untuk pergi ke toko buku yang jaraknya jauh</i>
L2	The online bookstore have much the varian book so people not difficult to go to bookstore that a far from local area.

Table 23. Interpretation of Sample C to Sentence 4

Sample C interprets sentence 4 into two sentences. The interpretation of the first sentence does not represent the original sentence of the presenter as well as the second sentence. The latter impresses people so it's easy to go to a bookstore that is far away. Interpretation L1 is not acceptable, and even so, is interpretation L2.

Sample E	Interpretation
L1	<i>Di toko buku online dapat memperoleh berbagai macam buku yang ada, jadi masyarakat tidak perlu kesusahan lagi untuk pergi ke toko buku yang jauh.</i>
L2	In the online bookstores can get a lot of variety of books that exist, so people doesn't get too much trouble to go to the bookstores that far away.

Table 24. Interpretation of Sample E to Sentence 4

Sample E begins the interpretation of sentence 4 with a place adverb phrase without a subject sentence. That interpretation should be in the passive voice 'obtained' in order to be acceptable. This impact on L2 is not acceptable.

L sample	Interpretation
L1	<i>Penulis ingin menyampaikan bahwa adanya toko buku online tersebut menyediakan berbagai macam buku, jadi masyarakat tidak kesusahan untuk pergi ke toko buku yang jauh.</i>

L2	The writer wants to tell that the online bookstore provides a variety of books so the society no needs to go to the bookstore place far away.
-----------	---

Table 25. Interpretation of Sample L of Sentence 4

Sample L interprets sentence 4 by omitting 'again' (= anymore). These words include keywords which, if omitted, will lead to opposite interpretations because they are used in negative sentences. 'No more trouble' and 'no more trouble' each has different meanings: the former means 'easy', while the latter means 'no more trouble'. L1 is not acceptable.

DISCUSSION

Sentence	A	B	C	E	L
1. Interpretation	X	X	V	X	V
Translation	X	X	X	X	V
2. Interpretation	V	X	X	V	X
Translation	V	X	X	V	X
3. Interpretation	X	X	X	V	V
Translation	X	X	X	V	V
4. Interpretation	V	V	V	V	V
Translation	V	X	X	V	V

* V = Accept

* X = Unacceptable

Table 26. Table of Acceptance of Interpretation & Translation

Kategori Tata Bahasa	Sampel										Total	
	A	%	B	%	C	%	E	%	L	%	Sampel	%
verb tense	2	9,52	2	8,70	1	5	2	12,50	1	10	8	8,89
s-v agreement	2	9,52	4	17,39	1	5	2	12,50	-	-	9	10,00
akhiran kata benda	-	-	2	8,70	1	5	-	-	1	10	4	4,44
artikel	4	19,05	2	8,70	5	25	3	18,75	2	20	16	17,78
preposisi	1	4,76	1	4,35	3	15	-	-	-	-	5	5,56
gerund	-	-	-	-	1	5	-	-	-	-	1	1,11
infinitive	1	4,76	2	8,70	-	-	-	-	-	-	3	3,33
relative pronoun	-	-	-	-	1	5	1	6,25	1	10	3	3,33
kata ganti	-	-	-	-	1	5	-	-	-	-	1	1,11
determiner	1	4,76	1	4,35	1	5	2	12,50	1	10	6	6,67
phrase existence	2	9,52	-	-	-	-	-	-	-	-	2	2,22
konjungsi	4	19,05	2	8,70	1	5	1	6,25	1	10	9	10,00
quantifier	-	-	-	-	1	5	2	12,50	-	-	3	3,33
susunan kata	4	19,05	4	17,39	2	10	3	18,75	1	10	14	15,56
struktur kalimat	-	-	3	13,04	1	5	-	-	2	20	6	6,67
Total	21	100	23	100	20	100	16	100	10	100	90	100

Referring to the table above, articles (17.78%) are the mistakes most often made by participants. This is commonplace considering that articles in English are not equivalent to articles used in Indonesian. According to *the Commonwealth Department of Education in Australia* (1983), articles are aspects of English that are difficult for Indonesian students to learn. The reason is that there is no proper English article equivalent in Bahasa Indonesia.

Another common mistake is word order (15.56%), which is heavily influenced by student word order in L1. Another error that ranks 3rd in number, when compared to other errors is *sv agreement* (10%) and conjunctions (10%). Errors in this *sv agreement* can be understood, because this concept does not even exist in Indonesian. Meanwhile, conjunctions are errors that are also reflected in the writing of Indonesian by the participants.

Errors that are below 10%, include *verb tense* (8.89%), *determiner* (6.67%), sentence structure (6.67%), prepositions (5.56%), and noun endings, *infinitives*, *relative pronoun*, *quantifier*, *phrase existence*, gerund pronouns which each have a percentage below 5%.

CONCLUSION

In writing descriptive sentences, it can be seen from the percentage of errors obtained, *the verb tense* still needs to be considered. The exact tense is not yet understood, so it is necessary to emphasize how to use it correctly in the right context.

The ability to speak Indonesian should also be given to students of a formal, applicable nature, such as writing academic reports, abstracts, and others. It is hoped that by having the ability to write formally in correct Indonesian, students will be able to write in an acceptable sentence structure. This is understandable, considering that both English and Indonesian have an SVO structure.

REFERENCES

- Abukhattala, I. (2013). Krashen's Five Proposals on Language Learning: Are They Valid in Libyan EFL Classes. *English Language Teaching* 6(1):128-131 . DOI: 10.5539/elt.v6n1p128.
- Bahrani, T., & Soltani, R. (2012). Language input and second language acquisition . *Journal of Education and Practice*, 3(3), 39-43.
- Baker, KM (2016). Peer review as a strategy for improving students' writing process. *Active Learning in Higher Education*, 17(3), 179-192 . <https://doi.org/10.1177/1469787416654794>.
- Barjesteh, H., & Vaseghi, R. (2012). Acculturation Model for L2 Acquisition: Review and Evaluation. *Advances in Asian Social Science (AASS) Vol. 2, No. 4, 2012, ISSN 2167-6429* .
- Brown, HD (1990). *Principles of Language Learning and Teaching* . Englewood Cliffs: Prentice Hall Inc.

- Brown, HD (2008). *Principles of Language Learning and Teaching* . Jakarta: The Public Affairs Section, US Embassy. Fifth Edition.
- Brown, HD, & Lee, H. (2015). *Teaching by Principle: An Interactive* . Approach to Language Pedagogy. New York: Pearson Education, Inc.
- Butler, SA, & Hodge, SR (2001). Enhancing student trust through peer assessment in physical education. *Physical Educator* , 58 (1), 30-42.
- Commonwealth Department of Education in Australia. (1978). *Asian language notes : some possible areas of difficulty for Asian learners of English. no.3. Indonesian/Malay* . Canberra : The Branch.
- Corder, SP (1967). *The Significance of Learner's Errors* . International Review of Applied Linguistics. 161–170.
- Daneshfar, S., & Moharami, M. (2018). Dynamic Assessment in Vygotsky's Sociocultural Theory: Origins and Main Concepts. *Journal of Language Teaching and Research*, Vol. 9, No. 3, pp. 600-607, May 2018 . DOI: <http://dx.doi.org/10.17507/jltr.0903.20>.
- Dulay, H., & Burt, M. Krashen, S. (1982). *Language Two* . New York: Oxford University Press.
- Ellis, R. (1986). *Understanding Second Language Acquisition* .
- Ellis, R. (1994). *The Study of Second Language Acquisition* . Oxford, England. Oxford University Press.
- Falchikov, N. (2005). *Improving Assessment Through Student Involvement : Practical Solutions for Aiding Learning in Higher and Further Education* . Routhledge, New York. Cornell University: Center for Teaching Excellence.
- Friedrichsen, A. (2020). *Second Language Acquisition Theories and What It Means for Teacher Instruction* [Master's Theses & Capstone Projects, Northwestern College]. NWCommons.
- Gao, Y., Schunn, C., & Yu, Q. (2018). The alignment of written peer feedback with draft problems and their impact on revision in peer assessment. *Assessment & Evaluation in Higher Education*, 44(2), 294-308 . <https://doi.org/10.1080/02602938.2018.1499075>.
- Hecht, B., & Mulford, R. (1980). *The Acquisition of a Second Language Phonology: Interaction of Transfer and Developmental Factors* . Papers and Reports in Child Language Development. 61–74.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes A Learning-centered Approach* . Cambridge University Press.
- James, C. (1998). *Errors in Language Learning and Use : Exploring Error Analysis* . Harlow, UK: Addison Wesley Longman.
- Jayanti, AD (2019). Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang. *ENGLISH FRANCA : Academic Journal of English Language and Education Vol. 3, No. 1, 2019, IAIN Curup*. Retrieved from <https://core.ac.uk/download/pdf/237014945.pdf>

- Khansir, A. (2012). Error Analysis and Second Language Acquisition. *Theory and Practice in Language Studies*, Vol. 2, No. 5, pp. 1027-1032 . DOI: 10.4304/tpls.2.5.1027-1032.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning* . New York. Pegamon Press.
- Krashen, SD (1982). *Principles and Practice in Second Language Acquisition* . New York: Pergamum.
- Kuparadze, G., Akhvlediani, T., & Mujiri, S. (2014). *Translation – Basis of Contrastive Linguistic Analysis* . Conference: The 13th International Conference on the History of the Language Sciences (ICHoLS XIII).
- Liu, NF, & Carless, D. (2006). Peer feedback: the learning element of peer assessment. *Teaching in Higher Education*, 11, (3), 279-290. <https://doi.org/10.1080/13562510600680582>.
- Menezes, V. (2013). Second Language Acquisition: Reconciling Theories. *Open Journal of Applied Sciences* 03(07):404-412 . DOI: 10.4236/ojapps.2013.37050.
- Miller, R. (2011). *Vygotsky in perspective* . Cambridge University Press. <https://doi.org/10.1017/CBO9780511736582>
- Ortega, M., & Celaya, M.L. (2019). Lexical Crosslinguistic Influence and Study Abroad: Do Learners Use L1-Based Resources Less?. *Languages* 4(3):55 . DOI: 10.3390/languages4030055.
- Roberts, TS (2006). *Self, Peer and Group Assessment in E-Learning* . DOI: 10.4018/978-1-59140-965-6.
- Sukrimiyadi. (2018). The Role of Contrastive Analysis in Translation Study. *International Journal on Studies in English Language and Literature (IJSELL)*, Volume 6, Issue 9, September 2018, PP 30-34 . <http://dx.doi.org/10.20431/2347-3134.0609004>.
- Toppings, K. (1998). Peer Assessment Between Students in Colleges and Universities. *Review of Educational Research*, 68(3), 249–276 . <https://doi.org/10.3102/00346543068003249>.
- Toppings, K. (2009). Peer assessment. *Theory into Practice*, 48, 20–27.
- Tarone, Elaine. (2012). *The Encyclopedia of Applied Linguistics* . DOI: 10.1002/9781405198431.wbeal0561.
- Wahab, A. (2006). *Linguistic Issues in Language and Literature Teaching* . Surabaya: Airlangga University Press. Third Printing .
- Wahyuni, D., Ihsan, D., & Hayati, R. (2014). Linguistic Competence and Speaking Performance of English Education Study Program Students of Sriwijaya University. *The Journal of English Literacy Education*, Vol 1, No 2 . <https://doi.org/10.36706/jele.v1i2.2076>.
- Yang, M., Badger, R., & Yu, Z. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing*, 15, 179-200.
- Zhanming, W. (2014). Review of the Influence of L1 in L2 Acquisition. *Studies in Literature Language* , 9 (2), 57–60. <https://doi.org/10.3968/5721>

THE EFFORTS OF IMPROVING ADVERSITY INTELLIGENCE THROUGH AṢṬĀṄGA-YOGA

Siluh Nyoman Seriadi

UHN I Gusti Bagus Sugriwa Denpasar

nyomanseriadiihdn@gmail.com

ABSTRACT

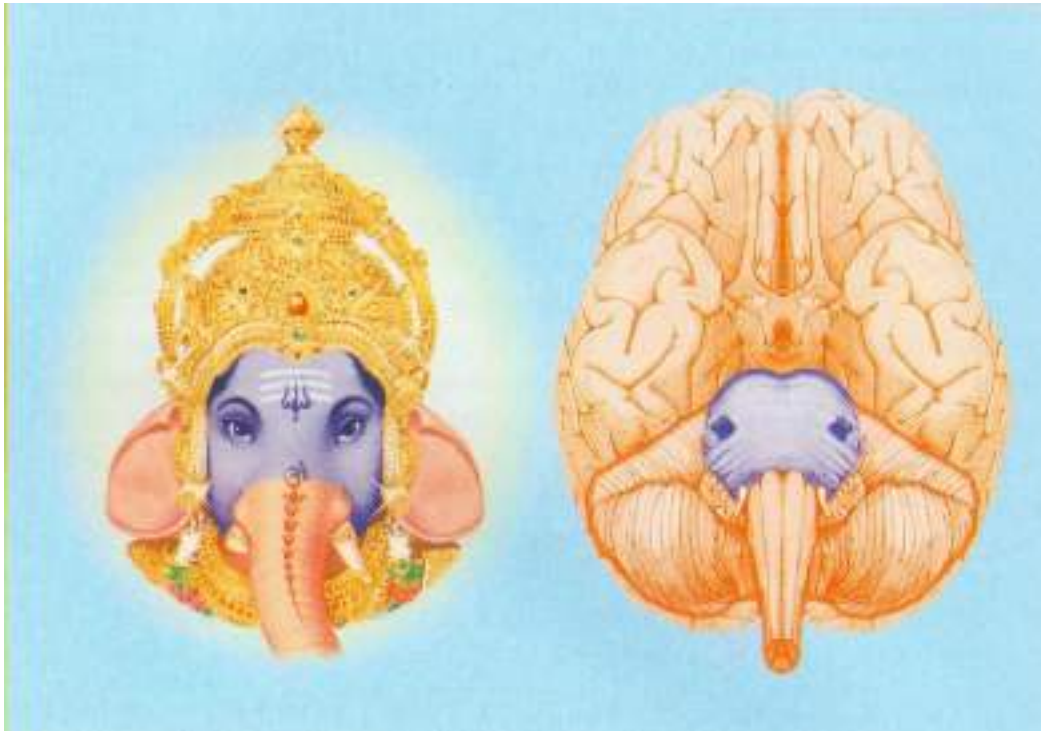
Scientists revealed the paradigm of three human intelligences: intellectual, emotional, and spiritual or called Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ). These three are the primary human intelligences. Furthermore, adversity intelligence develops, that is the ability to endure adversity and the ability to overcome it, in addition to IQ (Intelligence Quotient), EQ (Emotional Quotient), and SQ (Spiritual Quotient). Howard Gardner, a famous psychologist from Harvard University, revealed that a person is born with *multiple intelligences*. However, not everyone is able to generate and maintain this intelligence. Wrong thoughts, inappropriate lifestyle and disasters that befall make human intelligence continue to decline. Improving adversity intelligence can be done through Spiritual Sadhana and there is impact of improving adversity intelligence in Hinduism. This research is a qualitative study using the Semiotics of God theory and Brain Wave Theory to discuss the problem. The results of the research and discussion show that the forms of adversity intelligence in Hinduism are faith (śradhhā), strength, persistence, wisdom (vīrya), memory and concentration (smṛ.ti). The meeting point of adversity intelligence in Hinduism and Western science is the concept of resilience. In the Western perspective, human resilience is linked to the mind and body, by which it remains vulnerable to what is known as emptiness. Hinduism moves much higher with resilience, the power of divinity within as well as the readiness to accept failure, joy and sorrow with a balanced attitude (Stitaprajñā) and ready to fight again. The efforts to improve adversity intelligence can be done through Spiritual Sadhana. The more diligent, persevere, disciplined and earnest a person does Sadhana, the better the results will be. The main purpose of Sadhana is to achieve consciousness (Caitanya) to attain moksa. The impact of enhancing adversity intelligence through spiritual sadhana is to improve endurance, resilience and perseverance, to improve interpersonal skills, have a balanced nature, develop devotion and bhakti, and realization of a higher purpose in life. This overall impact will have an effect on human life and living consciously.

Keywords: Adversity Intelligence, Aṣṭāṅga-yoga, Spiritual Sadhana

INTRODUCTION

In Hindu texts, the human brain is correlated with Lord Ganesha, the God of Knowledge, Intelligence and Science. Ganesha in the human body is considered to reside in the part of the brain that ensures that it provides energy, intelligence, balance and *Viveka* ability, the discriminating power of humans. *Viveka* ability is considered very important in the Hindu tradition. In fact, Ganesha correlates with a number of parts of the human brain, as shown below.

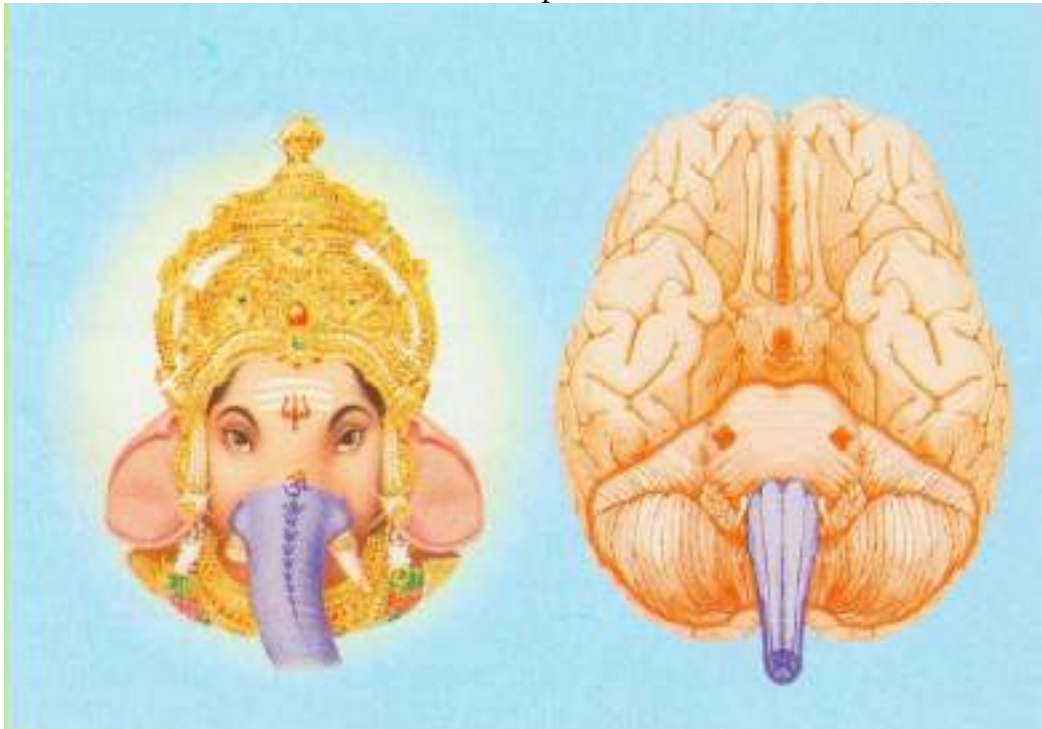
Image 1. Image of the Brain, related to intelligence associated with Lord Ganesha, the God of Science



(Source: Nader, 2000,344)

The image shows Lord Ganesha's face correlating with the *Pons* part of the brain. The *pons* is located between the medulla and the midbrain, anterior to the cerebellum and superficially bridges the two hemispheres. The *pons* is the largest part of the brainstem, located above the medulla and below the midbrain, is a group of nerves that serve as the connection between the cerebrum and cerebellum (*pons* is the Latin language for bridge). *Pons* terdiri dari dua komponen utama - *pons ventral* dan *tegmentum*. The *pons* consists of two main components - the ventral *pons* and the *tegmentum*. The ventral *pons* contains the pontine nuclei, which are responsible for coordinating movement. Fibres from the pontine nuclei cross the midline, and form the middle cerebellar peduncle on the way to *the cerebellum*. *The tegmentum* is an evolutionarily older part of the *pons* that forms part of the reticular formation - a set of nuclei found throughout the brainstem responsible for arousal and attention. In medical science, damage to this part of the *pons* can lead to anosognosia in *hemiplegia*, where the patient is unaware of being paralysed (<https://teachmeanatomy.info/neuroanatomy/brainstem/pons/>). It is also responsible for a number of body motor control. Another important part of the brain that also correlates with Lord Ganesha is the modulla, as shown in the following image.

Image 2. Image of the brain, related to intelligence associated with Lord Ganesha, and the medulla part of the brain



(Source: Nader, 2000:344)

The *medulla* or brain stem has a very important function in human intelligence and abilities. The medulla is divided into two main parts, the ventral medulla (front part) and the dorsal medulla (back part; also known as the tegmentum). The ventral medulla contains a pair of triangular structures called pyramids, in which are located the pyramidal tracts. The pyramidal tracts consist of the corticospinal tracts (running from the cerebral cortex to the spinal cord) and the corticobulbar tracts (running from the motor cortex of the frontal lobes to the cranial nerves in the brainstem). In their descent through the lower part of the medulla (just above the junction with the spinal cord), most (80 to 90 per cent) of the corticospinal tracts cross, forming a point known as the decussation pyramid. The ventral medulla also houses a set of paired structures, the olivary bodies, which are located lateral to the pyramid. The medulla performs complex integrative functions; for example, different functional centers specialize in the control of autonomic nervous activity, regulating breathing, heart rate and digestive processes. Other neuronal activities in the medulla include movement control, relaying somatic sensory information from internal organs, and control of arousal and sleep.

Hinduism explains the body in terms of the physical body, brain, mind and astral layers. This is in contrast to Western discussions of the human body, which can be discussed only in terms of the gross body. A good physique will provide opportunities for good brain ability and thinking power as well. Śivānanda

(2005:28) states that in most people, the mind is really under the control of the body. Their minds are only slightly developed, mostly they live in the *Annamaya Kosha* layer. Develop the *Vijnanamaya Kosha* and through this *Vijnanamaya Kosha (Buddhi)*, control the *Manomaya Kosha* (mind). *Vijnanamaya Kosha* can be developed through abstract thought and common sense by systematic meditation, *Brahmachintana*, studying the *Upanishads*, *Yogavasistha* and *Brahmasutra*. When one has control over the mind, then one has control over the body. The body is just a shadow of the mind. It is just a construction made by the mind to express itself. The body becomes a slave when the mind is conquered. The subconscious mind is termed as 'Chitta' in Vedanta. Most of the subconscious contains submerged experiences, memories that sink to the bottom of the mind but can be retrieved. The *chitta* is like a calm lake and the mind is like the waves on this lake, while the name and form are the normal means by which the waves arise. No wave can arise without a name and form (Śivānanda, 2005:93).

The functions of the *Chitta* are *Smriti* or *Smarana*, *Dharana*, attention and *Anusandhana* (inward contemplation or investigation). When you chant a mantra repeatedly, the *chitta* does the *Smarana*. This *chitta* does a lot of work. *Smriti* or memory is a function of the *Chitta* (subconscious mind). It does a lot of work better than the mind or *Buddhi*. In youth, the power to hold things in the mind is still very sharp. But there is no faculty of understanding. And at the age of 16, 18, 20, the faculty of understanding begins to grow. The power to retain memories at this time is also very great. The mind becomes calm only after the age of 30. Below the age of 30, there is *Chanalatva* (indeterminacy, vacillation). People under 30 - in general - cannot think and decide things on their own. He does not have the ability to make decisions. After the age of 45, the power to retain or hold on mentally starts to decline. Memory also starts to decline. He has excessive power to hold on to what he has learnt, known before. He cannot learn anything new. *Brahmacharya* will greatly help develop this power of retaining and various other psychic powers (Śivānanda, 2005:99).

The essence of liking and aversion, joy and pain, feelings of pleasure and displeasure, bonding and detachment and other experiences are all sublimated into a subtler substance that ultimately constitutes the material of the *Ānandamaya Kośa*. The *Ānandamaya Puruṣa* has *priya* (pleasure) as its head, *moda* (enjoyment) as its right side, *Pramoda* (great pleasure) as its left side and *Ānanda* as its body; whose base is itself *Brahman* (Saraswati, 1996:21-22). The contents of *Ānandamaya Kośa* are also described as *moda*, *amoda*, *pramoda* and similar terms in *Śruti*. The terms *Ānandah*, *Modah*, and *Pramodah* are also used in the *Taittirīya Brāhmaṇa* in connection with the names of the *Muhurtas* of the nights of *Śukla Pakṣa* and *Kṛṣṇa Pakṣa* (T. Br. III, 10, I, 1, -3). Within the capsule, which consists of both hemi ellipsoidal folds and the *Vijñānamaya Kośa* and *Ānandamaya Kośa*, there are micro-chambers where *Jīva* resides within the body. This capsule is like the control-house of all functions (Saraswati, 1996:22).

The description of adversity intelligence is found in *Patañjala Yogadarśana* I.20, namely;

śradhhā -vīrya- smṛti samādhi -prajña -pūrvaka itareṣām

Translation:

'Samadhi has the preconditions of faith, strength, persistence, wisdom and memory and concentration' (Saraswati, 1979:281).

Thus, based on Patanjali's teaching, there are a number of *samadhi* preconditions that can be associated with adversity intelligence, namely faith (*śradhhā*), strength, persistence and wisdom (*vīrya*) and memory and concentration (*smṛti*). These three things namely *śradhhā -vīrya- smṛti* can be associated as human adversity intelligence.

Krishna (2015:45) interprets *prajña-pūrvakah* as the true knowledge attained in the past, which is not enough to warrant so that further efforts in this life are needed. While *śradhhā* means unshakable faith, which is in harmony with the essential nature of Jīva, which is the spark of the great Jīva. *Vīrya* is the courage and ability to endeavour with all the strength, all the energy. *Vīrya* is responsible, intelligent courage, the courage to stand up for truth, virtue, justice and to achieve true self-awareness. The last one, *smṛti* is conscious memory, mindful memory, which can lead to *samādhi*. This *smṛti* is what can awaken Buddhahood within, which can be translated as *Right Mindfulness*.

Gupta (2017:203) asserts that stable intelligence is necessary for humans to overcome various states of mind. The senses and the mind must work perfectly together to carry out the desired action. Therefore, qualities that are pre-conditions are necessary to improve human quality. Gupta also asserted that it is possible for man to improve his intelligence and intellect by various steps, endeavours and Spiritual Sadhana available in Hinduism.

DISCUSSION

The Intersection of Adversity Intelligence in Western Science and Hinduism

Various studies have been conducted to understand the intersection of Western and Hindu Science knowledge. Intelligence and consciousness are two important issues that receive serious attention in Hindu texts. A number of Hindu texts discuss the importance of intelligence, including:

Yām medhām devagaṇāḥ

Pitaraśca-upāsate,

tayā mām adya medhayā

agne medhāvinam kuru (R.gveda. 32. 14).

Translation:

"O, Almighty God, the Gods and the Ancestors praise the glory of the intellect. Today that intellect makes us intelligent" (Titib, 1996:443).

*medhām me varuṇo dadātu
medhām agniḥ prajāpatiḥ,
medhām indraśca vāyuśca
medhām dhāta dadātu me* (Yajurveda XXXII.15).

Translation:

"May the Gods : Varuṇa (God of water/ocean), Agni, Prajāpati (God of creation), Indra, Vayu (God of wind) and Dhata (sustainer of the universe) bestow intellect upon us" (Titib, 1996:444).

devānām bhadrā sumatir rjūyatām. (Yajurveda XXV. 15)

Translation:

"May we obtain the divine intellect of the noble gods, for our welfare" (Titib, 1996:444).

*tām savitur vareṇyasya citrām;
ahaṁ vṛṇe sumatiṁ viśvajanyām.* (Yajurveda XVII. 74)

Translation:

"O, Almighty God, we choose the intellect of the marvellous God of Sun who is for the welfare of the universe" (Titib, 1996:444).

The Vedic mantra illustrates that intelligence is very important in human life. It even states that humans should have the intellect of the Sun God, as a depiction of a sharp and extraordinary intellect. It is also implied that the purpose of having intellect is for the welfare of mankind. Thus, Hinduism affirms the higher goals associated with human intelligence and life, not just the lower goals associated with human life. The Vedas explicitly mandate that human beings be endowed with a philanthropic, humble intellect and the ability of discrimination, discriminating power so as to make good decisions in life.

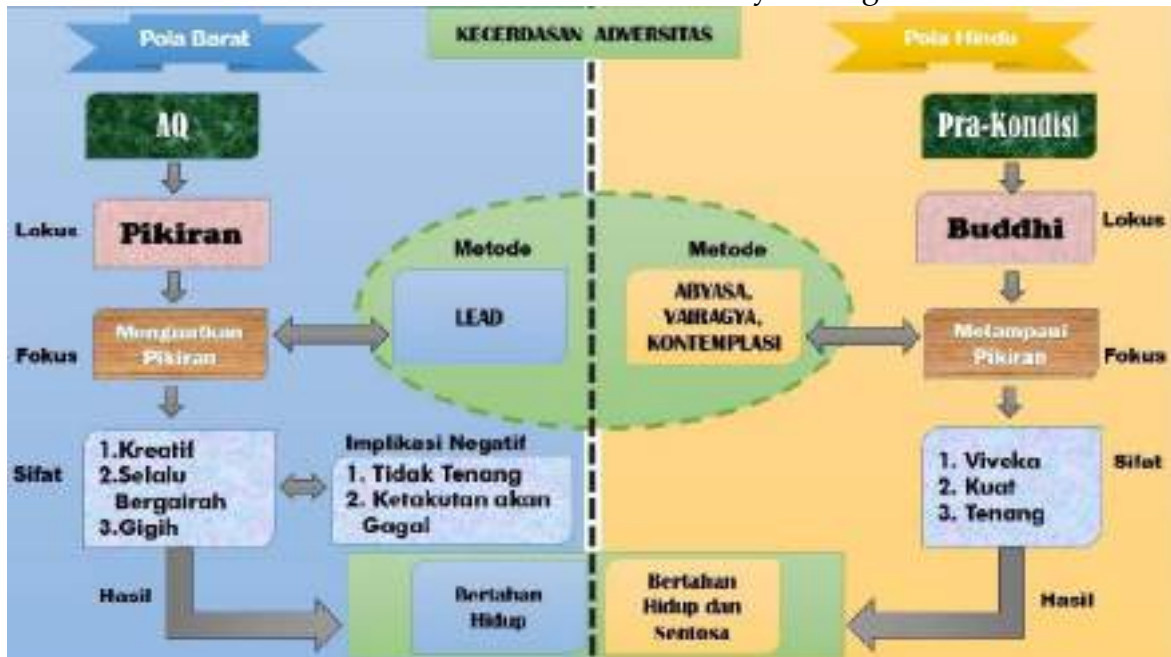
The Vedas describe intelligent and luminous, a very high assumption of intelligence. So it is not just intelligence but light, spiritual vibrations and higher light. Intelligence and wisdom are very important and are addressed in many of the major Hindu texts. The Gurus, the teachers, the scholars are declared to have a sharp intellect. Thus many of the Bhagavad-Gita slokas describe the human faculty or intellect.

The Bhagavad Gita speaks of the senses, mind and intellect as being interrelated. The senses are the cause of the agitation of the mind which can take away human intelligence. Perfect intelligence according to the Bhagavad Gita can be interpreted as the range of human intelligence which in Western knowledge is referred to as multiple intelligences and the highest intelligence is Spiritual intelligence (SQ). This intelligence enables humans to understand the true nature of life and live consciously.

From the field data and literature study, it can be revealed that the intersection of Western science and Hinduism in adversity intelligence is in the human ability in the form of resilience, interpersonal skills and happiness that can

be achieved. Meanwhile, in the Hindu concept, it moves further to approach consciousness, which transcends pre-conditions. This intersection can be summarized as follows:

Chart 3. The intersection of Adversity Intelligence



(Source: Researcher Construction from various Sources, 2019)

From the image above, it can be seen that adversity intelligence in the Western knowledge pattern known as Adversity Quotient (AQ), its locus lies in the human mind. The mind in medical science correlates with human brain function. In order to increase human adversity intelligence, efforts are made to strengthen the mind through a designed exercise called LEAD (listened, explored, analyzed, do). It is an exercise designed for people to not quit when faced with problems. It builds a person into a creative, passionate and persistent person. However, the negative implication is that one will become restless and often experience fear of failure. The glorious result of this exercise is to be able to survive and even achieve things that ordinary people cannot. While in the Hindu context, researchers found that adversity intelligence in the Western pattern is known as a pre-condition, which is an initial conditioning in order to make a spiritual journey in life. The locus of this pre-condition is actually beyond the mind, which is something higher than the mind, namely *budhi*. The method is simply *abhyasa* (habituation in doing spiritual sadhana), *vairagya*, practising detachment and contemplation or deep reflection.

The impact of spiritual practice is that one will have keen *viveka* (discriminating power), be able to distinguish between good and bad, be able to make the right choices, and one will have dominant physical, mental strength. In addition, one will have a deep sense of calmness even in the midst of activities. The result is that one is not only able to survive, transcend limitations, transcend vices, but also live in peace and be able to help others to grow or inspire. Meanwhile, there does not appear to be any negative impact caused when one does right and

transcends one's own ego. Compared to adversity intelligence in Western lore, Hinduism goes further and higher, touching the consciousness or psychic aspect of a person, beyond their own mind. By doing so, one will naturally develop strength and intelligence. In addition, it will have a sharp intuition that is very beneficial for human life. In short, a human being built in spiritual sadhana is not only a strong human being but a human being who lives consciously. Therefore, adversity intelligence in Hinduism transcends the Western idea of adversity intelligence.

Sadhana means realisation, meaning the successful realisation of Vedic teachings in one's life, called *sadhaka*. *Sadhaka* is a person who is expert, wise, deeply understands religious teachings. The word *sadhaka* in Sanskrit means effective, good results, a clever person, efficient, devotee and religious practices (*sadhana*). The word *Sadhaka* is found in various texts such as *Brahmanda Purana*, *Ramayana*, *Sanghyang Kamahayanikan*, *Smaradhahana*, *Sutasoma*, *Wrhaspati Tatwa*, and various other texts. Spiritual *Sadhana* refers to religious practices performed by a person.

On the importance of *spiritual sadhana*, spiritual master Bhagavan Sri Satya Sai Baba asserted that the human person can fulfil himself only by serving one another and that this should be developed universally. *Sādhanā* (spiritual discipline) should be able to broaden the outlook, enrich the experience and encouraging the *jīvātman* to unite with the *paramātman* (Narayana, 1999:2). Where the discussion is God or Brahman who is invisible or cannot be seen. That is very good; He is like cheese in milk, in every drop of it perfectly. If you want to see the form of cheese, a certain process has to be done, namely: boiling, freezing, pounding and so on. Similarly, in spiritual discipline, by repeating *nāma* on the tongue, the One who resides in the heart will be seen. The *saguṇa* God can be experienced as something real. From the experience of saints and sages, you can realise that the pleasures derived from the external (objective) world are limited, when compared to the blessings derived through spiritual discipline. To obtain such blessings of happiness, *sādhanā* supplemented by *vairāgya*, is essential.

Vairāgya, as a teaching; encourages the action, simply as an obligation that is as earnest as it is discerning, to achieve ever-increasing performance. This is done periodically as well as continuously in order to have a use value, the results of which are surrendered to God as a means of *Bhakti*. In short, to do one's duty selflessly. When making a borehole well to get water from the bowels of the earth, the pipe must be made hollow, so that water can gush out from the bowels of the earth. If the pipe is not hollow, it means that air can enter and water cannot come out. Similarly, make sure that *Sādhanā* is free from worldly attachments, so that *Sādhanā* cannot be corrupted by them. Loving-kindness will not arise, if sensory pleasure and pride have taken over the mind (Narayana, 1999:2-3).

Besides building awareness, *spiritual sadhana* also has an impact on improving the adversity intelligence of human beings. This intelligence is very important for human beings, not just for survival but for living a conscious life. Based on the Semiotic Theory of God and Brainwave Theory and the results of the analysis, there is a difference between spiritual practice and efforts to improve

adversity intelligence in the Western pattern, namely, in Hindu Spiritual Practice, adversity intelligence is an initial result or by-product of achieving the more important, higher Jīva consciousness. Adversity intelligence is actually an awakened part of human Jīva.

One's consciousness resonates various frequencies, depending on the level of thoughts, words, and actions, as well as images and sounds absorbed through contact with objects and activities. By learning how to undergo proper training, one can encompass practices that will bring one's consciousness to a level where one can understand what spiritual is. The more spiritual someone is the more he can understand what spiritual is. The idea is to bring someone to understand his spiritual identity and relationship with God. So, it has to be a scientific process, utilized under the guidance of a spiritual master, for it to be a successful one. If the process is not completed or if the student is not serious, then of course the results will not be as expected. However, if the right spiritual process is explained properly, and the student is sincere in his endeavours, the effect will be there. This is why for thousands of years philosophers and spiritual seekers from around the world have come to India, or have been influenced by the Vedic system: It gives practical results when done correctly.

However, it is more emphatic that the same spiritual practice, or structure of practice, does not have the same effect on everyone, as there are a number of determining factors as stated in Patanjali's Yoga Sutra I.21-22 below:

Tīvra- saṁvegānām- āsannaḥ

Yogasutra Patanjali I.21

Translation:

"Those who are intensive in their endeavours; certainly attain (the goal, i.e. Samadhi, equanimity or enlightenment) faster" (Krishna, 2015:50).

mṛdu -madhya- adhīmātatvāt tato'pi viśeṣaḥ

Yogasutra Patanjali I.22

Translation:

"It is by virtue of intensity, speed and energy that there is a difference between those who quickly achieve their goals, those who take time, and those who are slow" (Krishna, 2015:50).

When translated, *tīvra saṁvegānām* means speed that is also intense. This is what determines one's level of success. Whether or not one gets results from spiritual practice depends very much on the *sadhaka*, on one's personal speed. Agree that Patanjali's Yoga Sutra I.21-22 is correct. For in practice, intensity and perseverance have a great impact on one's progress. Strong intention is the first prerequisite in the performance of Spiritual Sadhana. A person who is very lazy or too weak is not qualified to do spiritual sadhana.

***Aṣṭāṅga-yoga* and its Effects on Improving Adversity Intelligence**

The Yoga Philosophy system is really practical; it discusses the nature of the mind, its modifications, growth, distractions and the method to reach the highest goal of life, called *kaivalya* (isolation). As this method is described in eight steps, it is also known as *Aṣṭāṅga-Yoga*. (Suamba, 2003:364).

The word Yoga comes from the root "yuj" which means to connect and yoga itself is the control of the activities of the mind and is the union of the personal spirit with the supreme spirit. The Yoga system considers that concentration, meditation and *Samādhi*, will lead to *Kaivalya* or freedom. It also assumes that the yogic process is contained in the impressions of the multiplicity of mental functions and the concentration of mental energy on the self-enlightened *Puruṣa*. Mahārṣi Patañjali's Yoga is *Aṣṭāṅga-Yoga* or eight-limbs of Yoga, which contains the discipline of mind and physical energy (Maswinara, 2006:163-164). *Rāja yoga* is the path that leads to union with God, through self-restraint and mind control. *Raja yoga* teaches how to control the *indriyas* or senses and mental *wr̥tti* for the turmoil that arises from the mind, how to develop concentration and how to associate with God.

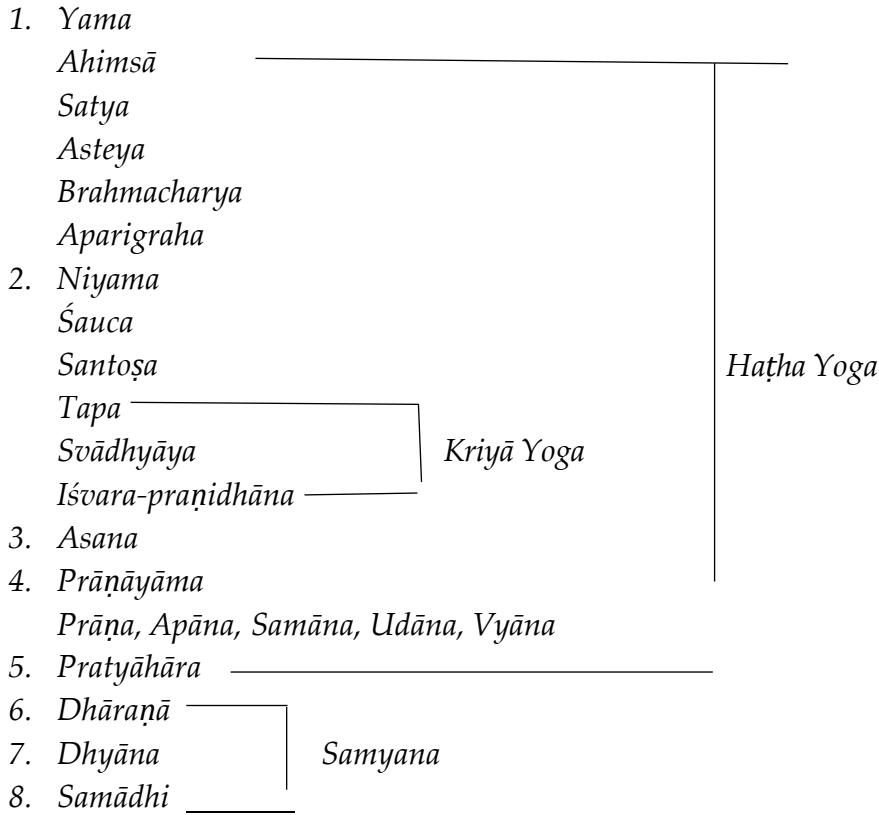
In *Haṭha Yoga* there is physical discipline, while in *Rāja Yoga* there is discipline of the mind. *Aṣṭāṅga-Yoga* consists of (i) *Yama* (prohibition); (ii) *Niyama* (obedience); (iii) *Āsana* (posture); (iv) *Prāṇāyāma* (regulation of breath); (v) *Pratyāhāra* (withdrawal of the senses from objects); (vi) *Dhāraṇā* (concentration); (vii) *Dhyāna* (meditation), and (viii) *Samādhi* (supra-conscious state). The first five form the outer members (*bahir-aṅga*) of Yoga while the last three form the inner members (*antar-aṅga*). Super *samādhi* consciousness is generally of two types: *savikalpa samādhi* and *nirvikalpa samādhi*. *Savikalpa* means "separation" and *nirvikalpa* means no separation.

In *savikalpa samādhi* the devotee maintains a separate identity (subject-object relationship) from the God. In *nirvikalpa samādhi* the subject-object relationship ends and the devotee becomes one with God. The difference between these *samādhis* is explained by Paramahansa Yogānanda: "in the initial stage of union with God" (*savikalpa samādhi*) the devotee's consciousness arises with cosmic Jīva and his life force is withdrawn from the body, which causes his body to appear dead, motionless or cold.

The yogi is conscious of his bodily condition and when he has attained a high spiritual stage (*nirvikalpa samādhi*), however, he merges with God, without bodily fixation" (Pandit, 2006: 81-85). This state of *Samadhi* is very difficult to describe and seekers of truth are asked to directly experience self-realization through this stage.

A summary of Aṣṭāṅga-Yoga can be seen in the following chart.

Chart 4.2 Aṣṭāṅga-Yoga



Yama and *Niyama* form the ethical discipline that purifies the heart. *Niyama* is obedience, and is composed of; *Śauca* (inner and outer purification), *Santoṣa* (contentment), *Tapas* (temperance), *Svādhyāya* (study of scriptures and chanting of mantras) and *Īśvara-praṇidhāna* (surrender to God). Those who are steady in *Yama* and *Niyama* will quickly advance in the practice of Yoga.

Āsana, *prāṇāyāma* and *pratyāhara* are the preliminary practice of yoga. *Āsana* is the steady posture of the body. *Prāṇāyāma* is the regulation of the breath, which produces calmness and steadiness of mind and good health. *Pratyāhara* is the withdrawal of the *indriyas* or senses from their objects. You must practice *pratyāhara* to be able to see within and have concentration of mind.

Dhāraṇa is the concentration of the mind on an object, or the inner chakra, *Iṣṭa-Dewatā*. Then *Dhyāna*, or meditation, which is the unceasing flow of thought in relation to an object, leading eventually to the state of *samādhi*, at which time the meditator and the meditated become one. All *wṛtṭi* or mental agitation settles down and the mind loses its function. All *saṃskāra*, impressions and *wāsanā* (subtle inclinations and desires) are completely burnt away and yoga is free from birth and death. It attains *kaivalya* or final liberation (Absolute Freedom). (Śivānanda, 2003: 136-137).

This system of Yoga Philosophy is called *theistic (sesvara) Sāmkhyā* as distinguished from the *Sāmkhyā* established by Kapila which is generally viewed as

atheistic (*niriśvara*). It has view that God is the supreme object of contemplation for concentration and self-realization. He is a perfect being who is internal, all-pervading, omniscient, and completely free from all defects. *Yoga* argues for the existence of God on the following basis: Anything having degrees must have a maximum. There are degrees of knowledge or omniscience, he who has omniscience is God. The association of *Puruṣa* and *Prakṛti* is what promotes the evolution of the world and the cessation of this activity causes dis-evolution. Neither association nor dissociation is natural for *Prakṛti* and *Puruṣa*. Therefore, there must be a supreme being capable of bringing about the association between *Prakṛti* and *Puruṣa* according to the moral values of individual *Jīvas* (Suamba, 2003: 365-366).

Luhman's systems theory outlines that a system is contingent, a set of relationships related to process, implication, impact and building complexity. *Aṣṭāṅga-Yoga* is a system that is contingent, related and a complex set of interrelated relationships. A person who performs *Aṣṭāṅga-Yoga*, i.e. the interrelated stages, will build an integrative and holistic pattern that encompasses all layers of the human body, *Jīva* and consciousness. These, as explained in systems theory, are not things but relationships that are contingent and complex. Intelligence is the initial stage that is a direct result of the practice of *Aṣṭāṅga-Yoga*, but intelligence is not a thing but a product of the mind that is difficult to capture its development, but can be explained scientifically. Human beings who experience development, improvement will be seen from observable signs, such as appearing brighter, more optimistic, more passionate and having a stronger vision of life than before.

Practicing strict discipline to understand the immense power and magical functions of the mysterious creation. It aims to contain, organize and develop the mind to achieve peace, tranquility and happiness. Due to the volatile nature of the mind, being the source of all thoughts and imaginations, the ability to control the senses and simultaneously witness all human thoughts and actions and its power to generate emotions and equanimity, the mind has also been described as the sole source of human salvation as well as human bondage. Moreover, despite the volatile nature of the mind, it is the only tool it has to realize tranquility and peace. The science and practice of yoga is designed to contain and stabilize the mind's volatile nature and the realization of *Jīva*. It is a complex science and intricate details that cover every aspect of human life.

The *spiritual sadhana* performed in general and at the locus of this study showed an influence on a person's adversity intelligence. The results of the analyses show that there is a tendency that the better and more diligently one performs spiritual practice, the higher one's adversity intelligence. This is indicated by the stronger a person is in facing the same problems, even bigger and more difficult ones and the easier it is to find solutions. A number of people who previously felt frustrated with life's problems and even intended to end their lives by suicide due to hopelessness, turned around to be grateful for their lives and realized how precious one's life is.

In accordance with brainwave theory, there are four types of brainwaves that generally appear in everyone, namely *delta*, *theta*, *alpha* and *beta* waves. *Beta*, in a state of alertness, concentration. *Beta* brainwave conditions (13-30 Hz) keep our minds sharp and focused. In the *Beta* state, the brain will easily analyze and organize information, make connections, and generate solutions and new ideas. *Beta* is particularly beneficial for work productivity, studying for exams, preparing for presentations, or any other activity that requires high concentration and alertness.

The contribution of adversity intelligence, interpersonal skills and job expectancy can be seen from the amount of ability and enthusiasm of a person to face the difficulties of his life. Adversity intelligence is not an innate intelligence so it can be learnt and trained. It can be from training performance, will or desire, character, and beliefs. Through intensive education and training, adversity intelligence can be trained and improved so that it has high competitiveness, productivity, creativity, and learning perseverance.

Adversity intelligence measures how far people are able to survive in the face of adversity and the ability to overcome it. In this case, adversity intelligence plays an important role in changing and processing students' difficulties in learning into a challenge that must be overcome to achieve high goals or achievements.

Adversity intelligence can also be described as *Quitters*, *Campers*, and *Climbers* depending on how far one goes in trying to solve problems. Adversity intelligence in students can be trained with personal awareness that achieving success is not easy, it takes effort and hard work to manage one's potential.

Aṣṭāṅga-Yoga as a *Sadhana*, is like the parts of the body that cannot be separated, divided or performed partially. The purpose of this *sadhana*, is to awaken the divinity within, attain the highest consciousness and purpose. With this awareness, humans will naturally be very strong in facing various life problems, able to pass it happily and safely (Surpi, 2021). Thus, the intelligence discussed in Western knowledge is actually unable to reach what is taught in Hinduism. This is because Hinduism goes beyond thinking to awaken *budhi* and consciousness (*Caitanya*). Praying, meditation, yoga and food discipline must be done with a pattern of habituation and slowly humans will be able to increase their awareness.

The aspects of the *adversity quotient* scale include *control* (C), *origin* and *ownership* (O2) or *origin* and *recognition*, *reach* (R) and *endurance* (E). If the overall score on this *adversity quotient* scale is high, it indicates a high *adversity quotient* and vice versa, if the total score obtained is low, it indicates a low *adversity quotient*. When analyzed on a qualitative scale, the results and discussion show that overall, the implementation of *Spiritual Sadhana* has a positive influence on the aspects of *adversity quotient* which include *control*, *origin*, *reach* and *endurance*.

According to Vedic writings, the mind is considered the fourth layer of the human constitution after the body, senses and sense objects. They further divide the mind (*antahkarana*) into four layers. These are as follows: mind (*manas*), intellect (*buddhi*), ego (*Ahamkara*) and the subtle part of human (*chitta*). It is necessary to

discuss and understand the function of the mind and intellect in the human constitution as a whole (Suwantana, 2017: 199), so as to benefit human life.

Furthermore, according to the Oxford Dictionary, the mind is the ability to be aware of things, to think and to feel; some also include the ability to think and remember. To be more precise, the mind can be defined as the complexity of attributes in an individual that feel, think, will, reason and decide. The mind also stores and remembers everything. The attributes of reasoning and decision-making are performed by coordination with the human intellect. In everyday conversation, consciously or unconsciously one uses various phrases to describe these functions. For example, it is often said; he is calm because his mind is at peace. It is easy to discuss with him because his mind is open to ideas. His understanding is quick because his mind is sharp. He reads and thinks a lot so he can sharpen his mind. You cannot argue with him because his mind is closed. Do not talk to him as he has a turbulent mind. His mind was always wandering and he was unable to concentrate. When I think about my birthplace, my mind goes back to childhood. Please pay attention, I need the presence of your mind. He was unconvincing because he had no application of mind. He can never decide because his mind is always cloudy. These examples show the various attributes of the mind as defined above (Suwantana, 2017: 199).

Since the mind is the most subtle of all human physical constituents, it is also called the principal agent of lower consciousness (Jīva is the higher consciousness). The human senses and brain are merely instruments for it. Given the mind's control over the ten senses it is also described as the super-sense or the eleventh sense. Although the mind is beyond the reach of the human senses, they are still interlinked with both the senses and the body with constant interaction. It guides and leads the body and senses. Without the mind, the body and senses have no meaning. They are like being in a coma. In simple words, matter cannot understand and control the mind while the mind understands and controls matter. Hence the mind has a much higher existence than the material existence of the body and senses. It is ironic but true that the mind can be felt and understood only by the mind itself (Suwantana, 2017: 200).

According to *Vedic* writings, three sheaths of consciousness are involved in this process. They are as follows: *Annakosha*, where physical contact occurs and images or signals are received by the human senses; *panakosha*, where neural contact occurs and communication takes place from the senses to the brain; and *manahkosha*, where mental contact occurs between the brain and the mind and the images and signals are sent to the mind. Thus, the entire process of human action or perception must pass through these three sheaths. A stable intellect is needed to cope with the situation so that the mind can be properly guided. An indecisive intellect cannot hold back the pace of these sense organs. However, even when control comes from the senses, our mind and senses eventually work perfectly together to carry out the desired action. Hence the unity of the senses remains a continuous and seamless

process in every perception and action. This process is disrupted only during deep sleep, when the mind is at rest which makes the senses inactive.

Phoolka and Kaur (2012:77) in conclusion state that AQ is a new paradigm that is useful in today's times where adversity looms around almost every corner. We can measure our own and others' AQ with the help of the Adversity Quotient profile developed by Dr Paul G. Stoltz. A person's AQ can be measured on five dimensions, namely, control, origin, possession, reach, and endurance. AQ is something other than IQ and EQ and shares some similarities with the traits of hardiness and resilience and is still very different. The science of AQ is rooted in cognitive psychology, psychoneuroimmunology and neurophysiology. Adversity is challenging but can bring out the untapped that exists in every individual. Adversity exists in society, at work and in personal life and can be internal or external and hence measuring and then improving one's AQ and that of others can smoothen everyday life.

From the analysis that has been conducted, the impact of improving adversity intelligence increases endurance, fighting power and persistence. Based on the Semiotic Theory of God developed by Audifax (2007) about the highest spiritual power needed by humans, that with certain patterns, humans can increase their power of God. This increase in spiritual power can be done with Spritual Sadhana (Surpi, 2023). A number of visible signs of a spiritually awakened person include a change in mindset towards the world and everyday life, being naturally stronger, more positive and having a spiritual light. *Prabawa* is the spiritual light visible on a person's face and body that makes them different from others. This light is also called *teja* which shows the power within a person.

This *prabawa* is generally generated through structured practices under the guidance of a spiritual teacher or a particular college. In Balinese history, there have been a number of saints who possessed great *prabawa* that demonstrated their spiritual strength. As for the general public, this *prabawa* in daily life will be demonstrated through endurance, fighting power and persistence in all aspects of life. A spiritually awakened person will naturally have this endurance and any hardships would not make him complain about the situation but rather find ways to subdue the difficulties. Even big works can be done by those who have high endurance.

The efforts to improve adversity intelligence in Hinduism also impact the balanced nature known as *Stitaprajñā* in the Bhagavad Gita. *Stitaprajñā* is an important value that humans should have. This is because humans experience duality in the world between failure and success, defeat and victory, happiness and sadness. People who do not have this value will easily give up when faced with failure. The value of *Stitaprajñā* is explained in Bhagavad Gita II.54-72, which is an attribute possessed by someone who experiences spiritual elevation within.

Stitaprajñā is a core value in the Bhagavad Gita. It is the trait or power that every person should have to fail to have a balanced nature in duality and continue to improve their vision of life. This power is explained by Lord Krishna on Arjuna's

question of what are the characteristics of someone who has realized spirituality. The characteristics asked are those that can be observed in his life. Arjuna, who had the quality of divinity, had to be saddened when faced with a terrible battle before his eyes. This, if analogous to human life, is the major problems that often occur in human life, which sometimes cannot be avoided such as losing a loved one, being fired from work, experiencing divorce or other misfortunes. Human perspective will greatly affect its perception. Some consider it a challenge that must be overcome and some consider it a misfortune that cannot be borne.

Stitaprajña is essential in the modern life of the millennial generation. Besides interpersonal strength, the inner strength as taught in the Bhagavad Gita is very helpful for young people in this very complex world. Sometimes it is said, insults and jibes or slander are very easy especially with modern life filled with the impact of social media. He surmised that the number of suicides among teenagers and youths was also influenced by the lack of this inner skills. He views that every young person should be equipped with the nature and strength of *Stitaprajña* so that they can be balanced and move forward even when faced with difficulties and sadness (Surpi, 2021). In addition to endurance, it is also more aware and able to accept various things in life, including sadness and misfortune, as natural things without having to disrupt life as a whole. Core values in the form of *Stitaprajña* strongly influence human life

The Puranas also explain the spiritual evolution of man, i.e. the transformation of consciousness towards a higher plane. This spiritual transformation is determined by the transformation or evolution of human consciousness. When human consciousness increases, intellectual and spiritual transformation follows directly. This is the ancient Vedic wisdom that transformation of consciousness plays a very big role in terms of intelligence and spirituality. Thus, *Acaryas*, *Rishis* and spiritual teachers are renowned for their intelligence not only in the field of spiritual knowledge but also in science which is an integral knowledge. The ancient *Rishis* even wrote about astrology, solar system, chemistry, biology and aircraft manufacturing (*Vimana Sastra*). This level of knowledge can be achieved by anyone through the transformation of consciousness. Consciousness is a very important factor for human life. Western science seems to be just beginning to do scientific research on consciousness. However, Hindu *Rishis* since ancient times have been talking about consciousness which is an important part of human evolution.

This finding differs from the general theory of adversity intelligence, which revolves around the efforts of survival, motivation and facing challenges and taking risks. Consciousness is a higher aspect of the mind, which allows humans to understand the nature of knowledge and human life. A conscious human being, in the sense of having a blossoming consciousness is even able to access knowledge directly in the universe and at the same time has an advantage as described in *adversity quotient*. Conscious humans are not only able to conquer challenges, but transcend them with a deeper understanding and live consciously.

CONCLUSION

1. Adversity intelligence is a form of human intelligence associated with resilience in the face of life's challenges. This adversity intelligence is considered to be the background of a person's success. Hindu forms of adversity intelligence include faith (*śradhhā*), strength, persistence and wisdom (*vīrya*) and memory and concentration (*smṛti*). The intersection of adversity intelligence in Hinduism and Western science is the concept of resilience. In the Western perspective, human resilience is linked to the mind and body, and therefore remains vulnerable to what is known as emptiness. Hinduism moves further to the limit of consciousness-raising efforts, something higher with resilience, the power of divinity within as well as the readiness to accept failure, joy and sorrow with a balanced attitude (*Stitaprajñā*) and ready to fight again.
2. Efforts to improve adversity intelligence can be done through Spiritual Sadhana. The more diligent, disciplined and earnest a person does Sadhana, the better the results will be. Spiritual Sadhana must be part of human life (*abhyasa*), accompanied by *vairagya* or practising non-attachment and strengthened by contemplation. Sadhana is very beneficial to human life in that it builds a steady, mature, intellect with sharp intuition, which is different from others who do not practice Sadhana. The level of success depends on the intensity, speed and energy of each person. Ratu Bagus teaches Spiritual Sadhana in the form of a combination of several methods, but packaged effectively, avoiding the boredom of modern humans. However, this Sadhana is believed to be able to awaken human Jīva to be free from weakness, illness or suffering. Adversity intelligence is one part of the overall effort of awakening human Jīva, Jīva consciousness, superior character (Gods) built through Spiritual Sadhana.
3. The impact of improving adversity intelligence through spiritual sadhana can be seen in (1) increasing endurance, fighting power and persistence, (2) improving interpersonal skills, (3), having a balanced nature (4) developing devotion and *Bhakti*, (5) awareness of a higher purpose in life. These impacts will have an overall effect on a person's life. He will have endurance, strength and awareness in his life, which not only makes him more resilient and survive to struggle but live consciously, with a higher purpose so as to embrace good values in his life.

REFERENCES

- Agus Efendi. 2005. *Revolusi Kecerdasan Abad 21 Kritik MI, EI, SQ, AQ & Successful Intelligence Atas IQ*. Bandung: Alfabeta.
- Aryadharma, N. K. S. (2019). *Vedānta dan Metode Pemahaman Filsafat Hindu*. Surabaya: Paramita.
- Arief Miftahul Huda. 2012. *Kecerdasan Menghadapi Kesulitan (AQ) Dengan Prokrastinasi Kerja Pada Karyawan RS. PKU Muhammadiyah Bantul Yogyakarta*. UIN Yogyakarta: Ilmu Sosial dan Humaniora.

- Ary Ginanjar A. 2009. *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ*. Jakarta: ARGA Publishing.
- Darmayasa. 2015. *Kemuliaan Gayatri dan Trisandhya*. Denpasar : Yayasan Dharma Sthapanam.
- Donder, I Ketut. 2009. *Fenomena Eksotis & Kesadaran Kosmisnya*. Surabaya : Pāramita.
- Donder, I Ketut. 2009. *Meditasi Bio Energi Ratu Bagus*. Surabaya : Pāramita.
- Donder, I Ketut. 2017. *Unsur-Unsur Sains Dan Teknologi Dalam Ritual Hindu*. Surabaya : Pāramita.
- Enggermanto, Agus.,2008. *Quantum Quotient (kecerdasan quantum): cara cepat melejitkan IQ, EQ, dan SQ secara harmonis*. Yogyakarta : Nuansa.
- Goleman, Daniel. 2000. *Emotional Intelligence, Kecerdasan Emosional, Mengapa EI Lebih Penting daripada IQ*. (Alih bahasa: T. Hermaya). Jakarta: PT Gramedia Pustaka Utama.
- KadekSurpi, N. (2021). Hindu Literacy: The Basic Concept of Education and the Literacy Patter in Upanisads. *KnE Social Sciences*, 86-96.
- Krishna, Anand. 1998. *Self Empowerment Seni Membedaya Diri Bagi Orang Modern*. Jakarta : PT Gramedia Pustaka Utama.
- Krishna, Anand. 2015. *Yoga Sutra Patanjali Bagi Orang Modern*. Jakarta : PT Gramedia Pustaka Utama.
- Maswinara, I Wayan., 1997. *Bhagavad Gita dalam Bahasa Inggris dan Indonesia*. Surabaya : Paramita.
- Santos, Maria Cristina J (2012) Assessing The Effectiveness Of The Adapted Adversity Quotient Program In A Special Education School. *International Refereed Research Journal*. www.researchersworld.com. Vol.- III, Issue-4(2), October 2012 [13] (diakses 16 Pebruari 2019).
- Saraswati, Swami Satya Prakash.,1996. *Patanjali Raja Yoga*. Penerjemah Mayor Polak. Surabaya : Paramita
- Shivinder Phoolka and Navjot Kaur (2012) Adversity Quotient: A new paradigm to explore. *International journal of Contemporary Business Studies A journal of Academy of Knowledge Process* Volume 3 Number 4 April, 2012 ISSN 2156-7506 <http://www.akpinsight.webs.com> (diakses 16 pebruari 2019)
- Sivananda, Sri Svami. 2005. *Pikiran Misteri dan Penaklukannya*. Surabaya : Pāramita.
- Surpi, N. K., & Purwadi, I. K. D. A. (2021). Konsep Dasar Literasi Dalam Upaniṣad Sebagai Upaya Peningkatan Mutu Pendidikan. *Jurnal Penjaminan Mutu*, 7(01), 71-79.
- Surpi, N.K., Istriyanti,N.A & Avalokitesvari, N.N.A.N. (2021). Resilience and Coping Strategy of Bhagavad-Gītā Readers on the COVID-19 Pandemic in Bali. *Kurukshetra University Research Journal*, Volume 55, 1 (2021), 26-33
- Surpi, N. K., & Yogiswari, K. S. (2021). Medhātithi Gautama Pendiri Ānvikṣiki Par Excellence: Relevansinya dengan Bidang Baru Penelitian Filsafat Hindu di Indonesia. *Jurnal Penelitian Agama Hindu*, 5(4), 222-229.
- Surpi, N. K. (2023, April). Ramayana: A Drop of Amrita in Nusantara (Hermeneutic Study of Text and Context of Hikayat Sri Rama). In *ICOHIS: INTERNATIONAL CONFERENCE ON HINDU STUDIES* (Vol. 1, No. 1, pp. 403-418).
- Stoltz G. Paul. 2007. *Adversity Quotient* (Alih Bahasa; Thermaya). Jakarta: Grasindo.
- Vivekānanda, Svāmi., 2007. *Vedānta Puncak Kebenaran Veda Masa Kini*. Diterjemahkan oleh dr. Gede Kamajaya da dan I Gede Oka Sanjaya. Surabaya : Paramita.

THE CORRELATION BETWEEN SPEAKING SELF-EFFICACY AND EFL STUDENTS' SPEAKING PERFORMANCE

Ni Putu Amelia Vega^{1*}, I Gusti Ngurah Agung Wijaya Mahardika²,
Komang Trisna Dewi³

^{1,2,3}English Language Education,

I Gusti Bagus Sugriwa Denpasar State Hindu University, Indonesia

wijayamahardika@gmail.com

ABSTRACT

The purpose of this research is to find out whether there is any correlation between speaking self-efficacy and speaking performance of the eleventh-grade students of SMA PGRI 4 Denpasar. The researcher was quantitative research with correlation. In collecting the data, the researcher used a speaking self-efficacy questionnaire and a speaking test. The 56 students that took in this research were the participant. In SPSS 21.0 for windows, the normality test and Pearson product-moment correlation were used to analyse the data. The findings of the statistical analysis of the data showed that speaking self-efficacy in the normality test was 0.106 and speaking performance was 0.113. And Pearson product-moment correlation was 0.981, which shows that there is a significant correlation between self-efficacy and the speaking performance of the students. Therefore, the teacher should give the students more motivation to be confident when speaking in front of the class.

Keywords: correlation; self-efficacy; speaking performance.

INTRODUCTION

One of the skills to be mastered when learning English is speaking. The act of speaking is defined as a means of conversation in which there are ways relationships between the speaker and the listener which has a positive important purpose in life, especially in social interaction (Ur, 2009). Thus, speaking skill is imperative for students because it enables them to interact with other people, express their ideas verbally, and forge relationship with other people.

Unfortunately, according to Pollard (2009), many students are still struggling to master this skill. Previous studies found that once students started to speak, they are trying to communicate effectively, but they are worried about the use of grammar, vocabulary, their ideas, and of course their pronunciation. Pradya (2015), states that students have limited vocabulary. This makes it difficult for them to understand conversations. In addition, students also have problems in pronouncing particular words because of the difference in the spelling and pronunciation of said English words. Furthermore, they are often confused in arranging the words to convey their meanings and generally feeling unconfident to speak English.

Pradya further argues that one of the principal components in students' ability to speak is their level of self-efficacy. A person's self-efficacy is their belief in their own ability to finish a task. Related to their thoughts, behaviors, feelings and motivations to carry out the action guidelines needed to achieve the specified

variety of performance (Cubukcu, 2008). The motivation of each student in participating in learning activities in class is different. For students to achieve greater accomplishment and learning outcomes, they must have high levels of self-efficacy. Some students are motivated to learn and believe they can complete all of the tasks assigned by the teacher, while others are not. When given a difficult task, students with a high level of self-efficacy do not give up; instead, they keep trying because they believe they can accomplish the task well and earn a higher score.

Based on the researcher observations during the teaching internship sessions at SMA PGRI 4 Denpasar, the researcher found that most students were already interested in English, especially in speaking. However, there were still a small number of students who were reluctant to communicate in English, unless they were asked to by the teacher. The researcher also interviewed the students of SMA PGRI 4 Denpasar. They stated that when they want to speak English, they feel unconfident with themselves and they were also worried about their pronunciation and afraid of making mistakes. This phenomenon piqued the researchers' interest in learning further about their self-efficacy and their speaking performance.

Thus, the researcher formulated the research question as follows: is there any correlation between speaking self-efficacy and speaking performance of the eleventh-grade students of SMA PGRI 4 Denpasar?

LITERATURE REVIEW

Self-efficacy

Self-efficacy is a term coined by Bandura to describe one's ability of a person to plan and perform out actions in order to obtain certain goals. In other words, self-efficacy is a person's conviction of his or her ability to succeed at performing one's duties based on one's own judgment (Bandura, 1977). According to Bandura, people's behavior can often be anticipated by their ideas about their own skills. That is, people's perceptions about how they will succeed at specific activities, as well as their confidence in their ability to carry them out successfully has a big influence on how individuals conduct in situations. People's behavior is frequently predicted by their views about their own capabilities. Individuals' expectations about how they will succeed at specific activities, as well as their confidence in their ability to complete them successfully, have a big influence on how they conduct in certain situations. Self-efficacy, according to Bandura, is a person's assessment of their ability to plan and carry out actions that lead to the achievement of some objectives.

Bandura (1977) stated there are four factors that influence someone's self-efficacy. Those four factors are;

- a. Mastery Experiences

Individuals form opinions about their abilities based on the outcomes of previous performances, which can be interpreted in one of two ways. Students who are able to have completed their activities successfully in the past will be more confident in their ability to complete their activity in the future. Negative interpretations of earlier tasks, on the other hand, can

diminish their own efficacy. As a result, mastery experiences are a great predictor of future success.

b. Vicarious Experiences

Social models or individuals who they feel have high competence and intellect provide vicarious experiences. Bandura can also influence an individual's self-efficacy. According to them, seeing people who are similar to them capable of executing the same chores would lead them to believe that they, too, are capable of completing the jobs. Individuals' own talents are thus referenced based on information gathered by comparison with their acquaintances.

c. Social Persuasion

Social persuasion or verbal judgments about their ability to do something by others. Additional methods of improving someone's belief in their ability to succeed may be available through social persuasion. According to Bandura, it is easier to maintain a sense of effectiveness, especially when facing challenges, when significant others express faith in one's abilities or when they express concerns.

d. Physiological and Emotional

In any situation, physiological and emotional factors have an impact on self-efficacy. When students learn to link poor performance or perceived failure to positive or negative emotions states, positive or negative mood, and other factors such as fatigue and anxiety, for example, they will be more successful.

These four factors as the nature of high and low one's self-efficacy, especially for students if they want to achieve better. Especially in the field of education, teachers must first know about student self-efficacy by conducting short interviews or observing students to ask about the four factors mentioned above, and the teacher may know the basis of student self-efficacy. Not only based on four influencing factors a person's self-efficacy but there are also high or low self-efficacy factors for students. Those are the previous students' academic records, teacher messages and the success or failure of others. Schunk (1991) identified three factors in development of high and low self-efficacy.

a. Students earlier academic record

Low self-efficacy develops among students who have received poor scores in past exams. Teachers must assist them in structuring cognitive learning and memory components. Teachers must assign kids demanding projects that they can complete with effort and hard work. It goes without saying that teachers must further increase strong self-efficacy in pupils who have already achieved good academic performance, and one successful way is a source intrinsic motivation.

b. Teachers' message

Students' self-efficacy will be improved by teacher's motivational remarks in specific. Teachers are respectful when pointing out flaws in

their students' work. Students' confidence in their abilities to accomplish academic work may be harmed by too supportive behavior

c. Success and failure of others

Peer models have a significant impact on increasing self-efficacy, particularly when it comes to tracking students who have previously struggled and then reducing barriers in academic assignments.

Speaking

According to Fika (2021). Speaking is one of the most crucial skills to develop when learning a new language. Some languages have attempted to define speech in their own terms. Producing words is the act of speaking. Amila (2022) stated that speaking is conducted not just for the purpose of speaking, but also to communicate meaning to the listener. While, according to Brown (2004), speaking is a skill to deliver mind in the form of ideas, or the contents of the heart inside the form of speech or spoken language.

Speaking is a useful talent and it is very important when a student wants to learn about speaking because speaking skills involves students in communicating with one another. If students want to be communicative to express their opinion and also give some information with other students, certainly they should focus more on speaking skill. In speaking class, teachers need to build a cooperative style of learning process because it will encourage students to take an interest in learning English. If the teacher is already successful in making a good situation or atmosphere it would be easier for the teacher to deliver the material that would be discussed and students also would be easier to understand what the teacher has explained.

In a human being's life, speaking is extremely important. By communicating, people can improve their life and go to the next level, and they can attain whatever goal they set for themselves. In certain situations, one produces utterances with a specific aim in mind; whatever they say must convey a message to others. Speaking actions serve a variety of tasks in various locations and contexts, resulting in a variety of speaking styles. Attempts to categorize the objectives of communication in human relationships have been made several times. Interactional and transactional functions, to put it another way. In terms of distinctions, interactional functions are concerned with the preservation of social interactions, whereas transactional functions are concerned with the conveyance of information when speech is used. Furthermore, Pradya (2015) classifies speaking into three different functions and forms. They are talk as interaction, as transaction and as performance;

a. Talk as an Interaction

People participate in talk as interaction in order to appear kind to others. When strangers meet, they exchange greetings, engage in small talk, recount recent occurrences, and so on in order to be pleasant and establish a comfortable engagement zone. The goal of the conversation is to maintain the social engagement, not to exchange information.

- b. **Talk as a Transaction**
The term “speak as interaction” refers to a conversation in which the focus is on the message or information that must be comprehended. This discussion does not concern participation or social ties. There's also the connection between transactional speaking and other behaviors. For example, students may participate in hands-on activities (such as in a science class) to investigate issues like floating and sinking. In this form of spoken language, students and teachers usually focus on meaning or talking their way to comprehension rather than on the participant.
- c. **Talk as a Performance**
A performance is defined as a discourse delivered in front of an audience, such as a school presentation, a public statement, or a speech. The emphasis of the presentation is on both the information and the audience. This is a prepared discussion that uses written language. Speaking is more than just making sounds, words, and phrases in a language that everyone knows; it is an activity in which people convey their feelings, thoughts, and beliefs to others in a common language. Speaking has a range of functions and forms because people use language for diverse reasons.

Brown (2004:141) stated there are five categories of basic speaking. The basic types will be explained below:

- a. **Imitative.** This type of imitative speech is the most basic of the others. The ability to a phrase, imitate a word and even a sentence is referred to as speaking. It signifies that kids have already imitated the teacher's or friends' words or phrases, and in certain cases, sentences.
- b. **Intensive.** Intensive speaking extends beyond imitation to encompass any speaking performance that aims to improve phonological or grammatical skills.
- c. **Responsive.** Responsive speaking is the third type of speech. Interaction and comprehension tests are part of this sort of speaking. The conversation is brief and does not include any lengthy dialogue.
- d. **Interactive.** Transactional and interpersonal speaking are the two types of interactive speaking. Interactional speaking, on the other hand, focuses on maintaining social interactions whereas transactional speaking focuses on information sharing.
- e. **Extensive (monologue).** Speeches, oral productions, and storytelling are examples of extensive speaking in listeners' ability to participate orally is severely limited (possibly to nonverbal responses) or completely absent.

METHOD

The objective of the present study to determine whether or not there is any correlation between speaking self-efficacy and students' speaking performance at the eleventh-grade students of SMA PGRI 4 Denpasar. Thus, the approach used was quantitative research with correlational design. Correlational study investigates the possibility of relationships between only two variables According to (Fraenkel et al., 2006) although investigations of more than two variables are common. The correlation research focus with the relationship between two variables or more without any attempt to influence them. In this case, the variables are students' speaking efficacy and student's speaking performance.

Research Participants

The research participants of this research were 59 eleventh grade students of SMA PGRI 4 Denpasar in academic year 2022/2023. They belonged to two classes, X MIPA and X IPS.

Research Instruments

The data from the participants were obtained using two instruments. The first was the Self-Efficacy Questionnaire and the second was the Speaking Test. The Self-Efficacy Questionnaire was used to assess students' self-efficacy. Meanwhile the Speaking Test was used to measure students' speaking performance by completing an instruction-based speaking activity.

The questionnaire used herein was adopted from Asakereh & Dehghannezhad (2015) and consisted of 28 questions. The original questionnaire was translated to bahasa Indonesia to avoid misunderstanding. The questionnaire was administered digitally via Google Form. The researcher will give eleventh grade students this questionnaire from Google Form and students must fulfill the questionnaire by link and it will be share to students directly. Based on the reliability test on the pilot results of the questionnaire, it was found that the Cronbach's alpha value was 0.943 therefore, the instrument was declared to have high reliability.

The second instrument that the researcher used was Instruction-based Speaking task. According to Brown (2004) giving instructions task included into a responsive speaking. Brown stated that giving instructions task is a task that is do not separately from people a daily basis the method is straightforward. The researcher provided the students with instructions on how to perform the task. Students were asked to prepare a dialogue with the topic of asking for advice or suggestion, which was then performed before the class with their partner. While the students were performing in class the researcher graded their performance using a five-aspect rubric adopted from Aryani (2018). The rubric measures the five aspects of speaking performance namely grammar, vocabulary, pronunciation and fluency and each of the criteria has 4 indicators based on students' performances while they are performed in front of the class with a maximum score of 100.

FINDINGS

After obtaining all the necessary permits to conduct the study, the researcher administered the Speaking Self-Efficacy Questionnaire to all 56 participants on. Afterwards, the researcher graded the student's performance based on the prepared rubric. The data on students' Self-efficacy and Speaking Performance are presented in Table 1.

Table 1. The data on students' Self-efficacy and Speaking Performance

Participant	Self - Efficacy	Speaking Performance	Participant	Self - Efficacy	Speaking Performance
1	55	55	29	65	65
2	78	75	30	62	60
3	80	80	31	80	80
4	62	65	32	72	70
5	80	80	33	85	80
6	65	65	34	78	75
7	78	75	35	78	80
8	99	95	36	78	75
9	101	100	37	85	85
10	72	70	38	62	60
11	55	60	39	99	90
12	85	85	40	90	90
13	62	65	41	72	75
14	105	100	42	90	90
15	90	90	43	85	85
16	80	80	44	85	85
17	78	75	45	85	85
18	72	70	46	90	85
19	80	80	47	72	70
20	65	60	48	62	65
21	55	55	49	80	80
22	65	70	50	78	80
23	65	65	51	101	100
24	95	90	52	95	95
25	72	70	53	72	70
26	90	90	54	95	95
27	80	75	55	101	100
28	80	80	56	99	95

Before continuing to the correlation calculation, the researchers first have to determine the data distribution, to know whether the data are normally distributed

or not. Since the number of participants were more than 50, the researchers decided to use Shapiro-Wilk normality test. The results are presented in Table 2.

Table 2. The Result of Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Self-Efficacy	.965	56	.106
Speaking Performance	.966	56	.113

The result of the Shapiro-Wilk test indicated that the data were normally distributed for both Self-Efficacy ($W= 0.965, p > 0.05$), and Speaking Performance ($W= 0.966, p > 0.05$). Consequently, the researcher decided to use parametric correlation test, i.e., Pearson's Product Moment to test the correlation between the two variables.

The results of the Pearson Product Moment correlation for students' speaking self-efficacy and students' speaking performance are presented in Table 3.

Table 4. 1 The result of Moment Correlation Pearson Product

		Self-Efficacy	Speaking
Self-Efficacy	Pearson Correlation	1	.981**
	Sig. (2-tailed)		,000
	N	56	56
Speaking	Pearson Correlation	.981**	1
	Sig. (2-tailed)	,000	
	N	56	56

This result showed that students' speaking self-efficacy and students' speaking performance were positively correlated, Pearson's $r(54) = .98, p < .001$.

DISCUSSION

As researchers have mentioned in the first chapter, the purposed in this research is to answer the researcher problem is; there any correlation between speaking self-efficacy and speaking performance of the eleventh-grade students of SMA PGRI 4 Denpasar?

The result of Person Product Moment Correlation was 0.981 and significance (2-tailed) is 0.00 it is lower than 0.05, it means self-efficacy and speaking performance have a significantly positive correlation. The finding in the study echoed the findings of previous studies on the correlation between Self -Efficacy and speaking performance (Asakereh and Dehghannezhad, 2015; Alawiyah, 2018; Sari, 2018).

Asakereh and Dehghannezhad found that both student satisfaction with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement, with the latter being stronger

(Asakereh and Dehghannezhad, 2015). Results of this study showed that students with higher speaking skills self-efficacy are more likely to receive higher scores in speaking skills. Furthermore, Alawiyah (2018) found that students' self-efficacy has a positive and significant correlation with their speaking skills and, so students who have self-efficacy in speaking bring significant result in speaking skills.

Considering the importance of self-efficacy in speaking, teachers should think about improving students' self-efficacy as one of the approaches in improving their speaking performance. Studies have found that there are several intervention steps that teachers can do to improve students' self-efficacy in learning. Adams (2004) used video presentation to improve course learner's self-efficacy, teacher can also consider using computer software to identify misconceptions and perform remedial learning (Chen, 2011), or using software to create concept map or knowledge maps when learning (Gurlitt and Renkl, 2010; Shaw, 2010). Thus, teachers need to think about more than just teaching students to speak, but also actively creating a condition which prompts and fosters students' self-efficacy.

CONCLUSION

Students' self-efficacy has been proven to have a positive and significant correlation with their speaking performance. This result implies that students with high self-efficacy may have high speaking performance. Considering these results, teachers are encouraged to try their best to improve students' self-efficacy. Teachers can do this by using pedagogical approaches which have been proven to improve students' self-efficacy in learning. Naturally there are more than just self-efficacy that contributes to students' speaking performance. There are still many other variables that should be taken into account when dealing with students' speaking. Therefore, future researchers are encouraged to study these other variables which may influence students' speaking performance.

REFERENCES

- Adams, K. 2004. "Modelling Success: Enhancing International Postgraduate Research Students' Self-efficacy for Research Seminar Presentations." *Higher Education Research and Development* 23 (2): 115–30.
- Alawiyah, T. (2018). Speaking self-efficacy and EFL student teachers' speaking achievement. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 5(1), 87-96.
- AMILA, P. P. (2022). The Influence of Using Webtoon Towards Students' speaking Skill at Ninth Grade of SMP Assafina Bandar Lampung in the Academic Year 2020/2021 (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).
- Aryani, R. (2018). The Relationship of Students' Speaking Self-Efficacy, Collocational Competence, and Their Speaking Performances (Master's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Asakereh, A., & Dehghannezhad, M. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement. *Issues in Educational Research*, 25(4), 345-363.

- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. In *Translating National Policy to Improve Environmental Conditions Impacting Public Health Through Community Planning* (Vol. 84, Issue 2). <https://doi.org/10.1007/978-3-319-75361-4>
- Brown, H. D. (2004). *Language testing book: Principles and classroom practice*.
- Chen, L.-H. 2011. "Enhancement of Student Learning Performance Using Personalized Diagnosis and Remedial Learning System." *Computers and Education* 56: 289–99.
- Cubukcu, F. (2008). A study on the correlation between self-efficacy and foreign language learning anxiety. *Journal of Theory and Practice in Education*, 4(1), 148–158.
<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED502016>
- FIKA, V. (2022). *The Correlation Between Students' self-Esteem and Their Speaking Ability in Practicing Monologue at the Eight Grade of MTS N 1 Oku Timur in Academic Year of 2021/2022* (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2006). *How to design and evaluate. In Research in education* (p. 331).
- Gurlitt, J., and A. Renkl. 2010. "Prior Knowledge Activation: How Different Concept Mapping Tasks Lead to Substantial Differences in Cognitive Processes, Learning Outcomes, and Perceived Self-efficacy." *Instructional Science* 38: 417–33.
- Pollard's, L. (2009). Teaching English at Damascus University medical school. *Eastern Mediterranean Health Journal*, 15(3), 653–664.
<https://doi.org/10.26719/2009.15.3.653>
- Pradya, S. Y. (2015). *The students' difficulties in speaking at the tenth grade of SMA Negeri 1 Sine in 2014/2015 academic year* (Vol. 3, Issue 7). Muhammadiyah University of Surakarta
- Sari, N. P. Y. C. (2018). *The Correlation Between Students' Self-Efficacy and Their Performance In Speaking Skill*. *Journal of Languages and Language Teaching*, 4(2), 79-83.
- Shaw, R.-S. 2010. "A Study of Learning Performance of e-Learning Materials Design with Knowledge Maps." *Computers and Education* 54: 253–64
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational psychologist*, 26(3-4), 207-231.
- Ur, P. (1999). *A course in language teaching*.

IMPLEMENTING MOBILE ASSISTED LANGUAGE LEARNING (MALL) BY USING WHATSAPP IN TEACHING SPEAKING SKILL

¹Gusti Putu Eka Apriliani, ²Luh Mila Trisna Dewi, ³Nyoman Canestra Adi Putra

^{1,2,3}STKIP Agama Hindu Singaraja, Indonesia

ayue04405@gmail.com

ABSTRACT

This research aimed to improve students speaking ability of the tenth-grade software engineering students of SMK TI BALI Global Singaraja in the academic year of 2022/2023. The researchers found that students had low speaking ability because of the lack of teaching media in their schools. Therefore, the researchers applied a media they hadn't ever used before to improve their speaking ability. This particular research was categorized as action research by implementing two cycles. This research involved 14 students of tenth-grade software engineering and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. Based on the research, it was found that, in cycle one, the average score of students on speaking tests is 72.3, which belongs to the "Sufficient" category. Therefore, the percentage of students' Achievement of minimum completeness criteria (KKM) is 64.2 %. Meanwhile, in cycle two, the average score of students' speaking test is 80, which belongs to the "Good" category. Therefore, the percentage of students' Achievement of minimum completeness criteria (KKM) is 85.7%. Therefore, it can be concluded that implementing Mobile Assisted Language Learning (MALL) by using WhatsApp could improve students' speaking skills.

Keywords: media, speaking skills, WhatsApp

INTRODUCTION

In today's digital era, where mobile devices have become an integral part of our lives, exploring innovative ways of utilizing technology to enhance language learning is essential. After all, language plays a crucial role in connecting and communicating with people worldwide. Speaking in different languages can often hinder effective communication, so English has been established as a universal language. This choice facilitated easier and more seamless communication among individuals across all countries. Dutta (2020) stated that there are many important reasons to learn English, including that it is a global language, a language of academia, gives us access to a wealth of printed and online written media, is useful when traveling, is necessary if you want to work in international business or commerce, and it is the language of Hollywood.

Atmi & Pharhyuna (2019) stated that speaking is a difficult talent that requires active participation from both the speaker and the listener; meanwhile, Ilham et al. (2020) stated that speaking is the active expression of meanings through language so that other people can understand them. Speaking allows us to connect well with plenty of individuals from all around the world. Atmi & Pharhyuna (2019) stated that speaking consists of five components: vocabulary, grammar, fluency, pronunciation, and comprehension. Teaching is about guiding and facilitating learning, creating the optimal conditions for learners to acquire knowledge (Asrori & Rusman, 2020).

The researchers observed the teaching and learning activities of the Tenth-grade software engineering at SMK TI BALI GLOBAL Singaraja. The results showed that students were not interested in learning because the learning process was still conventional and the media used was still not interesting. Inappropriate media use certainly pays less attention to the conditions and principles of interesting and fun learning. Students will feel bored quickly following the lessons taught by the teacher. One innovative approach that aligns with this philosophy is Mobile Assisted Language Learning (MALL), which harnesses the power of mobile devices to facilitate language acquisition. MALL is qualified by being available and applicable at any time and place, as stated by (Dyah Inggita et al., 2019). MALL, as a prominent subset of mobile learning, empowers language educators to leverage the various features of mobile devices in assisting learners with language acquisition (Mustaffa & Sailin, 2022). Among the many mobile applications available, WhatsApp is a popular and versatile platform that can be effectively leveraged in language learning contexts. WhatsApp is a free mobile messaging application that can be downloaded for smartphones Amalia Adiba (2021) as cited in (Student et al., 2021). WhatsApp was founded by Brian Acton, an application that uses the internet to send messages, images, audio, videos, and documents. WhatsApp provides learners with a platform to communicate with native speakers of the target language, which in turn helps them to improve their speaking skills (Halim et al., 2022).

Fatimah & Nurmanik (2020) conducted a study titled "WhatsApp Media to Improve Students' Speaking Skills." This research aimed to investigate the use of WhatsApp as media to improve students' speaking skills. Next, Widiawati (2022) conducted a study with the title "Mobile Assisted Language Learning (MALL) for Learning Speaking College Level English: New Trends in the 21st Century", which is cited by some previous researchers as classroom action research used in this study. The result showed that the students' speaking test score was most students got very good results (Very Good - 87%) and the rest got Good (13%). The result of the respondents did the exercises happily and without pressure. This can be seen from the results obtained. Based on the data analysis, she concluded that the use of MALL in the process of learning to speak is very effective for students speaking ability in the 3rd-semester Electrical Engineering Department. An additional study from Handayani et al. (2021) under the title "Leveraging WhatsApp Group as A Learning Device To Enhance Students' Speaking Skills." They conducted the study that led to these findings. The research shows that it can improve students' speaking skills. This is evidenced by the scores in the first cycle, where 62.50% of the students achieved the minimum passing grade, and in cycle II, 87.50% of the students achieved the minimum passing grade.

By investigating the impact of WhatsApp-based language learning activities, we seek to address the following research question: How does the implementation of WhatsApp for MALL improve speaking skills among 10th-grade software engineering students?

Through this exploration, we aspire to shed light on the practicality, effectiveness, and student engagement associated with using WhatsApp in language learning. By understanding the benefits and challenges of this approach, educators and language-learning practitioners can make informed decisions about integrating WhatsApp into their teaching methodologies, ultimately fostering a more interactive and immersive language learning environment. So, buckle up because together, we will embark on a journey to uncover the untapped potential of WhatsApp in the realm of language learning and witness firsthand how it can revolutionize the speaking skills of software engineering students.

METHOD

This research was conducted at SMK TI BALI GLOBAL Singaraja, Pulau Timor No. 24, Banyuning, in the Buleleng sub-district. The data collection period for this research took place from April 1st to May 1st, 2023. The research followed a classroom action research design. Action research is a type of research that aims to improve the unsatisfying condition of the teaching and learning process. The study subjects were tenth-grade students of the software engineering department at SMK TI BALI GLOBAL Singaraja. The research focused on using Mobile Assisted-Language Learning (MALL) through WhatsApp as a teaching medium to improve students' speaking skills

.This study's data collection instruments included an observational sheet, pre-test and post-test assessments, a questionnaire sheet, and an interview guide. The methods utilized included observation, testing, interviews, and questionnaires. The data collection procedures involved obtaining permission, conducting preliminary observations, selecting the study subjects, implementing the planned actions, carrying out classroom observations and reflections, administering tests, conducting interviews, and distributing the questionnaire via a GoogleForm.

Kemmis and McTaggart developed the research design utilized in this study. It involved four systematically implemented steps of activities: planning, action, observation, and reflection (Asrori & Rusman, 2020).

FINDINGS & DISCUSSIONS

Finding

The research found many problems faced by students in the learning process. Most students have problems with their pronunciation; they mispronounce specific English words. Next, the students were also low in vocabulary and grammar, making them hesitant and afraid to speak up. Besides, the collaborator said so.

To attract and invite students and foster enthusiasm in the learning process, the researchers utilized WhatsApp as a media platform to support the teaching and learning process.

This research was conducted in 2 cycles; every cycle consisted of planning, action, observation, and reflection. In the acting phase, there are some steps of teaching, they are:

1) Pre-activity

The researchers began the class by conducting a prayer, checking attendance, and explaining the aims of the lesson. Additionally, the researchers motivated by encouraging students not to be afraid of making mistakes when speaking English. Before commencing the lesson, the researchers asked the students, 'Did you go to school yesterday? Etc.

2) Whilst-activity

The researchers engaged the students by presenting a picture with five questions and inviting them to answer. To collect their responses, the researchers encouraged the students to utilize voice notes in the WhatsApp group. Afterward, the researchers provided feedback by addressing the mistakes made by the students. To enhance their grammar skills, the researchers corrected errors and provided examples. For instance, if a student responded with "Yes, I go to school yesterday," the researchers guided them towards the correct form: "Yes, I went to school yesterday." Similarly, the researchers attentively listened to the students' spoken words to improve pronunciation. When a mistake was detected, the researchers promptly offered the correct pronunciation. The researchers requested that the students individually record their responses using voice notes and share them within the WhatsApp group to further reinforce their learning.

3) post-activity

The researchers provided feedback to the students upon completion of their online performance. Finally, the students concluded the materials covered. The last is conducting a prayer by the leader of the class.

In the second meeting, the researchers administered post-test one at the end of cycle one. This involved conducting one-on-one interviews with ten questions, each lasting ten minutes. The topic of the interview was centered around athletes. The results of cycle one indicated an improvement in student performance. Furthermore, based on observation sheets, the researchers concluded that the students were actively engaged during the learning process. However, some students were less active or even completely inactive. Additionally, some of them hesitated when it came to oral tests. Moreover, while some students effectively implemented the media, not all did.

The students actively engaged in the learning process. According to interviews, the students found the learning experience enjoyable and different from before. However, some students felt hesitant and afraid to speak up. The collaborator mentioned that although not all students, there was increased enthusiasm for learning due to the effective use of WhatsApp as a learning medium. The students showed some progress from the oral test, although more practice is

still needed. In the pre-test, only seven students, or 50%, passed the Minimum Completeness Criteria (KKM) in Bahasa. In post-test one, nine students, or 64.2% of the students, passed the Minimum Completeness Criteria (KKM) in Bahasa. However, five students, or 35.8%, did not meet the Minimum Completeness Criteria. The results of cycle one can be described as follows:

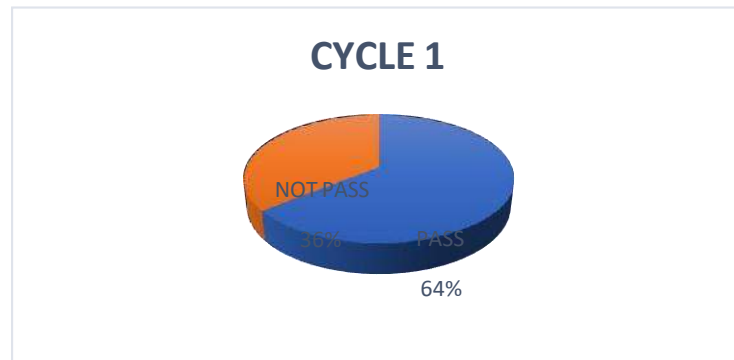


Figure1. Graphic score of Cycle 1

In light of the previous explanation, using WhatsApp as a media tool in the learning process has proven beneficial in enhancing students' speaking skills. The researchers and the collaborator were quite pleased with the results, as the efforts invested in improving their speaking skills were reflected in the scores they obtained, despite not achieving all of their targets. Consequently, the researchers and the collaborator have decided to continue their research for the second cycle.

In cycle 2, the result showed an improvement to the previous cycle. Based on the observation, the researchers found that the students were more enthusiastic, active, and engaged in the learning process. Besides, they were confident and did not hesitate when speaking up. The collaborator said so. But still found a few students did not involve in learning. According to the interview, the students showed interest, enjoyment, and fun during the learning process. The media used for learning helped them in speaking. In the oral test, the student's performance improved, although not all students accomplished the target; it showed from the score that they got. There were 12 students, or 85.7% of students could pass the KKM, which means that only two students, or 14.3% of students, need more practice to achieve the target of 100% could pass the Minimum completeness criteria (KKM).

Related to the explanation above, it can conclude that the result had been improved, even needing more practice to reach the target. The students found engagement, enthusiasm, activity, and confidence in the learning process, especially when they were telling their favorite athlete by online or in front of the class. Figure 2 below shows the improvement that students got.

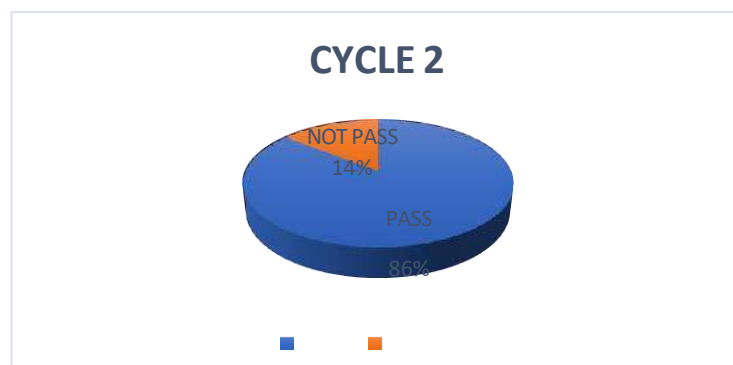


Figure2. Graphic score of Cycle 2

Based on the data above, it can be inferred that using WhatsApp as a teaching medium, specifically for the English-speaking component in an athletic setting, has significantly improved students' speaking skills from cycle1 to cycle 2. Thus, it can be concluded that using WhatsApp as a medium to teach speaking skills in athletic contexts is not only suitable but also effective. Furthermore, it aids students in enhancing their speaking skills.

Discussion

The interpretation data results between cycle one and cycle two can be explained as follows:

In cycle 1, the researchers observed that some students were not actively engaged in learning. They did not respond to the questions given through the WhatsApp group, and a portion of them exhibited a lack of motivation. Additionally, students felt hesitant and fearful when participating in oral tests. However, in cycle 2, the researchers noticed a significant improvement. Students became more involved and active in learning, attributing their engagement to using technology. Moreover, they expressed happiness and curiosity during the learning process, with only a few remaining unsure and fearful about speaking. In this context, the researchers found that several issues were resolved.

Based on the results of cycles one to two, it could be seen that there was an improvement in the students' speaking skills using WhatsApp media. It can be seen the improvement in students' scores in every cycle. This finding is in line with Bayu Mahardika (2021), who found that the student's speaking ability increased in pronunciation after he used Mobile-Assisted Language Learning (MALL). Besides, WhatsApp voice note is a useful tool for providing students with opportunities to practice speaking, especially on athlete material. The students' improvement describes in the diagram chart as follows:

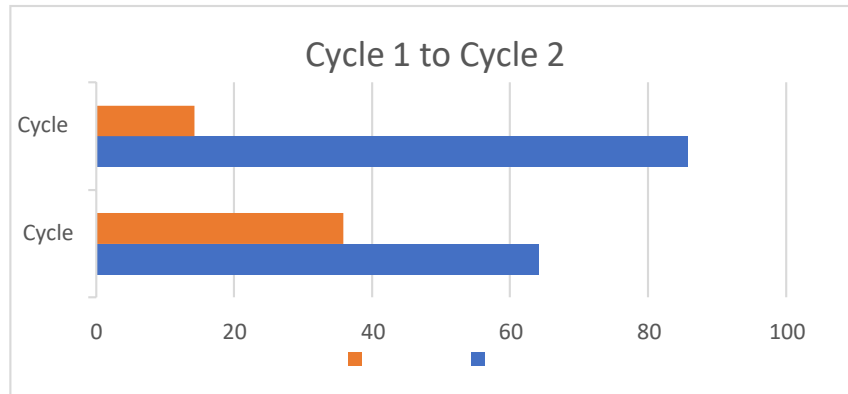


Figure 4. The improvement of students' scores between 2 cycles

Based on the student's scores in the diagram chart above, it can be concluded that the improvement score among cycle 1 (64%) and cycle 2 (86%). All students showed their improvement by using WhatsApp media. The significant improvement that students got during teaching learning was they could speak English well in pronouncing some English words when they gave telling favorite athletes online class or in front of the class.

Before the implementation of WhatsApp, students were passive and preferred silence when learning happened. It is caused by students being afraid to speak up incorrectly. But, after implementing WhatsApp, students felt enjoyed, engaged, active, and enthusiastic in the learning process. Students felt it easier to learn to speak by using that application. Firstly, students wrote certain difficult words to pronounce, and the researchers gave feedback by asking them to imitate what the researchers said. Secondly, the students recorded the summary with appropriate pronunciation and intonation, but if they still found students had incorrect pronouncing, they could re-record. Thirdly, students made conversation with their group and shared it by using voice note through WhatsApp without feeling hesitant and afraid to speak up because they had practiced speaking by using WhatsApp.

In the course of the study, the researchers distributed 20 questionnaires via Google Forms, and the results revealed: Most students agree that WhatsApp is a useful mobile learning platform for learning English, but some are undecided or disagree. 2). Many students find how teachers deliver materials via WhatsApp effective. 3). Some students feel frustrated or anxious when using WhatsApp as a learning platform, but most do not. 4). Students generally feel more confident and productive when using WhatsApp to communicate with teachers and other students. 5). WhatsApp has improved the quality of interactions between teachers and students. 6). Many students feel motivated to learn English effectively through WhatsApp, but some are still unsure. 7). Most students do not feel nervous or afraid of making mistakes while using WhatsApp, although a few do. 8). There is some disagreement among students regarding the effectiveness of WhatsApp in improving vocabulary, pronunciation, grammar, fluency, and comprehension.

Overall, the results suggest that WhatsApp can be an effective mobile learning platform for learning English, although there are still some concerns and areas for improvement.

CONCLUSION

In conclusion, the findings of this study unequivocally demonstrate the positive impact of implementing Mobile Assisted Language Learning (MALL) using WhatsApp on the speaking skills of tenth-grade students in the software engineering department at SMK TI BALI Global Singaraja. The utilization of this new teaching medium effectively addressed the lack of resources at the school, resulting in a significant improvement in students' speaking abilities over the course of two cycles.

The research employed a comprehensive approach, incorporating qualitative and quantitative data collection methods such as observation, interviews, discussions, and pre-test/post-test evaluations. The results consistently revealed a marked enhancement in the average speaking test scores, transitioning from a "Sufficient" level to a "Good" level between cycles one and two. Additionally, an increased percentage of students achieved the minimum completeness criteria (KKM), further indicating the effectiveness of the implemented MALL approach. These findings hold considerable implications for language educators and institutions seeking innovative approaches to enhance speaking skills in language learning contexts. By harnessing the potential of WhatsApp for MALL, schools with limited resources can augment their teaching methodologies and provide students with a more engaging and interactive language learning experience.

As we bid farewell to this research, let us embrace the notion that leveraging technology, such as WhatsApp, can revolutionize language education, empowering students to become confident speakers.

REFERENCES

- Asrori, & Rusman. (2020). Classroom action reserach pengembangankompetensi guru. In *Pena Persada*.
- Atmi, B. A. O. W., & Pharhyuna, K. A. J. (2019). Improving Speaking Skill By Using Drill Technique At the Tenth Grade Students of Smkn 1 Singaraja in Academic Year 2018/2019. *Jurnal IKA*, 16(2), 106.
<https://doi.org/10.23887/ika.v16i2.19830>
- Dutta, S. (2020). The Importance of "The English" Language in Today's World. *International Journal of English Learning & Teaching Skills*, 2(1), 1028– 1035.
<https://doi.org/10.15864/ijelts.2119>
- Dyah Inggita, N., Ivone, F. M., & Saukah, A. (2019). How is Mobile-Assisted Language Learning (MALL) Implemented by Senior High School English Teachers? *Jurnal Pendidikan Humaniora*, 7(3), 85–94.
<http://journal.um.ac.id/index.php/jphISSN:2338-8110>
- Fatimah, S., & Nurmanik, T. (2020). *WhatsApp Media to Improve Students 'Speaking Skills*. 12–21.

- Halim, A., Ode, W., & Awalyah, Z. (2022). The Engagement of EFL Learners in Speaking Class Using WhatsApp. *Al Lughawiyat*, 2(1), 1–8. <https://ejournal.iainkendari.ac.id/index.php/allughawiyat/article/view/3754>
- Handayani, N. D., Widiastuti, I. A. M. S., & Mantra, I. B. N. (2021). Leveraging Whatsapp Group As a Learning Device To Enhance Students' Speaking Skills. *International Journal of Applied Science and Sustainable Development (IJASSD)*, 3(Vol. 3 No. 2 (2021): International Journal of Applied Science and Sustainable Development (IJASSD)), 51–57. <https://ejournal.unmas.ac.id/index.php/IJASSD/article/view/2641/2046>
- Ilham, I., Bafadal, M. F., & Muslimin, M. (2020). An Analysis of Students' Speaking Ability on Specific Purpose of Learning. *Linguistics and ELTJournal*, 7(1), 23. <https://doi.org/10.31764/leltj.v7i1.1013>
- Mustaffa, N. U. C., & Sailin, S. N. (2022). A Systematic Review of Mobile-Assisted Language Learning Research Trends and Practices in Malaysia. *International Journal of Interactive Mobile Technologies*, 16(5), 169–198. <https://doi.org/10.3991/ijim.v16i05.28129>
- PTK_UPAYA_MENINGKATKAN_KEMAMPUAN_BERBICA. (n.d.).
- Student, M. T., Kumar, R. R., Ommments, R. E. C., Prajapati, A., Blockchain, T.- A., MI, A. I., Randive, P. S. N., Chaudhari, S., Barde, S., Devices, E., Mittal, S., Schmidt, M. W. M., Id, S. N. A., PREISER, W. F. E., OSTROFF, E., Choudhary, R., Bit-cell, M., In, S. S., Fulfillment, P., ... Fellowship, W. (2021). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Frontiers in Neuroscience*, 14(1), 1–13.
- Widiawati, Y. (2022). Mobile Assisted Language Learning (MALL) untuk Pembelajaran Berbicara Bahasa Inggris Tingkat Perguruan Tinggi: New Trend di Abad 21. *Seminar Nasional Inovasi Vokasi*, 1(1), 2020–2023. <http://prosiding-old.pnj.ac.id/index.php/sniv/article/view/4549>

NURTURING EMOTIONAL INTELLIGENCE IN THE AGE OF ARTIFICIAL INTELLIGENCE: AN ELT EDUCATIONAL PSYCHOLOGY PERSPECTIVE

Ni Putu Ade Resmayani¹, Ni Luh Drajati Ekaningtyas²

^{1,2}Institut Agama Hindu Negeri Gde Pudja Mataram, Mataram, Indonesia
aderesmayani@gmail.com, drajatieka@gmail.com

ABSTRACT

Integrating social media and artificial intelligence (AI) in English Language Teaching (ELT) is a critical issue in the digital era. This literature review article examines the impact of AI and social media on the emotional intelligence of junior adult students from an educational psychology perspective. The objective is to explore the advantages and disadvantages of these technologies in ELT and emphasize the significance of empathy and positive teacher-student relationships in fostering emotional intelligence. Through a literature review, the article highlights the importance of emotional intelligence in ELT, defines its components, and discusses its relevance in language learning. It also explores the effects of AI and social media on emotional intelligence, addressing challenges such as the desire for instant results, societal perfectionism, and the adoption of online personas. The article concludes that while AI and social media offer benefits in ELT, they can also negatively impact emotional intelligence. Thus, it emphasizes the need for teachers to prioritize empathy and establish strong relationships to mitigate these effects and nurture emotional intelligence in language learners. This article provides a foundation for further research and discussion on adapting to the changing educational landscape.

Keywords: Emotional Intelligence; Artificial Intelligence; ELT; Educational Psychology.

INTRODUCTION

In today's digital era, integrating social media and artificial intelligence (AI) in English Language Teaching (ELT) has raised concerns among researchers (Kessler, 2018; Bin-Hady et al., 2023; Xu, 2022; Haristiani, 2019). The implications of these technological advancements for language education warrant further exploration. The use of technological platforms for learning, particularly in the context of junior adult students, has prompted a need to examine the potential impact of AI and social media on emotional intelligence within educational psychology. One of the significant concerns that scholars are currently investigating is how AI and social media influence language learners' emotional intelligence.

As renowned educational psychologist Daniel Goleman described it, emotional intelligence is the ability to be mindful of, manage, and effectively convey one's emotions while displaying astute judgment and empathy in interpersonal connections (Goleman, 1995). This concept encompasses a range of emotional and cognitive aptitudes that contribute to an individual's socio-psychological adjustment and growth. Individuals with good emotional intelligence development will be able to understand their personal and other people's emotions and control their emotional sphere (Norboevich, 2020).

Individuals are expected to have good emotional intelligence in order to be able to recognize emotions in themselves and make them the basis for reasoning

and problem-solving. Emotional intelligence itself consists of three core components, namely:

- a. Emotional perception.
Emotional perception is an individual's ability to identify the emotions one feels precisely. Emotional perception also includes classifying emotional expressions as honest or not.
- b. Emotion regulation.
Emotion regulation refers to individual skills in monitoring and controlling the intensity or command of emotions in oneself and toward others. This emotion regulation also includes individual skills in maintaining positive emotions and controlling negative emotions in order to minimize the adverse effects that may arise.
- c. Emotional knowledge.
Emotional knowledge is an individual's ability to understand emotions and benefit from several pieces of information. Emotional knowledge also includes the individual's ability to use emotions to pay attention to important aspects of social life, build a perspective of creativity and flexibility, and maintain motivation to achieve goals (Basaria, 2019; Salovey et al., 2009).

Emotional intelligence is crucial in language learning, affecting language learner proficiency and well-being (Brackett et al., 2019; Davis et al., 2020). Previous research described how emotional intelligence can influence students' subjective well-being (Julika & Setiyawati, 2019). Some of the main ideas offered regarding this linkage are:

- a. Individuals exhibiting elevated emotional intelligence demonstrate a notable reduction in emotional distress when confronted with stress-inducing circumstances, leading to an augmented sense of positive affect and overall well-being compared to their counterparts with lower emotional intelligence levels.
- b. Those possessing advanced emotional intelligence are more inclined to effectively manage their self-esteem and self-efficacy amidst stressful situations, thereby shielding their well-being from the adverse impact of negative emotions.
- c. Heightened emotional intelligence enables individuals to cultivate robust interpersonal connections, fortifying their social support network and ultimately enhancing their overall welfare.
- d. Individuals endowed with enhanced emotional intelligence exhibit a proclivity for employing constructive coping strategies, including expressive emotional release and seeking assistance, rather than avoiding problems (Fernandez-Berrocal & Extremera, 2016).

Measuring students' emotional intelligence in learning settings is possible. Emotional intelligence in learning should be measured based on assignments rather

than on a self-assessment scale. Assignment-based measurement of emotional intelligence allows discriminant validity related to cognitive intelligence, personality traits, and social desires, which generally cannot be expressed as self-assessment scales (Salovey et al., 2009).

Previous researchers have examined the advantages and disadvantages of AI and social media in ELT. Some studies have highlighted the potential benefits, such as personalized learning experiences and increased accessibility (Bhutoria, 2022). AI-powered solutions, such as language learning apps and chatbots, have attracted attention for their ability to provide interactive and adaptable learning experiences (Sana et al., 2013; Ramón, 2020). However, the disadvantages of increased screen time, reliance on digital gadgets, and the frequency of online abuse and cyberbullying must be acknowledged. These problems, such as anxiety, despair, and loneliness, can harm people's emotional well-being (Kross et al., 2013; Anderson & Rainie, 2018).

Additionally, the proliferation of misinformation on digital platforms and the facilitation of extremist ideologies pose significant challenges to emotional intelligence development. Furthermore, disparities in access to digital technologies exacerbate social inequalities, creating a digital divide that hampers the equitable nurturing of emotional intelligence (Anderson & Rainie, 2018). Despite the existing research, there is a gap that requires attention. Previous studies have primarily focused on the cognitive and linguistic aspects of language learning concerning AI and social media, overlooking the influence on emotional intelligence. This gap hinders a comprehensive understanding of how these technologies impact language learners' emotional well-being and social interactions.

METHOD

This study adopts a comprehensive literature review approach. By systematically reviewing and analyzing relevant scholarly literature, this research aims to gain insights into the effects of AI and social media integration on emotional intelligence within the ELT context. The methodology involves the identification of articles, conference papers, and academic books that specifically examine the relationship between AI, social media, and emotional intelligence in language learners.

Research Question

The research question addressed in this study is: How does integrating AI and social media in English Language Teaching (ELT) impact the emotional intelligence of junior adult students from an ELT educational psychology perspective?

Data Sources

A comprehensive search of electronic databases, such as PubMed, ERIC, and Google Scholar, uses specific keywords related to AI in ELT, social media in

language learning, and emotional intelligence. In addition to electronic sources, a manual search is performed to include physical books and articles relevant to the research topic. In addition, manual searching involves examining library catalogs, reference lists of identified articles, and relevant journals to ensure comprehensive coverage of literature from various sources. Through both electronic and manual searches, the study aims to gather a wide range of scholarly materials to support a comprehensive analysis of the impact of AI and social media on emotional intelligence in ELT.

Inclusion and Exclusion Criteria and Data Quality Evaluation

The inclusion criteria for selecting articles include relevance to the research question, publication in peer-reviewed journals or reputable conference proceedings, and a focus on the impact of AI and social media on emotional intelligence in ELT. Articles that meet these criteria are included in the analysis.

A comprehensive data quality assessment is undertaken to gauge the dependability and authenticity of the chosen articles. This evaluation examines the robustness of the research methodology, the trustworthiness of the data sources utilized, the consistency of the findings, and the significance of their contribution to the research question. This meticulous process ensures that the incorporated studies offer trustworthy and valuable perspectives on the subject being investigated.

Data Analysis

The data analysis process involves a systematic review of the selected literature, emphasizing identifying key findings, methodologies, and outcomes related to the impact of AI and social media on emotional intelligence. Thematic analysis is employed to identify recurring themes and patterns across the studies. This approach involves coding and categorizing the data based on emergent themes, enabling the synthesis of information, and identifying commonalities and variations in the literature. The analysis also considers the existing research's limitations and gaps to inform future investigation directions.

FINDINGS

The comprehensive literature review included a total of 20 sources, comprising scholarly articles, conference papers, and academic books. Among these, 12 sources were scholarly articles, 4 were conference papers, and 4 were academic books. The review centered around three primary areas: exploring the influence of AI and social media on emotional intelligence in English Language Teaching (ELT), investigating personalized learning encounters facilitated by AI and social media, and examining how AI and social media contribute to enhanced accessibility in language learning. These subjects were the basis for analyzing the interplay between AI, social media, and emotional intelligence within English Language Teaching.

Advantages of AI and Social Media on ELT

Integrating AI and social media in English Language Teaching (ELT) offers several advantages that positively influence the development of emotional intelligence in language learners. These advantages, supported by relevant academic sources, are discussed in more detail below.

The first benefit of AI and social media in ELT is the possibility of personalized learning experiences. AI-powered tools provide adaptive learning pathways tailored to individual students' needs, promoting self-awareness and self-regulation of emotions. According to Saadati et al. (2023), AI-driven language learning apps offer customized content and activities, enabling learners to participate at their preferred pace while encouraging introspection and emotional awareness. Similarly, Kruger (2013) contends that adaptive learning technologies deliver tailored feedback and resources that foster independent learning and emotional regulation (p. 98). Additionally, Tapalova et al. (2022) suggest that AI-supported personalized learning experiences empower learners to feel a sense of control over their learning journey, promoting emotional involvement and metacognitive abilities (p. 641).

Another benefit of AI and social media in ELT is their ability to enhance motivation and engagement. Integrating social media and AI in ELT increases accessibility to authentic language learning resources, fostering motivation and engagement. According to Yadav (2021), social media plays a significant role in English language learning for adult learners through social media platforms; learners can access a wide range of authentic materials, connect with native speakers, and engage in interactive language practice activities, which enhance their motivation and emotional engagement in the learning process" (p. 240). Salhab and Daher (2023) discussed the importance of university students' engagement in mobile learning. The study found that increased accessibility to diverse language resources and social interaction opportunities via social media and AI tools heightens learners' motivation, sense of belonging, and social-emotional skills". Moreover, Resmayani & Widaswara (2022) found that "AI-based language learning platforms that incorporate gamification elements provide learners with engaging and enjoyable experiences, which enhance motivation and emotional investment in the learning process" (p. 29).

The fourth benefit is that AI and social media are excellent platforms for Personalized Feedback and Support. AI-based language learning platforms offer personalized feedback and support, contributing to the development of emotional intelligence. In a study conducted in 2023, Rusmiyanto et al. emphasized that AI tools play a crucial role in assisting language learners. These tools provide immediate and personalized feedback, facilitating self-assessment and promoting emotional self-awareness during language learning (p. 750). Learners receive tailored feedback that helps them identify their strengths and areas for improvement, fostering emotional self-reflection and evaluation skills. Furthermore, Sharma (2022) states, "AI systems that provide timely and

constructive feedback promote emotional well-being and help learners develop self-regulation and resilience."

Cultural Exchange and Empathy are the benefits of AI and Social media used in ELT. Social media platforms enable learners to connect with individuals from diverse cultural backgrounds, fostering cultural exchange and empathy. Zhou et al. (2018) suggest that "engaging in online interactions with people from different linguistic and cultural contexts enhances learners' ability to recognize and respect emotions in others, fostering cross-cultural understanding and empathy." Through these interactions, learners develop empathy skills and gain a deeper understanding of diverse perspectives and emotions. Similarly, Barrot (2021) says that "social media-based language learning environments provide opportunities for learners to engage with diverse cultures, promoting cultural empathy and emotional intelligence."

Moreover, it has been found that Collaborative Learning Opportunities can be achieved by using AI and social media in ELT. AI-powered platforms and social media facilitate collaborative learning experiences, promoting emotional intelligence through teamwork and communication. Sana et al. (2013) note that "collaborative activities supported by AI technologies encourage learners to navigate diverse perspectives, communicate effectively, and develop emotional intelligence through interaction and cooperation." Collaborative learning fosters empathy, emotional understanding, and the ability to work effectively in diverse groups. Kim et al. (2021) also highlight that "AI-supported collaborative learning environments enable learners to engage in meaningful social interactions, enhancing emotional intelligence by promoting empathy, perspective-taking, and effective communication."

Lastly, AI and social media can provide English students with Real-World Language Use. Integrating AI and social media provides learners with opportunities for real-world language use, promoting communicative competence and emotional intelligence. Per Zhai's findings in 2023, using AI and social media platforms facilitates enhancing learners' communication abilities and emotional intelligence. This improvement is achieved through authentic language exposure, including real-life emotional expressions and interactions. Learners engage with authentic materials, native speakers, and real-life contexts, enabling them to develop their emotional understanding and expression skills. Furthermore, Seo et al. (2021) emphasize that "real-world language use through AI-supported platforms allows learners to practice language skills in authentic situations, promoting the development of emotional intelligence by experiencing real-life emotions and social interactions" (p. 595). This exposure to authentic language use enhances learners' communicative competence and emotional intelligence.

In summary, integrating AI and social media in ELT offers significant advantages for developing emotional intelligence in language learners. These advantages include personalized learning experiences, enhanced motivation and engagement, increased autonomy, personalized feedback and support, cultural

exchange and empathy, collaborative learning opportunities, and real-world language use. Through personalized and adaptive learning experiences, learners develop self-awareness and self-regulation of emotions. Increased motivation and engagement foster a sense of belonging and social-emotional skills. Learners gain autonomy, taking ownership of their learning journey. Personalized feedback and support contribute to self-evaluation and emotional self-awareness. Cultural exchange and empathy promote cross-cultural understanding. Collaborative learning opportunities enhance teamwork and emotional intelligence. Real-world language use facilitates communicative competence and emotional understanding. These advantages collectively demonstrate the potential of AI and social media integration in promoting emotional intelligence within the ELT context. By leveraging these advantages, educators can create effective learning environments that foster emotional intelligence alongside language proficiency.

Risks of AI and Social Media on Emotional Intelligence in ELT

While integrating AI and social media in English Language Teaching (ELT) offers numerous benefits, it also introduces certain risks that can impact emotional intelligence. The following risks, supported by relevant academic sources, are discussed in more detail below.

One risk of using AI and social media in ELT is the desire for instant results. Learners may develop unrealistic expectations and become overly focused on achieving immediate outcomes, leading to frustration and impatience when progress does not align with their expectations. Bottaro and Faraci (2013) highlight the potential negative impact, stating that "the desire for instant results in online environments can lead to impatience and frustration when learners' language learning progress does not meet their expectations." This risk can hinder the development of emotional intelligence by diverting learners' focus from the learning process to the sole pursuit of quick outcomes.

Societal Perfectionism: Exposure to carefully curated online profiles and performances in AI and social media environments can contribute to societal perfectionism. Learners may develop unrealistic expectations of themselves and others, aiming for linguistic proficiency and presentation standards that align with their idealized online persona. Kross et al. (2013) explain that "the pressure to conform to societal standards of language proficiency and presentation in AI and social media contexts can foster a sense of perfectionism, which negatively impacts learners' emotional well-being and self-esteem." This risk can hinder emotional intelligence development by creating undue pressure and unrealistic self-assessments.

Adoption of Multiple Online Personas: Another risk associated with AI and social media in ELT is the adoption of multiple online personas. Learners may interact online using different identities, presenting themselves differently across platforms or contexts. This fragmented sense of self can hinder the development of genuine interpersonal relationships and the understanding of others' emotions.

Kross et al. (2013) explain that "adopting multiple online personas can lead to a detachment from authentic emotional expression and hinder the development of empathy and emotional understanding." Similarly, Arghode et al. (2023) state that "the use of multiple online identities may impede the formation of genuine connections and limit learners' ability to develop emotional intelligence and empathetic skills."

Briefly, integrating AI and social media in ELT brings certain risks that can impact emotional intelligence. The desire for instant results may lead to impatience and frustration, diverting learners' focus from the learning process. Societal perfectionism from exposure to idealized online personas can create unrealistic expectations and hinder emotional well-being. Adopting multiple online personas may fragment learners' sense of self and impede the development of genuine interpersonal relationships and empathy. Educators and learners must be aware of and actively address these risks to ensure the balanced and healthy integration of AI and social media in the ELT context.

Ideal Conditions and Mitigation Strategies

In the context of AI and its integration with social media in English Language Teaching (ELT), it is important to recognize that learners, including students, are on a perpetual learning journey, necessitating consistent growth and improvement. Encouraging a well-rounded learning approach is essential, emphasizing that achieving progress requires dedication and time. As Lyu et al. (2020) emphasize, "Creating an ideal learning environment involves fostering a growth mindset and helping learners recognize that learning is a continuous process that requires patience and perseverance" (p. 217659).

To mitigate the risks associated with AI and social media in ELT, educators and educational institutions should prioritize the development of emotional intelligence alongside linguistic skills. Cultivating a supportive and inclusive learning environment that values empathy is paramount. Teachers are responsible for building positive connections with their students, promoting open communication, and offering guidance regarding responsible social media usage. According to Sana et al. (2013), it is emphasized that educators should create a classroom environment that fosters empathy, self-awareness, and emotional well-being, thus aiding learners in navigating the digital realm proficiently" (p. 30).

Furthermore, promoting reflective practices and self-awareness can empower learners to navigate the digital landscape while maintaining authenticity and emotional well-being. By practicing self-reflection, individuals can develop a heightened awareness of their feelings, drives, and online conduct. This introspection process facilitates a deeper comprehension of possible risks, empowering learners to make well-considered choices. As discussed by Chen et al. in their 2019 study, encouraging reflective practices supports the cultivation of self-awareness among learners, enabling them to critically assess their online actions

and emotional reactions. Consequently, individuals can consciously opt for behaviors that resonate with their values and aspirations" (p. 593).

Moreover, by integrating digital citizenship and media literacy education into ELT, educators can equip learners with the necessary skills and knowledge to navigate the online environment ethically. This educational approach involves teaching students to critically analyze digital content, identify instances of digital manipulation, and actively engage in respectful and ethical online relationships. By providing learners with these essential competencies, educators empower them to make informed decisions and navigate the digital landscape responsibly. As Cerniglia et al. (2019) suggest, "By incorporating digital citizenship and media literacy education, educators can empower learners to become responsible digital citizens who are aware of the risks and benefits of AI and social media use" (p. 130). By recognizing the risks associated with AI and social media in ELT and implementing these mitigation strategies, educators can harness the advantages while promoting the development of emotional intelligence in language learners in the digital age.

DISCUSSION

The findings of this study shed light on the research question and objectives outlined in the introduction, providing valuable insights into the impact of AI and social media integration on emotional intelligence in ELT from an educational psychology perspective. The results align with previous research, confirming the positive influence of personalized learning experiences, increased accessibility, and collaborative learning opportunities facilitated by AI and social media on emotional intelligence development (Lyu et al., 2020; Wang et al., 2018; Sana et al., 2013).

However, this study also reveals some unexpected findings. The risks associated with AI and social media, such as the desire for instant results, societal perfectionism, and the adoption of multiple online personas, highlight the importance of considering the potential adverse effects on emotional intelligence (Kross et al., 2013; Cerniglia et al., 2019). Recognizing these risks allows for developing mitigation strategies and promoting the responsible use of AI and social media in ELT.

The findings of this study have significant implications for nurturing emotional intelligence in English Language Teaching (ELT). Based on the results and insights from the literature review, educators can implement practical ideas to foster emotional intelligence in junior adult language learners within the ELT context. These ideas leverage the benefits of AI and social media while addressing the associated risks, creating a supportive and inclusive learning environment. These practical ideas aim to leverage the benefits of AI and social media while addressing the associated risks and creating a supportive and inclusive learning environment.

Practical Ideas for Nurturing Emotional Intelligence in ELT

Practical ideas for nurturing emotional intelligence in English Language Teaching (ELT) involve leveraging the benefits of AI and social media while addressing the associated risks. Educators can begin by developing a solid understanding of AI and social media tools by using them firsthand and becoming familiar with their functionalities and potential applications in the classroom. This knowledge will enable educators to harness the benefits of these technologies effectively.

First, AI can serve as a valuable assistant and partner in teaching rather than being seen as an adversary. By incorporating AI into learning strategies, educators can design personalized and adaptive learning experiences that cater to the diverse needs of language learners. For example, AI-powered language learning applications, such as Duolingo and Mondly, can provide self-paced learning opportunities, allowing students to engage with language materials at their own pace and in their preferred learning style.

In addition, Educators should avoid creating assessments that AI can easily handle in assignment design. Instead, assignments should emphasize critical thinking, creativity, and authentic language use that automated systems cannot easily replicate. Collaborative writing tools, such as Google Docs, can be employed to promote collaborative learning and peer feedback, fostering social interaction and emotional intelligence development.

Moreover, incorporating active learning strategies that promote learner autonomy and self-directed learning is essential in ELT practices. One practical approach is integrating activities that encourage students to actively engage with online dictionaries, language corpora, and resources such as Youglish. By utilizing these tools, students can develop their language skills independently and reduce their reliance on the teacher as the sole provider of knowledge. This approach fosters autonomy and empowers students to take ownership of their language-learning journey.

Furthermore, social media platforms can be utilized for language absorption and assessment. Students can engage with English content on platforms like Instagram, Twitter, and TikTok to explore real-world language use and cultural contexts. Educators can encourage students to create posts, share Instagram stories, compose tweets, or produce TikTok videos in English, providing opportunities for authentic language production and fostering digital literacy skills.

Finally, it is essential to introduce the ethical usage of AI and social media. Educators should emphasize responsible and ethical behavior when interacting with these technologies. Discussions on privacy, digital citizenship, and online etiquette should be integrated into ELT curricula, promoting students' understanding of the potential risks and ethical considerations associated with AI and social media use.

By incorporating these practical ideas into ELT, educators can create supportive and inclusive learning environments that foster the holistic

development of emotional intelligence in young adult language learners. These strategies promote learner autonomy, engagement with authentic language use, critical thinking skills, and ethical digital citizenship, contributing to the nurturing of emotional intelligence from both an ELT and educational psychology perspective.

These ideas should be adapted and customized based on learners' needs and contexts. Educators are encouraged to explore and evaluate the suitability of these strategies in their respective settings, considering factors such as learner characteristics, institutional resources, and ethical considerations.

The novelty of this study lies in its examination of the impact of AI and social media on emotional intelligence in the ELT context. It highlights the advantages and risks associated with these technologies. It emphasizes the importance of fostering emotional intelligence along with language proficiency. This study contributes to the growing research on the effective integration of AI and social media in ELT.

CONCLUSION

In conclusion, this study highlights the impact of integrating AI and social media in English Language Teaching (ELT) on emotional intelligence. The findings reveal the advantages of personalized learning experiences, enhanced motivation, cultural exchange, and collaborative opportunities contributing to learners' emotional intelligence development. However, the study also highlights risks such as the desire for instant results and societal perfectionism. The study proposes practical ideas to mitigate these risks, focusing on learning strategies, assignment design, feedback provision, and reflective practices. These ideas address the identified risks and foster emotional intelligence in language learners within the ELT context. By implementing these ideas, educators can create supportive environments that foster emotional intelligence in junior adult language learners within the ELT context.

This research contributes to the field of study by providing insights into the complex relationship between AI, social media, and emotional intelligence. ELT. It highlights the importance of considering the advantages and risks of these technologies and offers recommendations for educators and researchers.

Further research is warranted to explore the long-term effects of AI and social media integration on emotional intelligence development and investigate the effectiveness of the proposed practical ideas in different educational contexts. Additionally, future studies can delve into the role of educators in fostering emotional intelligence, the impact of cultural factors on emotional intelligence in ELT, and the development of assessment tools that align with the integration of AI and social media. By expanding our understanding of these areas, we can continue to enhance the integration of AI and social media in ELT to foster emotional intelligence in language learners.

AUTHOR CONTRIBUTIONS

The first author conducted the research and wrote the paper from the perspective of English language teaching, focusing on pedagogical aspects. The second author reviewed and revised the entire paper, providing valuable input on technical aspects and contributing insights from psychological perspectives. All authors have reviewed and approved the final version of the manuscript.

ACKNOWLEDGMENT

The authors wish to extend their heartfelt appreciation to the scholars and experts whose valuable works were referenced in this paper. These contributions have substantially enhanced the discourse and comprehension of the subject matter. The authors also acknowledge the indispensable insights and support provided by their colleagues during this research.

REFERENCES:

- Anderson, J., & Rainie, L. (2018, July 3). The negatives of digital life. *Pew Research Center: Internet, Science & Tech.*
<https://www.pewresearch.org/internet/2018/07/03/the-negatives-of-digital-life/>
- Arghode, V., Lakshmanan, G. and Nafukho, F.M. (2023), "Emotional intelligence, intercultural competence and online instruction: Review and reflection", *European Journal of Training and Development*, Vol. 47 No. 5/6, pp. 437-455.
<https://doi.org/10.1108/EJTD-05-2021-006>
- Barrot, Jessie. (2021). Social media as a language learning environment: a systematic review of the literature (2008-2019). *Computer Assisted Language Learning*. 35. 1-29. 10.1080/09588221.2021.1883673.
- Basaria, D. (2019). Gambaran Kecerdasan Emosi pada Remaja di Pulau Jawa dan Bali. *Provitae: Jurnal Psikologi Pendidikan*, 12(1), 83.
<https://doi.org/10.24912/provitae.v12i1.5055>
- Bin-Hady, W.R.A., Al-Kadi, A., Hazaea, A. and Ali, J.K.M. (2023), "Exploring the dimensions of ChatGPT in English language learning: a global perspective", *Library Hi Tech*, Vol. ahead-of-print No. ahead-of-print.
<https://doi.org/10.1108/LHT-05-2023-0200>
- Fernandez-Berrocal, P., & Extremera, N. (2016). Ability Emotional Intelligence, Depression, and Well-Being. *Emotion Review*, 8(4), 311–315.
<https://doi.org/10.1177/1754073916650494>
- Haristiani, N. (2019). Artificial Intelligence (AI) Chatbot as Language Learning Medium: An inquiry. *Journal of Physics: Conference Series*, 1387, 012020.
<https://doi.org/10.1088/1742-6596/1387/1/012020>
- Julika, S., & Setiyawati, D. (2019). Hubungan antara Kecerdasan Emosional, Stres Akademik, dan Kesejahteraan Subjektif pada Mahasiswa. *Gajah Mada Journal of Psychology (GamaJoP)*, 5(1), 50.
<https://doi.org/10.22146/gamajop.47966>

- Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language Annals*, 51(1), 205-218. <https://doi.org/10.1111/flan.12318>
- Norboevich, T. B. (2020). Analysis of Psychological Theory of Emotional Intelligence. *European Journal of Research and Reflection in Educational Sciences*, 8(3), 99–104. <http://www.idpublications.org/wp-content/uploads/2020/03/Full-Paper-ANALYSIS-OF-PSYCHOLOGICAL-THEORY-OF-EMOTIONAL-INTELLIGENCE.pdf>
- Salovey, P., Mayer, J. D., Caruso, D., & Yoo, S. H. (2009). *The Positive Psychology of Emotional Intelligence*. Oxford University Press. <https://psycnet.apa.org/record/2009-05143-022>
- Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31. <https://doi.org/10.1016/j.compedu.2012.10.003>
- Seo, K., Tang, J., Roll, I., Fels, S., & Yoon, D. (2021). The impact of artificial intelligence on learner–instructor interaction in online learning. *International Journal of Educational Technology in Higher Education*, 18(1), 1-23. <https://doi.org/10.1186/s41239-021-00292-9>
- Sharma, N. (2022, June 14). Why Constructive Feedback is Important and How to Give It. ProofHub. <https://www.proofhub.com/articles/constructive-feedback>
- Tapalova, O., Zhiyenbayeva, N., & Gura, D. (2022). Artificial Intelligence in Education: AIED for Personalised Learning Pathways. *Electronic Journal of e-Learning*, 20(5), 639-653. <https://doi.org/10.34190/ejel.20.5.2597>
- Wang, Y., Xia, Y., Yang, Y., & Liu, Y. (2018). A study on English writing ability improvement based on AI technology. In *Proceedings of the 2018 International Conference on Artificial Intelligence in Education* (pp. 614-617). Springer.
- Wang, Y., Yang, Y., Li, Z., Xia, Y., & Liu, Y. (2021). Investigating the effectiveness of gamification in an intelligent tutoring system for English vocabulary learning. *Journal of Educational Technology & Society*, 24(2), 353-366.
- Xu, J. Big data-driven english teaching for social media: a neural network-based approach. *Evol. Intel.* (2022). <https://doi.org/10.1007/s12065-022-00792-1>
- Yadav, M. (2021). Role of Social Media in English Language Learning to the Adult Learners. *International Journal of Language Learning and Teaching*, 4, 238-246. <https://doi.org/10.32996/ijllt.2021.4.1.25>
- Zhai, C., & Wibowo, S. (2023). A systematic review on artificial intelligence dialogue systems for enhancing English as foreign language students' interactional competence in the university. *Computers and Education: Artificial Intelligence*, 4, 100134. <https://doi.org/10.1016/j.caeai.2023.100134>
- Zhou, A. (2023). Investigating the impact of online language exchanges on second language speaking and willingness to communicate of Chinese EFL learners: A mixed methods study. *Frontiers in Psychology*, 14, 1177922. <https://doi.org/10.3389/fpsyg.2023.1177922>

CASE STUDY: IMPLEMENTATION OF REMEDIAL TEACHING INTERVENTION FOR A SLOW LEARNER STUDENT

Nyoman Wiraadi Tria Ariani

Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia

nyomantria@uhnsugriwa.ac.id

ABSTRACT

The study focuses on using the remedial teaching method to support a slow learner student in improving their writing skills with numbers 0-10. As slow learners often require more time and practice to understand and apply new concepts, the study adopts a careful and gradual approach to teaching the content based on the student's mental capacity. The research utilizes a case study method and incorporates cross-age tutoring, where the student's grandmother provides home study assistance. In addition, a token economy system is implemented, where the student receives stickers as rewards for their achievements, and they attach these stickers to an achievement board. The findings indicate that the remedial teaching approach, along with the token economy and home study assistance provided by the student's grandmother, has been effective in fostering the student's learning and writing skills. The results highlight the importance of personalized and patient teaching methods for slow learners and the role of positive reinforcement through the token economy system to enhance their motivation and engagement in the learning process.

Keywords: Slow learner, remedial teaching, cross-age tutoring, token economy

INTRODUCTION

Slow learner students refer to individuals who face challenges in grasping new concepts and information at a pace that is slower compared to their peers. The reason for this slower pace lies in their difficulty in generalizing effectively. Generalization in learning refers to the ability to transfer knowledge or skills acquired in one context to another. For example, when students learn a particular mathematical concept in one problem-solving scenario, they should be able to apply that concept to different types of problems or real-life situations. Slow learner students may struggle with this process of generalization, making it more challenging for them to apply what they have learned in new contexts. As a result, slow learner students may need more time and additional practice to fully comprehend and internalize new concepts. Repetition and practice help reinforce their understanding and improve their ability to apply the learned material in various situations. The extra practice allows them to solidify their knowledge, build connections between concepts, and gain the confidence needed to tackle new challenges effectively (Shaw, 2010).

Slow learners are students who face challenges in understanding instructions and academic material due to below-average cognitive development for their age. This condition can affect their learning abilities across various subjects and may require specific instructional approaches to help them catch up with their peers. Understanding the unique characteristics and needs of slow learners is crucial for

educators to implement effective remedial teaching strategies. As mentioned in the previous responses, personalized learning plans, multi-sensory instruction, frequent short sessions, positive reinforcement, and real-life applications are some of the essential elements in catering to the learning needs of slow learners. By providing the right support and accommodations, educators can create an inclusive learning environment that fosters academic growth and builds the confidence of slow learners in their abilities (Amdany et al., 2018).

Slow learner students are not necessarily the same as those with mental retardation (Mansyur, 2022). Slow learners are students who may experience difficulties in keeping up with the pace of their peers in academic settings. In the DSM-IV, slow learners are frequently categorized as having borderline intelligence and typically achieve intelligence scores ranging from 69 to 89 on the WISC test (Fauman, 1994). They typically have below-average cognitive development or processing speed, which can result in challenges with grasping new concepts and skills. However, slow learners often have an intellectual capacity within the normal range or slightly below average, and they can learn and make progress with appropriate teaching methods and support. The term "slow learner" is an educational classification and doesn't imply any intellectual disability or mental retardation. Slow learners do not possess distinctive physical traits, which makes it challenging for classroom teachers to easily recognize them (McLeod, 1960; Stott, 1960). So, it is important for educators, parents, and professionals to be aware of these distinctions and ensure that appropriate support and interventions are provided based on the specific needs of each individual student. Slow learners can benefit from targeted remedial teaching strategies, while students with intellectual disabilities require more comprehensive and specialized support to meet their unique learning needs and promote their overall well-being (Lambros et al., 1998; Shaw, 2010).

Remedial teaching refers to an approach in the broader learning process that focuses on curative or corrective efforts. Its main goal is to heal or improve the learning process that acts as an obstacle or may cause problems or learning difficulties for students. Remedial teaching aims to provide extra assistance to students who experience difficulties in understanding the subject matter, skills, or specific concepts. This means giving additional attention to students who require supplementary help so that they can overcome learning barriers (Sugihartono et al, 2012). By considering individual differences, educators can adapt teaching methods and provide approaches that suit the unique needs of each student. This will help create an inclusive and equitable learning environment for all students, including those facing learning difficulties. Remedial teaching serves as a means to provide equal opportunities for students experiencing learning challenges. Through this additional support and assistance, it is expected that they can reach a satisfactory level of achievement according to their potential and abilities. This is an essential step in ensuring that all students have a fair chance to achieve academic success and develop their full potential (Sukiman, 2012).

Based on observations and interviews conducted by the researcher in one of the classes at the special school, there is the student was referred to a psychologist by the class teacher. The student is 8 years old. The interview results with the class teacher indicate that the student is lacking enthusiasm in participating in the lessons. The student often daydreams and appears lethargic during studying. The student needs to be accompanied while studying, and if not accompanied, they will fall asleep at the study table. The student's mother passed away when the client was 2 years old, and currently, the student is being raised by their grandparents. The interview results with the student's grandparents indicate that the student enjoys being accompanied while studying. However, when accompanied by the grandparents, the student refuses and always asks to play instead. The grandparents are unable to refuse the student's request because they do not want the student to become sulky. The student is still unable to write numbers 0-10 fluently. Sometimes, the student tends to forget and only copies the numbers 0-10. The grandparents hope that the student will study harder again because, at this point, the student should have already mastered the basics like numbers 0-10. The student tends to reverse the order when writing numbers 0-10.

The observation results of the student in the classroom, when the teacher asked him to write numbers 0-10 on the board, are as follows. The student took 30 minutes to write numbers 0-5. Subsequently, when asked to write numbers 6-10, the student faced difficulty and made errors. The number 6 was written in reverse as 9, and the number 10 was written in reverse as 01. Then, the observation results at the student's home showed that the student only wanted to do homework with the guidance of his grandmother. The student copied numbers 0-10, which were given as examples by the teacher in the homework book. When the grandmother covered the teacher's writing example with her hand, the student became angry and demanded that her hand be opened. The grandmother asked the student to try to remember numbers 0-10 without copying, but he didn't want to. Then, the student sulked and went to his room, closing the door. The grandmother persuaded him to redo the homework, but the student still refused and kept the door closed. On the following day's observation, the student was invited to study with his grandmother, but he only agreed to study after playing with toy cars first. The grandmother allowed him to play first. After about 1 hour, the student finally agreed to study. He learned to write numbers 0-10 and the letters a-j. The grandmother demonstrated the numbers and letters, and then the student copied them underneath. On average, the student studied at home for about 30 minutes. After that, the student would get bored and start playing with toy cars.

The result of the Stanford-Binet Intelligence Scale IQ test for the student at the Hospital Development Clinic showed an IQ score of 77, indicating that the student requires more time to achieve new skills and comprehend lessons compared to peers of the same age. The student also needs repetition when receiving new information and during the presentation of learning materials to retain the new information and learning materials effectively. The student's developmental ability

test (Denver II Test) at the Hospital Development Clinic indicates a lag compared to their age group in the aspects of personal-social, fine adaptive-motor, and language skills. However, the gross motor skills aspect is developing in line with their age group. Based on the explanation above, the researcher needs to implement remedial teaching for the student because the recommended approach for slow learner students is remedial teaching. In remedial teaching, the teaching content must be carefully structured, taking into account the students' cognitive capacity, needs, experience level, and educational background. It also emphasizes frequent short lessons rather than long lessons each week (Chauhan, 2011).

According to Shaw (2010), teaching new vocabulary to slow learner students requires 3 to 5 repetitions, and the use of concrete learning media such as visual aids or pictures will be easier for slow learner students to comprehend.

LITERATURE REVIEW

Reddy et al. (2006) explained that slow learners are individuals who face difficulties in keeping up with classroom work and might have repeated grades in the past. Students with slow learning abilities are unable to achieve various subjects corresponding to their age group. This aligns with the condition of the mentioned student who is still unable to write numbers 1-10 correctly. Reddy et al. (2006) also stated that slow learner students require more repetition compared to other students to retain information in their memory. However, in reality, the mentioned student rarely engages in learning repetitions both at school and at home. The student in this study has cognitive abilities below their peers, indicated by an IQ score of 77 (Stanford-Binet Intelligence Scale), accompanied by short attention spans and difficulties in absorbing information. This is consistent with the assessment book by Roid and Barram (2004), which states that students with slow learner characteristics typically have IQ scores ranging from 70 to 89, with the lower boundary (borderline) having IQ scores from 70 to 79.

According to Shaw (2010), having a companion while students are learning can enhance their learning motivation by acknowledging the students' efforts. As the school is currently on vacation, the intervention is conducted at home, with the grandmother acting as the student's learning companion at home. If the grandmother understands how to conduct remedial teaching, she can help the student write numbers 1-10 without causing conflicts with the student, and the student will not sulk during home learning sessions. The grandmother will serve as the tutor for remedial teaching for the student. There are two types of peer tutoring: cross-age tutoring (with older students) and peer tutoring (with peers of the same age).

Devin-Sheehan et al. (as cited in Reddy et al., 2006) added that cross-age tutoring is more recommended than peer tutoring because adults are more likely to have a better grasp of the subject matter, and students can receive the information given more effectively. When conducting remedial teaching to support consistent learning behavior from the student, each time the grandmother conducts remedial

teaching with the student, the target is for the student to be willing to learn to write numbers 0-10 for 10 minutes. In this intervention, the student will receive a token economy. The token economy used in this intervention is sticker tokens that are placed by the client on an achievement board. The purpose of the token economy is to increase the frequency of desired behaviors. The principle behind token economy is to motivate individuals to engage in desired behaviors, so they earn tokens that can be exchanged for predetermined backup reinforcers (Miltenberger, 2004). Token economy has been proven effective in motivating individuals to engage in learning behaviors and achieve higher academic performance (Ihiegbulem and Igwebuikwe, 2011).

METHOD

This study uses the case study method. Case study (Creswell, 1998) is a research method to delve into a specific phenomenon (case) within a certain time and activity (program, event, process, institution, or social group, single case, small group) and to gather detailed and in-depth information using various data collection procedures over a specific period, utilizing various sources of information, including observation, interviews, documentation, and reports. The design of a single case study in this research aims to conduct an in-depth and specific exploration of an educational psychology case, which involves the implementation of remedial teaching intervention for a slow learner student. This study will be analyzed qualitatively by understanding and uncovering the complex meaning from data generated through interviews, observations, texts, and other descriptive and narrative sources. The qualitative analysis method will be used to identify, analyze, and give meaning to the collected data, thereby gaining a profound understanding of the observed phenomenon.

FINDINGS

Every child possesses unique characteristics that teachers must be keenly aware of in the classroom (Munje et al., 2021). As educators, understanding and recognizing these individual differences is crucial for creating an inclusive and supportive learning environment. Each child's uniqueness can manifest in various ways, such as their learning style, interests, strengths, challenges, and social and emotional development. Some children may excel in certain subjects or activities, while others may require additional support in specific areas. It is essential for teachers to be attuned to these variations and tailor their instructional approaches accordingly. By recognizing and valuing the diverse traits of their students, teachers can foster a positive and inclusive classroom culture. Embracing diversity and individuality not only celebrates the richness of the learning community but also promotes a sense of belonging and acceptance among the students. Moreover, being aware of each child's unique characteristics enables teachers to identify and address their individual learning needs effectively. Some students may thrive in collaborative settings, while others may perform better in quiet and independent

study environments. By understanding these preferences, teachers can create diverse learning experiences that cater to various learning styles.

The student in this study is classified as a slow learner, with an IQ score of 77. A slow learner is an individual who takes more time and effort to learn and acquire new skills compared to their peers. The student's IQ score of 77 indicates that their cognitive abilities are below the average range, which may contribute to their learning difficulties. One of the reasons for the student's writing difficulties is attributed to a lack of stimulation in their home-based learning environment. This means that the home environment may not have provided enough opportunities or resources to support and encourage the student's academic development adequately.

The criteria for identifying slow learners, as mentioned by Shaw (2010), serve as the basis for classifying the student as such. These criteria likely include characteristics such as a slower pace of learning, challenges in grasping new concepts, and difficulty in retaining information. Slow learners may also struggle with certain academic tasks, such as writing, due to processing and memory limitations. Given the student's classification as slow learner and their specific writing difficulties, the remedial teaching method is deemed appropriate to address their learning needs. By involving the grandmother as a cross-age tutor and implementing a token economy to incentivize learning, the researcher aims to create a tailored and supportive approach for the student's writing skill improvement. It is essential to consider the student's unique characteristics and learning challenges while designing and implementing the intervention. The researcher's efforts to train the grandmother and establish a baseline will enable a more personalized and effective remedial teaching plan for the student.

Table 1. The characteristics criteria of slow learner learning (Shaw, 2010)

Criteria	The criteria of slow learner that emerged in the student	Suitability to the criteria
Shows better performance when information is provided concretely	The student comprehends the material more quickly and easily when explained in written form	√
Experiences difficulty in transferring and applying the concepts taught in new situations	The student has trouble solving problems with different formats than those they have learned, such as uppercase and lowercase letters	√
Experiencing difficulty in organizing new information and assimilating it with old information	After learning new material, the client is unable to recall previously mastered content	√

<u>Experiencing difficulties with long-term goals and time management</u>	There is no regular study time at home	√
<u>Needs more practice and time to develop academic skills at the same level as peers</u>	The client needs more time to understand the material	√
There is a tendency for a lack of study motivation	The client needs to be persuaded and allowed to play first before being willing to study	√

Therefore, the study uses the remedial teaching method to support a slow learner student in improving their writing skills with numbers 0-10. The grandmother's involvement as a cross-age tutor is an essential aspect of this approach. However, to ensure the success of the method, it is crucial to provide the grandparents with the necessary information and guidance to comprehend the student's learning difficulties effectively. After providing the explanation and counseling to the grandparents to make them understand the student's condition, the researcher proceeds to outline the intervention steps that will be implemented to support the slow learner student's improvement in writing skills with numbers 0-10. These intervention steps are carefully designed to address the specific learning needs of the student and are intended to be followed by both the grandparents and the student. The researcher aims to ensure that the grandparents can actively participate in the student's learning journey by closely following the student's progress throughout the intervention. By doing so, the grandparents can offer additional support and encouragement to the student when needed.

Furthermore, the researcher emphasizes the role of the grandfather in supporting the grandmother's role as a remedial teaching tutor during the intervention. This implies that the grandfather's involvement is crucial in creating a supportive and conducive learning environment for the student. The study not only focuses on implementing the remedial teaching method for the student's benefit but also recognizes the importance of involving the grandparents actively. By explaining the intervention steps and encouraging the grandparents' participation, the researcher aims to foster a collaborative effort in supporting the student's learning and improvement in writing skills. This approach recognizes the significance of family support in the student's educational journey and seeks to maximize the positive impact of the remedial teaching method with the involvement of both grandparents.

After providing the necessary information and counseling to the grandparents, the researcher moves on to the next steps in the intervention process. The researcher begins by training the grandmother, equipping her with the necessary skills to effectively accompany the student during home-based remedial teaching sessions. This training may involve demonstrations and role-playing

exercises to ensure that the grandmother is well-prepared to support the student's learning. Additionally, the researcher introduces the concept of a token economy to the grandmother. The token economy involves using stickers attached to an achievement board as a form of positive reinforcement for the student's efforts. Specifically, the student will receive a sticker if they are willing to engage in a 10-minute session of learning to write numbers 0-10. These stickers serve as tokens, and the student can accumulate them for positive behavior.

The rules for the token economy are explained to the grandmother, and it is clarified that the student can earn one token for each 10-minute learning session completed. Once the student has accumulated 14 tokens, they can exchange them for a backup reinforcer, in this case, a toy car. The token economy is implemented to incentivize and motivate the student to actively participate in the remedial teaching sessions and reinforce positive behaviors related to learning and writing numbers. Before starting the intervention, the researcher establishes a baseline for the student's behavioral habit of writing numbers 0-10 at home. This baseline is determined based on assessment results, which provide a starting point to gauge the student's progress during the intervention.

Table 2. Baseline research intervention

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Writing Result	1,2,3,7,5,6, 7,8,9,10	1,2,3,4,5, 6	1,2,3,4,5,6	1,2,3,4, 5,6,7,8	1,2,3,4, 5,6,7,8,9,01	1,2,3,4, 5,6,7,8,9,01
Frequency of Writing Errors	Number 4 was written as 7 and then corrected	Number 7 was written as 8 and then corrected	-	Number 4 was written as 7 and then corrected	Writes up to 8	Writes up to 7
Learning Behavior	Gets bored with studying, lasts 5 minutes	Willing to study as long as can play with a toy car first, lasts 10 minutes	Throws a tantrum when grandmother is not available (grandmother has guests), lasts 5 minutes	Lasts 10 minutes	Lasts 10 minutes	Lasts 10 minutes

Table 3. Results of the study

Target	Before intervention	After intervention
The student	<ul style="list-style-type: none"> ▪ The student throws a tantrum during learning, and the client wants to play with a toy car first ▪ The student writes numbers in reverse order 	<ul style="list-style-type: none"> ▪ The student is now willing to learn writing without needing to be persuaded first ▪ The student is capable of correctly identifying numbers 0-10 ▪ The student is capable of writing numbers 0-10 correctly, but still requires correction in case of writing errors
Grandmother	<ul style="list-style-type: none"> ▪ The student's grandmother initially doubted her ability to teach the client effectively and create an enjoyable learning environment, which eventually led to the student being willing to study at home 	<ul style="list-style-type: none"> ▪ The grandmother becomes more confident in her ability to teach the student at home, which enables her to accompany the student in learning and help improve the client's writing skills

Based on the results of the study, the implementation of the remedial teaching method to support the slow learner student in improving their writing skills with numbers 0-10, with the grandmother acting as a cross-age tutor, proved to be successful. Remedial teaching is an educational approach that specifically targets and addresses the individual learning difficulties of students who are facing challenges in a particular subject or skill area. The primary aim of remedial teaching is to provide personalized and focused instruction to help students overcome their learning obstacles and attain academic achievement. In this study, the remedial teaching method was designed to bridge the gap between the slow learner student's current level of writing proficiency with numbers 0-10 and the expected level of competency. By tailoring the instruction to the student's specific needs and learning pace, the intervention sought to facilitate significant progress in the student's writing skills.

The token economy, a behavior modification technique, played a vital role in encouraging and reinforcing positive learning behaviors. Tokens, represented by stickers in this study, were used as rewards to incentivize the student's willingness to engage in a 10-minute learning session to write numbers 0-10. The concept of the token economy is based on operant conditioning principles, which propose that behaviors that are rewarded are more likely to be repeated in the future. As a result of the intervention, the slow learner student's learning behavior exhibited a noticeable improvement. The student developed a consistent and established pattern of learning to write numbers 0-10 for 10 minutes daily. This regular practice was crucial in reinforcing the skills targeted for improvement and aligning with the

student's learning needs and capacity. The chosen duration of 10 minutes per day for the learning sessions was determined to be appropriate for the slow learner student. This duration took into account the student's learning pace and capacity, ensuring that the intervention remained effective and manageable for the student to sustain.

DISCUSSION

The implementation of a remedial teaching intervention for a slow learner student is a structured and targeted approach aimed at addressing the student's specific learning difficulties and helping them make progress in their academic skills. This study outlines the steps involved in implementing such an intervention:

1. Identification and assessment to identify the slow learner student based on cognitive assessments, academic performance, and behavior. A thorough assessment is conducted to understand the student's strengths and weaknesses, which guides the development of the intervention plan.
2. Setting clear goals specific and achievable goals are set for the student these goals are tailored to the individual's learning needs and may focus on improving specific academic skills or bridging knowledge gaps.
3. Collaboration with grandparents, especially the grandmother, is crucial for the intervention's success. Regular communication with them helps to keep them informed about the student's progress and encourages their involvement in supporting the student's learning at home.
4. Individualized instruction remedial teaching is characterized by personalized and individualized instruction. The intervention is tailored to match the student's learning pace, style, and preferences. The teacher or tutor uses various teaching strategies and materials to cater to the student's specific learning requirements.
5. One-on-one sessions remedial teaching often involves one-on-one sessions to provide the student with focused attention and support. This enables the teacher to closely monitor the student's progress and offer immediate feedback.
6. Frequent assessment and feedback are essential to monitor the student's progress. The grandmother regularly evaluates the student's performance and adjusts the intervention plan accordingly.
7. Positive reinforcement uses tokens, or rewards, are employed to motivate and encourage the student's efforts and progress.
8. Progress monitoring and adjustment: the intervention's effectiveness is regularly assessed through ongoing progress monitoring. If necessary, the intervention plan is adjusted based on the student's development and changing needs.
9. Building confidence and self-esteem: remedial teaching aims not only to improve academic skills but also to build the student's confidence and

self-esteem. Success in targeted areas can significantly boost the student's overall motivation and attitude toward learning.

The implementation of a remedial teaching intervention is a well-thought-out process that aims to offer personalized support and guidance to a slow learner student. This approach is designed to address the student's specific learning difficulties, creating a positive and nurturing learning environment that fosters both academic growth and self-confidence. The accompanying process, from the beginning to the end of the intervention, involves a series of carefully planned steps to ensure the student's development is optimized.

One of the key recommendations for the student's grandparents is to maintain continuous support and motivation for the student's learning at home. This support doesn't require long study hours but should be consistent to help the student build a habit of studying at home. Consistency plays a crucial role in reinforcing positive learning behaviors and creating a conducive learning atmosphere. As the school holiday comes to an end, a crucial next step is to establish effective collaboration with the homeroom teacher. Open and regular communication between the student's grandparents and the homeroom teacher is essential in understanding the student's learning difficulties better. This collaboration can significantly contribute to unlocking the student's potential development. The grandparents' involvement in reviewing the material taught by the homeroom teacher at home is highly beneficial. This review process enables the grandparents to reinforce the concepts covered in the classroom, providing the student with additional learning opportunities. This consistent practice can lead to a noticeable improvement in the student's learning abilities.

Additionally, the homeroom teacher's role in providing homework assignments is significant. Homework serves as an extension of the learning process beyond the classroom, and it offers an opportunity for the grandparents to actively accompany the student's learning at home. By doing so, the grandparents can provide valuable support and guidance to the student during their learning journey. Furthermore, homework assignments become an essential tool for both the homeroom teacher and the grandparents to monitor the student's learning progress. Regular review and assessment of the completed assignments allow for a clear understanding of the student's strengths and areas that may require further attention. This monitoring process ensures that any necessary adjustments to the intervention plan can be made promptly. In conclusion, the implementation of a remedial teaching intervention is a comprehensive and collaborative effort involving the student's grandparents, the homeroom teacher, and the student. By following the carefully planned steps and recommendations, the intervention can lead to significant improvements in the student's academic performance, fostering a positive learning experience, and building self-confidence. Through the combined efforts of all stakeholders, the student's potential can be maximized, enabling them to thrive in their academic journey.

CONCLUSION

The student's classification as a slow learner with an IQ of 77, along with the identified writing difficulties due to a lack of stimulation at home, highlights the importance of employing targeted support through the remedial teaching method. Recognizing the unique characteristics of the student, the researcher endeavors to create a positive learning experience and enhance the student's writing skills through appropriate strategies. This study goes beyond merely explaining the remedial teaching method; it involves hands-on training for the grandmother to effectively support the student as a cross-age tutor. By equipping the grandmother with the necessary skills and knowledge, the researcher ensures that the intervention is well-implemented and attuned to the student's specific needs. In addition to hands-on training, the implementation of a token economy serves as a positive reinforcement strategy to encourage the student's active engagement in the learning process. The token economy, through the use of stickers and rewards, motivates the student to participate willingly in the learning sessions focused on writing numbers 0-10.

Furthermore, the establishment of a baseline is instrumental in measuring the effectiveness of the intervention. By determining the student's initial level of writing proficiency, the researcher can track the student's progress over time and assess the impact of the remedial teaching method. Overall, the implementation of the remedial teaching intervention follows a personalized and systematic approach. It prioritizes individual needs and employs a diverse range of instructional methods to cater to the student's specific learning difficulties. Continuous progress monitoring ensures that the intervention remains responsive and adaptable to the student's development.

As a result of the successful implementation of the remedial teaching method, supported by the token economy, the slow learner student made significant progress in writing numbers 0-10. The focus on personalized instruction and reinforcement of positive learning behaviors proved to be highly effective in addressing the student's specific challenges and achieving desired academic outcomes. In conclusion, this study showcases the importance of providing targeted support through remedial teaching for slow learner students with specific learning difficulties. By incorporating hands-on training, positive reinforcement, and continuous progress monitoring, the intervention fosters a structured and supportive learning environment. The successful implementation of this approach enhances the student's writing skills and contributes to their overall academic growth and development.

REFERENCES

- Chauhan, S. (2011). Slow learners: Their psychology and educational programs. *International Journal of Multidisciplinary Research*, 1(8), 279-289. Retrieved from <http://www.zenithresearch.org.in/>
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. London: SAGE Publications.
- Fauman, M. A. (1994). *Study guide to DSM-IV (1st edition)*. Amer Psychiatric Pub Inc.
- Ihiegbulem, O. T., Ihiegbulem, V. N., & Igwebuike, D. (2011). The effect of token economy on academic achievement of secondary school students: Implications for counseling. *Proceedings of International Conference on Teaching, Learning and Change*.
- Lambros, K. M., Ward, S. L., Bocian, K. M., MacMillan, D. L., & Gresham, F. M. (1998). Behavioral profiles of children at-risk for emotional and behavioral disorders: Implications for assessment and classification. *Focus on Exceptional Children*, 30(5), Article 5. <https://doi.org/10.17161/foec.v30i5.7548>
- Mansyur, A. R. (2022). Telaah problematika anak slow learner dalam pembelajaran. *Education and Learning Journal*, 3(1), 28. <https://doi.org/10.33096/eljour.v3i1.147>
- McLeod, J. (1960). The slow learning child - Segregation or integration? *The Slow Learning Child*, 6(3), 170-171. <https://doi.org/10.1080/0156655600060308>
- Miltenberger, R. G. (2004). *Behavior modification principles and procedures (3rd ed.)*. Belmont: Wadsworth/Thomson Learning.
- Munje, R., Buwa, O., & Ahire, R. (2021). On identifying advanced, average and slow learners: Case study. *Journal of Engineering Education Transformations*, 34, 417-424. <https://doi.org/10.16920/jeet/2021/v34i0/157190>
- Reddy, G., Lokanadha, R., Ramar, R., & Kusuma, A. (2006). *Slow learners: Their psychology and instruction*. New Delhi: Discovery Publishing House.
- Roid, G. H., & Barram, R. A. (2004). *Essentials of Stanford-Binet Intelligence Scales (SB5) Assessment*. New Jersey: John Wiley & Sons, Inc.
- Shaw, S. R. (2010). Rescuing students from the slow learner trap. *Principal Leadership*, 10(6), 12-16. <http://principals.org/>
- Stott, D. H. (1960). 3.--Should we "segregate" the slow-learning child? *The Slow Learning Child*, 7(1), 15-20. <https://doi.org/10.1080/0156655600070104>
- Sukiman. (2012). *Pengembangan sistem evaluasi*. Insan Madani, Yogyakarta.
- Sugihartono, et al. (2012). *Psikologi pendidikan*. UNY Press, Yogyakarta.

MULTIMODALITY APPROACH ON THE ENGLISH FOR TOURISM AND HOSPITALITY LEARNING MATERIALS

I Nyoman Rajin Aryana¹, Ida Bagus Artha Adnyana²,

I Wayan Eka Dian Rahmani^{3*}

^{1,2,3}Politeknik Negeri Bali

rahmanueka@gmail.com

ABSTRACT

Despite the advantages of multimodality for learners proven by several experts, little is recognized about how lecturers of English language learning employ a multimodal approach to the English for Tourism and Hospitality (ETH) learning materials. This research employed descriptive qualitative research design. The www.duweg.com website was analysed which explored the use of multimodality on the ETH e-learning. Furthermore, the topic implementation on the ETH subject was scrutinized. The utilization of texts, images, and audio on the website which were integrated into the learning materials has provided to contribute to the learners' English language acquisition enhancement. The opportunity to develop the students' listening, speaking and writing ability has been widen through the multimodality immersion. Additionally, the immersion of images has a potential for the students to express their idea which potentially develops their speaking skills. The subjects use are suitable for the ETH learners.

Keywords: multimodality, English for tourism and hospitality, learning materials

INTRODUCTION

English language teachers and learners promote the use of multimodality in order to expand the students' cognitive quality (Jakobsen & Tønnessen, 2018). Multimodality potentially facilitates language teaching and learning process in the classroom lesson (Tan et al., 2016). The several-modes employment benefits to enhance learners' English language acquisition including reading, speaking, listening, and writing. Multi-modes involving colour, sound, written text, and gesture boost learners' reading ability (Ikasari et al., 2019). Furthermore, visual immersion to the learning materials contributes to listening practice, vocabulary acquisition, oral and motivation (Kayumova & Sadykova, 2019); (Xu et al., 2022); (Cárcamo et al., 2016); (Marchetti & Cullen, 2015). Visual on the multimodal approach allows learners' to explain the idea preferable. It could be used to rehears the English listening ability which is beneficial to their English language acquisition. Multi-modes tempts students to express and elaborate the meaning through vocabulary comprehension. Furthermore, the multimodal approach elevate speaking production that advantages the learners' ability to communicate. Suitable multimodality scaffolding is requisite for the expert to elevate learners' language acquisition (Tour & Barnes, 2022). Furthermore, boosting the multimodality is not only assisting learners language skill and fostering the critical thinking but also enhancing the learning eagerness in the classroom (Varaporn & Sitthitikul, 2019).

Relevant study exploring the use of multimodality through teaching and learning process in the classroom proved that the multi-modes use is significant to assist learners in enhancing the English language comprehension. The multimodal examination in a bilingual school was conducted to explore the influence of multimodal approach on 5th grade elementary English language (Williams et al., 2019). The outcome of the study reported that multimodality pedagogical boosts learners' language experiences. Additionally, multi-modes affords to assist learners in expanding communication comprehension. The numerous-modes was employed to evaluate EFL classroom, it suggested that multimodal ought to be immersed to the teaching and learning process. Different modes potentially increased students' eagerness to communicate in the classroom (Peng et al., 2017). Further analysis about multi-modes, multimodal pedagogical practices were also employed in the English language teaching and learning in a private school in Malaysia. The combination of multimodality approach and group interview was used to scrutinise the efficacy of English language teaching and learning. The study revealed that the integration of multimodal technic to the teaching and learning English language have the possible to the students' independent in learning (Ganapathy & Seetharam, 2016). The advantages of multimodality approach to the individual learners can be immerged to the curriculum system. A wide opportunities provide a significant chance to immerge multimodal to the English language curriculum (Hafner, 2020). Through the curriculum improvement, multimodality literacy design is suggested to simplify the teacher using multi-modes in the classroom lesson (Lim, 2018). Additionally, the combination of multimodal and website based for teaching and learning has expanded significantly which underpin the effectiveness of classroom instructional. The exploration of pictures, icons, oral and written text, and spatial button on the website has revealed the chance of multimodality and digital platform combination (Fernández Benavides, 2019). This means a potential chance for the teachers and experts to collaborate multi-modes with other media as a new teaching and learning approach. The use of digital platform, website for instance, require further analysis to enable learners using these approaches combination as the learning instrument in the classroom.

Delivering English language materials involving several approaches have the potential to enhance students' English acquisition in higher education level. The variety of media or approach collaboration integrates to the learners' ability enhancement. The combination of multimodal with online media has been favoured combination to assist learners in the classroom (Satar & Wigham, 2020). Online media and multimodality frequently boost instructors' performance in delivering the materials (Kaya & Adıgüzel, 2021). Analysing the use of multimodality aspect into the learning materials is significant to provide a wide range of acquisition in designing learning materials (Yi & Angay-Crowder, 2016). Nevertheless, the deficiency of ETH lesson through multimodality and website development as the teaching materials become a barrier for the learners to access

and practice their English language skills. Through the discussion, this study is keen to analyse the multimodality element used on the www.duweg.com as the English for tourism and hospitality (ETH) learning media. Furthermore, the topics used on the website are analysed to find its relation to the tourism and hospitality curriculum.

LITERATURE REVIEW

Multimodality

Multimodality is several semiotic implementation that has integration with visual, gestural, spatial or audio mode. The collaboration of the modes generates meaning which could be understood by the readers (Bao, 2017). It also means that how people absorb the knowledge significantly from pictures and words combination (Moreno & Mayer, 2007). Multimodality approach has been developed for several areas, for example, video games, pictures book, websites, and graphic novels (Kress, 2019). The human cognitive has a wide range of comprehension from the potential of pictures and words combination (Liu, 2013).

English for tourism and hospitality

The ETH represents the field of business English which focus on the communication purposes (Cho, 2005). The use of English skill is to boost the ability of foreign language for tourism and hospitality that is beneficial for the people to conduct interactions with the guests (McGehee et al., 2007). Professional English comprehension ought to be specifically fluent to underpin the English for tourism purposes (Cravotta, 1990). Fluency assists learners to master their ETH acquisition. In terms of elevating learners' ETH fluency, the assessment of grammar and language function must be conducted (Bühler, 1990). Delivering the professional ETH purpose allow learners to improve their master in the tourism and hospitality industry (Zahedpisheh et al., 2017). Specific lesson related to the ETH are facilities, meal times, giving directions, requesting and giving tourism information. These acquisition contribute to the users' expertise when it is integrated to the vocabulary comprehension (Dann, 2001).

METHOD

In the website model, the idea is employed to allow learners to access the ETH learning media through website. This research shed the light of multimodality implementation on the ETH learning media through website. Furthermore, the website of www.duweg.com elaboration aims to share what contents is provided that support the teaching and learning activities. This study was conducted using a descriptive qualitative approach (Creswell & Creswell, 2018) (Gay et al., 2011). This research begins by scrutinising the multimodality aspect content including the texts and pictures on each page which consist of 12 images in total. The pages could be accessed on www.duweg.com. The type of fonts and visual used related to the multimodality on every page were analysed to explore its advantage for teaching

and learning process. The critical metalanguage of multimodal text, foregrounding and perspective of multimodal text (Hung et al., 2013), were examined specifically. Subsequently, analysing the lessons delivered on the website are scrutinized based on the ETH curriculum.

RESULT AND DISCUSSION

Type of font and visual used related to the multimodality

The use of digital tool has potential to the English language efficacy (O'Halloran et al., 2017). On the website, there were 12 specific fonts used on each website page. The particular fonts employed were Blueberry, Cormorant Garamond, Chewy, Boulder, Rubik, Amatic SC, and Vollkorn. The role of fonts used on the learning media can be analysed to develop the relation between the use words type and the topic (Bezemer & Kress, 2015).



Figure 1. Taking a Reservation by Phone



Figure 2. Welcoming a Guest

According to **Figure 1**, Blueberry font was organised on the heading of the page, the title of the page is "Taking A Reservation by Phone". The font's characteristic has unique and elegant atmosphere which is close to the first topic. Creating strong engagement is provided which conducted a sense of creativity and warmth to the education field. In terms of the **Figure 2**, the analysis of the font revealed that the heading use the type of Cormorant Garamond font. It explores the elegances that represents the topic. The second learning topic, "Welcoming A Guest", requires smoothness action in greeting the guest in the hospitality. Additionally, this pattern generates a comfortable environment that illustrates a harmonious style.



Figure 3. Room Service: Taking an Order



Figure 4. Taking Messages for a Guest

With regard to **Figure 3**, the heading of the page uses Chewy font shows casual, charm, and spontaneous. The pattern also provides a friendly and approachable environment to give reader the sense of liveliness. Related to the “Room Service: Taking and Order” topic, friendly expression and ambience is needed when the learners study how to take an order in the room service area. This also teach learners how to show a suitable manner in terms of serving the guest during taking an order activity. Similar with **Figure 2**, the use of Blueberry font on the Figure 4 contributes to the aesthetic and interactive websites. This would potentially enhance the visual educational materials appeal. The features allow learners to stimulate the English language comprehension and retention.



Figure 5. Taking a Restaurant Reservation by Phone



Figure 6. Accommodating Guests Who Have No Reservation

The design on **Figure 5** leads readers to grasp the topic clearly, it represents the engagement of reserving the guest in the hotel which stimulate learners to imagine the general topic. On the other hand, the text on **Figure 6** which is called Boulder font provides modern style of text, has strong recognition, stability, and solidity. The stability is necessary to reduce the confusion of the topic.



Figure 7. Taking a Beverage Order and Serving Beverages Reservation



Figure 8. Taking Payment

The font on the **Figure 7** allows learners to motivate their eagerness to learn the lesson in the classroom. Whereas, Rubik One font was implemented on the **Figure 8**, the font means a clean and modern appearance. It also represents the harmonious and balanced look which is beneficial for the student in understanding the topic given.



Figure 9. Directing Guests to Facilitate Near the Hotel



Figure 10. Explaining the Details of a Hotel Tour

The text on **Figure 9** informs the learners general topic of “Directing Guests to Facilitates Near the Hotel”. The greeting, for example hi students!, on the heading is added to express close relation to the students. The greeting on the heading of website page stimulates learners the use of greeting correctly that assist them in conducting the communicative skills when the practice the lesson in the classroom. The greeting acquisition is demanded through the communication ability (Skovholt et al., 2014). The words on the **Figure 10** however, illustrates Amatic SC font and indicates the warmth and approachability which strongly has relation to the cross-cultural commonality (Wu et al., 2021). These social skills need to be mastered by the learners in the ETH classroom.



Figure 11. Helping a Guest Who is Injured



Figure 12. Exchanging Currency

The type of font on **Figure 11** is Volkorn which mentions harmonious and balanced visual. By harmonious and balanced, learners are introduced carrying towards the environment and respecting human rights (Yusoff & Hamzah, 2015). The learners could see the general introduction of the topic through the type of the font display. The **Figure 12** on the other hand, the font leads the friendliness which allow students to ease learning the lesson. The “Exchanging Currency” topic have a potential to explore and study about numbers in English language, this would be the advantages for the learners to simplify the lesson.

Topics delivered used on the www.duweg.com

Regarding the topic given based on the website, the ETH learning materials involves 12 different topics. These several topics would potentially enhance learners' ETH ability which potentially assists their English language expertise in the industry. The **Figure 13** illustrates the elements of ETH lesson given in the vocational higher education in a semester. The total sub-topics exclude the middle and final test that become part of the ETH assessment.



Figure 13. Selected Topic on www.duweg.com

The topic of taking a reservation by phone have a chance for the learners to explore the customer service comprehension. The exploration of using English language for effective conversation management involves in this learning topic. The skill of relationship building are also the domain of this sub-topic which assists learners to elevate the speaking practice. In terms of welcoming a guest, the material could include how to learn to create a positive first impression. Generating guests feel appreciated from the time they arrive at the hotel or restaurant. Additionally, guest retention would be involved on the detail lesson which become the advantages to the guests loyalty and retention. When the visitors feel welcomed, they are keen to come and visit the same place. The next lesson is room service: taking an order, the learners have the opportunity to boost their menu knowledge. It leads learners to explore the ability of giving accurate information, suggest alternatives and preparation method. The lesson of taking messages for a guest, the

skills of accurate message recording and message delivery are practiced specifically. This lesson also provides a suitable comprehension in boosting the message delivery skills, for example e-mail system, messages boards, and a message from a call. The topic of taking restaurant reservation by phone is significant for learners to acquire the reservation management skills, guest communication, guest satisfaction. Accommodating guests who have no reservation lesson expects learners understand to provide warm welcome, give recommendation, communicate and manage expectations, and collect guest information. Warm welcome skills leads learners to understand the great attitude in facing the guests. Giving recommendation expression must be familiar to allow learners deliver the option provided during the situation. Furthermore, it supports the skill of communication and managing expectations which manage the alternative option to the visitors. According to the guest information, several ability could be obtained during the teaching and learning process in the classroom. Guest feedback and service improvement, registration and check-in language structure, and communication and marketing language acquisition are the potential sub-materials observed during the lesson. The topic of taking a beverage order and serving beverages reservation allows learners to study on the active listening, suggestion and clarification, and order accuracy. The detail discussion about taking payment at the table on the other hand, have the opportunity for learners to explore the payment methods. Regarding to the explaining the details of a hotel tour, the specific lesson, for example, welcome and introduction expression would be delivered mostly through the classroom activities. Similarly, directing guests to facilitate near the hotel discussion would briefly elaborate how to explain shopping centre location, transportation service, and entertainment supplied by the hotels. The lesson of helping a guest who is injured, learners have the potential to learn report and document, orders, and assess the situation. The exchanging currency topic analysis reveals the knowledge of nominal and numbers, in line with that, learners have possible to learn sequences, for example, next, after that, then, and subsequently.

CONCLUSION

The use of multimodality and websites combination has led the sophisticated teaching materials improvement. The common utilisation is using the variant of texts which represent the characteristics of materials given in the classroom. The text and heading combination design illustrate the typical of the each ETH lesson. On the other hand, the website provides relevant topic to the ETH lesson the topics of the ETH are provided to elevate learners' ETH acquisition which assist them to practice the comprehension in the industry.

REFERENCES

- Bao, X. (2017). Application of multimodality to teaching reading. *English Language and Literature Studies*, 7(3), 78–84.
- Bezemer, J., & Kress, G. (2015). *Multimodality, learning and communication: A social semiotic frame*. Routledge.
- Bühler, K. (1990). *Theory of language: The representational function of language* (Vol. 25). John Benjamins Publishing.
- Cárcamo, M. M. A., Cartes, R. A. C., Velásquez, N. E. E., & Larenas, C. H. D. (2016). The impact of multimodal instruction on the acquisition of vocabulary. *Trabalhos Em Linguística Aplicada*, 55, 129–154.
- Cho, B. (2005). Usefulness and enjoyment of simulation activities for tourism major students. *현대영어교육*, 6(1), 3–17.
- Cravotta, J. S. (1990). English for Tourism Purposes. A new approach in the field of English for Specific Purposes. Retrieved on January, 18, 2020.
- Creswell, J. W., & Creswell, J. D. (2018). Research design: qualitative, quantitative, and mixed methods approaches (Fifth). *California: SAGE Publications Ltd*, Accessed February, 1, 2021.
- Dann, G. M. S. (2001). Senior tourism. *Annals of Tourism Research*, 1(28), 235–238.
- Fernández Benavides, A. (2019). Intercultural components in the multimodal structure of a language learning website. *Profile Issues in Teachers Professional Development*, 21(1), 59–74.
- Ganapathy, M., & Seetharam, S. A. (2016). The effects of using multimodal approaches in meaning-making of 21st century literacy texts among ESL students in a private school in Malaysia. *Advances in Language and Literary Studies*, 7(2), 143–155.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competencies for analysis and applications*. Pearson Higher Ed.
- Hafner, C. A. (2020). Digital Multimodal Composing: How to Address Multimodal Communication Forms in ELT. *English Teaching*, 75(3), 133–146.
- Hung, H., Chiu, Y. J., & Yeh, H. (2013). Multimodal assessment of and for learning: A theory-driven design rubric. *British Journal of Educational Technology*, 44(3), 400–409.
- Ikasari, B., Drahati, N. A., & Sumardi, S. (2019). The use of multi-modal texts in an English classroom of hard-of-hearing learners. *Pedagogy: Journal of English Language Teaching*, 7(2), 95–103.
- Jakobsen, I. K., & Tønnessen, E. S. (2018). *A design-oriented analysis of multimodality in English as a foreign language*.
- Kaya, M. H., & Adigüzel, T. (2021). Technology integration through evidence-based multimodal reflective professional training. *Contemporary Educational Technology*.
- Kayumova, A., & Sadykova, G. (2019). Implementing a multimodal online program for very young learners of Russian: Educators' perspective. *Indonesian Journal of Applied Linguistics*, 9(1), 1–13.
- Kress, G. (2019). Pedagogy as design: a social semiotic approach to learning as communication. *Universitas Tarraconensis. Revista de Ciències de l'Educació*, 1(2), 23. <https://doi.org/10.17345/ute.2018.2.2488>
- Lim, F. V. (2018). Developing a systemic functional approach to teach multimodal literacy. *Functional Linguistics*, 5(1), 1–17.

- Liu, J. (2013). Visual Images Interpretive Strategies in Multimodal Texts. *Journal of Language Teaching & Research*, 4(6).
- Marchetti, L., & Cullen, P. (2015). A multimodal approach in the classroom for creative learning and teaching. *CASALC Review*, 5(1), 39.
- McGehee, N. G., Kim, K., & Jennings, G. R. (2007). Gender and motivation for agri-tourism entrepreneurship. *Tourism Management*, 28(1), 280–289.
- Moreno, R., & Mayer, R. (2007). Interactive multimodal learning environments: Special issue on interactive learning environments: Contemporary issues and trends. *Educational Psychology Review*, 19, 309–326.
- O'Halloran, K. L., Tan, S., & E, M. K. L. (2017). Multimodal analysis for critical thinking. *Learning, Media and Technology*, 42(2), 147–170.
- Peng, J., Zhang, L., & Chen, Y. (2017). The mediation of multimodal affordances on willingness to communicate in the English as a foreign language classroom. *Tesol Quarterly*, 51(2), 302–331.
- Satar, M., & Wigham, C. R. (2020). Delivering task instructions in multimodal synchronous online language teaching. *Alsic. Apprentissage Des Langues et Systèmes D'Information et de Communication*, 23(1).
- Skovholt, K., Grønning, A., & Kankaanranta, A. (2014). The communicative functions of emoticons in workplace e-mails:-. *Journal of Computer-Mediated Communication*, 19(4), 780–797.
- Tan, S., O'Halloran, K. L., & Wignell, P. (2016). Multimodal research: Addressing the complexity of multimodal environments and the challenges for CALL. *ReCALL*, 28(3), 253–273.
- Tour, E., & Barnes, M. (2022). Engaging English language learners in digital multimodal composing: Pre-service teachers' perspectives and experiences. *Language and Education*, 36(3), 243–258.
- Varaporn, S., & Sitthitikul, P. (2019). Effects of Multimodal Tasks on Students' Critical Reading Ability and Perceptions. *Reading in a Foreign Language*, 31(1), 81–108.
- Williams, M., Tang, K.-S., & Won, M. (2019). ELL's science meaning making in multimodal inquiry: a case-study in a Hong Kong bilingual school. *Asia-Pacific Science Education*, 5(1), 1–35.
- Wu, Q., Liu, Y., Li, D., Leng, H., Iqbal, Z., & Jiang, Z. (2021). Understanding one's character through the voice: Dimensions of personality perception from Chinese greeting word "Ni Hao." *The Journal of Social Psychology*, 161(6), 653–663.
- Xu, L., Naserpour, A., Rezai, A., Namaziandost, E., & Azizi, Z. (2022). Exploring EFL learners' metaphorical conceptions of language learning: a multimodal analysis. *Journal of Psycholinguistic Research*, 51(2), 323–339.
- Yi, Y., & Angay-Crowder, T. (2016). Multimodal pedagogies for teacher education in TESOL. *TESOL Quarterly*, 50(4), 988–998.
- Yusoff, M. Z. M., & Hamzah, A. (2015). Direction of moral education teacher to enrich character education. *Jurnal Ilmiah Peuradeun*, 3(1), 119–132.
- Zahedpisheh, N., Abu Bakar, Z. B., & Saffari, N. (2017). English for Tourism and Hospitality Purposes (ETP). *English Language Teaching*, 10(9), 86–94.

DEVELOPMENT OF ENGLISH FOR ACCOUNTING LEARNING MATERIALS: AUTHENTIC MATERIALS BASED DIGITAL MODULE

Putu Dyah Hudiananingsih^{1*}, I Nyoman Mandia², I Nyoman Sukra³,
I Putu Yoga Laksana⁴

^{1,2,3}Accounting Department, Politeknik Negeri Bali, Indonesia

⁴Business Administration Department, Politeknik Negeri Bali, Indonesia

ABSTRACT

This research aims at developing learning materials for "EA (English for Accounting)" based on authentic materials (AM) with the assistance of multimedia integration in the form of digital module for accounting students. The research methodology utilized is Research and Development (R&D), which consists of needs analysis, designing and product development. The research subjects are students enrolled in the accounting program at Politeknik Negeri Bali, a vocational state university located in Bali. Data were collected through interviews and needs analysis questionnaires regarding the developed learning materials. The research findings demonstrate that the utilization of EA teaching materials based on authentic materials with the assistance of multimedia integration in the form of digital module is deemed necessary for the learning process, and students responded positively to the developed EA teaching materials using multimedia integration in the form of digital module. In conclusion, the development of EA teaching materials based on authentic materials with the assistance of multimedia integration in the form of digital module can be considered as an alternative to enhance students' learning abilities in understanding and utilizing English language contexts in accounting. This research contributes to the advancement of English language instruction in accounting programs, particularly in vocational higher education institutions.

Keywords: Authentic Learning Materials; ESP Learning Materials; Digital Module; Student's perception

INTRODUCTION

Authentic materials encompass visual and auditory resources such as images, photographs, videos, and radio broadcasts. They serve as valuable tools in the realm of teaching and learning, particularly in enhancing students' vocabulary proficiency and writing skills. By incorporating real-life items into the classroom setting, instructors enable students to develop a stronger connection with the target language. Nuriyya (2018) suggests that the utilization of authentic materials allows students to engage with the outside world and genuine language, fostering their interest and facilitating the acquisition of new words. Moreover, research conducted by Ruíz et al (2015) emphasizes that the integration of authentic resources, such as texts, music, and audio-visual materials, enhances the relevance and effectiveness of language lessons. Scholars including (Husan o'g'li, 2023);(Elmuratova & Kurbaniyazova, 2022);(Marpaung & Situmeang, 2020);(Ruíz et al., 2015);(Polio, 2014);(Al Azri & Al-Rashdi, 2014);(Ghanbari et al., 2015);(Wahyuni & Hidayat, 2016);(Arsya & Safitri, 2018);(Tanihardjo, 2018);(Mohamad Al-Hadi et al., 2018);(Hidayati, 2019) have highlighted the positive impact of authentic

materials on the development of students' listening, writing, reading, and vocabulary mastery in the classroom. Furthermore, authentic resources offer students access to genuine linguistic and cultural inputs in the target language. However, it is crucial for teachers to provide effective guidance to enable efficient processing of these inputs (Mohamad Al-Hadi et al., 2018).

The integration of digital platforms to create authentic-based teaching materials has resulted in the development of e-teaching modules that specifically target the study of foreign languages, with a focus on vocabulary acquisition for accounting students. Proficiency in this specialized vocabulary enhances students' ability to effectively communicate with colleagues within the accounting industry and the general public on various accounting-related topics, such as report and paper writing, expressing opinions, responding to instructions, adopting an international perspective, and engaging in timely cross-cultural communication. This notion aligns with Richards (2001) argument that the use of authentic materials in the classroom serves multiple purposes, including preparing students for real-world situations, addressing their specific learning needs, fostering motivation, encouraging instructors to employ effective teaching techniques, and providing genuine cultural insights. Consequently, the incorporation of authentic materials allows students to recognize the connection between the language they learn in the classroom and the language they encounter in their daily lives. Thus, the utilization of authentic content facilitates the application of foreign languages, particularly English, in the accounting field, in accordance with real-life work conditions and scenarios.

By incorporating authentic materials, which reflect real-world accounting contexts and scenarios, and utilizing multimedia integration, the aim was to enhance the effectiveness and engagement of the instructional materials. The development of teaching materials for English for Accounting through the integration of authentic materials and multimedia holds great potential for addressing the specific language needs and challenges faced by accounting students. By utilizing authentic materials, such as real financial reports, industry-related texts, and professional communication samples, the teaching materials aimed to provide students with a more authentic and contextualized learning experience. This approach not only fosters students' language acquisition but also enables them to develop a deeper understanding of the language used within the accounting profession.

Considering the research background, this study aimed to develop teaching materials for EA that incorporate authentic materials and multimedia integration. By leveraging authentic materials and multimedia elements, the intention was to enhance students' language acquisition, contextual understanding, and engagement within the field of accounting. The subsequent sections of this article will present the methodology, results, and discussion, which will shed further light on the effectiveness and implications of the developed teaching materials.

LITERATURE REVIEW

The field of English for Specific Purposes (ESP) has witnessed significant advancements in recent years, particularly in the development of tailored learning materials to meet the specific language needs of learners in various domains. One area within ESP that has garnered substantial attention is English for Accounting, which aims to equip accounting students with the language skills necessary to effectively communicate in the accounting profession. As part of this endeavour, the integration of authentic materials has emerged as a valuable pedagogical approach, offering learners the opportunity to engage with real-world accounting contexts and develop language proficiency that aligns with professional requirements. Authentic materials, including images, photographs, videos, and radio broadcasts sourced from real-life accounting scenarios, provide learners with meaningful and contextualized language learning experiences. Complementing the use of authentic materials, digital modules have emerged as a versatile medium for delivering tailored instructional content, enhancing learner engagement, and facilitating independent learning. Therefore, this literature review aims to explore the development of English for Accounting learning materials, with a particular focus on the integration of authentic materials within digital modules. By examining existing research and scholarly contributions in these domains, this review seeks to shed light on the benefits, challenges, and potential implications of using authentic materials and digital modules in the development of ESP materials for accounting students.

Authentic Materials

Authentic materials refer to images, photographs, selected videos, and radio broadcasts. They serve as effective resources in the teaching and learning process, particularly for enhancing students' vocabulary proficiency. Authentic materials are real-life elements that are brought into the classroom by teachers. Consequently, English language learning with authentic materials familiarizes students with the target language, specifically in vocabulary acquisition (Marpaung & Situmeang, 2020; Nuriyya, 2018) and writing competence (Mierwald et al., 2022). According to (Nuriyya, 2018), "By utilizing authentic materials, students engage with the outside world and real language, and they become interested when dealing with real language." Additionally, it is claimed that authentic materials enhance learners' motivation in vocabulary acquisition. The utilization of authentic materials such as texts, songs, and audio-visual materials in the teaching and learning process renders lessons more meaningful and successful for language learners (Ruíz et al., 2015). Furthermore, (Mohamad Al-Hadi et al., 2018) reveals, based on the existing literature, that authentic materials provide students with access to authentic linguistic and cultural inputs in the target language; instructors need to adequately prepare students to ensure effective input processing.

According to (Nunan, 1988) and (Martinez, 2002), authentic materials (e.g., newspapers, magazines) are defined as materials produced for purposes other than

language instruction. They originate from real oral or written language used in genuine communication and are not specifically designed for language teaching. Furthermore, (Brosnan et al., 1984) supports the importance of using authentic language in the classroom, stating that it is natural, conveys complete and meaningful messages, and provides students with opportunities to utilize non-linguistic cues (layout, images, colours, symbols, physical context) to aid in comprehension. Additionally, adults can directly perceive the relevance of classroom activities to real-life situations.

Similar arguments are presented by (Ruíz et al., 2015), who advocate for the integration of authentic materials in foreign language classrooms, as they provide learners and facilitators with tools to make lessons more realistic. Thus, teachers must consider the significance of input in the classroom; otherwise, students will not be able to learn as intended. This perspective is reinforced by (Krashen, 1981), emphasizing the necessity for learners to be immersed in a rich acquisition environment and exposed to the language in a natural manner. Nunan, as cited in (Ghanbari et al., 2015), suggests that learners should listen to and read authentic data as much as possible to avoid difficulties in their learning tasks. In addition to bringing reality into the classroom, authentic materials can provide motivation, cultural awareness, real-life exposure, and creative teaching opportunities. (Peacock, 1997) highlights that authentic materials help and motivate learners by making the content come alive for them, allowing them to connect the classroom with the outside world.

ESP Materials Development

The idea of material development is concerned with using various techniques to improve the teaching and learning capabilities of a particular learning source, such as a textbook, newspaper, magazine, etc. Omission, addition, reduction, extension, rewriting/modification, replacement, reordering, and branching are some of these techniques (Maley, 2016). In contrast to developing new materials, when teachers modify an activity or exercise from a text book, they start with that activity or exercise and make changes from there. This implies that teachers should be able to create relevant teaching and learning resources and adapt them to their current teaching requirements even while using an outdated textbook.

Salas (2004) added that there is a direct connection between material development and material adaptation. Both techniques are time-consuming and labour-intensive. Although material development requires everything to be generated from start, material adaptation is "simpler" in that teachers may use texts that are already present in other publications. Furthermore, the development of general English course book design was also drawn by the theoretical and empirical concepts from several potential authors (Harwood, 2010);(Harwood, 2014);(McDonough et al., 2013);(Mishan, 2015);(Tomlinson, 2008);(Tomlinson, 2012);(Tomlinson, 2016);(Tomlinson & Masuhara, 2017). Since there aren't many design guidelines for ESP course books, the writers frequently use their own

intuition or conventional English course book design theories to guide their creation.

Brian Tomlinson created a foundation that brings together researchers, publishers, writers, and teachers to collaborate on the creation of high-quality materials for the study of languages, which is likely his most significant contribution to the problem of the development of English learning materials. Tomlinson (2008, 2012, and 2016) highlights the value of Second Language Acquisition (SLA) ideas in the creation of new materials. In addition to discussing the communicative approach's contributions to materials production, McDonough, Shaw, and Masuhara (2013) take the use of English as a lingua franca in English learning resources very seriously.

The creation of ESP learning materials has been the subject of very few writers' works. An ESP materials design approach is presented by Hutchinson & Waters (1987) and offers a cogent framework for combining many components of learning while leaving room for creativity and variation. Four components make up their model: input; content; language; and task. They clarify that the main emphasis of the unit is the task, and that the language and content are pulled from the input and are selected according to what the learners will need to perform the job. Furthermore, Ellederová (2021) concluded this as a suggestion of a key aspect of the model: the mediation of coherence across language and content across the unit, which serves as a foundation for more challenging activities for the acquisition of knowledge and skills. According to Dudley-Evans & St John (1998) ESP course book designers should choose wisely from the available materials and determine whether they motivate and match the stated learning objectives, creatively modify the available materials and discard information that is out-of-date, modify activities to suit learners' needs, replace the activities that focus too strongly on carrier content (the subject matter of a task) with those focusing on real content, change the course of the activities to suit learners' needs, and so forth.

syllabus design, determination of types of activities (for example, individual, pair, and group work), and derivation of ESP learning materials. Instead of explicit design concepts for ESP course books, the majority of research concentrate on the difficulties ESP teachers confront and the examination of community discourse. The aforementioned guidelines and suggestions are quite broad, and they do not offer creators of ESP learning materials with a more thorough handbook on which to base their design. The necessity to create a custom course book for the specific ESP course through a research technique that would produce design principles usable by other ESP course book designers emerges as the creation of ESP learning materials in the academic setting has gradually become more frequent.

METHOD

The research employed a Research and Development (R&D) methodology to develop learning materials for English for Accounting (EA). The study was conducted at Politeknik Negeri Bali, involving accounting students as the research

participants. Data collection involved needs analysis questionnaires to gather insights and feedback on the developed teaching materials. Descriptive method was employed to analyse the collected data. The research aims to contribute to the improvement of English language instruction in accounting programs, specifically in vocational higher education institutions.

Research Design

The research employed a Research and Development (R&D) methodology to develop learning materials for "EA (English for Accounting)" based on authentic materials (AM) with the assistance of multimedia integration in the form of a digital module. The R&D process involved needs analysis, designing, and product development to ensure the relevance and effectiveness of the learning materials.

Subjects/Participants/Data Sources

The research participants were students enrolled in the accounting program at Politeknik Negeri Bali, a vocational state university located in Bali. The students were selected as the subjects of the study due to their direct involvement and relevance to the target audience of the developed learning materials. Data were collected from the students through interviews and needs analysis questionnaires, which aimed to gather their insights, opinions, and needs regarding the developed learning materials.

Data Collection

The data collection process encompassed multiple procedures to obtain comprehensive and relevant information. Interviews were conducted with the students to gain a deeper understanding of their specific language learning needs in the accounting domain. Additionally, needs analysis questionnaires were administered to gather quantitative data on some aspects related to the learning materials development. These data collection procedures aimed to inform the development of the learning materials and ensure their alignment with the students' requirements.

Data Analysis

The collected data underwent a systematic analysis process. The interviews were transcribed, and thematic analysis was conducted to identify recurring themes and patterns in the students' responses. The needs analysis questionnaires were analysed quantitatively to examine the students' learning needs, and preferences. The data analysis process involved summarizing, categorizing, and interpreting the collected data to draw meaningful conclusions and insights for the refinement and improvement of the learning materials.

FINDINGS

To date, the outcomes attained in the implementation of this research encompasses three aspects. First, the result of a needs analysis involving students currently enrolled in English language courses (present learners), as well as observations carried out by researchers during classroom instruction. Second, the design and development of authentic learning materials in the form of a digital module integrated with various digital platforms via QR code assistance. Both these aspects are based on a Research & Development methodology that incorporates three processes for product development: namely, creating a digital module comprising teaching materials seamlessly integrated with multiple digital platforms through QR code facilitation.

Need Analysis Results

In order to analyse the needs as the basis for the design and development of the intended product, the researchers distributed a questionnaire to students regarding the implementation of the learning process utilizing authentic materials as the learning media. The questionnaire consisted of nine questions, with two questions (2 and 3) addressing the urgency of developing authentic teaching materials integrated with a digital platform, while the remaining seven questions (1, 4, 5, 6, 7, 8, 9) focused on the functions and roles of authentic teaching materials in improving their vocabulary and English language proficiency. A total of 154 students provided diverse responses regarding the urgency of developing digital-based authentic teaching materials and their perceptions of the authentic materials they had encountered during the English for accounting course. The results of the questionnaire can be observed in the table below.

Table 1. Results of need analysis

No	Excerpts/Indicators	Score
1	Perception of the Effectiveness of Authentic Materials through video, audio and original texts in English for Accounting	89,48
2	Perceived Need for Digital Modules in English for Accounting	90,65
3	Perceived Need for Updated Learning Materials	86,62
4	Perceived Motivation from Authentic Materials in English for Accounting	88,18
5	Perceived Comfort in Using Authentic Materials	85,32
6	Perceived Difficulty in Using Authentic Materials through video, audio and original texts in English for Accounting	73,25
7	Perceived Attention to Authentic Materials in learning English for Accounting	87,53

8	Perceived Ease of Vocabulary Recall in using Authentic materials through video, audio and original texts in English for Accounting	79,09
9	Perceived Impact on Future Work due to the use of authentic materials in English for Accounting	89,61

The need analysis conducted for the development of English for Accounting learning materials, specifically focusing on authentic materials integrated with digital modules, revealed interesting insights. Participants perceived the effectiveness of authentic materials through video, audio, and original texts in English for Accounting with a score of 89.48. Moreover, there was a strong perceived need for digital modules in English for Accounting, scoring 90.65. Participants also expressed the importance of updating learning materials, scoring 86.62, and highlighted the motivation they derived from authentic materials in English for Accounting, scoring 88.18. However, some participants expressed moderate comfort (score: 85.32) and difficulty (score: 73.25) when using authentic materials. Nonetheless, their attention to authentic materials in learning English for Accounting was relatively high, scoring 87.53. Participants perceived moderate ease in vocabulary recall (score: 79.09) while utilizing authentic materials. Lastly, the use of authentic materials was perceived to have a positive impact on future work in the field of accounting, scoring 89.61. These findings provide valuable insights for the development of English for Accounting learning materials, emphasizing the significance of authentic materials and the integration of digital modules to enhance the learning experience.

Based on the results of the survey and classroom observation, it can be inferred that there is a clear need for the development of authentic learning materials integrated with various digital platforms within a single digital module. The survey results provided valuable insights into the needs of the students. Therefore, the subsequent phase of the research will involve the design and development of a digital module integrated with a digital platform. The design model and development process of the authentic-based electronic teaching module will be elaborated in detail in the following section. These findings highlight the importance of incorporating authentic materials and digital integration to enhance the learning experience in English for Accounting.

DISCUSSION

The analysis of needs conducted in the previous section illustrates the urgency and implementation of authentic teaching materials in enhancing students' abilities. The questionnaire results indicate that the use of authentic materials significantly aids students in improving their English vocabulary proficiency. However, given the current emphasis on digitalization, there is a pressing need for the development of updated teaching materials. In response to this, the researcher

has designed an digital module that integrates various authentic teaching media, allowing students to learn authentic materials flexibly and conveniently using their mobile devices (Marpaung & Situmeang, 2020);(Arroba Muñoz, 2018);(Arroba & Acosta, 2021). The design model for the developed teaching module can be observed in the figure below. This development aims to address the demands of digital learning and provide students with the opportunity to engage with authentic materials anytime and anywhere, thus enhancing their learning experience in English for Accounting. The design of the digital module was based on video, audio, texts and quizzes (see figure 1 below).

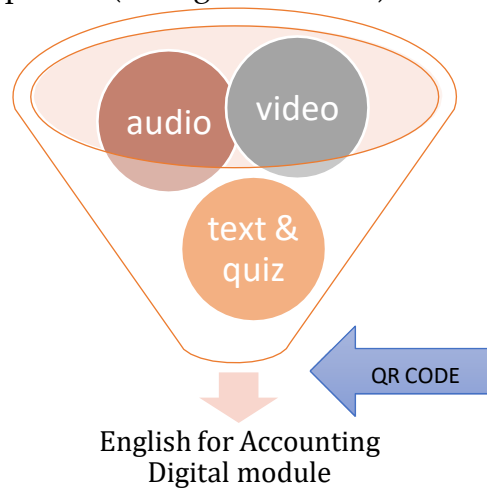


Figure 1. Digital Module Design

The above figure showcases the proposed design model that serves as a reference for developing an digital module integrated with digital multimedia. The integration process utilizes QR codes embedded within the developed digital module. These QR codes enable the seamless integration of various authentic teaching media. In further detail, the module development process incorporates and integrates authentic teaching media that can be accessed using modern mobile devices. With this design in place, the researcher has developed an electronic teaching module consisting of six chapters. This innovative approach aims to enhance the learning experience by providing students with convenient access to a wide range of authentic teaching materials.

The developed digital module has successfully integrated various media, including authentic videos, audios, texts, and quizzes. In addition to these integrated media, several digital platforms, namely YouTube, Google Drive, and Quizizz, have been incorporated to support the materials used within the module. The integration of these media and platforms is made possible through the utilization of QR code technology, which serves as a gateway to access and connect all the authentic teaching materials. To provide a clearer visualization of the digital module, detailed images are presented below, showcasing the form and structure of the produced digital module.



Figure 2. QR integrated with listening process in the Digital Module

In the above figure, one of the activities can be observed, which integrates audio media and the Google Drive platform in the listening process. The audio media utilized consists of recordings from native English speakers, which are stored on Google Drive and integrated using QR code technology. Students only need to scan the QR code to access the required audio materials for their learning. This streamlines the learning process as students can directly listen to the audio exercises aimed at improving their vocabulary. With this integrated system, students no longer need to play the audio on separate devices, as they can easily access the audio media using their mobile phones. The audio materials available in this digital module are authentic materials comprising conversational activities and audio components used in practice exercises for students.

In addition to the integration of QR codes with authentic audio media mentioned above, this module also provides integration with video media for authentic learning experiences. Videos accessed through YouTube can be directly accessed within the module. For a more comprehensive understanding, please refer to the image provided below.



Figure 3. QR integrated with video in the Digital Module

In the above figure, the integration of QR codes with video media from YouTube can be observed. Students will be able to access specific unit materials by watching explanatory videos within this digital module, simply by scanning the provided QR codes. These QR codes are directly integrated with authentic video content that explains various topics covered in specific units. The integration of video media greatly aids students in learning the materials and familiarizing themselves with new vocabulary, as the videos utilized are authentic and delivered by native English speakers. Students will no longer feel overwhelmed when searching for relevant video references related to the English for Accounting topics discussed in class.

In addition to the integration with audio and video, the exercises within this digital module are also integrated with Quizizz, a modern digital quiz platform. This integration aims to motivate students further by utilizing a contemporary digital quiz format that is seamlessly integrated with their mobile devices. The quizzes provided in this module allow students to directly answer questions without the need to fill in separate forms. Students can also attempt the quizzes multiple times, providing them with an opportunity to learn from their mistakes and improve their understanding. This interactive feature facilitates their development and enhances their ability to remember the actual functions and meanings of words.

Based on the presentation of the form and function of the developed digital module, its implementation is expected to aid students in acquiring English vocabulary more efficiently. The development of this digital module is designed to meet the needs of students in the current digital era, utilizing authentic media. The integration of authentic media within the digital module helps students improve their English language skills, particularly in the field of accounting. As stated by Nuriyya (2018), the use of authentic materials exposes students to the real world, making them more engaged when dealing with authentic language and enhancing their motivation in learning vocabulary. Additionally, Ruiz et al. (2015) affirm that the use of authentic materials such as texts, songs, and audio-visual materials in the teaching and learning process adds meaning and success to language learners. In conclusion, the integration of media and authentic materials in the form of digitalization encapsulated in this digital module has a positive impact on students' English language learning process, specifically in improving their vocabulary skills.

CONCLUSION

In conclusion, this research has successfully developed a digital module for "EA (English for Accounting)" that integrates authentic materials and multimedia components. The research findings highlight the significance of utilizing authentic materials and digital integration in enhancing students' English language proficiency, particularly in the context of accounting. The developed digital module, incorporating videos, audios, texts, and quizzes, serves as an effective tool for improving students' vocabulary and language skills. The integration of QR

codes enables seamless access to authentic media, providing students with a convenient and engaging learning experience. Furthermore, the integration with digital platforms such as YouTube, Google Drive, and Quizizz enhances the accessibility and effectiveness of the learning materials. Overall, the development of this digital module offers a valuable alternative to enhance English language instruction in accounting programs, contributing to the advancement of vocational higher education institutions. The integration of authentic materials and digital media not only enhances students' motivation and engagement but also facilitates their language acquisition and understanding of real-world accounting contexts.

REFERENCES

- Al Azri, R. H., & Al-Rashdi, M. H. (2014). The effect of using authentic materials in teaching. *International Journal of Scientific & Technology Research*, 3(10), 249–254.
- Arroba, J., & Acosta, H. (2021). Authentic digital storytelling as alternative teaching strategy to develop speaking skills in EFL classes. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 317–343.
- Arroba Muñoz, J. M. (2018). *Authentic digital storytelling in the english speaking skill*. Universidad Técnica de Ambato. Dirección de Posgrado. Maestría en la ...
- Arsya, F., & Safitri, L. (2018). Pengaruh Metode Pembelajaran Authentic Material Terhadap hasil Belajar Bahasa Arab Siswa. *Educational Studies*, 3, 129.
- Brosnan, D., Brown, K., & Hood, S. (1984). Reading in context. *Adelaide: National Curriculum Resource Center*.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Ellederová, E. (2021). An ESP Coursebook Design Principles Grounded in Design-Based Research. *Taiwan International ESP Journal*, 12(2), 19–47.
- Elmuratova, Z. K., & Kurbaniyazova, S. A. (2022). AUTHENTIC MATERIALS IN TEACHING READING. *Academic Research in Educational Sciences*, 3(10), 697–699.
- Ghanbari, N., Esmaili, F., & Shamsaddini, M. R. (2015). The Effect of Using Authentic Materials on Iranian EFL Learners' Vocabulary Learning. *Theory & Practice in Language Studies*, 5(12).
- Harwood, N. (2010). *English language teaching materials: Theory and practice*. Cambridge University Press.
- Harwood, N. (2014). Content, consumption, and production: Three levels of textbook research. In *English language teaching textbooks* (pp. 1–41). Springer.
- Hidayati, H. (2019). The Use of Authentic Material in Teaching Vocabulary: An Experimental Study at the First Grade of SMA 1 Batukliang in Academic Year 2015-2016. *Linguistics and ELT Journal*, 5(1), 71–79.
- Husan o'g'li, Z. F. (2023). The role of authentic materials in developing listening skills. *Best Journal of Innovation in Science, Research and Development*, 2(6), 531–535.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Krashen, S. (1981). Second language acquisition. *Second Language Learning*, 3(7), 19–39.
- Maley, A. (2016). Principles and procedures in materials development. In *Issues in materials development* (pp. 11–29). Brill.
- Marpaung, M. S., & Situmeang, H. J. P. (2020). Enhancing Students' Vocabulary through Authentic Materials and Multimedia. *Acuity: Journal of English Language Pedagogy*,

- Literature and Culture*, 5(2), 85–101.
- Martinez, A. G. (2002). Authentic materials: An overview. *Karen's Linguistic Issues*.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (Vol. 2). John Wiley & Sons.
- Mierwald, M., Lehmann, T., & Brauch, N. (2022). Writing about the past: the impact of different authentic instructional material on students' argument writing in history. *European Journal of Psychology of Education*, 1–22.
- Mishan, F. (2015). *Materials development for TESOL*. Edinburgh University Press.
- Mohammad, S. G., Abdel-Haq, E. M., & Al-Hadi, T. M. (2018). Using authentic materials for developing vocabulary acquisition among EFL students. *Journal of Faculty of Education, Benha University*, 29(116), 171-197.
- Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge Univ Pr.
- Nuriyya, S. (2018). Authentic materials in the vocabulary development process. *World Science. Azerbaijan State Oil and Industry University*. https://doi.org/10.31435/Rsglobal_ws/12062018/5873.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144–156.
- Polio, C. (2014). Using authentic materials in the beginning language classroom. *Center for Language Education and Research*, 18(1), 1–8.
- Richards Jack, C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Ruíz, C. O., Aguilar, J., & Orozco, Y. (2015). *The implementation of authentic material for teaching vocabulary in an EFL context*. Universidad Tecnológica de Pereira. Facultad de Bellas Artes y Humanidades
- Salas, M. R. (2004). English teachers as materials developers. *Actualidades Investigativas En Educación*, 4(2).
- Tanihardjo, J. (2018). THE EFFECT OF AUTHENTIC MATERIALS ON EFL LEARNERS' COLLOCATIONAL COMPETENCE. *The International English Language Teachers and Lecturers Conference (INELTAL)*, 3, 66–71.
- Tomlinson, B. (2008). Language acquisition and language learning materials. *English Language Learning Materials: A Critical Review*, 3–13.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179.
- Tomlinson, B. (2016). *SLA research and materials development for language learning*. Routledge New York.
- Tomlinson, B., & Masuhara, H. (2017). *The complete guide to the theory and practice of materials development for language learning*. John Wiley & Sons.
- Wahyuni, S., & Hidayat, N. (2016). *The Effect of Using Authentic Material on Students Reading Comprehension*. Universitas Muhammadiyah Surakarta.

INTEGRATION OF QR CODES TO SUPPORT THE DIGITALIZATION OF CASE BASED LEARNING TEACHING MATERIALS IN ENGLISH FOR ENGINEERING

Ni Wayan Sadiyani^{1*}, Putu Sandra Putri Astariani², Ni Ketut Suciani³,
I Putu Yoga Laksana⁴

¹Mechanical Engineering Department, Politeknik Negeri Bali, Indonesia

^{2,3,4}Business Administration Department, Politeknik Negeri Bali, Indonesia
sandraputri88@pnb.ac.id

ABSTRACT

This research aims to develop digital teaching materials based on the case method with the assistance of QR codes for the course English for Engineering. The research method employed is Research and Development (R&D), consisting of needs analysis, product design, and product development. During the analysis phase, needs analysis and literature review related to the digitalization of teaching materials, QR code usage, and the case method are conducted. Subsequently, during the product design phase, digital teaching materials based on the case method with QR code support are designed. In the development phase, the digital teaching materials based on the case method with QR code support are built in the form of digital module. The research findings indicate that the use of digital teaching materials based on the case method with QR code support received very positive responses from students. It can be concluded that the integration of QR codes in the digitalization of "English for Engineering" teaching materials based on the case method is considered compelling for implementation in the classroom. Therefore, it is recommended that the use of QR codes in the development of digital teaching materials based on the case method be implemented in various English for Specific Purposes (ESP) learning contexts in the future.

Keywords: English for Specific Purposes; QR Code; Case Method; Digital Learning Materials

INTRODUCTION

In today's fast-paced digital era, the use of technology has become indispensable in various domains, including education. QR Code technology, which comprises two-dimensional matrix codes capable of storing information such as text, URLs, and videos, has emerged as a valuable tool to enhance interaction and efficiency in educational materials. Within the realm of English language education, QR Codes have been integrated into different instructional approaches, including the case method or Case-Based Learning (CBL), yielding promising outcomes in terms of boosting students' motivation to learn and enhancing the effectiveness of instruction (Lin & Teng, 2018). The implementation of Case-Based Learning (CBL), also known as the case method, is an educational approach that emphasizes the achievement of learning outcomes. Through CBL, the curriculum becomes more focused, and the graduates produced are aligned with the needs of users and society. According to Raza et al (2019), Nkhoma et al (2016) & Nkhoma et al (2017), the utilization of case-based instruction in higher education exposes students to real-life situations and enhances interaction between instructors and students. It promotes the development of critical thinking and analytical skills

among students through practical problem-solving rather than hypothetical scenarios.

Case-Based Learning (CBL) is an active learning strategy that places students at the centre of the learning environment. The case-based approach encourages community-based exploration, student-centeredness, and a focus on realistic and specific situations (Bi et al., 2019). CBL provides students with opportunities to enhance critical thinking skills, problem-solving abilities, communication skills, engagement in the learning process, and motivation and performance in various fields such as healthcare, sciences, and other practical-based fields (Raza et al., 2019); (McLean, 2016); (Chéron et al., 2016); (Bi et al., 2019); (Hong & Yu, 2017); (Kulak et al., 2017); (Çam & Geban, 2017); (Yoo & Park, 2015); (Ali et al., 2018); (Addy et al., 2018); (Dickinson et al., 2018); (Li et al., 2019); (Allchin, 2013); (Jhala & Mathur, 2019); (Thistlethwaite et al., 2012); (Sapeni & Said, 2020). Case-Based Learning (CBL) is an interactive teaching approach involving small group discussions to determine various solutions to presented cases. Similar to problem-based learning (PBL) approaches used in vocational schools, CBL promotes the application of course-based knowledge to practical and applied situations (Brown et al., 2012). Implementing the CBL learning process provides students with a real-world understanding of the cases they will encounter in their future careers. CBL also presents actual and real-life cases faced in the workplace and industry, preparing students to apply their knowledge and experiences effectively in their professional endeavours after graduation.

The studies conducted by Grover et al (2020), Ali et al (2018), and Nicklen et al (2016) focus on the application and implementation of Case-Based Learning (CBL) in an online or hybrid learning environment. Their research provides insights into the execution of CBL integrated with digitalization in education, supporting the advancements of the Education 4.0 era. Through digitalization and a practical-based approach utilizing real-life cases, learners can experience a more authentic and flexible learning environment with online accessibility anytime and anywhere, utilizing various digital media platforms. This integration of CBL with digitalization aims to enhance the learning experience and adaptability of learners in the digital age, aligning education with the demands of the Fourth Industrial Revolution.

The purpose of this study is to develop English for Specific Purposes teaching materials based on Case-Based Learning (CBL) with a blended learning approach, integrating various processes such as curriculum design, assessment, and teaching methods that focus on the skills students need to acquire. CBL emphasizes what students should learn, understand, and apply, as well as how to adapt the knowledge and skills learned for strategic roles in the industrial and business world. Previous studies have shown that CBL enhances a better understanding of fundamental concepts (Yadav et al., 2014) & (M. Z. Nkhoma et al., 2017). The predominant teaching method applied in most Indonesian higher education institutions is teacher-centered, which focuses on input-oriented instruction. This

method places emphasis on the teaching process, assuming that if the educator (lecturer) delivers the course content effectively, it is considered sufficient. The learning outcomes depend on the results of the teaching process. This instructional model is relatively dependent on the instructor's abilities. Students' achievements are measured after the completion of the teaching process. The effectiveness of this method relies on the teaching and learning process. However, one of the weaknesses of this method is that the predetermined learning outcomes may not be fully achieved within the course.

Based on the principles of CM, this research incorporates the hybrid learning method in the classroom process and defines the course as "Case-Based ESP". The design of this instructional material is developed to assist students majoring in engineering, particularly in mechanical engineering, in improving their English language skills to compete effectively in the professional and industrial world.

LITERATURE REVIEW

The advancement of technology has brought significant changes to education, including the field of English for Engineering. In today's digitalized world, it is crucial to embrace innovative teaching methods and materials that cater to the evolving needs of the workforce. One such approach that has gained traction is Case-Based Learning (CBL), which focuses on problem-solving and critical thinking skills through real-world scenarios. Moreover, the combination of face-to-face instruction and online platforms, known as Blended Learning, has opened up new avenues for interactive and flexible learning experiences. Additionally, the development of English for Specific Purposes (ESP) materials has played a vital role in equipping engineering students with the language skills needed for professional communication. This literature review explores the integration of QR codes as a digital tool to support the digitalization of Case-Based Learning teaching materials in English for Engineering. By examining current research and literature in these areas, this study aims to highlight the benefits and challenges associated with incorporating QR codes into instructional design and its impact on students' learning outcomes.

Case Based Learning

A case is a narrative that conveys a hidden message, describing an actual or realistic situation where individuals or a group of people are required to make decisions or solve existing problems (Killen, 2013). When a story or event carries a message within it, presenting a problem to be resolved, it can be considered a case. A case is a representation of knowledge and experience presented in the form of a description of a real-life situation (Çelik et al., 2012). Thus, a case is a problem presented in the form of a detailed description or story. A case is an authentic situation that is contextually rich and highly impactful for students (Quek & Wang, 2010). Cases provide students with a memorable and engaging learning experience, capturing their interest and ensuring lasting impressions. Good case criteria include

a compelling storyline, focusing on new and intriguing issues, containing elements of drama, being no more than five years old, evoking empathy for the central characters, incorporating relevant quotations, providing learning benefits, addressing controversial topics, being decision-oriented, allowing for generalization, and not necessarily being lengthy (Hartono, 2006). Cases are used in teaching to enhance learning about fundamental principles (theory) and practice. Students are encouraged to explore and discover problems and solutions within the given cases under the guidance of tutors or teachers in a discussion-based format. Case-Based Learning (CBL) acts as a catalyst for classroom discussions, with teachers facilitating and students actively engaging in the process (Çelik et al., 2012). CBL is a student-centered approach to learning that utilizes cases as triggers for critical thinking. In CBL, students actively participate in class discussions to analyse the cases presented by the teacher.

Case-Based Learning (CBL) requires students to have prior knowledge of the subject matter, which can then be utilized to discuss the presented cases. Cases are introduced after students have acquired some foundational knowledge to serve as discussion material in the classroom. These cases can be either real or fictional, tailored to fit the learning objectives. It is important to initially present simpler cases in the early stages of learning to avoid overwhelming students and negatively impacting their perception of the subject matter. Case-Based Learning is an active learning strategy that places the student at the centre of the learning environment. This approach encourages community-based exploration, student-centeredness, and a focus on realistic and specific situations (Bi et al., 2019). CBL provides students with opportunities to enhance critical thinking, problem-solving skills, communication abilities, engagement in the learning process, and overall learning motivation and performance in various fields, such as healthcare, sciences, and other practical domains (Raza et al., 2019); (McLean, 2016); (Chéron et al., 2016); (Bi et al., 2019); (Hong & Yu, 2017); (Kulak et al., 2017); (Çam & Geban, 2017); (Yoo & Park, 2015); (Ali et al., 2018); (Addy et al., 2018); (Dickinson et al., 2018); (Li et al., 2019); (Allchin, 2013); (Jhala & Mathur, 2019); (Thistlethwaite et al., 2012); (Sapeni & Said, 2020).

Case-Based Learning (CBL) can effectively develop students' critical thinking skills as the presented cases require deeper thinking. These cases typically involve complex problems that demand careful analysis and the gathering of relevant information to understand the problem's intent. Once students grasp the essence of the case, they must exert considerable effort to solve the non-trivial challenges presented. This aligns with the assertion made by (Killen, 2013), which suggests that case-based learning provides intellectual and emotional exercise, preparing students to face real-world problems once they enter society.

Blended Learning

Hybrid learning is a model that combines the innovation and technological advancements of online learning with the interaction and participation found in

traditional face-to-face instruction (Hendrayati & Pamungkas, 2013). This model integrates in-classroom and online learning by leveraging available technologies. According to Olapiriyakul & Scher (2006), the implementation of blended learning in higher education relies on the use of computers and network technology to support instruction beyond the classroom, resembling distance learning, while also encouraging student engagement in rich content and discussions within the classroom. Many universities have experienced success in implementing hybrid learning courses.

There are four types of blended learning according to experts: face-to-face driver model, rotation model, flex model, and online lab school model (Ansori, 2018). As described by Sudihartinih & Wahyudin (2019), the stages of hybrid learning include teacher-led content delivery, providing practice exercises, utilizing internet services to support exercise completion, and conducting discussions on the exercises (Sudihartinih & Wahyudin, 2019). Furthermore, according to Jamison et al (2014), blended learning is a process of acquiring knowledge and skills (learner-centered) developed through instructional design that integrates digital classroom activities (internet and mobile), print materials, recordings, and traditional face-to-face interactions in a planned and practical pedagogical approach.

One of the advantages of the blended learning model is its contribution to the development and support of interactive strategies in both face-to-face and distance learning settings. It fosters learning outcomes by focusing on student interaction rather than mere content dissemination. Blended learning offers more information and provides prompt feedback, facilitating faster communication between teachers and students. It allows students to access materials anytime and anywhere, enabling them to progress at their own pace and enhances the effectiveness of teaching. However, there are also drawbacks to this model, such as the need for adequate technological facilities and the associated costs, potential disparities in resources, and the possibility of technical constraints due to the extensive use of technology.

Researchers suggest that the blended learning model has the potential to create transformative experiences, challenging teachers to innovate and apply the best methods to educate their students (Tseng et al., 2013). Furthermore, learning through the blended learning model can facilitate and provide opportunities for students to search, discover, and construct knowledge to solve various problems. It creates a flexible and conducive learning environment, allowing students to extract information optimally from various sources. Therefore, the use and development of blended learning should be continuously emphasized and integrated into the teaching and learning process (Xu & Jaggars, 2011).

ESP Materials Development

Material development involves employing various techniques to enhance the effectiveness of a specific learning resource, such as a textbook, newspaper, or magazine. These techniques include omission, addition, reduction, extension,

rewriting/modification, replacement, reordering, and branching (Maley, 2016). In contrast to creating entirely new materials, teachers engage in modification when they adjust an activity or exercise from a textbook to suit their specific teaching context. This highlights the importance of teachers' ability to generate pertinent teaching and learning resources and adapt them to their current instructional needs, even when utilizing outdated textbooks.

Salas (2004) highlighted the close association between material development and material adaptation, noting that both processes demand significant time and effort. While material development entails creating resources from scratch, material adaptation is comparatively "simpler" as teachers can utilize existing texts from other publications. Moreover, the design of general English course books has been influenced by theoretical and empirical concepts put forth by various scholars (Harwood, 2010); (Harwood, 2014); (McDonough et al., 2013); (Mishan, 2015); (Tomlinson, 2008); (Tomlinson, 2012); (Tomlinson, 2016); (Tomlinson & Masuhara, 2017). As there is a scarcity of design guidelines specifically for ESP course books, authors often rely on their own intuition or conventional theories of English course book design to inform their creation.

The process of designing ESP course books involves various aspects, such as syllabus design, activity selection (including individual, pair, and group work), and the development of ESP learning materials. While research on ESP materials design lacks explicit design concepts for course books, a significant focus has been placed on exploring the challenges faced by ESP teachers and analysing discourse within specific communities. The existing guidelines and suggestions are broad in nature and do not provide a comprehensive handbook that can serve as a foundation for ESP materials creators. Consequently, there is a growing need for research techniques that can generate design principles specific to ESP course books, enabling designers to tailor materials to the unique requirements of each ESP course. This emerging demand arises from the increasing prevalence of ESP learning materials development within academic contexts.

METHOD

The research employed a Research and Development (R&D) methodology to develop teaching materials based on the case method/case based learning (CBL) with the assistance of QR codes for the course English for Engineering. The study was conducted at Politeknik Negeri Bali, involving engineering students as the research participants. Data collection involved needs analysis questionnaires to gather insights and feedback on the developed teaching materials. Descriptive method was employed to analyse the collected data. The research aims to contribute to the improvement of English language instruction in engineering programs, specifically in vocational higher education institutions.

Research Design

This study employed a Research and Development (R&D) methodology, an iterative process that allowed for the systematic design and development of digital teaching materials. The R&D method was chosen due to its suitability for creating practical solutions in instructional contexts. This approach consisted of three main phases: needs analysis, product design, and product development.

Subjects/Participants/Data Sources

The participants involved in this study were students enrolled in the course "English for Engineering". These students served as both data sources and beneficiaries of the developed digital teaching materials based on the case method with QR code assistance.

Data Collection Procedures

Data collection took place over several stages throughout each phase of research:

1. Needs Analysis: An initial survey was conducted among current learners to gauge their needs regarding English language instruction specifically tailored towards engineering contexts. Additionally, a comprehensive literature review was carried out relating to digitization of pedagogical resources, use cases for QR codes within education settings, and applications of case-based learning methods.
2. Product Design: Based on insights from the needs analysis stage alongside findings from relevant literature reviews, instructional content was designed using a case-based approach supplemented by QR codes linking to additional resources.
3. Product Development: At this juncture, acquired inputs were incorporated into developing an interactive digital module integrating all designed elements – text-based instructions complemented by QR-codes leading users towards specific online platforms or resources.

Throughout these processes, observations were made continuously regarding how effectively these tools facilitated student engagement with course material during classroom sessions.

Data Analysis Procedures

Post-development data analysis procedures included evaluating student responses towards integrated use of these digitally-enhanced teaching tools:

1. Feedback Surveys: Post-implementation surveys were administered among participant students gauging their views concerning usage ease-of-use and perceived utility value offered by our newly-developed digital modules featuring embedded QR code links.
2. Observational Insights: Researchers' observational notes taken during class sessions helped identify potential areas requiring further refinement within

our educational toolset while also corroborating self-reported feedback received from learner respondents.

Collectively analysed results yielded vital insights about overall effectiveness associated with implementing such digitally-augmented pedagogical strategies within ESP-oriented English language classrooms catering specifically towards engineering students.

FINDINGS

The research design included three main phases to achieve the research objectives. Firstly, a needs analysis was conducted to gather information from current English language learners regarding their specific requirements. Secondly, the design and development of teaching materials were undertaken, incorporating case-based learning and utilizing QR codes as a digital tool. These processes followed the Research and Development (R&D) approach. Lastly, a digital module consisting of integrated teaching materials and QR code functionality was created, enabling seamless access to multiple digital platforms.

Need Analysis Results

The present study investigates various aspects of language learning among students, including their needs, interests, preference for blended learning, favoured learning formats, instructional approaches employed, and the effectiveness of the learning experience. These findings serve as crucial principles in the design and development of teaching materials, which will be tailored to meet the specific needs and preferences of students. Moreover, the incorporation of case-based learning, supported by QR code technology, will enhance the learning process and promote active student engagement. This research aims to contribute to the existing body of knowledge in language education by providing a comprehensive understanding of students' perspectives and highlighting the importance of addressing their specific needs and preferences. The results of the questionnaire can be observed in the figure below.

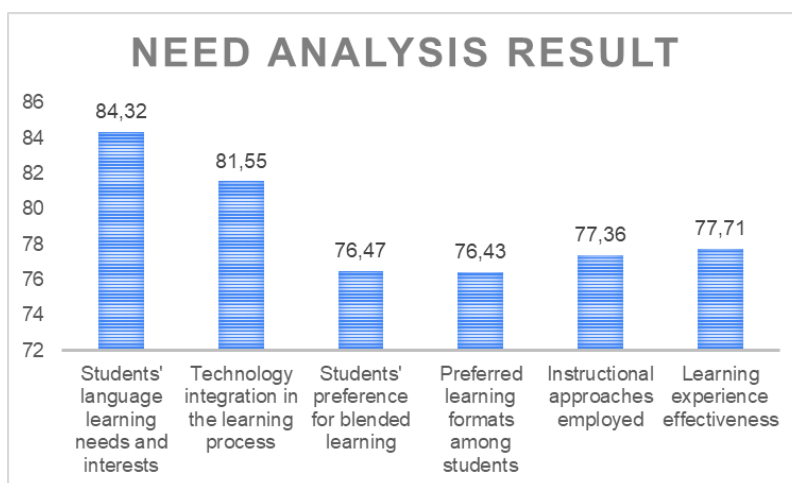


Figure 1. Results of need analysis

The need analysis delved into various aspects of students' language learning experiences. Firstly, it was evident that students were highly motivated and recognized the importance of becoming proficient in English as engineering students (84.32). They understood that English proficiency was crucial for comprehending technical literature, journals, and materials in their field. Moreover, students were confident that having strong English skills would expand their job opportunities within the engineering industry.

Secondly, the integration of technology played a significant role in their language learning process (81.55). Students felt comfortable using devices like mobile phones, tablets, and laptops to support their learning. They found technology advantageous, as it provided engaging and effective learning experiences. Notably, the use of QR codes to access supplementary materials resonated with students, as they believed it enhanced their engagement, interest, and overall learning experience.

Furthermore, students expressed a preference for blended learning approaches (76.47). They appreciated the variety and diversity that blended learning offered throughout their language learning journey. They believed that blended learning would enhance their understanding of English materials and increase their motivation to learn. Students recognized the effectiveness of this approach in developing their English language skills.

Regarding preferred learning formats (76.43), students leaned towards using videos, audios, quizzes, and tests. They found videos and audios valuable for improving their listening comprehension and speaking skills. Quizzes and tests were seen as helpful tools for reinforcing their understanding and assessing their English language proficiency. Students acknowledged the importance of quizzes in evaluating their grasp of the materials and ensuring a comprehensive understanding of English language concepts.

The analysis also explored instructional approaches used in language learning settings (77.36). Students expressed a strong interest in case-based learning approaches. They believed that this method enhanced their understanding of English materials and fostered their analytical thinking skills. Students felt motivated when case-based approaches were employed, as they could relate English language theory to practical applications in the context of mechanical engineering. They recognized the potential of case-based learning to develop their analytical thinking skills, particularly in understanding English language concepts relevant to their field of study.

Lastly, the analysis evaluated the overall effectiveness of the learning experience (77.71). Students believed that case-based learning helped them apply their English language knowledge to real-world situations in mechanical engineering. They felt that blended learning, combined with case-based approaches, improved their understanding and communication abilities in English. Additionally, they believed that case-based learning fostered critical and analytical thinking skills in understanding English language concepts. Students had

confidence that learning through a case-based approach strengthened their understanding of English language aspects relevant to mechanical engineering.

overall, the need analysis provided valuable insights into students' language learning needs, interests, preferences, and the effectiveness of the learning experience. These findings have implications for designing tailored instructional materials and strategies that address students' specific requirements, promoting meaningful language learning outcomes in the field of mechanical engineering.

DISCUSSION

The needs analysis carried out in the preceding segment underscores a critical necessity for innovatively designed, digitally-oriented educational resources. Survey results indicate that blended learning approaches and case-based pedagogy significantly bolster student motivation towards mastering English. Nonetheless, with the heightened focus on digital transformation in today's world, there is an escalating imperative to innovate our teaching materials. In response to this emerging demand, the researcher has engineered a digital module amalgamating diverse media formats within a case-based learning framework (implanted in Video sessions materials). This arrangement enables students to flexibly engage with course content at their convenience via mobile devices. The architectural blueprint of this developed instructional module can be seen in the subsequent figure portrayal. This development initiative aims to meet burgeoning expectations surrounding digital education while offering learners opportunities for interacting with learning materials and case based learning context in blended learning atmosphere whenever they wish and wherever they might be located - thereby enriching their overall language acquisition experience within 'English for Engineering'. The configuration of the proposed digital module incorporates video elements, audio files, written texts and interactive quizzes (refer Figure 1 below).

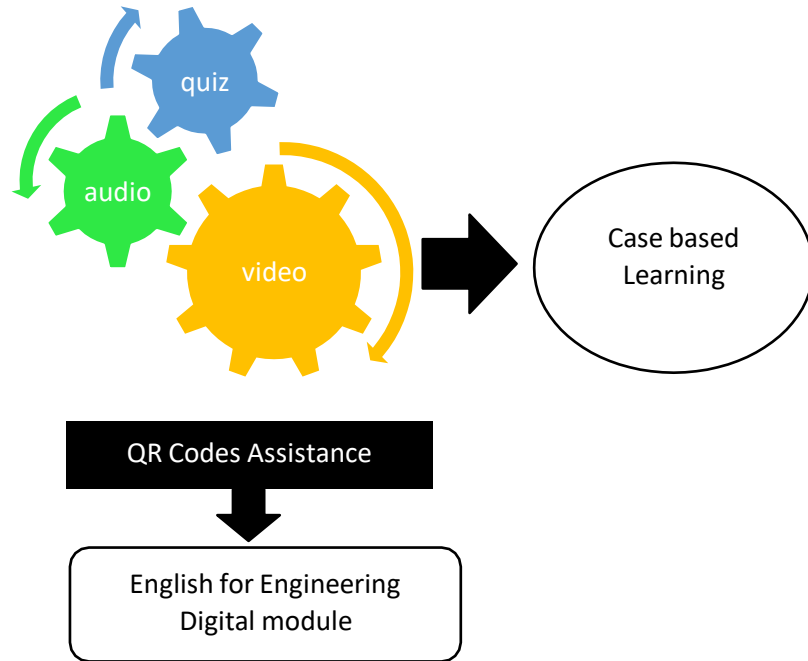


Figure 1. Digital Module Design

The above figure showcases the proposed design model that serves as a reference for developing a digital module integrated with digital multimedia and case based learning. The integration process utilizes QR codes embedded within the developed digital module. These QR codes enable the seamless integration of various teaching media. In further detail, the module development process incorporates and integrates teaching media that can be accessed using modern mobile devices. With this design in place, the researcher has developed an electronic teaching module consisting of eleven chapters. This innovative approach aims to enhance the learning motivation by providing students with convenient access to a wide range of teaching materials.

The design of the e-module was developed with the intention of capturing learners' interest in acquiring English skills for specific purposes. Comprising of 11 chapters covering various topics and discussions, this learning material immerses students in practicing the English language through activities that focus on speaking, reading, writing, and listening skills. The grammar tasks and structure exercises within the module were created and facilitated using the Quizizz application. By utilizing this platform, an automated scoring system is generated upon learners' submission of their answers.

To enhance the learning experience, case-based learning was implemented through video case practices. The module design incorporates vibrant animations, fostering an innovative and engaging atmosphere throughout each chapter. Additionally, learners are provided with the flexibility to listen to audio and watch videos at their own convenience. These audio and video resources are stored in

Google Drive, accessible to students by scanning QR codes during language instruction.

Tasks within the module were prepared using the Quizizz platform, while interactive games were linked to a dedicated website application. QR codes were also employed to seamlessly integrate the e-module with the learning media available on Google Drive and the website.



Figure 2. The cover of digital module

Figure 2 presents the design of the e-module titled "English for Engineering," which specifically caters to students studying English for Engineering at Politeknik Negeri Bali. The primary author's name is positioned below the title, followed by the names of the co-authors. The choice of utilizing a dark blue color scheme throughout the module was made to evoke a sense of professionalism and create an immersive learning environment.

The image shows a page titled "TABLE OF CONTENTS" from the digital module. The page is white with a light green background. It contains a table with four columns: "No.", "Judul", "Halaman", and "Kategori". The table lists various chapters and their corresponding page numbers and categories. The text is somewhat blurry, but the structure is clear.

No.	Judul	Halaman	Kategori
1.	Introduction	1-5	Introduction
2.	English for Engineering	6-10	General English
3.	Engineering English	11-15	Technical English
4.	Engineering English	16-20	Technical English
5.	Engineering English	21-25	Technical English
6.	Engineering English	26-30	Technical English
7.	Engineering English	31-35	Technical English
8.	Engineering English	36-40	Technical English
9.	Engineering English	41-45	Technical English
10.	Engineering English	46-50	Technical English
11.	Engineering English	51-55	Technical English
12.	Engineering English	56-60	Technical English
13.	Engineering English	61-65	Technical English
14.	Engineering English	66-70	Technical English
15.	Engineering English	71-75	Technical English
16.	Engineering English	76-80	Technical English
17.	Engineering English	81-85	Technical English
18.	Engineering English	86-90	Technical English
19.	Engineering English	91-95	Technical English
20.	Engineering English	96-100	Technical English

Figure 3. Table of content

The e-module consists of 11 chapters, each dedicated to specific English language skills and grammar relevant to engineering studies. The thematic focus of the chapters aligns with the field of engineering. The initial chapter, titled "Do You Speak English?", provides a concise overview of engaging in small conversations with classmates. Learners are presented with audio and conversation samples, and they are tasked with writing the correct words based on the audio. Furthermore, the chapter incorporates the use of simple present tense to enhance learners' grasp of basic grammar and writing skills. The primary aim of the first chapter is to cultivate speaking skills, encouraging learners to actively utilize the English language.

The second chapter, "We Use These Tools," specifically introduces engineering tools and equipment. Various types of engineering tools are showcased through pictures, enriching learners' vocabulary. Emphasis is placed on speaking skills, as learners are encouraged to name and pronounce each tool correctly. An audio component is integrated, providing guidance on pronouncing engineering equipment terms. Chapter three focuses on reading comprehension and revolves around the procedure for changing oil in a motorcycle. Learners are instructed to carefully read the passage and analyse the step-by-step process, ranging from warming up the engine to adding oil. Additionally, a QR code is incorporated, allowing learners to access a video demonstrating the oil replacement process.

The fourth chapter elaborates on the present continuous tense, providing explanations on its usage in describing current activities. Several examples are provided to enhance learners' comprehension of this grammatical concept. Simple games are integrated, with learners able to access them by scanning a QR code, which directs them to a dedicated games website. The subsequent chapter combines reading and structure elements related to engineering concepts. Through reading activities, students have the opportunity to expand their vocabulary and develop simple sentence structures. A writing task is incorporated using the Quizizz platform, accessible through a QR code, enabling learners to answer questions and submit their responses.

Chapter six utilizes visual learning tools, primarily employing pictures. The chapter emphasizes speaking skills and focuses on the present continuous tense. The provided pictures depict students assembling a simple car, checking an air conditioning machine, and fixing a motorbike. These images allow learners to understand the names and functions of different components. Chapter seven is designed to enhance learners' understanding of the simple past tense. Titled "What Did You Do Yesterday?", this chapter familiarizes students with daily activities and workplace situations. Audio recordings and four conversations are provided via QR codes. Furthermore, learners engage in a writing task to analyse their proficiency in forming past tense sentences.

In the subsequent chapter, learners are introduced to several irregular past tense verbs. By acquiring these vocabulary terms, students are expected to expand their repertoire of commonly used irregular verbs in daily activities and the

workplace. Following the introduction of irregular verbs, learners are encouraged to practice their speaking skills. Chapter nine focuses on further developing learners' speaking abilities, promoting critical thinking. Students are prompted to express and elaborate on activities depicted in pictures using the past tense. The chapter includes four pictures, with the first illustrating people inspecting and analysing a machine. Learners are required to analyse the actions of the three individuals observing the machine. The second picture depicts the process of measuring liquid in a chemistry lab, involving multiple students focusing on the fluid relevant to the machine. The third picture showcases two learners observing mechanical elements, crucial for engineering students studying English for Specific Purposes (ESP). The final picture portrays students fixing wires in a laboratory setting.

The subsequent chapter predominantly emphasizes listening and speaking skills. It provides an explanation of future tense usage in daily activities and the industry. Titled "They Will Study at Campus," this chapter includes a QR code that connects learners to a video stored on Google Drive, enhancing their listening abilities. The final chapter consistently focuses on the future tense, instructing learners on its structure and application. Students are tasked with constructing future tense sentences using "going to" and "will." Additionally, vocabularies associated with machine tools are displayed, familiarizing learners with specific equipment used in engineering.



Figure 4. The audio in the form of QR codes

The e-module incorporates a variety of audio materials to enhance learners' listening and pronunciation skills, specifically focusing on specific vocabulary items. As depicted in Figure 4, QR codes accompanying the pictures allow learners to conveniently scan and access audios via Google Drive. The inclusion of audio serves multiple purposes, including facilitating the analysis of conversations, completing assignments, and improving vocabulary pronunciation. Analysing the conversations enables learners to replay the audio recordings prepared by the

researchers, thereby gaining a deeper understanding of the topics discussed. When completing tasks, learners are required to fill in the missing parts of statements. The ability to replay the audio aids in minimizing incorrect answer selections and contributes to learners' proficiency in pronouncing English vocabulary.



Figure 5. Tasks which are integrated to quizizz platform and Case Study Video on Youtube

The research conducted in this study revealed the benefits of utilizing Quizizz as an assessment tool in the teaching and learning process for developers and lecturers. Quizizz offers advantages such as direct scoring, allowing for immediate evaluation of learners' abilities. This platform offers customization options, including the addition of images, background color changes, videos, and audio within the question structure. The tasks are generated using the Quizizz website, which provides several options for constructing questions. Once the assignment is created, the subsequent step involves generating a link that can be attached to the e-module in the form of a QR code. Additionally, a case study video is incorporated into the e-module, accessible through a QR code which later connect to youtube platform. This blended learning module, supported by QR codes, provides students with an opportunity to engage in practical learning experiences.

CONCLUSION

In conclusion, this research successfully developed digital teaching materials based on the case method with the assistance of QR codes for the course "English for Engineering." Through the Research and Development (R&D) approach, which encompassed needs analysis, product design, and product development, the study addressed the increasing demand for digitalization in educational materials and the integration of innovative pedagogical approaches. The findings revealed that the utilization of digital teaching materials based on the case method with QR code support received highly positive responses from students. The integration of QR codes in the digitalization of teaching materials proved to be engaging and effective,

enhancing students' learning experience and promoting their language acquisition in the field of engineering. These findings suggest that the incorporation of QR codes in the development of digital teaching materials based on the case method holds significant potential for implementation in various English for Specific Purposes (ESP) learning contexts. As such, it is recommended that future English language instruction in engineering and related fields consider the implementation of QR codes as a means to enhance student engagement, motivation, and overall learning outcomes.

REFERENCES

- Addy, T. M., Dube, D., Croft, C., Nardolilli, J. O., Paynter, O. C., Hutchings, M. L., Honsberger, M. J., & Reeves, P. M. (2018). Integrating a serious game into case-based learning. *Simulation & Gaming, 49*(4), 378–400.
- Ali, M., Han, S. C., Bilal, H. S. M., Lee, S., Kang, M. J. Y., Kang, B. H., Razzaq, M. A., & Amin, M. B. (2018). iCBLS: An interactive case-based learning system for medical education. *International Journal of Medical Informatics, 109*, 55–69.
- Allchin, D. (2013). Problem-and case-based learning in science: an introduction to distinctions, values, and outcomes. *CBE—Life Sciences Education, 12*(3), 364–372.
- Ansori, M. (2018). Desain dan Evaluasi Pembelajaran Blended Learning Berbasis Whatsapp Group (WAG). *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam, 1*(1), 120–134.
- Arroba, J., & Acosta, H. (2021). Authentic digital storytelling as alternative teaching strategy to develop speaking skills in EFL classes. *LEARN Journal: Language Education and Acquisition Research Network, 14*(1), 317–343.
- Arroba Muñoz, J. M. (2018). *Authentic digital storytelling in the english speaking skill*. Universidad Técnica de Ambato. Dirección de Posgrado. Maestria en la
- Bi, M., Zhao, Z., Yang, J., & Wang, Y. (2019). Comparison of case-based learning and traditional method in teaching postgraduate students of medical oncology. *Medical Teacher, 41*(10), 1124–1128.
- Brown, K., Commandant, M., Kartolo, A., Rowed, C., Stanek, A., Sultan, H., Toor, K., & Wininger, V. (2012). *Case based learning teaching methodology in undergraduate health sciences*.
- Çam, A., & Geban, Ö. (2017). Effectiveness of case-based learning instruction on pre-service teachers' chemistry motivation and attitudes toward chemistry. *Research in Science & Technological Education, 35*(1), 74–87.
- Çelik, S., Demirarslan Cevik, Y., & Haslamani, T. (2012). Reflections of Prospective Teachers Regarding Case-Based Learning. *Online Submission, 3*(4), 64–78.
- Chéron, M., Ademi, M., Kraft, F., & Löffler-Stastka, H. (2016). Case-based learning and multiple choice questioning methods favored by students. *BMC Medical Education, 16*(1), 1–7.
- Dickinson, B. L., Lackey, W., Sheakley, M., Miller, L., Jevett, S., & Shattuck, B. (2018). Involving a real patient in the design and implementation of case-based learning to engage learners. *Advances in Physiology Education, 42*(1), 118–122.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Ellederová, E. (2021). An ESP Coursebook Design Principles Grounded in Design-Based

- Research. *Taiwan International ESP Journal*, 12(2), 19–47.
- Grover, S., Garg, B., & Sood, N. (2020). Introduction of case-based learning aided by WhatsApp messenger in pathology teaching for medical students. *Journal of Postgraduate Medicine*, 66(1), 17.
- Hartono, J. (2006). *Filosofi, Pendekatan, dan Penerapan Pembelajaran Metode Kasus Untuk Dosen dan Mahasiswa*. Yogyakarta: Andi Offset.
- Harwood, N. (2010). *English language teaching materials: Theory and practice*. Cambridge University Press.
- Harwood, N. (2014). Content, consumption, and production: Three levels of textbook research. In *English language teaching textbooks* (pp. 1–41). Springer.
- Hendrayati, H., & Pamungkas, B. (2013). Implementasi model hybrid learning pada proses pembelajaran mata kuliah statistika ii di prodi manajemen Fpeb Upi. *Jurnal Penelitian Pendidikan*, 13(2).
- Hong, S., & Yu, P. (2017). Comparison of the effectiveness of two styles of case-based learning implemented in lectures for developing nursing students' critical thinking ability: A randomized controlled trial. *International Journal of Nursing Studies*, 68, 16–24.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Jamison, A., Kolmos, A., & Holgaard, J. E. (2014). Hybrid learning: An integrative approach to engineering education. *Journal of Engineering Education*, 103(2), 253–273.
- Jhala, M., & Mathur, J. (2019). The association between deep learning approach and case based learning. *BMC Medical Education*, 19(1), 1–4.
- Killen, R. (2013). *Effective teaching strategies: Lessons from research and practice (6th ed.)*. Cengage Learning Australia.
- Kulak, V., Newton, G., & Sharma, R. (2017). Does the Use of Case-Based Learning Impact the Retention of Key Concepts in Undergraduate Biochemistry?. *International Journal of Higher Education*, 6(2), 110–120.
- Li, S., Ye, X., & Chen, W. (2019). Practice and effectiveness of “nursing case-based learning” course on nursing student's critical thinking ability: A comparative study. *Nurse Education in Practice*, 36, 91–96.
- Lin, K.-Y., & Teng, D. C.-E. (2018). Using quick response codes to increase Students' participation in case-based learning courses. *CIN: Computers, Informatics, Nursing*, 36(11), 560–566.
- Maley, A. (2016). Principles and procedures in materials development. In *Issues in materials development* (pp. 11–29). Brill.
- Marpaung, M. S., & Situmeang, H. J. P. (2020). Enhancing Students' Vocabulary through Authentic Materials and Multimedia. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 5(2), 85–101.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (Vol. 2). John Wiley & Sons.
- McLean, S. F. (2016). Case-based learning and its application in medical and health-care fields: a review of worldwide literature. *Journal of Medical Education and Curricular Development*, 3, JMECD-S20377.
- Mishan, F. (2015). *Materials development for TESOL*. Edinburgh University Press.
- Nicklen, P., Keating, J. L., Paynter, S., Storr, M., & Maloney, S. (2016). Remote-online case-based learning: a comparison of remote-online and face-to-face, case-based learning-a randomized controlled trial. *Education for Health*, 29(3), 195.

- Nkhoma, M., Lam, T., Richardson, J., Kam, K., & Lau, K. H. (2016). Developing case-based learning activities based on the revised Bloom's Taxonomy. *Informing Science & IT Education Conference (In SITE)*, 85–93.
- Nkhoma, M. Z., Lam, T. K., Sriratanaviriyakul, N., Richardson, J., Kam, B., & Lau, K. H. (2017). Unpacking the revised Bloom's taxonomy: developing case-based learning activities. *Education+ Training*.
- Olapiriyakul, K., & Scher, J. M. (2006). A guide to establishing hybrid learning courses: Employing information technology to create a new learning experience, and a case study. *The Internet and Higher Education*, 9(4), 287–301.
- Quek, C. L., & Wang, Q. (2010). *Supporting beginning teachers' case-based learning in a technology-mediated learning environment*.
- Raza, S. A., Qazi, W., & Umer, B. (2019). Examining the impact of case-based learning on student engagement, learning motivation and learning performance among university students. *Journal of Applied Research in Higher Education*.
- Salas, M. R. (2004). English teachers as materials developers. *Actualidades Investigativas En Educación*, 4(2).
- Sapeni, M. A.-A. R., & Said, S. (2020). The effectiveness of case-based learning in increasing critical thinking of nursing students: A literature review. *Enfermeria Clinica*, 30, 182–185.
- Sudihartinih, E., & Wahyudin, W. (2019). Pembelajaran berbasis digital: studi penggunaan Geogebra berbantuan e-learning untuk meningkatkan hasil belajar matematika. *Jurnal Tatsqif*, 17(1), 87–103.
- Thistlethwaite, J. E., Davies, D., Ekeocha, S., Kidd, J. M., MacDougall, C., Matthews, P., Purkis, J., & Clay, D. (2012). The effectiveness of case-based learning in health professional education. A BEME systematic review: BEME Guide No. 23. *Medical Teacher*, 34(6), e421–e444.
- Tomlinson, B. (2008). Language acquisition and language learning materials. *English Language Learning Materials: A Critical Review*, 3–13.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179.
- Tomlinson, B. (2016). *SLA research and materials development for language learning*. Routledge New York.
- Tomlinson, B., & Masuhara, H. (2017). *The complete guide to the theory and practice of materials development for language learning*. John Wiley & Sons.
- Tseng, K.-H., Chang, C.-C., Lou, S.-J., & Chen, W.-P. (2013). Attitudes towards science, technology, engineering and mathematics (STEM) in a project-based learning (PjBL) environment. *International Journal of Technology and Design Education*, 23(1), 87–102.
- Xu, D., & Jaggars, S. S. (2011). Online and Hybrid Course Enrollment and Performance in Washington State Community and Technical Colleges. CCRC Working Paper No. 31. *Community College Research Center, Columbia University*.
- Yadav, A., Vinh, M., Shaver, G. M., Meckl, P., & Firebaugh, S. (2014). Case-based instruction: Improving students' conceptual understanding through cases in a mechanical engineering course. *Journal of Research in Science Teaching*, 51(5), 659–677.
- Yoo, M., & Park, H. (2015). Effects of case-based learning on communication skills, problem-solving ability, and learning motivation in nursing students. *Nursing & Health Sciences*, 17(2), 166–172.

EMPLOYING DUAL-LANGUAGE (ENGLISH & INDONESIAN) MULTIMODAL TEACHING MATERIALS FOR THE FRONT OFFICE OPERATIONS COURSE

Ni Nyoman Sri Astuti^{1*}, Raden Roro Rieta Anggraheni²,
Sang Ayu Made Krisna Dewi Natalia³, Ni Ketut Bagiastuti⁴
^{1,2,3,4}TourismDepartment, Politeknik Negeri Bali, Indonesia
nyomansriastuti@pnb.ac.id

ABSTRACT

This experimental research investigates the effectiveness of employing dual-language (English and Indonesian) multimodal teaching materials for the Front Office Operations course in enhancing students' foreign language proficiency. The study utilizes a multimodal approach that integrates various communication modes, including text, images, audio, and video which integrated by using QR codes, to create an immersive and interactive learning environment. The research employs a pre- and post-test design and analyses the collected data using a t-test to assess the impact of the teaching materials on students' language proficiency. The results demonstrate a significant improvement in students' foreign language skills, highlighting the positive effects of using dual-language multimodal teaching materials. The findings underscore the importance of integrating authentic and contextually relevant materials in language instruction and emphasize the value of a multimodal approach in facilitating language learning. This research contributes to the field of language education by providing empirical evidence on the effectiveness of employing dual-language multimodal teaching materials for enhancing students' foreign language proficiency. The outcomes of this study offer practical implications for educators seeking innovative approaches to promote language acquisition and create engaging learning environments in diverse educational settings.

Keywords: Dual-language teaching materials; Multimodal approach; Front Office Operations course; Foreign language proficiency

INTRODUCTION

In today's interconnected world, being proficient in English has become increasingly important, especially in the hospitality and tourism industry. English is widely recognized as the international language of communication, making it crucial for students pursuing careers in this field to have a strong command of the language (W. Li et al., 2022). However, students in non-English speaking countries often face difficulties in acquiring English language skills due to limited exposure and ineffective teaching materials (Sucitra, 2020).

To address this issue, one approach is to use dual-language (English and Indonesian) multimodal teaching materials in the Front Office Operations course. Multimodal teaching materials refer to resources that incorporate various modes of communication, such as text, images, audio, and video, to facilitate learning and understanding (Choi & Yi, 2015).

Research has shown that the use of multimodal teaching materials can significantly improve students' language proficiency and academic performance

(W. Li et al., 2022). For example, studies have demonstrated the positive effects of multimodal input on vocabulary learning in English as a foreign language (EFL) learners (W. Li et al., 2022). Additionally, integrating multimodal resources in teaching English skills has been found to enhance students' ability to communicate and understand different cultures (Ferstephanie & Pratiwi, 2023). Moreover, the development of dual-language (English and Indonesian) multimodal teaching materials has emerged as a solution to enhance students' foreign language proficiency, as indicated by recent studies (Doumanis et al., 2019),(Gordani & Khajavi, 2020),(Pellicer-Sánchez et al., 2020),(M. Li, 2020),(Aryana et al., 2022). This approach assists students in comprehending the material more effectively and efficiently.

Moreover, including both English and Indonesian languages in the teaching materials can help students connect their existing knowledge and language skills with the target language (Setoningsih, 2022). This approach recognizes the importance of students' native language and culture while promoting the development of English language proficiency (Husin & Nurbayani, 2017). By incorporating familiar concepts and vocabulary in Indonesian, students can better grasp and apply English language concepts, leading to improved achievement in the Front Office Operations course (Husin & Nurbayani, 2017).

In conclusion, the use of dual-language multimodal teaching materials in the Front Office Operations course can be a valuable strategy to enhance students' English language achievement. These materials provide a comprehensive and engaging learning experience, effectively addressing the challenges faced by non-English speaking students and facilitating their language acquisition process (Pan & Zhang, 2020). The following sections of this article will explore the specific benefits and strategies for implementing dual-language multimodal teaching materials in the Front Office Operations course, along with evidence-based recommendations for educators and curriculum developers.

LITERATURE REVIEW

The development of dual-language (English and Indonesian) multimodal teaching materials for the Front Office Operations course is a relatively new topic in the context of foreign language instruction in Indonesia. In recent years, the use of multimedia-based teaching materials has become a trend in foreign language pedagogy. Numerous studies have demonstrated that incorporating multimodality in instructional materials can enhance students' learning motivation and their proficiency in understanding and utilizing the foreign language.

Multimodality refers to the utilization of multiple modes or forms of communication, such as visual, auditory, and kinaesthetic, to convey a message or meaning (Jewitt et al., 2016). In education, the multimodal approach is employed to enhance learning outcomes by providing diverse sensory inputs and opportunities for active engagement and participation (Van Leeuwen, 2021). Incorporating multimodal elements in teaching materials can promote students' understanding,

increase their motivation and engagement, and facilitate the development of critical thinking skills (Doumanis et al., 2019). Moreover, multimodal teaching materials can enhance students' retention and recall of information, as well as their ability to transfer knowledge to new situations (Gordani & Khajavi, 2020). Therefore, the multimodal approach can enhance the effectiveness of language instruction and promote better learning outcomes for students.

Bilingual teaching materials refer to instructional materials presented in two different languages, such as English and Indonesian. This approach aims to enhance students' language proficiency and facilitate a better understanding of the learning materials (Puspita et al., 2014; Sandiyanti, 2018). Bilingual teaching materials can also facilitate better comprehension for students who have not fully mastered the language of instruction, particularly in terms of vocabulary (Zhang, 2017). The utilization of bilingual teaching materials is supported by research indicating that this approach can enhance students' motivation and participation in learning, as well as enrich their learning experiences (Rahim et al., 2020). Furthermore, bilingual teaching materials can assist students in effectively developing their second language skills through the provision of examples and explanations in their native language (Cenoz & Gorter, 2011). However, it is important to acknowledge that the effectiveness of using bilingual teaching materials also depends on the design and implementation of such materials. Therefore, it is necessary to design and develop bilingual teaching materials that take into consideration the multimodal aspects of instruction, such as incorporating images, audio, and video, to enhance student engagement in learning and enrich their learning experiences (Gordani & Khajavi, 2020).

In addition to the previous exposition, several relevant studies regarding the use of multimodal approaches in the learning process have been conducted. Istiqomah's study (Istiqomah, 2016), for instance, explored the use of the Sway app as a multimodal teaching material for developing explanatory texts. Istiqomah demonstrated the potential of incorporating multimodal elements in instructional materials to enhance learning outcomes and student engagement. Another study by Lee et al (2014) revealed that the use of multimodal teaching materials can improve students' learning response and outcomes. Lee et al (2014) also found that employing various types of multimedia instructional materials, such as videos, animations, and interactive simulations, can significantly enhance learning outcomes and student response. Similarly, Zamzamy (2021) developed multimodal-based teaching materials for teaching Indonesian language to non-native speakers during the Covid-19 pandemic. Likewise, (Pacheco et al., 2021) emphasized the importance of utilizing a multimodal approach to support language learning and enhance student engagement in the learning process.

Furthermore, several recent studies have highlighted the impact of multimodal use in the classroom learning process. Doumanis et al (2019) investigated the effects of a collaborative multimodal virtual environment in learning through a gamified online debate. The study revealed the potential of

incorporating multimodal elements in virtual learning environments to enhance learning outcomes and student engagement. The findings indicated that multimodal environments can encourage collaborative learning, provide opportunities for active participation, and facilitate the development of critical thinking skills. This research highlights the significance of considering a multimodal approach in the design and development of instructional materials to enhance the effectiveness of language instruction.

In the context of the Front Office Operations course, the use of dual-language (English and Indonesian) multimodal teaching materials can assist students in understanding and utilizing English in the context of front office work. However, despite some relevant research, studies on the development of dual-language multimodal teaching materials for the Front Office Operations course are still limited. Therefore, this research holds urgency in filling the literature gap and providing practical guidance for the effective and efficient development of dual-language (English and Indonesian) teaching materials for the Front Office Operations course.

METHOD

This study utilizes a descriptive statistical quantitative approach with a quasi-experimental design to investigate the effectiveness of employing dual-language (English & Indonesian) multimodal teaching materials in improving students' achievement in English within the Front Office Operations course. The quasi-experimental design employed in this study is the Quasi-Experiment: One-Group Pretest-Posttest Design. This design involves measuring and observing a group of students before (pre-test) and after (post-test) the implementation of the teaching materials (Fraenkel et al., 2012). By comparing the pre- and post-test scores, we can assess the impact of employing dual-language multimodal teaching materials on students' achievement in English.

The participants of this study consist of 80 students enrolled in the Tourism Management Business study program. The primary objective of this research is to enhance students' achievement in English, specifically within the Front Office Operations course, by utilizing dual-language multimodal teaching materials. To measure the improvement in students' achievement, a pre-test and post-test will be administered using a questionnaire specifically designed to evaluate their English proficiency. The questionnaire will focus on the aspects directly related to the Front Office Operations course.

Throughout a specified timeframe, the students will engage in various learning activities facilitated by the dual-language multimodal teaching materials. These materials incorporate diverse communication modes, including text, images, audio, and video, to foster active student engagement and facilitate comprehension. Before implementing the teaching materials, the students will undergo a pre-test questionnaire to assess their initial English proficiency. Following the completion of the Front Office Operations course and exposure to the dual-language

multimodal teaching materials, the same questionnaire will be administered as a post-test to evaluate any improvements in students' achievement.

The collected pre-test and post-test data will be subjected to appropriate statistical analysis, such as paired-samples t-test, to determine the statistical significance of the observed improvements in students' achievement in English. Validity and reliability tests will be conducted to ensure the quality of the research instruments. The validity of the questionnaire will be examined to ensure that it effectively measures the intended constructs. Additionally, the reliability of the questionnaire will be assessed using established methods like Cronbach's Alpha to ensure its internal consistency.

In conclusion, this research aims to investigate the effectiveness of employing dual-language multimodal teaching materials in improving students' achievement in English within the Front Office Operations course. By utilizing a quasi-experimental design and appropriate data analysis techniques, this study will provide valuable insights into the impact of this instructional approach on students' learning outcomes.

FINDINGS

The paired samples t-test was conducted to analyze the data obtained from the SPSS 25 program in order to assess the impact of employing dual-language (English & Indonesian) multimodal teaching materials on improving students' achievement in English within the Front Office Operations course. The main objective of this study is to investigate the effectiveness of utilizing dual-language multimodal teaching materials in enhancing students' achievement in English within the context of the Front Office Operations course. To evaluate the improvement in students' achievement, a paired samples t-test was employed. This statistical analysis technique allows for the comparison of scores obtained before and after the implementation of the dual-language multimodal teaching materials.

The data analysis was conducted using the SPSS 25 software, which facilitated the examination of the effects of the teaching materials on students' English language proficiency and their overall performance in the Front Office Operations course. By utilizing the paired samples t-test, this study aimed to provide quantitative evidence of the impact of employing dual-language multimodal teaching materials on students' achievement in English. The findings obtained from the statistical analysis helped determine the effectiveness of this instructional approach and contribute to the existing body of knowledge in language education. Overall, the utilization of the paired samples t-test and the SPSS 25 program allowed for a robust examination of the effects of employing dual-language multimodal teaching materials in improving students' achievement in English within the Front Office Operations course.

Tabel 1. Descriptive statistics of pre-test and post-test

	N	Minimu m	Maximu m	Mean	Std. Deviation
pretest	80	40,00	90,00	61,0390	11,52825
posttest	80	60,00	95,00	70,1299	7,45242
Valid N (listwise)	80				

Source: Processed data, 2023

The average score of 80 students enrolled in the Front Office Operations course prior to the implementation of dual-language (English & Indonesian) multimodal teaching materials revealed an average level of English achievement at 61.0390, based on the processed data. However, with the integration of authentic digital-based teaching resources in the form of electronic modules, students' average vocabulary mastery improved to 70.1299. Standard deviation, a measure of data dispersion from the mean, is an important indicator. A smaller standard deviation suggests that the values in the sample or population are closely clustered around the mean. In this case, the post-test data exhibited a smaller standard deviation (7.45242) compared to the pre-test data (11.52825). This indicates that there is less variation in English test scores among students after the implementation of the dual-language multimodal teaching materials.

A larger standard deviation implies greater variance among the population members. Therefore, a higher standard deviation is generally considered unfavourable. These findings underscore the positive impact of employing dual-language multimodal teaching materials in enhancing students' achievement in English within the Front Office Operations course. The reduced standard deviation signifies a more consistent level of English achievement among students, indicating the effectiveness of this teaching approach in fostering shared understanding and improved English proficiency. Overall, these results provide empirical evidence supporting the effectiveness of incorporating dual-language multimodal teaching materials to enhance students' achievement in English within the Front Office Operations course.

Table 2. Analysis result of Paired Samples Correlations

	N	Correlat ion	Sig.
Pair 1 pretest & posttest	80	0,917	0,000

Source: Processed data, 2023

Table 3. Data interpretation result from Correlation Coefficient

Correlation coefficient, r (positive/negative)	Interpretation
0,001-0,200	Very weak/Low correlation
0,201-0,400	Weak/Low Correlation
0,401-0,700	Correlation is quite strong/High
0,701-0,900	Strong/High correlation
0,901-1,000	Very strong/High correlation

Source: Guilford J.P, Fundamental Statistics in Psychology and Education

The aim of this study was to evaluate the impact of employing dual-language (English & Indonesian) multimodal teaching materials on improving students' achievement in English within the Front Office Operations course. Specifically, the study aimed to assess the strengths and weaknesses of the relationship between pre- and post-intervention scores of 80 students. The analysis of the data revealed a strong positive correlation between the pre- and post-intervention scores, with a calculated correlation coefficient (R) of 0.917. This indicates a highly significant association between the two sets of scores. The correlation coefficient falls within the range of 0.901 to 1.000, further confirming the robustness of the correlation observed.

The statistical analysis also included a probability value, which was found to be less than the conventional significance level of 0.05. This suggests that the observed correlation is statistically significant. The findings highlight the effectiveness of employing dual-language multimodal teaching materials in improving students' achievement in English within the Front Office Operations course. The use of authentic content and digital platforms in the classroom setting has proven to be highly beneficial for enhancing students' English proficiency.

Table 4. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	pretest - posttest	-9,09	5,56	0,448	-9,98	-8,206	-20,306	79	0,000

Source: Processed data, 2023

This statistical test aims to determine whether there is a significant difference in the mean achievement levels of two related sample groups. Specifically, the test investigates the impact of employing dual-language (English & Indonesian) multimodal teaching materials on improving students' achievement in English within the Front Office Operations course. The test follows the following steps:

1. Hypothesis Formulation:

H0: There is no significant difference between the achievement levels before and after implementing dual-language multimodal teaching materials in the Front Office Operations course.

H1: There is a significant difference between the achievement levels before and after implementing dual-language multimodal teaching materials in the Front Office Operations course.

The null hypothesis (H0) suggests that there is no substantial difference in achievement levels, while the alternative hypothesis (H1) posits that the utilization of dual-language multimodal teaching materials has a significant impact on students' achievement in English. These hypotheses enable us to examine whether the implementation of dual-language multimodal teaching materials leads to a measurable improvement in students' English achievement within the Front Office Operations course. The statistical test will provide empirical evidence to either support or reject these hypotheses, thereby shedding light on the effectiveness of this instructional approach.

2. Decision Making

The following is the decision-making framework:

a) Based on the comparison of t count and t table

- If $t\text{-count} < t\text{-table}$ or $-t\text{-count} < -t\text{-table}$ then H0 is accepted
- If $t\text{-count} > t\text{-table}$ or $-t\text{-count} > -t\text{-table}$ then H0 is rejected

A significance level of 0.05 was chosen for this test, corresponding to a 95% confidence level. The significance level represents the acceptable level of error in determining the statistical significance of the results. With a sample size of 80 students, the degrees of freedom (df) can be calculated as $(n - 1)$, resulting in 79 degrees of freedom for this test.

The test is conducted on both sides to examine whether there is a significant difference in the average achievement levels between the pre-test and post-test, or vice versa. This allows us to capture any changes that may occur in either direction. The significance level of 0.05 indicates that if the observed difference in the average achievement levels is larger or smaller than what would be expected by chance alone, the difference is considered statistically significant. By employing this statistical approach, we can assess whether the utilization of dual-language multimodal teaching materials has a meaningful impact on improving student's achievement in English within the Front Office Operations course.

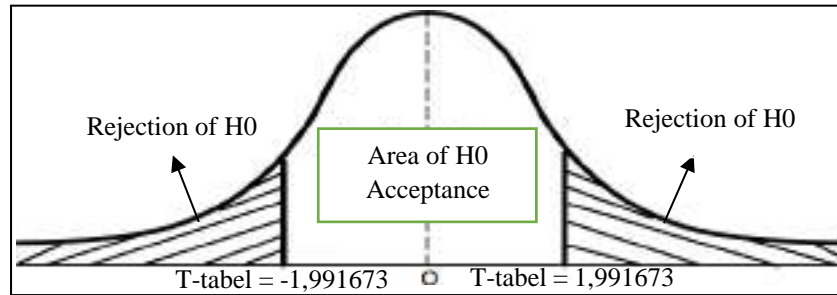


Figure 1. The test Area

At the 95% confidence level, the analysis conducted using the SPSS 25 statistical program revealed that the obtained t-value of -20.306 exceeded the critical t-value of -1.991673. This significant difference in the t-values leads us to reject the null hypothesis (H_0), indicating that there is a substantial difference between the achievement levels before and after employing dual-language multimodal teaching materials in the Front Office Operations course. These findings provide evidence to support the claim that the implementation of dual-language multimodal teaching materials has a significant impact on improving students' achievement in English within the Front Office Operations course. The observed difference in achievement levels is not likely due to chance, but rather attributable to the effectiveness of utilizing these teaching materials. By rejecting the null hypothesis, this study supports the notion that employing dual-language multimodal teaching materials can contribute to enhancing students' achievement in English within the Front Office Operations course.

b) Based probability value

For the side test using a 2-sided test, the test criteria are seen from the sig (α) value where:

- If the value of sig (α) < 0.05, then H_0 is rejected.
- If the value of sig (α) > 0.05, then H_0 is accepted.

The obtained results reveal a significant difference in the classroom learning process between the pre- and post-implementation of dual-language (English & Indonesian) multimodal teaching materials for improving students' English proficiency in the Front Office Operations course. The significance level, calculated to be 0.000, falls well below the predetermined threshold of 0.05. As a result, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_1) is supported.

The statistical analysis provides strong evidence for the effectiveness of incorporating material-based electronic modules, which are integrated with a multimodal approach and dual-language instruction, in enhancing students' English proficiency. The observed significance level of 0.000 and the corresponding t-score of -20.306 substantiate the positive influence of these teaching materials. The findings highlight the value of employing dual-language multimodal resources in promoting students' mastery of the English language.

Moreover, the integration of real digital media within the teaching materials proves to be particularly beneficial in facilitating vocabulary acquisition and overall language proficiency improvement. These results underscore the importance of utilizing dual-language (English & Indonesian) multimodal teaching materials to enhance students' achievement in English proficiency within the Front Office Operations course. By incorporating various modalities and incorporating dual-language instruction, students are exposed to diverse learning opportunities that effectively enhance their language skills and foster a comprehensive understanding of the English language.

DISCUSSION

The findings of this research provide empirical evidence to support the effectiveness of employing dual-language (English and Indonesian) multimodal teaching materials in improving students' achievement in English within the Front Office Operations course. The statistical analysis revealed a significant difference between the achievement levels before and after the implementation of these teaching materials, supporting the alternative hypothesis. This indicates that the utilization of dual-language multimodal teaching materials has a substantial impact on students' achievement in English.

The integration of multiple modes of communication and the inclusion of both English and Indonesian languages in the materials cater to different learning styles and facilitate the connection between students' existing knowledge and the target language. This leads to enhanced language proficiency and self-efficacy in speaking ability. These findings align with previous research that highlights the positive effects of multimodal teaching approaches on language proficiency and academic performance (Butler, 2004).

Moreover, the findings of this study offer compelling evidence regarding the effectiveness of employing dual-language multimodal teaching materials in improving students' achievement in English within the Front Office Operations course. The rejection of the null hypothesis indicates a significant difference in achievement levels before and after the implementation of these materials.

Previous studies have examined the impact of dual-language instruction on language learning outcomes, providing valuable insights. Chávez-Moreno (2021) & Brutt-Griffler & Jang (2022) conducted research on bilingual education programs and found that integrating two languages into instructional practices positively influenced students' development of language proficiency. Similarly, Steele et al (2017) investigated the effects of dual-language immersion programs on academic performance across various subjects, highlighting its positive influence on overall student achievement.

Multimodal approaches have garnered attention due to their ability to engage learners through multiple sensory channels simultaneously (Lwin, 2019). Vungthong et al (2017) & Xie et al (2021) explored the use of multimodal resources in language classrooms and found that they effectively enhance students'

comprehension and retention abilities especially in vocabulary mastery and writing performance. These findings align with the results of our study, which demonstrate that employing multimodal teaching materials contributes to improved English achievement among participants in the Front Office Operations course.

Furthermore, the integration of electronic modules with a multimodal approach has shown promising results in enhancing language proficiency. Ysquierdo (2018) & Enayati & Gilakjani (2020) investigated computer-assisted language learning platforms that utilize multimedia elements for vocabulary acquisition among English as a Foreign Language (EFL) learners and reported significant improvements in vocabulary knowledge compared to traditional methods.

Dual-language instruction combined with multimodality has been acknowledged as particularly impactful for second language learners. Usanova & Schnoor (2021) emphasized how this approach promotes linguistic competence while fostering cross-cultural understanding among students from diverse backgrounds. Additionally, Sharma & Singh (2021) highlighted how the integration of multiple modes, such as visual aids or gestures, supports vocabulary acquisition in second language learners.

In short, the findings of this study, supported by a range of relevant research, underscore the effectiveness of employing dual-language multimodal teaching materials to enhance students' achievement in English within the Front Office Operations course. These materials provide opportunities to engage learners through various modalities and contribute to the development of language proficiency. The implications are significant not only for educators but also for curriculum designers seeking innovative approaches to promote language learning outcomes. However, it is important to acknowledge the limitations of this study, including the specific context and limited sample size. Future research could explore the effectiveness of dual-language multimodal teaching materials in different educational settings and with larger sample sizes. Qualitative research methods could also be employed to gain deeper insights into students' experiences and perceptions of using these materials (Williams et al., 2016).

CONCLUSION

The findings of this study provide strong empirical evidence supporting the effectiveness of employing dual-language multimodal teaching materials to enhance students' achievement in English within the Front Office Operations course. The statistical analysis demonstrated a significant difference in achievement levels before and after the implementation of these materials, confirming their positive impact on language learning. By incorporating various modes of communication and incorporating both English and Indonesian languages, these teaching materials cater to different learning styles and facilitate the connection between students' prior knowledge and the target language. These findings align with previous research highlighting the benefits of multimodal approaches in

language instruction and carry important implications for language educators and curriculum developers. It underscores the value of integrating multimodal resources and taking into account students' language backgrounds and cultural contexts. In conclusion, this study contributes to the existing literature by providing robust empirical evidence that supports the effectiveness of dual-language multimodal teaching materials in improving students' English achievement within the Front Office Operations course. The integration of diverse communication modes and the inclusion of both English and Indonesian languages contribute to enhanced language proficiency and self-confidence in speaking. These findings have significant implications for language educators and curriculum developers, emphasizing the importance of incorporating multimodal resources and tailoring language instruction to students' native language and cultural backgrounds. They shed light on effective instructional strategies that can optimize language learning outcomes and enhance students' overall language proficiency.

REFERENCES

- Aryana, I. N. R., Rahmanu, I. W. E. D., Sitawati, A. A. R., Laksana, I. P. Y., & Yuliantini, N. (2022). Multimodal Immersion Towards Learners' Behaviours Intention to Use E-learning in EFL Classroom. *International Conference on Applied Science and Technology on Social Science 2022 (ICAST-SS 2022)*, 153–158.
- Brutt-Griffler, J., & Jang, E. (2022). Dual language programs: An exploration of bilingual students' academic achievement, language proficiencies and engagement using a mixed methods approach. *International Journal of Bilingual Education and Bilingualism*, 25(1), 1–22.
- Butler, Y. G. (2004). What Level of English Proficiency Do Elementary School Teachers Need to Attain to Teach EFL? Case Studies From Korea, Taiwan, and Japan. *Tesol Quarterly*. <https://doi.org/10.2307/3588380>
- Cenoz, J., & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. *The Modern Language Journal*, 95(3), 356–369.
- Chávez-Moreno, L. C. (2021). Dual language as white property: Examining a secondary bilingual-education program and Latinx equity. *American Educational Research Journal*, 58(6), 1107–1141.
- Choi, J., & Yi, Y.-J. (2015). Teachers' Integration of Multimodality Into Classroom Practices for English Language Learners. *Tesol Journal*. <https://doi.org/10.1002/tesj.204>
- Doumanis, I., Economou, D., Sim, G. R., & Porter, S. (2019). The impact of multimodal collaborative virtual environments on learning: A gamified online debate. *Computers & Education*, 130, 121–138.
- Enayati, F., & Gilakjani, A. P. (2020). The Impact of Computer Assisted Language Learning (CALL) on Improving Intermediate EFL Learners' Vocabulary Learning. *International Journal of Language Education*, 4(1), 96–112.
- Ferstephanie, J., & Pratiwi, T. L. (2023). Teachers' Beliefs of Using Multimodal Resources in Teaching English Skills. *Ideas Journal on English Language*

- Teaching and Learning Linguistics and Literature.*
<https://doi.org/10.24256/ideas.v10i2.3217>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (Vol. 7). McGraw-hill New York.
- Gordani, Y., & Khajavi, Y. (2020). The impacts of multi-modal PowerPoint presentation on the EFL students' content knowledge attainment and retention over time. *Education and Information Technologies*, 25(1), 403–417.
- Husin, M. S., & Nurbayani, E. (2017). The Ability of Indonesian EFL Learners in Writing Academic Papers. *Dinamika Ilmu.*
<https://doi.org/10.21093/di.v17i2.725>
- Istiqomah, S. P. (2016). The development of learning material: Explanation text based on multimodal by using sway app in 11th grade of sman 1 Batu. *International Journal of Education and Research*, 4(9), 313–322.
- Jewitt, C., Bezemer, J., & O'Halloran, K. (2016). *Introducing multimodality*. Routledge.
- Lee, Y.-H., Hsiao, C., & Ho, C.-H. (2014). The effects of various multimedia instructional materials on students' learning responses and outcomes: A comparative experimental study. *Computers in Human Behavior*, 40, 119–132.
- Li, M. (2020). Multimodal pedagogy in TESOL teacher education: Students' perspectives. *System*, 94, 102337.
- Li, W., Yu, J., Zhang, Z., & Liu, X. (2022). Dual Coding or Cognitive Load? Exploring the Effect of Multimodal Input on English as a Foreign Language Learners' Vocabulary Learning. *Frontiers in Psychology.*
<https://doi.org/10.3389/fpsyg.2022.834706>
- Lwin, S. M. (2019). *A multimodal perspective on applied storytelling performances: Narrativity in context*. Routledge.
- Pacheco, M. B., Smith, B. E., Deig, A., & Amgott, N. A. (2021). Scaffolding multimodal composition with emergent bilingual students. *Journal of Literacy Research*, 53(2), 149–173.
- Pan, X., & Zhang, Z. (2020). An Empirical Study of Application of Multimodal Approach to Teaching Reading in EFL in Senior High School. *International Journal of Emerging Technologies in Learning (Ijet).*
<https://doi.org/10.3991/ijet.v15i02.11267>
- Pellicer-Sánchez, A., Tragant, E., Conklin, K., Rodgers, M., Serrano, R., & Llanes, A. (2020). Young Learners' processing Of Multimodal Input And Its Impact On Reading Comprehension: An Eye-Tracking Study. *Studies in Second Language Acquisition*, 42(3), 577–598.
- Puspita, M., Sumarni, W., & Pamelasari, S. D. (2014). Pengembangan Modul Bilingual bergambar terhadap minat belajar siswa pada tema energi di alam sekitar. *Unnes Science Education Journal*, 3(2).
- Rahim, A., Hamdi, S., & Arcana, I. N. (2020). Developing bilingual learning multimedia in integral application learning material for vocational school. *Al-Jabar: Jurnal Pendidikan Matematika*, 11(2), 201–210.
- Sandiyanti, A. (2018). *Pengembangan Modul Bilingual Bergambar Berbasis Quantum*

- Learning Pada Materi Peluang Kelas VII SMP It Az-Zahra*. UIN Raden Intan Lampung.
- Setoningsih, D. A. (2022). Secondary Education Students' and Teachers' Perspectives on EMI. *English Learning Innovation*. <https://doi.org/10.22219/englie.v3i1.19793>
- Sharma, S., & Singh, S. (2021). Vision-based hand gesture recognition using deep learning for the interpretation of sign language. *Expert Systems with Applications*, 182, 115657.
- Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1_suppl), 282S-306S.
- Sucitra, S. (2020). Students' Perceptions Toward Bilingual Education at ICP Chemistry Education in Makassar. *Journal of Asian Multicultural Research for Educational Study*. <https://doi.org/10.47616/jamres.v1i1.10>
- Usanova, I., & Schnoor, B. (2021). Exploring multiliteracies in multilingual students: Profiles of multilingual writing skills. *Bilingual Research Journal*, 44(1), 56–73.
- Van Leeuwen, T. (2021). *Multimodality and identity*. Routledge.
- Vungthong, S., Djonov, E., & Torr, J. (2017). Images as a resource for supporting vocabulary learning: A multimodal analysis of Thai EFL tablet apps for primary school children. *Tesol Quarterly*, 51(1), 32–58.
- Williams, J. T. B., Darcy, I., & Newman, S. D. (2016). Modality-Specific Processing Precedes Amodal Linguistic Processing During L2 Sign Language Acquisition: A Longitudinal Study. *Cortex*. <https://doi.org/10.1016/j.cortex.2015.11.015>
- Xie, Q., Liu, X., Zhang, N., Zhang, Q., Jiang, X., & Wen, L. (2021). Vlog-Based Multimodal Composing: Enhancing EFL Learners' Writing Performance. *Applied Sciences*, 11(20), 9655.
- Ysquerdo, R. (2018). *The effects of computer-assisted language learning on english language proficiency*. Walden University.
- Zamzamy, D. A. (2021). Development of multimodal language teaching materials for Indonesian language for foreign speakers (BIPA) during pandemic time. *English Language and Literature International Conference (ELLiC) Proceedings*, 4, 21–31.
- Zhang, Z. (2017). *The effects of reading bilingual books on vocabulary learning*. The University of Western Ontario (Canada).

CHARACTER EDUCATION THROUGH DANCE THEATRE *THE MERCY OF DURGA DEVI*

Ni Ketut Dewi Yulianti¹, Ni Nyoman Kasih², I Ketut Sumerjana³

^{1,2,3}Institut Seni Indonesia Denpasar
dewiyulianti@isi-dps.ac.id

ABSTRACT

Moral degradation such as corruption, murder, divorce, and others which are currently faced by Indonesia is the reason for the significance of character education in Indonesia. Apart from character education, it can also be carried out through performing arts in the form of dance theatre. Dance theatre which always contains moral values is very beneficial for the audience which can be measured from character values. This study aims to find out the metaphors used in the dialogue and the values of the national character contained in the dance theatre *The Mercy of Durga Devi* and the moral values contained in the dance theatre. The method used is descriptive qualitative method, which includes three stages, namely (1) data collection stage, (2) data analysis stage, and (3) the presentation of results analysis stage. The results of the study show that the dance theatre *The Mercy of Durga Devi*, which was adapted from *Srimad Bhagavatam*, contains metaphors that make conveying character values easier and more interesting to understand. The values of the national character are religious, creative, tolerant, responsible, peace-loving, and independent which convey the message which every leader must carry out the scriptures, do *yadnya*, and give charity.

Keywords: moral value, character value, dance theatre, *Srimad Bhagavatam*

1. INTRODUCTION

Moral degradation such as corruption, murder, divorce, and others that are currently faced by Indonesia is the reason for the significance of character education in Indonesia. Apart from character education, character education can also be carried out through performing arts in the form of dance theatre. Dance theatre which always contains moral values is very beneficial for the audience which can be measured from character values (Gunawan, I., & Sulistyoningrum, 2016). Character education is a very significant nowadays. Character education is an effort to realize the mandate of *Pancasila* and the opening of the 1945 Constitution which is motivated by the reality of current national problems, such as shifting ethical values in the life of the nation and state (Yulianti, 2019). Moving from the need of character education in Indonesia, the role of a work of art with the theme of character education is very significant in representing those problems.

The dance theatre art work in English entitled *The Mercy of Durga Devi* contains character values and moral values in it. This dance theatre is adapted from one of the stories in the *Srimad Bhagavatam*, namely the part in chapter four of the canto ten which tells about *Durga Devi* saving *Devaki's* son from *Kamsa's* cruelty and atrocities. Besides, this dance theatre uses metaphors in its dialogues.

Metaphor is a form of figurative language used to make comparisons or parables between two different things, by connecting one thing with another in a series of words or phrases (Faoziah, I., Mulyani, S., & Herdiana, 2019). The comparisons created in metaphors are non-literal, meaning that the words or

phrases used do not have a literal meaning or connotation, but are used to express ideas, images or emotions in a more creative and colourful way. Metaphor since the time of Aristotle is known as one of the comparative language styles. Aristotle's idea is still used today. The proof is, in books for students and students of literature, metaphors are generally considered as part of a style of language that has a figurative or figurative meaning. That is, it has a meaning that is not the same as one or all of its elements, but in the context of the same sentence (Prayogi, I., & Oktavianti, 2020).

A simple example of a metaphor is "*dia adalah bunga mawar*" In this sentence, the use of the word "*bunga mawar*" to describe a person implies that the person has beautiful and elegant characteristics, like a rose, even though they are not physically a flower. However, metaphor can also be interpreted as a style of language in a broader sense. An example is a simile, which also compares the character of something with something else using the words "like", "like" and "deserved". It can also be called a metaphor because there is a comparison.

The dance theatre art work with the play of *Durga Devi* gives a gift by saving the sons of Devaki and Vasudeva aims to present a work of art based on local wisdom, with very deep eastern cultural values, and dialogue in English to display works of art that have a universal perspective with a paradigm universally accepted by people in various parts of the world.

Dance theatre that presents character education values continues to be developed to support national education goals in Indonesia. The story of *Durga Devi* giving gifts to *Devaki* and *Basudewa* is not as popular as the epic stories of Ramayana or Mahabharata for the world community, because the *Srimad Bhagavatam* which contains this story is a higher scripture than the Bhagavad Gita, and this scripture describes lilas (holy journey) of the Gods. The character values included in it are staged in the English-language dance theatre artwork, which in this artwork is accompanied by MIDI music in the performance.

This work has the potential benefit to the community, especially artists who work on character education, English, drama arts, dance, and also music, to be used as a source/inspiration for the creation of works which combine elements of drama, dance, music, and English.

Based on the explanation above, there are two main problems discussed in this study, which the following:

1. What kinds of metaphors are contained in the theatrical text of *The Mercy of Durga Devi*?
2. What are the values of national character and moral values contained in the dance theatre of *The Mercy of Durga Devi*?

2. METHOD

The method used in this study is descriptive qualitative method, which includes three stages, namely (1) data collection stage, (2) data analysis stage, and (3) the presentation of results analysis stage. The qualitative descriptive method is

one of the research approaches used to describe and explain the phenomena in depth. This method focuses more in understanding than measuring or calculating variables statistically. In the qualitative descriptive method, researchers use qualitative data such as text, interview transcripts, images, or field notes to understand the context, meaning, and perspectives that emerge from participants or data sources (Yusanto, 2020). Qualitative descriptive methods focus on the description and interpretation of qualitative data without measuring or calculating variables statistically (Adlini, et al. 2022). The qualitative descriptive method includes three main stages, namely the data collection stage, the data analysis stage, and the presentation of results analysis stage.

3. DISCUSSION

The Mercy of Durga Devi is an English-language dance theatre that uses metaphors in its dialogues that contain national character values and moral values. This dance theatre is adapted from one of the stories in the *Srimad Bhagavatam*, namely the part in chapter four of the canto 10 entitled The Atrocities of Kamsa which tells about Durga Devi saving Devaki's son from Kamsa's cruelty (Prabhupada, 1993).

This art theatre is a medium for developing character education. This work is also related for teaching because the work made is related to the theories and concepts of dance theatre as well as the relevant rules of grammar in English.

3.1 Metaphor in Dance Theatre of *The Mercy of Durga Devi*

Before discussing the metaphors used in *The Mercy of Durga Devi* dance theatre, it is very important to provide a synopsis of the dance theatre.

It is said that after Vasudeva put the iron cuffs back on as they were before, all the prison doors were closed again by Yomaya's power, and then Yomaya made a cry like a newborn baby. The sound of crying woke the jailers, then they rushed to tell Kamsa that Devaki had given birth. Hearing the news, Kamsa rushed to the delivery room. Even though Devaki had begged the child not to be killed, the demon snatched the child from Devaki's hands and then slammed the child on a rock. Unfortunately for Kamsa, however, the new born child slipped from his hands, rose above his head and transformed into the eight-armed Durga. Durga then said to Kamsa that the enemy you thought was born somewhere else, then your plan to torture the children will prove to be a failure.

According to a prophecy, Devaki's eighth son would kill Kansa. When Kansa saw that the eighth child was a girl and heard that his enemy had been born elsewhere, he was stunned. He then decided to release Devaki and Vasudeva, and confessed his guilt in front of them. Kansa knelt apologizing at the feet of Devaki and Vasudeva and tried to convince them that they should not grieve over his act of killing their children because everything that happened was predestined.

Devaki and Vasudeva immediately forgave all of Kamsa's atrocities because by nature they were very pious beings. Kansa then returned to his residence after

seeing that his sister and brother-in-law were happy. However, after the night had passed, Kamsa summoned his ministers and told them everything that had happened. His ministers, who were all asuras, advised Kamsa that all children born in the last ten days in villages within Kamsa's kingdom should be killed, because an enemy of Kamsa had been born somewhere. Although the gods are always afraid of Kamsa, they are not to be treated lightly; they are enemies, so Kamsa must try his best to get rid of their existence (Prabhupada, 2011).

The metaphor referred to in this paper is a metaphor in a wider sense which includes all types of figure of speech. In the dance theatre dialogue of *The Mercy Durga Devi*, the types of metaphors found are hyperbole, metaphor, paradox, simile, and antithesis. An explanation of each of these metaphors is as follows.

1. Hyperbole

Data 1.

"I am the most beautiful woman in the world"

Hyperbole is an exaggerated utterance or states something more than reality (Larson, 1998:127). In this sentence in data 1, the conversation that took place between the 2 women is hyperbole. This statement is proven because of the impossibility of a woman knowing that she is the most beautiful woman in the world, because this world is literally and generally known so widely. Therefore, the sentence contains an exaggerated meaning.

Data 2.

"I can't live without eating meat"

This sentence above also contains hyperbole. It is seen by how the person says they cannot live without eating meat. In fact, people all around the world will be simply fine by eating vegetables. They can be healthy as well. This is an exaggeration which means the person loves to eat meat so much.

2. Metaphor

Data 3.

In this dance theatre, a metaphor is found. It is written in a sentence "The king of gambling". Metaphor is the expression of comparing two things explicitly, in a basic form (Keraf, 2007:139). In comparing one into other thing, it doesn't use words like *as* or *like*. In this data, the person is compared to a king. It means that the person has the big authority, the big role, and being in a high position. In a literal way, it means that the person is very good at doing a gambling.

3. Paradox

Data 4.

Paradox is found in this case. Paradox is a figurative language which contains the peak contradiction with the facts (Keraf, 2007:136). Paradox is written in "The principle of dharma is often neglected". In hinduism term, *dharma* means law that should be followed by a person. In this case, it should be done well

especially by Hindu people. Meanwhile, the sentence shows the contradiction which it is often neglected. Here, we can see the contradiction which present a paradox.

4. Simile

Data 5

Simile is similar with a metaphor. But in comparing things to another, it uses the word like *as* or *like*. Simile is found in an utterance “I am indeed so sinful that exactly like a *raksasa* who eats his own child”. In this circumstance, King *Kamsa* compares himself with a *raksasa* to describe his behavior. *Raksasa* often has a characteristic which are wild, greedy and grumpy.

Data 6.

Another simile is found in this text. It says in “Each of them as bright and beautiful as fire”. The utterance here is comparing the children that has been killed by King *Kamsa* which they are beautiful. To make it figuratively, it is compared to a fire that is shining brightly.

5. Antithesis

Data 7.

In the last data, antithesis is described. Antithesis is a figurative expression which contains the opposing ideas by using the opposing words or groups of words (Keraf, 2007:126). In this data the antithesis says “This is the life of this material world which is formed by duality: day-night, good-bad, male-female-virtuous-evil, pious-impious, happiness-unhappiness”. The opposing words are used to describe the duality that happens in this material world.

3.2 National Character Values and Theatre Moral Values of *The Mercy of Durga Devi*

National character values are a collection of norms, ethics, and attitudes that characterize a nation or community group (Daniah, 2019). National character values reflect the identity, beliefs and principles held by the community as the foundation for acting, interacting and living together. These values shape the culture, morality and ethics that guide individuals in making decisions and behaving in society (Ningsih, 2022).

The values of the national character embodied in *The Mercy of Durga Devi* dance theatre are religious, creative, tolerant, responsible, peace-loving, and independent. Based on the above values can be described as follows.

a. Religious Value

Religious values in *The Mercy of Durga Devi* dance theatre reflect scenes of worship, worship, or religious rituals to express spiritual values and human relationships with God. The dance theatre can be an effort to explore spiritual meaning or search for truth and wisdom in life. The religious values contained in it

can give rich and deep nuances of respect or expression of gratitude to God, which is depicted in a dance theatre piece, *The Mercy of Durga Devi*.

b. Creative Value

The Mercy of Durga Devi dance theatre contains a creative value in it, which includes new choreographic movements by combining various dance styles, such as contemporary dance, traditional dance, dialogues used in English, and music accompaniment. Traditional collaboration with modern gives the artists involved developing new insights, experimenting with innovative ideas, and conveying messages in fresh and engaging ways.

c. Tolerance Value

The value of tolerance in this dance theatre is Durga Devi giving King Kamsa the opportunity to improve himself and change his evil ways of life. The value of tolerance in this story is seen when Durga Devi gives a second chance to King Kamsa, showing the importance of giving a chance to correct mistakes and change for the better.

d. Responsibility Value

The value of responsibility in this dance theatre can be seen in the decisions made by the characters in this story. Vasudeva and Devaki responsibly delivered their son Sri Krishna to a safe place to save his life from King Kamsa. Vasudeva and Devaki had a great responsibility as parents to protect and care for their son, Sri Krishna. Even though they face many obstacles and threats, they try to protect their child with courage and love.

e. Love of Peace Value

The value of peace-loving in the dance theater *The Mercy of Durga Devi* reflects the importance of seeking peace, brotherhood and tolerance in the face of conflict and adversity. In the dance theater, Kamsa knelt apologizing at the feet of Devaki and Vasudeva and tried to convince them that they should not grieve over the act of killing their children because everything that happened was predestined. Devaki and Vasudeva immediately forgave all of Kamsa's atrocities because by nature they were very pious.

Based on the character values above, moral values which are a powerful tool to inspire and teach the audience can be explained. Moral values are a set of principles, norms, or ethical standards that serve as guidelines for individuals or groups in assessing actions and behaviour as right or wrong, good or bad, according to values that are believed to be truth or goodness (Bisri, M. H., & Asmoro, 2019).

The moral values in the dance theatre of *The Mercy of Durga Devi* reflect the moral teachings and messages conveyed through dance theatre. The art of dance theatre has great potential to teach positive values and deepen understanding of

ethics, kindness and morality to the audience. Some of the moral values contained in *The Mercy of Durga Devi* dance theatre are (1) Kindness and Compassion: Even though King Kamsa was an evil and cruel person, when Durga Devi rebuked him, King Kamsa apologized to Vasudeva and Devaki. Vasudeva and Devaki gave their child truly love and care, despite many obstacles and difficulties; (2) Tolerance and Openness: Vasudeva and Devaki accept destiny and come to terms with difficult situations, showing the value of tolerance and openness to the trials life throws at them; (3) Protection of Truth: Durga Devi stands on the side of truth and tries to stop the evil King Kamsa. This moral value shows the importance of fighting to protect the truth and against injustice.

4. CONCLUSION

The Mercy of Durga Devi is an English-language dance theatre which uses metaphors in its dialogue and contains national character values and moral values in it. This dance theatre is taken from one of the stories in the *Srimad Bhagavatam*, namely the part in chapter four of the tenth stanza which tells about Durga Devi saving Devaki's son from Kamsa's cruelty.

The metaphor referred in this paper is a metaphor in a wider sense which includes all types of figure of speech. In the dance theatre dialogue *The Mercy Durga Devi*, the types of metaphors are hyperbole, metaphor, paradox, simile, and antithesis.

The values of the national character embodied in *The Mercy of Durga Devi* dance theatre are religious, creative, tolerant, responsible, peace-loving, and independent. The dance theatre also contains moral values, namely kindness and compassion, tolerance and openness, and protection of the truth. In addition to the above moral values, this dance theatre also brings a message that every leader must carry out the scriptures, do *yadnya*, and give charity.

BIBLIOGRAPHY

- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode penelitian kualitatif studi pustaka. *Edumaspul: Jurnal Pendidikan*, 6(1), 974-980.
- Bisri, M. H., & Asmoro, B. T. (2019). Etika pelayanan publik di Indonesia. *Journal of Governance Innovation*, 1(1), 59-76.
- Daniah, D. (2019). (2019). Nilai Kearifan Lokal Didong Dalam Upaya Pembinaan Karakter Peserta Didik. *Pionir: Jurnal Pendidikan*, 8(1).
- Faoziah, I., Mulyani, S., & Herdiana, H. (2019). Gaya Bahasa Pada Lirik Lagu Dalam Album "Gajah" Karya Muhammad Tulus. *Literasi: Jurnal Bahasa Dan Sastra Indonesia Serta Pembelajarannya*, 3(1), 9-22.
- Gunawan, I., & Sulistyoningrum, R. T. (2016). Menggali Nilai-Nilai Keunggulan Lokal Kesenian Reog Ponorogo Guna Mengembangkan Materi Keragaman Suku Bangsa Dan Budaya Pada Mata Pelajaran IPS Kelas IV Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 3(01).

- Keraf, G. (2007). *Diksi dan Gaya Bahasa*. PT Gramedia Pustaka.
- Larson, M. L. (1998). *Meaning-Based Translation. A guide to Cross-Language Equivalence. Second Edition*. University Press of America.
- Ningsih, D. K. (2022). Analisis Pendidikan Karakter dalam Literasi Budaya dan Kewargaan pada Seni Barongan. In *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran)*, 5, pp, 246–259.
- Prabhupada, A. C. (1993). *Srimad Bhagavatam. Fourth Canto (English)*. The Bhaktivedanta Book Trust.
- Prabhupada, A. C. (2011). *Srimad Bhagavatam. (Terjemahan dalam bahasa Indonesian: Tim Penerjemah)*. Hanuman Sakti di bawah lisensi The Bhaktivedanta Book Trust.
- Prayogi, I., & Oktavianti, I. N. (2020). Mengenal Metafora dan Metafora Konseptual. *Sasindo: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(1).
- Yulianti, N. K. D. (2019). Nilai-Nilai Karakteristik dalam Teks Sastra The History of The Life of Ajamila. *Pustaka: Jurnal Ilmu-Ilmu Budaya*, 19(1), 9–12.
- Yusanto, Y. (2020). Ragam Pendekatan Penelitian Kualitatif. *Journal of Scientific Communication (Jsc)*, 1(1).

THE EFFECTIVENESS OF DIGITAL GAME BASED LEARNING TOWARD STUDENTS' VOCABULARY MASTERY

Made Diana Ayu Hemas

Ganesha University of Education
madedianaayuhemas14@undiksha.ac.id

ABSTRACT

Vocabulary is a course focuses on words and words meaning. There are five factors to make students are difficult to learn about vocabulary. Digital game based learning is suitable media to solve the difficulties in learning vocabulary. It has a function to improve students' vocabulary mastery. This study aims to investigate the effectiveness of digital game based learning toward students' vocabulary mastery. The researcher used library research to find information about the effectiveness of digital game based learning. The result showed that digital game based learning had effectiveness on the benefit, EFL students and young learners' vocabulary.

Keywords: vocabulary mastery, digital game based learning, effectiveness

INTRODUCTION

Vocabulary is the basic element to learn about English. Vocabulary is important because it has a function to connect the materials, for example, are four skills of language (Huyen & Nga as cited at Rohani & Pourgharib, 2013). Vocabulary is the knowledge that focuses on words and words meaning (Alizadeh, 2016). According to (Linsen & Nunan, 2005: 121) vocabulary is a process to collect words by an individual. The numbers of collecting the words by people are different. According to Hinkel (2004: 41), there are three categories of mastering vocabulary based on age such as (1) young learner needs to master 4.000-5.000 words, (2) adult learner masters 17.000 words, and (3) post-graduate should master 20.000 words. To master the number of vocabulary student needs to understand about vocabulary mastery. The term vocabulary mastery is a process to understand vocabulary. Student needs to fulfill the process of vocabulary mastery such as to know the meaning of vocabulary; the comprehension in learning vocabulary, speaking and writing form of vocabulary, the grammatical error, collocation of the word, and word derivation (Thornbury, 2002: 13-14).

Vocabulary mastery has aspects that should be taught by a teacher in the learning process. According to Ur (1996: 60), the aspects of vocabulary mastery are (1) Form. It focuses on pronunciation and spelling. (2) Grammar. How the use of words based on grammatical rules. (3) Collocation. It emphasizes the right and wrong combination of words. (4) Meaning. The three aspects of meaning are denotation, connotation, and appropriateness. (5) Word formation. It is considered as vocabulary items. In the learning process, students are having problem in learning vocabulary especially to fulfill the aspects of vocabulary mastery. There are five factors difficulties in learning vocabulary (Thornbury, 2002: 27-31) such as (1) Pronunciation, which means that words are difficult to pronounce is difficult to learn. (2) Spelling, emphasizes the causes of error in spelling words. (3) Length,

especially because long words are more difficult to learn than short words. (4) Form Related, that consists of misinformation, spelling, and pronunciation error. (5) Meaning, because some words have similar or related meanings are difficult to understand in the learning process.

The difficulties of vocabulary mastery can be solved by using suitable teaching media. Teaching media is a tool or equipment who is used as the media to increase the effectiveness and efficiency of the learning process in the class (Padmadewi, et.al, 2017: 105). Game is one of the suitable teaching media in the learning process. Game is an activity that consists of three aspects such as rules, goals, and a lot of fun elements (Hadfield, 1997). Digital game based learning is a kind of game that is suitable media to teach vocabulary. Digital game based learning is a media that consists of the combination of game and education in a digital platform (Tsai & Fan, 2013). According to Kuzu & Ural (as cited in Donmus, 2010), digital game based learning is the combination of game and education that appears an educative and entertaining situation. According to Mahali (2016), the term of digital game based learning is computer games, video games, online games, and digital game which implement the aspects of pedagogical and pedagogical technique on the game platform. The examples of digital game based learning are gamification, role-playing game, adventure game, shooting & fighting game, action game, puzzle game, and real time strategy game.

Digital game based learning has benefits in learning process. According to Setiadi (2018), it increases students' engagement, motivation, and vocabulary mastery in learning process. The use of digital game can also solve the problem in learning process, especially in vocabulary mastery. The previous study conducted by Camilleri (2017) stated that the use of digital game based learning solves the problem in learning process because it can increase student critical thinking. It makes digital game based learning is importance for research because it has positive effect to solve the problem in learning vocabulary. In order to analyze the empirical studies, this research of this study implemented a library research method to support the study. The study aims to analyze the empirical studies to investigate the effectiveness of digital game based learning toward students' vocabulary mastery.

METHOD

This research is library research. The aim of conducting library research is to collect the findings from previous researchers that will be used as resources that can support the validity of the new study that is conducted. To support and emphasize the argument about the effectiveness of digital game based learning toward students' vocabulary mastery, the argument and the theory from the journal, article, and paper are used in finding to get the data and information. In this case, the researcher uses several journals for the research. The journals are used to support the argument of the researcher about digital game based learning especially in

vocabulary mastery. Furthermore, the result of the analyzed data is presented in the form of paragraphs.

FINDING

The Effectiveness of Digital Game Based Learning

Game is one of the teaching media in learning process. The benefits of the game have a function to support learning process is effective. According to Constantinescu (2012), there are several advantages of using game such as (1) Game increase student motivation in learning process. (2) Game gives the opportunity of the student to develop imagination, critical thinking, and problem-solving. (3) Game can develop the ability of student to observe something. (4) Game is easy to use in learning process. (5) Game increases the collaborative learning of students. (6) Game increases students' attention in the class. The benefits of game have a function to make student achieve the target language in learning process (Gozcu & Caganaga, 2016). In this case, the target language of student is vocabulary mastery. Related to vocabulary mastery, the use of game has benefits to improve students' vocabulary mastery. According to Derakhshan & Khatir (2015), stated that the benefits of digital game toward vocabulary mastery are (1) Digital game assists students to achieve target language especially vocabulary mastery. (2) The digital game makes the teacher can create a context activity for students to learn about words and vocabulary mastery. (3) Digital game makes students learn about words quickly. (4) Digital game increases students' motivation to learn vocabulary. (5) Digital game can help students to improve communication skill especially in learning vocabulary. The effectiveness of digital game based learning is shown by the benefits of digital game based learning that is suitable as a teaching media for vocabulary. The benefits also have a positive effect on student in learning vocabulary because the benefits have a function to improve students' vocabulary mastery. Teacher needs to implement digital game based learning to support the learning process especially vocabulary mastery.

Digital game based learning also uses in EFL students to support learning process. EFL students need to fulfill the target language in learning vocabulary. The target language of EFL students is to decrease the anxiety when learning material especially vocabulary (Gozcu & Caganaga, 2016). Anxiety in learning vocabulary appears when students fell difficult to learn about vocabulary and students do not know the knowledge about vocabulary. EFL students need media, situations, and expert teacher in learning vocabulary. By using digital game based learning can decrease students' anxiety in learning vocabulary mastery. The effectiveness of Digital game based learning for EFL student focuses on the treatment of digital game based learning. The treatment focuses on to solve the problem in learning vocabulary mastery. According Rahimi et al (2019), after the treatment by using digital game based learning, students showed that the performance in vocabulary mastery is improved. The effectiveness showed by the improvement of students' vocabulary tests before and after the treatment by using

digital game based learning. Students got higher scores after the treatment by using digital game based learning. So, the effectiveness of digital game based to fulfill the target language and effective to increase EFL students' performance.

Digital game based facilitates the young learner to learn about vocabulary mastery. Children need to learn about vocabulary because it helps students to learn the other material when they are in junior or senior high school. It is supported by Rabu & Thalib (2017) stated that young learner needs to learn vocabulary because they are lack of knowledge in vocabulary mastery. The activity of using digital game based learning for children should meaningful context and useful Derakhshan & Khatir (2015). According to Derakhshan & Khatir (2015), the effectiveness of digital game based learning toward children vocabulary mastery is to help teacher create meaningful context activity and to make young learner recognize various vocabularies. According to Rabu & Thalib (2017), the effectiveness of digital game based learning for children' vocabulary mastery is the potential to change the conventional media in learning vocabulary. It was proven by after treatment using digital game based learning, students got higher scores in post-test than pre-test. Digital game based learning also gave enjoyable and effective situation in learning vocabulary mastery than conventional media. Furthermore, According to Noroozloo et al (2015), the effectiveness of digital game based learning can improve students' vocabulary mastery. The use of SIMS digital game improved students' vocabulary mastery especially in incidental vocabulary learning. The use of digital game based learning for young learner to learn vocabulary is more effective than other media.

DISCUSSION

Based on the finding, digital game based learning based is effective in giving positive effect to improve vocabulary mastery and solve the problem in learning vocabulary mastery. According to Shabaneh & Farrah (2019), it provides a better understanding in learning process than other teaching media. A better understanding makes students easy to understand vocabulary mastery. According to Shabaneh & Farrah (2019), digital game based learning creates students intellect especially in critical thinking in learning process. The intellect supports to increase the understanding of students to learn about vocabulary mastery.

Digital game based learning influences EFL students' vocabulary mastery. EFL student needs the expert teacher to teach about vocabulary because English is not the first language of EFL students. Digital game based learning provides an experienced teacher to teach about vocabulary. Digital game based learning allows improving the creativity of teacher in learning process especially in vocabulary mastery (Shabaneh & Farrah, 2019). According to Harmer (2007: 233-236), the creativity of teacher to teach student in learning vocabulary can provide suitable activities for example are Information-gap crossword activity and Word Map activity. Those of activities should be provided in the form of digital game based learning to help teacher to teach in the learning process especially vocabulary.

Digital game based learning for young learner is different than the adult learner. In this case, teacher needs to emphasize recognizing vocabulary to students because they are lack of vocabulary in learning process. Digital game based learning helps students to absorb the information and knowledge about vocabulary mastery (Shabaneh & Farrah, 2019). The information and knowledge about vocabulary for young learning should be made into interesting value. According to Garris et al. (2002), digital game based learning has function to increase students' imagination in learning process because it gives interesting subject for students. So, the interesting value of vocabulary emphasizes about the imagination of students in learning process. The imagination also has an effect to make students concent in the class especially in learning vocabulary.

CONCLUSION

Vocabulary concerns about a word and word meaning (Alizadeh, 2016). The problems of vocabulary mastery make students difficult to learn the vocabulary. Digital game based learning is a kind of media that has a function to solve the problems of vocabulary mastery. The effectiveness of digital game based learning based on the benefits focuses on how the beneficial of digital game based learning which has positive effect to improve students' vocabulary mastery. The effectiveness of digital game for EFL students focuses on achieving students' target language especially vocabulary mastery. Furthermore, the effectiveness of digital game based learning for young learner emphasizes the use of digital game based learner to recognize and improve students' vocabulary mastery. So, digital game based learning is effective to teach vocabulary mastery in learning process.

REFERENCES

- Alizadeh, I. (2016). Vocabulary Teaching Techniques: A Review of Common Practices. *International Journal Of Research In English Education*, 1(1), 22-30. Retrieved from <http://www.ijreeonline.com>
- Camilleri, M.A. & Camilleri, A. (2017). The Students' Perceptions of Digital Game-Based Learning. In Pivec, M. (Ed.) 11th European Conference on Games Based Learning (October). Proceedings. H JOANNEUM University of Applied Science, Graz, Austria.
- Constantinescu, R. S. (2012). Learning by playing: Using computer games in teaching English grammar to high school students. *Education Source*. 110-115.
- Derakhshan, A., & Khatir, E. (2015). The Effects of Using Games on English Vocabulary Learning. *Journal Of Applied Linguistics And Language Research*, 2(3), 39-47. Retrieved from <https://pdfs.semanticscholar.org/774c/2cae6b8aefbe2fdcf88c151d0441bebba857.pdf>
- Donmus, V. (2010). The Use Of Social Networks In Educational Computer-Game Based Foreign Language Learning. *Procedia - Social And Behavioral Sciences*, 9, 1497-1503. doi: 10.1016/j.sbspro.2010.12.355
- Garris, R., Ahlers, R. & Driskell, J. E. (2002). Games, motivation, and learning: A rashes and practice model. *Simulation and Gaming*, 33(4), 441-467.

- Gozcu, E., & Caganaga, C. (2016). The Importance Of Using Games In EFL Classrooms. *Cypriot Journal Of Educational Sciences*, 11(3), 126-135. Retrieved from <http://sproc.org/ojs/index.php/cjes/>
- Hinkel, E. (2004). *Teaching Academic ESL Writing: Practical Technique In Vocabulary and Grammar*. (1st ed., p. 41). New York: Lawrence Erlbaum Associates, INC Publisher. Jill Hadfield Series: Teachers Resource Materials Publisher: Addison Wesley Publishing Company, Year: 1997 ISBN: 9780175556939,0175556938
- Linse, C., & Nunan, D. (2005). *Practical English language teaching* (1st ed., p. 121). New York: McGraw-Hill Companies.
- Mahali, M. (2016). The Effects of Digital Games on Student's Learning Experience: A Review of Literature. Retrieved from <https://www.researchgate.net/publication/318361620> The Effects of Digital Games on Student's Learning Experience A Review of Literature
- Noroozloo, N., Ahmadi, S., & Ghomali, A. (2015). The Effect of Using a Digital Computer Game (SIMS) on Children's Incidental English Vocabulary Learning. *Science Journal (CS)*, 36(3), 1991-2000. Retrieved from <https://dergipark.org.tr/tr/download/article-file/713963>
- Padmadewi, N., Artini, L., & Agustini, D. (2017). *Pengantar Micro Teaching* (1st ed., pp. 105-106). Depok: Rajawali Press
- Rabu, A., & Talib, Z. (2017). The Effects of Digital Game-based Learning on Primary School Students' English Vocabulary Achievement and Acceptance. *Innovative Teaching And Learning Journal*, 1(1), 61-74. Retrieved from <https://www.researchgate.net/publication/321268645>
- Rahimi Esfahani, F., Rafizade Tafti, M., & Hajijalili, M. (2019). The impact of digital games on intermediate EFL learners' vocabulary improvement. *International Journal Of Research Studies In Language Learning*, 8(1), 29-38. doi: 10.5861/ijrsl.2019.3013
- Rohani, M., & Pourgharib, B. (2013). The Effect of Games on Learning Vocabulary. *International Research Journal Of Applied And Basic Sciences*, 4(11), 3540. Retrieved from <http://www.irjabs.com>
- Setiadi, A. (2018). Benefits Of Digital Game-Based Learning (Dgbl) For English Learning. *International Journal Of Advanced Research*, 6(7), 189-194. doi: 10.21474/ijar01/7351
- Shabaneh, Y., & Farrah, M. (2019). The Effect Of Games On Vocabulary Retention. *Indonesian Journal Of Learning And Instruction*, 2(01), 79-90. doi: 10.25134/ijli.v2i01.1687
- Thornbury, S. (2002). *How to Teach Vocabulary* (1st ed., pp. 13-31). Harlow: Pearson/Logman.
- Tsai, C., & Fan, Y. (2013). Research Trends In Game-Based Learning Research In Online Learning Environments: A review of studies published in SSCI-indexed journals from 2003 to 2012. *British Journal Of Educational Technology*, 44(5), E115-E119. doi: 10.1111/bjet.12031
- Ur, P. (1996). *A Course In Language Teaching* (1st ed., p. 60). Cambridge: Cambridge Univ. Press.

THE BEST IMPLEMENTATION OF SELF-ASSESSING TECHNIQUE IN IMPROVING STUDENTS' NARRATIVE TEXT WRITING QUALITY

I Putu Yoga Asmara Putra¹, I Dewa Gede Rat Dwiyanana Putra^{2*},
Komang Trisnadewi³

^{1,2,3}Universitas Hindu negeri I Gusti Bagus Sugriwa Denpasar, Indonesia
ratdwiyanaputra@uhnsugriwa.ac.id

ABSTRACT

This study aims to find out the best implementation of Self-Assessing Technique (SAT) in improving students' narrative text writing quality. There are 32 junior high school students whose low achievement in writing participated in this study. The SAT was applied following the action research cycles namely planning, action, observation, and reflection, to see its effect on students' narrative text writing quality improvement. The aspects in SAT are including the topic and details of the story, the story organization (character, plot and genre), language use (grammar, vocab, and spelling). The result from the implementation of SAT in cycle 1 shows that 26 (81.25%) students could pass the target score, which actually highly improved from the pre-cycle condition, where there were only 4 (12.5%) students who could reach the target score. The implementation of SAT in cycle 2 was combined with the emphasize of language feature used in writing a story. The improvement of the students' writing quality shows that there are 29 (90.6%) students could pass the target score. The findings suggest that the emphasize of language feature of narrative text would improve students' confidence in writing which will result in a better writing quality.

Keywords: teacher education; language feature; self-assessing technique; narrative text

INTRODUCTION

The impact of technology development over the years has provided a massive change in many fields includes education. The innovation of technology has implemented effectively on the online learning process. Through online learning, the teaching process can be done smoothly, since the online learning can be done whenever and wherever the users want. Thus, this implementation also brings a significant role in the upcoming educational process. Among the four skills in language learning, writing has gained much attention recently due to the need for assignment and communication. Combining writing and this online system for learning makes students' needs to learn the other form of writing called typing. Although the influence of the changes of the educational system is quite shallow look, it still gives significant changes of role models in the learning process that being taught in school. This new changing situation of standard operational of education suggested students be more active in their online learning process.

In this learning system, the student's efforts are the real challenge of the core of study while the teacher can guide and give the students instructions. This process strongly affected student development due to the lack of time for interactions during the learning process. As a result, low achieving student would feel difficult to follow the learning process and struggle to understand the material given. This phenomenon was found in SMPN 3 Mengwi. In this school, researcher found

problems with students' short story writing skills. Students had a low understanding and skill in story writing. Based on the observation and interview with students and teachers of SMPN 3 Mengwi, it was found that the students had issues in composing a good paragraph, lack of word choices and plot or storyline in writing a short story. Based on preliminary writing test it was found that there were 15 or 46.88% students who got 0-57, 13 or 40.62% students who got 58-67, and there were only 4 students or 12.5% got 68-75 points which already reached the standard KKM of 68 Points. Almost 87.5% students did not pass the passing grade.

The observed problem in preliminary study had been also investigated by previous researchers that conducted similar research in the same field of teaching story writing skills. Mundriyah and Parmawati (2016) found that students' writings are below the average. They have problems in writing, because their writing mastery was low. They could not express their ideas in writing, because they lack vocabulary and creativity in writing. Their ideas constructed incoherently because the students' writing influenced by their mother tongue. Thus, self-assessment was implemented in this research to overcoming the students' problems in writing. Mifhariyatil Hidayah (2020) also found that, based on interview with the English teacher of MTS AL-USWAH BERGAS, found that the students have problems in writing a good paragraph, less vocabulary and grammar problem. Namaziandost and Çakmak (2020) also found that, it's actually the cause of different idea and lack in vocabularies that became core problems in teaching short story writing, which can be solved by self-assessment.

Based on the aforementioned previous studies, researcher decided to implement the self-assessment in this research to solve students' problems. The researcher found this method as a good way to solve students' problems and suitable to be implemented through online learning. Self-assessment seems to be a proper way in solving students' problems and improving students short story writing skills, because it is one of the most used strategies in the learning process from all diverse students' perceptions, and is significant to apply it to strengthen the student's target language. Self-assessment procedures allow the students an opportunity to evaluate and improve their own product of their writing skills (Ushca, 2020).

Self-assessment enables teachers to comprehend and monitor their students' knowledge, strategy, and affective states. Opening a dialogue and provide interaction with their students during instruction improves learning. An accurate self-assessment relies a lot on the learner's own autonomy during language acquisition. Self-assessment used to improve the development of understanding, because it helps students to create links between what they have known and new experience. It also promotes critical thinking and reconstructs student's knowledge. The application of self-assessment in SMPN 3 Mengwi would broaden the horizon of self-assessment application in writing class. Therefore, this study would seek to investigate the best implementation of self-assessment that can improve the Eighth-grade students' writing quality at SMP Negeri 3 Mengwi.

METHOD

This classroom action research (CAR) aims to explore the best implementation of self-assessment technique in improving students' story writing skill. For the CAR procedure, the cyclic model proposed by Kemmis & Taggart (1988) was adopted, which consists of 4 steps, namely: planning, action, observation, and reflection. The Participants of this research were the 8th grade students of SMPN 3 Mengwi in VIII D class, consisting of a total of 32 Student. This class was chosen because students had a low understanding and skill in story writing, in terms of composing a good paragraph, word choices, and composing the plot or storyline.

In this study, the data collection collected through observation, interview, and writing test. The observation sheet provides the information about the effectiveness of self-assessment in teaching short story writing. The observer checked some aspects in the teaching activity and learning process from the observation sheet as an evaluation and reflection for the next cycle. The interview is used to measure students' knowledge, interest in learning, their writings skill improvement, and also ask the students to give some suggestions and criticism about self-assessment technique. Finally, A writing test is administered to measure the progress of students' writing quality in the end of each cycle after the implementation of self-assessment. Some aspects that will be assessed from result of students' writing test result including spelling, punctuation, sentence, structure, grammar, organisation, planning, vocabulary, and ideas. This study used a scoring rubric developed by (Brown, 2007) to measure the outcomes of student writing test. Qualitative data analysis and interpretation will be applied for the data gained from observation and interview. Descriptive statistical analysis would be applied for the result of writing test. The researcher expects that there are at least 85% of the students will be able to pass the standard passing grade of English in SMPN 3 Mengwi with the average score of 67.

FINDINGS

Planning for cycle I was done by conducting discussion with the English teacher about the use of self-assessing technique to conduct the classroom action research. The researcher prepared instruments to collect the data, such as; lesson plan, writing test, observation sheet, and interview guide. The implementation consisted of 3 stages: 1. introducing the narrative text knowledge, 2. practice writing and doing self-assessment, and 3. writing test. Based on the writing test after those stages, it was found that that there were no students who got writing score below 57, there were 6 or 18.75% students who got 58-67, there were 13 students or 40.62% got 68-75, and 10 students or 31.25% got 76- 84, and 3 students or 9,38% got 85-94. In the end of Cycle I, there were 26 (81,25%) student who passed the KKM (67). The researcher found that the data were not yet to reach the research target of 85% students pass the KKM. The students who get low scores were lacked in the vocabulary use.

The result of observation and interview also shows that the students have a problem in expressing word in English. Some of the students created a very good plot of story but, most of them lacked a lot in the term of vocabulary. The researcher needs to improve as in giving the students new kinds of vocabulary in their stories. They also need to improve their writing style to avoid repeating the same sentence multiple times. Therefore, the improvement for cycle 2 focused on findings a new vocabulary to be used by students in their writings. This action created by giving a chance to students to read several narrative texts or stories prior to writing, in order to develop their understanding of narrative text and gaining new vocabulary. The students would also be given test and quiz related to vocabulary. The researcher instructed the students to write down any new words that they have found in the text.

Planning for Cycle 2 was done to prepare the implementation based on the suggestion in the first reflection. In cycle 2, the implementation consisted of 5 stages, namely: 1. re-explaining narrative text knowledge, 2. story reading and identifying difficult words, 3. vocabulary quiz, 4. practice writing and doing self-assessment, 5. writing test. Note that vocabulary related stages were done prior to the writing practice. Students were expected to get vocabulary input during reading and vocab quiz, to be applied in their writing. After the stages was conducted, the test result shows that there were only 9.4% or 3 students who had not passed the KKM. While 90.6% or 29 students who passed the target score at the writing test in Cycle 2. At this point the target research has been achieved, thus the researcher decided to end the research. Then, it can be concluded that the students of class VII D improved their writing skill using Self-assessment technique and vocabulary introduction. Table 1 shows the students' writing score improvement throughout the cycles.

Table 1. Students' Writing Score in Pre-Cycle, Cycle 1, and Cycle 2

Score Level	Number of students			Category
	Pre-Cycle	Cycle I	Cycle II	
95-100	0	0	0	excellent
85-94	0	3	4	very good
76-84	0	10	12	good
68-75	4	13	13	average
58-67	13	6	3	below average
0-57	15	0	0	poor

DISCUSSION

After analysing the result of the tests, the researcher calculates the data obtained from the interview guidelines and the observation sheet. The result of qualitative data showed that the students' writing ability improved by using self-assessment technique and narrative text as the media in the teaching writing narrative text. Self-assessment here is seen as reflections of students in their learning process (Kusuma et al., 2019). This statement is also supported by Blanche and Merino (1989) who stated that Self-assessment accuracy is a precondition for learner

autonomy. Students need to be able to appraise their performance accurately for themselves so that they understand what more they need to learn and do not become dependent on their teachers. In this case, the students had improved their learning autonomy through self-assessment. In the context of online learning students' learning autonomy is the basis of learning success.

This result also supported by the quantitative data being collected through the time from this research started. Based on the quantitative data, it can be concluded that there was an improvement on the student's ability at writing narrative text. It was supported by the fact the mean of the score in every meeting increased. The mean of pre-test was shown 54,77. Then moving to the cycle I which increased to 57, and the mean on the cycle II was 76,5. It indicates that the score and the mean in the cycle II better than previous cycle. The percentage students who passed the passing grade of 68 points (C) increase in each cycle. In the pre-test, there were only 4 students who got above 68 points. In the post-test of cycle, I, there were 26 of 32 students who got passing grade. It means that there was improvement about 81.25%. In the post-test cycle II, most students (90.6%) who got above 68 points. It means that the student's achievement in writing narrative text was improve by applying the self-assessment technique and narrative story. Previous studies stated that the importance of self-assessment increased the motivation and responsibility for the learning they got and increased the learning result on the learning process at this time and the future (Ambrose et al., 2010).

The researcher found that the students' problems (generating ideas, lack vocabulary, and understanding of narrative text) in writing skill are being solved in this research and the student able to develop their writing skills better. In terms of generating idea of story, in this problem researcher used narrative text and visual power point presentation as the refences for the student to develop their idea and imagination in narrative writing. Effectiveness of visual materials for learning was proven to be able to increase their creativity and develop new ideas (Imelda et al., 2019).

The problem in terms of lack vocabulary, this kind of problems can be treated with giving the students test and quizzes with new vocabulary as reference to improve their writing and by using the new vocabulary. The use of test and quizzes as vocabulary box for students are essential. This supported by Susanti et al. (2019) who stated that improving the vocabulary through word square game could make the students' more active and expand their vocabularies. Then the understanding of narrative text solved with the help of prepared Materials in PowerPoint that being sent in WhatsApp group activity. It can be concluded that the use of power point presentation in learning can improve the students' writing in narrative text (Susanti et al., 2019).

CONCLUSION

Based on the findings and discussion, it can be concluded that self-Assessment would be implemented best by incorporating vocabulary introduction and

exercises prior to the writing exercises. Self-assessment would give its best potential if the students master the required vocabulary well. This indicates that the more vocabulary the students master, the better self-assessment would enhance students' writing quality. The level of students' knowledge and interest also holds the key that gives a positive effect on student's development. However, there are a very few of students still didn't manage to reach the standard core by the end of this research.

The result of this study could give suggestions for the English teachers to always consider introducing vocabulary prior to writing sessions. This is essential for the students of English as a foreign language, because vocabulary mastery is the basis of language skill. Future researchers are also expected to replicate this study to give a better view on the result.

REFERENCES

- Alfahadi, A. (2017). The Role of Social Media Sites in the Enhancement of English Language Learning at the University of Tabuk. *International Journal of English and Education*, 6(3).
- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. CA: Jossey-Bass.
- Andrade, H. G., & Boulay, B. A. (2010). Role of rubric-referenced self-assessment in learning to write. *Journal of Educational Research*, 97(1), 21–30. <https://doi.org/10.1080/00220670309596625>
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Longman.
- Byrne, D. (1995). *Teaching Writing Skill*. Longman.
- Harmer, J. (2002). *The Practice of English Language Teaching*. Longman.
- Hughes, A. (1989). *Testing for Language Teachers*. University of Cambridge.
- Hull, J., & White, A. (1987). Hedging the risks from writing foreign currency options. *Journal of International Money and Finance*, 6(2), 131–152. [https://doi.org/10.1016/0261-5606\(87\)90029-5](https://doi.org/10.1016/0261-5606(87)90029-5)
- Hyland, K. (2013). Teaching and researching writing, second edition. In *Teaching and Researching Writing, Second Edition*. Longman. <https://doi.org/10.4324/9781315833729>
- Imelda, Cahyono, B. Y., & Astuti, U. P. (2019). Effect of process writing approach combined with video-based mobile learning on Indonesian EFL learners' writing skill across creativity levels. *International Journal of Instruction*, 12(3), 325–340. <https://doi.org/10.29333/iji.2019.12320a>
- J. Topping, K. (2017). Peer Assessment: Learning by Judging and Discussing the Work of Other Learners. *Interdisciplinary Education and Psychology*, 1(1). <https://doi.org/10.31532/interdiscipeducpsychol.1.1.007>
- Kemmis, S. & Mc. Taggart, R. (1988). *The Action Research Planner*. Deakin University Press.

- Kusuma, D., Kartono, & Zaenuri. (2019). Creative Thinking Ability based on Students' Metacognition in Creative Problem-Solving Learning Model with Recitation and Self-Assessment in Ethnomatematics. *Ujmer*, 8(1), 25–34. <http://journal.unnes.ac.id/sju/index.php/ujmer>
- McKay, P. (2006). *Assessing young Language Learners*. Cambridge University Press.
- Mifharyatil Hidayah. (2020). *Using Raft Strategy in Narrative Text to Improve Students Writing Skill for The Eighth Grade of MTS Al-Uswah Bergas*.
- Mundriyah, M., & Parmawati, A. (2016). USING THINK-PAIR-SHARE (TPS) TO IMPROVE STUDENTS' WRITING CREATIVITY (A Classroom Action Research in the Second Semester Students of STKIP Siliwangi Bandung). *P2M STKIP Siliwangi*, 3(2), 84. <https://doi.org/10.22460/p2m.v3i2p84-91.630>
- Namaziandost, E., & Çakmak, F. (2020). An account of EFL learners' self-efficacy and gender in the Flipped Classroom Model. *Education and Information Technologies*, 4041–4055. <https://doi.org/10.1007/s10639-020-10167-7>
- Patel, M. F. & Jain, P. M. (2008). *ENGLISH Language Teaching*. Sunrise Publisher & Distributors.
- Raimes, A. (1983). *Technique in Teaching Writing*. Oxford University Press.
- Susanti, Y., Sutapa, G., & Training, T. (2019). *Improving Students' Writing Narrative Text*. 1–8.
- Syarifah, E. F., & Emiliasari, R. N. (2019). Project-Based Learning to Develop Students' Ability and Creativity in Writing Narrative Story. *Indonesian EFL Journal*, 5(1), 85. <https://doi.org/10.25134/ieflj.v5i1.1627>
- Topping, K. J. (2013). *Peers as a source of formative and summative assessment*. SAGE Publications. <http://www.uk.sagepub.com/refbooks/Book235861#tabview=title>
- Tuanany, N. (2019). *THE ADVANTAGES AND DISADVANTAGES OF THINK-PAIR SHARE AND JIGSAW IN TEACHING WRITING SKILL* Nurlaila Tuanany *Institut Agama Kristen Negeri Ambon*. 16(1), 73–86.
- Ushca, D. (2020). *Improve Speaking by Self-assessment of Students' Recorded Messages to Improve Speaking: An Action Research Study*. 9–25.
- Zimmerman, B. J. (2008). Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects. *American Educational Research Journal*, 45(1), 166–183. <https://doi.org/10.3102/0002831207312909>

TEACHERS' STRATEGIES IN TEACHING SPEAKING SKILLS THROUGH ONLINE LEARNING

Ida Ayu Mas Wulandari¹, I Dewa Gede Rat Dwiyan Putra^{2*},
Komang Trisnadewi³

^{1,2,3}Universitas Hindu negeri I Gusti Bagus Sugriwa Denpasar, Indonesia
ratdwiyanaputra@uhnsugriwa.ac.id

ABSTRACT

This study aims to (1) identify the strategies used by teachers in teaching speaking through online learning, and (2) identify the students' perceptions on the strategies used by teachers in teaching speaking through online learning. This study uses a qualitative method. Data collection techniques in this study were content analysis, observation, interviews, and questionnaires. The data was analysed qualitatively to interpret and draw conclusion. The results of this study indicate that there are four strategies used by teachers in teaching speaking, namely: roleplay, drilling, picture describing, and modelling. Students have a positive perception in the implementation of the teacher's strategy. Students' most preferred strategy in learning speaking is drilling strategy. While the least preferred strategy in learning speaking is role play. The result of this study could suggest that teacher should always consider the students' preferences in determining method of instruction. In this case, classic method is still favourable.

Keywords: teacher education; teaching strategies; speaking skill;

INTRODUCTION

The development of technology is very influential in all fields, especially in the field of education. The development of technology in the world of education can help teachers and students, especially in the learning process to become easier and more efficient. Therefore, through the development of technology, teachers and students can carry out learning process from home by utilizing existing online media, such as Zoom, WhatsApp, Google Classroom, Google Meet, etc. In addition, teachers can do face-to-face meeting with their students through applications that can be accessed via the internet (Handarini & Wulandari, 2020). Faizah et al. (2020) stated that teacher strategy is an important aspect of the teaching and learning process. Teacher strategy means various methods or ways that are implemented by teachers in teaching-learning process (Maulidar et al., 2019). Providing content to students, particularly in the context of online education, presents itself as a difficulty for educators. Enhancing students' motivation and engagement in online learning is significantly reliant on the teacher's strategies. This poses a challenge for educators when it comes to effectively employing teaching strategies that stimulate student participation in the learning journey, particularly for English teachers.

English plays a very important role in social life in the era of globalization. English is one of the languages used to communicate around the world. Therefore, English is a very important language for students to learn, especially in speaking

skills. Speaking is an important skill needed in human life to communicate with each other. Speaking is a way to express ideas, feelings, and thoughts to other people. Speaking is one of the basic skills of the four abilities that a person needs. However, learning speaking is not a problem that is easy to master for students. Speaking skills have several difficulties to master, such as lack of vocabulary, pronunciation, and fluency of students in speaking. Therefore, the teacher's strategy is important in teaching English speaking skills. To improve students' English skills, especially in speaking. The role of the teacher's strategy in the learning process is an alternative way to improve students' speaking skills.

The strategy employed by the teacher while teaching speaking skills generates diverse perceptions among students. Perception encompasses the process of receiving, recognizing, and comprehending stimuli or occurrences through the senses, ultimately leading to conclusions about these stimuli or occurrences (Fitri, 2016). The perceptions formed within students are inherently unique due to variations in the teaching methods applied by educators. When students possess diminished perceptions regarding the strategies employed for teaching speaking, their capacity to attain optimal learning outcomes becomes hindered. Thus, it becomes imperative for teachers to ensure the efficacy of their speaking-teaching strategies in order to cultivate elevated perceptions among students, thereby preventing monotony and fostering enhanced learning achievements (Thahir, 2018). Thahir (2018) also emphasizes that students' evaluation of a teacher's performance within the classroom holds considerable sway over the attainment of teaching objectives within the learning process. The impact of students' perceptions on achieving educational goals is particularly intriguing due to the individualized nature of perception among different students even when directed at the same subject. Given this premise, the researcher's interest lies in scrutinizing the strategies adopted by teachers for teaching speaking through online learning, as well as students' perceptions of these strategies employed in the same context.

There are several studies that focus on the investigation of teachers' strategies in teaching speaking. Cahyo (2021) stating that teachers have their strategies in teaching speaking in class, the strategies used are; brainstorm, and debate. Furthermore, the previous research by Anggraeni et al. (2020) stated that there are various strategies used by teachers in teaching speaking, the strategies used are: discussion, role-play, brainstorming, writing, blogging, picture description, learning assignment, conversation, modelling, questioning, reading, explaining, and playing ice hockey. The present study was expected to corroborate the previous findings and to explore other strategies applied by the teacher in teaching speaking skill in online learning. Based on the aforementioned background, the researcher intends explore the teacher strategies in teaching English, especially in speaking skills through online learning and students' perceptions of the strategies used by teachers in online learning.

METHOD

This is a qualitative study that aims to investigate the teacher strategies in teaching English, especially in speaking skills through online learning and students' perceptions of the strategies used by teachers in online learning. This study was conducted in SMA N 1 Penebel. This school is located on Jalan Pitera No 49, Pitra, Penebel District, Tabanan Regency, Bali. This school is one of the most favourite senior high schools in Penebel with 'A' grade accreditation. Therefore, the researcher wanted to know the teachers' strategy in teaching speaking skill in this school and students' perception on the strategy used. The subjects of this study are English teachers and grade X and XI students.

Content analysis, observation, and interview would be applied to explore teacher teaching strategies, while questionnaires would be administered to students to assess their preferences on the given strategies. The researcher would first analyse the content of the lesson plans used by the teacher to teach. The purpose of doing content analysis in lesson plans is to find out and see the strategies used by teachers in teaching speaking in class. Furthermore, researchers can more clearly know the steps used by teachers in teaching speaking based on lesson plans. Then, through observation, researchers would join in the learning process through Zoom application that has been prepared by the teacher, researchers observe and analyse learning situations using observation sheets. In direct observation in the field, researchers are expected to get accurate data about the strategies used by teachers in teaching speaking through online learning. After that, to confirm data from content analysis and observation, researcher conducted interview with the teacher about teachers' strategies in teaching speaking skills through online learning. Finally, the questionnaire was administered to find out students' perceptions of the strategies used by teachers in teaching speaking skills. There are sixteen items that the researcher adapted from Sari (2021). In the questionnaire, participants asked to choose one of five Likert scale statement, namely strongly agree to strongly disagree. Table 1 shows the distribution of questionnaire items.

Table 1. Item of Questionnaire

<u>No.</u>	<u>Strategies</u>	<u>Item</u>
1.	Role Play	1, 4, 8, 10
2.	Drilling	3, 6, 14, 15
3.	Picture Describing	2, 7, 11, 16
4.	Modeling	5, 9, 12, 13

All of the data from content analysis, observation and interview were analysed qualitatively to interpret the findings and also drawing conclusion. Besides, data from questionnaire was analysed descriptively using percentages.

FINDINGS

Teachers' Strategies in Teaching Speaking Skills Through Online Learning

Based on the results of data collection and analysis using content analysis, observation, and interviews. Researchers found several strategies used by the teacher in the process of learning to speak through online learning, namely roleplay, drilling, picture describing, and modelling.

1. Roleplay

Roleplay is one of the strategies used by teachers in the learning process, this strategy is done by playing roles with various figures and characters. Based on the results of content analysis, the researcher found the steps of the role play strategy used by the teacher in the speaking learning process during online learning. In content analysis, before the learning process begins through Zoom, the teacher gave an opening greeting and attends to students in the online class. The teacher conveyed the learning objectives and prepares the material to be studied. The teacher explains the material and gives examples to students. After that, the teacher gives a dialogue to the students, and the teacher divides students into several groups, then the teacher asks the students to practice the dialogue that has been given with their friends via zoom.

From the observations that have been conducted by researchers through online learning using observation sheets. Researchers can see the steps of learning in the classroom through online learning. Researchers can see the use of role play strategies in online learning. The teacher provides a dialogue related to the material that will be played by students. Teacher will have selected several students to act out the dialogues that have been prepared by the teacher. Next, after the student finished practicing the dialogue, the teacher will correct the any mispronunciation via zoom.

The result of interview shows that roleplay strategy is used in the online learning process because the teacher feels that the roleplay strategy can be effective in observing student performance, especially in pronunciation. The following is an excerpt from an interview with one of the teachers:

"... I provide the students with a dialogue, then I divides the students into several groups, and they have to role-play the dialogue with their peers. In this way, I can assess the students' performance, particularly in their pronunciation, and assist them in improving their English pronunciation." (Teacher 1).

Based on the results of content analysis, observations, and interviews that have been carried out by researchers. It can be concluded that roleplay strategies are used by the first English teacher in teaching speaking during online learning through the zoom application, so this strategy can help the teacher to improve students' pronunciation.

2. Drilling

Drilling is one of strategy that is often used by English teachers because this strategy used repetition continuously. This strategy aims able to master new vocabulary or sentences. Based on the results of the content analysis, before carrying out the learning process, the teacher opens the lesson by greeting and praying, the teacher checks the attendance list of students through zoom, and the teacher conveys the learning objectives in the classroom. After that, the teacher explains and identifies learning related to the material, and the teacher gives the task to make examples related to the material. The teacher evaluates students related to the wrong sentence or word, the teacher helps students to practice the pronunciation of new vocabulary found by students by repeatedly practicing words or sentences related to the wrong pronunciation until students understand the correct pronunciation.

From the observations that have been conducted by researchers during the speaking learning process in online learning through the zoom application, students were given a theme related to the material to practice. Next, the teacher evaluates students on questions related to vocabulary and pronunciation that are not understood by students. After that, the teacher trains the students to repeat together related to the new vocabulary and the wrong pronunciation spoken by the students until students can understand vocabulary and pronunciation. The drilling strategy is done through zooming because it is more effective for students. So, students who initially did not understand the new vocabulary and pronunciation became more aware and understood because the teacher gave examples directly through zooming.

Based on the results of interviews that have been conducted using an interview sheet. The use of drilling strategies in teaching speaking skills through online learning can practice their pronunciation and can increase students' vocabulary. This statement is reinforced by the results of interviews that researchers conducted with English teachers:

"... there, I correct their pronunciation by having the students repeat the word or sentence multiple times until they understand the correct pronunciation. This method helps train the students in their pronunciation and can enhance their vocabulary."
(Teacher 1).

Based on the results of the content analysis, observations, and interviews conducted by researchers with teacher 1, it can be concluded that the use of drilling strategy is often used by teacher 1 to practice pronunciation and help students improve their vocabulary.

3. Picture Describing

Picture describing is an effective strategy in teaching speaking skills. Using pictures can make it easier for students to understand the material presented by the teacher. Based on the results of the content analysis conducted by the researcher, the researcher found that before the teacher carried out the learning process the teacher first determined the topic or theme according to the material. The teacher gives students the form of pictures that are used as a reference in making a sentence related to the material.

In addition, from the results of observations that have been conducted by researchers during the process of learning speaking skills through online learning using the zoom application, the teacher explains and provides examples of material or topics using pictures. After that, the teacher gives another picture to the students to describe their thoughts, opinions, ideas, or arguments according to the material that has been given. This strategy is carried out through zoom so it is more effective to see students' abilities in expressing their opinions or ideas.

This is also supported by the results of interviews conducted by researchers with teacher 1 using an interview sheet. By using a picture describing strategy, students can describe their opinions, ideas, or arguments. This statement is reinforced by the results of interviews with teacher 1:

"I also assigns tasks involving pictures, then instructs the students to describe their opinions, ideas, or arguments based on the given pictures." (Teacher 1).

Based on the results of content analysis, observation, and interviews, it is proven that the picture describing strategy is used by teacher 1 in teaching speaking through online learning. This strategy is used by the teacher to help students describe their opinions, ideas, or arguments.

4. Modelling

Modelling is a strategy that is often applied by teachers at SMA N 1 Penebel, with this strategy can make it easier for teachers to convey material to students. Based on the results of the content analysis that conducted by the researcher, the researcher did not find any learning steps in using the modelling strategy. In addition, in the results of the observations that have been conducted through Zoom, the researchers did not find the use of the modelling strategy used by teacher 1 in teaching speaking through online learning. However, in the results of the interviews that researchers conducted with teacher 1 using an interview sheet. The researcher found that teacher 1 often used modelling strategies when teaching through online learning. This strategy uses videos taken from YouTube from native speaker videos and then given to students to study. The process of using this strategy is that the teacher to look for videos related to examples of material from YouTube, and the teacher will send a video link through Google Classroom or a WhatsApp group of students to learn from YouTube. Students will be asked to

practice assignments related to examples of material that have been given through videos on YouTube. By using this strategy, students are more interested in the material provided, and also can improve their speaking skills such as vocabulary, pronunciation like native speakers, and their grammar. In addition, it can also make students more enthusiastic and not bored when learning speaking skills through online learning. This statement was also reinforced by teacher 1 regarding modelling strategies through additional interviews conducted by the researcher:

"... the purpose of why the teacher provides YouTube videos, especially those featuring native speakers and related to the subject matter, is to help students enhance their speaking skills. This includes improving vocabulary, pronunciation to sound more like native speakers, and grammar. It also makes learning enjoyable for students and prevents it from becoming monotonous." (Teacher 1).

Based on the results of the data collection, the researcher can conclude that teacher 1 uses modelling strategies to improve students' speaking skills, improve pronunciation to be like native speakers, and can also help students learn grammar. In addition, using this strategy can help teachers and students to be more enthusiastic about learning and not get bored easily.

Students' Perception on Teachers Strategies

Based on students' answers from the questionnaire, it was found that the order of students' preferred strategies was: drilling, modelling, picture describing, and role play. The first strategy is drilling strategy. There are 40% or 28 students who had a strong positive perception that the drilling strategy can facilitate students to practice their speaking skills. Moreover, some students (51,4%) or 36 students agree that the drilling strategy is more helpful for students to practice their speaking skills. It is proven that they have a perception that drilling strategy can make it easier and helpful for students to practice their speaking skills.

The second strategy is the modelling strategy. There are 45.7% or 32 students who have a strong positive perception about the use of modelling strategies it can facilitate students in teaching speaking. In addition, some students 40% or 28 students agree that modelling strategy can be helpful for them in teaching speaking. It can be concluded that students have the perception that modelling strategies it can make easier and more helpful to help students improve their speaking skills in learning speaking through online learning.

The third strategy is picture describing. There are 35,7% or 25 students agree that the use of picture describing strategy can facilitate students when learning speaking through online learning. Furthermore, more students 44,3% or 31 students had a strong perception that the picture describing can be helpful for students when learning speaking skills through online learning. It can be concluded that they have a perception that picture describing strategy can make it easier and helpful for students to increase their vocabulary and practice their speaking skills.

The fourth strategy is a role play strategy. Based on the results of the questionnaire in this study, the researcher can conclude that the majority of students have a strong positive perception of the use of role play strategies in teaching speaking through online learning. Some students (38.6%) or 27 students have a positive perception of the role play strategy can facilitate students to practice their speaking skills. Meanwhile (40%) or 28 students have a positive perception that roleplay strategies can be more helpful for students in practicing their speaking skills. It is proven that the roleplay strategy can make it easier and helpful for students to practice their speaking skills by using role play.

DISCUSSION

English teachers used four strategies, namely role play, drilling, picture describing, and modelling. The first strategy used by teacher 1 is role playing. Safrianti (2018) stated that role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. Roleplay is very helpful for teachers to be able to see the ability in their speaking skills. In other words, the roleplay strategy is easier to make students to improve their pronunciation when speaking English. This means that teacher 1 used a strategy roleplay to see the students' speaking ability and improve their pronunciation. This is in line with the results of previous studies, the authors found results from research (Soe, 2020) then role play is chosen by one teacher to improve pronunciation and confidence in speaking English. The teachers implement it by giving students a dialogue to be played by students, students will start practicing the dialogue that has been given by the teacher. So, the roleplay strategy aims to see students' abilities in learning to speak and improve students' pronunciation in learning speaking through online learning. Compared with the results of previous studies, the authors found the results of the study Fairurrozi (2020) stated that the role play technique is not suitable to apply.

Furthermore, teacher 2 also applied a roleplay strategy in teaching speaking through online learning. However, the way teacher 2 applies this strategy is by students making their own dialogues or monologues and practicing them in groups or individually and delivered through videos. This strategy was implemented by teacher 2, aiming to see the students' abilities in exploring their ideas, practicing students' pronunciation in English, and making students more enthusiastic while learning. This is in line with the results of previous research from Razi et al. (2019) stated that they were enjoyable in practicing the dialog given and practicing the role with their group.

The second strategy applied by teacher 1 is drilling. The application of this strategy is by the teacher asking students to repeat a vocabulary or sentence in English until students can reach the target language. Vourezky (2019) stated that Teachers can use drilling as a way to help students solidify newly learned skills. The teacher will provide students with material to be explained and read to students. After that, the teacher will ask students about vocabulary or sentences

that they don't understand, and the teacher will help students by explaining the meaning of the vocabulary or sentences that students don't understand by repeating words or sentences repeatedly until they can reach the English target. By using drilling strategy can help teacher 1 to improve students' vocabulary and help to improve students' pronunciation of English. Then the results of research conducted by Nurbaktiah et al. (2021) this strategy is focused on a form of the language and it is used by the teacher in correcting students' pronunciation. In addition, based on the results of observations and interviews conducted. Teacher 2 also uses a drilling strategy in teaching speaking through online learning. Teacher 2's opinion is also the same as the previous teacher, namely the use of drilling strategy aims to make students understand the new vocabulary found, add new vocabulary, and practice their pronunciation. Compared with the results of previous studies, the authors found the results of the research by Razi et al. (2019) drilling strategy was always applied by the teacher in all the meetings as an additional strategy to improve speaking skills.

Moreover, the third strategy applied by the English teachers is the picture describing strategy. According to previous researchers, Maulidar et al. (2019) stated that describing pictures can be a strategy to help students in learning. The application of this describing picture strategy is that the teacher will give students a picture, the teacher were ask students to describe the picture according to their own ideas and language. Teacher 1 used a picture describing strategy to improve their vocabulary. This is in line with the results of previous studies, the authors found the results of the study by Razi et al. (2019) stated that picture describing strategy makes students remember and understand the new vocabulary more easily. Then, the application of the picture describing strategy by teacher 2 in teaching speaking skills through online learning also gave the same statement. In the interview conducted by the researcher, teacher 2 will show a picture and students are asked to describe it according to their respective language styles. Teacher 2 used a picture describing strategy to see the students' ability in learning to speak.

Besides that, the researcher found the fourth strategy, namely the new strategy applied by English teachers at SMA N 1 Penebel is a modelling strategy. Modelling strategies are very often used by teachers at SMA N 1 Penebel, not only English teachers, but most of them use modelling strategies when teaching. This strategy is one of the effective strategies used in teaching, especially through online learning. This strategy uses YouTube videos in teaching through online learning. Modelling strategies can attract students' attention to learning. The process of implementing this strategy is that the teacher will look for material based on the material taught on YouTube. The teacher will send a material link from YouTube to students via WhatsApp group, the teacher will ask students to listen and study the material. This strategy was implemented by teacher 1 which aims to attract students' attention to study, increase students' vocabulary, improve students' grammar, and help students to improve their pronunciation to suit native speakers. In addition, teacher

1 used this strategy so that students become more enthusiastic about learning and are not bored when learning through online learning. Furthermore, the use of this modelling strategy was also used by teacher 2 in teaching speaking skills. With the same application process as the previous teacher. Teacher 2 aims to use a modelling strategy in teaching speaking through online learning so that students can imitate the pronunciation and body language of the given video. So, the use of this modelling strategy is effectively used by teachers when teaching through online learning, because it can be easier for students to be able to watch the video repeatedly.

Based on the result of questionnaire, the most helpful strategy and facilitate students in learning speaking skills through online learning is drilling, modelling, picture describing, and roleplay. Sari (2021) stated that students' perception is agree with all the strategies because they felt that all the strategies that the teacher used can make improve or develop their skills. This is because they feel that all the strategies used by teachers when teaching speaking skills through online learning can improve their speaking skills. Therefore, students have different perceptions. In addition, according to (Mutaat, 2020) the students' perception tended to focus on the interesting topic rather than the teaching method/strategies which require them to speak one by one. In this case, the teacher has an important role in using strategies to make the material topic more interesting. In addition, students' perceptions of the strategies used by English teachers at SMA N 1 Penebel received very positive responses. It can also be said that the teacher has practiced good strategies in class when teaching speaking through online learning.

CONCLUSION

Based on the results of the discussion, it can be concluded that the English teacher at SMA N 1 Penebel in teaching speaking skills through online learning was proven to use four different strategies. The first strategy used by the teacher in teaching speaking through online learning is the role play strategy. This strategy, in which students are asked to role-play, aims to practice students' pronunciation and improve their vocabulary. Next is the drilling strategy, where students are asked to repeat a word or sentence repeatedly. This strategy aims to improve their vocabulary and practice their pronunciation. In addition, the third strategy is a picture describing strategy where students are asked to describe a picture. It aims to train students to express ideas, opinions, and practice their speaking skills. The last is the modelling strategy, this strategy students were asked to study and imitate the material on YouTube. This strategy aims to increase vocabulary, practice grammar, and improve students' pronunciation to match the target language.

In addition, based on the research findings, it is concluded that the perceptions of students at SMA N 1 Penebel agree with all strategies for teaching speaking skills through online learning. Students' perception of the teachers' strategies in teaching speaking skills through online learning is considered to be a factor that influences student development in students' speaking skills. Students have a positive

perception in the implementation of the teacher's strategy. Students' most preferred strategy in learning speaking is drilling strategy. While the least preferred strategy in learning speaking is role play. Future researchers are expected to replicate this study in different context.

REFERENCES

- Ahmad, & Suziyanti. (2019). Students' Perception of Teachers' Strategy in Teaching English. *English Journal of Indragiri (EJI)*, 3(1), 1–9. <https://doi.org/https://doi.org/10.32520/eji.v3i1.497>
- Alfarisy, F. (2021). Kebijakan Pembelajaran Bahasa Inggris di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi AntarBudaya. *Jurnal Ilmial Profesi Pendidikan*, 6(3), 303–313. <https://doi.org/10.29303/jipp.v6i3.207>
- Amalia, N. R. (2021). The Analysis of Students' Perception on Teacher's Strategies in Teaching English Vocabulary at SMP Unismuh Makassar [UNIVERSITY OF MUHAMMADIYAH MAKASSAR]. https://digilibadmin.unismuh.ac.id/upload/17801-Full_Text.pdf
- Anggraeni, W., Whibah, & Assafary, A. F. (2020). Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo. *Foster Journal of English Language Teaching and Learning*, 1(1). <https://doi.org/10.24256/foster-jelt.v1i1.9>
- Aprianti, D. A. T., Marhum, M., & Budi. (2016). Developing Speaking Skill of the Eleventh Grade. *E-Journal of English Language Teaching Society*, 4(3), 1–13. <https://media.neliti.com/media/publications/245110-developing-speaking-skill-of-the-grade-v-bf2c4118.pdf>
- Arodjiah, E. N. U. R. (2020). The Strategies Used by English Teachers in Teaching Speaking (a Descriptive Study at SMP Negeri 23 Surakarta in Academic Year 2020/2021) [The State Islamic Institute of Surakarta]. <http://eprints.iain-surakarta.ac.id/id/eprint/238>
- Budiyanto, M. A. K. (2016). Sintaks 45 Metode Pembelajaran dalam Student Centered Learning (SCL). Universitas Muhammadiyah Malang.
- Cahyo, A. D. (2021). Teachers' Strategies in Teaching Speaking Through Online Learning at Eleventh Grade in SMKN 3 Kota Jambi [UNIVERSITAS JAMBI]. <https://repository.unja.ac.id/25486/>
- Fairurrozi. (2020). The Teacher's Strategies In Teaching Speaking At The Eleventh Grade Of State Senior High School 4 Jambi [State Islamic University of Sulthan Thaha Saifuddin Jambi]. <http://repository.uinjambi.ac.id/6103/1/SKRIPSI FAIRURROZI.pdf>
- Faizah, N., Dayu, T. A., & Raudatul, H. (2020). Teacher Strategies in Teaching Speaking Ability at Seventh Grade in SMP N 2 Martapura Timur. *Islamic University of Kalimantan*, 2020, 172–179. <https://ojs.uniska-bjm.ac.id/index.php/PIUOK/article/view/4005>
- Fitri, A., Hermansyah, H., Ansyah, Pratiwi, E., & Aswadijaya, A. (2021). Teacher's Strategies In Teaching Speaking During Covid-19 Pandemic. *Journal of English Education and Teaching (JEET)*, 5, 349–367. <https://doi.org/10.33369/jeet.5.3.349-367>
- Fitriani, Y., Bandung, M., & Kadri, M. K. (2020). Students' Perspective of Online Learning on Speaking Class During Covid-19 Pandemic. *Humanitatis : Journal of Language and Literature*, 7(1), 1–12. <https://doi.org/https://doi.org/10.30812/humanitatis.v7i1.946>

- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). Educational Research. In *Qualitative Voices in Educational Research*. <https://doi.org/10.4324/9781003008064-1>
- Handarini, O. I., & Wulandari, S. S. (2020). Pembelajaran Daring Sebagai Upaya Study From Home (SFH). *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(3), 465–503. <https://journal.unesa.ac.id/index.php/jpap>
- Hanifah, D. N., & Julia (Eds.). (2014). *Prosiding Seminar Nasional Pendidikan Dasar “Membedah Anatomi Kurikulum 2013 untuk Membangun Masa Depan Pendidikan yang Lebih Baik.”* UPI Sumedang Press.
- Harahap, N. (2020). *Penelitian Kualitatif (Dr. Hasan Sazali M.A (Ed.))*. Ashri, Wal. <https://id.id1lib.org/book/11700142/76e0b9>
- Hasanah, H. (2016). Teknik-teknik Observasi. *Jurnal At-Taqaddum*, 8, 21–46. <https://doi.org/10.21580/at.v8i1.1163>
- Khairuzzanila. (2021). Teacher’s Strategies in Teaching Speaking To Students At Secondary Level. *Journal Pendidikan Dan Keguruan*, 1(2), 18–26. <http://journal.unigha.ac.id/index.php/EE/article/view/270>
- Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for efl college students. *Journal of Language Teaching and Research*, 8(5), 863–870. <https://doi.org/10.17507/jltr.0805.04>
- Maryati, F. (2021). *Teachers’ Strategies In Teaching Speaking By Using Online Media At SMA N 11 KOTA JAMBI*.
- Maulidar, K., Gani, S. A., & Samad, I. A. (2019). Teacher’s Strategies In Teaching Speaking For Cadets. *ENGLISH EDUCATION JOURNAL (EEJ)*, 10 (1), 80–94. <http://jurnal.unsyiah.ac.id/EEJ/article/view/13258>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. In SAGE Publications. SAGE.
- Mutaat. (2020). Students’ Perceptions Toward Teaching Speaking. *Journal of Teaching and Education*, 4(1), 71–81. <https://doi.org/https://doi.org/10.30650/ajte.v4i1.3190>
- Nabila, N. A. (2020). Pembelajaran Daring di Era Covid-19. *Jurnal Pendidikan*, 01(01), 1689–1699. <https://psyarxiv.com/an4vq/download>
- Nikmah, K. (2020). A Study of Synchronous and Asynchronous E- Learning: Arabic Distance Learning During The Covid-19 Pandemic Alsuna : *Journal of Arabic and English Language*. *Journal of Arabic and English Language*, 3(2), 115–139. <https://psyarxiv.com/an4vq/download>
- Nurbaktiah, A., Sabaruddin, S., & Sofyan, D. (2021). An Analysis of Teacher’s Strategies in Teaching Speaking. *Journal of Development and Innovation in Language and Literature Education*, 1, 284–301. <https://doi.org/https://doi.org/10.52690/jadila.v1i3.115>
- Oktavia, M., Noviati, N., Theriana, A., & Jaya, A. (2021). English Language Teaching in the Indonesian Context Toward Edutech 4.0. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 8(2), 125–137. <https://doi.org/10.36706/jele.v8i2.14556>
- Rahmadi. (2011). *Pengantar Metodologi Penelitian* Antasari Press Banjarmasin 2011 (Syahrani (Ed.)). Antasari Press. [http://idr.uin-antasari.ac.id/10670/1/PENGANTAR METODOLOGI PENELITIAN.pdf](http://idr.uin-antasari.ac.id/10670/1/PENGANTAR%20METODOLOGI%20PENELITIAN.pdf)
- Rao, P. S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6–18. <https://shorturl.gg/pKQN>

- Razi, F., Muslem, A., & Fitriasia, D. (2019). Teachers' Strategies In Teaching Speaking Skill To Junior High School Students. *English Education Journal (EEJ)*, 12 (3), 1–18. <http://publikasi.dinus.ac.id/index.php/estructural/article/view/4225>
- Rosita, & Rohmatika. (2019). Games in Teaching Speaking of Indonesian Language for Non Native Speakers. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(1), 88–95. <https://doi.org/https://doi.org/10.15294/seloka.v8i1.29617>
- Ruslan. (2020). Students' Perception on the Use of Role Play By the Teacher in Efl Classroom. *Journal of Teaching & Learning English in Multicultural Contexts (Tlemc)*, 4(1). <https://doi.org/https://doi.org/10.37058/tlemc.v4i1.1797>
- Safrianti, L. (2018). Teachers' Strategies In Teaching Speaking Skills And Students' Perception Toward Teachers' Strategies At An English Education Department [Universitas Muhammadiyah Yogyakarta]. <http://repository.umy.ac.id/handle/123456789/19855?show=full>
- Sari, S. I. (2021). Students' Perception Towards Teacher Strategies In Teaching Reading Skill At The Eleventh Grade Of SMA N 4 Palopo. *ISLAMIC INSTITUTE OF PALOPO*.
- Soe, S. (2020). Strategies in Teaching Speaking used by Teachers of Young , Junior High School , Senior High School , and University Students. 3(2), 115–130. <https://doi.org/https://doi.org/10.33633/es.v3i02.4225>
- Sugiyono, P. D. (2013). *Metode Penelitian Kuantatif, Kualitatif, dan R&D*. Alfabeta, CV. <https://id.id1lib.org/book/5686376/9d6534>
- Sujarwo, S., Sukmawati, S., Akhiruddin, A., Ridwan, R., & Suharti Siradjuddin, S. S. (2020). An Analysis of University Students' Perspective On Online Learning in The Midst of Covid-19 Pandemic. *Jurnal Pendidikan Dan Pengajaran*, 53(2)(2), 125. <https://doi.org/10.23887/jpp.v53i2.24964>
- Thahir, N. (2018). Students' Perception Of The Methods Used By The Teacher In Teaching English At Sma Negeri 13 Pangkep (Vol. 2, Issue 2) [University of Muhammadiyah Makassar]. [https://doi.org/10.1016/j.gecco.2019.e00539%0Ahttps://doi.org/10.1016/j.foreco.2018.06.029%0Ahttp://www.cpsg.org/sites/cbsg.org/files/documents/Sunda Pangolin National Conservation Strategy and Action Plan %28LoRes%29.pdf%0Ahttps://doi.org/10.1016/j.forec](https://doi.org/10.1016/j.gecco.2019.e00539%0Ahttps://doi.org/10.1016/j.foreco.2018.06.029%0Ahttp://www.cpsg.org/sites/cbsg.org/files/documents/Sunda_Pangolin_National_Conservation_Strategy_and_Action_Plan%28LoRes%29.pdf%0Ahttps://doi.org/10.1016/j.forec)
- Vourezky, N. (2019). Improving Students' Speaking Achievement with Flashcard Through Drilling Technique [University of Muhammadiyah Sumatra Utara Medan]. [http://repository.umsu.ac.id/bitstream/123456789/93/3/skripsi Full.pdf](http://repository.umsu.ac.id/bitstream/123456789/93/3/skripsi%20Full.pdf)
- Wahidmurni, D. (2017). Pemaparan Metode Penelitian Kualitatif. 1–17. <http://repository.uin-malang.ac.id/1984/2/1984.pdf>

SHAPING HINDU CHARACTER THROUGH LEARNING TO WRITE BALINESE LITERATURE

Ni Luh Pt. Putriyani Dewi

Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia

putriyanidewi@uhnsugriwa.ac.id

ABSTRACT

Literary work is a representation of the mind and mind of the author by containing meaningful writings. The meanings contained in literary works often inspire readers of these literary works in carrying out their lives. A literary work contains the mission of conveying noble values which ultimately builds one's character. One embodiment of literary works is Balinese poetry. Balinese poetry literary works are synonymous with the meaning, values and messages implied in the explicit word. Conveying this message is very important, especially in today's life, which is struggling with modernization and the positive and negative impacts of modernization. The positive impact of modernization certainly brings good benefits to humans, but the negative impact is the slackening of religious character and character. Therefore, Balinese poetry literature is very interesting to be used as a medium for forming character education that contains Hindu character values in it. The purpose of this writing is to find out what Hindu characters are formed in writing Balinese poetry literary works for students of the Department of Hindu Theology, Faculty of Brahma Widya UHN I Gusti Bagus Sugriwa Denpasar. This study uses a qualitative descriptive approach and uses observation and interview techniques. The research results obtained indicate that the Hindu character that is formed is to carry out everything based on the teachings of Hinduism, namely *sraddha* or believe in *Ida Sang Hyang Widhi Wasa*, independent and peace-loving.

Keywords: Hindu characters, literary works, Balinese poetry

INTRODUCTION

A literary work is not created without a purpose. The mission of the presence of literary works apart from being entertainment also contains messages and noble values that function to build one's character. Of the many forms of literary works, Balinese poetry is one form of literary work. Balinese poetry literary works are synonymous with the meaning, values and messages implied in the explicit word. In poetry, especially Balinese poetry, various kinds of social conditions are often found, such as religion, economy, social and culture. But in the midst of society, especially in Bali, based on observations from researchers, student appreciation for writing poetry, especially poetry in Balinese, is relatively low. Writing poetry in Balinese is considered incompatible with the times and the standardization of today's youth association. In fact, writing poetry in Balinese is indirectly an effort to preserve Balinese culture, especially the Balinese language. From this it can be concluded that the appreciation of Balinese poetry literary works really needs to be done.

Poetry literary works are known as works of fiction, but these literary works are not entirely born of imagination or fantasy, but are created through a process of observing the author's environment which is expressed in beautiful words. As stated by (Selviana, 2018) that in literary works, messages and lessons can be

learned, values-Moral values can also be taken from the beauty of the sentences of a poem. Literary works become an alternative medium to provide the inculcation of morality. Many literary works, especially Balinese poetry, which have moral and religious values are spread in Balinese society. These literary works can be used as a medium for cultivating strong character education so that they always remember their identity and do not get carried away with modernization. Balinese poetry literary works have high aesthetic value as outlined in typical literature. Writing Balinese poetry is part of how to appreciate a work of literature. Through the activity of writing poetry in Balinese, one can practice useful thinking activities supported by knowledge and skills in using language styles, especially Balinese. Everyone has their own characteristics and techniques in producing poetry as well as in writing poetry in Balinese. For people who like the art of poetry and are used to using Balinese language, it is certainly easier to write Balinese poetry, in contrast to people who have never been interested in writing or are not fluent in Balinese, special treatment is needed. According to (Isnaini & Herliani, 2020) in his research revealed that interesting learning really determines the results and can also shape student character. Learning to write poetry increases the role of the participants in developing character. It can be said that the ability to write poetry cannot be equated, so a pleasant atmosphere is needed in the activity of writing Balinese poetry. Even so, writing poetry in Balinese has a generalization of the same creative process, which includes determining ideas, then proceeding to the contemplation stage, after that writing and the last is the editing or revising stage. When viewed from these stages, writing poetry in Balinese is a creative process of imagination which is expressed in a series of beautiful words, of course, using Balinese.

Today's life which is struggling with modernization brings many changes in human life. These changes often bring positive and negative impacts. The positive impact of modernization certainly brings good benefits to humans, but the negative impact is the slackening of religious character and character. What is more concerning is that in life in society, it is often seen that the behavior of some people is falling further and further away from the values of Hindu character. Many media reports on immoral and criminal incidents and actions that are not only committed by old people but are actually carried out by many young people and even teenagers. Character in the perspective of Hindu Education is noble character, namely embodying the values of Hindu character to its adherents. (Wakhyudi & Setyorini, 2021) in his research stated that the value of character education can be conveyed in various ways as a medium for delivering character education. Therefore, Balinese poetry literature is very interesting to be used as a medium for forming a person's character education which contains Hindu character values in it through moral messages. Poetry is a literary work that is short, solid and the words are beautifully written. Poetry that contains character values, of course, contains character values that can be used as role models and lessons.

The 3rd semester Hindu Theology Department of the Brahma Widya Faculty UHN I Gusti Bagus Sugriwa Denpasar (UHN IGB Sugriwa Denpasar) is a

Department that focuses on exploring the teachings of Hinduism. In this department, there is a Balinese language course where students are given the opportunity to carry out writing activities or create literary works of poetry in Balinese. The activity of writing Balinese poetry in this department aims to create character building. Researchers are interested in studying and examining more deeply the existing problems.

LITERATURE REVIEW

Writing literary works such as poetry certainly requires high creativity capital. As explained by (Rahmawati, 2013) that the basic capital of writing is sensitivity, creativity and imagination. Likewise in writing poetry in Balinese, sensitivity is needed in seeing phenomena and facts that exist in everyday life in society. After seeing the facts, unexpected ideas and ideas often emerge. By understanding the facts, it will be easier for someone to express their ideas in beautiful words wrapped in a distinctive language style.

In research (Wuryani, 2020) it was explained that literature has a beautiful charm from a simple writing. The charm that is emitted from a literary work is not only visible from the written words but there is an implied meaning that can be learned and used as a lesson in life in a better direction. Likewise in Balinese poetry literature, beautiful words are arranged in the uniqueness of the Balinese language but also contain moral values and character education. These values can have a positive impact on humans, one of which is the value of Hindu character education. The value of Hindu character education is the process of forming and directing one's character and character in thinking, saying and acting based on Hindu religious teachings (Arsini & Sutriyanti, 2020). If after writing Balinese poetry literary works can form Hindu character values, it will certainly make humans not carried away by modernization that is too far. Humans cannot avoid the era of modernization but that does not mean leaving the noble character values of Hinduism and keeping a person on the path of *Dharma*.

In this study the authors focused on the subject, namely the formation of Hindu character values in semester 3 students of the Department of Hindu Theology, Brahma Widya Faculty UHN I Gusti Bagus Sugriwa Denpasar through writing Balinese poetry literature. Writing Balinese poetry with the theme of Hindu religious teachings is a form of worship manifestation in understanding Hindu religious teachings through literary works. The poetry literary works that are produced ultimately provide benefits for the harmony between beliefs and a sense of art.

METHOD

This study uses a qualitative descriptive methodology, namely research by collecting data in the field, processing and then analyzing it. The type of research used is field research by conducting research and visiting the research location directly to obtain the required data. The primary data source as the main data

source in this study was collected directly from the subjects and objects of research, namely by looking at the activities of writing Balinese poetry in semester 3 of the Department of Hindu Theology, Faculty of Brahma Widya UHN I Gusti Bagus Sugriwa Denpasar. Then information is obtained directly from respondents in the field based on the results of interviews and observations. The instrument in this study was an interview guide with 3rd semester students of the Hindu Theology Department, Brahma Widya Faculty UHN I Gusti Bagus Sugriwa Denpasar.

In analyzing data, sorting it into manageable units, synthesizing and finding important data and deciding what can be conveyed. So that the activity in the analysis of qualitative data in this study consists of the stages of reduction, display and conclusion or data verification.

FINDINGS

The activity of writing Balinese poetry at the Department of Hindu Theology, Faculty of Brahma Widya UHN I Gusti Bagus Sugriwa Denpasar, is an opportunity for 3rd semester students to hone their potential and skills in writing literary works with their own distinctive language style. Writing poetry in Balinese language is part of individual student assignments in taking Balinese language courses in this department. It can be seen that students of the Department of Hindu Theology on this campus practice the ability to write literary works from the thought process of looking for ideas to finishing writing into a real work. Regarding the activity of writing Balinese poetry literary works, according to an interview with a student named Ida Ayu Tirta Kaweri said that the activity of writing Balinese poetry was an interesting challenge for her, because through Balinese poetry she could express the problems she had faced and poured them into literary works with a touch of Hindu Education values in accordance with the material he got while attending lectures at the Department of Hindu Theology. He feels proud that literary works in the form of poetry can give positive messages to readers by prioritizing religious values in carrying out daily life. According to him, the activity of writing poetry in Balinese is an alternative in deepening writing skills, Balinese language skills and also as a way to control emotions into art that benefits many people.

In the activity of writing Balinese poetry in the Balinese language course at the Department of Hindu Theology, lecturers/mentors free their students to express themselves in writing poetry in their own language style. It's just that the theme of writing Balinese poetry was determined, namely the theme of Hindu religious teachings, according to their department. So that in addition to deepening and honing students' skills in producing a literary work, training students' abilities in using Balinese vocabulary, but also spreading the character values of Hindu religious education through the literary works they create.

According to the 3rd Semester Hindu Theology Department student at the Braahma Widya Faculty, the activity of writing Balinese poetry literature with a duration of 3 meetings was considered quite effective. Because lecturers are always

welcome and take the time to discuss with students outside of class hours. The lecturer always monitors the development of the progress of writing Balinese poetry. It can be concluded that the copyright of the poetry literary work is not interrupted in the classroom. The lecturer always monitors when students experience problems or find ways to solve an impasse in continuing their literary work so that the continuation of writing literary works can run smoothly.

In the course of writing Balinese poetry, an evaluation is always carried out at each meeting. The evaluation indicator used is literary criticism. If at the first meeting Balinese grammar in writing is not irregular, there are words that are inappropriate or even there is no message contained in their literary work, the lecturer will correct, review and oblige students to improve their writing style. And in the next meeting, the changes produced by the students were seen. Because writing Balinese poetry literature has a process, where the process is always running and not monotonous.

Figures

Literary Poetry and The Message it Contains

Writing poetry literary works cannot be separated from the message of meaning that the author wants to convey through a series of beautiful words. This series of words was created not only from knowledge of vocabulary but also supported by imagination and knowledge about the teachings of Hinduism in producing literary works of poetry in Balinese with the theme of Hinduism.

One of the literary works of Balinese poetry produced by 3rd semester students of the Department of Hindu Theology, Faculty of Brahma Widya UHN I Gusti Bagus Sugriwa Denpasar, is a work entitled "*Aab Jagate Sane Mangkin*"

Sang Surya sane nyansan matilar,

The sun seems to go

Gulem sawai wai

Cloudy every day

Sabehne ten usan-usan

The rain didn't stop

Anginne ngangsan ngerasang

The wind is getting stronger

Tetanemanne telah pungkad

Many plants fall

Blabar dini ditu

Flood everywhere

Sekadi puniki aab jagate mangkin
This is how the earth is now

Sameton sami sebet lan sungkan
You are all sad and sick

Napi sane ngranayang?
What causes it?

Jagate enduk ulian iraga ten eling
Earth is like this because we all forgot

Ida Sang Hyang Widhi has taken care of it
Ida Sang Hyang Widhi has bestowed a mind

Mangda iraga setata eling
So that we all always remember

Nyaga jagat mangda stata becik
Keeping the earth so that it is always good

Lan lestari
And sustainable

Ngiring mangkin sareng sami
Now come on everyone

Iraga maparilaksana becik
We are well behaved

Mangda jagat stata rahayu
So that the earth is always safe

Olih : I Dewa Agung Cantika

Based on the Balinese language poetry, we can see a series of beautiful words that are written but also contain religious messages conveyed by the author so that the creation of a literary work of poetry has its own role. Like the explanation from (Slamet, 2018) that in any society and culture, literary works have very important functions and roles. So that the Balinese poetry literary works above also be an important function and role, that is, in addition to entertainment from the readers, the message of Hindu character education is also visible to the readers. In this poem, the word “*Ida Sang Hyang Widhi Wasa*” is embedded, which is the mention of God for Hindus. It is implied that the author hopes that every action or behavior is based

on the teachings of Hinduism, which in this case is *Sraddha*, namely believing in *Ida Sang Hyang Widhi Wasa* with his power to bestow thoughts on humans so that they always behave well in order to preserve the earth.

The Formation of Hindu Character in Balinese Poetry Writing Activities

Writing poetry also has an impact on character changes in the perspective of Hindu Religious Education for a writer which is a reaction that occurs in a writer through the moral wisdom of Hindu religious teachings contained in poetry. The moral value of Hindu religious teachings in the activity of writing poetry actually has universal value if the norms of action in it are believed to be something good by humans, not only Hindus.

Character formation in the perspective of Hindu religious education from the activity of writing poetry in Balinese in the Hindu Theology Department Semester 3 UHN Sugriwa Denpasar can be seen in;

1. Increased motivation to learn

In learning activities, learning motivation is an encouragement that creates curiosity, willingness and enthusiasm in learning to achieve learning goals. Learning motivation is a psychological drive that changes students' self-energy to become more enthusiastic about participating in learning. Based on the results of interviews with a student named Wayan Sudana, it is known that writing poetry in Balinese gives positive character changes. Moreover, when incorporating Hindu religious values into his literary poetry, there was a change in his habits, from initially not being very interested in Balinese poetry to liking and being motivated to create literary works that contained Hindu-inspired teachings. This shows the motivation or interest and enthusiasm of students in writing poetry literary works to be better so that they are able to create good Balinese poetry literary works.

2. Growing Confidence

Confidence is a person's strength in breaking through fear due to lack of confidence in dealing with a situation. According to the results of an interview with a student named I Gede Budi regarding changes in character in the activity of writing poetry in Balinese, he said that there was a change in character in the desire to create a literary work, especially using Balinese. If previously it was thought that writing Balinese literary works was something difficult and could only be carried out by experienced people, in this activity he found a new experience, namely the growth of self-confidence. Anyone can put noble ideas and messages into a literary work as long as they believe in themselves that they are capable of doing so. This statement shows that there is a change in character in the form of the growth of students' self-confidence in writing Balinese poetry literature.

3. Awareness of Egalitarian feelings

Writing poetry fosters awareness that is felt by third semester students of the Department of Hindu Theology UHN I Gusti Bagus Sugriwa Denpasar, namely the view that everyone has the same (egalitarian) values. This was stated by Adhe Deva in the activity of writing literary works such as poetry, everyone has the opportunity because of a very strong sense of egalitarianism. There is no particular difference, especially in the Department of Hindu Theology UHN I Gusti Bagus Sugriwa Denpasar

Consists of students with various age ranges, from young students like himself to mature Hindu religious practitioners who are members of this class. No one is considered superior or inferior in the opportunity to create a work of literature.

DISCUSSION

Hindu Character Growing in Students in Writing Balinese Poetry

The process of internalizing character values in students as a process of character formation. This value is positive which encourages students to behave well. From this positive value, it is hoped that students will easily socialize with other people in their environment based on existing norms.

In the perspective of Hindu Religious Education, character building grows from one's religiosity, this attitude is based on one's beliefs. Religious behavior can be seen from the mindset and actions that become the moral concentration of faith. This is what ultimately forms the character of Hinduism. Thus, writing poetry is an activity to mobilize students' imagination, knowledge and understanding of the elements that build poetry into a unit that indirectly forms the character of the writer.

The Hindu characters formed in producing Balinese poetry literary works at the Department of Hindu Theology UHN I Gusti Bagus Sugriwa Denpasar are as follows:

1. *Sraddha* (believes in *Ida Sang Hyang Widhi Wasa*)
Sraddha is a behavior that is formed in a person related to his belief in the power of *Ida Sang Hyang Widhi Wasa* as the Creator. *Sraddha* is a form of obedience and devotion to God based on religious regulations and orders. From the results of the interview with Agung Cantika, when the activity of writing Balinese poetry literary works took place, the feeling of belief in the existence of God and the power of God was increasingly felt. Through a series of imagination and knowledge that is packaged in the words of a poem, it makes him more aware that God with his almighty power is something to be grateful for. How God bestows character and mind so that humans can live their lives well and even produce a work of literature with religious nuances. So that He doesn't want to feel the power from God himself, but He wants the readers of his work to also feel the power from God. This is certainly an added value and pride for students that in being

productive they can hone their writing and thinking skills as well as convey messages to readers in the hope that there will be changes in people's behavior in a better direction.

2. Independent

Independence is an activity of doing something without dependence on others. In the teachings of Hinduism, independence is a good character. Independent character can be interpreted as a skill to help yourself and take care of yourself in achieving something. With an independent character, a person is able to manage time, think, and find solutions to the problems they face without waiting or even blaming others. From the results of interviews with students on behalf of Wayan Saputra, it was stated that the Hindu character created from the activity of writing Balinese poetry literary works is independence. Before writing poetry, especially in Balinese, students tend to be lazy to look for ideas, develop ideas and embody them in a complete literary work. However, with the activity of writing poetry, students are indirectly encouraged to do this to create a literary work with a new point of view.

3. Love peace.

The Hindu character that is formed next is peace-loving. Love peace puts forward the teachings of compassion and non-violence. According to the results of interviews with students on behalf of Ngurah Baskara, writing poetry creates a change in character for students that has an impact. Students are trained to create a sense of love and peace towards something they are facing without prioritizing violence. It is further said that a person is able to generate a sense of sensitivity to issues and phenomena circulating in society in a wiser manner. This phenomenon is raised in a literary work of poetry as a form of voicing the anxiety felt by the community while continuing to instill a sense of love for peace in the hope that there will be appropriate changes in society.

From these interviews it can be concluded that the Hindu character that is formed from writing poetry is a sense of love for peace. This is a representation that in facing a problem in the book of Jesus, we face it with a sense of peace so that violence can be overcome.

CONCLUSION

Based on the explanation above, it can be concluded that

1. Related to the activity of writing Balinese poetry literary works at the Department of Hindu Theology UHN IGB Sugriwa Denpasar, it can be said to be very good, this is an opportunity for students to hone their potential and skills in writing literary works with the characteristics of their respective language styles. besides deepening and honing students' skills in producing a literary work, training students' skills in using Balinese vocabulary, but

- also spreading the character values of Hindu religious education through the literary works they create.
2. Writing Balinese poetry literary works fosters changes in student character including increasing learning motivation, growing self-confidence, and promoting an egalitarian sense, the perspective that every human being has the same values, especially in producing a literary work.
 3. Hindu characters that are formed in students at the Department of Hindu Theology UHN IGB Sugriwa Denpasar are *sraddha*, independence, and a sense of peace.

REFERENCES

- Arsini, N. W., & Sutriyanti, N. K. (2020). *Internalisasi Nilai Pendidikan Karakter Hindu Pada Anak Usia Dini*. Denpasar: Yayasan Gandhi Puri.
- Isnaini, H., & Herliani, Y. (2020). Penyuluhan Pembelajaran Menulis Puisi Berbasis Karakter di SMK Profita Kota Bandung Tahun Ajaran 2019-2020. *Communnity Development Journal*, 78.
- Rahmawati, D. L. (2013). Penerapan Metode Karya Wisata Dalam Pembelajaran Menulis Karya Sastra. *Anterior Jurnal*, 43.
- Selviana, I. (2018). Apresiasi Karya Sastra Sebagai Media Penanaman Moralitas Dalam Dakwah. *Ath-Thariq*, 1.
- Slamet, Y. M. (2018). Fungsi dan Peran Karya Sastra Dari Masa Ke Masa. *Jurnal PRAXIS*, 24.
- Wakhyudi, Y., & Setyorini, R. (2021). Cerita Sebagai Media Penyampaian Pendidikan Karakter Islami. *Dialektika Jurnal Pendidikan*, 68.
- Wuryani, W. (2020). Pesona Kaarya Sastra Dalam Pembelajaran Bahasa dan Budaya Daerah. *Semantik*, 87.

THE EFFECTS OF EXPERIENTIAL LEARNING PROGRAM ON JUNIOR SCHOOL STUDENTS' VOCABULARY MASTERY

Agunawan^{1*}, Paisal²

^{1,2}UPT SMP Negeri 1 Duapitue, Disdik Sidenreng Rappang, Indonesia
agunawanwahab01@gmail.com

ABSTRACT

The exclusion of English from the Elementary School curriculum in Indonesia has impacted the students' English proficiency especially their vocabulary mastery. Many elementary students in Indonesia especially in Sidenreng Rappang have to struggle with understanding and mastering the English subject when they pursue their study at the higher levels. Therefore, an experiential learning program was administered to overcome this systematic problem. This was an experimental research with pretest and posttest design. A total of 50 junior school students were taken as the samples. They were exposed to experiential learning by involving them into school visit program, where they acted as the peer-tutor for the elementary students and taught them how to memorize basic vocabularies such as parts of body, tools and equipment, and profession. The findings of the research inform that, after being involved in the experiential learning program, the samples can memorize more vocabularies and used it in the sentence accordingly after the posttest was administered. It indicates that the experiential learning program positively contributes to the students' vocabulary mastery in Sidenreng Rappang. This also become an alternative to overcome the English proficiency problem of the elementary students and actualize the independent learning in Indonesia

Keywords: Experiential Learning; Vocabulary Mastery; Junior School Students

INTRODUCTION

In recent years, the landscape of primary education in Indonesia has witnessed a significant transformation with the introduction of various policies aimed at reshaping the curriculum. One notable change is the exclusion of the English subject from the elementary school curriculum, a decision that was formalized through the issuance of Regulation Permendikbud No. 67 Tahun 2013. Consequently, beginning from the academic year 2014, English ceased to be a part of the curriculum for elementary school students. The rationale behind this policy shift, as articulated by the Ministry of Education, is to prioritize the mastery of the Indonesian language among young learners before introducing them to foreign languages. This initiative is rooted in the aspiration to nurture a sense of nationalism, where proficiency in the Indonesian language is perceived as an essential foundation for identity development and fostering a stronger national identity.

While the intention behind this policy is undoubtedly commendable, it has also yielded unintended adverse consequences. One noteworthy repercussion pertains to the academic challenges faced by students in junior high school who are grappling with comprehending English materials. This struggle arises due to their lack of prior exposure or foundational understanding of the language during their elementary school years. As a result, these students encounter difficulties in comprehending and engaging with the English curriculum, which subsequently

impedes their ability to effectively grasp the subject matter. Consequently, their overall English proficiency is negatively affected, posing potential setbacks to their language learning trajectory and cognitive development.

This situation persists across numerous schools in Indonesia, particularly those situated in remote and underserved areas. When juxtaposed with their counterparts in urban centres or metropolitan regions, students in these remote locales encounter a distinctly challenging scenario. While students in urban settings have the luxury of supplementing their English learning through extracurricular activities or private tutoring, their peers in remote areas grapple with a starkly different reality—namely, the complete absence of access to English language learning opportunities. This discrepancy is most conspicuously manifested in their limited vocabulary proficiency, which subsequently exerts a profound influence on their scholastic pursuits. The deficiency in vocabulary impedes their capacity to engage effectively with the learning materials presented during their junior school years.

Augmenting students' vocabulary constitutes a prevalent pedagogical undertaking inherent to English educators instructing elementary and junior school cohorts. Furthermore, a plethora of scholarly investigations have been conducted in consonance with this endeavour. Various methods, learning instruments, and medias have been used to enrich the students vocabulary like using mobile application (Wei, 2023), computer-mediated feedbacks (Li, 2023), Quizziz Games (Katemba & Sinuhaji, 2021), modified teaching strategies (Triinu et.al, 2021), educational robot and an IoT-Based 3D book (Lin et.al, 2022), and so forth.

However, these cannot be generally implemented in all schools in Indonesia, especially in remote area like in Sidenreng Rappang due to several reasons. Firstly, the students who enter the junior school level have lack of vocabulary and they never been exposed to English. Secondly, using technology-based medias or instruments are still something they have to learn more, especially when their teachers are not familiar yet with using technology in teaching. Lastly, conventional and monotone learning methods used by the teacher which make them not really interested to learn English. Therefore an alternative method should be administered to fit with these situation.

When instructing vocabulary, it is vital to consider pronunciation, contextual application, spelling, and sociocultural connotations. This approach ensures students develop a comprehensive understanding of word meanings and their utilization within diverse and authentic situations. Moreover, repetition in learning the vocabulary should also be considered (Lu & Murao, 2023). Consistent utilization of memorized words in daily activities enables students to retain them within their long-term memory (Trang et.al, 2023). Nonetheless, employing a direct vocabulary memorization approach proves ineffective and unfeasible due to its potential to induce student passivity and demotivation toward learning. Thus, a more efficacious and engaging approach must be implemented for instructing vocabulary to junior school students.

Experiential learning appears as the solution to overcome the students' lack of vocabulary mastery, especially their ability to memorize the words. It offers a compelling strategy for enhancing vocabulary retention among students in an enjoyable and efficacious manner (Quibrantar & Ezezika, 2023). This method capitalizes on the principles of multisensory learning, which involve sensory stimuli to stimulate memory pathways. When students are immersed in real-life contexts, their senses are engaged, forging strong connections between the acquired vocabulary and the associated experiences (Hung et.al, 2023). This experiential engagement activates multiple cognitive processes, such as attention, emotion, and sensory perception, resulting in deeper encoding and enhanced retention of the vocabulary items. Moreover, experiential learning fosters a dynamic and interactive learning environment that piques students' curiosity and enthusiasm, thereby bolstering motivation to learn and encouraging sustained attention to vocabulary acquisition. Through these mechanisms, experiential learning not only injects an element of enjoyment into the learning process but also effectively embeds vocabulary in students' long-term memory, paving the way for enhanced language proficiency and application (Ford et.al, 2023).

Drawing from the preceding elucidations, the primary aim of this research endeavor is to enhance the lexical proficiency of students through their active participation in an experiential educational initiative termed "English Corner goes to School." Junior school pupils underwent training and were provided with targeted vocabulary for memorization, subsequently assuming the instructional role of transmitting the assimilated lexical repertoire to elementary school counterparts. Through the processes of didactic instruction and repetitive recitation, students effectively solidified the newly acquired vocabulary within their long-term memory reservoirs, thereby equipping them for its utilization in their routine verbal and written exchanges.

LITERATURE REVIEW

The definition of experiential learning varies among scholars but still refers to the same concept. Experiential learning is a process of constructing and expanding knowledge, skills, values, and perspectives by active experimentation and reflecting on the experience (Dewey, 1938). It is a purposeful and planned experience in the outdoors and a broad term that includes discovery, experimentation, learning about and connecting to environments, situations, and events, and engaging in activities outside the traditional classroom (Burch et al., 2019; Castilho & Gomes, 2019; Fossgard & Fredman, 2019; Prince, 2019). Typically, these endeavours involve multiple areas of study and can relate to any subject taught in school or university, either directly or indirectly. The length of time could range from a brief single-class visit to a more extended program that lasts several days, weeks, months, or anything in between. (Bradford, 2019; Fűz, 2018; Hyndman & Mahony, 2018; Prince, 2017; Seaman et al., 2017). In addition, experiential learning is an umbrella term that can be associated and used interchangeably with other terms like Experiential

Education, Outdoor Learning, Outdoor Education, Environmental Learning, Adventure Learning, and Outclass Learning. These terms encompass all learning activities held outside the regular classroom within various forms of activities (e.g., problem-based learning, project-based learning, service-learning, inquiry-based learning, field trip, internship, study abroad) (Duong, 2019; Thomas, 2019).

To better understand the definition of experiential learning, it is crucial to track the historical roots by knowing the beginning of how it is created, what constructs build it up, and its leading figures from time to time. John Dewey, an educational activist, progressivist, and philosopher, is recognized in the world of experiential learning as the initiator and the leading figure of the concept, followed by other names who deserve to be also credited for their contribution such as Kurt Lewin, Jean Piaget, Paolo Freire, Lev Vygotsky, and David Kolb. Dewey (1938) sees traditional schooling, where learners are primarily positioned as passive receivers, and the conventional learning environment as an educational interference that can decrease their thinking ability and demotivate them. Therefore, he proposed experiential learning as the opposite of the conventional learning. His works in 1896, 1897, 1899a, 1899b, 1903, 1910, 1916, 1925, 1933, and 1934, and his most influential and referred work in 1938 emphasize that experiential learning allows learners to construct knowledge, skills, and values by attributing reflective and critical thinking (Arseven, 2018; Bolick et al., 2020; Breunig, 2017; Chiu, 2019; Glazier & Bean, 2019; Ingman, 2018). He also stresses that to gain an authentic understanding through informal education, one should reflect on their experiences before, during, and after going through them. This approach allows for a comprehensive evaluation of the experience from multiple angles (Castilho & Gomes, 2019).

To gain experience, the learner must be proactive in asking questions, exploring, experimenting, and problem-solving. They must also demonstrate curiosity, creativity, and the ability to integrate their existing knowledge to construct new meanings. Furthermore, the learner must take responsibility for their actions and be accountable for the results they produce (Bolick et al., 2020). Thus, experiential learning and critical thinking are interrelated and support one another. In addition, Dewey initiated the experiential learning movement by establishing a laboratory school that emphasized learning through direct experience, where they were motivated to gain knowledge through hands-on learning, elucidated the main ideas, and utilized the teachings to achieve tangible outcomes (Walker, 2019).

Dewey's works on experiential learning were taken to the next level by David Kolb, another successor of the concept, by developing Experiential Learning Theory and the four-stage cycle. His primary focus is to differentiate himself from traditional lectures that are frequently criticized for being passive, lacking realism, and failing to provide comprehensive, learning-focused results. (Burch et al., 2019). Still referring to the grand concept theorized by Dewey (1938), Kolb's (1981) experiential learning theory holds on six principles: (1) the focus of learning is on the process rather than the results or products; (2) learning is an ongoing process

that stems from experiences; (3) learning necessitates resolving opposing modes in adapting to the world; (4) learning is a comprehensive process of adapting to the world; (5) learning involves interactions between individuals and their environment; and (6) learning is the process of generating information (Bohon et al., 2017; Lee, 2019). In addition, his four-stage cycle consists of Concrete Experience (CE), a feeling dimension; Reflective Observation (RO), a watching dimension; Abstract Conceptualization (AC), a thinking dimension; and Active Experimentation (AE), a doing dimension (Amolloh et al., 2018; Burns & Danyluk, 2017; Kolb, 1984). Moreover, to fully construct the knowledge, learners are required to apply all the learning modes in the cycle (Toyama & Yamazaki, 2019). The four-stage of experiential cycle can be seen in Figure 1.

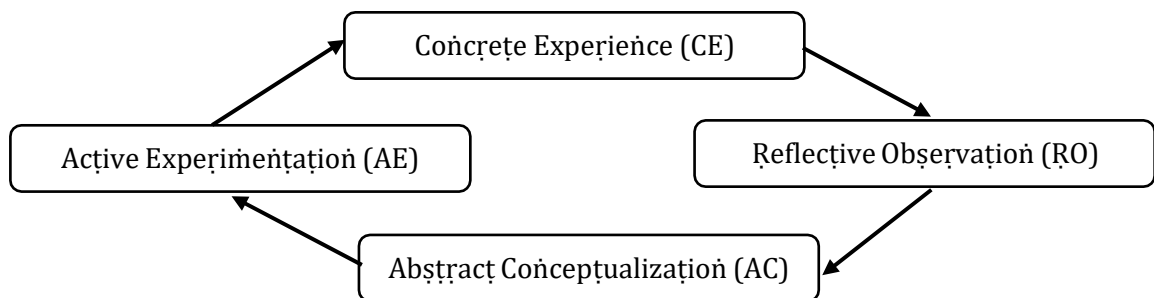


Figure 1. Kolb's Experiential Learning Cycle

The utilization of Kolb's Experiential Learning Cycle holds intrinsic promise in the context of the envisaged research, wherein students are poised to actively engage with an experiential learning program encompassing the transmission of memorized vocabulary to elementary school students. Kolb's cycle, rooted in the framework of experiential learning, underscores a pedagogical approach grounded in the sequential progression of concrete experience, reflective observation, abstract conceptualization, and active experimentation. This cycle offers a structured and adaptable model for facilitating effective learning outcomes, particularly within the scope of the proposed research.

As students partake in the experiential learning program, the initial stage of Kolb's cycle, involving concrete experience, manifests through their direct engagement with the memorized vocabulary. This hands-on interaction fosters a deep-seated understanding of the linguistic content, allowing students to internalize the nuances of the words they are teaching. The subsequent phase, characterized by reflective observation, encourages students to critically assess their teaching methods, evaluate the impact of their instruction, and identify potential areas for improvement. This introspective element ensures that the learning experience is not only transactional but also transformational, as students refine their pedagogical strategies.

The subsequent stages of Kolb's cycle, namely abstract conceptualization and active experimentation, play a pivotal role in bolstering the efficacy of the students' teaching endeavor. The process of abstract conceptualization involves the students' capacity to synthesize their experiential insights with existing knowledge

frameworks. This aids in the creation of a comprehensive understanding of the vocabulary, fostering a deeper appreciation of the linguistic intricacies. Furthermore, the active experimentation phase encourages students to iterate and refine their teaching techniques based on insights gained from their prior experiences. This iterative process facilitates the development of adaptive pedagogical strategies, ultimately contributing to the enhancement of the students' own linguistic proficiency and instructional skills.

METHOD

Research Samples

Since the objective of this research is to explore the effect of experiential learning program on students' vocabulary mastery, the samples selected to be involved in this research were 50 seventh grade students of SMP Negeri 1 Duapitue who were selected randomly. These samples were confirmed about their availability to sincerely participate in this research, considering the time to collect the data were conducted after their regular school time. Also their health status and physical readiness to be involved were also confirmed to ensure that they would not have any problem relate to the experiential learning program conducted.

Research Instrument

The instrument used to collect the data was vocabulary test. Utilizing a vocabulary test to assess junior school students' vocabulary mastery holds substantial merit due to its capacity to offer a reliable and quantifiable measure of linguistic proficiency and comprehension. Vocabulary, being a fundamental component of language acquisition, plays a pivotal role in facilitating effective communication, comprehension, and expression. Firstly, vocabulary tests allow for the evaluation of the breadth and depth of students' lexical knowledge. These assessments encompass a diverse range of words, from basic to more intricate terms, thereby enabling educators and researchers to gauge the extent to which students have internalized a wide spectrum of linguistic nuances. Secondly, vocabulary tests facilitate the assessment of both receptive and expressive language skills. Receptive skills involve understanding words in context, while expressive skills involve employing these words effectively in communication. Vocabulary tests often encompass tasks such as matching words with their meanings, completing sentences, and generating synonyms or antonyms. Furthermore, vocabulary tests align with cognitive theories of learning, emphasizing the importance of repetition and rehearsal for retention. Regular exposure to vocabulary items through testing enhances the likelihood of their integration into long-term memory. Importantly, vocabulary tests are amenable to quantitative analysis, enabling the tracking of progress and growth over time. This is particularly pertinent in educational settings, where the measurement of learning outcomes is vital.

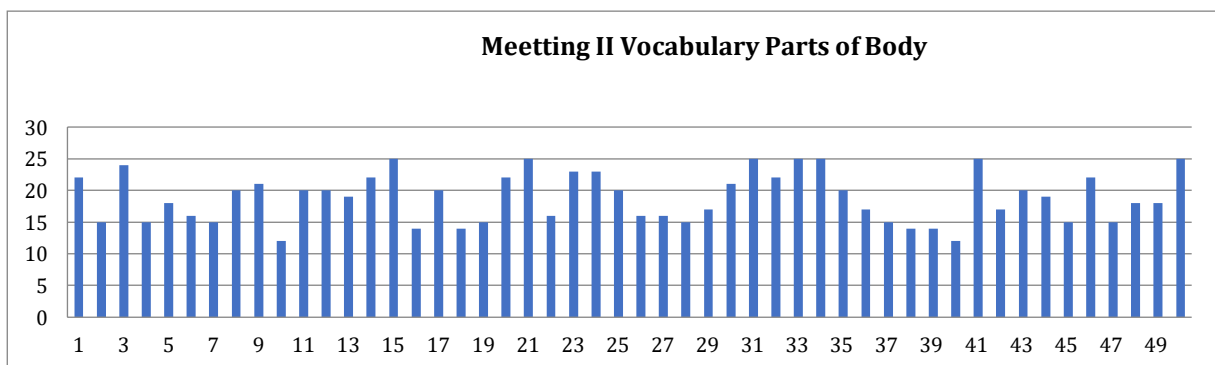
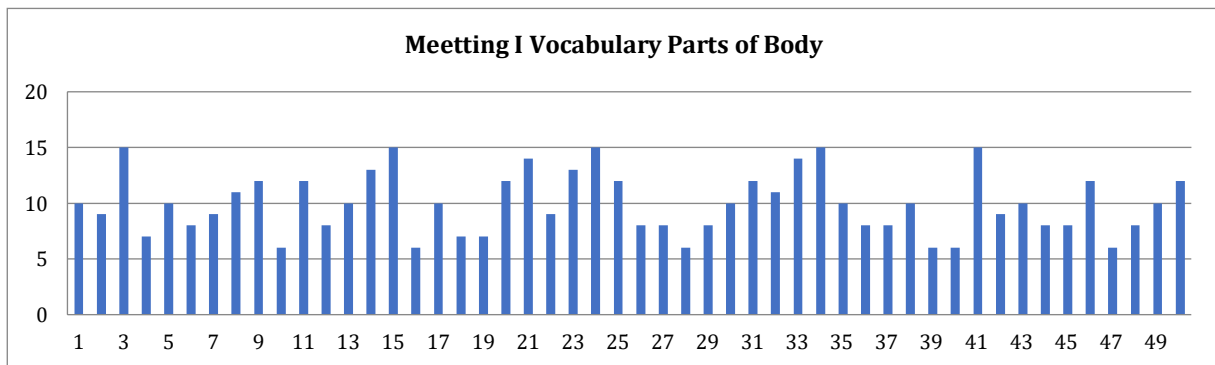
In addition, the vocabulary test consisted 50 words to be memorized that were administered in the pretest and posttest or before and after the experiential learning program was conducted. The data of the pretest and the posttest were compared to determine the improvement of the students' vocabulary mastery.

Experiential Learning Program

Before involving the samples into the program, they were given groups of words to be memorized such as parts of body, tools and equipment, and professions. They were given one week to memorize each group of words. After ensuring that all samples had memorized the words, they were taken to elementary school and asked to teach the elementary school students the words they had memorized. For one group of words, they were asked to teach different elementary school students repeatedly. In other words, there were three schools they visited and share what they knew about the given group of words (for example parts of body) to different elementary school students.

FINDINGS

The involvement of junior school students who have previously memorized specific lexical groups and subsequently engage in teaching these words to elementary school students constitutes a nuanced educational process that capitalizes on cognitive and socio-interactive dynamics. This pedagogical approach not only reinforces the junior students' own vocabulary retention but also fosters the development of valuable teaching and communication skills.



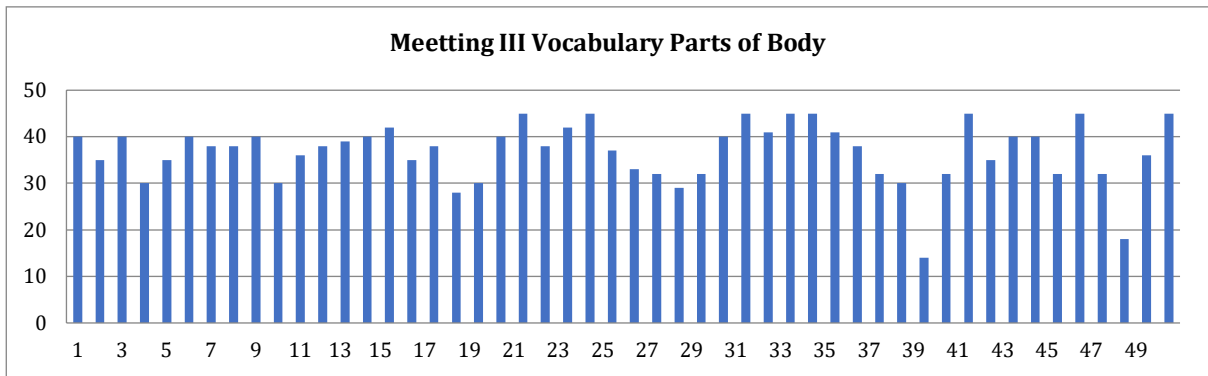
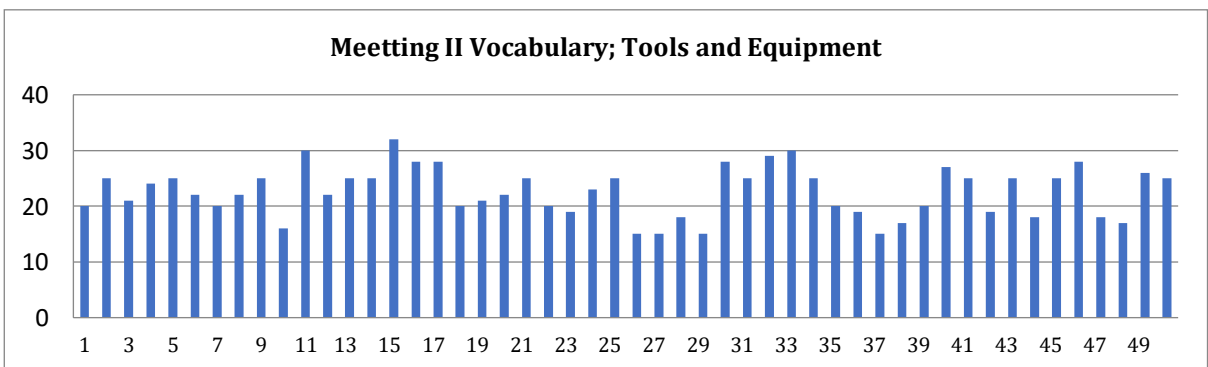
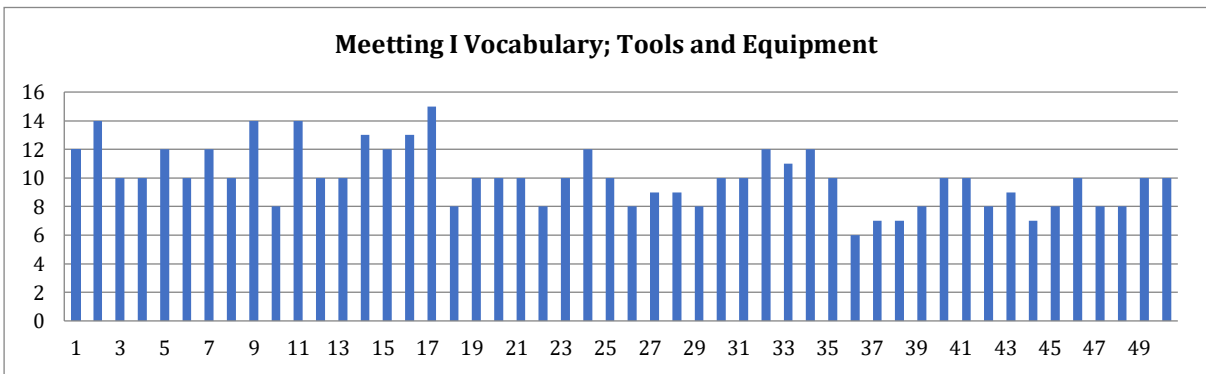


Figure 2. The samples improvement for each meeting relate to vocabulary parts of body

Based on Figure 2. It can be seen that there is significant improvement relate to the numbers of words that the students memorized. In the first meeting, the samples were only be able to memorize not more than 15 words that they should teach to the elementary school students. Then in the third meeting, the numbers of words they could memorized increased to almost 50 words.



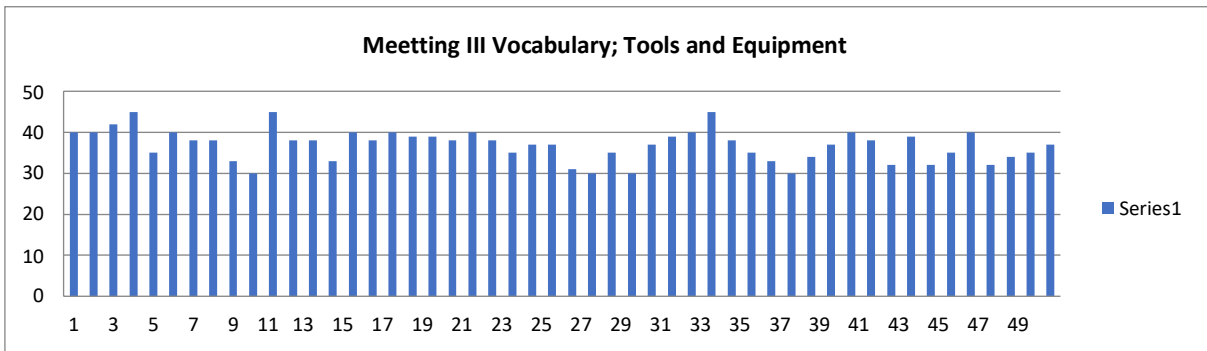
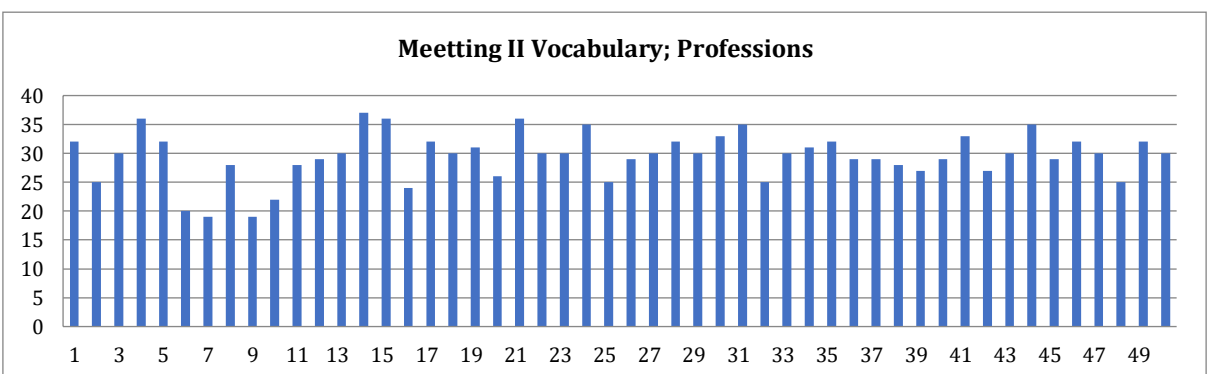
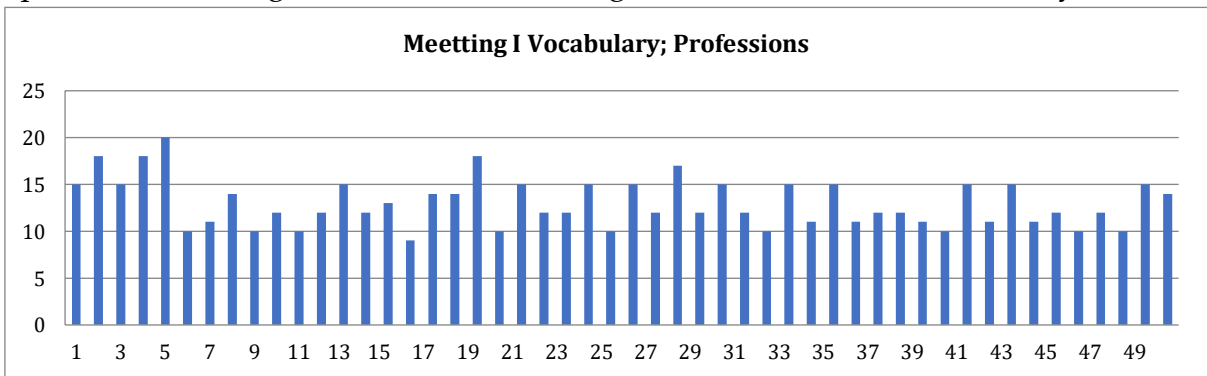


Figure 3. The samples improvement for each meeting relate to vocabulary tools and equipment

Based on the Figure 3. the students' improvement for each meeting were also increased and obtain higher minimum of words memorized related to vocabulary tools and equipment. Cognitive psychology asserts that repeated exposure to the same strategy fosters the formation of cognitive schemas. A cognitive schema refers to a mental framework that organizes knowledge, facilitating the interpretation, encoding, and retrieval of information. In the context of vocabulary memorization, the repetition of a specific strategy—such as associating words with visual cues or creating mnemonic devices—leads to the development of robust cognitive frameworks that streamline the process of memorization. As students repeatedly employ the same strategy, the cognitive schema becomes progressively refined and optimized, enabling more efficient encoding and retention of the vocabulary items.



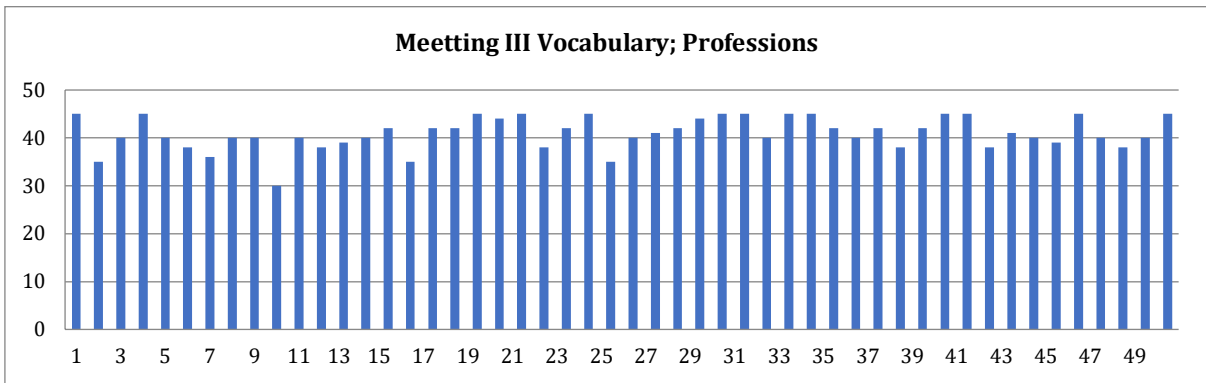
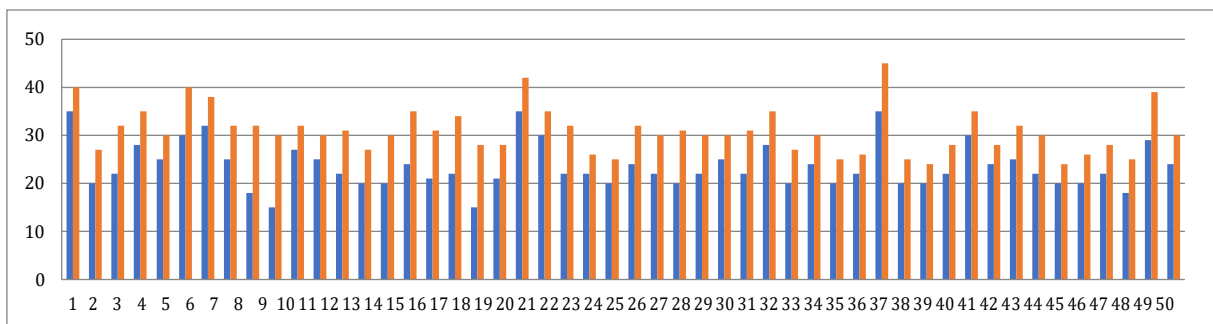


Figure 4. The samples improvement for each meeting relate to vocabulary professions

Comparing the students' achievement in memorizing the given groups of words as presented in Figure 2, 3, and 4, it can be seen that the students made a significant progress related to the number of words they memorized for each group and each meeting. The more often they used and taught the elementary school students, the more words they could recall and used for the following meetings.



■ Pretest ■ Posttest

Figure 5. The comparison between the students' pretest and posttest

From the Figure 5. we can see the improvement of the students' vocabulary mastery before and after involved in the experiential learning program. Before participating in the program, we looked at how well the students could remember words. None of the students had fully learned all 50 words given to them. On average, they were able to remember only between 20 and 35 words. This showed that they had difficulty remembering all the words they were supposed to learn.

After taking part in the program, we noticed a significant improvement in how well the students were learning new words. Many of them were now able to remember more than 30 words, which was a big improvement from before. Some students stood out even more, as they were able to remember more than 45 words. These changes clearly show that the program's way of teaching through real experiences was effective. This improvement in how well the students remembered

words highlights the importance of repeating things in the program. The students practiced the words multiple times, and this had a strong impact on their ability to learn. By repeating the words, their brain connections responsible for memory became stronger and more reliable. The program made sure the students encountered the words many times, helping to make the memory of these words stick in their minds for a longer time.

DISCUSSION

Involvement of Junior School Students in Teaching Vocabulary to Elementary School Students: Enhancing English Proficiency

The active engagement of junior school students in the pedagogical process of teaching vocabulary to elementary school students is a multifaceted approach that holds the potential to significantly enhance not only the junior students' English proficiency but also that of their elementary counterparts (Ain et.al, 2023). This pedagogical strategy aligns with principles of cognitive psychology, socio-interactive dynamics, and socio-constructivist learning theories. Cognitively, assuming the role of educators necessitates a deeper level of engagement with the vocabulary material. As junior students explain and teach the words to their elementary peers, they are required to not only comprehend the meanings and contexts of the words themselves but also to generate appropriate explanations and examples for the elementary students. This heightened cognitive engagement promotes a more profound and lasting understanding of the vocabulary, effectively fostering the consolidation of linguistic knowledge.

Furthermore, this interaction engenders socio-interactive dynamics that facilitate language development. When junior students teach their elementary counterparts, they are placed in an environment that requires effective communication and adaptation. This necessitates the use of appropriate vocabulary, coherent sentences, and comprehensible explanations. These communicative demands challenge the junior students to articulate their thoughts and ideas clearly, promoting linguistic accuracy and proficiency. Socio-constructivist learning theories underscore the significance of social interactions in the construction of knowledge (Jiang & Zhang, 2023). In this context, the junior students' role as teachers positions them as active participants in their own learning process. By explaining and clarifying vocabulary to the elementary students, they consolidate their own understanding and also potentially identify gaps in their knowledge. Moreover, the interactive nature of teaching encourages the exchange of perspectives, fostering a deeper exploration of the language's nuances.

Function of Repetition in Memorizing Words: Prolonging Long-Term Memory Retention

The role of repetition in the process of memorizing words is intricately intertwined with cognitive psychology and foundational memory theories.

Repetition operates as a pivotal mechanism that effectively orchestrates the enhancement of encoding, consolidation, and eventual endurance of information within the recesses of long-term memory. Cognitively, the process of repetition contributes to the reinforcement of the intricate neural pathways intertwined with the memorized vocabulary (Ota et.al, 2021). As a specific word is encountered repeatedly and subsequently rehearsed, the synaptic connections interlinking the neurons responsible for processing that particular word become increasingly fortified and enduring. This phenomenon of synaptic enhancement engenders the creation of memory traces that are characterized by their heightened robustness, a trait that considerably mitigates their vulnerability to degradation and subsequent oblivion over the course of time.

Integral to the understanding of the impact of repetition on memory retention is the principle of encoding specificity—a cornerstone in memory research. This principle underscores the profound influence exerted by contextual factors on the retrieval of memories (Selin & Jackson, 2023). Through the mechanism of repetition, memorized words are systematically exposed to an array of diverse contexts and associations. Consequently, this exposure facilitates the establishment of an intricate nexus of interlinked cues within the overall cognitive framework of memory. This network of interconnected cues plays an instrumental role in augmenting the probability of successful memory recall. Notably, this intricate web of cues can elicit the retrieval of the memorized words, even when the initial learning environment is not perfectly replicated. The principle of encoding specificity thus underscores the dynamic interplay between context and memory retrieval, which is bolstered through the process of repetition.

Moreover, the concept of overlearning synergistically intersects with repetition, further fortifying its impact on memory retention. Overlearning involves continued practice beyond the point of initial mastery, capitalizing on a phenomenon referred to as the spacing effect. This cognitive phenomenon posits that spaced repetitions, strategically distributed over time, are particularly conducive to fostering long-term retention. With each instance of revisiting the material, a retrieval and reconsolidation process is triggered within the cognitive architecture. This iterative process of retrieval not only serves to reaffirm the memory traces but also actively contributes to their reinforcement and potentiation. In essence, the concept of overlearning, which harmoniously dovetails with the process of repetition, amplifies the mechanisms of memory consolidation and durability, ultimately culminating in the establishment of enduring memory traces (Lester et.al, 2022). In conclusion, the multifaceted function of repetition in the memorization of words is firmly rooted in cognitive psychology and memory theories. The nuanced interplay between synaptic reinforcement, encoding specificity, and the concept of overlearning collectively underscores the profound role that repetition plays in enhancing the encoding, consolidation, and durability of memorized information within the expanse of long-term memory.

Increased Memorization by Junior School Students after Experiential Learning as Elementary School Teachers

The notable augmentation in the memorization capacity of junior school students subsequent to their participation in an experiential learning program where they served as instructors for elementary school students is firmly anchored in a confluence of cognitive psychology and educational theories. This pedagogical approach harnesses underlying cognitive mechanisms, facilitates metacognitive development, and catalyzes socio-interactional dynamics. By delving into the foundational principles of these disciplines, we can elucidate the mechanisms underpinning this phenomenon and underscore its implications for educational practice.

Cognitively, the act of teaching necessitates a more profound cognitive engagement compared to passive memorization. Through the process of explaining and instructing words to their elementary peers, junior students are compelled to grasp not only the superficial meanings of the vocabulary but also their contextual nuances and potential interpretations. This heightened cognitive involvement promotes a deeper understanding of the vocabulary, leading to a more elaborate encoding of the information in memory (Loaiza & Lavilla, 2021). The cognitive elaboration inherent in teaching not only enhances the depth of encoding but also facilitates the organization of the newly acquired knowledge, optimizing its retention.

Metacognitive development, a cornerstone of effective learning, is cultivated through the teaching experience. As junior students gauge the elementary students' comprehension levels and adapt their teaching methodologies accordingly, they engage in a process of metacognitive regulation (Ader et.al, 2023). This conscious monitoring and control of their own cognitive processes enhance their understanding of effective teaching strategies. This metacognitive awareness translates into a heightened mastery of the vocabulary, as students fine-tune their instructional techniques based on real-time feedback.

The socio-interactional dynamics intrinsic to the teaching process also contribute significantly to the observed enhancement in memorization. The interactive nature of teaching elicits discussions, clarifications, and questions, fostering cognitive engagement and prompting critical thinking. These interactive exchanges stimulate deeper cognitive processing, as students navigate complex explanations and tailor their communication to suit the elementary students' comprehension levels. The dynamic learning environment that ensues reinforces the comprehension of the vocabulary and bolsters the consolidation of the newly acquired knowledge. In conclusion, the observed amplification in junior school students' memorization capacity after participating in an experiential learning program as elementary school instructors derives its foundation from cognitive psychology and educational theories. The amalgamation of cognitive engagement, metacognitive development, and socio-interactional dynamics underscores the significance of active participation, cognitive elaboration, and interactive learning

environments. These theoretical underpinnings collectively illuminate the transformative potential of experiential learning approaches, enhancing language acquisition and memory retention in educational contexts.

CONCLUSION

In summary, the intertwining themes of active student engagement, the significance of repetition in memory retention, and the notable enhancement in memorization capacity post-experiential learning underscore the profound influence of cognitive psychology and educational theories in shaping effective language learning strategies.

The active participation of junior school students as educators to their elementary counterparts holds immense promise in elevating not only the junior students' English proficiency but also fostering language development in the younger learners. Repetition emerges as a cornerstone in the construction of effective memory pathways. This multifaceted process enhances memory traces, empowers context-specific recall, and leverages the potency of overlearning to solidify knowledge retention. Furthermore, the experiential learning program's success in augmenting memorization capacity within junior school students finds its roots in cognitive mechanisms and educational theories..

In conclusion, this synthesis of cognitive psychology and educational theories underscores the transformative potential of tailored pedagogical approaches. The amalgamation of active engagement, repetition-driven consolidation, and the cognitive development fostered through experiential learning accentuates the significance of these multidimensional principles in nurturing language acquisition and memory retention, charting a promising trajectory for innovative educational practices..

REFERENCES

- Ader, M., Hassane, S., Bruggen, J. & Vermeulen, M. (2023). Comparing metacognitive regulation and socially shared metacognitive regulation in face-to-face and online learning settings in ill-structured problem solving. *Learning, Culture and Social Interaction*, 39. <https://doi.org/10.1016/j.lcsi.2022.100684>
- Ain, Q., Thurston, A., Mackenzie, A. & Ozkaya, C. (2023). What does previous research tell us about the effects of peer tutoring on metacognition in primary and secondary schools?. *International Journal of Educational Research Open*, 4. <https://doi.org/10.1016/j.ijedro.2023.100248>
- Amolloh, O. P., Lilian, G. K., & Wanjiru, K. G. (2018). Experiential Learning, Conditional Knowledge and Professional Development at University of Nairobi, Kenya—Focusing on Preparedness for Teaching Practice. *International Education Studies*, 11(7), 125. <https://doi.org/10.5539/ies.v11n7p125>

- Arseven, I. (2018). The Use of Qualitative Case Studies as an Experiential Teaching Method in the Training of Pre-service Teachers. *International Journal of Higher Education*, 7(1), 111. <https://doi.org/10.5430/ijhe.v7n1p111>
- Bohon, L. L., McKelvey, S., Rhodes, J. A., & Robnolt, V. J. (2017). Training for content teachers of English Language Learners: Using experiential learning to improve instruction. *Teacher Development*, 21(5), 609–634. <https://doi.org/10.1080/13664530.2016.1277256>
- Bolick, C. M., Glazier, J., & Stutts, C. (2020). Disruptive Experiences as Tools for Teacher Education: Unearthing the Potential of Experiential Education. *Journal of Experiential Education*, 43(1), 21–36. <https://doi.org/10.1177/1053825919877212>
- Bradford, D. L. (2019). Ethical Issues in Experiential Learning. *Journal of Management Education*, 43(1), 89–98. <https://doi.org/10.1177/1052562918807500>
- Breunig, M. (2017). Experientially Learning and Teaching in a Student-Directed Classroom. *Journal of Experiential Education*, 40(3), 213–230. <https://doi.org/10.1177/1053825917690870>
- Burch, G. F., Giambatista, R., Batchelor, J. H., Burch, J. J., Hoover, J. D., & Heller, N. A. (2019). A Meta-Analysis of the Relationship Between Experiential Learning and Learning Outcomes. *Decision Sciences Journal of Innovative Education*, 17(3), 239–273. <https://doi.org/10.1111/dsji.12188>
- Burns, A., & Danyluk, P. (2017). Applying Kolb’s Model to a Nontraditional Preservice Teaching Practicum. *Journal of Experiential Education*, 40(3), 249–263. <https://doi.org/10.1177/1053825917696832>
- Castilho, C. T., & Gomes, C. L. (2019). Rethinking outdoor, experiential and informal education: Beyond the confines: edited by Tony Jeffs and Jon Ord, Routledge, 2018, 200 pp., \$31.16 (Paperback)–\$112.0 (Hardback), ISBN: 978-0-415-70310-9. *Journal of Adventure Education and Outdoor Learning*, 19(4), 371–373. <https://doi.org/10.1080/14729679.2019.1579103>
- Chiu, S. K. (2019). Innovative experiential learning experience: Pedagogical adopting Kolb’s learning cycle at higher education in Hong Kong. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186X.2019.1644720>
- Chung, E. & Fisher, L. (2022). A dialogic approach to promoting professional development: Understanding change in Hong Kong language teachers’ beliefs and practices regarding vocabulary teaching and learning. *System*, 110, 102901. <https://doi.org/10.1016/j.system.2022.102901>
- Dewey, J. (1938). *Experience and education*. New York, NY: Kappa Delta Pi.
- Fossgard, K., & Fredman, P. (2019). Dimensions in the nature-based tourism experiencescape: An explorative analysis. *Journal of Outdoor Recreation and Tourism*, 28, 100219. <https://doi.org/10.1016/j.jort.2019.04.001>
- Fúz, N. (2018). Out-of-School Learning in Hungarian Primary Education: Practice and Barriers. *Journal of Experiential Education*, 41(3), 277–294. <https://doi.org/10.1177/1053825918758342>

- Glazier, J., & Bean, A. (2019). The promise of experiential education in teacher education: Transforming teacher beliefs and practices. *Teaching Education*, 30(3), 261–277. <https://doi.org/10.1080/10476210.2018.1462312>
- Hung, L., Wang, S. & Yeh, T. (2023). Kolb's experiential learning theory and marine debris education: Effects of different stages on learning. *Marine Pollution Bulletin*, 191. <https://doi.org/10.1016/j.marpolbul.2023.114933>
- Hyndman, B., & Mahony, L. (2018). Developing creativity through outdoor physical activities: A qualitative exploration of contrasting school equipment provisions. *Journal of Adventure Education and Outdoor Learning*, 18(3), 242–256. <https://doi.org/10.1080/14729679.2018.1436078>
- Ingman, B. C. (2018). Adventure education as aesthetic experience. *Journal of Adventure Education and Outdoor Learning*, 18(4), 323–337. <https://doi.org/10.1080/14729679.2018.1470015>
- Jiang, A. & Zhang, L. (2023). Understanding knowledge construction in a Chinese university EMI classroom: A translanguaging perspective. *System*, 114. <https://doi.org/10.1016/j.system.2023.103024>
- Katamba, C. & Sinuhaji, G. (2021). Can ESA Method through Quizizz Games Enhance Vocabulary Knowledge?. *International Journal of Game-Based Learning*, 11 (3). <https://doi.org/10.4018/IJGBL.2021070102>
- Kolb, D. A. (1981). "Learning Styles and Disciplinary Differences." In *The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society*, edited by A. W. Chickering, 232–255. San Francisco: Jossey-Bass.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Prentice Hall.
- Lee, J. (2019). Enhancing preservice teachers' professional competence through experiential learning. *Journal of Education for Teaching*, 45(3), 353–357. <https://doi.org/10.1080/09589236.2019.1599507>
- Lester, N., Moran, S., Kuntay, A., Allen, S., Pfeiler, B. & Stoll, S. (2022). Detecting structured repetition in child-surrounding speech: Evidence from maximally diverse languages. *Cognition*, 221. <https://doi.org/10.1016/j.cognition.2021.104986>
- Li, R. (2023). Investigating effects of computer-mediated feedback on L2 vocabulary learning. *Computers & Education*, 198, 104763. <https://doi.org/10.1016/j.compedu.2023.104763>
- Lin, V., Yeh, H., Huang, H. & Chen, N. (2022). Enhancing EFL vocabulary learning with multimodal cues supported by an educational robot and an IoT-Based 3D book. *System*, 104. <https://doi.org/10.1016/j.system.2021.102691>
- Loaiza, V. & Lavilla, E. (2021). Elaborative strategies contribute to the long-term benefits of time in working memory. *Journal of Memory and Language*, 117. <https://doi.org/10.1016/j.jml.2020.104205>

- Lu, J. & Murao, R. (2023). The effect of working memory and English proficiency on Chinese EFL learners' vocabulary learning with background music. *Ampersand*, 10. <https://doi.org/10.1016/j.amper.2023.100126>
- Ota, M., Jose, A. & Smith, K. (2021). The emergence of word-internal repetition through iterated learning: Explaining the mismatch between learning biases and language design. *Cognition*, 210. <https://doi.org/10.1016/j.cognition.2021.104585>
- Prince, H. E. (2017). Outdoor experiences and sustainability. *Journal of Adventure Education and Outdoor Learning*, 17(2), 161–171. <https://doi.org/10.1080/14729679.2016.1244645>
- Prince, H. E. (2019). Changes in outdoor learning in primary schools in England, 1995 and 2017: Lessons for good practice. *Journal of Adventure Education and Outdoor Learning*, 19(4), 329–342. <https://doi.org/10.1080/14729679.2018.1548363>
- Quibrantar, S. & Ezezika, O. (2023). Evaluating student engagement and experiential learning in global classrooms: A qualitative case study. *Studies in Educational Evaluation*, 78. <https://doi.org/10.1016/j.stueduc.2023.101290>
- Seaman, J., Brown, M., & Quay, J. (2017). The Evolution of Experiential Learning Theory: Tracing Lines of Research in the JEE. *Journal of Experiential Education*, 40(4), NP1–NP21. <https://doi.org/10.1177/1053825916689268>
- Selin, C. & Jackson, Y. (2023). Adversity effects on nonword repetition skills: A proxy measure of language and reading ability. *Child Abuse & Neglect*, 142. <https://doi.org/10.1016/j.chiabu.2022.105919>
- Toyama, M., & Yamazaki, Y. (2019). Are there effects of a match between learning style and teaching style in an EFL classroom? *Innovation in Language Learning and Teaching*, 1–16. <https://doi.org/10.1080/17501229.2019.1575386>
- Trang, N., Truong, D. & Ha, H. (2023). Quantifying vocabulary learning belief and strategy - A validation study of the Vietnamese version of Gu's (2018) vocabulary learning questionnaire. *Heliyon*, 9 (5). <https://doi.org/10.1016/j.heliyon.2023.e16009>
- Triinu, K., Uibu, K. & Mannamaa, M. (2021). Teaching Strategies to Improve Students' Vocabulary and Text Comprehension. *European Journal of Psychology of Education*, 36 (3). <http://dx.doi.org/10.1007/s10212-020-00489-y>
- Walker, C. (2019). Experiential Learning as a Strategy for Student Completion and Course Success in the Community College. *Community College Journal of Research and Practice*, 43(10–11), 803–806. <https://doi.org/10.1080/10668926.2019.1600614>
- Wei, W. (2023). Understanding and supporting the use of feedback from mobile applications in the learning of vocabulary among young adolescent learners. *Studies in Educational Evaluation*, 78, 101264. <https://doi.org/10.1016/j.stueduc.2023.101264>

DEVELOPMENT OF CANVA BASED AUDIO-VISUAL INTERACTIVE MEDIA ASSISTED BY EDPUZZLE IN OPTIMIZING BLENDED LEARNING

I Nengah Juliawan¹, Ni Kadek Rika Pramestika Dewi²

^{1,2}STAH Negeri Mpu Kuturan Singaraja

comebinkjulian@gmail.com, rikapramestika615@gmail.com

ABSTRACT

The utilization of technological advances, as an intermediary tool in learning media can be considered in order to realize effective and interactive learning. Learning media is needed that can transform the learning process in the classroom into activities that encourage student involvement, foster creativity in teaching, because the media serves as a vehicle for disseminating knowledge, one of which is by utilizing the canva application with the help of edpuzzle. This research method uses the research and development (R&D) method, with the 4D model. This research aims to produce audiovisual interactive learning media products. The results of this study are products developed in the form of audio-visual learning media with 4 stages: define, design, develop, disseminate. The results contained in the interactive media are video recordings of teacher presentations, visual assets in the form of text and images, narrator voice assets and background music, supporting animations for learning video tutorials. All elements are intertwined and integrated into the interactive process assisted by edpuzzle. This interactive learning media is declared very feasible by obtaining essential, crucial, attractive, and very interesting material visualized in the blended learning process.

Keywords: Interactive Media, Audio Visual, Canva, Edpuzzle, Blended Learning

INTRODUCTION

The rapid development of technology in the 21st century has changed various aspects of human life, in this case especially the world of education. The development of the world of education in this century has changed the way students and teachers interact, which was previously limited to face-to-face teaching in the classroom, but is now made possible online. In order to ensure that learning objectives are met, teachers must be able to use technology in the classroom. This includes more than just giving homework through Whatsapp, Google Classroom, or platform other learning. Teachers must also develop innovative teaching methods (Susanti, 2021). Various policies that have been carried out by the government to support learning activities during the pandemic period that have been in force until now, one of which provides rules for online lectures or blended learning.

Based on this, the creativity of an educator in teaching consists of developing learning media. Learning media is very important for students because it can minimize the time needed to explain new concepts to them and help them understand abstract information. Learning media has various choices, one of which is audio-visual media. Audio-visual media is considered effective enough to be used in the learning process because it combines two senses at the same time including the senses of sight and hearing. According to (Paivio, 2006) in his theory Theory Dual Coding, the learning process is better when the learning media

combines two channels, the verbal channel (text and sound) and the visual channel (graphics, images and animation).

Audio-visual learning media can be developed with the help of increasingly sophisticated technology. One of the developments made to audio-visual media is using the Canva application with the help of edpuzzle. Canva is a graphic design application that is used to create learning media. There are several templates available for creating social media designs, class presentations, posters, and other visual content (Putri, 2022). It's the same with edpuzzle which is an audio-visual learning platform that is used to edit videos, cut and record sound and add questions to the video (Edpuzzle Website, 2021). This Edpuzzle-based learning media is an option that can be used as a means of optimizing learning blended learning because it is interactive.

Based on this, the researcher determined the research topic through the title "Development Of Canva Based Audio-Visual Interactive Media Assisted By Edpuzzle In Optimizing Blended Learning".

LITERATURE REVIEW

The literature review that researchers used was the results of research from Mita Asmiati Putri (2022) in the Journal of Basic Education entitled "Development of Audio-Visual Media with Canva-Based Animation for Grade VI Elementary School Students". This research uses the R&D method. The results of the study show that Canva-based audio-visual media is able to support learning materials to be more effective and attractive to students. Suggestions from researchers, audio-visual media is able to help students learn science in the solar system material. Based on this research, there are relevant objectives related to the research that the researcher will carry out.

Subsequent research was conducted by Sugestiana (2022) in the Basicedu Journal entitled "Student Responses to the Implementation of Edpuzzle Media in Mathematics Learning during the Covid 19 Pandemic". This study used descriptive qualitative method. The results showed that students gave a positive response to the use of Edpuzzle media in learning, which meant that students were happy in using the media. The results of this study are worthy of being used as a reference for research that researchers will carry out.

Next, namely research conducted by Siti Nurhalisa (2022) in entitled "The Use of Canva-Assisted Interactive Media in Science Learning on Water Cycle Materials with a Scientific Approach". The research results in the form of research and development produce products in the form of interactive learning media assisted by Canva in learning science with a scientific approach. The steps taken to produce Canva-assisted interactive learning media are as follows: a) the definition stage; b) planning stage; c) development stage; and d) validation stage. The material in the learning media is about the water cycle of rain. Based on the validation of material experts and media experts, it can be seen that the validation results are categorized as feasible. The results of the validation of material experts and media

experts as a whole show a good response to the use of Canva-assisted interactive learning media in the learning process.

Based on the results of these studies, all of them have their respective similarities and differences and are relevant to use as references in this study.

METHOD

This research is Research and Development which seeks to produce products and test the effectiveness of a product (Sugiyono, 2018). This R&D research uses the 4D model, this 4D model is taken from four unidirectional development stages namely Define, Design, Develop, and Disseminate (Siti Nurhalisa, 2022). Here is the explanation:

1. Define (definition). This stage requires analysis and problem identification to collect relevant data for the product to be made.
2. Design (Planning). This level of planning aims to plan a media that can be used in learning.
3. Development (Development). At this stage, the edpuzzle-based Canva media that has been compiled will then be assessed by experts so that it can be seen that the Canva media is feasible to apply.
4. Disseminate (Dissemination). This stage is the dissemination of a product that has been developed and tested for use. In this study, Canva media is based on edpuzzle.

DISCUSSION

A teaching and learning process certainly requires appropriate learning media. Therefore, the use of learning media is very important in the learning process. Effective learning materials will speed up the learning process (Suardika, 2022). Students can become more interested in learning when using interesting media. This requires educators to develop the learning media itself according to the needs of students.

One of the effective learning media is used in this case to optimize learning blended learning namely with audio-visual media. The use of audio-visual media is considered effective in learning, because audio-visual media displays visuals and sound in video form which makes the learning process more interesting (Darihastining, 2021). In addition, using audio-visual media can lighten the burden on educators, in this case educators no longer need to be the party delivering the material; on the contrary, the educator here acts as a presenter of the material used in the learning process.

In this study, researchers chose the Canva application with the help of edpuzzle for the development of audio-visual learning media. Canva is a graphic design platform that makes it easy for users to create imaginative and creative designs online. Because Canva's design is attractive and diverse, using it in class makes learning fun. Through Canva media it can also make it easier for students to remember learning because it displays text, video, animation, audio, and images

and more. In addition, Canva media encourages the creativity of educators while saving time in making teaching media (Putri, 2022). In this study, researchers also used edpuzzle in developing their learning media. Edpuzzle is also an audio-visual learning platform that allows educators to edit videos, cut and record sound and add questions to videos (Edpuzzle Website, 2021).

The development of audio-visual interactive learning media using Canva with the help of edpuzzle goes through four main stages, namely defining or gathering information, product planning, product development and product dissemination. Information collection is done by observation. Based on the results of observations, it was found that the problems that emerged were the lack of interesting and varied learning media used as teaching tools. The results of the literature study show that the use of instructional media is very important for the learning process. Learning media is able to assist teachers in disseminating content so that learning objectives can be achieved. As a result, learning media is needed that includes text and images as well as other accompanying visuals and audio (Arfa, 2022).

The planning stage is carried out by making a product design in the form of a storyboard. Storyboard is a type of graphical script that is used as a framework when creating learning materials. Storyboard provides a detailed description of how graphics, text, animation, music, and other elements are arranged on the screen display of learning media. Making product components in the form of material scripts, questions, pictures, sound, music, and programming code is another way that is done at the product planning stage. Teaching materials are collected from various sources concerned. The sounds and music used, as well as the images that support the description of the material, are downloaded and collected from various sources. In accordance with the purpose of development, programming code is made to produce interactive learning media. In detail the product planning is described as follows:

1. Looking for information or materials to be included in the Canva application with the help of edpuzzle,
2. Compose the text that will be recorded using the voiceSpeech AI according to the information to be conveyed in order to get a different audio essence,
3. designing background and appropriate and interesting animations,
4. Enter material or information according to the material listed in the storyboard on the Canva app,
5. Enter voice with assistanceSpeech AI on the Canva app,
6. Adjusting the time on each slide to match the sound,
7. Making sure everything is well planned,
8. Download media in MP4 format.

The development of this learning media product was carried out using Canva with the help of edpuzzle. The resulting learning media can be more interactive, in which there are video recordings of teacher presentations, visual assets in the form of text and images, narrator voice assets and background music, supporting

animations for learning video tutorials. All elements are intertwined and integrated into an interactive process aided by edpuzzle. As for research related to the use of Edpuzzle in learning. According to (Sundi, 2021) Edpuzzle is an application and learning media online video-based that teachers use to make lessons interesting. Videos can be downloaded from the Youtube channel and then inserted into the Edpuzzle application so that teachers can quiz students and monitor their understanding of the subject matter.

After the product in the form of interactive learning media is finished, the next step is the dissemination stage. The deployment phase is used to market the final product of development and make the product usable by people, systems, or groups. The form of product distribution in this study was distributed to students.

Based on these stages, the development of interactive audio-visual media aims to optimize learning blended learning has been successfully developed using Canva with the help of edpuzzle. The product in the form of learning media has several characteristics, including media that can explain material and practice questions in an innovative and interactive form. This is because the use of Canva-assisted audio-visual media based on edpuzzle is considered effective because it is able to display images, sounds that are filled with the help of Speech AI which makes the delivery of material or learning in the classroom more interactive. This media is also able to support teaching materials that have been summarized previously in the form story board. Furthermore, the media can be accessed during lessons or outside lessons. Through the characteristics of this media, it can make learning more interesting and fun, through this media learning material can also be absorbed properly so that it affects the improvement of student learning outcomes. In line with this, this media can also optimize blended learning because it makes it easier for educators to explain the material indirectly.

CONCLUSION

The development of audio-visual learning media in the form of the Canva application based on edpuzzle is one of the innovations in learning. Canva and Edpuzzle are interactive video-based learning media so that educators can modify learning materials by combining images, videos, sounds for students. Based on the discussion described above, it can be concluded that the development of Canva audio-visual media based on edpuzzle is able to optimize teaching materials more effectively, interestingly and interactively for students and can increase students' interest and motivation in learning.

REFERENCES

- Arfa, A. N. (2022). Mengembangkan Media Pembelajaran Interaktif Dengan Edpuzzle di SMPN 11 Bekasi. *Jurnal Pengabdian Masyarakat Biologi dan Sains*, 15-24.
- Darihastining, S. U. (2021). The effectiveness of communication and online language disruption during the era of pandemic covid-19 in senior high

- school students in implementation of learning cycle 7e. *Journal of Physics: Conference Series*.
- Paivio, A. (2006). *Dual Coding Theory and Education. Pathways to Literacy Achievement for High Poverty Children*, 1–20.
- Putri, M. A. (2022). PENGEMBANGAN MEDIA AUDIO VISUAL DENGAN ANIMASI BERBASIS CANVA PADA PESERTA DIDIK KELAS VI SD. *Jurnal Pendidikan Dasar*, 164-174.
- Siti Nurhalisa, S. (2022). Pengembangan Media Interaktif Berbantuan Canva Pada Pembelajaran IPA Dengan Pendekatan Saintifik. : *Journal of Education and Social Analysis Ability*, 37-45.
- Suardika, I. (2022). Pengembangan Video Pembelajaran Trigonometri Interaktif berbasis Edpuzzle untuk Siswa SMA Kelas X. Universitas Pendidikan Ganesha.
- Sugestiana, S. &. (2022). Respon siswa terhadap implementasi media edpuzzle dalam pembelajaran matematika di masa pandemi covid 19. *Jurnal Basicedu*, 6(2), 2637-2646.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sundi, V. H. (2021). Efektivitas Penggunaan Edpuzzle dalam Meningkatkan Motivasi Belajar pada Masa Pandemi Covid-19. . *Prosiding Seminar Nasional Pengabdian Masyarakat LPPM UMJ (Vol. 1, No. 1)*.
- Susanti, E. T. (2021). Pemanfaatan Youtube Sebagai Media Pembelajaran Matematika Dimasa Pandemi Covid-19 . *Uninus Journal Published*, 06(02), 15–18.

BLOOM'S TAXONOMY ALONG THE DEVELOPMENT OF EDUCATIONAL TOURISM ON LOCAL WISDOM-BASED IN BALI

Luh Eka Susanti

Institut Pariwisata dan Bisnis Internasional, Indonesia

ekasusanti@ipb-intl.ac.id

ABSTRACT

This study aims to analyze three domains in Bloom's Taxonomy, namely cognitive, affective, and psychomotor in Made Tea Bali's educational tourism. Collaboration of the concept of education and tourism can be carried out through educational tourism programs which not only function as tourist spots but can also be useful for the community to serve as educational media. This concept is the initiation for the creation of educational tourism where learning activities can be non-formal in nature, so they are not as rigid as learning activities in the classroom. In Made Tea's educational tourism, the three domains in Bloom's Taxonomy can be implemented, but have different percentages. The three domains' preferences can be examined and researched through this research in an effort to advance educational tourism as a field in the future. This study used a descriptive qualitative approach where data collection techniques were carried out through questionnaires, active and passive observation, and semi-structured interviews. Online questionnaires were distributed and filled in by local or foreign tourists who visited Made Tea in the period of December 2022 - January 2023 where in these months, tourists visiting Made Tea experienced an increase. The findings of this study indicate that cognitive and psychomotor presentations are practically equally balanced, which means that in the future, tourism interest, particularly educational tourism, must be better equipped to develop or actualize physical activities that might draw visitors back.

Keywords: Bloom's Taxonomy; educational tourism; local wisdom

INTRODUCTION

Traveling is done for a variety of reasons by tourists. Some of these include imaginative motivation, cultural motivation, social motivation, and physical motivation (Rosalina et al., 2019). Travel and visitation by tourists are encouraged by this factor. It is feasible that there are one or more travel incentives for the same tourist destination in real life. The idea of tourism is always evolving to keep up with the times and the more complex travel requirements of travelers. Essentially, the notion of tourism must be founded on three things: a) something to see (the location must have a unique appeal that is able to draw visitors to visit), b) something to do (tourists can engage in tourism-related activities or activities that provide a sensation), and c) Something to purchase (everything to promote tourism-related activities, such as facilities for travellers to shop for items that are often the region's trademark or icon and can be kept as local souvenirs. (Helpiastuti, 2018)

Indonesia has two distinct frameworks for the implementation of education and tourism. In the past, education and tourism generally took separate courses, had separate purposes, and had separate visions. These two elements can work together in concert and complement one another as globalization progresses and the needs of visitors and academic staff become more complex. The educational approach used in tourism-related activities is both an engaging and innovative

alternative learning strategy (Devi et al., 2019) Socializing and building a sense of pride and love for culture and country can both be accomplished through engaging in educational tourism activities. A new paradigm, known as nature as classroom, has emerged as a result of the interaction between education and tourism.

An educational tourism program, which serves as a destination as well as a resource for the community as an educational medium, can be used to carry out the concept of collaboration between education and tourism. This idea is the starting point for the development of educational tourism, where learning activities can take on a non-formal character and hence be less rigorous than those that take place in a classroom (Prastiwi, 2016)). Edutainment, which literally means that learning is complemented by enjoyable activities, is another name for educational tourism. Fun in the sense that it differs from the rigid and unchanging ideas about education that are predetermined for the classroom (Priyanto et al., 2018). Educational tourism in Indonesia has stolen the attention of both local and foreign tourists. This type of tourism offers activities that are not usually carried out by tourists in general or tours with special skills or interests (Ali & Wahyuni, 2017) Therefore, educational tourism is also categorized as special interest tourism.

When it comes to these three elements—something to see, something to do, and something to buy—educational tourism satisfies them all. Although not all educational tours offer souvenirs or locally made trinkets, the factors of things to see and do are the deciding aspects that make this particular educational tour so appealing. If the something to do factor is satisfied, tourists are given added value. Agribusiness educational trips, sports educational tours, cultural educational tours, and other forms of educational excursions are all available in Bali. There are always activities or activities that visitors to these educational tourist destinations can participate in on their own, in pairs, or in groups. The Made Tea educational tour, which is situated in the Gianyar area, is one of the educational tours offered in Bali.

Similar to the growth of the coffee business, the growth of the tea industry is gradually becoming global and has its own market share to become an industry that promotes regional knowledge by utilizing regional ingredients that can inspire creativity and creative flavors. Made Tea is a small and medium-sized enterprise (MSME) that cultivates tea naturally. All of the tea blends at Made Tea are entirely natural, cultivated naturally in the lush and productive environment of Ubud, Gianyar, and contain no additions or preservatives. To ensure the highest quality and purity of tea is produced, only organic pesticides and natural fertilizers are used on herbs and plants.. Made Tea has won numerous awards thanks to the

strategies used to develop this sector, including the Gold Award at the 2019 Singapore Taste Awards, recognition in the Top 10 Local Tea Brand Categories of the 2020 Tea Maker Competition, and third place in the 2020 Third International Thes of the World Competition for the category of Melange of Plants (AVPA). Here,

you can engage in activities like creating tea (mixing tea beverages using components like local leaves and flowers) and tasting tea (tasting tea concoctions made with various ingredients with various tastes).

This educational tour cannot be isolated from the world of education, where one of the concepts in it is the concept of taxonomy, aside from being tied to the concept of tourism (Sugiarti et al., 2021). Benjamin S. Bloom created the idea of Bloom's Taxonomy in 1956. The study of classification is sometimes referred to as taxonomy. Taxonomy is a set of principles or a system of clarification that underlies classification. This taxonomy idea divides educational aims or goals into three categories: cognitive, emotional, and psychomotor. Cognitive refers to mental processes such as reasoning, conceptualization, conceptualization competency, recognizing, comprehension, and conceptualization. These places offer educational tourist activities that incorporate cultural and environmental elements. Affective, or feelings, emotions, attitudes, degrees of acceptance or rejection of an object, is the second domain. The tourists' natural response to the information they get will reveal the emotional domain, such as their enjoyment when visiting a tourist attraction or their shock and awe at being in a new place for the first time. The last domain is psychomotor, which (in practice) refers to the ability to do tasks involving the limbs and abilities connected to physical movement. Tourists can participate in the activities they witness at that location.

The three domains of Bloom's Taxonomy can be realized in Made Tea's instructional tour, though to varying degrees. The preferences of the three domains can be examined and researched through this research in an effort to advance educational tourism as a field in the future.

LITERATURE REVIEW

Bloom's Taxonomy

Tourism and academic disciplines including geography, economics, history, languages, psychology, marketing, business, law, and others are strongly intertwined in the world of education. Taxonomic ideas are intimately tied to educational tourism (Sugiarti et al., 2021). Benjamin S. Bloom created the idea of Bloom's Taxonomy in 1956. The study of classification is sometimes referred to as taxonomy. Taxonomy is a set of principles or a system of clarification that underlies classification. The taxonomy notion divides educational aims or goals into three domains: cognitive, emotional, and psychomotor..

- a. Cognitive refers to the capacity for thought, knowledge acquisition skills, recognition, comprehension, conceptualization, decision-making, and reasoning. These places offer educational tourist activities that incorporate cultural and environmental elements.
- b. Affective refers to a feeling, emotion, attitude, level of acceptance or rejection of an object. The tourists' natural response to the information they get will reveal the emotional domain, such as their enjoyment when visiting a tourist attraction or their shock and awe at being in a new place for the first time.

- c. Psychomotor, which in practice refers to the ability to do tasks involving the limbs and movement-related abilities. Tourists can actually participate in the activities they witness at that location.

Educational Tour

In its execution, Indonesia's frameworks for education and tourism are distinct. These two elements can, however, work in tandem with each other as globalization progresses and the needs of tourists and educational employees become more complex. The educational process used in tourism-related activities is both an effective alternative teaching approach and an active, creative teaching method. Socializing and building a sense of pride and love for culture and country can both be accomplished through engaging in educational tourism activities. A new paradigm, nature as tourism and education, has emerged as a result of the collaboration between education and tourism. The collaboration between education and tourism has developed and given rise to a new paradigm, namely nature as tourism and education. Collaboration on the concept of education and tourism can be carried out through an educational tourism program which not only serves as a place for refreshing but can also be used by the community as an educational medium (Prastiwi, 2016).

Since educational tourism is a non-formal learning activity, it is less structured than classroom learning activities (Santoso, 2018). In addition, this concept's implementation leans more toward the idea of edutainment, which combines learning with enjoyable activities (Priyanto et al., 2018). The category of special interest tourism is intended to include educational travel. According to Ismayanti, special interest tourism includes excursions with specialized knowledge or interests as well as activities that are not often offered to tourists as a whole (Ali & Wahyuni, 2017)

METHOD

The current study makes use of a pendekatan kualitatif deskriptif technique in which data collection is carried out using a kuesioner, active and passive observation, and semi-structured wavelet analysis. Online purchases are made and delivered by local or foreign customers who have joined Made Tea between the months of December 2022 and January 2023, during which time customers who have joined Made Tea experience peningkatan. This is due to the fact that the time period in question is peak season, when travelers are in the midst of their annual vacation. For active observation, the participants engage in activities that are carried out with other members, such brewing and sipping tea. In addition, a casual observation is made when talking to other tea drinkers who are participating in a project, whether it be making tea or collaborating with other tea drinkers to create Made Tea's signature beverage. Five tourists were interviewed over the course of the interviews—three were local and two were foreign—at various periods. Semi-

structured interviews are used in this study and are done after the visitors have finished their excursions.

The triangulation approach will be used in this study's data validity test. Triangulation is a kind of qualitative cross-validation, according to Wiersman in Sugiyono. It evaluates the data's suitability based on the convergence of several data collection techniques. Source triangulation, data collection triangulation, and time triangulation are the three categories into which triangulation is split. In this study, data collection triangulation—which involves employing three different data gathering methods—was chosen. These are questionnaires, interviews, and observations. The results were then evaluated. With the goal of discovering and researching domain preferences in Bloom's taxonomy on educational tourism, the data was gathered and qualitatively examined.

FINDINGS AND DISCUSSIONS

1. The Potential of Made Tea as Educational Tourism

a. Attraction

The attractions provided by Made Tea Ubud have the potential to be a location for educational experiences. The implementation of a tea creation class allows visitors to participate in a tea walk (a stroll through the tea garden), a tea-making class (mixing tea drinks using local leaves and flowers), and a tea-tasting class (tasting tea concoctions with various ingredients with various tastes).

b. Human Resources

One of the factors that is essential to the development of tourism-related goods is human resources. The staff of Made Tea are the human resources being discussed here. Due to the fact that Made Tea is still a developing tourist destination, there are now just a very small number of employees (1-2). Additionally, Made Tea collaborates with regional farmers as prospective plant cultivators for the production of tea ingredients. There are not many local tourists that are aware of the existence of this tourist destination. Typically, groups of visitors arrive from outside (sometimes in coordination with travel agencies) and are affiliated with institutions or schools for instructional purposes. As an HR aspect of this place, employees here will guide a short trip at Made Tea (generally 1 group will be guided by 1 employee), followed by tea making and tea tasting which will be guided directly by the owner of Made Tea. Visitors can freely discuss or ask questions about tea or the like from the employees or owners of Made Tea. Visitors are also allowed to pick tea leaves during tea walking to find out the aroma and characteristics of plant leaves that have the potential to be made into tea concoctions. Because it is still based on UMKM, employees here are not required to wear uniforms.

c. Trip Planning

A person, agent, or organization that helps with the planning and design of educational programs for participants or visitors is the in question's trip planner. In this instance, Made Tea has partnered with regional farmers, communities, the government, and numerous travel agencies. The majority of visitors to Made Tea come as a result of collaboration with travel agencies and are typically in large groups (above 4 individuals).

d. Tour Operator

An educational tourism experience is packaged by tour operators. The owner of Made Tea personally packages this instructional trip with help from numerous staff members. Employees are entrusted with packing herbal tea goods that are ready for sale and marketing in addition to directing travel and tea.

e. Product

Made Tea also provides a variety of tea blend goods with diverse compositions and qualities in addition to educational services and tourism enterprises that are packaged in this way. Jasmine tea is often the type of tea that the general public drinks the most. However, this shop provides a range of goods that can be used domestically or sold elsewhere in the world. There are 17 variants: 1) *avocado leaves tea*, 2) *ayurveda leaves tea*, 3) *black chai tea*, 4) *guava leaves tea*, 5) *healing tea*, 6) *lemongrass tea*, 7) *moringa leaves tea*, 8) *soursop leaves tea*, 9) *calming blue tea*, 10) *brain booster tea*, 11) *detox tea*, 12) *energising tea*, 13) *morning tea*, 14) *vanilla chai tea*, 15) *vitality tea*, 16) *rosella tea*, dan 17) *relaxing tea*. There are numerous variations that can be produced using the fruits of their own garden. Even plants in your immediate environment can be used to create a tea blend, like in the case of a curative tea blend prepared from a combination of lemongrass, rose petals, gumitir flowers, and pearl flowers. This mixture works well as a natural antibiotic and to help with coughing, high fevers, and other symptoms. Therefore, many native plants that are present in our surroundings can be employed as components for tea concoctions with various compositions and qualities without our even realizing it.

2. Analysis of Bloom's Taxonomy in the Development of Made Tea Educational Tourism Made Tea

The following is a comparison of the Bloom's Taxonomy that can be mapped, based on the questionnaire given to students (51 persons) who participated in industrial visit.

Table 1.0 : Comparison of Composition of Bloom's Taxonomy Dimensions

Response	Bloom's Taxonomy		
	Cognitive (pax)	Afektive (pax)	Psychomotor (pax)
Agree	47	43	41
Fair	4	8	10
Disagree	-	-	-
TOTAL	51 pax		

Table 1.0 shows that no one selected "disagree" for all of Bloom's Taxonomy's domains or dimensions. This implies that all domains and dimensions contribute in varying degrees in each activity presented and carried out at Made Tea. Students on this trip learned new information in the cognitive area. Tea classes are a program during industrial visits for Rotation of Dishes on the campus of the International Tourism and Business Institute because tea knowledge is not a regular program there.

Cognitive domain includes thinking skills, information acquisition proficiency, recognizing, understanding, conceptualization, determination, and reasoning. In this area, Made Tea offers tourism-related educational programs that incorporate cultural and ecological elements.

A feeling, emotion, attitude, level of acceptance or rejection of an object is considered to be in the affective realm. The tourists' natural response to the information they get will reveal the emotional domain, such as their enjoyment when visiting a tourist attraction or their shock and awe at being in a new place for the first time. According to the table, students are excited and glad about going to Made Tea and participating in activities there. The 43 students who indicated that they were extremely glad to participate in this industrial visit program demonstrated this. Whereas in the psychomotor domain is the competence to do work involving the limbs, competencies related to physical movement. When visiting Made Tea, they are not only passive participants as listeners and spectators but they also take part in physical activities, for example walking to see tea gardens (tea walk), attending tea making classes (tea making) and tasting various variants of tea (tea tasting).). With their participation in the activities offered by Made Tea, this indicates that the psychomotor domain is playing an active role as shown by 41 people.

Fig 1.0 : The Comparison of Bloom's Taxonomy Percentage

Diantara 3 dimensi diatas (kognitif, afektif, psikomotor), dimensi yang paling mendominasi selama melakukan kunjungan ini adalah...

51 responses



According to the aforementioned presentation, it is evident that the cognitive domain dominates industrial visits, followed by the psychomotor and emotive domains. A total of 35 students (68.6%) thought that they would learn a lot about tea that they would not have learned from regular programs on campus by taking part in this industrial tour program. Since activity was the program that was stressed during this visit, more people—14 in all—selected the psychomotor option, which was more prevalent. They have access to a variety of activities that heighten the appeal of this educational tourist destination. The affective domain was only selected as the most prominent dimension by 2 persons (3.9%). Students typically look forward to this program in one semester because, in addition to allowing them to explore topics connected to the sector, it also helps them feel less bored while they are in class. Therefore, scheduling regular industrial visits during each semester will help students become more competent.

3. The Development of Made Tea as Educational Tourism

Being a destination for educational tourism is more than just a label for a tourist attraction. An educational tourism destination must be able to give guests new information or fresh perspectives. The educational process used in tourism-related activities is both an effective alternative teaching approach and an active, creative teaching method. Additionally, the idea of educational tourism is more closely related to the idea of edutainment, or learning combined with entertaining activities. Gianyar, which is currently one of the educational tours offered in the Ubud region, has the potential to grow and get more recognition on a national and international level. To grow Made Tea as sustainable educational tourism, a number of factors must be taken into account are as follows:

- a. Keep up the preservation of the local environment, including the natural environment and indigenous culture.

- b. Reducing the harmful effects of this instructional trip on the environment, particularly in terms of environmental contamination, while it is in operation.
- c. Possess a reliable waste disposal system. If the manager can turn trash into something valuable, managing utilized waste in the tourism sector will be beneficial.
- d. Reducing on excessive water use, especially when it comes to watering plants. The Made Tea's party should make the most of rainwater's ability to water plants in order to minimize water waste.
- e. Keep working together with farmers and regional communities to ensure that both sides continue to gain.
- f. Increasing the number of program options accessible for guests by including a variety of activities or alternative activities, which will improve the continuity and sustainability of this educational tour. Return visits will be impacted as a result of this.

CONCLUSION

The focus of educational tourism is on the idea of edutainment, in which the learning process is created by harmoniously blending instructional and entertainment content, resulting in learning activities that are enjoyable. The edutainment concept provides a range of engaging, imaginative, cutting-edge, and enjoyable learning methodologies and methods. Made Tea is promoting this by providing a tea lesson package that includes a tea walk, tea making, and tea tasting in the hopes that more and more tourists would be able to create or blend tea independently based on their own needs. Edutainment, which is the cornerstone of educational tourism, can be successfully executed during industrial visit to Made Tea.

Wisata edukasi menitikberatkan pada konsep *edutainment* dimana proses pembelajaran yang didesain dengan memadukan antara muatan pendidikan dan hiburan secara harmonis, sehingga aktivitas pembelajaran berlangsung dengan menyenangkan. Konsep edutainment menawarkan berbagai strategi dan metode pembelajaran yang menarik, kreatif, inovatif, dan menyenangkan. Hal inilah yang diusung oleh Made Tea dengan menawarkan paket tea class yang terdiri dari tea walk, tea making dan tea tasting dimana diharapkan semakin banyak pengunjung yang dapat membuat atau meracik the secara mandiri disesuaikan dengan kebutuhan masing-masing. Dalam kunjungan industri ke Made Tea, edutainment yang merupakan ciri khas wisata edukasi dapat terlaksana dengan baik. The sequence of tea class activities that were able to raise student motivation to learn had a favorable effect on students' psychomotor development as a result of this industrial visit. Due to the fact that they participate in activities connected to the introduction, production, and processing of tea, this integrated activity transforms students into active visitors. automatically makes pupils happy and enthusiastic when they visit (effective). Made Tea must continue to be able to adapt

to the changing demands of both industry and society. Made Tea needs to be able to create programs that benefit its own management, the neighborhood, tourists, and the environment if it wants to continue to exist and get more recognition on a global scale.

REFERENCES

- Ali, D. S. F., & Wahyuni, I. I. (2017). Peran Travel Blogger dalam Mempromosikan Pariwisata di Indonesia. *Tourism Scientific Journal*, 2(2), 192–212.
- Devi, I. A. S., Damiati, D., & Adnyawati, N. D. M. S. (2019). Potensi Objek Wisata Edukasi Di Kabupaten Gianyar. *Jurnal BOSAPARIS: Pendidikan Kesejahteraan Keluarga*, 9(2), 130. <https://doi.org/10.23887/jjpkk.v9i2.22136>
- Helpiastuti, S. B. (2018). Pengembangan Destinasi Pariwisata Kreatif Melalui Pasar Lumpur (Analisis Wacana Grand Opening “Pasar Lumpur” Kawasan Wisata Lumpur, Kecamatan Ledokombo, Kabupaten Jember). *Journal of Tourism and Creativity*, 2(1), 13–23. <https://jurnal.unej.ac.id/index.php/tourismjournal/article/download/13837/204/>
- Prastiwi, S. (2016). Manajemen Strategi Dinas Kebudayaan Dan Pariwisata Kabupaten Bojonegoro Dalm Mengembangkan Potensi Objek Wisata Edukasi Little Teksas Wonocolo. *Publika*, 4(11).
- Priyanto, R., Syarifuddin, D., & Martina, S. (2018). Perancangan Model Wisata Edukasi di Objek Wisata Kampung Tulip. *Jurnal Abdimas BSI: Jurnal Pengabdian Kepada Masyarakat*, 1(1), 15. <https://ejournal.bsi.ac.id/ejurnal/index.php/abdimas/article/view/2863>
- Rosalina, P. D., Susanti, L. E., & Paramitha, M. W. (2019). Preferensi Wisatawan Milenial Nusantara Pada Daya Tarik Wisata Swafoto Di Bali. *Jurnal Ilmiah Hospitality Management*, 10(1), 1–9. <https://doi.org/10.22334/jihm.v10i1.156>
- Santoso. (2018). Penerapan Konsep Edutainment Dalam Pembelajaran Di Pendidikan Anak Usia Dini (PAUD). *INOPENDAS: Jurnal Ilmiah Kependidikan*, 1(1), 61–68. <http://jurnal.umk.ac.id/index.php/pendas/index>
- Sugiarti, D. P., Sastrawan, I. G. A., Ariwangsa, I. M. B., & Pratama, D. (2021). Bali sebagai Wisata Edukasi bagi Wisatawan Anak pada masa Pandemi Covid-19. *Jurnal Kajian Bali (Journal of Bali Studies)*, 11(1), 23. <https://doi.org/10.24843/jkb.2021.v11.i01.p02>

EFL STUDENTS LANGUAGE LEARNING STRATEGIES

I Gde Putu Agus Pramerta^{1*}, Ni Made Ratminingsih²,

I Nyoman Adi Jaya Putra³, Made Hery Santosa⁴

¹English Language Education Study Program,
Universitas Mahasaraswati Denpasar, Indonesia

^{2,3,4}Post-Graduate Program in English Language Education,
Universitas Pendidikan Ganesha, Singaraja-Indonesia
putuagus1708@unmas.ac.id

ABSTRACT

English as a Foreign Language (EFL) students use different English learning strategies. This study aims to explore students' language learning strategies (LLS) in an EFL setting with the use of the Strategy Inventory for Language Learning (SILL) questionnaire taken from Oxford (1990). Having administered the questionnaires, the participants were asked to fill out the questionnaire through a Google Form. This survey involved 78 students: 47 of the respondents are under 20 years old and the other 31 students are above 20. There were 62 females and 16 males. The results revealed that the students had medium frequency in using Metacognitive, Social, Cognitive, Affective, Compensation, and Memory strategies. It was also found that English is important for their skills and future careers. This study had useful implications for EFL students, teachers, and curriculum designers. Thus, pedagogical implications are provided for teachers so that they are aware of their students' English learning strategies.

Keywords: EFL; language learning strategies; SILL

INTRODUCTION

English is a need in the current global world. It is a medium of communication (Becker, 2023) and the primary language used in globalization (Fathiyah et al., 2020; Pramerta et al., 2023). In line with the notion, English has impacts on the way students learn English. The students learn English in various ways. They use learning strategies that fit into their own ways in order to acquire the language that they learned. In addition, they have many ways in solving their difficulties in learning English (Isnaini & Aminatun, 2021).

In Indonesian, English is learned by the students as a foreign language. The students have to have spoken and written skills to succeed in global communication. Moreover, students who learn English are projected to be competent in the four skills: listening, reading, speaking, and writing. When they have those skills, they could be competent. Hence, the teaching and learning process is addressed to help the students be skillful in English.

Learning strategy addresses the students' behavior to process information which can affect the process and outcome of learning (Mayer, 1988). It is the learners' way to acquire language by considering the learning situation, its target, and the student's characteristics (Griffiths & Cansiz, 2015). Learning strategy could help the students acquire knowledge and the language. Besides, it will make them independent for learning inside and outside classroom. They will use the strategies to accelerate knowledge and communicate in English.

Moreover, they utilize six strategies for their learning. They are memory, cognitive, compensation, metacognitive, affective, and social strategy (Graham & Oxford, 1993; Oxford, 1990). Those six strategies are used to handle their English difficulties. In relation to the strategies, cognitive strategy and social strategy were found helpful and valuable to achieve the learning outcomes (Ghufron, 2017). It was also found that the most employed strategy in acquiring English language skills is memory strategies. Meanwhile, affective strategies got the minimum frequently (Tee et al., 2021). In addition, metacognitive strategy is used frequently and affective strategies were less used (Lestari & Wahyudin, 2020). Those studies showed different findings. It implies that learning strategies have to be considered by teachers for the EFL teaching-learning process.

As English is learned since primary schools, students who learn English are frequently face difficulties in acquiring the language. Therefore, this study was conducted to figure out the sophomore EFL student's strategies in acquiring the language. This study was intended to answer a research question: How is the students' learning strategies?

LITERATURE REVIEW

English as Foreign Language

Looking at the status, English is stated as a foreign language that is learnt in formal education (Hery, 2017) which is aimed at developing students' skills in understanding texts (Masduqi et al., 2021) and communicate in oral and written communication. Actually, Indonesian students have studied English in the primary and secondary high schools, and last in the university. However, they are still lack of English proficiency level because of lack of exposure (Daud et al., 2019).

English is one of compulsory subjects in primary, secondary, and tertiary schools Unfortunately, it remains problem. The problem is they have limited time of to learn English and get exposure in the classroom. They have limited hours and exposure while they are leaning in the classroom (Kusumaningputri, 2023; Lestari & Wahyudin, 2020). It could demotivate the students to learn English (Santhi et al., 2019). It is the portrait of EFL in Indonesia context so that it needs high effort from the teachers to provide and implement teaching strategies in a well way. Therefore, the students could be able to choose their own ways for learning English.

Language Learning Strategies

Students needs to be adaptable for achieving the objective of learning. There are "what" and "how" to use while learning (Hardan, 2013) to improve the quality of learning (Ooi et al., 2021). However, students have different strategies for their learning. There are many definitions about learning strategies from researchers. Learning strategies are processes that contribute directly to the students in obtaining knowledge (Brown, 2007; Rubin & Thompson, 1994). It has processes, techniques, approaches, and actions that are conscious and goal-driven (Chamot,

2005). Shortly, language learning strategies are used to achieve the oriented goals. It is done through conscious thinking and acting during the learning process.

Language learning strategies create particular conscious process for achieving the goals (Mitsea & Drigas, 2019), such as acquisition, storage, and information (Oxford & Nyikos, 1989). Further, it was also claimed that the students have specific actions to make learning adaptive (Maican & Cocoradă, 2021) to new situations. Therefore, the students must have several strategies to be successful in their English learning. It is consciously used in order that the students could improve English during the teaching and learning process.

SILL Oxford Model

Language learning strategies were classified in two strategies, namely direct and indirect (Oxford, 1990). Direct strategies are related to the involvement of English as the target language. They involve mental processing. Further on, there are three aspects of the direct strategies. They are memory, cognitive, and compensation strategies. Memory strategies help the students in storing and retrieving information that they just have. Then, cognitive strategies lead students to understand and produce the target language with different means. The last is compensation strategies which let the students to practice English and overcome their limitations by switching to their first language and/or mother tongue.

Further, indirect strategies support and manage the language learning. It does not involve the target language. There are also three sub-classes in this strategy. They are metacognitive, affective, and social strategies. Each of them has its own role. Metacognitive strategies allow the students in controlling cognition. Then, affective strategies control emotions, motivations, and attitudes. Another one is social strategies. This strategy is used to seek opportunities in getting involved in the environment where the practice of using language is possible to be done.

METHOD

Research Design

The design of the current study was a survey research. Since the objective was to figure out the EFL student's language learning strategies, therefore, a survey was relevant to be used since the researcher collected data at one point in a time (Creswell, 2012).

Participants

The research was done online in English Language Education Study Program at Universitas Mahasaraswati Denpasar-Bali, Indonesia. The survey involved 78 students. They were the first and second year EFL students. 47 of the respondents are under 20 years old and the other 31 students are above 20. There were 62 females and 16 males. 66.7% of them started learning English since Elementary School. Moreover, most of them are stated that they are good in English (61.5%). It shows

that the participants are representative to figure out the current English language learning strategies.

Data Collection and Analysis

The questionnaire of Strategy Inventory for Language Learning (SILL) adopted from Oxford (1990) was used. The questionnaire was distributed through a Google Form. SILL has six categories with 50 statements. The SILL questionnaire has a Likert-Scale four options (1 means never; 2 means sometimes; 3 means usually; and 4 means always true of me). It was to show the dichotomy. Offering neutral options allows the respondents to continue filling the questionnaire without giving careful thought to the question. Microsoft Excel version 2010 was used to get the mean and the rank of those six categories. Then, the result was ranked based on the language learning strategies level (Oxford & Nyikos, 1989). There are three kinds of frequency based on the mean score: high (more than 3.5), medium (between 2.4 and 3.5), and low (lower than 2.4).

No	Strategies	Items	Total
1	Memory Strategies	1-9	9
2	Cognitive Strategies	10-23	14
3	Compensation Strategies	24-29	6
4	Metacognitive Strategies	30-38	9
5	Affective Strategies	39-44	6
6	Social Strategies	45-50	6

FINDINGS

The study aimed at exploring students' language learning strategies (LLS) with the use of the Strategy Inventory for Language Learning (SILL) questionnaire which was adopted from Oxford (1990). The setting of the study was EFL setting. The data in Table 1 showed the mean score, rank, and frequency of the sophomore students' language learning strategies for their English learning. The findings showed that the respondents used Metacognitive, Social, Cognitive, Affective, Compensation, and Memory strategies respectively.

Table 1. Results of the study.

No	Strategies	Mean (M)	Rank	Frequency
1	Metacognitive Strategies	3.12	1	Medium
2	Social Strategies	2.84	2	Medium
3	Cognitive Strategies	2.80	3	Medium
4	Affective Strategies	2.78	4	Medium
5	Compensation Strategies	2.71	5	Medium

6	Memory Strategies	2.68	6	Medium
---	-------------------	------	---	--------

Table 1 showed that the respondent have the same frequency in using those six strategies. All of them are in the medium frequency. However, Metacognitive strategies was as the most frequently used strategy (M=3.12) followed by Social strategy (M=2.84), Cognitive strategy (M=2.80), Affective strategy (M=2.78), Compensation strategy (M=2.71), and Memory strategy (M=2.68). In addition, the result showed that indirect strategies (metacognitive, affective, and social strategies) are more frequently used than direct strategies (memory, cognitive, and compensation strategies).

Table 2. Results of Memory Strategies.

No	Statements	Responses			
		Always	Usually	Sometimes	Never
1	I think of relationships between what I already know and new things I learn in English.	21 (26.9%)	34 (43.6%)	22 (28.2%)	1 (1.3%)
2	I use new English words in a sentence so I can remember them.	17 (21.8%)	36 (46.2%)	25 (32.1%)	0
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	19 (24.4%)	34 (43.6%)	21 (26.9%)	4 (5.1%)
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	15 (19.2%)	34 (43.6%)	27 (34.6%)	2 (2.6%)
5	I use rhymes to remember new English words.	9 (11.5%)	26 (33.3%)	33 (42.3%)	10 (12.8%)
6	I use flashcards to remember new English words.	5 (6.4%)	15 (19.2%)	37 (47.4%)	21 (26.9%)
7	I physically act out new English words.	9 (11.5%)	36 (46.2%)	30 (38.5%)	3 (3.8%)
8	I review English	12 (15.4%)	37 (47.4%)	27 (34.6%)	2 (2.6%)

	lessons.				
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	12 (15.4%)	34 (43.6%)	29 (37.2%)	3 (3.8%)

Table 2 shows the student's memory strategies. In item 8, 47.4% of them stated that they usually review English lessons and with the same percentage, they sometimes use flashcards to remember new English words. Another highlight is the item 2. 46.2% respondents were found usually use new English words in a sentence so that they can remember the words. The percentage is the same as the item 7. Those 46.2% of the respondents are not only using the new words for making a sentence, but also physically act out new English words. They usually act out the new words.

Table 3. Results of Cognitive Strategies.

No	Statements	Responses			
		Always	Usually	Sometimes	Never
1	I say or write new English words several times.	15 (19.2%)	27 (34.6%)	34 (43.6%)	2 (2.6%)
2	I try to talk like native English speakers.	24 (30.8%)	36 (46.2%)	17 (21.8%)	1 (1.3%)
3	I practice the sounds of English.	29 (37.2%)	40 (51.3%)	8 (10.3%)	1 (1.3%)
4	I use the English words I know in different ways.	17 (21.8%)	38 (48.7%)	22 (28.2%)	1 (1.3%)
5	I start conversations in English.	16 (20.5%)	26 (33.3%)	34 (43.6%)	2 (2.6%)
6	I watch English language TV shows or go to movies spoken in English.	22 (28.2%)	33 (42.3%)	23 (29.5%)	0
7	I read for pleasure in English.	12 (15.4%)	35 (44.9%)	29 (37.2%)	2 (2.6%)
8	I write notes, messages, letters, or reports in English.	10 (12.8%)	26 (33.3%)	39 (50%)	3 (3.8%)
9	I first skim an English passage (read it quickly) then go back	11 (14.1%)	32 (41%)	34 (43.6%)	1 (1.3%)

	and read carefully.				
10	I look for words in my own language that are similar to new words in English.	6 (7.7%)	38 (48.7%)	31 (39.7%)	3 (3.8%)
11	I try to find patterns in English.	13 (16.7%)	33 (42.3%)	29 (37.2%)	3 (3.8%)
12	I find the meaning of an English word by dividing it into parts that I understand.	12 (15.4%)	39 (50%)	27 (34.6%)	0
13	I try not to translate word-for-word.	18 (23.1%)	34 (43.6%)	26 (33.3%)	0
14	I make summaries of information that I hear or read in English.	12 (15.4%)	27 (34.6%)	35 (44.9%)	4 (5.1%)

In Table 3, item 3, it could be seen that 51.3% of the students usually practice the sounds of English and find the meaning of an English word by dividing it into parts that they understand (50%). Meanwhile, it is also showed that the students sometimes write notes, messages, letters, or reports in English (50%) and make summaries of information that they hear or read in English (44.9%). Interestingly, item 14 has fair amount of respondents, 39 for response Always and Usually, and 39 for response Sometimes and Never.

Table 4. Results of Compensation Strategies.

No	Statements	Responses			
		Always	Usually	Sometimes	Never
1	I make guesses to understand unfamiliar English words.	14 (17.9%)	34 (43.6%)	26 (33.3%)	4 (5.1%)
2	I use gestures when I cannot think of a word during a conversation in English.	26 (33.3%)	29 (37.2%)	20 (25.6%)	3 (3.8%)
3	I make up new words if I do not know the right ones in English.	17 (21.8%)	31 (39.7%)	19 (24.4%)	11 (14.1%)
4	I read English without looking up every new word.	5 (6.4%)	28 (35.9%)	41 (52.6%)	4 (5.1%)
5	I try to guess what the	9 (11.5%)	30 (38.5%)	36 (46.2%)	3 (3.8%)

	other person will say next in English.				
6	I use a word or phrase that means the same thing if I cannot think of an English word.	15 (19.2%)	34 (43.6%)	27 (34.6%)	2 (2.6%)

Then, in Table 4, it could be seen that item 4 is the highest percentage. 52.6% of the respondents stated that they sometimes read English without looking up every new word. There are found two items got same percentage, item 1 and 6. The respondents stated that they usually make guesses to understand unfamiliar English words and use a word or phrase that means the same thing if they cannot think of the English word. Even though they usually try to make guesses for the unfamiliar words, they are found sometimes try to guess what the other person will say next in English (46.2%).

Table 5. Results of Metacognitive Strategies.

No	Statements	Responses			
		Always	Usually	Sometimes	Never
1	I try to find as many ways as I can to use my English.	25 (32.1%)	40 (51.3%)	11 (14.1%)	2 (2.6%)
2	I notice my English mistakes and use that information to help me do better.	32 (41%)	38 (48.7%)	8 (10.3%)	0
3	I pay attention when someone is speaking English.	39 (50%)	32 (41%)	6 (7.7%)	1 (1.3%)
4	I try to find out how to be a better learner of English.	42 (53.8%)	28 (35.9%)	8 (10.3%)	0
5	I plan my schedule so I will have enough time to study English.	15 (19.2%)	29 (37.2%)	33 (42.3%)	1 (1.3%)
6	I look for people I can talk to in English.	18 (23.1%)	38 (48.7%)	19 (24.4%)	3 (3.8%)
7	I look for opportunities to read as much as possible in English.	15 (19.2%)	34 (43.6%)	28 (35.9%)	1 (1.3%)
8	I have clear goals for improving my English skills.	24 (30.8%)	35 (44.9%)	19 (24.4%)	0
9	I think about my	34 (43.6%)	33 (42.3%)	10 (12.8%)	1 (1.3%)

	progress in learning English.				
--	-------------------------------	--	--	--	--

As it is shown in Table 5, there is the highest percentage of all items in the six categories. The students wanted to be better than before. They responded that they always attempt to be a better student in learning English (53.8%) and always pay attention when someone is speaking English (50%). Item 3 and 4 are supported with the findings on item 1. 51.3% of the respondents usually try to find as many ways as they can, to use English. Unfortunately, they have different response in terms of learning plan. Item 5 showed that 42.3% of them sometimes plan schedule to study English.

Table 6. Results of Affective Strategies.

No	Statements	Responses			
		Always	Usually	Sometimes	Never
1	I try to relax whenever I feel afraid of using English.	31 (39.7%)	31 (39.7%)	16 (20.5%)	0
2	I encourage myself to speak English even when I am afraid of making a mistake.	32 (41%)	32 (41%)	14 (17.9%)	0
3	I give myself a reward or treat when I do well in English.	19 (24.4%)	27 (34.6%)	20 (25.6%)	12 (15.4%)
4	I notice if I am tense or nervous when I am studying or using English.	23 (29.5%)	26 (33.3%)	23 (29.5%)	6 (7.7%)
5	I write down my feelings in a language learning diary.	9 (11.5%)	18 (23.1%)	32 (41%)	19 (24.4%)
6	I talk to someone else about how I feel when I am learning English.	15 (19.2%)	20 (25.6%)	32 (41%)	11 (14.1%)

There are found three items that got same percentage (41%). They are item 2, 5, and 6. The respondents always encourage themselves to speak English even when they are afraid of making a mistake. However, they sometimes write down their feelings in a language learning diary and talk to someone else about how they feel when they are learning English. They also showed same proportion of response for item 1: 39.7% for Always and Usually response. They try to relax whenever they feel afraid of using English.

Table 7. Results of Social Strategies.

No	Statements	Responses			
		Always	Usually	Sometimes	Never
1	I ask the other person to slow down or to say it again if I do not understand something in English.	39 (50%)	23 (29.5%)	15 (19.2%)	1 (1.3%)
2	I ask English speakers to correct me when I talk.	31 (39.7%)	22 (28.2%)	17 (21.8%)	8 (10.3%)
3	I practice English with other students.	14 (17.9%)	38 (48.7%)	24 (30.8%)	2 (2.6%)
4	I ask for help from English speakers.	16 (20.5%)	30 (38.5%)	26 (33.3%)	6 (7.7%)
5	I ask questions in English.	10 (12.8%)	35 (44.9%)	32 (41%)	1 (1.3%)
6	I try to learn about the culture of English speakers.	15 (19.2%)	18 (23.1%)	40 (51.3%)	5 (6.4%)

The last strategy shown in Table 7 is Social Strategies. The highest percentage is the item 6. 51.3% of the respondents sometimes try to learn about the culture of English speakers. Interestingly, 50% of them always ask the other person to slow down or to say it again if they do not understand something in English. In addition, there are 48.7% of them usually practice English with other students.

DISCUSSION

This study explored students' strategies for their English learning by using SILL questionnaire. The students mostly started learning English since Elementary School. Looking at the findings, the students had the same frequency in making use of the listed six strategies. There were found interesting result from the study. The most preferred strategy was metacognitive. In contrast, memory strategies are the least preferred for achieving their oriented goals in their English learning.

The Table 1 showed metacognitive strategies got the highest mean score. Meanwhile, memory strategies showed the lowest mean score. This finding supports the results of previous studies (John et al., 2021; Lestari & Wahyudin, 2020; Melvina et al., 2020; Tiing et al., 2021) and completed the study which states that metacognitive strategy has dominant effect for students to be successful (Alfarisy, 2022; Habók & Magyar, 2018). In contrary, a study has put metacognitive strategies as the bottom three students' preferences (Tee et al., 2021). It did not give much impact to the students' learning, but memory strategies did. It is highlighted that

the students favored of using memory strategies. It was done to connect their new knowledge with the current knowledge they have in English learning.

In line with the empirical results and Table 5, the students always try to be a better one (53.8%) and always give attention (50%), and then 51.3% of the respondents usually use many ways to learn English. They have indirect strategies to achieve the future objectives from English learning process. Regarding on the feedback that they sent through Google Forms, most of them stated that English is important for getting job. It implies that, through indirect strategies, they are motivated for their future career by arranging and planning their learning.

Furthermore, in terms of memory strategies, it indicated that EFL students were not good at remembering, for the sake of getting the information back (Hardan, 2013). They are not good in classifying the language material to become meaningful topics (Lestari & Wahyudin, 2020). Another study showed the same finding that memory strategy was rarely used for English learning (Melvina et al., 2020). It is because the students who are learning English as foreign language could not fit in using memory strategy to support their learning (Fathiyah et al., 2020). However, for Libyan University students, Memory strategies have significant impacts on their achievement in the field of ESL or EFL (Barnous & Yavuz, 2023).

In relation to memory strategies, Table 2 shows the students usually review English lessons, remember words by using new English words through writing activities, and make use of the new words in action. Table 2 also shows fair distribution among those four responses. The result was in line with the previous study. A study conducted by Barnous and Yavuz (2023) found out that memory strategies have significant impacts on the student's achievement in English, another

study supports their findings state in the same line. Memory strategies are important to be used for learning vocabularies. It is the most preferred strategy in learning about English vocabularies (Jaikrishnan & Ismail, 2021). It implies that, in certain contexts, memory strategies are not always in the bottom line to be used as the learning strategy, but memory strategies could also be the most preferred one.

In conclusion, metacognitive strategies become the students' choice to support their effort in achieving their objectives in English learning. They used it frequently to achieve their goals in learning English: improving English and supporting their future career. Metacognitive strategy provides them with executive control (Oxford & Crookall, 1989). The students could have efficient planning and good self-monitoring progress to achieve learning goals. The researcher assumes that those students who always and usually use metacognitive strategy could succeed their learning process. In addition, the study also showed similarities and differences compared to previous studies.

CONCLUSION

The students used different portion of the strategies with the same mean score for its frequency. The students mostly accommodated metacognitive strategy. Meanwhile, the memory strategies were found the least one. However, this study

was not aimed at generalizing the findings. Therefore, a larger sample should be investigated. The implication of the study is that there is the need of providing suitable guidance for the students in their learning, providing opportunities to practice, and making engagement in order to accommodate the individual differences in English learning.

REFERENCES

- Alfarisy, F. (2022). The Use of SILL Oxford on Understanding the Speaking Learning Strategies. *International Journal of Linguistics, Literature and Translation*, 5(6), 91–99. <https://doi.org/10.32996/ijllt.2022.5.6.11>
- Barnous, R. J. A., & Yavuz, M. A. (2023). Libyan University Students' Language Learning Strategy Use and Their Language Achievement. *Studies in English Language Teaching*, 11(1), p15. <https://doi.org/10.22158/selt.v11n1p15>
- Becker, A. (2023). '[English as a *lingua franca*] is absolutely out of question!' – The struggle between globalization and (neo-)nationalist traditions in Switzerland's secondary schools. *Language and Education*, 1–15. <https://doi.org/10.1080/09500782.2023.2174805>
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed). Pearson Longman.
- Chamot, A. U. (2005). Language Learning Strategy Instruction: Current Issues and Research. *Annual Review of Applied Linguistics*, 25, 112–130. <https://doi.org/10.1017/S0267190505000061>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Pearson.
- Daud, A., Ras, F., Novitri, N., & Audia, C. P. (2019). Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers. *Journal of Educational Sciences*, 3(3), 412. <https://doi.org/10.31258/jes.3.3.p.412-422>
- Fathiyah, H. I., Amiruddin, A. N., Khan, F., & Venzano, F. (2020). Language Learning Strategies (LLS) Used by Malaysian, Pakistani, and Italian ESL Learners: Comparing to Indonesian EFL Learners. *English Language in Focus (ELIF)*, 2(2), 87. <https://doi.org/10.24853/elif.2.2.87-96>
- Ghufron, M. A. (2017). Language Learning Strategies Used by EFL Fluent Speakers: A Case in Indonesian Context. *IJET (Indonesian Journal of English Teaching)*, 6(2), 184–202. <https://doi.org/10.15642/ijet2.2017.6.2.184-202>
- Graham, M. P., & Oxford, R. L. (1993). Language Learning Strategies: What Every Teacher Should Know. *TESOL Quarterly*, 27(1), 121. <https://doi.org/10.2307/3586958>
- Griffiths, C., & Cansiz, G. (2015). Language learning strategies: An holistic view. *Studies in Second Language Learning and Teaching*, 5(3), 473–493. <https://doi.org/10.14746/ssllt.2015.5.3.7>
- Habók, A., & Magyar, A. (2018). The Effect of Language Learning Strategies on Proficiency, Attitudes and School Achievement. *Frontiers in Psychology*, 8, 2358. <https://doi.org/10.3389/fpsyg.2017.02358>

- Hardan, A. A. (2013). Language Learning Strategies: A General Overview. *Procedia - Social and Behavioral Sciences*, 106, 1712–1726. <https://doi.org/10.1016/j.sbspro.2013.12.194>
- Hery, Y. (2017). Teachers and students perceptions of communicative competence in English as a foreign language in Indonesia. *Educational Research and Reviews*, 12(17), 867–883. <https://doi.org/10.5897/ERR2017.3243>
- Isnaini, S., & Aminatun, D. (2021). Do You Like Listening to Music?: Students' Thought on Their Vocabulary Mastery Using English Songs. *Journal of English Language Teaching and Learning*, 2(2), 62–67. <https://doi.org/10.33365/jeltl.v2i2.901>
- Jaikrishnan, S., & Ismail, H. H. (2021). A Review on Vocabulary Learning Strategies Used in Learning English as A Second Language. *International Journal of Academic Research in Business and Social Sciences*, 11(9), Pages 297-309. <https://doi.org/10.6007/IJARBSS/v11-i9/10512>
- John, E., Rangasamy, D., Indiran, D., Adickalam, E. R., Kashinathan, S., & Hashim, H. (2021). Language Learning Strategies Used by Form 4 Esl Learners to Develop Speaking Skills. *International Journal of Academic Research in Business and Social Sciences*, 11(6), Pages 1547-1562. <https://doi.org/10.6007/IJARBSS/v11-i6/10040>
- Kusumaningputri, R. (2023). Negotiating voices in English as a lingua franca: Indonesian multilingual identity in English digital interactions. *Journal of Multilingual and Multicultural Development*, 1–18. <https://doi.org/10.1080/01434632.2023.2173758>
- Lestari, M., & Wahyudin, A. Y. (2020). Language Learning Strategies of Undergraduate EFL Students. *Journal of English Language Teaching and Learning*, 1(1), 25–30. <https://doi.org/10.33365/jeltl.v1i1.242>
- Maican, M.-A., & Cocoradă, E. (2021). Online Foreign Language Learning in Higher Education and Its Correlates during the COVID-19 Pandemic. *Sustainability*, 13(2), 781. <https://doi.org/10.3390/su13020781>
- Masduqi, H., Fatimah, F., & Subiyanto, A. (2021). Qualitative Research into Reading in English as a Foreign Language in Indonesia – Quo Vadis? *Indonesian TESOL Journal*, 3(2), 76–87. <https://doi.org/10.24256/itj.v3i2.1805>
- Mayer, R. E. (1988). Learning Strategies: An Overview. In *Learning and Study Strategies* (pp. 11–22). Elsevier. <https://doi.org/10.1016/B978-0-12-742460-6.50008-6>
- Melvina, M., Lengkanawati, N. S., & Wirza, Y. (2020). EFL Learners' Language Learning Strategies: Field Specialization and Gender. *International Journal of Education*, 13(2), 63–69. <https://doi.org/10.17509/ije.v13i2.20972>
- Mitsea, E., & Drigas, A. (2019). A Journey into the Metacognitive Learning Strategies. *International Journal of Online and Biomedical Engineering (IJOE)*, 15(14), 4. <https://doi.org/10.3991/ijoe.v15i14.11379>
- Ooi, W. Z., Abdullah, N., Sarangapani, S., Song, S. J., Vejayan, L., & Hashim, H. (2021). Speaking For Themselves: The Use of Learning Strategies for

- Speaking Skills Among Lower Secondary School ESL Learners. *International Journal of Academic Research in Business and Social Sciences*, 11(6), Pages 1527-1546. <https://doi.org/10.6007/IJARBSS/v11-i6/10045>
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know* (Nachdr.). Heinle & Heinle.
- Oxford, R. L., & Crookall, D. (1989). Research on Language Learning Strategies: Methods, Findings, and Instructional Issues. *The Modern Language Journal*, 73(4), 404–419. <https://doi.org/10.1111/j.1540-4781.1989.tb05321.x>
- Oxford, R. L., & Nyikos, M. (1989). Variables Affecting Choice of Language Learning Strategies by University Students. *The Modern Language Journal*, 73(3), 291–300. <https://doi.org/10.1111/j.1540-4781.1989.tb06367.x>
- Pramerta, I. G. P. A., Ratminingsih, N. M., Putra, I. N. A. J., Santosa, M. H., Artini, L. P., & Sri Adnyani, N. L. P. (2023). Voices of Non-English Students and Teachers in English as a Medium of Instruction. *International Journal of Learning, Teaching and Educational Research*, 22(3), 491–509. <https://doi.org/10.26803/ijlter.22.3.29>
- Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner: Toward learner autonomy* (2nd ed). Heinle & Heinle Publishers.
- Santhi, D., Suherdi, D., & Musthafa, B. (2019). ICT and Project-Based Learning in a Rural School: An EFL Context. *Proceedings of the Third International Conference on Sustainable Innovation 2019 – Humanity, Education and Social Sciences (IcoSIHESS 2019)*. Proceedings of the Third International Conference on Sustainable Innovation 2019 – Humanity, Education and Social Sciences (IcoSIHESS 2019), Yogyakarta, Indonesia. <https://doi.org/10.2991/icosihess-19.2019.5>
- Tee, S. M., Chen, X. W., Rohaizat, N., Mohamed, K., Nie, A. F., & Hashim, H. (2021). Language Learning Strategies in Acquiring English Language Skills among Year 5 Pupils in Rural Areas in Southern Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 11(7), Pages 1247-1256. <https://doi.org/10.6007/IJARBSS/v11-i7/10353>
- Tiing, C. W. H., Phui, C. P., Sieng, L. H., Wen, M. N. Y., Devi, S., & Hashim, H. (2021). Identifying Young Learners' Language Learning Strategies in Learning English Vocabulary. *International Journal of Academic Research in Progressive Education and Development*, 10(2), Pages 727-753. <https://doi.org/10.6007/IJARPED/v10-i2/10029>

IMPLEMENTATION OF THE "TRI HITA KARANA" CONCEPT IN THE DEVELOPMENT OF CULTURAL LEARNING FOR TOURISM STUDENTS IN ACHIEVING THE SDGS

Utik Kuntariati^{1*}, Putu Dian Yuliani Paramita²

^{1,2}DIV Hospitality Management, Institut Pariwisata dan Bisnis Internasional, Indonesia
utik.kuntariati@ipb-intl.ac.id

ABSTRACT

The introduction of the *Tri Hita Karana's* concept to students is very important in the era of developing *Sustainable Development Goals*. This is because it relates to the character development of students in order to be able to develop resources to be wiser and to be able to maximize the potential that exists around them. The development of *Tri Hita Karana* can train students to understand the concept of the relationship between humans and God, humans and humans, humans and the surrounding environment. To achieve the SDGs, the *Tri Hita Karana concept* is very much aligned because it teaches every human being to manage all resources wisely and efficiently. The object that will be examined in this study is how the implementation of *Tri Hita Karana* affects students' understanding related to achieving the SDG concept. The method in this study will use a qualitative approach using data analysis in the form of data triangulation consisting of observations, interviews and drawing conclusions. The results of this study found that there is a link between the *Tri Hita Karana concept* in achieving SDG management. This is due to the concept of *Tri Hita Karana* which teaches each individual to take care of all the resources they have so that they are efficient.

Keywords: Tri Hita Karana, Culture and SDG

INTRODUCTION

Preserving all aspects of nature and using it wisely and sustainably is one of the concepts of development of the Sustainable Development Goals (SDGs). The development phenomenon of the SDGs concept is one of the preventive measures of the International Institute in preventing the excessive exploitation of natural resources owned by a particular region. Because in the management of natural resources today is very far from the concept of sustainability and environmentally friendly (Boluk & Rasoolimanesh, 2022). Most of the activities of industrial development and settlement development make the management of natural resources such as land unwise and over-exploited. So that the conditions of nature cannot survive and become sustainable.

The excessive exploitation of natural resources will have a significant impact on the daily activities of individuals in this world, especially in giving a negative impact. Pollution, global warming and soil abrasion are something that is quite significant and receives special attention as a result of the exploitation of resources that already exist in nature. Global warming can be indicated by starting to melt ice in the north pole or known as the term Arctic amplification and if this happens continuously it will cause an increase in the volume of seawater spills and will cause abrasion in coastal areas. (Hutasoit & Wau, 2017). The melting of the polar ice sheet as a result of global warming is due to a less intelligent aspect of managing natural

resources like over-exploiting green areas so that the consequences of pollution cannot be properly controlled due to the lack of green areas on Earth today.

The issue of environmental damage caused by excessive exploitation eventually prompted the majority of international institutions like the United Nations to make a movement to preserve and call on individuals to be wiser in managing the resources that nature owns. One of them is the SDGs. The SDG's concept calls on every individual to protect their ecosystems by possessing and preserving and using natural resources in an efficient and sustainable manner. Through this sustainable management of natural resources. It is expected to bring positive benefits both in the socio-cultural economy. The SDG's are known as one of the programmes oriented towards achievement and sustainability of environmental management and community welfare. (Khairina et al., 2020). Each delegation in each member in the UN shoulders-building draft continuity for the wider public. The movement is divided into 17 activities for achieving the well-being of the community in the economic, social and cultural spheres.

Picture 1. SDG Development Concept



Looking back on the phenomenon of the creation of the SDG's concept by the United Nations and the negative impact caused by the exploitation of natural resources that is taking place today, it can be concluded that the relationship between man and the environment is naturally closely related. When there's a negative impact that emerges in the environment where they are, it will affect individuals to protect themselves in a variety of ways. Of course, in achieving success in environmental sustainability, it is necessary to have the same perception of the other individuals in the achievement of the successful implementation of the plan.

The concept of the relationship between man and man, nature and man as well as man and his Creator is one of the aspects of Tri Hita Karana's understanding. In the aspect of Tri Hita Karana teaches cultural education to individuals to be able to maintain a harmonious relationship between man and God, man with the environment and man with man. With the linkage of creation, this will surely give

each individual an understanding that all potential sources of power must be managed wisely for the common good. (Zhu et al., 2021).

In the endeavor of sustainable development, it is important to integrate cultural learning into education for tourism students. The Tri Hita Karana concept, which originates from Bali Hindu philosophy, promotes a harmonious relationship between man, God, fellow human beings and nature. The Sustainable Development Goals (SDGs) set by the United Nations provide a framework to address global challenges. This article aims to explore the application of the Tri Hita Karana concept in the development of cultural learning for student of tourism and its role in achieving the SDGs.

The Tri Hita Draft can be implemented to the general public and can range from environmental education to facilitate the dissemination of understanding related to environmental management and cooperation between individuals in managing resources sustainably through fair arrangements. Tri Hita Karana's educational understanding can be implemented in cultural and religious education to encourage younger generations to have their own social awareness in managing the natural resources that they have. Besides, the draft proposal Tri Hita Karana can help students to understand the purpose of SDG's and the concept of Tri Hita Karana is the same step to invite individuals to preserve the resources that they have in a noble and sustainable way. Through cultural education with material load Tri Hita Karana is expected to be able to positively imply the individual needs to preserve and preserve all aspects of its environment. So that future exploitation activities can be prevented and sustained resources can run well.

LITERATURE REVIEW

Tri Hita Karana

Tri Hita Karana is one of the basic concepts of the teachings of the people of Bali that inining the balance of relations between man and God, man with plants and man with man. In this case, every human being is charged to keep the clutches of each other without any harm. In recognizing the concept of Tri Hita Karana there are three terms that are parhyangan, pawongan and palemahan

Parhyangan is described as a relationship between human beings and gods that the Bali Hindu community generally uses a ceremonial approach. And there are some of them, such as the gods of Yad, the worshippers, the righteous ones, the people of Manusa, the Bhuta, and others. Then where the mistake of showing the relationship between human beings and plants of the Hindu community of Bali also uses the ceremony as one aspect of the approach among them is the ritual of the Dab pile (*Tumpukan Dab*) for 210 days once made as one of the ceremonies in the preservation of the environment. The latter is the person who means the relationship between man and man depicted through the Maya friendship system in the Hindu community of Bali.

Tri Hita Karana can be used as a benchmark in the nature of sustainable development because it aims to make a comfortable living system productive and

sustainable. Comfortable means that every community can feel the suitability in applying shared social values. Then in the implementation of the activities of the society must be productive means that the entire implementation the production and distribution activities of a product can run well and maximum.

So that means quality sustainability in the environmental life must be continuously preserved and must be managed wisely so that the next generations can experience the integrity of the riches of nature. Tri hita karana is also considered a reason for happiness for the Hindu people in Bali because this poem contains very philosophical and contains the values of the feeling of love for each other between each other living creatures. So the future with the existence of this plan is expected to promote an understanding of consumerism, social conflict, envy, conflict and unrest that arises in society.

Sustainable Development Goals

The Sustainable Development Goals (SDGs) are movements that call on people to do sustainable development in order to replace the global development issue of the Millennium Development Goal (MDGs). As for the implementation of the SDGs program, the goal is to guarantee the well-being of all people of all ages, with one result being to reduce the poverty rate and the negative impact of globalization that leads to excessive environmental exploitation.

"The Sustainable Development Goals (SDGs) themselves consist of 17 main programs, which are as follows: (1) Eradicating all forms of poverty, (2) Ending hunger and achieving food security and improved nutrition, as well as promoting sustainable agriculture, (3) Ensuring healthy lives and promoting well-being for all at all ages, (4) Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, (5) Achieving gender equality and empowering all women and girls, (6) Ensuring availability and sustainable management of water and sanitation for all, (7) Ensuring access to affordable, reliable, sustainable, and modern energy for all, (8) Promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all, (9) Building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation, (10) Reducing inequality within and among countries, (11) Making cities and human settlements inclusive, safe, resilient, and sustainable, (12) Ensuring sustainable consumption and production patterns, (13) Taking urgent action to combat climate change and its impacts, (14) Conserving and sustainably using the oceans, seas, and marine resources for sustainable development, (15) Protecting, restoring, and promoting sustainable use of terrestrial ecosystems, managing forests sustainably, combating desertification, halting and reversing land degradation, and halting biodiversity loss, (16) Promoting peaceful and inclusive societies for sustainable development, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels, and (17) Strengthening the means of implementation and revitalizing the global partnership for sustainable development."

Culture and Character Education

In general, cultural education is a learning system that encourages the content given to students to embody noble values that include components of knowledge, awareness or willingness, and actions to implement those values (Gami Sandi Untara & Somawati, 2020). In implementing cultural education for individuals, a good understanding of the environment is necessary, including social needs and customs. The basis of education in Indonesia itself is based on character and cultural education. Education based on the character and culture of the nation involves applying principles and methodologies towards the formation of the character of the nation's children, which is nurtured through integrated curriculum approaches developed in schools. The framework for character and cultural development can be applied across all levels of society. Cultural education is considered highly important today due to the damaging global influences on Indonesia's identity (Hakim, 2014). Furthermore, educational culture also shapes students' characters to be wise and adept in managing all available resources. Additionally, character and cultural education are essential in fostering the formation of values in individuals, such as honesty, trustworthiness, togetherness, tolerance, responsibility, and compassion for others (Putra et al., 2021).

METHOD

This study uses a qualitative approach using data triangulation as the primary instrument. Qualitative studies are generally descriptive forms or words spoken and can be writings relating to human daily life that can be observed. Qualitative data can be divided into several sections: (1) Results of observations and detailed descriptions analyzed in the field, (2) Conversation results and live quotes containing data related to experiences, attitudes, beliefs and thoughts in in-depth interviews, (3) a list of libraries that can be documents, history and records (Rachmawati, n.d. 2018).

Then in the collection of research data using the triangulation method of data. Data triangulation is a method that combines a variety of methods used in studying common related phenomena from a different paddock angle or perspective. Until now, this design triangulation has been used in qualitative research. Tiangulation is divided into several sub-sections including triangulation methods, inter-researcher triangulations, resource triangularities and theoretical triangulators. In this study, researchers used triangulation methods, where researchers compared information and data with their respective methods. It is common in qualitative research to use the methods of interviews, observations and surveys as the main instruments in obtaining data. In the classification to obtain data qualification interviews are divided into two types namely there are independent characteristic interviews and there are interlocutory characteristics. In addition, researchers can use different perspectives from different sources to ensure the accuracy of information obtained from the interview sessions. So the data is

trained if the data and information obtained from the subject or source of the researcher can be confirmed.

In this study, the researchers used a method of approach because they compare and combine all the data that is inherently relevant to the topic of the article. This research data is taken from various sources and primarily data from past historical studies and other data on the internet timeline. Using a common data triangulation method, researchers gather different data sources in a study.

Qualitative data analysis generally consists of three stages: data reduction, data presentation and conclusion making. Data reduction is an internal process of selecting, simplifying and formulating data focuses that are both in the field and unprocessed. Then the data obtained in the field is displayed and processed according to the research needs. At the final stage, the researchers draw conclusions based on the research data that has been gathered.

FINDINGS

Implementation of Tri Hita Karana for Tourism students

In the development of the student's environment life becomes a factor that can drive the child's ability to think movements in everyday life. One concept has been quite often taught to children or students today is the understanding of the Tri Hita Karana. Tri Hita Karana is an aspect that guides human simplicity so that they can feel sufficient and create harmony with each other. Tri Hita Karana is one of the basic concepts of the teachings of the people of Bali that inining the balance of relations between man and God, man with plants and man with man. In this case, every human being is charged to keep the clutches of each other without any harm. In recognizing the concept of Tri Hita Karana there are three terms that are parhyangan, pawongan and palemahan. Implementation of this plan is very important as it can encourage students to control their desires and be able to regulate things adequately.

For tourism students is considered very appropriate because the implementation of the development of this tourism moment should be beneficial and sustainable. The current trend is highly unorganized tourism development that tends to have a negative impact on the surrounding environment. It's not about public income, excessive environmental exploitation and investors monopolizing power. Of course this will have a great impact on the local social and cultural conditions if it continues. (Ionela et al., 2015) So for the prevention of at least tourism students should be given understanding related to Tri Hita Karana so that in the future tourists managers can pay attention to the three aspects and do not damage the environment massively.

Achievement of the SDGs with Tri Hita Karana

The Sustainable Development Goals (SDGs) are a set of development goals set by the United Nations (UN) to sustainable development worldwide. Objectives

Cover various aspects, including poverty eradication, health, education, gender equality, clean energy and a protected environment.

On the other hand, Tri Hita Karana is a concept of Hindu philosophy origin from Bali, Indonesia. The plan founded the harmony of life on three main principles: the relationship of man with God, the relation of man to one another, and the relationship between man and nature. (Palemahan). This principle aims to create balance and harmony in human life with the universe and its surrounding communities. The ethics that connects the SDGs with Tri Hita Karana, we can see a number of correlations and possible synergies between these two drafts:

1. Prophecy (Human Relationship with God) and SDG's:
The Principles of Desire can encourage us to develop a spiritual awareness and ethical values that support the achievement of the SDGs. Ethics and values instilled by religion or belief can motivate individuals and societies to behave responsibly towards the environment and fellow human beings.
2. Pawongan (Human Relationship) and SDG's:
The goals of the SDGs that focus on poverty eradication, health, education, and gender equality go hand in hand with the principles of the Pavongan. This principle emphasizes the importance of mutual care, tolerance, and justice in social relations. With the principle of practising Pawongan, communities can work together to the SDGs in an inclusive and sustainable way.
3. .Palemahan (Human Relationship with Nature) and SDGs:
The Palemahan principle in Tri Hita Karana emphasizes continuity and balance with nature. This is in line with the goals of many of the SDGs that focus on environmental protection, clean energy and the sustainable management of natural resources. By adopting the principle of weakness, we can promote environmentally friendly practices and maintain the balance of Earth's ecosystems.

By integrating the Tri Hita Karana concept into the implementation of the SDGs, we can sustainable development that not only takes economic and social aspects into account, but also takes into account spiritual values, social balance, and a harmonious relationship with nature. Through this approach, we can encourage wider public participation and develop sustainable solutions to the global challenges facing the SDGs.

Implementation of three-year cultural education to students

Cultural learning plays an important role in tourist education as it provides the knowledge and skills students need to interact with different cultures and societies. It promotes cultural sensitivity, respect, and understanding that is essential to the practice of sustainable and responsible tourism responses. The integration of Tri Hita Karana concepts into cultural learning adds a spiritual dimension and advances holistic education.

So, in this material there is an integration of the concept of tri hita karana and learning to the student. As for some strategies that can be used in achieving such material are: First, the curriculum development should cover subjects dedicated to Tri Hita Karana, providing a foundation for the theory and practice of applications. It ensures students understand the importance of cultural preservation, sustainable development, and the deep spiritual well-being of the tourism industry. Besides, activities that involve live learning experiences, such as field visits to important cultural sites and immersion programmes, enable students to see the application of Tri Hita Karana principles in real-world contexts.

1. **Integrated Curriculum:** Insert the concepts and values of Tri Hita Karana into the curriculum of formal education, especially in programs related to culture, philosophy, religion, or learning environment. This can be done by closing specialized subjects discussing Tri Hita Karana and encouraging students to learn and understand its principles.
2. **Seminars and Workshops:** Conducting seminars, workshops, or discussion activities that discuss Tri Hita Karana and its applications in everyday life. Invite expert speakers or practitioners experienced in applying Tri Hita Karana values to share their knowledge and experience with students
3. **Field of Experience:** Conducting field visits or study programmes involving field students in hands-on experiences with communities or places to apply the concept of Tri Hita Karana. This can include visits to customary villages, sacred places, or communities that maintain the balance of ecosystems and practise sustainable cultures.
4. **Extra-curricular activities:** Forming a club or learning group that focuses on the understanding and practice of Tri Hita Karana. Through these extracurricular activities, students can conduct discussions, library studies, and projects related to the application of Tri Hita Karana values in everyday life.
5. **Research and Writing:** Encourage students to study or write papers about Tri Hita Karana and its implications in cultural, social, and environmental contexts. It will give students an opportunity to deepen their understanding of Tri Hita Karana and to contribute their thinking in the field.
6. **Non-formal dictates:** Conducting dictated or non- formal education that is relevant to Tri Hita Karana, either in the form of workshops, seminars, or self-development programmes. It can involve sources from a variety of backgrounds, including religious figures, sustainability practitioners, and community figures associated with the application of Tri Hita Karana values.

It is important to create an inclusive and interactive learning environment, where students can discuss, share ideas, and implement Tri Hita Karana concepts in their own lives. With this method, students can internalize and apply those values in real action, both in the campus environment and in their everyday lives after graduation.

DISCUSSION

The relationship between Tri Hita Karana and SDG

In the implementation of educational culture in achieving the SDGs, researchers study several sub-points that can be realized using the Tri Hita Karana concept. As for some of the connections that exist among them are:

1. Poverty and Hunger (SDG 1 and SDG 2): The Tri Hita Karana concept promotes sustainable development by ining a balance between humans, God, fellow humans and nature. In the context of the SDGs, it can help reduce poverty and hunger by promoting inclusive economic development, the protection of natural resources, and the involvement of local communities in decision-making.
2. Health and Welfare (SDG 3): The Tri Hita Concept emphasizes the importance of a balance between man and nature and spirituality. Applying these principles in the health and well-being approach can support the achievement of the health-related goals of the SDGs, such as reducing child mortality, improving access to health services, and improving overall quality of life.
3. Quality Education (SDG 4): Tri Hita Karana encourages holistic and comprehensive learning, covering spiritual, social, and environmental aspects. These principles can be applied in the context of education to ensure the quality of education that is inclusive and relevant, which is the goal of the SDGs.
4. Equality (SDG 5): Tri Hita Karana promotes a balanced and harmonious relationship between human beings. In the context of gender equality, this concept can help to promote the elimination of discrimination based on gender, empower women, and build awareness of the importance of genders in societies.
5. Clean Water and Sanitation (SDG 6): The Tri Hita Karana concept emphasizes the protection of nature and the sustainable management of natural resources. In this respect, this principle can support efforts to the SDG's goals related to access to clean water and adequate sanitation.
6. Clean and Affordable Energy (SDG 7): Implementation of Tri Hita Karan in energy management can drive the development of clean and affordable energy. In this respect, the concept supports the achievement of the SDGs that focus on renewable energy, energy efficiency, and universal access to affordable energy.
7. Environmental protection (SDG 13, SDG 14, and SDG 15): The Tri Hita Concept emphasizes the importance of ining balance with nature. In the context of environmental protection, these principles can support efforts to the goals of the SDGs related to climate protection, biodiversity conservation, and sustainable management of land and marine ecosystems.

By integrating the Tri Hita Karana concept into the implementation of the SDGs, we can sustainable development that takes into account spiritual values, social balance, and a harmonious relationship with nature. In this respect, Tri Hita Karana principles can provide guidelines and frameworks for achieving the SDGs holistically and sustainably.

The impact of Tri Hita Learning on achieving the SDGs

In the student learning system there are several things that can support the implementation of Tri Hita Karana in developing student travel learning plans to SDGs among others:

Increased Environmental Awareness: Through cultural learning based on "Tri Hita Karana", tourism students become more aware of the importance of preserving the living environment and biodiversity. They developed an understanding of the importance of sustainable action in the tourism industry to protect nature and ecosystems, which supports the goals of the SDGs related to environmental protection.

Increased involvement with local communities: Through the implementation of the concept of "Tri Hita Karana", student tourists are invited to establish a better relationship with the local community. They learn to respect local customs and cultures, interact positively with local communities, and contribute to the social and economic development of communities. This is in line with the goals of the SDG's focus on poverty eradication, sustainable development, and social inclusion. Application of the values of Tri Hita Karana in cultural learning helps tourism students in developing good professional attitudes and ethics. They were given an understanding of the importance of integrity, a responsible business ethical response, and a good quality of service in the tourism industry. It contributes to the achievement of the SDGs that focus on inclusive economic growth and the creation of decent jobs.

Sustainable Tourism Development: Through cultural learning based on the concept of "Tri Hita Karana", tourism students are given the opportunity to learn and practice sustainable tourism planning. They called for the identification of the social, economic and environmental impacts of tourism, as well as finding sustainable solutions. Thus, this implementation plan can contribute to the achievement of the SDGs related to sustainable tourism.

CONCLUSION:

This study concludes that implementation of the concept of "Tri Hita Karana" in cultural education for tourism student can give significant contribution in achieving SDG's. Through understanding and practicing the values of Tri Hita Karana, students of tourism can become agent of sustainable change in tourism industry, by promoting with push sustainable tourism development, engaging with local communities, raising environmental awareness, and developing good professional attitudes and ethics. Thus, integrating the concept of Tri Hita Karana

in cultural education for tourism student can become effective strategy in achieving SDG's.

BIBLIOGRAPHY

- Boluk , KA, & Rasoolimanesh , SM (2022). Introduction to the special issue on “Deepening our understandings of the roles and responsibilities of the tourism industry towards the United Nations Sustainable Development Goals (SDGs).” *Tourism Management Perspectives*, 41, 100944. <https://doi.org/10.1016/j.tmp.2022.100944>
- Gami Sandi Untara , IM, & Somawati , AV (2020). Internalization of Character Education in Children Early Age In Hindu Family In Village overwritten Regency Tabanan . *Cetta : Journal Educational Sciences* , 3 (2), 333–358. <https://doi.org/10.37329/cetta.v3i2.458>
- Hakim, D. (2014). Implementation Of National Culture And Character Education In Educational Unit Level Curriculum (Ktsp) In Schools. in *Journal Islamic Studies* (Vol. 5, Issue 2).
- Hutasoit , H., & Wau , R. (2017). *Towards Sustainability With Tri Hita Karana (An Interpretive Study In Balinese Communities)* . 13 (2), 85–191. <http://journal.ubm.ac.id/>
- Ionela, G. P., Constantin, BM, & Dogaru , L. D. (2015). Advantages and Limits for Tourism Development in Rural Areas (Case Study Ampoi and Mureş Valleys). *Procedia Economics and Finance* , 32 , 1050–1059. [https://doi.org/10.1016/S2212 5671\(15\)01567 1](https://doi.org/10.1016/S2212 5671(15)01567 1)
- Kadek Ari Setia Utama Putra, n, Made Ina Pratiwi , N., Kadek Ayu Seri Astiti , N., Komang Sutriyanti , N., Ari Setia Utama Putra, K., Komang Sutriyanti Bali Mandara Public High School , N., & Gusti State Hindu Good Sugriwa Denpasar, UI (2021). *DEVELOPMENT OF BPS (SHOES PUTTING CULTURE) IN STUDENT CHARACTER EDUCATION* . 8 . <http://ejournal.ihdn.ac.id/index.php/GW>
- Khairina , E., Purnomo, EP, & Malawnai , AD (2020). Sustainable Development Goals: Policy Insightful Environment To use Guard resilience Environment in Bantul Regency , Special Region of Yogyakarta. *Journal National Resilience* , 26 (2), 155. <https://doi.org/10.22146/jkn.52969>
- Rachmawati , IN (nd). *Data Collection In Qualitative Research: The Interview* .
- Rukin , SP (2019). *Methodology study qualitative* . Ahmar Cendekia Indonesia Foundation .
- Zhu, J., Yuan, X., Yuan, X., Liu, S., Guan, B., Sun, J., & Chen, H. (2021). Evaluating the sustainability of rural complex ecosystems during the development of traditional farming villages into tourism destinations: A diachronic emergency approach. *Journal of Rural Studies* , 86 , 473–484. <https://doi.org/10.1016/J.JRURSTUD.2021.07.010>

EFL STUDY: SPEAKING FLUENCY, ACCURACY, AND VOCABULARY ANALYSIS THROUGH MULTIMODALITY IN THE VOCATIONAL HIGHER EDUCATION

I Wayan Eka Dian Rahmanu^{1*}, Anak Agung Raka Sitawati²,
I Nyoman Sukra³, I Putu Okta Priyana⁴

^{1,2,3,4}Politeknik Negeri Bali
rahmanueka@gmail.com

ABSTRACT

Fluency, accuracy, and vocabulary acquisition ought to be mastered by English as a foreign language (EFL) learners at vocational higher education levels. This study aimed to examine students' English language speaking fluency, accuracy, and vocabulary comprehension. The multimodality through image, which was produced using a 360-degree camera, was employed to scrutinise learners' performance. A total of 15 sophomores, who were actively learning the English language in an EFL classroom in the Business Administration Department at Bali State Polytechnic, were involved in this study. The data of syllables per-second, pronunciation, and vocabulary was elaborated descriptively which allows this study to acquire learners' speaking English language comprehension. Although the learners' speaking fluency and accuracy were close to the beginner level, the result revealed that the students express syllables per second significantly. Likewise, students pronounce the words without any hesitation at the starter level. Furthermore, several various vocabularies are mentioned by the learners which means learners have the possibility to expand their word competencies using images.

Keywords: fluency; accuracy; vocabulary; multimodality

INTRODUCTION

Multimodality implementation provides a beneficial impact on the future learning strategy (Noroozi et al., 2020). The use of multi-modes is to escalate students' engagement in the learning process (Nash, 2018). Multimodality has a significant role to improve learners' language acquisition (Smith et al., 2021). Visual provided on multimodality stimulates learners' oral acquisition (Marchetti & Cullen, 2015). The presence of visuals significantly encourages the ability to communicate. It can be combined with the interactive learning strategy, for example, presentations, which are favoured by the learners (Said, 2018). Furthermore, the combination of English language ability, multimodal equipment, and metacognitive strategies contribute to learning success (Monika, 2022). Multimodality contributes to the learners' digital awareness (Jiang & Gao, 2020). The several media optimization through the use of visual, audio, image, and text elevate students' eagerness to learn in the classroom. Learners' enthusiasm to learn the English language has the potential to elevate the English language acquisition including speaking, reading, writing, listening, and vocabulary.

Vocabulary acquisition has a significant role to boost learners' English language comprehension. In terms of enhancing word comprehension in EFL classrooms, multimodality could be implemented as a pedagogical tool (Lin et al., 2022). The multimodality effectiveness become a positive impact on the learners'

vocabulary acquisition (Zhang et al., 2021). Additionally, immersing multimodality in the teaching and learning activities, it is the potential to generate language learning more engaging.

The use of multimodality as the equipment to deliver, learn and assess learners contributes to classroom development. Furthermore, the new parameters in English language acquisition expect all learners to use multi-modes (Gravin, 2019a). In line with that, learners at the higher education level tend to employ contemporary media towards English language learning (Rahmanu et al., 2020). The multimodal implementation could be the tool to deliver the materials as well as to assess students' English language comprehension. It shed light on the students' English language skills which assists the teacher to obtain the learners language achievement (Gravin, 2019b). The need to use multimodality is to know learners' language comprehension which contributes to the multi-mode development. This study is keen to analyse learners' speaking fluency, accuracy, and vocabulary through multimodal instruments.

LITERATURE REVIEW

Speaking Fluency and Accuracy

Speaking is the ability to communicate in a foreign language (Marashi & Dolatdoost, 2016). Accuracy and fluency is a production skill which is the domain of speaking ability (Derakhshan et al., 2016). Additionally, there are several component of the speaking skill including grammar, pronunciation, vocabulary, and fluency which ought to be mastered (Fulcher & Davidson, 2007). The expertise of speaking skills elements lead to preferable speaking competency. Extension practice also has an important role to develop fluent and accurate English language speaking acquisition (Wang, 2014).

In terms of the speaker's fluency, the function is to deliver and receive idea during the communication (Hammerly, 1991). It is not only measured through the language production without hesitation (Ellis & Barkhuizen, 2005a) but also repetition and learners' self-repairs (Tavakoli & Skehan, 2005). The ability to speak spontaneously is considered in measuring learners' speaking comprehension (Gower et al., 2005). Continue to deliver the thought naturally and lack of grammar error is the domain of the fluency. Syllables are also considered in obtaining the features of fluency (Lennon, 1990).

With regard to the accuracy, it is related to the grammatical and precision of vocabulary use (Namaziandost & Ahmadi, 2019). It is corelated to how the target language is constructed based on its structure (Ellis & Barkhuizen, 2005b). Accuracy is defined as error free communication (Housen & Kuiken, 2009). In measuring speaker's accuracy, several points are suggested to consider, for example, spelling, vocabulary, and words form (Foster & Wigglesworth, 2016; Kuiken & Vedder, 2008).

Multimodality

In learning a target language, multimodality has a significant role in how different tools for example visual, auditory, and spatial are used in communication (Camiciottoli & Fortanet-Gómez, 2015). In a recent study, multimodality is integrated into online media, which expands the use of images, sound effects, and audio (Schmerbeck & Lucht, 2017). The multimodal approach contributes to decreasing the difficult process of learning a foreign language (Unsworth & Mills, 2020).

METHOD

Participants

The selected participants were 15 who studied in the second semester in Business Administration Department at Bali State Polytechnic higher vocational education. The sample of this research learned EFL which was provided 180 minutes every week for a semester.

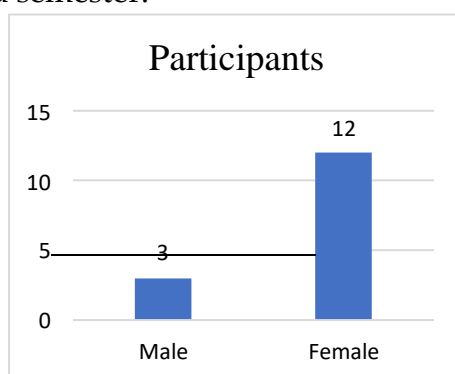


Figure 1. Participants' Gender

According to **Figure 1**, There were 20% male participants while the female participants were 80% involved in this study. The English language level of the participants was beginner and intermediate.

Procedure

The learners' fluency, words and syllable produced per minute on a task were intended to explore in this research. According to the accuracy, the number of plural and singular noun in the lexical study are analysed. The study also analysed the students' range of vocabulary expressed based on the footage shown.

A narrative analysis approach was employed to scrutinise the current uses of multimodal data in various fields of learning research (Noroozi et al., 2012). The participants were provided with a total of 90 seconds to identify 3 different pictures. The images were prepared and shown by the researcher to allow students to analyse the images in detail. The first picture represented the lobby situation of a hotel. The participants ought to express vocabulary based on the images.



Figure 2. Lobby Footage

Based on **Figure 2**, the footage was in the lobby and the participants were instructed to mention words according to the image. The 30 seconds were the chance for the students to express the vocabulary in the lobby. The relevant words as mentioned in the image were expected by the researcher to analyse learners' word comprehension. In this image, the staff activity was on the frame which is a good opportunity for learners to elevate their English vocabulary scope.



Figure 3. Rooftop Footage Part A

Figure 3 was taken at the rooftop of the hotel, this footage aimed to stimulate learners' vocabularies acquisition about hotel utilities for example, chair, table, view, sky, cloud, wind, and floor. In addition, the 30 seconds provided by the researcher allow students to explore the objects by expressing each word. The researcher kept the time to prevent learners show the words for more than 30 seconds.



Figure 4. Rooftop Footage Part B

Based on **Figure 4**, the picture was set similarly to the previous image. The rooftop was chosen by the researcher to allow learners to develop their English word competency. The learners were provided half a minute to scrutinize the rooftop hotel area. The researchers' expectation is not only to provide learners about close objects but also far items, for example, statues, hill, and shores or beaches.

FINDINGS

The result revealed that all of the respondents expressed various words related to the image shown. The participants mentioned the lexical words including singular and plural nouns. In terms of the words syllables, the learners demonstrated single and multiple syllables.

Table 1. Type of vocabularies uttered by the learners

Response	Vocabularies
1 st response	book, script, flower, beach
2 nd response	food, restaurant, vas, lamp, garden, sky, flower, water, table
3 rd response	table, shirt, t-shirt, book, beach, table, flower, beach, home, flower, table
4 th response	chairs, chairs, smartwatch, shoes, table, lamp, sunglass, chairs, flower, beach, flower, tree, rocks, house, flag, street, tree, trees
5 th response	people, table, flower, grass, handphone, table, people, dress, handphone, beach, beach, trees, water, beach, trees, street, flower, house, cloudy (wrong pronunciation)
6 th response	shirt, clock, book, flower, handphone, eyeglasses, flower, flower, beach, flower, beach
7 th response	speaking, listen, review, outdoor, view, recommend, recommended, beautiful, so good, green, colour green, colour white, garden, view, green, beach, chair, vas
8 th response	chairs, table, paper, banner, floor, carpet, floor, wall, paint, glasses, human, shoes, view, cloud, chair, table, floor, green carpet, lamp, flower, shoes, glasses, shirt, skirt, view, beach, trees, cloud, blue sky, some buildings, sands, water, pool, mini pool, flower, leaves, trees,

9 th response	plans, table, chair, floor, beach, cloud, sunny, sun light, sun right table, chair, floor, shoes, sunglasses, computer, vas, sky, clouds (wrong pronunciation), handphone, view
10 th response	shoes, watch, table, paper, glass, glasses, computer, sky, handphone, chair, table, watch, tree, sky, chair, table, glass
11 th response	stand, letter, woman, chair, wall, table, explain, sky, show, chair, flower, sea, road, trees
12 th response	shoes, book, table, sky, cloud, sun, people, tree, water, flower, tree, sea, sky
13 th response	chair, table, paper, building, another chair, another table, sky, some people, another chair, another table, outside building, rooftop, chair, table, flower, water, sky, this is on outside, rooftop, beach
14 th response	people, shoes, table, chair, brochure, floor, computer, glasses, book, people, pool shoes, t-shirt, table, chair, floor, tree, garden, table, floor, chair, home, house, tree, water
15 th response	<p> speak, stand, head, chair, table, shoes, handphone, chair, table, floor, lamp, star, green, shoes, speak, hand, flower, water, beach, table, <u>tree, house, umbrella, glass</u> </p> <hr/>

DISCUSSION

According to the first respondents' expression, none of the plural nouns uttered and both a single syllable, for example, *book*, *script*, *beach* and multi-syllable such as *flower* were demonstrated. This proved the limitation of the first speakers' vocabulary competency. Preferable vocabularies example uttered by the second speaker, however, limited lexical comprehension becomes a barrier for the learner. The example of singular and single syllable nouns such as *food*, *vas*, *lamp*, and *sky* were important descriptions as the learner tried to imagine every subject on the footage. The example of multi-syllable vocabularies *garden*, *flower*, *water*, *table*, and *restaurant* represents the object from the image perfectly. Similar to the previous speakers, none of the plural nouns were mentioned by the third respondent. There were several single syllables, for example, *shirt*, *book*, *beach*, and *home*, while multi-syllables were *table*, *t-shirt*, and *flower*. Significant repetition of vocabulary has been noticed by the researcher when the third speaker expresses the words. This proves that the learner had an obstacle to expressing whether they did not recognize the English object or lack of English language vocabulary.

The significant performance is shown from the fourth to fifteenth respondents, which represents their vocabulary competency. Both singular and plural nouns were mentioned remarkably, in addition, more single and multi-syllable words appeared. According to the fourth student, plural nouns were mentioned including *chairs*, *shoes*, *rocks*, and *trees*, while the multi-syllable word expressed were *smartwatch*, *table*, *sunglass*, *flower*, and *house*. Although the fourth speaker sometimes uttered words repetition, the various vocabularies illustrated wider word comprehension. Regarding the fifth student, there was no tremendous plural noun example expressed compared to the example of multi-syllable

expressions, for example, *people, table, flower, handphome, water, house, and cloudy*. Moreover, the wrong pronunciation was found when the participant uttered the word *cloudy*. The finding contributes to a specific analysis of the words mispronunciation mentioned by the learner in higher education. Several factors perhaps provide the pronunciation error conducted by the student. The sixth and seventh learners, have limited plural nouns uttered compared to the singular noun mentioned. Only eyeglasses are expressed by the sixth speaker which means little examples of plural nouns occurred.

Tremendous examples were mentioned by the eight respondents. Both singular and plural nouns were explained by the response. Similarly, mono and multi-syllables were found by the researcher. The ninth respondent, on the other hand, had fewer examples and expressed wrong pronunciation. This means that the vocabulary acquisition needs to be improved. From the tenth to the fifteenth response, most of the expressions were uttered based on the picture which means the learners have suitable English words competency.

CONCLUSION

The learners' vocabulary competency varied across the respondents. Some struggled with plural nouns and word repetition, while others demonstrated a wider range of vocabulary knowledge. The study highlights the importance of vocabulary acquisition and pronunciation practice in language learning, especially in higher education settings. Further efforts should be made to enhance learners' vocabulary comprehension and expression to improve their language proficiency.

REFERENCES

- Camiciottoli, B. C., & Fortanet-Gómez, I. (2015). *Multimodal analysis in academic settings: From research to teaching*. Routledge.
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature Studies, 6*(2), 177–186.
- Ellis, R., & Barkhuizen, G. (2005a). *Analysing learner language*. Oxford University Press.
- Ellis, R., & Barkhuizen, G. (2005b). *Analysing learner language*. Oxford University Press.
- Foster, P., & Wigglesworth, G. (2016). Capturing accuracy in second language performance: The case for a weighted clause ratio. *Annual Review of Applied Linguistics, 36*, 98–116.
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment*. Routledge London and New York.
- Gower, R., Phillips, D., & Walters, S. (2005). *Teaching practice handbook*. Macmillan Education.
- Grapin, S. (2019a). Multimodality in the new content standards era: Implications for English learners. *Tesol Quarterly, 53*(1), 30–55.

- Grapin, S. (2019b). Multimodality in the new content standards era: Implications for English learners. *Tesol Quarterly*, 53(1), 30–55.
- Hammerly, H. (1991). *Fluency and Accuracy: Toward Balance in Language Teaching and Learning*. *Multilingual Matters* 73. ERIC.
- Housen, A., & Kuiken, F. (2009). Complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics*, 30(4), 461–473.
- Jiang, L., & Gao, J. (2020). Fostering EFL learners' digital empathy through multimodal composing. *RELC Journal*, 51(1), 70–85.
- Kuiken, F., & Vedder, I. (2008). Cognitive task complexity and written output in Italian and French as a foreign language. *Journal of Second Language Writing*, 17(1), 48–60.
- Lennon, P. (1990). Investigating fluency in EFL: A quantitative approach. *Language Learning*, 40(3), 387–417.
- Lin, V., Yeh, H.-C., Huang, H.-H., & Chen, N.-S. (2022). Enhancing EFL vocabulary learning with multimodal cues supported by an educational robot and an IoT-Based 3D book. *System*, 104, 102691.
- Marashi, H., & Dolatdoost, M. (2016). ADHD and adolescent EFL learners' speaking complexity, accuracy, and fluency in English. *Iranian Journal of Language Teaching Research*, 4(2), 105–126.
- Marchetti, L., & Cullen, P. (2015). A multimodal approach in the classroom for creative learning and teaching. *CASALC Review*, 5(1), 39.
- Monika, M. (2022). A Systematic Review on the Effectiveness of Metacognitive Strategies and Multimodal Tools in Blended Learning English Language Classroom. *Theory and Practice in Language Studies*, 12(11), 2239–2252.
- Namaziandost, E., & Ahmadi, S. (2019). The assessment of oral proficiency through holistic and analytic techniques of scoring: A comparative study. *Applied Linguistics Research Journal*, 3(2), 70–82.
- Nash, B. (2018). Exploring multimodal writing in secondary English classrooms: a literature review. *English Teaching: Practice & Critique*, 17(4), 342–356.
- Noroozi, O., Pijera-Díaz, H. J., Sobocinski, M., Dindar, M., Järvelä, S., & Kirschner, P. A. (2020). Multimodal data indicators for capturing cognitive, motivational, and emotional learning processes: A systematic literature review. *Education and Information Technologies*, 25, 5499–5547.
- Noroozi, O., Weinberger, A., Biemans, H. J. A., Mulder, M., & Chizari, M. (2012). Argumentation-based computer supported collaborative learning (ABCSCCL): A synthesis of 15 years of research. *Educational Research Review*, 7(2), 79–106.
- Rahmanu, I. W. E. D., Altun, L., & Kariati, N. M. (2020). Critical study on multimodality perception in higher education classroom. *Soshum: Jurnal Sosial Dan Humaniora*, 10(3), 260–270.
- Said, A. (2018). Vocational teaching-learning through the eyes of undergraduate vocational students in Malta: A qualitative exploratory study. *International Journal for Research in Vocational Education and Training (IJRVET)*, 5(1), 42–63.

- Schmerbeck, N., & Lucht, F. (2017). Creating meaning through multimodality: Multiliteracies assessment and photo projects for online portfolios. *Die Unterrichtspraxis/Teaching German*, 50(1), 32–44.
- Smith, B. E., Pacheco, M. B., & Khorosheva, M. (2021). Emergent bilingual students and digital multimodal composition: A systematic review of research in secondary classrooms. *Reading Research Quarterly*, 56(1), 33–52.
- Tavakoli, P., & Skehan, P. (2005). 9. Strategic planning, task structure and performance testing. In *Planning and task performance in a second language* (pp. 239–273). John Benjamins.
- Unsworth, L., & Mills, K. A. (2020). English language teaching of attitude and emotion in digital multimodal composition. *Journal of Second Language Writing*, 47, 100712.
- Wang, Z. (2014). Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners. *English Language Teaching*, 7(2), 110–118.
- Zhang, N., Liu, X., & Liu, Q. (2021). Enhancing EFL learners' English vocabulary acquisition in WeChat official account Tweet-based writing. *International Symposium on Emerging Technologies for Education*, 71–83.

THE POSITION OF MEN AND WOMEN: GENDER NOVEL BY WIJAYA KUSUMA FROM ROOM NUMBER THREE

Ida Bagus Made Wisnu Parta

Faculty of Teacher Training and Pedagogy, Dwijendra University, Denpasar
wisnu.goes@gmail.com

ABSTRACT

Gender is a characteristic and behavior attached to men and women, shaped socially and culturally. Each region has different cultural norms regarding the position of men and women. Therefore, social and cultural factors locally shape these positions, and gender is not fixed but somewhat dependent on circumstances, time, and place. The research question in this study is, "What is the position of men and women in the gender analysis of the novel 'Wijaya Kusuma from Room Number Three'?" This research aims to describe men's and women's positions in the novel 'Wijaya Kusuma from Room Number Three' by Maria Matildis Banda. The benefits of this research are to provide insights into the position of men and women in literature, especially in the novel 'Wijaya Kusuma from Room Number Three.' Data collection in this study used a literature method supported by note-taking techniques. The data analysis method employed critical interpretation with content analysis techniques. The gender theory was used in this research. The findings of this study emphasize the roles and characterization of men and women in the novel 'Wijaya Kusuma from Room Number Three.' Overall, it was found that the position of men and women in East Nusa Tenggara is unfair. Society still adheres to patriarchal beliefs, placing women below men and resulting in gender inequality.

Keywords: Position; Men; Women; Gender; Novel.

INTRODUCTION

Gender is a characteristic and behavior attached to men and women, shaped socially and culturally. Terminologically, 'gender' can be defined as cultural expectations towards men and women (Lips, 1988). Another definition of gender is the differentiation between men and women based on social and cultural constructs (Showalter, 1989). Each region has different cultural norms regarding the position of men and women. Therefore, social and cultural factors locally shape these positions, and gender is not fixed but somewhat dependent on circumstances, time, and place. The issue of gender in society has been a topic of discussion among scholars and feminists up to the present time. Even in literary works, the discourse of gender is brought up. Writers address gender issues in their works in novels, short stories, poems, or other literary forms (Muzakka, 2017). One of the literary works that address gender issues is the novel "Wijaya Kusuma from Room Number Three" by Maria Matildis Banda, which is used as the object of this research.

This novel portrays a resilient female character who works as a village midwife. Midwife Rosa Dalima works without discriminating against her patients. However, the patriarchal norms prevailing in the village make it difficult for Midwife Rosa Dalima to make husbands realize their role in supporting their pregnant wives. Husbands in the village feel ashamed to accompany their pregnant wives to the health center. Meanwhile, wives who only work as housewives cannot

assert themselves or advise their husbands. The surrounding environment causes inequality in husbands' roles toward their wives in the family. Women have long held the primary role in care work. Within the family, women are crucial to maintaining the health of their family members (Chairani, 2020). Data from 2019 shows that 37.04 percent of women in Indonesia have the main activity of managing household affairs (Badan Pusat Statistik [BPS], 2020).

The gender role inequality within families results from patriarchal norms still widely adhered to by Indonesian society (Putra et al., 2019), which ultimately places men in a higher position than women (Obie, 2018). This condition causes men to feel power over women within their households and potentially triggers domestic violence (Nilan et al., 2014).

Based on the background above, the research question in this study is, "What is the position of men and women in the gender analysis of the novel 'Wijaya Kusuma from Room Number Three'?" This research aims to describe the position of men and women in the novel 'Wijaya Kusuma from Room Number Three.' The benefit of this research is to provide insights into the position of men and women in literature, especially in the novel 'Wijaya Kusuma from Room Number Three.'

This research emphasizes the roles of male and female characters in the novel "Wijaya Kusuma from Room Number Three." In general, it was found that the position of men and women in NTT (East Nusa Tenggara) is unfair. Society still adheres to patriarchal beliefs, which results in women being placed below men and creates gender inequality in society.

LITERATURE REVIEW

This Previous literature studies have been conducted to support this research. Hardiningtyas (2016) conducted one of them titled "Patriarchal System over Women and the Environment: Ecofeminism in 'Wijaya Kusuma from Room Number Three.'" This research discusses the novel "Wijaya Kusuma from Room Number Three" by Maria Matildis Banda, which portrays women's life and surroundings. The novel's central theme revolves around the substantial roles of women and their health, while the author also presents the concept of patriarchal thinking. The concept of men holding the primary decision-making power in customary matters and leading the family is evident in NTT society, where women are expected to accept their husband's decisions in all household matters. The character Nandus chooses to work abroad in Malaysia to change his fate and fortune, leaving behind the fertile land of Flores, Polindes Bakung, and agricultural and plantation areas solely for his ego as a man.

Meanwhile, his wife Lisa's request for him to be near her is ignored until the end of his life. Women in NTT, as depicted in "Wijaya Kusuma from Room Number Three," seem to be tasked with being perpetually pregnant, taking care of their children, and getting pregnant again to produce male offspring without considering their health. The male characters in the novel are not portrayed as exploiters of nature but rather indifferent toward its preservation. The concern for nature is

shown by the female character, Midwife Rosa, who dominates and preserves it, ensuring its sustainability. However, characters like Lukas and Adrian are portrayed as destroyers of the crops cared for by Midwife Rosa. The dominance and justification of women's actions and nature have changed the patriarchal mindset within the environment of Polindes Bakung and the characters presented in "Wijaya Kusuma from Room Number Three" by Maria Matildis Banda.

Parta, (2023) conducted the second literature study titled "The Dynamics of Women's Subordination in the Patriarchal Environment of 'Wijaya Kusuma from Room Number Three.'" This research discusses the novel "Wijaya Kusuma from Room Number Three" by Maria Matildis Banda, depicting the life of the NTT community with a strong differentiation of tasks and social roles between men and women. The patriarchal culture deeply embedded in society becomes a powerful tool to marginalize and discriminate against women in family and society. This is evident when a husband holds the final decision in the household, even when the wife has expressed her opinion for the family's sake. The concept of men holding the primary decision-making power in customary matters and leading the family is prevalent in NTT society, where women are expected to accept their husband's decisions in all household matters. However, thanks to the strong figure of a female midwife in the patriarchal thinking environment, the efforts made by Midwife Rosa Dalima in assisting patients at the health center and providing counseling in the community eventually raise awareness of the importance of maintaining and checking pregnancies as early as possible.

Compared to the two previous studies, the advantage of this research is that it focuses on analyzing the positions of male and female characters in the novel "Wijaya Kusuma from Room Number Three." Each character will depict the position of men and women in this novel.

METHOD

This The data collection method used in this research is a literature study supported by note-taking techniques. The data analysis method employs critical interpretation with content analysis techniques. This research is qualitative, using gender theory. The research will be conducted in three stages: data collection, analysis, and presentation of data analysis results. The data collected in this research are qualitative, comprising both primary and secondary data. The primary data is obtained from the text of the novel "Wijaya Kusuma from Room Number Three." In contrast, secondary data is used as supporting data through relevant books or articles related to the primary data.

In the data collection stage, the literature study method is used, supported by note-taking techniques. After the data collection process, data analysis follows. Data analysis of the text of the novel "Wijaya Kusuma from Room Number Three" uses a descriptive-analytic method aided by the reading technique. The descriptive-analytic method involves describing and analyzing the object simultaneously. Using both approaches together, the analyzed object is hoped to provide maximum

meaning (Ratna, 2010). The reading technique is used as a support for the descriptive-analytic method. Reading in scientific research is done by giving focused attention to the object.

The presentation of data analysis results is done systematically with an informal method. The informal method means that the analysis is presented in descriptions or narratives rather than graphs or tables. Each chapter comprises several interconnected sub-chapters, resulting in a complete research study.

The theory used in this research is feminist literary criticism in contemporary times, which directly results from the "women's movement" of the 1960s. The women's movement has always had crucial concerns about books and literature, so feminist criticism should not be seen as a separate branch or expansion of feminism far from the ultimate goal of this movement. The representation of women in literature is considered one of the essential forms of "socialization" as it provides role models that indicate to women and men what constitutes an acceptable "feminine" version and legitimate feminine targets and aspirations (Barry, 2010).

According to (Djajanegara, 2000), there are many types of feminist literary criticism, one of which is used in this research, namely feminist-socialist or feminist-Marxist literary criticism because this research examines the positions of male and female characters in the novel "Wijaya Kusuma from Room Number Three." In simple terms, feminist literary criticism is a literary criticism that views literature and consciousness with a particular awareness of gender, which is closely related to culture, literature, and human life. Gender creates many differences among human life systems. Feminist literary criticism is an effort to free oneself from the trap of hierarchical conflict between women and men. According to Moi's perspective, the goal of all feminist struggles is to address the domination of one over the other. There is an effort to dismantle binary opposition and opposition between femininity and masculinity (PARTA, 2016).

FINDINGS

Based on the gender analysis in this research, the findings are as follows:

1. The position of women in a patriarchal culture can be equal to or higher than that of men, especially if these women have good education and careers.
2. The position of women within the household is not limited to domestic roles only, they can also be the backbone of the family by having careers outside the home.
3. The position of men in a patriarchal culture is not always superior; it can be lower than that of women, primarily if the men cannot provide for their wives and children.

DISCUSSION [CAMBRIA 12 CAPITAL BOLD]

Gender differences between men and women occur through a long process and are shaped by several factors, such as social and cultural conditions, religious beliefs, and national conditions. Gender differences are often considered a divine

and natural decree, seemingly biological and unchangeable. This leads to the initial occurrence of gender injustice in society (Marzuki, 2007).

In this research, the positions of male and female characters in the novel "Wijaya Kusuma from Room Number Three" will be discussed. Regarding their involvement in the story, fictional characters are categorized into two groups, first, the central character or the main character. The central character is the one who plays the most prominent part in the story. Their significance can be determined in three ways: (1) the character is most involved in the meaning or theme of the story, (2) the character has the most interactions with other characters, and (3) the character takes up the most time in the storytelling. Second, supporting characters, also known as peripheral characters, whose positions are not central in the story but are necessary to support the main character.

Gender plays a crucial role in a person's life, determining their access to education, job opportunities, and other public sectors. Gender also influences health, life expectancy, and freedom of movement. Moreover, gender affects sexuality, relationships, and a person's decision-making ability to act autonomously.

1. The Position of Male Characters in the Novel "Wijaya Kusuma from Room Number Three"

The role of characters in a literary work is as individuals who play a part in the story's content. Characters are fictional individuals who experience events or behave in various situations within the story. The position of male characters in the novel "Wijaya Kusuma from Room Number Three" is only as supporting characters, and some characters serve as complements. This can be seen in the following table:

No	Character name	Character
1	Nandus (Supporting Character)	Protagonist (Good)
2	Lukas Adrian, Martin dan, Frans	Antagonists (Evil), prone to provocation.

Based on the table above, it can be explained as follows. However, Midwife Rosa can gradually change the views of the men in Polindes Bakung through the character of Nandus, who accompanies his wife, Mama Lisa, as shown below.

"Here, people are not used to husbands accompanying their wives for prenatal check-ups. It feels strange because when men come into the examination room like this, I feel nervous too," Uncle Nandus paced around the examination room with his eyes. "So, is this the examination room and the delivery room for mothers? This is the first time," Uncle Nandus said while scratching his head, even though it was not itchy (Novel Wijaya Kusuma, 2017: 50)."

In the patriarchal system, the positions of women and men are formed and shaped individually and collectively. Women, like Mama Lisa, and men, like Uncle Nandus, play essential roles when viewed from the perspective of the history of feminist theory. From a materialistic standpoint, humans create themselves consciously and systematically. This is based on the fundamental aspect of the patriarchal system, where women and men differentiate between productive and reproductive tasks. Production is perceived as the responsibility of men, as Uncle Nandus seeks to provide for his wife and family, as seen in the quotation.

“Why should he go far to work in a foreign land and leave his woman behind? There, he also works as a farmer. A palm oil farmer equipped with the cool name “Indonesian Labor Force” in the ears of the villagers (Novel Wijaya Kusuma, 2017: 59).

Furthermore, men also have the duty to care for their wives during childbirth and nurture their children. The tasks of men like Nandus are considered the production of human potential. Meanwhile, Mama Lisa is systematically controlled in economy, society, and politics as a woman (Maharani et al., 2016). The state controls her wealth, and land ownership must be in a man's name. As a woman with reproductive functions, Mama Lisa is burdened with menstruation, pregnancy, and childbirth.

The society in East Nusa Tenggara, as depicted in the novel "Wijaya Kusuma from Room Number Three," follows a patriarchal system that places men in dominant positions of power compared to women. Men are seen as having more strength than women. For example, the character Lukas does not accept the efforts of women to voice their rights not to be continuously pregnant. In East Nusa Tenggara society, it is common to view women as weak and powerless individuals.

“No need to ask or talk about it. However, concerning pregnancy, it is not our concern as men. Pregnancy is women’s business. It is their experience, not ours. So, why do we need to know about it? If we were pregnant, it would be a different story,” Lukas’s voice, followed by laughter and joking around (Novel Wijaya Kusuma, 2017:248).

Lukas's viewpoint in responding to the position of women shows that the history of patriarchal societies from the beginning has shaped human civilization to believe that men are more robust than women in both personal and family life, as well as in society and the state. Women are naturally meant to be pregnant and have children if their husbands desire, especially in this patriarchal system where male lineage is still considered primary. Consequently, the patriarchal culture in Flores (Polindes Bakung) has been handed down through generations, forming differences in behavior, status, and authority between men and women in society, which later become gender hierarchies that women have to accept.

Upon deeper examination, the solid patriarchal culture in East Nusa Tenggara's society often marginalizes women's intervention in decision-making. Women in the novel "Wijaya Kusuma from Room Number Three" reflect the patriarchal system, which initially applied within the family sphere but has now shifted and influenced the mindset of East Nusa Tenggara society in other aspects of life. Throughout East Nusa Tenggara society, most patriarchal thinking has accumulated and positioned women as subordinate to men. This difference is also questioned by male characters who do not accept the progressive thinking of women in Flores, in the village where Midwife Rosa dedicates herself as a midwife alongside Flores women, health cadres.

"What is gender equality?" asked Lukas.

"Very clever, Mama Sofia," Lukas mocked. "Mama Gonz, Mama Falentina, even the midwife, all lost to Mama Sofia, who knows everything."

"It means an equal, balanced, and fair relationship between men and women. Having a son is just the same as having a daughter. A son is not superior to a daughter, and a daughter is not inferior to a son. So, if you already have two children and both are girls, there is no need to get pregnant again to have a son," said Martin (Novel Wijaya Kusuma, 2017: 248-249).

In the novel "Wijaya Kusuma dari Kamar Nomor Tiga," Martin's character realizes his mistake in positioning women. Although he does not deny the biological differences between men and women, which are seen as the starting point for the formation of patriarchal culture in Flores, Martin disagrees with Lukas's opinion that belittles women, including trivializing women's health for the sake of satisfying husbands in having male children. The conversations among the characters during the health discussion held at Polindes Bakung by Mama Sofia, Mama Falentina, Mama Gonz, and Midwife Rosa provoke disapproval from some of the men present there.

"That is our business," retorted Lukas. "What kind of gender equality is that? Do the community health workers know about our customs or not? In our customs, boys stand in the front. Where is the rule to replace them with girls? Even if they go to school high up in the sky, they will eventually be sold off by someone. Even if they become great and famous midwives worldwide, they still belong in the kitchen. So, do not be surprised if we want male children; if we have not got them yet, do not expect us to stop trying" (Novel Wijaya Kusuma, 2017: 249)

From the examples of quotes above, it can be seen that the structural system of society views the biological differences between the relations of male and female characters. Characters like Martin, Nandus, and Lukas are men from Polindes Bakung who adhere to patriarchy. This demonstrates the power of ideology and

social structure that has allowed men to obtain and maintain dominance and control over women.

2. The Position of Female Characters in the Novel "Wijaya Kusuma from Room Number Three "

The movements of women can be called feminist movements. Feminism is not just a struggle for women's emancipation in the face of men, as women are aware that men can also suffer from the consequences of domination (power). The female characters in the novel "Wijaya Kusuma from Room Number Three " are the main characters, and some characters serve as supporting roles. This can be seen in the following table.

No	Character name	Character
1	Midwife Rosa Dalima (Main Character)	Protagonist (Good), caring, wise, and resilient.
2	Lisa, Yuli, Ani, dan mama Sofia (Supporting Character)	Protagonist (Good), helpful.

Based on the table above, it can be explained as follows. Married female characters always have to serve their husbands and children. Even in pregnancy, women still have to serve and obey their husband's requests, as shown in the following conversation between Lina and Rosa.

"Not usual," replied Lina. "The custom here is that when the wives come to get their pregnancy check-ups, the husbands wait under that tree. They chat and have a good time with their fellow husbands. They are engrossed in their world under the tree," Lina's explanation was briefly responded to by midwife Rosa. "Really?" (Novel Wijaya Kusuma, 2017: 13).

The quote explains that men in East Nusa Tenggara, specifically in Polindes Bakung as depicted in the novel "Wijaya Kusuma from Room Number Three," are not accustomed to accompanying their wives to pregnancy check-ups, even to the midwife's room or the community health center (Puskesmas). Men feel taboo and ashamed to accompany their wives for pregnancy check-ups. They are more comfortable waiting outside the Puskesmas or the midwife's practice. This unreasonable attitude burdens women, as they must bear all their responsibilities alone.

These differences are recognized in society, where women are always disadvantaged, perceived as weak and not contributing to production like men. This class difference becomes even more apparent when a woman is pregnant.

"Here, Uncle Nandus," Midwife Rosa started. "Mama Lisa's pregnancy is considered high-risk. You need to know this. During the first childbirth, there was bleeding. Luckily, she was quickly taken to the hospital and was helped in time. Now, with the third child, the risk is even higher. I am sorry, but I must explain this to Uncle Nandus and Mama Lisa. During the second pregnancy, there was bleeding and a miscarriage at five months. The third child survived, but Mama Lisa is already pregnant again at just three months old. The interval between pregnancies is too short, considering her history of bleeding; there is a possibility of bleeding again. This is a pregnancy with risks" (Novel Wijaya Kusuma, 2017: 50-51).

The quote has provided insight into the condition of women during pregnancy, breastfeeding, and the struggle against the risks of closely spaced pregnancies. Within the family, women hold a lower status compared to men. Women must be ready to serve their husbands, children, and other family members by providing food, water, and cooking in the kitchen. Women take on tasks that can assist and ease the burden for men, even becoming the family's source of livelihood.

Mama Sofia expresses the role of women as a devoted wife who fulfills her duties well. However, sometimes her presence is not fully appreciated in society. Family relationships in the community are a significant factor that influences the devotion of a married woman in East Nusa Tenggara.

"It is just fine, Midwife," said Lukas, who was also in the follow-up meeting. "Once again, pregnant women must be heard, do not leave them suffering while waiting for uncertain decisions. Listen to them! Because the midwife understands their complaints. Listen to the midwife too. Husbands should take immediate action, and the family should be ready to find the quickest way to the nearest health service center. In this way, the decision to refer in case of complications is also in the hands of the pregnant woman. I hope all the fathers, mothers, and everyone present can agree. We must dare to be honest and learn from the past," Uncle Martin continued the words of Midwife Rosa (Novel Wijaya Kusuma, 2017: 247).

From the quotes, it can be understood that the position of women within the family, whether as mothers, wives, or daughters, is often marginalized by men. The patriarchal system oppresses women, and the voices of older women like Mama Sofia, Mama Falentina, Mama Gonz, and Midwife Rosa are often ignored when they strive for women's rights. In the eyes of men in Polindes Bakung, women are expected to accept their fate as second-class human beings after men.

Gender differences are strongly felt in the East Nusa Tenggara region. As depicted in the novel "Wijaya Kusuma from Room Number Three," the division of tasks and roles between men and women in the regions of Maumere, Ende, Flores, Kupang, Wolowona, and Bajawa also occurs in East Nusa Tenggara. In practical terms, women in East Nusa Tenggara are often placed in secondary positions and

have fewer rights than men. Men are associated with productive activities that generate income, while women are often associated with reproductive roles, such as childcare, household chores, and the like (Hayati, 2000).

The roles played by female characters like Mama Lisa and other women, such as Mama Ani (Frans's wife) and Lukas's wife, show how their rights as women are taken away, and they are obligated to give birth to male children. Mama Lisa and Lukas's wife (Yuli) have become objects of patriarchy, where men tend to dominate, oppress, and exploit women. According to (Walby, 2014), there are six patriarchal structures, namely domestic production, paid work, the state, male violence, sexuality, and culture, all of which contribute to the depth, usefulness, and interconnectedness of women's subordination.

The position of women is stereotyped because the domestic work assigned to them makes them financially dependent and weak. Domestic work is considered trivial and seen as their duty as women. In the East Nusa Tenggara society, there is still a substantial distinction between the tasks and social roles of men and women. Moreover, the deeply entrenched patriarchal culture becomes a powerful weapon to treat women as they please, as evidenced by the conversation between Lukas and Midwife Rosa and Mama Sofia.

"The second issue concerns having daughters or sons and continuously giving birth to find a male child. This is a collective problem for us. Our culture is patriarchal. Except for the Bajawa people or, more broadly, the Ngadha people in Ngada Regency and some areas of Belu who follow matriarchy, all other regions in NTT adhere to patriarchy. Education on gender equality and gender mainstreaming is essential, but it requires time and dedicated space for discussion.

The feminist movement struggles to transform unjust systems and structures towards a fair system for women and men. Therefore, the long-term struggle strategy of feminism is not merely an effort to meet women's practical needs or end gender domination and its manifestations, such as exploitation, marginalization, subordination, stereotyping, violence, and oppression. It is a struggle for social transformation toward creating fundamentally new and better structures.

Building a more advanced society in East Nusa Tenggara requires hard work and effort, as exemplified by the female characters in the novel "Wijaya Kusuma from Room Number Three" Based on traditional thinking and culture, East Nusa Tenggara men perceive themselves as powerful, while women are seen as weak and powerless. The quoted passage represents the precise structure of male dominance and its patriarchal system. Consequently, men have many advantages over women, which leads to the objectification and victimization of women in various forms of violence

CONCLUSION

The The characters' positions are divided into two categories in the novel "Wijaya Kusuma from Room Number Three" by Maria Maltidis Banda. Firstly, male characters play significant roles within the family environment. One of the issues is

that some men are reluctant to have their pregnant wives checked by a Midwife, as it brings shame and taboos in society. This perception is shaped by the patriarchal culture of NTT society, which mistakenly places men in a superior position compared to women (Fakih, 2008).

Secondly, female characters are considered to have limited rights within the family and are often marginalized, only given domestic tasks. However, thanks to the intelligence and competence of Midwife Rosa Dalima, she can enlighten the men in the community. Through her abilities and excellent work, she changes their perception and challenges the existing gender norms.

REFERENCES

- Badan Pusat Statistik [BPS]. (2020). *Statistik Indonesia*.
<https://www.bps.go.id/publication/2020/04/29/e9011b3155d45d70823c141f/statistik-indonesia2020.html>
- Barry, P. (2010). *Beginning Theory: Pengantar Komprehensif Teori Sastra dan Budaya*. Yogyakarta: Jalasutra.
- Chairani, I. (2020). Dampak pandemi covid-19 dalam perspektif gender di Indonesia. *Jurnal Kependudukan Indonesia*, 39–42.
- Djajanegara, S. (2000). *Kritik sastra feminis: Sebuah pengantar*. Gramedia Pustaka Utama.
- Fakih, M. (2008). Analisis gender dan transformasi sosial. (No Title).
- Hardiningtyas, P. R. (2016, October 13). *Sistem Partiarikat atas Perempuan dan Lingkungan: Ekofeminisme Wijaya Kusuma dari Kamar Nomor Tiga*. International Conference on Literature XXV.
- Hayati, E. N. (2000). *Panduan untuk pendamping korban kekerasan*. Yogyakarta: Rifka Anisa.
- Lips, H. M. (1988). *Sex & Gender: An Introduction*. Mayfield Publishing Company.
<https://books.google.co.id/books?id=Jk8pAAAAYAAJ>
- Maharani, I. A. K., Riana, I. G., & Sudibya, I. G. A. (2016). Efek keadilan remunerasi, kompetensi atasan dan kohesivitas kelompok terhadap withholding effort. *Jurnal Teknik Industri*, 18(2), 103–112.
- Marzuki, M. (2007). Kajian tentang teori-teori gender. *Jurnal Civics: Media Kajian Kewarganegaraan*, 4(2).
- Muzakka, M. (2017). Perjuangan Kesetaraan Gender dalam Karya Sastra Kajian Terhadap Novel Perempuan Berkalung Sorban dan Gadis Pantai. *Nusa: Jurnal Ilmu Bahasa Dan Sastra*, 12(3), 30–38.
- Nilan, P., Demartoto, A., Broom, A., & Germov, J. (2014). Indonesian men's perceptions of violence against women. *Violence against Women*, 20(7), 869–888.
- Obie, M. (2018). Violence against women in Muna, Southeast Sulawesi, Indonesia (A perspective of gender sociology). *The Social Science*, 13(1), 154–159.

- PARTA, I. B. M. W. (2016). REPRESENTASI PERLAWANAN PEREMPUAN TERHADAP HEGEMONI LAKI-LAKI DALAM TEKS GEGURITAN MANIGUNA. *Widya Accarya*, 6(2).
- Parta, I. B. M. W. (2023). *DINAMIKA SUBORDINASI PEREMPUAN DALAM LINGKUNGAN PATRIARKAT NOVEL WIJAYA KUSUMA DARI KAMAR NOMOR TIGA*. 200–208.
- Putra, I. G. N. E., Pradnyani, P. E., & Parwangsa, N. W. P. L. (2019). Vulnerability to domestic physical violence among married women in Indonesia. *Journal of Health Research*, 33(2), 90–105.
- Ratna, N. K. (2010). *Teori, Metode, dan Teknik Metode Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.
- Showalter, E. (1989). *Speaking of Gender* (Issue v. 10). Routledge. <https://books.google.co.id/books?id=OLBzQgAACAAJ>
- Walby, S. (2014). *Teorisasi Patriarki*. (SO Pavitrasari, Ed., & MK Prasela, Trans.).

ENGAGING VOCATIONAL COLLEGE STUDENTS' LEARNING THROUGH E- PORTFOLIO BASED DIGITAL MODULE

I Putu Yoga Laksana^{1*}, I Gusti Ayu Putu Dewi Paramita², Ni Nyoman Yuliantini³,
Gusti Nyoman Ayu Sukerti⁴

¹Business Administration Department, Politeknik Negeri Bali, Indonesia

²Civic Engineering Department, Politeknik Negeri Bali, Indonesia

^{3,4}Electrical Engineering Department, Politeknik Negeri Bali, Indonesia

ABSTRACT

This research aimed at developing an e-portfolio-based learning module integrated with multi-learning media platforms in engaging students' learning. Seventy-seven students were involved in this study. They are sophomores at a vocational college in Business Administration Department in the academic year 2022/2023. This study is a research and development typed research by implementing design-based research (DBR) to develop a digital learning module based on e-portfolio principles. Three things were accomplished as a result of this research's implementation. First, the results of the needs analysis of students who are still getting English lectures at this moment (current learners), followed by the findings of observer observations in the classroom learning implementation. Second, the outcomes of designing and creating e-portfolio-based instructional materials in the form of a digital module that is connected to various digital platforms with the aid of QR codes. The analysis findings about the efficiency of using produced electronic modules come in third. The result of the current learners' perception showed that the implementation of the e-portfolio learning model was able to improve student's learning achievements, however, the urgency in developing a digital module integrated with a multi-learning media platform was necessarily taken into account. Moreover, a digital module was designed based on the students' needs and digitalization era 4.0. Consequently, the outcome of the digital module's development had a favourable impact on students' engagement to learn in a blended learning environment.

Keywords: E-Portfolio, ESP Digital Module, Learning Engagement, Blended Learning, Self-Directed Learning

INTRODUCTION

The "Merdeka Belajar Kampus Merdeka" (MBKM) curriculum program in Indonesia focuses on using the concept of the Student-Centered Learning (SCL) method to implement learning in the classroom and outside the classroom (Amin & Muliadi, 2021). Additionally, according to Laksana et al., the application of student-centered learning has been done properly. This includes the process of changing the habits of teachers who always teach in lectures to support students in the learning process and preparation for good learning, which includes learning strategies, material development, and developmental assessment to enable students to become independent learners or study groups (Laksana et al., 2021).

Current technology advancements make it easier for educators to provide effective quality learning that supports the Student-Centered Learning method using a variety of learning media. This is consistent with Lin and Chen's (Lin & Chen, 2017) assertion that in recent years, the rapid revolution of the Internet and wireless communication technology has resulted in the emergence of various

interactive multimedia networks such as Facebook, Instagram, WhatsApp, and YouTube, which are used in the learning process. According to al Yastibas & Yastibas (2015), as well as Guo et al (2020), a constructivist approach that focuses on learners, supports learner-centered activities in the classroom, and defines education as "Learning by Doing" is the foundation of modern educational methods and techniques, such as problem-solving or project-based methods, and e-portfolios. To assist students in enhancing the quality of their work and achieving their set learning objectives, portfolio development with the use of technology has evolved into an electronic portfolio, or e-portfolio, in the area of assessment and authentic learning (Lukitasari et al., 2014).

The usage of an e-portfolio as a learning technique is thought required for use in online or hybrid-based learning approaches. E-portfolios are thought to be able to assist students develop their soft skills, cultivate critical thinking patterns for problem-solving, and support autonomous learning and ongoing learning processes. Numerous experts agree, stating that e- portfolios enable students to develop their own successful learning strategies and future learning objectives relevant to their employment. Rees in (Babovič et al., 2019; Klenowski et al., 2006; Gülbahar & Tinmaz, 2006; Bolliger & Shepherd, 2010; Huang et al., 2011; Cepik & Yastibas, 2013; Nurhayati & Sumbawati, 2014; Wetcho & Na-Songkhla, 2019).

The incorporation of the E-portfolio into the online learning process is thought acceptable, particularly in the vocational area, which emphasizes student growth through practice and creates professional graduates who are prepared for employment. This is also consistent with certain professional opinions. E-portfolios may be used as a tool to help students build their careers and job skills before they enter the workforce, according to Mobarhan et al (2015) and Ciesielkiewicz (2019). This is also consistent with findings made by Wakimoto & Lewis (2014) in research involving graduate students enrolled in counseling or psychology programs. According to the findings of his study, students are given e-portfolios as resources for both job searching and career advancement. Therefore, it can be inferred that using an e-portfolio can have a long-term effect on students' professional growth in the future, particularly for those who pursue study in a vocational subject.

The goal of this project is to create hybrid teaching materials for English for Specific Purposes that are based on e-portfolios and incorporate a variety of processes, such as curriculum design, evaluation, and methodologies that emphasize mastery-based learning in students. The generated teaching materials centre on six aspects or core concepts of (Macías, 2012) e-portfolio implementation: (1) capacity as a source of education; (2) feedback; (3) self- assessment; (4) teacher-student contact; (5) student-platform interaction; and (6) the learning process. Additionally, according to (Nurhayati & Sumbawati, 2014), e-portfolio may employ an evaluation model that consists of three elements: 1) self-assessment, 2) peer assessment, and 3) assessment by lecturers on a specific assignment. Furthermore, online learning that is linked with e-portfolios is stated to be effective if it considers numerous variables such as perception, communication, motivation, and student

connectivity (the relationship between two people) (Bolliger & Shepherd, 2010). According to their explanations, (Macías, 2012) fundamental principles encompass the critical elements mentioned by other experts. So, in order to produce instructional materials for e-portfolio-based learning, this fundamental idea must be applied as a guide in practice.

Relying on the e-portfolio concept stated above, this study combines a hybrid learning technique in the classroom process and refers to the course as e-portfolio-based English for specific purposes (ESP). This instructional design was created to assist business majors in enhancing their English language proficiency so they may succeed in the workplace and industry. According to the literature study, e-portfolio-based ESP course implementation is still infrequent, particularly in Indonesia. Depending on this, this research gives a detailed course description, covering the process of planning, developing, and assessing student participation in the learning process through the use of the generated digital module.

LITERATURE REVIEW

The development of captivating and highly efficient learning resources is of utmost importance in vocational education, as it aims to equip students with the necessary skills for their future professional careers. This comprehensive analysis explores two bodies of literature that are relevant to the creation of an e-portfolio based digital module specifically designed for vocational college students. The first body of research focuses on the development of English for Specific Purposes (ESP) materials, which provides valuable insights into the customization of content to meet the specific language requirements of learners in their chosen professional fields. The second body of research examines the use of e-portfolios as a means to enhance student engagement and support experiential learning. By integrating key findings and guidelines from these two areas of research, this analysis establishes a strong theoretical foundation for the development of an e-portfolio based digital module that promotes active learning among vocational college students. Furthermore, this review highlights crucial considerations in terms of module content, design, and selection of activities, with the ultimate goal of maximizing the benefits of blended customized ESP instruction and e-portfolio assessment within this unique educational context.

ESP Materials Development

The concept of material development focuses on using various techniques to enhance the teaching and learning capabilities of educational resources such as textbooks, newspapers, and magazines (Maley, 2016). These techniques include omission, addition, reduction, extension, rewriting/modification, replacement, reordering, and branching. When teachers modify activities or exercises from a textbook, they start with the existing material and make changes accordingly. This means that teachers should be able to create relevant teaching and learning resources that meet their current needs, even if they are using an outdated textbook.

Salas (2004) emphasizes the direct connection between material development and material adaptation. Both processes are time-consuming and require a lot of effort. While material development involves creating everything from scratch, material adaptation is "simpler" as teachers can use texts already present in other publications. Additionally, the design of general English course books is influenced by theoretical and empirical concepts from various authors (Harwood, 2010; Harwood, 2014; McDonough et al., 2013; Mishan, 2015; Tomlinson, 2008; Tomlinson, 2012; Tomlinson, 2016; Tomlinson & Masuhara, 2017). Since there are limited design guidelines for ESP course books, writers often rely on their intuition or conventional English course book design theories to guide their creation.

One of Brian Tomlinson's significant contributions to the development of English learning materials is the establishment of a foundation that fosters collaboration among researchers, publishers, writers, and teachers to create high-quality materials for language studies. Tomlinson (2008, 2012, and 2016) emphasizes the value of Second Language Acquisition (SLA) concepts in materials production. McDonough, Shaw, and Masuhara (2013) also highlight the importance of incorporating English as a lingua franca in English learning resources.

Although there is limited literature on the creation of ESP learning materials, Hutchinson & Waters (1987) present an ESP materials design approach that provides a comprehensive framework for integrating different learning components while allowing room for creativity and variation. Their model consists of four components: input, content, language, and task. They emphasize that the task is the main focus of the unit, and the language and content are derived from the input based on what learners need to perform the task. Ellederová (2021) further suggests that coherence plays a crucial role in connecting language and content throughout the unit, serving as a foundation for more challenging activities aimed at acquiring knowledge and skills. Dudley-Evans et al. (1998) propose that ESP course book designers carefully select materials that motivate learners and align with the stated learning objectives. They also encourage creative modification of available materials, discarding outdated information, adapting activities to suit learners' needs, prioritizing real content over carrier content, and adjusting activities based on learners' requirements.

Additionally, Barnard and Zemach (2014) outline a process for creating ESP learning materials, which includes conducting a needs analysis through questionnaires and interviews, determining the language context (e.g., lectures, business meetings), establishing categories for presenting the language (e.g., grammar, function, lexis, communicative skills), designing the syllabus, deciding on the types of activities (e.g., individual, pair, and group work), and developing ESP learning materials based on these considerations.

While most research focuses on the challenges faced by ESP teachers and the analysis of community discourse rather than explicit design concepts for ESP course books, the aforementioned guidelines provide a broad overview without offering a

comprehensive handbook for ESP learning material creators. As a result, the need to create customized course books for specific ESP courses using a research technique that generates practical design principles applicable to other ESP course book designers has become increasingly important in the academic setting.

E-Portfolio Based Learning

The initial step in establishing an e-portfolio is to prioritize a portfolio assessment, which is believed to encourage student independence and enhance learning efficacy. This aligns with the findings of Klenowski et al (2006), who emphasized the use of portfolios to demonstrate students' thinking, learning, and performance awareness within a specific timeframe. Additionally, portfolios can cultivate students' soft skills, such as leadership, communication, teamwork, writing, critical analysis, and judgment. Moreover, having a portfolio readily available can aid instructors in outlining the actual learning process that has taken place, thus providing valuable feedback and evaluating their own performance.

Research conducted by Lin & Chen (2017) revealed that e-portfolios have a significant impact on students' intrinsic motivation, particularly among those who possess strong motivation. This motivation is fostered when students showcase their work on an electronic platform, allowing them to take pride in their accomplishments. The use of e-portfolios as an alternative evaluation method effectively aligns with the learning interests of both students and (2014), the creation of an e-portfolio should take into account the nature and format of the work that needs to be completed. E-portfolios can adopt a similar evaluation approach to manual portfolios, which includes peer assessment, self-assessment, and assessment by lecturers on specific tasks. By assigning percentages for each assignment, the overall assessment can accurately reflect the student's learning activities.

When developing an e-portfolio, it is crucial to choose the appropriate technology. Students should have access to e-portfolio supporting technologies that allow them to develop websites showcasing their knowledge for specific objectives repositories for studying science artefacts, as suggested by Benander et al. (2017). Utilizing the web to create the e-portfolio assignment tool enhances accessibility for instructors, students, and other interested parties. Other studies recommend leveraging the internet as a foundation for creating electronic portfolios. Eynon & Gambino (2017) propose that the e-portfolio should be an integral part of a web-based digital learning ecosystem, enabling the collection of learning artefacts such as academic papers, multimedia projects, audio and visual recordings, and reflections related to the student's learning process and knowledge expansion. Depending on the publication arrangement, the creation of a web-based e-portfolio allows for observation by group members, the instructor, and even the wider audience.

The success of implementing an e-portfolio is dependent on several fundamental concepts and deciding factors. Macías (2012) identified six factors that contribute to the effectiveness of e-portfolios as learning tools: serving as a source

of knowledge, providing feedback, enabling self-assessment, fostering teacher-student interaction, facilitating student-platform interaction, and supporting the learning process. In addition, Nurhayati & Sumbawati (2014) propose a framework for assessing e-portfolios, which includes self-evaluation, peer assessment, and assessment by lecturers on specific assignments. Furthermore, combining online learning with an e-portfolio can be effective by considering elements such as perception, communication, motivation, and student connectivity (Bolliger & Shepherd, 2010). To ensure the successful execution of learning through the e-portfolio approach, it is essential to reference Macias' theory as it aligns with the crucial elements identified by other professionals.

METHOD

This study utilized a Design Based Research (DBR) approach to develop and evaluate an e-portfolio based digital module for vocational college students. The participants were sophomores in the Business Administration Department at a vocational college during the 2021/2022 academic year. Data collection involved both questionnaires and interviews to conduct a needs analysis and assess the effectiveness of the module design on student learning achievement. The data was analysed using mixed methods, including both quantitative analysis of questionnaire responses and qualitative analysis of interviews. This methodology provided comprehensive data on student needs to inform the module design, along with quantitative and qualitative evidence to evaluate the impact on learning outcomes. The following sections will elaborate on the details of the research design, participants, data collection instruments, and analysis techniques used in this study to develop and validate an optimized e-portfolio based digital learning module tailored to vocational college students.

Research Design

Design-Based Research (DBR), pioneered by Amiel and Reeves (2008), serves as the research methodology employed in this study. DBR aims to generate learning-oriented products and systems, encompassing various strategies, resources, and learning environments. These components are intentionally crafted and developed to address educational challenges, thereby propelling the field of education forward. The culmination of this study utilizing the DBR technique is the creation of e-portfolio-based teaching resources that integrate a hybrid learning approach. In their scholarly article "Design-Based Research and Educational Technology: Rethinking Technology and the Research Agenda," Amiel and Reeves (2008) delineate the sequential steps of the DBR method.

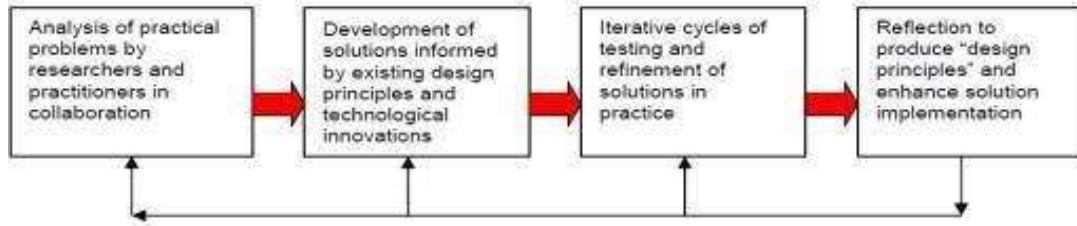


Figure 1. Design Based Research Framework according to Amiel and Reeves (2008)

In the image provided above, the DBR approach consists of four general steps, as outlined by Amiel & Reeves (2008). These steps include the identification and analysis of the issue, solution design, testing and refining, and reflection to generate design and execution principles. The initial step involves identifying and analysing the problems to be studied using the DBR method. Prior to conducting field research, the researcher must examine their own concerns, the causes of these concerns, and potential solutions. This serves as the foundation for the study.

Once the problems have been identified, the next step is to design a solution that is tailored to the specific context of the issue at hand. This solution aims to achieve the objectives of the study. The third step involves testing the designed solution through an iterative process to ensure the best final design. This iterative loop allows for adjustments and improvements to be made along the way. The final stage of the DBR approach is reflection, which leads to the development of design concepts or designs. This reflection typically involves consulting with domain specialists who have expertise in the relevant areas related to the issue being addressed.

In the context of creating an e-portfolio based digital module, the first stage is analysing students' attitudes towards e-portfolio implementation and the importance of developing e-portfolio learning materials. This is achieved through a questionnaire consisting of 30 multiple-choice questions and 1 open-ended question. The next stage involves designing and creating educational materials that are integrated with digital media platforms in the form of electronic modules. Once the product is developed, it is implemented during the teaching and learning process. To assess student engagement, a review of the product implementation is conducted. This review aims to evaluate how effectively the students are engaging with the learning materials.

Subjects/Participants/Data Sources

The participants for this study were 77 students enrolled in the 4th year of the Business Administration applied bachelor's degree program at Politeknik Negeri Bali, located in Badung Regency, Bali. The 77 students comprised the entire 4th year cohort in the program. They ranged in age from 19-21 years old, with approximately 65% female and 35% male. The students' first language was Bahasa Indonesia. Their current level of English proficiency ranged from pre-intermediate to upper

intermediate, typical for 4th year Indonesian vocational college students. Business Administration students were selected because strong English communication skills are essential for their upcoming careers in business and tourism, providing an ideal context for the English language e-portfolio module. Focusing on 4th year students ensured participants had a solid foundation in their vocational studies and professional knowledge before piloting the module during their final year. The 77 students represented the target user group for whom the e-portfolio module was designed.

Data Collection

Data collection occurred in two phases - before and after module development. Prior to development, all 77 participant students completed a questionnaire to quantitatively identify their needs on the e-portfolio based digital module. Additionally, semi-structured interviews were conducted with 15 selected students to gather qualitative, in-depth needs analysis data. The questionnaire results and interview findings informed the content and design of the prototype e-portfolio digital module. After developing the module, it was implemented with the 77 students. A questionnaire was then administered again to quantitatively evaluate the module's effectiveness in improving student learning, engagement, motivation and other outcomes. This two-phase approach allowed the collection of both needs analysis data to guide module design, and evaluative data to assess the impact of the finished module on vocational students. The combination of questionnaires and interviews provided comprehensive mixed methods data to optimize and evaluate the e-portfolio based learning module for the target users.

Data Analysis

Both quantitative and qualitative data analysis methods were used to analyse the collected data. The questionnaire data was analysed quantitatively using descriptive statistics to determine means, frequencies, and percentages for items related to student needs, preferences, module effectiveness, and other measures. Comparing results between the pre- and post-module questionnaires allowed quantitative analysis of the impact on learning outcomes. The interview data was analysed qualitatively using thematic analysis methods. Student responses were coded inductively to identify key themes related to their needs, perspectives, and module experience. Comparing pre- and post-module interviews revealed qualitative insights into changes in engagement, motivation, and learning.

Integration of the quantitative and qualitative findings provided a comprehensive evaluation of the module's effects on vocational student learning. The quantitative data provided evidence of impact on measurable outcomes, while the qualitative data offered deeper insight into student experiences using the module. Together, the mixed methods analysis guided data-driven refinement of the module to best meet vocational learners' needs and interests within an e-portfolio based digital learning approach.

FINDINGS

Three things were accomplished as a result of this research's implementation. First, the results of the needs analysis of students who are still getting English lectures at current time (current learners), followed by the findings of observer observations in the classroom learning implementation. Second, the outcomes of designing and creating e-portfolio-based instructional materials in the form of a digital module which is connected to various digital platforms with the aid of QR codes. The analysis findings about the efficiency of using produced electronic modules come in third. These three concepts are based on the DBR approach, which entails four steps in creating a final product, which in this case is a set of instructional materials packaged as an electronic module and connected to various digital platforms via a QR code.

The findings of delivering questionnaires to 77 students connected to the adoption of the e-portfolio in the classroom that they have experienced will be described in detail in the form of tables and graphs. The table below shows how the six elements are generally applied:

Table 1. Results of Tabulation on Student Perceptions on the Implementation of E-Portfolio

No	Aspect	Score (%)
1	Capacity as a source of education	82%
2	Feedback	86%
3	Self-Evaluation	83%
4	Student-Lecturer & Student-Student Interaction	80%
5	Student-platform interaction	85%
6	Learning process	81%
7	the urgency of developing electronic modules	86%

The e-portfolio development model that had been developed was carried out optimally, as can be seen from table 1 above. This is demonstrated by the fact that more than 80% of all e-portfolio implementation components have been implemented. The accomplishment rate for e-portfolios as a source of education is 82 percent, which is the primary factor. Additionally, the feedback component achieved 86 percent of its goals. accomplishment in the area of self-evaluation is at an 83 percent level of achievement. Additionally, the percentage of contact between students and the lecturer and between students was 80 percent. Additionally, the platform's student engagement component had an 85 percent success rate. Up to 81 percent of the objectives were met in terms of the learning process. This study analyzes the level of urgency in the creation of digital modules in addition to the five criteria for evaluating the use of e-portfolios in the classroom. According to the questionnaire's results, students believe it is crucial to develop the digital module. This is evident from the percentage level in this area of urgency, which exceeds 86

percent. Additionally, the responses to the open-ended questions students were asked reveal the reasons why this digital module has to be developed.

The findings from the comments provided by the students highlight the need of creating an electronic module that is integrated with this digital and e-portfolio-based platform. According to the perspectives of students who participated in the survey, students would be more motivated if there were e-modules supporting the e-portfolio-based learning process and learning would be possible outside of the classroom. Students also claimed that the learning process would be more flexible and updated with the e-module. In addition, students believe that the learning process with e-module may give a more conducive learning environment. The sample excerpts are displayed below:

Table 2. Sample excerpts from the students regarding e-module development.

Question	Sample Excerpts	Meaning in English
Give your reasons why the electronic module that is integrated with online learning media is important to develop!	1. "Dengan adanya modul elektronik memudahkan pelajar untuk bisa belajar dimana saja karena modul pembelajaran sudah berada di genggaman tangan pelajar itu sendiri."	1. Since the learning module is already in the hands of the students, we will be able to effortlessly learn anywhere using the electronic module.
	2. "Karena modul elektronik dapat memudahkan mahasiswa untuk dapat belajar di mana saja dan kapan saja secara gratis dan mudah."	2. We will be able to learn anywhere with the electronic module since the learning module is already in the hands of the pupils.
	3. "Memudahkan mahasiswa dan Dosen dalam pembelajaran, entah online maupun offline. Dengan adanya modul online, mahasiswa dapat mempelajari materi lebih mudah dan tentu saja hemat kertas."	3. Assist both students and teachers' study both online and offline. Students may learn the subject more quickly and, of course, conserve paper by using the online module.
	4. "Karena dengan adanya modul elektronik, kita jadi lebih tau tentang materi yang kita dapatkan apalagi jika ada contoh dan barcode vidio yang bisa di scan untuk menunjang pembelajaran dan pastinya belajar jadi	4. Because of the electronic module, we have a better understanding of the information we get, particularly if there are examples and video barcodes that can be scanned to enhance learning. Learning will also

lebih asik dan menyenangkan.”	be more interesting and fun as a result.
5. “Alasan modul elektronik penting untuk dikembangkan ialah karena modul elektronik bisa membantu siswa belajar secara mandiri. sehingga sangat penting bila modul dikembangkan lagi agar menjadi lebih praktis saat diakses maupun digunakan ... sehingga nantinya motivasi belajar siswa akan meningkat”	5. The development of the electronic module is crucial since it enables autonomous learning among pupils. In order to boost future students' willingness to study, it is crucial that the module be redeveloped to make it more usable when accessible and used.

The students' perspectives on the value of creating an e-module that connected with many learning media platforms varied widely. The majority of students believe that using e-module may help them study in a more active learning environment. Additionally, they believe that the construction of this e-module will increase their motivation and facilitate self-directed learning.

DISCUSSION

The urgency and implementation of the e-portfolio learning model, which was previously designed for the hybrid or blended learning process in the classroom (Laksana et al., 2021), may be characterized based on the findings of the requirements analysis in the preceding paragraph. According to the questionnaire's results, students' English learning abilities can be enhanced by using an e-portfolio-based learning approach. The authors create an electronic module that may be combined with various current digital teaching resources since it is urgently important to construct e-portfolio-based teaching materials using the hybrid/blended approach in light of the heavily echoed digitization process. Students are then able to study the content, complete the exercises, and work on the projects in any location using their mobile device. The development of this digital module used design-based research model. The way the subject matter is presented in this digital module has a great influence on the effective language acquisition and the development of language skills (Ellederová, 2021). Furthermore, the development of this digital module was also drawn by the theoretical and empirical concepts for general English coursebook design from several potential authors (Harwood, 2010; Harwood, 2014; McDonough et al., 2013; Mishan, 2015; Tomlinson, 2008; Tomlinson, 2012; Tomlinson, 2016; Tomlinson & Masuhara, 2017). The illustration below shows how the instructional module model that will be created is structured:

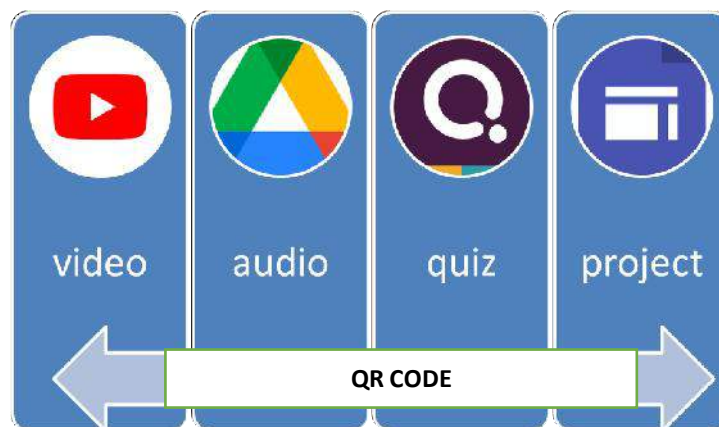


Figure 2. An electronic module design model based on an integrated multi-media digital/hybrid e-portfolio

The design model will be utilized as a guide in creating electronic modules that are combined with digital multi-media, as can be seen in the image above. With the aid of a QR code, the current digital multi-media is integrated. The constructed electronic module will then display the QR code. The integration of e-portfolio-based digital instructional resources may be accomplished with the help of this QR code function. For additional information, see the method of creating instructional modules, which incorporates digital teaching resources that may be accessed through modern mobile devices. Researchers created an electronic teaching module with 10 chapters using this design. The graphic below shows a thorough explanation of the module that has been created:

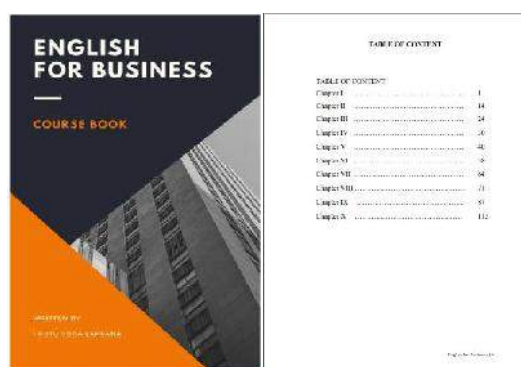


Figure 3. Cover and tables of content of e-module development

There are ten chapters in the electronic module that will be addressed, including: 1) The first subject is self- and other-identification. This unit contains 5 activities. The second topic, describing famous people in business, has 7 activities. The third unit, expressing likes and dislikes about online business, has 6 activities. The fourth unit talks about describing and marketing products/services in business and has 6 activities. The fifth unit talks about sending emails in business. Five different activities make up this unit's activities. 6) The sixth unit, which has six activities, addresses career (job interviews). 7) The business presentation, which is

subdivided into 8 actions, is covered in the seventh unit. 8) After that, the eighth section covers themes like socializing and fostering cross-cultural understanding in the workplace. There are 6 activities included in this subject. 9) The ninth subject in this e-module is commercial telephone usage. There are 8 different activities available. 10) The final subject is on business achievements and problems. This unit has 5 activities.

Quizzes, audio, video, text, and other material are all included in this electronic module. Several digital platforms, including YouTube, Google Drive, Quiz, Google Sites, and others, are also integrated to support the media utilized in this one electronic module in addition to the media that are already included in it. With the aid of the QR code function, which can serve as a forum for access in connecting all these teaching media, the integration of the aforementioned platforms and media can be made possible. You can examine the images below to better understand the final shape of the electronic module product:



Figure 4. Activity on unit 1 page 5

One of the activities that incorporates audio media and the Google Drive platform in the process of listening activities is shown in the image above. The audio content used is audio from native English speakers that is immediately saved on Google Drive and integrated with the QR code procedure, allowing students to access the audio they require for learning by just scanning the QR code. As a result, learning is made simpler for students because they can directly hear the audio from the activities provided to help them get better at listening. Students don't need to play their educational audio on additional devices when using an integrated system such as this. Students can quickly access this audio media using only one device, namely cell phones. As a learning material, this electronic module offers authentic audio that includes conversational activities.

This module offers the integration of video media in the learning process as a learning resource for students in addition to the QR code integration with real audio media discussed above. Through this module, users can immediately access videos that are available on the YouTube page. See the illustration below for further information:

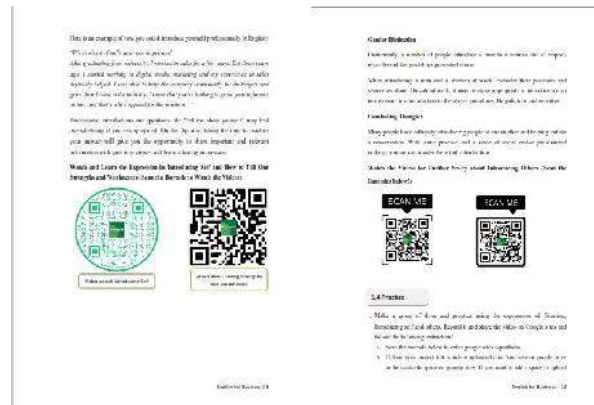


Figure 5. Activity on unit 1 page 8 and 12

The incorporation of the QR code on the YouTube page's video content is depicted in the figure above. The students can view the video explanation on this electronic module by scanning the QR code that has been provided, and this will provide them access to the material that is provided in some sections. The information covered in some units is directly explained in a video that has been incorporated with the QR code. Because the videos utilized are legitimate and come straight from native English speakers, the integration of this video media is very beneficial for students in learning the topic and learning new vocabulary as well as their learning resources in enhancing their listening abilities. Finding video references for the English for Business subject covered in class no longer needs to be a confusing experience for students.

This module offers written content and text media in addition to the two types of media already described. It also offers extra comprehension through video media, which may be viewed via YouTube by scanning the QR code provided. Additionally, the exercises that are interwoven into the book assist students identify new words and assess their vocabulary knowledge through practice tasks like filling in the blanks from the videos they view using the accompanying QR code. Practice questions are incorporated into the text integration as well, which can aid pupils in expanding their vocabulary in English. Some of the available practice questions include access to the Quizizz platform, giving students a new perspective on their study. See the information below for a more thorough integration of text with the exercises and audio described above:

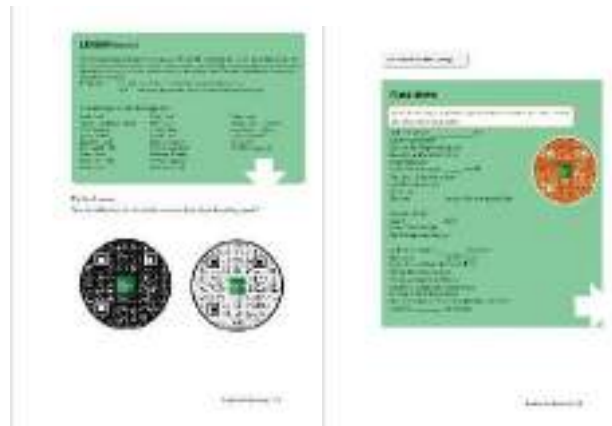


Figure 6. Activity on unit 2 page 18 (textual materials mixed with the addition of visual materials to increase readers' understanding) and page 23 (providing fill-in-the-blank exercises with video media in addition to text media)

Combination of written content with various media, such as video, may be seen in the image above. Video is utilized as both an additional learning tool and a test of students' vocabulary knowledge (figure 6). The YouTube platform is used in Figure 6 to link to a learning video that provides an extra comprehension of what has been stated in the offered text material. This is done in order to promote the e-portfolio component, specifically the viability of online media as a teaching tool. As a result, this component is included in the e-module to assist students in understanding the usefulness, efficacy, and value of the media as a learning resource as well as how to inspire students to study more effectively. Additionally, practice exercises that assist students increase their vocabulary proficiency and listening skills are linked with the video medium. The purpose of this activity's element, which is students' engagement with the learning platform, is to promote the e-portfolio component. The utilization of digital platforms and media in this electronic module ought to promote student engagement with the chosen learning environment, hence enhancing learning outcomes.

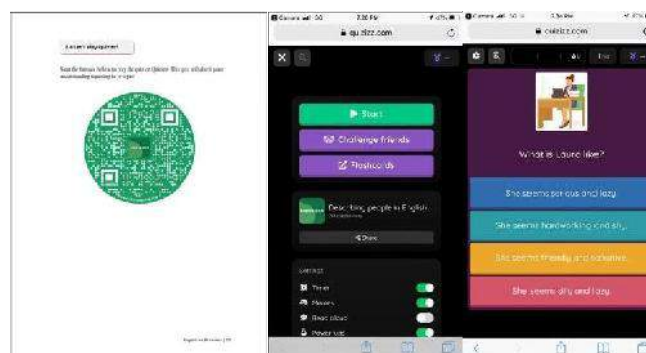


Figure 7. Integration of QR in E-Module to Quizizz Platform

On the Quizizz platform, a QR code integration with the quiz is displayed. By scanning the available QR code, students can immediately access the exercise

they are given. Students will be directed straight to the quizizz page on the digital quiz platform after scanning the QR code in the image above, where they can take advantage of hybrid/blended quiz tasks. Additionally, students have the option of inviting their friends to the quiz. In addition, the image above depicts how the Quizizz platform appears after scanning the QR code found on the electronic module. The features offered on the Quizizz platform are really cutting-edge and give the impression of learning while having fun. In addition to allowing students to respond to and complete the quiz questions, this platform also offers extra bonus features similar to those seen in gaming platforms. When using this platform to complete their studies, pupils are further motivated by this. A component that can improve student engagement with the chosen learning platform is the inclusion of the Quizizz platform.

The major platform, which also serves as a way of interaction between students and students with lecturers on projects assigned by lecturers, in addition to the Quizizz platform, which is utilized as a medium for student learning activities, is the usage of Google Sites. The primary component of this electronic module that can offer a forum for the application of this learning e-portfolio procedure is the google sites platform. See the illustration below for more information on the Google Sites platform's e-portfolio feature:



Figure 8. The English for Business e-module includes activity project training that is integrated with the e-portfolio in each course.

The directions and processes that instructors give their students for working on projects are shown in the image above, along with the creation of an electronic portfolio using the Google Sites platform. To access and complete the e-portfolio procedure on the Google Sites page created for this e-portfolio implementation platform, students can scan the QR supplied. Each unit comes with the directions shown in the image, but the projects needed for each unit change depending on the subjects covered in each unit. In real life, students can comment on and have debates about projects created on this digital platform. Additionally, this platform

offers a number of tools that students can employ to complete this e-portfolio-based learning process. Moreover, the above images also show the first stage of the e-portfolio learning process deployment. Students can upload completed projects and leave comments and critiques on this website so that dialogue can take place to help students enhance each other's completed learning outcomes. Students can see the work of their friends, which is used as inspiration in the process of self-improvement, after uploading the results of the projects they have completed. This allows them to comment on the outcomes of other friends' projects and provide suggestions for themselves. The deployment of this e-portfolio can take place on this Google Sites platform in a productive and efficient manner. Through e-modules created to enhance English learning for business, digital media/platforms that were previously offered individually in the e-portfolio-based learning process can now be accessible simultaneously and independently.

Implementation in the teaching and learning process in the classroom comes next after the design and development of the teaching materials in the form of electronic modules. The researcher will discuss the usefulness of this electronic module in the context of implementing the learning process over the course of six meetings in the next paragraph. A questionnaire was supplied to gauge the effectiveness of using this e-module after the implementation of the learning process by giving the e-module based on this e-portfolio. Results that will detail and depict the effectiveness of implementing e-modules based on e-portfolios in detail in graphic form were obtained from the results of administering questionnaires to 77 students about the implementation of e-modules based on e-portfolio in the classroom that they had experienced. The following graphic illustrates how efficacy is generally applied:

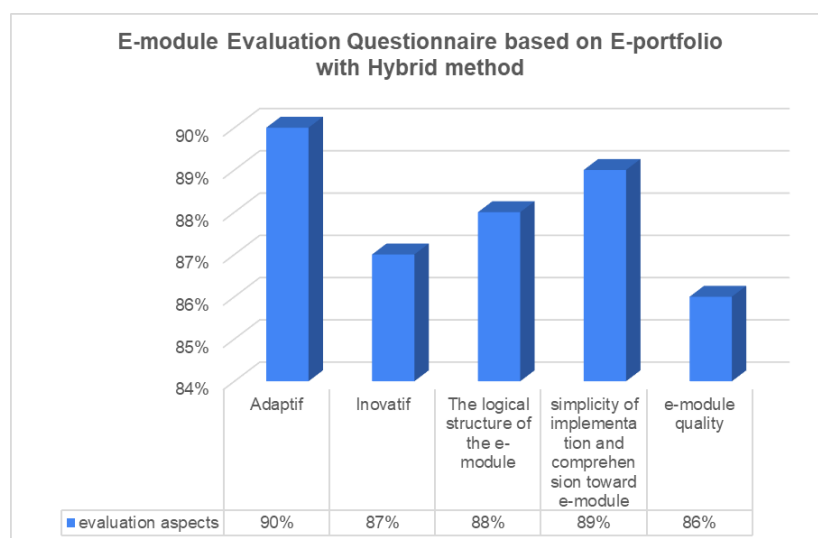


Figure 9. E-module Evaluation Questionnaire based on E-portfolio with Hybrid method

Figure 9 demonstrates the favorable effects on students of all aspects of evaluating the execution of the developed e-module based on the e-portfolio. This is demonstrated by the fact that above 85% of all e-module evaluation criteria were implemented, which is a significant achievement. It is clear from the discussion of the five factors used to assess the use of e-modules based on e-portfolios in this hybrid approach that the e-modules that have been created can have a substantial impact on students' learning both online and offline. This is consistent with what the experts had to say about how e-portfolios let students establish their own independent learning environments. Additionally, experts claim that e-portfolios assist students in developing their own successful learning strategies and future learning objectives relevant to their employment. Rees in (Babovič et al., 2019; Klenowski et al., 2006; Gülbahar & Tinmaz, 2006; Bolliger & Shepherd, 2010; Huang et al., 2011; Cepik & Yastibas, 2013; Nurhayati & Sumbawati, 2014; Wetcho & Na-Songkhla, 2019). From this justification, it can be seen that the e-module was created by combining various digital platforms and other media with the integration of a hybrid method, in this case using a QR code system, so that the platform and digital media integration could be realized in an electronic module that users could access. Students can be accessible dynamically and utilizing a smartphone.

Additionally, generation Z students—those born between 1995 and 2010—were the ones in the international business management study program that benefited from the integration of e-portfolio based digital module in their learning process. This shows that this generation has individuals who are tech-savvy, adaptive, smart, and more tolerant of cultural variety. This generation is also globally connected and networked in a virtual environment. Gen-Z is more independent than the generation before it was. Young people of millennial generation frequently make judgments without taking into account the obligations and concerns of others. Additionally, Gen-Z youth want to learn and grow independently. Learning resources that once had to be searched in person at the library can now be easily accessed only through online services. This shows that the e-portfolios built on digital modules and integrated with multiple learning media platforms have been tailored to the needs of millennial students. In addition, using digital media can help students develop strong learning engagement.

CONCLUSION

The study's conclusions place a strong emphasis on designing educational materials as electronic modules with an e-portfolio that use hybrid and reciprocal approaches throughout implementation. With this hybrid approach, the design of the e-portfolio-based electronic module is centered on instructional resources and practice projects that support students in developing their learning skills and learning independence. With this hybrid approach, students can autonomously construct successful learning for themselves and future learning goals relevant to their vocations thanks to e-portfolio-based English learning. Students are given questionnaires to complete as part of a needs analysis process that precedes the

design of this electronic program. The findings of the needs analysis in the preceding section can be used to explain the necessity of implementing the e-portfolio learning model that was created before the hybrid or blended learning process in the classroom. According to the survey results, students' English learning abilities can be enhanced by using an e-portfolio-based learning approach. The authors create an electronic module that can be integrated with different existing digital teaching media so that students can study material and project exercises easily, flexibly, and anywhere using the mobile device they have. This is done because the authors recognize the urgency in developing e-portfolio-based teaching materials with the hybrid/blended method given the intensively echoed digitalization process.

Following the completion of the needs analysis, a hybrid e-portfolio-based electronic module is designed and implemented by incorporating a QR code. The e-module is implemented for students after the design is created and it is developed. A questionnaire with 5 features is utilized as a total measure in evaluating this e-module in order to assess and identify the efficacy of the generated e-module. This questionnaire was completed by 77 students in total, and the results demonstrated that students benefited from the use of the produced e-portfolio-based e-module. This is demonstrated by the fact that above 85% of all e-module evaluation criteria were implemented, which is a significant achievement. Moreover, the students who were the research sample were included in the millennials generation category, are also supported this positive result, where this generation is very easy to adapt to technology so it is easy to comprehend the materials from e-module based e-portfolio which are integrated with various media platform in developing their learning engagement.

REFERENCES

- Amiel, T., & Reeves, T. C. (2008). Design-based research and educational technology: Rethinking technology and the research agenda. *Journal of Educational Technology & Society*, 11(4), 29–40. <https://www.jstor.org/stable/jeductechsoci.11.4.29>
- Amin, K. F., & Muliadi, M. (2021). Implementasi Program MBKM Berbasis IKU-7. *Syntax Literate; Jurnal Ilmiah Indonesia*, 6(2), 1697–1706.
- Babovič, M., Fu, R.-H., & Monrouxe, L. v. (2019). Understanding how to enhance efficacy and effectiveness of feedback via e-portfolio: a realist synthesis protocol. *BMJ Open*, 9(5), e029173.
- Bolliger, D. U., & Shepherd, C. E. (2010). Student perceptions of ePortfolio integration in online courses. *Distance Education*, 31(3), 295–314.
- Cepik, S., & Yastibas, A. E. (2013). The use of e-portfolio to improve English speaking skill of Turkish EFL learners. *The Anthropologist*, 16(1–2), 307–317.
- Ciesielkiewicz, M. (2019). The use of e-portfolios in higher education: From the students' perspective. *Issues in Educational Research*, 29(3), 649–667.
- Gülbahar, Y., & Tinmaz, H. (2006). Implementing project-based learning and e-portfolio assessment in an undergraduate course. *Journal of Research on Technology in Education*, 38(3), 309–327.

- Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102, 101586.
- Huang, J. J. S., Yang, S. J. H., & Chang, M. C. W. (2011). The effect of ePortfolio satisfaction on students' learning motivation and Internet self-efficacy. *Journal of Educational Technology Development and Exchange (JETDE)*, 4(1), 10.
- Klenowski, V., Askew, S., & Carnell, E. (2006). Portfolios for learning, assessment and professional development in higher education. *Assessment & Evaluation in Higher Education*, 31(3), 267–286.
- Laksana, I. P. Y., Yuliantini, N. N., Suciani, N. K., Purandina, I. P. Y., & Boyce, G. P. (2021). Employing e-portfolio based learning in improving self-efficacy of student's speaking ability. *Journal of Applied Studies in Language*, 5(2), 229–236.
- Lin, M.-H., & Chen, H. (2017). A study of the effects of digital learning on learning motivation and learning outcome. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3553–3564.
- Lukitasari, M., Susilo, H., Ibrohim, I., & Corebima, A. D. (2014). Lesson study in improving the role of e-portfolio on the metacognitive skill and concept comprehension: a study on cell biology subject in IKIP PGRI Madiun, Indonesia. *American Journal of Educational Research*, 2(10), 919–924.
- Macías, J. A. (2012). Enhancing project-based learning in software engineering lab teaching through an e-portfolio approach. *IEEE Transactions on Education*, 55(4), 502–507.
- Mobarhan, R., Rahman, A. A., & Majidi, M. (2015). Electronic portfolio motivational factors from students' perspective: A qualitative study. *Knowledge Management & E-Learning: An International Journal*, 7(2), 265–279.
- Nurhayati, F. R., & Sumbawati, M. S. (2014). Pengembangan E-Portfolio Sebagai Instrumen Penilaian Siswa Di Smk Negeri 2 Lamongan. *Jurnal Pendidikan Teknik Elektro*, 3(1).
- Wakimoto, D. K., & Lewis, R. E. (2014). Graduate student perceptions of eportfolios: Uses for reflection, development, and assessment. *The Internet and Higher Education*, 21, 53–58.
- Wetcho, S., & Na-Songkhla, J. (2019). The Different Roles of Help-Seeking Personalities in Social Support Group Activity on E-Portfolio for Career Development. *International Journal of Emerging Technologies in Learning*, 14(2).
- Yastibas, A. E., & Yastibas, G. C. (2015). The use of e-portfolio-based assessment to develop students' self-regulated learning in English language teaching. *Procedia-Social and Behavioral Sciences*, 176, 3–13.

THE TYPES OF LANGUAGE STYLES EMPLOYED BY BOY WILLIAM ON HIS PODCAST INTERVIEWS

Komang Trisna Dewi^{1*}, I Wayan Astu Werdistira²

¹English Education Department, UHN I Gusti Bagus Sugriwa Denpasar, Indonesia

²System of Information, IPB STIKOM Bali, Indonesia

trisnadewi053@gmail.com

ABSTRACT

The language is used as a means of communicating thoughts, feelings, and ideas. In expressing or delivering ideas in both forms, spoken and written language, people have their own style because it is related to the social contexts. This research on speech styles and functions used qualitative descriptive method in which the data were collected from the scripts of Boy William's utterances on his podcast interviews video. The objectives of this study were (1) to find out the types of language styles used by Boy William on his podcast interviews. The scope of this research was a study of language styles and functions found in podcast interviews video of Boy William's YouTube channel. From the interviews, 166 utterances containing language styles and functions were collected. Then, these utterances were classified and analyzed by using Martin Joos' (1976) theory about language styles also supported by Holmes' (2013) theory to classify the language functions of the utterances. The research found there were four types of language styles used in Boy William's utterances namely formal, consultative, casual, and intimate style.

Keywords: Language styles, interview, podcast

INTRODUCTION

People interact with each other through communication processes all the time in society. They may not recognize that the spoken or written phrases serve a purpose while communicating. The information conveyed in a communication can make other people have similar or different meanings. The similarities and differences were caused by the perceptions of those involved in the communication process. However, if people speak without a purpose, the listener may become confused. It means that language directs the listeners to the speaker's intended message. Arista & Murni, (2014) stated the functions of language itself include conveying messages, expressing emotions, persuading people, amusing audiences, and exchanging ideas. In expressing or delivering ideas in both forms, spoken and written language, people use their own style because it is related to the social aspects. The language style is one of the specific features of language that is used to achieve the effective and fluent communication (Haqqo, 2016). Style, as outlined by Ghonilmah (2017), is a diversity of language brought on by variations in the interaction between speakers (authors) and listeners (readers). Individuals may judge a person from their education, social class, and background based on the way they communicate.

Situational context of communication is limited by factors such as people present, feedback, and space. In this modern era, the communication becomes easier, faster, and more transparent with the existence of a medium that we know

today as social media. Almost everyone has a communication device that allows them to communicate with people around the world through social media. Social media enables individuals and communities to gather, share, communicate, and in certain cases collaborate with each other. Even social media can negate social status that is often as a barrier in communication. The presence of social media as a result of the development of information and communication technology is extraordinary. With a variety of services that can be used, social media has changed the way of communicating in society. Most of people utilize social media in the present day since the social media facilitates the dissemination of information, education, and amusement. People were able to access the information they needed, and share it to others quickly and easily. In fact, to stay up to date about current events and news, information these days are spread vigorously through social media. People can use social media to share and express their thoughts, activities, and opinions about lives. Also, any new development in science and technology, lifestyle, business, and fashion are learned through social media.

In Indonesia, there are numerous well-known YouTubers with million subscribers and viewers. The YouTube channel of Boy William is one of them. Boy William is an Indonesian actor, presenter, model, and rapper who is also active on YouTube since October 15, 2016. He started his career on YouTube when he released his first rap song entitled "Flying Money". Until May 2023, Boy William has uploaded 527 videos to YouTube, with 5,7 million subscribers and 912.624.600 total views. This indicates that a large number of people are interested to visit and watch his YouTube videos. Boy William is a bilingual who speaks both Indonesian and English language into his content. Boy William is classified as an inspiring and entertaining YouTuber since he comes up with innovative, educative, up-to-date, and inventive ways to create video content for his YouTube channel. Podcast interview was a type of podcast that very popular among podcasters today. Renisyifa et al., (2022) claims there are no specific criteria regarding how long podcast should be, what style and format it should be, and what level of production should be. The duration of the podcast itself varies from a few minutes to hours. Due to the phenomenon of podcast interview that is currently being carried out by many YouTubers in Indonesia and abroad, Boy William also bring podcast interview as one of his types of video content.

The researcher was curious to investigate about the language styles found in Boy William podcast interviews vide because it was unique and different from other podcasts since the interviewee were the international celebrities that come from different country with different talent and profession as well as different life's journey. . On his podcast interviews probably found there were indications that the language styles used by Boy William is various. This is due to the fact that Boy William did not speak to all of his guests in the same way; instead, it depends on the guest, whether they were the same age, older or younger person, how well and how long they have known each other, and any other circumstances that might allow Boy William to speak in a different manner. The researcher used Joos' (1976)

theory to analyze the types of the language styles also supported by Holmes's (2013) theory to classify the language functions of the utterances. This research collected data from only the utterances of Boy William on his podcast interviews video.

LITERATURE REVIEW

The literature pertinent to this research including the description of the language style and the types of language styles.

Language Styles

Language used to reflect the speaker's thoughts and is used to help the listener comprehend the subject. Joos (1976) stated people may use different styles of language for varying needs and occasion that characterized our patterns of speech and writing. Languages provide a variety of ways of saying the same thing – addressing and greeting others, describing things, paying compliments. It can be concluded that language style occurs during the conversation where it depends on situation and context the speakers talk about. In this context, language is referred to be a means of exchanging information by employing a variety of expressions appropriate to the occasion and its demands. Style of language is the kind of language variety in which the speaker selects certain linguistic forms rather than others that contain the same information. In communication, a speaker may use or switch different styles in order not to bother the situation of speaking and not to offend the hearer. In communication, people may use more than one language style and may switch between different language styles.

Holmes (1992) there are four factors which influence an individual's choice of language style, namely setting, participant, topic, and function. Setting can lead to different language styles regardless the personal relationship between participants. Setting includes physical and situational contexts where the conversation happens. Participant is involved the person or the people in conversation. Participant also plays a part in the variety of language used which is differentiated by social class and characteristics of participants including age, gender, profession, class, level of education, nation/region of origin, ethnicity, religion, disability, personality. Topic is the main focus on discussion or conversation. The topics of a conversation or its intended outcome are also social factors in the style of language used. Function refers to "why they are speaking" or the aim of the interaction. For example, "*I am sorry*" represents the function of apologizing and "*Good morning!*" represents the function of greeting. The term style is most often used to discuss differences in formality; register generally denotes specific ways of speaking associated with particular professions or social groups; and genre is understood as a set of co-occurring language features associated with particular frames (Wardhaugh & Janet, 2015). (Silalahi et al., 2021) stated that language style is the form of language that the speaker uses which is characterized by the degree of formality. It is the way individuals speak varies not only according to their regional and social dialect but also according to context. According to Holmes

(1992), style is the kind of language variety in which the speaker selects certain linguistic forms rather than others that contain the same information. For example, in University, a student will say to her/his lecturer *"Could I meet you after this class?"* (formal). In opposition, he/she will say to her/his friend *"Let's meet after class"* (casual).

Types of Language Styles

Language style is the way of individuals speak varies not only according to their regional and social dialect but also according to context. The characteristics of language style are selecting and choosing the linguistics forms appeared from a person or group of people. Joos (1976) stated that language is composed of five styles. He was able to distinguish between the five language styles including the frozen style, the formal style, the consultative style, the casual style, and the intimate style. The explanations of those styles are as follow

1) Frozen style is used in public speaking or a large audience, wording is carefully planned in advance, intonation is somewhat exaggerated and numerous rhetorical devices are appropriate (Coupland, 2007). It is referred to as "Frozen" because the speech pattern cannot be altered (Joos, 1976). Frozen style or oratorical style usually used in the situation that has a symbolic value, 2) Formal style refers to a language usage pattern where the speakers take great attention in their word choice, pronunciation, and sentence construction (Joos, 1976). Formal style or deliberative style also typically employed in schools by students, teachers, lecturers, and the principal. It is characterized by a single theme, the use of regular forms, and a sentence structure that demonstrates less intimacy between the speaker and the audience, 3) Consultative style is a business language that can be found in dialogues between a merchant and a customer, a doctor and a patient conversation, even meeting between strangers. Then, consultative used in some group discussion, regular conversation at school, companies, productions, jobs, and trade speech conversation. Consultative style discourse is frequently employed between two parties. While one person speaks, the interlocutor responds or provide explanations, 4) Casual style is a style that is appropriate for a conversation with friends or family members in a relaxed or everyday setting. Another sign of a casual style is the usage of a first name or a nickname instead of a last name while addressing one another. Casual settings like chit-chatting with loved ones on vacation, during workouts, and other leisure activities often call for this style. Slang, words contractions, the repetitions, non-standard form, and abbreviated expressions are commonplace in this style (Joos, 1976). For example: *"What's up, buddy?"*, 5) Intimate style is used in non-public situations. Intonation is highly important and private vocabulary is often used (Karlsson, 2008). The words are generally signal intimacy such as, *"dear, darling, and honey"*. It is often unintelligible outside the smallest social units. For example (Nurjannah, 2014), *"I love you, honey"*.

METHOD

The researcher employed a qualitative descriptive approach in this research since this research focused on the analysis and interpretation of the written material in context. The design used was content analysis as one of the qualitative types of research designs which studies about the existence, meaning, messages and the background of the interactions that occur in the communication. This research focused on the selected of 4 podcast interviews video from Boy William's YouTube channel.

FINDINGS

In findings, the researcher interpreted the data to find out the types of language styles from the utterances of Boy William and also the factors affecting him to use those utterances. There were 166 utterances found in the 4 podcast interviews video of Boy William that being analyzed in this research. The first video that being analyzed was the podcast interview of Boy William with Hailee Steinfeld. The video was uploaded on Boy William YouTube channel on 4th May 2018. In this video Boy William did a collaboration with Hailee Steinfeld, a famous actress also singer who came from America. The video successfully reached 1.422.488 total views. In this podcast interview, there were 62 utterances produced by Boy William. From the data obtained, the casual style was found to be dominant compared to the other styles. This is due to Hailee Steinfeld is younger than Boy William and the interview was set in a relaxed atmosphere such as the combinations of musical themes with comedy, gossips, and lifestyle which allows Boy William to talk more casually. Boy William also mostly used slang or idioms, contractions, and deletion of subject or auxiliaries during the interview that indicated as the characteristics of casual style.

The second video that being analyzed was the podcast interview of Boy William with Si-won Choi. The video was uploaded in Boy William YouTube channel on September 22nd 2020. In this video Boy William did collaboration with Si-won Choi, a famous actor also singer who came from South Korea. The video successfully reached 2.413.747 total views. From the data obtained, the casual style was found to be dominant compared to the other styles. This is due to Choi Si-won was not much different in age from Boy William and the interview was set in a relaxed atmosphere such as the discussions related to K-Pop music, life experiences, personalities, hobbies, advertising and partnerships which allows Boy William to talk more casually. Boy William also mostly used slang or idioms, contractions, and deletion of subject or auxiliaries in this interview as stated as the characteristics of casual style.

The third video that being analyzed was the podcast interview of Boy William with Rita Ora. The video was uploaded in Boy William YouTube channel on 3rd April 2021. In this video Boy William did collaboration with Rita Ora, an actress also singer who came from England. From the data obtained, Boy William was more

likely used consultative style which tend to use in a discussion about business and everything in it. The fourth video that being analyzed was the podcast interview of Boy William with Chris Evans and Ana De Armas. The video was found in Boy William YouTube channel uploaded on 24th July 2022. In this video Boy William did collaboration with Chris Evans and Ana De Armas, they were famous actor and actress who came from America. From the data obtained, Boy William was more likely used consultative style which tend to use in discussion about business and everything in it. In this case, it was related to the new movie that was done by Chris Evans and Ana De Armas.

DISCUSSION

Joos (1976) describes that there are five styles of language, they are: frozen style, formal style, consultative style, casual style and intimate style. There were 166 utterances of Boy William's podcast interviews that could be analyzed. The data were described as follows:

Frozen style or oratorical style usually used in the situation that has a symbolic value. Historical records, literary works, constitutions, notarial deeds, rental contracts, also purchase and sale agreements all provide examples of this variety in form of writing. The researcher found that Boy William did not use the frozen style on his utterances since the conversation between Boy William and the guests did not discuss about things that have symbolic value.

Formal style refers to a language usage pattern where the speakers take great attention in their word choice, pronunciation, and sentence construction. In using formal style, the speaker might must plan ahead and frame whole sentence before they are delivered. A speaker also usually avoids a repetition or another term which tends to be a casual term and used in a discussion or a meeting. Formal style also characterized by having a single topic, using a sentence structure that shows less intimacy between the speaker and hearer, and using standard forms. The researcher totally found 3 formal styles in Boy William's utterances of his 4 podcast interviews video. One of example was 1. *"I am sitting with one of the uprising biggest stars in the world right now, Hailee Steinfeld."* Boy William used a careful utterance to show his respect when introducing Hailee Steinfeld to the audiences that indicates this utterance contains the formal style.

Consultative style is occasionally used in operational, informational, and transactional procedures. Consultative used in some group discussion, regular conversation at school, companies, productions, jobs, and trade speech conversation. Consultative style is a business language that is frequently employed between two parties. While one person speaks, the interlocutor responds or provide explanations. The researcher totally found 67 consultative styles in Boy William's utterances of his 4 podcast interviews video analyzed. One of example of utterance was *"We're all introduced you when you were in "Pitch Perfect 2", right? That's when your name pretty much blew up, in my country at least."* Boy William gave his

statement about Hailee's career journey especially her popular movie that indicates this utterance contains the consultative style.

Sign of casual style is the usage of a first name or a nickname instead of a last name while addressing one another. Slang, words contractions, the repetitions, non-standard form, and abbreviated expressions are commonplace in this style. Casual style is often marked by the use of slang or idioms and by other linguistic colloquial speech characteristics such as quick pronunciation and deletion of subject or auxiliaries. The researcher totally found 82 casual styles in Boy William's utterances of his 4 podcast interviews video analyzed. one of example was "You have no idea. Lemme tell you something, man!" Boy William used quick pronunciation and slang on his utterances that indicates the conversation was in a relaxed setting and contains the casual style.

Intimate style is the language that frequently used in conversation between people who are very close and know each other quiet well. Intonation is highly important and private vocabulary is often used. The words are generally signal intimacy. The tone is more essential than grammar in this style. Intimate style is utilized between speakers to show emotion and to depict intimate situation. The researcher totally found 14 intimate styles in Boy William's utterances of his 4 podcast interviews video analyzed, one of example was "One thing before you go, I have a confession. I really like you." Boy William tried to depict an intimate situation by confessing his feelings to Hailee that indicates this utterance contains intimate style.

CONCLUSION

Based on the research analysis, some conclusions can be drawn to answer the research problems. The conclusion was the researcher used Joos' (1976) theory to analyze the types of the language styles which consists of frozen, formal, casual, consultative, and intimate style. The types of language styles found in Boy William's utterances were formal, casual, consultative, and intimate. The casual style was found to be dominant compared to the other styles. This is due to the interviewee that was not really different in age with Boy William. Besides, the podcast interview was set in such a relaxed atmosphere such as combinations of musical themes with comedy, gossip, and lifestyle which allows Boy William tend to speak casually. On the other hand, the type of style that was not found in Boy William's utterances was the frozen style.

REFERENCES

- Dumaine, Deborah. 2003. *Instant-Answer Guide to Business Writing*. Writers Club Press.
- Eckert Penelope and Rickford John. (2001). *Style and Sociolinguistics Variation*. New York: Cambridge University Press.
- Ghonilmah, N. (2017). Language Functions Found In Finding Dory. *Faculty Of Education (STAIN) Kediri*.

- Halliday, M.A.K and Hasan, Ruqaiya. (1991). *Language, context and text: aspect of language in a social semiotic perspective*. Hongkong: Oxford University Press
- Hebert, Louis. 2011. *The Function of Language*. Université du Québec à Rimouski. <http://www.signosemio.com/jakobson/functions-of-language.asp>.
- Haqqo, O. (2016). *Language Style in the Jakarta Post Advertisements*. State Islamic University of Maulana Malik Ibrahim Malang, 50.
- Hébert, Louis. (2011). *The Functions of Language in Louis Hébert dir.*, Rimouski (Quebec), <http://www.signosemio.com/jakobson/functions-of-language.asp>.
- Holmes, J. (1992). *An Introduction to Sociolinguistics*. London. Longman.
- Holmes, J. (2013). *An Introduction to Sociolinguistics*. Fourth Edition. In *An Introduction to Sociolinguistics*. <https://doi.org/10.5040/9781350934184>
- Jacobson, R. (ED). (1960). *Linguistic and poetics, in T. Sebeok, ed, style in language*, Cambridge: M.I.T Press
- Joos, Martin (1976). *The Styles of Five O'clock*. Massachusetts: Winthrop Publishers.
- Karlsson, Sandra. (2008). *Formality In Websites Differences Regarding Country Of Origin And Market Sector*. School of Humanities and Informatics: English C2-Course
- Meyerhoff, Miriam. (2006). *Introducing Sociolinguistics*. London and New York: Routledge Taylor & Francis Group
- Nurjannah. (2014). *The Analysis Of Language Style Used By The Speakers In "The Tonight Show With Jay Leno" Talk Show Season 21*. 40300110076.
- Renisyifa, A., Sunarti, S., & Pebriyanti, A. (2022). *Podcast Media Credibility as a Means of Fulfilling Public Information*. *International Journal of Research and Applied Technology*, 2(1), 226–232. <https://doi.org/10.34010/injuratech.v2i1.6931>
- Richards, Jack. (2006). *Communicative Language Teaching*. New York. Cambridge University Press
- Shapiro, M. C., & Fishman, J. A. (1974). *The Sociology of Language*. *The Modern Language Journal*, 58(5/6), 283. <https://doi.org/10.2307/325053>
- Shekhtman, N.A, (2011). *The Metalinguistic Functions of Hypertext*. Orenburg University. Allerton Press, Inc.
- Silalahi, T. B., Husein, R., & Sumarsih. (2021). *Language Style Used in Deddy Corbuzier Podcast YouTube Channel*. *Proceedings of the 6th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2021)*, 591(Aisteel), 202–207. <https://doi.org/10.2991/assehr.k.211110.083>
- Wardhaugh, R. (2010). *An Introduction to Sociolinguistics*. Volume 16. *Blackwell Textbooks in Linguistics*.
- Wardhaugh, R., & Janet, M. F. (2015). *An Introduction To Sociolinguistics*. *Seventh Edition* (Vol. 21, Issue 1). <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>

**PRESERVATION STRATEGY
THE SACRED ART OF "REJANG KERAMAN" WITH THE HELP OF GOOGLE
SITES IN KEDIS VILLAGE, BUSUNG BIU SUB-DISTRICT
BULELENG DISTRICT**

I Kadek Abdhi Yasa
STAH Negeri Mpu Kuturan Singaraja
ikadekabdhiyasa@gmail.com

ABSTRACT

Rejang Keraman dance is philosophically the main and important dance in religious rites in Kedis Village, based on this, its preservation greatly upholds the position of socio-cultural awareness. If this is ignored then the process of preserving the art of rejang kraman dance will be hampered, to answer these problems the importance of a strategy that will be developed. Preservation strategy with the help of Google Sites as an archive container. This research method uses qualitative research with an action research approach, which aims to find out the strategy of applying Google Sites as an effort to preserve the sacred art of Rejang Keraman. The results of this study are a form of strategy by utilizing the Google Sites application as an archive digitization platform that is easy and interesting to be accessed by the public, while the content contained in the application is divided into 3 points including a collection of manuscripts related to the existence of Rejang Keraman, documentation in the form of photos and videos of dance learning and digitization of gambelan music. This strategy is declared very feasible to develop considering how rapidly technology affects human life.

Keywords: Preservation Strategy, Rejang Keraman, Google Site

INTRODUCTION

Kedis Village has many arts that have been inherited by the ancestors. One of the results of copyright, taste and karsa that has been stated is the *Rejang Keraman* sacred dance. *Rejang Keraman* dance whose performance is philosophically sanctified is contained in the *Purwagama* lontar by *Rsi Markandya*, who spread Hinduism in Bali and later held the position of king's advisor (*Bhagawanta*) in the 16th century. *Rejang Keraman* dance was performed starting from the agreement of the Kedis Village Pengingsir in line with the moment of the founding of Kedis Village, this dance was performed in the *Ngusaba Agung* ceremony at Pura Puseh. *Rejang Keraman* dance which includes guardian dance is a sacred dance performed by the sons and daughters of newlyweds who are old enough. The symbol of meaning in this dance is a sense or expression of community gratitude symbolized by this dance (Juniawati, 2018).

The performance of *Rejang Keraman* dance in *Ngusaba Agung* at Pura Puseh in Kedis village is stated in the *awig-awig* of Kedis Traditional Village. This indicates that the sacred dance is an obligatory dance and a staple dance in religious rites in Kedis village (Rismandika, 2015). Given that the village is currently experiencing regeneration disruption related to the existence of several village arts, the preservation and defense of these sacred arts is very important to be carried out. The process of art regeneration through the collaboration of indigenous education

with technological developments is very important in the process of preserving, maintaining and preserving the intellectual property of regional local wisdom, especially in Kedis Village. This condition will become problematic if in the regeneration process, there is a lack of contribution from related parties, such as art practitioners, art activists, and most importantly the younger generation of Kedis Village. The lack of cultural awareness from related parties will certainly have an impact on the lack of regeneration process from the older generation to the younger generation (Sofyan, 2021).

Based on this, maintaining and preserving local wisdom greatly upholds the position of *sociocultural* awareness. If this is ignored, the process of preserving rejang kraman dance art will be hampered, to answer these problems the importance of a strategy to be developed. Based on this, researchers are interested in developing a strategy for preserving the sacred art of *Rejang Keraman* through application-assisted digital archives. This strategy is expected to be able to develop the interest of the younger generation and related parties to take action in terms of extracting, preserving and developing the sacred art of *Rejang Keraman* dance.

The strategy of preservation with the help of *Google Sites* as an archive container by affixing several interesting and easy-to-understand features, with the digitization of music gambelan, dance learning videos and a collection of literacy contained in an application will be able to provide an interesting color in the learning process for the regeneration of traditional arts, especially in the village of Kedis. This is the urgency of researchers taking the title of the Strategy for Preserving the Sacred Art "*Rejang Keraman*" with the help of *Google Sites* in Kedis Village, Busung Biu District, Buleleng Regency.

METHODS

This research method uses a type of qualitative research with an action research approach, which is research conducted by knowing the results of the application of science, activities, programs, and policies. objects, phenomena and events contained in the Strategy for the Preservation of Sacred Art "*Rejang Keraman*" with the help of *Google Sites* in Kedis Village, Busung Biu District, Regency. Buleleng. The observation technique that researchers carry out is participatory observation technique, referring to what is stated by experts, namely Spradley, in Susan Stainback (1988) who divides participatory observation techniques into 4 parts, namely *passive participation*, *moderate participation*, *active participation* and *complete participation*, but researchers only use three parts of the technique. The *complete participation* technique could not be used because the "*Rejang Keraman*" dance performance process in Kedis Village was only intended for the native people there.

Data analysis in qualitative research is carried out during data collection and after completion of data collection within a certain period. Miles and Huberman (1984), suggest that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is

saturated. Activities in the analysis, namely *data reduction*, *data display*, and *conclusion drawing/verification*.

DISCUSSION

Strategy for the Preservation of Rejang Keraman Sacred Art with the Help of Google Sites in Kedis Village, Busung Biu District, Buleleng Regency.

The form of preservation of *Rejang Keraman Sacred* dance carried out by the Kedis village community by opening a learning space in the form of a *pasraman* is considered a form of non-formal preservation from the village. However, along with technological developments, the actualization of this form of sacred art preservation is important to do. One of them is by creating a form of digital container to store data electronically related to the *Rejang Keraman Sacred* dance, namely by creating *Google Sites* as a form of strategy to preserve the Rejang Keraman Sacred Art in Kedis Village, Busung Biu District, Buleleng Regency.

Google Sites is a free platform provided by Google for creating simple and easy-to-use websites. With Google Sites, users can create web pages without the need to have in-depth coding or web design knowledge. It allows individuals or groups to easily create collaborative websites, blogs, or wikis using intuitive editing tools and a drag-and-drop interface (Ubaidah, 2022). The existence of this platform can be used as a forum or option as a form of strategy for digitally preserving the *sacred* art of *Rejang Keraman*. Before discussing Google Sites as a medium for preserving the *sacred* art of *Rejang Keraman*, it is important to know the history of the art.

History of Rejang Keraman Sacred Art

Rejang Keraman Sacred Dance in Kedis Village, Busung Biu Subdistrict, Buleleng Regency is a dance art that has a very great historical value and meaning for the kedis community in their socio-religious life. The existence of this sacred art is not known at the beginning of its emergence, but it has become an inherent tradition and must be carried out for the younger generation of kedis village. The people of kedis village recognize rejang keraman dance as *ronggeng*. The word *keraman* in *rejang keraman* dance has the meaning of *krama*, *krama Truna* (entering the village). a gathering of residents who are teenagers) if studied more deeply, this rejang keraman has a meaning and meaning is a sacred dance that signifies that the children of kedis village are fit to enter adolescence, this process is called the *process of menek kelih*" (interview Jero mangku Nengah Suarta dated April 29, 2023).

The procession of *menek kelih* ceremonies in the Hindu tradition in Bali is generally characterized by holding a *ngeraja lion* ceremony for men, *ngeraja sewala* for women, this ceremony contains meaning as a form of gratitude and gratitude to God Ida Sang Hyang Widhi Wasa investing *Sang Hyang Semara*

Ratih, as well as a form of self-cleaning from childhood to adolescence which is expected to change behavior towards a better direction (Seruni, 2022). In line with what is stated in Sarasamuscaya 27 as follows:

Yuawiwa dharmam annicched, Yuwa wittam yuwa srutam, Tiryyag bhawati waidharba, Upatan na ca widowati. (Kajeng).

Meaning:

Therefore, one should make good use of one's youth, while the body is strong, to cultivate dharma, artha and knowledge, because the strength after old age is not the same compared to young people, like reeds after old age when the ends are no longer sharp.

Kitab Sarasamuscaya 27 above can be interpreted that use your youth well, while your body and mind can still be used properly, because when you are young it will not be the same physical strength that you have when you are old. Therefore, interpreting this *menek kelih* ceremony is very important to prepare a child to grow and develop towards adolescence and adulthood to be able to devote his life.

In addition to the *Menek kelih* ceremony, a ceremony that signifies a child entering adolescence is the Cut Tooth Ceremony in the Eka Prathama lontar, the cut tooth ceremony means the cleansing of the bad traits that exist in humans. Cut Teeth in Balinese Mepandes can also be called *Matatah* or *Mesanggih*, where 6 fangs in the upper row of teeth are filed or flattened, this ceremony is an obligation, customs and culture that continues to be carried out by Hindus in Bali for generations to this day. The 6 bad traits in humans or also called *sad ripu* that must be cleaned are: (1) *Hawa nafsu*,

(2) *Rakus/Tamak/keserakahan*, (3) *Angkara murka/kemarahan*, (4) *Mabuk membutakan pikiran*, (5) *Perasaan bingung* dan (6) *Iri hati/ dengki* (Gunawijaya, 2020).

The existence of the "*menek kelih*" ceremony and the "*Potong Gigi*" ceremony, which are generally practiced by the Hindu community in Bali, but in the past in the village of Kedis, Busung Biu District, Buleleng Regency, these two ceremonies were conducted in different forms. This is something unique, because the Kedis village community has its own procession or rite in the process of changing the status of childhood into adolescence. This procession is to hold the *Rejang Keraman Sacred Dance* (Interview Jero Mangku Nengah Suarta dated April 29, 2023).

The *menek kelih* procession in the *Ngusaba Agung* ceremony at Pura Puseh Pamulungan is depicted when the *Ronggeng* dancers perform the *natab bakti sayut amerta sari* rite in front of the *Pelinggih Ida Betara Puseh Bale Agung*. After completing the *natab bakti sayut amerta sari* rite, the child is declared valid *menek bajang, menek teruna* (entering adolescence). Entering adolescence in this case is expressed as a form of transition where the teenager begins to participate

in makrama truna *Truna* (entering association of citizens who are teenagers) and can already teach himself to recognize the opposite sex to later enter the *Grehasta Asrama* period (Marriage Level).

For the people of Kedis village, the procession of children entering adolescence through the *Sakral Rejang Keraman* ritual is a sacred process, pingin and full of struggles. This needs to be understood philosophically so that the concept of religious teachings is truly good and firmly embedded for the generation of Kedis village.

Form, Movement and Meaning of *Rejang Keraman* Sacred Dance Procession in Kedis Village, Busung Biu District, Buleleng Regency

The sacred art of Rejang Keraman was performed during the Ngusaba Agung ceremony at Pura Puseh Bale Agung Pamulingan in Kedis Village. As a form of *menek kelih* procession of teenagers in the village. So this dance is often also called *Rejang Ngeraja Sewala natab menek bajang Dance*. The very unique thing about this procession is that a child who wants to enter adolescence is required to follow and dance this *Rejang Keraman* dance. So that indirectly children in Kedis Village must be able to dance. To understand the meaning contained in this *Sacred Rejang Keraman* dance, it is important to know in advance the process of performing the *Sacred Rejang Keraman*.

According to the dance trainer or tutor *Rejang Karena Jero mangku Ketut Cara Bawa*, this dance uses the *palegongan* dance motion *pakem* which if observed in depth this motion *pakem* has emerged from the previous royal era. The motion patterns that have been passed down from generation to generation are standardized, not free movements at will (interview *Jero mangku Ketut Cara Bawa* on April 29, 2023).

In general, the basic *pakem* of this dance movement is almost the same as the dance in general which consists of *Agem, tandang, tangkis and tangkep*. *Agem* is the main attitude in Balinese dance, *tandang* is a walking movement according to the dance character, *tangkis* is a transitional movement, and *tangkep* is a facial expression or expression of appreciation of the dance character (*Semara Bawa*, 2022).

In the process before starting the big *Ngusaba Agung* ceremony at Pura Puseh Bale Agung Pamulingan in Kedis Village, the traditional village officials will organize the children who look ready and have entered adolescence. They will then be gathered in a learning space in the form of a *pasraman*. In this *pasraman* they are taught the basics of dancing both in theory and practice, besides that they are also educated about the meaning of the philosophy of *menek bajang, menek kelih* (entering adolescence) by tutors or teachers prepared by traditional village officials.

According to *Jero Mangku Ketut Cara Bawa*, this process is very interesting because the participants or children will be given the opportunity to get to know each other, work together to complete the ritual and make them legally enter

adolescence. This process has the meaning of fostering a sense of brotherhood for the younger generation of kedisvillage. After the learning process ends, and when the big ceremony of Ngusaba Agung in Pura Puseh Bale Agung Pamulingan of Kedis Village begins, the children will cry for 3 days following the series of ngusaba ceremonies (interview Jero mangku Ketut Cara Bawa on April 29, 2023).

In the morning on the first day of pujawali the children will be invited to *mapiuing* (permission ceremony) first. Then at 07.00 am the children start dancing from *jaba sisi paduraksa in front of the temple* (the entrance gate of the temple) entering the *main temple mandala* (the main part of the temple) lined up starting with *rejang istri* (female dancers) and then *rejang lanang* (male dancers), they will dance *mapurwa daksina* around the temple puseh Bale Agung Pamulingan with 11 turns. This process is the first stage on the first day, it is expected that at 10.00 am the dancers will finish dancing, then the dancers will be secluded during the pangusabaan procession.

The second stage on the first day at 02.00 in the afternoon they continued to dance *mapurwa daksina* around the puseh temple Bale Agung Pamulingan ended when they had circled the temple for 11 times. The next day they will repeat the process like the first day the number of dancers should not decrease, if the dancers are 40 people on the second day there must be 40 people. At the end of this procession, 8 *rejang keraman* participants will be selected to represent dancing on the third day. After being appointed these 8 people will be secluded to stay in the temple.

On the third day, which is the last day of the *Rejang Keraman Sacred dance* performance, the 8 people who have been appointed will dance *egar gita*. This *egar gita* dance is an offering or banquet dance for the *pemangku* or *pandita da prajuru adat*, they will dance and offer food and drinks. The local community calls the process *rsi bojana* and then the *rejang keraman natab banten* dancers *menek kelih* one of which is *sayut amertasari* all this ngusaba procession will end with the *pangelebar* ritual.

Spiritually this process gives the meaning of a form of gratitude to Ida Sang Hiyang Widhi Wasa for the blessings bestowed on the people of Kedis village, as well as fostering deep beliefs by always remembering to carry out *yadnya* ceremonies both personally, and in groups. Ending the ngusaba Agung ritual at Pura Puseh Bale Agung Pamulingan in Kedis Village, *ronggeng* dancers will dance *Egargita*. *Egargita* is a form of dance presenting dishes to the village elders. According to Jero Mangku Sudana, the meaning of this *Egargita* procession illustrates how teenagers learn and recognize several tasks that will be carried out when they enter the *makrama truna* or *daha* period. One of them is the ethics of serving dishes. This concept is also supported by the book *Manawa Dharma Sastra. III 69-70* which explains that serving dishes or offerings that are sincere to guests is a very noble form of *yadnya*, this concept is called *Nri Yadnya* (Adnyana, 2022).

The Application of Google Sites as an Effort to Preserve the Sacred Art of RejangKeraman

The preservation of Rejang Keraman Sacred Art through Google Site applications carried out by researchers has the name "Sabha Lango". You can also visit the link address <https://sites.google.com/new>, while the appearance of the sabha lango google site uses a layout that is divided into 4 sections on the main menu, as seen in the following image;

Figure 4. 1 Google Sites view of "Sabha Lango"



Source : <https://sites.google.com/new>

The parts are:

The first section is *Home*. This section is the main focus that becomes the initial appearance of the Sabha Lango site. researchers have created some content that suits the needs of documenting Rejang Keraman dance in Kedis Village. In the previous sub- discussion, researchers have explained that there are 4 important parts contained in the main menu of the Sabha Lango site. In the content section, the researcher includes materials that are relevant to the "Home" section of the Google Sites. Examining directly on the content, at the beginning which has been presented with the main display (Home)



The second section is *Literacy of Rejang Keraman*. This section is the center of various types of literacy related to the existence of Rejang Keraman, as a rite in Kedis Village. The literacy that researchers display on Sabha Lango sites includes the knowledge and skills needed by learners to access, understand, analyze and evaluate information, make meaning, express thoughts and emotions, generate

ideas and opinions, establish relationships with others and interact in on-campus activities and off-campus activities.



Literacy of Rejang
Keraman

Faizah, et al (2016: 2) related to the definition of literacy in context, namely the ability to access, use and understand something intelligently through various activities, including viewing, listening, reading, writing and speaking activities. There is a variety of information in the form of literacy related to the existence of Rejang Keraman in Kedis Village which researchers made as content in the Literacy of Rejang Keraman house.

The third section is *Documentation of Rejang Keraman*. This section is the center of the documentation of Rejang Keraman, and this section is divided into 2 sub-sections to differentiate the types of Rejang Keraman documentation. Sub-section 1 is called *Documentary video of Rejang Keraman*, which contains a video documentary of the Rejang Keraman procession. Subsection 2 is named "Photo of Rejang Keraman," which contains documentation in the form of photos of Rejang Keraman dancers.



Documentation of
Rejang Keraman

Furthermore, the second Sabha Lango site section is *Documentation of Rejang Keraman*. Documentation is a way of providing various kinds of documents. One way to do this is by using accurate evidence from the recording sources of information. These sources of information can be in the form of essays or writings, wills, books, laws and so on. In other words, the definition of documentation in general is an activity to search, investigate, collect, control, use and provide documents on a particular matter. Experts give the definition of documentation as something written or printed and all objects that have relevance and information chosen to be collected, compiled, provided or distributed. Therefore, the document is very important. The functions of documentation, namely: To provide information related to the contents of the document for parties who need it, As a guarantor of the integrity and authenticity of the information contained in the document, Keeping

documents from being damaged, As evidence and data regarding document information, and As an alternative to storing and saving the physical and content of documents.

On the main screen of the *Documentation of Rejang Keraman*, researchers tried to give the impression of an introduction to visitors to the Sabha Lango website. Researchers input one of the video collections from YouTube belonging to the Bali Endeso Channel.

The documentation that researchers input on google sites is in the form of audio-visual archive documentation or commonly called auditory archives which are archives in the form of images and / or sounds of any kind and style, which can be seen and heard. This type of archive is then further grouped into:

Moving image archives, refer to archives in which the informational content is recorded in moving image media, such as motion pictures and videos.

Static image archives, namely archives whose information is in the form of still images such as photos, slides, images, Furthermore, in the *Documentation of Rejang Keraman* sub-section, researchers added 2 sub-sections, the first of which is the *Documentary video of Rejang Keraman*, which is an archive in image media in the form of a video of the process of Rejang Keraman dance in Kedis Village.

Furthermore, in the *Documentation of Rejang Keraman* sub-section, the second part is the *Documentary video of Rejang Keraman*, which is an archive in static media or can be referred to as a still image in the form of photographs of the Rejang Keraman dance process in Kedis Village.



Herding Music of Rejang
Keraman

The fourth section is "Herding Music of Rejang Keraman," which contains audio files of the gamelan (music) accompanying the Rejang Keraman dance. In this section the researcher again divides it into 2 parts, namely, the first sub-section with the name *Original Gambelan Of Rejang Keraman*, this section contains uploads of original music files from the recording of gambelan when the Rejang Keraman procession is taking place. The second sub-section is called Digital Gambelan of Rejang Keraman, this section contains music files created using the *Logic Pro* application which is an exclusive audio mixer application for Mac users, with a variety of creative tools for composition, music production, and mixing, Logic Pro is the choice of researchers to digitize gambelan music from Rejang Keraman, with the aim of being a form of digital notation inheritance for the next generation to make it easier to learn and maintain as one of the kerawitan wealth in kedis village.

Researchers have the assumption that accompaniment music is a vital part of a performance, this is based on the fact that dance accompaniment music is one of the supporting components needed in dance, because dance is related to body movements that are adjusted to the rhythm. Dance music is also used to support the message or expression that the dancer wants to convey. Dance accompaniment music is usually tailored to the type of dance to be played. According to Ayu Rahmawati in her research titled *Pengaruh Musik Iringan Tari dalam Media Realia dan Audio Recorder to the Results of Movement Creativity*, dance accompaniment music is a form of accompaniment music that has been patterned in terms of rhythm, harmony, tempo, dynamics, rhythmic, and melody. To form a dance accompaniment, there are several components used. The component that is usually used is a set of musical instruments in instrumental and vocal form to accompany dance movements. In Rejang Keraman dance, researchers pay attention to the tools used, which are purely a set of instrumental musical instruments typical of Balinese gambelan which has a unified rhythm and melody that harmonizes to support the Rejang Keraman dance ritual process which is closely related to aspects of form, style, rhythm, atmosphere, or a combination of these aspects. On the front screen of the google sites *Herding of Rejang Keraman* section, researchers added general content that shows a glimpse of the musicians who are playing Balinese gambelan in the process of accompanying the Rejang Keraman dance. Furthermore, in the *Herding of Rejang Keraman* sub-section, in the first sub-section researchers added research data results in the form of *Original Gambelan Of Rejang Keraman*, the sound recording archive that researchers carried out was an archiving activity in the form of direct recording. The value of uniqueness in sound recording archives is the value attached to the archive based on several factors such as the period or age of the archive, content, use related to creation, signature or related seal.

CONCLUSION

The development of archiving in the digital era and technological advancements pose challenges and opportunities for implementing more effective documentation. The use of website media, such as Google Sites, can be a good option in maintaining and optimizing data classified in the oral order. Google Sites is an easy-to-use tool for creating an internal website with an attractive appearance and is compatible with various types of screens. In the context of research on the preservation of the sacred art of Rejang Keraman Dance in Kedis Village, the use of Google Sites was chosen as a medium for documentation. The steps to create a Google Site include opening Google Sites, providing a name and title for the website, arranging the layout, and organizing various sections such as the homepage, Rejang Keraman literacy, Rejang Keraman documentation, and Rejang Keraman herding music. Each section has a specific purpose in presenting information and optimizing the positive impact of using website media. The selection of Google Sites as a documentation tool in this research provides easy

access to information at all times and ensures directed and systematic governance. Through the Google Sites "Sabha Lango," this research successfully presents various types of literacy, documentation, and musical accompaniment of Rejang Keraman. Thus, this website becomes an important source of knowledge in maintaining and introducing this sacred art to the community and future generations. The application of Google Sites in the preservation of sacred art shows the importance of using technology in an effort to preserve and optimize access to cultural information. Technology provides a more effective means of managing and introducing cultural heritage to a wider audience.

REFERENCES

- Adnyana, I. M. (2022). Manusa Yadnya Ceremony (Sarira Samskara) in Bali: A Review from Philosophical, Sociological, and Religioscientific Viewpoints. . Nilacakra.
- Ardiyasa, I. P. (2023). STRATEGIES FOR THE PRESERVATION OF VILLAGE GLASS PUPPET PAINTING ART NAGASEPAHA. *Cultoure: Scientific Journal of Hindu Cultural Tourism*, 4(1), 41-51.
- BOSAPARIS: Family Welfare Education, 9(2), 109-119. Marrus. (2002). strategic management research design. Jakarta: rajawali.
- Bungin, B. (2011). *Qualitative Research on Communication, Economics, Public, and Other Social Sciences*. Jakarta: Kencana Prenada Media Group.
- Darna, I. W. (2018). *Niti Sastra*. Jayapangus Press Books i-90.
- Elgamar. (2020). *Textbook of Basic Concepts of Web Programming with PHP*.
- Fitriani, F. F. (2022). Extinction Threats and Tradition Preservation Strategies *Genitri: A Scientific Journal of Hindu Education, Religion and Culture*, 13(1), 81-94.
- Sinrili in Makassar Society. *Paradigma: Journal of Cultural Studies*, 12(2), 5.
- Gunawijaya, I. W. (2020). The Philosophical Meaning of Metatah Ceremony in Lontar EkaPrathama. *Vidya Darsan: Journal of Hindu Philosophy Students*, 1(1), 77-86.
- Hadriani, N. L. (2022). Values of Anti-Corruption Education in the Local Wisdom of the Balinese Community.
- Indriani, S. (2017). *Designing a digital illustration-based catalog of East Java ethnic gamelan as an effort to preserve traditional music*. Malang: Doctoral dissertation, State University of Malang
- Juniawati, N. K. (2018). REJANG KERAMAN DANCE MAKEUP IN KEDIS VILLAGE, BUSUNGBIUSUB-DISTRICT DISTRICT BULELENG. *Journal Malang CV Malang Multimedia Edukasi: CV Malang Multimedia Edukasi*.
- Novianto, W. T. (2022). Marketing Folk Performing Arts in Indonesia through the digital platform Senipedia.Com. *Acintya*, 14 (2), 194-204.
- Noviyanto, F. &. (n.d.). *Development of Indonesian Cultural Arts Inventory Application as Information Media and Preservation Efforts*.
- Nurhasanah, T. D. (2007). *Big Picture Dictionary of Indonesian Language*. Jakarta: PT Bina Sarana Pustaka.

- Pertiwi, A. L. (2021). ARCHIVING FINE ART WORKS: A CASE STUDY OF 5 FINE ART STUDENTS OF Purwadita: Journal of Religion and Culture, 6(1), 23-32.
- Quinn, C. a. (1999). diagnosing and changing organizational culture Based on the ompetingvalues framework. Addison Wesley Mass:Reading.
- Rismandika, K. A. (2015). The Essence of Gong Kebyar Kedis Village in Hindu Ritual. (Doctoraldissertation, Institut Seni Indonesia Yogyakarta).
- Semarabawa, I. D. (2022). Audio-visual media to improve Saraswati Natha dance skills in extracurricular dance activities. Indonesian. Journal of Educational Developent (IJED), 3(3), 418-427.
- Seruni, N. G. (2022). PERCEPTION OF HINDU COMMUNITY ON MENEK KELIH CEREMONY. Widya
- Sofyan, A. N. (2021). Regeneration of Local Wisdom of Lebon Art as an Ancestral Culture ofPangandaran, West Java. . Sociohumaniora, 23(2), , 158-166.
- Sugiyono. (2009). Quantitative, Qualitative and R&D Research Methods. Bandung: Alfabeta. Sugiyono. (2013). Understanding Qualitative Research. Bandung: Alfabeta.
- Suharyo, S. (2021). Sociolinguistics: Language Selection and Containment (Monograph).
- SURABAYA STATE UNIVERSITY. Journal of Pure Fine Arts, Vol. 2 No. 1, 35-45.
- Ubaidah, S. &. (2022). The use of google sites in learning mathematics of number pattern material for class VIII SMPN 1 Astambul. Lentera: Scientific Journal of Education, 15(2), 68-73.

AN ANALYSIS OF CHARACTER EDUCATION IN THE LITTLE PRINCE NOVEL THROUGH APPROACH OF MORAL-PHILOSOPHY

Putu Devi Mas Wulandari

Post Graduate Program, Universitas Pendidikan Ganesha, Indonesia

devimasw@gmail.com

ABSTRACT

Character education is an endeavor to mold students' moral character. Character values found in fiction literary works such as novels can be used to help students develop their own personalities. The purpose of this research is to examine the values of character education in Antoine de Saint-novel Exupery's *The Little Prince*. This is a qualitative study that employs the descriptive analysis method. Data interpretation, examining the complete data set, evaluating it on a deeper level, presenting it in a narrative, and interpreting or interpreting the data are all strategies used in data analysis. The findings of this study are the values of character education found in Antoine de Saint-novel Exupéry's *The Little Prince*, such as honesty, discipline, working hard, independence, democracy, curiosity, communication, love for peace, care for the environment, care for the social, and being responsible.

Keywords: Character Education, Novel, *The Little Prince*

INTRODUCTION

Various cases of brawls between students, immoral behavior, student violence, and various other cases involving students are considered as indicators of the weak role of education in shaping student character. The character development carried out by educational institutions in fact clashes with the realities of today's life (Khotimah, Widjaja, & Kusdiyanti, 2021). Wrong associations and environmental factors make students easily lured into actions that are against morals (Yulianto, Nuryati, & Mufti, 2020). This condition triggers the fall of character education values that are instilled in students. Lubis (2008: 18) in Wardiah (2021) states that value is a thing that is part of human life. It becomes a fundamental point in a person's life. Every human action is part of the embodiment of the value itself.

Education is a human need from birth in order to live life. Zuriyah (2008: 26) stated that education is a deliberate and well-thought-out endeavor to implement learning activities and processes so that students can reach their full potential in terms of spiritual power, self-control, personality, intelligence, noble character, and the skills required for themselves and the community. From this statement, it can be concluded that character is an attitude that is seen in every individual in social life. Character education is an inseparable part of the world of education (Laksmita & Mustofa, 2020). The government has launched Character Education in schools as outlined in Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education and further elaborated in Permendikbud No. 20 of 2018. Character education is a part of the effort to establish particular characteristics and seeds in learners so that they can build their own personal character throughout

their life. (Syafaruddin, 2012: 181 in Wardiah, 2021). Students must also make this character a part of their everyday activity and live intentionally in accordance with these principles.

The cultivation of character values is carried out using various media, one of which is through literary works. Nurhayati (2012: 1) in Yulianto et al. (2020), explains that humans create literary works as a form of interpretation of creative thinking that is within the scope of human imagination. Creative literary works are born from the art of language and are likened to a description of human socio-cultural life (Jhon, 2021). Literary works can describe human life in various forms. The values possessed by literary works are accepted and understood by the reader, which will indirectly provide a picture of the attitude and personality of the reader (Aghni, Vianty, & Petrus, 2020). Literature not only has a role in inculcating noble character but also has a role in character building since childhood (Rohinah, 2011).

Character education can be reflected in the novel. The facts and opinions above form the basis of research in the novel *The Little Prince*. The novel is very thick with morals and the content of character education values that animate the entire contents of the novel. The *The Little Prince* novel has a background story that has positive energy for the readers because it gives a moral message to keep the spirit in living life. The novel invites the reader to never give up in fighting for the goal even though the circumstances do not support us. This novel is generally full of educational values. This study is expected to aid the younger generation in the development of personalities that can be used in everyday situations.

LITERATURE REVIEW

Character Education

The philosophical foundation of the 2013 curriculum, among others, is that education is rooted in the nation's culture, the life that is developing today, and development for life in the future (Miftahurrisqi, 2018). In the 2013 curriculum, students are placed as learning subjects. Thus, the application of philosophy in the 2013 curriculum may be seen in how an idea from the curriculum is created, followed by the development of curriculum content, learning, and assessment strategies outcomes. (Arifin, 2019). It can be understood that the 2013 curriculum is oriented to the development of character education for students. This is indicated by the integration between subjects and levels of education and affective, cognitive, and psychomotor aspects.

Character education implemented in the 2013 curriculum can be developed in several ways. In terms of learning outcomes, it is clear that the 2013 curriculum emphasizes the cognitive, affective, and psychomotor domains. Furthermore, In *Peraturan Menteri Pendidikan dan Budaya* No. 20 of 2018, formulated eighteen characters values. These values are based on four essential things inherent in the Indonesian nation, namely: religion, Pancasila, culture, and national education goals. At the same time, the eighteen character values that are raised are 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8)

democratic, 9) curiosity, 10) national spirit, 11) love for the homeland, 12) respect, 13) friendly/communicative, 14) peace-loving, 15) fond of reading, 16) environmental care, 17) social care, and 18) responsibility.

Moral Philosophy Approach

The moral-philosophical approach is one of the oldest approaches in classical Greek and Roman times. According to Guerin, Labor, Morgan, Reesman, & Willingham (2005), there are famous philosophers such as Plato and Horace, have their respective views on Philosophical Morals. Plato emphasized utilitarianism and moralism, while Horace emphasized the importance of enjoyment and education in literature. The implication of this philosophy is that literature's primary duty is to educate morality and study philosophical issues. (Laksmita, Pasuruan, Mustofa, & Surabaya, 2020). The moral philosophy approach can be used in analyzing literary works. One example is the Pope's Essay on Manmay. This literary work can be understood if one understands the meaning and role of reason in eighteenth-century thought. Such teachings may also be religiously oriented concerning moral philosophy.

Novel

A novel is a kind of prose fiction or narrative work that tells the readers about the story based on human experience (Piscayanti, 2015). Novels in general, in addition to entertaining, can also be used by critics to refer to works written in English by the author (Wiley, 2015). The novel is one of longer fiction works than short stories and novella. It has 40.000- 80.000 words or more than it is the one book. Probably, we cannot read one novel only in the sitting because it is a really long story. The novel also has same emelents like short story and novella, but it's more complex that both. The plot of the novel really long and clear until in the end. There are also so many characters involved in the story. If in the novella there are no chapters, in the novel we will find some chapters that bring us to the end of the story. Besides, it focuses on the personal emotion of the characters, it also focuses on the issues or the conflicts of the story.

According to (Wiley, 2015) novel also has six genres, namely; realism and eighteenth-century novel, romance, gothic, popular and mass-market fiction, experimental fiction, the novel into film. By seeing important aspects contained in the novel, the reader will feel the meaning of the story. Because there is a basis, the novel is a work written specifically. In this case, the writer always tries to encourage readers to see things from a certain point of view (Gill, 1995). Therefore, by controlling what the character is like by the writer, the reader must respond to the character in the right way for what the writer has done. The novel can be described as a world explicitly created by an author. That happens because the writer has chosen to combine it in a certain way. So that the message of the story to be conveyed by the writer through the novel will reach the readers.

The Little Prince Novel

The classic novel *The Little Prince* was written by Antoine de Saint-Exupery and published in 1943 (Wan & Amini, 2020). This novel is about a little prince who wanders from his comfortable place. Then, the Little Prince met a pilot who had trouble because the plane he was driving crashed in the Sahara Desert. An interesting story occurs when the Pilot meets the little prince and they become closer. There are many stories they share with each other. The little prince told him that he was not from the earth. It comes from another planet in the form of a small asteroid, which is traveling around the universe. He told me a lot about life on his planet. And there is one very special thing on that planet, namely a rose, which is the only one on the asteroid. The rose is very beautiful and the prince was very interested in her. Until willing to do anything for the rose. However, the rose was very proud. Finally, the prince decided to leave the rose and his planet. This is the beginning of the prince's adventures on several planets, in his search for answers about life.

METHOD

This study examines the importance of character education in the characters in Antoine de Saint- Exupery's novel *The Little Prince*, as well as the implications for learning literature in schools. This study employs descriptive qualitative research. The data was gathered through library research and documentation. Data is gathered by reading a variety of library publications that are closely linked to the subject under investigation. The information gathered is in the form of materials or information relevant to the issue, specifically the character education value element from the novel *The Little Prince*. In analyzing the data, the researcher used content analysis which consisted of 1) reading literary works, 2) mastering theory, 3) mastering methods, 4) searching and finding data, 5) analyzing data, 6) making improvements, and 7) giving conclusions.

FINDINGS

In general, character education is to build students' good-self quality. In *Peraturan Menteri Pendidikan dan Budaya* No. 20 of 2018 concerning Strengthening Character Education in Formal Education Units, there are eighteen (18) important points that must be developed namely religious, honesty, tolerance, discipline, working hard, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love for peace, love to read, care for the environment, care for the social, and be responsible. Based on the analysis, there are eleven characters value that related to characteristics from characters in *The Little Prince* novel through in this research.

Honesty

"Exactly," the geographer said. "But I am not an explorer. I haven't a single explorer on my planet. It is not the geographer who goes out to count the towns,

the rivers, the mountains, the seas, the oceans, and the deserts. The geographer is much too important to go loafing about. He does not leave his desk. But he receives the explorers in his study."

In the *Regulation of the Minister of Education and Culture* No. 20 of 2018, honesty is defined as behavior that is founded on a person's attempts to become a person who can always be trusted in their words, actions, and work. Based on the quote above, it can be analyzed that the Geographer character (supporting character) has an honest nature. He honestly explains who he is and admits his weaknesses.

Discipline

"I pondered deeply, then, over the adventures of the jungle. And after some work with a colored pencil. I succeeded in making my first drawing. My Drawing Number One."

In the *Regulation of the Minister of Education and Culture* No. 20 of 2018, discipline is an action that shows obedient behavior to various provisions. In the quote above, the character explains how he is disciplined in what he does. Although disciplined in a non-formal context, the character is able to comply with what has become his commitment so that he is successful in what he does.

Working Hard

"But since the grown-ups were not able to understand it, I made another drawing: I drew the inside of the boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained."

In the *Regulation of the Minister of Education and Culture* No. 20 of 2018, hard work is passionate work and never gives up when you fail. In the story of *The Little Prince*, the pilot character has a hard-working character. He always tries and continues to practice drawing until he gets recognition from others. It is very good to be implemented to students. The process phase teaches us to stay strong and work hard in order to get maximum results and in accordance with what is expected.

Independent

*"I prepared myself for a difficult but what I hoped would be a successful repair"
"I lived alone, with no one could really talk to, until I had an accident in the Sahara Dessert six years ago"*

In the *Regulation of the Minister of Education and Culture* No. 20 of 2018, independence is an attitude and behavior that is not easy to depend on others in completing tasks. An independent attitude is very important for every student to have because we should not always depend on others. In being independent, we

will know our strengths and weaknesses so that they can motivate us to move forward. In the quote above, the two quotes explain that the Pilot character has an independent attitude. He is able to survive on his own in difficult situations and solve his problems independently. The second quote explains that he lives alone and there is no one to talk to. That way, being independent is something that can make us strong in all situations.

Democratic

"If Your Majesty wishes to be promptly obeyed," he said, "he should be able to give me a reasonable order. He should be able, for example, to order me to be gone by the end of one minute. It seems to me that conditions are favorable ..."

In the *Regulation of the Minister of Education and Culture* No. 20 of 2018, Democracy is a way of thinking, behaving, and acting that evaluates the rights and obligations of oneself and others equally. In its application in schools, democracy can be in the form of mutual respect for the opinions of friends and being able to make joint decisions. In the quote above, the democratic attitude is shown to the Little Prince character who respects The King's opinion and asks for strong reasons for the opinion expressed so as to realize an acknowledgment or agreement.

Curiosity

*"The little prince questioned me as if seized by a grave doubt"
"What is that object?, what you dropped down from the sky?"
"A sheep if it eats bushes, does it eat flowers too?, even flowers with thorns?"
"What are you doing here?, Why you are drinking?, to forget what?, ashamed of what?"*

In the *Regulation of the Minister of Education and Culture* No. 20 of 2018, curiosity is attitudes and actions that always seek to know more deeply and broadly from something that is learned, seen, and heard. In education, the attitude of curiosity really helps students in critical and creative thinking. With curiosity students get new information and add insight. Based on the results of the analysis, the character of The Little Prince has a strong curiosity. This is shown by the unique questions. The quotes above show that he is very curious about the things he has just met. He didn't want to keep his ignorance. But he asked not to be an unanswered question.

Communicative

*"Good morning, you are wearing a funny kind of hat"
"Good morning', the little prince replied politely"
"When he arrived on the planet, he salutes the lamplighter respectfully"*

“But you must not forget it. For what you have tamed, you become responsible forever”

In the *Regulation of the Minister of Education and Culture No. 20 of 2018*, communicate is a set of attitudes and behaviors that inspire him to create something valuable for society while also acknowledging and respecting the achievements of others. A communicative attitude can help us to establish good connections with other people. In activities at school, communicative attitudes can be linked to students socializing and doing assignments in establishing relationships between students. In the quote above, the Little Prince character has a communicative nature with anyone. He is a sociable boy and makes friends. So, he has a lot of good friends.

Love for Peace

As the little prince watched him, he felt that he loved this lamplighter who was so faithful to his orders. He remembered the sunsets which he himself had gone to seek, in other days, merely by pulling up his chair; and he wanted to help his friend.

Love for peace is an attitude that causes others to feel happy and secure in their presence. This attitude will create calm in students so that they are able to build harmony. This attitude is very important to be instilled in students so that it can prevent disputes or fights. Based on the results of the analysis, the Little Prince character has a love of peace with anyone he meets. The quote above shows the Little Prince's love of peace to Lamplighter. He felt sorry for and cared about the burden the Lamplighter felt.

Care for environment

“On the morning of his departure, he put his planet in perfect order. He carefully cleaned out his active volcanoes. He possessed two active volcanoes; and they were very convenient for heating his breakfast in the morning. He also had one volcano that was extinct. But, as he said, “One never knows!” So, he cleaned out the extinct volcano, too. If they are well cleaned out, volcanoes burn slowly and steadily, without any eruptions. Volcanic eruptions are like fires in a chimney.”

Protection of the environment is an attitude and activity that aims to safeguard the environment, avoid damage to the natural environment, and undertake measures to restore any damage that has already occurred. In the story above, Little Prince is a character who really cares about the environment. He always cleans the volcanoes that are on his planet. Volcanoes are defined as one of the natural environments that we should protect and not pollute in order to remain sustainable.

Care for the social

"I took him in my arms and rocked him gently." I said to him, "the flower you love is in no danger"

"It is too heavy for you'. Slowly I pulled up the bucket".

"There was on a star, a planet, mine, the earth, a little prince to be comforted".

"I reached the wall just in time to catch my little prince in my arms"

Social care is an attitude and action that always wants to help other people and people in need. Assistance is not only in the form of goods but can be in the form of manpower, services, or reinforcement. Based on the results of the analysis, Little Prince has a sense of social care for all living things. A caring attitude is shown by giving help and strengthening to other living beings.

Be Responsible

"Then you shall judge yourself," the king answered, "that is the most difficult thing of all. It is much more difficult to judge oneself than to judge others. If you succeed in judging yourself rightly, then you are indeed a man of true wisdom."

Being responsible is a person's attitude and behavior toward himself, society, the environment (nature, society, and culture), the state, and God Almighty in carrying out his duties and commitments. A student must have a responsible attitude as a provision to form a good identity. Based on the results of the analysis, the King has a responsible attitude. He said that judging yourself is the hardest thing, if you are able to judge yourself and see your faults, you are a great person. Sometimes we find it easier to see the faults of others without knowing our own. So, being responsible for yourself is the first step that we must do.

DISCUSSION

Character education strives to build good character in students in order to improve the quality of the educational process and outcomes. Following the competency standards of graduates in each academic area, character education leads to the application of students' noble character in a comprehensive, integrated, and balanced manner. (Setiani, Riyanton, & Kariadi, 2021). Students are supposed to improve and apply their knowledge through character education, as well as study, assimilate, and personalize character and noble character ideals so that they are manifested in daily activity (Hasanah, Arafah, & Abbas, 2021). Therefore, individuals with good character can make decisions and are ready to be responsible for all the consequences of those decisions.

In line with previous explanation, there are two previous kinds of research about character education. Sundari & Fitriani (2021), researched Tere Liye's Selena novel's educational value and was described in order to determine the character and consequences of Tere Liye's novel's educational value and character. The findings revealed that religious, moral, and social values are all present in Tere Lie's

novel Selena. The author decided that this novel is appropriate for reading and usage as reading material in high school literature classes. Another finding from Fahrannisa et al. (2022), also proves that character education is one of the important things to be applied from an early age to students. In his research stated that short stories or fiction essays have an influence on students' attitudes and habits to become better individuals. Students can learn from the characters contained in the story by taking the positive side to apply in everyday life.

The character can be interpreted as religious rules, laws, karma, culture, conventions, and aesthetics, which are manifested in ideas, attitudes, feelings, words, and acts linked to God Almighty, oneself, fellow humans, the environment, and nationality. This research implies that the classic novel *The Little Prince* motivates that every problem has a solution, and meeting new people gives us new experiences. The characters in the story *The Little Prince* can be used as examples in learning and everyday life. This novel contains a lot of moral, educational values. The author's imaginations lead the reader to imagine and think about the events experienced by Pilot as my character in the story.

CONCLUSION

Character development in educational institutions, on the other hand, collides with the realities of modern life. Students are often enticed into morally reprehensible behavior by incorrect associations and contextual variables. (Muthohar, 2021). This situation causes students' character education values to deteriorate. Character education is an integral aspect of the educational process. Character Education has been implemented by the government in the schools listed in Permendikbud No. 20 of 2018. Character education is a part of the endeavor to establish specific traits and seeds in pupils so that they can develop their own unique personalities. The inculcation of character values is carried out using various media through literary works, one of which is the novel. *The Little Prince* novel is very thick with morals and character education values that liven up the entire contents of the novel. The characters found in the characters in *The Little Prince* novel are honesty, discipline, working hard, independence, democracy, curiosity, communication, love for peace, care for the environment, care for the social, and being responsible. *The Little Prince* novel has a background story that has positive energy for readers because it gives a moral message to keep the spirit in living life. The novel invites the reader to never fight for the goal even though the circumstances do not support us. This novel is generally full of educational values. This research is expected to help the younger generation form characters that can be applied in everyday life.

REFERENCES

- Aghni, L. A., Vianty, M., & Petrus, I. (2020). Character Education in English Subject : Teachers ' Perceptions and Strategies. *Ournal of English Educators Society*, 5(2), 127–134. <https://doi.org/10.21070/jees.v5i2.420>
- Arifin, M. Z. (2019). NILAI MORAL KARYA SASTRA SEBAGAI ALTERNATIF PENDIDIKAN KARAKTER (NOVEL AMUK WISANGGENI KARYA SUWITO SARJONO). *Jurnal Literasi*, 3(1).
- Fahrannisa, A. L., Muktiarni, M., Mupita, J., Indonesia, U. P., Pendidikan, D., Boga, T., & Indonesia, U. P. (2022). The Use of Short Stories as Learning Media for Character Education for Elementary School Students during the Covid-19. *Indonesian Journal of Multidisciplinary Research*, 2(2), 237–244.
- Gill, R. (1995). *Mastering English Literature* (2nd ed.). NewYork: PALGRAVE.
- Guerin, W. L., Labor, E., Morgan, L., Reesman, I. C., & Willingham, J. R. (2005). *A Handbook of Critical Approaches to Literature* (5th ed.). New Yorl: Oxford University Press.
- Hasanah, U., Arafah, B., & Abbas, H. (2021). The Values of Character Education in Pullman ' s The Golden Compass. *Multicultural Education*, 7(1), 142–148. <https://doi.org/10.5281/zenodo.4445425>
- Jhon, W. (2021). Challenges in the implementation of character education in elementary school : experience from Indonesia. *Ilkogretim Online - Elementary Education Online*, 20(87), 1351–1363. <https://doi.org/10.17051/ilkonline.2021.01.130>
- Khotimah, H., Widjaja, S. U. M., & Kusdiyanti, H. (2021). Character education based on cooperative personality values in the 2013 curriculum during the covid-19 pandemic. *Journal of Education and Social Sciences*, 17(1), 133–138.
- Laksmi, D., & Mustofa, A. (2020). THE MORAL PHILOSOPHICAL ANALYSIS AS REFLECTED ON DAN BROWN ' S THE MORAL PHILOSOPHICAL ANALYSIS AS REFLECTED ON DAN BROWN ' S INFERNO. *Jurnal Pendidikan Bahasa Inggris*, 9(1), 26–39. <https://doi.org/10.26618/exposure.v9i1.2892>
- Miftahurrisqi, P. (2018). Character Education Value Content in a Collection of Short Stories Compass 2018 Doa yang Terapung. *Britain International of Linguistics, Arts and Education (BioLAE) Journal*, 3(2), 151–158.
- Muthohar, A. (2021). Implementation and Development Models of Character Education in School. *Jurnal Penelitian Pendidikan Dan Pembelajaran*, 8(2), 69–82.
- Permendikbud No. 20 Tahun 2018 Tentang Penguatan Pendidikan Karakter Pada Satuan Pendidikan Formal.
- Piscayanti, K. S. (2015). *The Art of Literature Poetry and Prose Fiction*. Yogyakarta: Graha Ilmu.
- Rohinah, M. N. (2011). Pendidikan Karakter Berbasis Sastra: Solusi Pendidikan Moral yang Efektif. Yogyakarta: Ar-Ruzz Media.
- Setiani, U. A., Riyanton, M., & Kariadi, M. T. (2021). Using Character Education

- Forms and Values of Folklores in Brebes Regency as the Old Literature Learning Materials. *Jurnal Ilmiah Lingua Idea*, 12(1), 40–50. <https://doi.org/10.20884/1.jli.2021.12.1.3949>
- Sundari, S., & Fitriani, Y. (2021). An Analysis of Educational Values and Character Values in Novel Selena by Tereliye and Their Implication for Learning High School. In *Proceedings of the International Conference on Education Universitas PGRI Palembang* (Vol. 565, pp. 1118–1122).
- Wan, S. Y. C., & Amini, M. (2020). Secondary World Infrastructures and Storyworld of The Little Prince Novella. *Pertanika Journal*, 28(1), 175–189.
- Wardiah, D. (2021). Values Of Character Education In The Finalist Short Story Collection At The Provincial Level Of The 2014 Fls2n. *Jurnal Pendidikan Tambusa*, 5(2), 4902–4906.
- Wiley, J. (2015). *The Companion to The English Novel*. Chichester: John Wiley & Sons, Ltd.
- Yulianto, A., Nuryati, I., & Mufti, A. (2020). ANALISIS NILAI-NILAI PENDIDIKAN KARAKTER DALAM NOVEL RUMAH TANPA JENDELA KARYA ASMA NADI. *Jurnal Bahasa, Sastra Indonesia, Dan Pengajarannya*, 1(1), 110–124.

BALINESE LANGUAGE TEACHER PROFESSION TOWARDS PROFESSIONAL TEACHERS AN OPPORTUNITY AND A CHALLENGE

I Kadek Widiyantana

I Gusti Bagus Sugriwa State Hindu University

kadekwidiyantana@uhnsugriwa.ac.id

ABSTRACT

The Balinese language is the mother tongue of the Balinese people, which until now has been dominantly used as the daily language of the Balinese people. In the realm of education, Balinese is a mandatory local content at every level of education. Balinese language subjects are taught from the level of elementary school to senior high school. However, in the midst of globalization, people's knowledge of the Balinese language, especially the millennial generation, is decreasing. This is certainly a challenge for a teacher, especially a Balinese language teacher. This study attempts to describe the opportunities and challenges of a Balinese language teacher using a qualitative descriptive method. The analysis uses SWOT analysis, by describing the strengths, weaknesses, opportunities/opportunities, and threats of a Balinese language teacher towards becoming a professional teacher. This study shows that the aspects of strength include protection from the government, the language attitude of the Balinese people tends to be positive, the cultural environment, the Balinese language is a mandatory local content. Weaknesses include that the Balinese language is not fully the mother tongue, the CPNS and PPPK formations for Balinese language teachers are minimal, the Balinese language curriculum cannot be applied to all needs. Opportunity: Professional Teacher Education for Balinese Language Teachers, Balinese Language Mass Media, Development of Educational Technology, Threats: Multilingual Society, Balinese Language Study Program is less desirable.

Keywords: Balinese Language Teacher; SWOT; Opportunity; Challenge

INTRODUCTION

According to Ismadi (2022), Efforts to protect language are indeed efforts whose results are not "real" material-economically, but this effort is a struggle to make a significant contribution in order to safeguard the nation's inner wealth (something that concerns the soul, feelings, and so on). An extinct language, not just the extinction of vocabulary or grammar, but the loss of a very valuable national cultural heritage. Therefore, attention to regional languages including Balinese must be anticipated with careful planning so that Bali does not lose its cultural heritage in the form of a noble language. Unesco (2010) warns that when a language becomes extinct, the world loses a very valuable heritage, and a large number of legends, poetry and, knowledge accumulated from generation to generation will also become extinct. Moreover, there are many Hindu literary heritages in the Balinese, when the language is not inherited, of course, the literary heritage will gradually be abandoned.

Regional languages have an important position in the cultural and artistic life of each region. Songs, dances, folklore, oral literature and other oral traditions often use local languages as a means of conveying messages and maintaining local wisdom. Although regional languages have high cultural values and show

Indonesia's diversity, several regional languages also face challenges in maintaining their existence. Globalization, urbanization, and socio-economic changes have caused regional languages to gradually lose their number of speakers, including the Balinese regional language.

Balinese language is one of the regional languages in Indonesia which still exists today in the midst of globalization. Traditions, art, culture and Hindu religion in Bali have contributed to maintaining the existence of the Balinese language, in addition to support from the education sector. Although its existence is still classified as existing, recently the Balinese language is faced with challenges that could threaten its sustainability. This paper will describe the opportunities and challenges faced by Balinese language teachers towards becoming professional teachers. How is a Balinese language teacher required to really be able to keep up with the current developments so that students are interested in learning Balinese. The professional development of Balinese language teachers towards professional teachers is one of the strategic steps in preserving Balinese language and culture and improving the quality of education in the area. Opportunities and challenges of a Balinese language teacher will be analyzed using SWOT analysis. Thus, Balinese language teachers are expected to be able to understand their strengths, overcome weaknesses, take advantage of existing opportunities, and be prepared to face threats that may arise. This analysis is expected to provide understanding, so that more effective teaching strategies can be developed, increase the role of regional languages in society, and strengthen awareness of the importance of regional languages in education and daily life.

LITERATURE REVIEWS

A literature review is conducted to provide a thorough understanding of the topic to be researched as well as to have an overview of existing research or studies, identify knowledge gaps, and present a solid theoretical framework for the research or study to be conducted. In this paper, there are several relevant studies that can be used as a theoretical framework.

Malini et al, (2013) in a study entitled "Attitudes of the Young Generation Towards Balinese Language in Bali International Tourist Destinations" shows that language pride encourages the younger generation to develop their language and use it as a symbol of identity and community unity. Related to language attitudes from the cognitive, affective and conative aspects, the younger generation has a positive tendency. This is shown by the understanding that the Balinese language is a marker of ethnic identity and a carrier of noble Balinese culture.

Yati (2015) in the proceedings entitled "Saving the Regional Language Through Communicative Language Learning" said that the loyalty of speakers of regional languages to their language has decreased, especially in the family domain. In fact, it is from the family that the regional language is obtained for the first time. This condition needs to find a solution, one of which is through teaching. The first alternative, especially from kindergarten to lower grade elementary

schools, local languages can be used as the language of instruction. In addition, as a second alternative, language teaching applies a communicative approach. This paper provides an illustration that the loyalty of speakers of local languages is decreasing and teaching is one way to anticipate this condition. Therefore, efforts to create professional local language teachers deserve serious attention.

Mustika (2018) in an article entitled "Shifting Balinese as Mother Language in the Global Era (Language Maintenance Study)" explains that the condition of Balinese as a mother tongue has decreased. In terms of quality and quantity, the use of Balinese language has decreased. This is particularly the case in urban areas and tourism areas. For this reason, an effort must be made to save the language so that the Balinese language can still exist and be used as the mother tongue. Mustika's article describes how the shift in Balinese as the mother tongue of the Balinese people has occurred, especially in urban areas.

Garnika et al., (2021) in an article entitled "Implementation of SWOT Analysis in Planning to Improve Education Quality in Elementary Schools" describes the implementation of SWOT analysis in improving the quality of education in elementary schools, supporting and inhibiting factors, and strategies for improving the quality of education by schools. This indicates that SWOT analysis is important in efforts to improve the quality of education. This illustrates that SWOT analysis is important to improve the quality of education, including in efforts to improve the quality of local language teachers.

The literature review above shows that there is no research that has specifically conducted a swot analysis of the Balinese language teacher profession in an effort to improve the professionalism of a Balinese language teacher.

METHODS

SWOT analysis in education is an approach used to evaluate strengths, weaknesses, opportunities, and threats in the context of a particular education system, educational institution, or educational program. The purpose of a SWOT analysis in education is to understand the current position and performance of education and identify factors that may affect the success and progress of education in the future. Likewise, the presence of Balinese language teachers in Bali. Based on the results of the SWOT analysis, it is possible to formulate factors that influence success in teaching Balinese and to find better formulations in planning Balinese.

DISCUSSION

SWOT analysis of opportunities and challenges for Balinese language teachers to become professional teachers can provide an overview of the factors that can affect teacher performance and success in teaching and maintaining the preservation of the Balinese language as a whole to have a positive influence on student learning outcomes. This is important because one of the supporting factors for the preservation of the Balinese language is the education or teaching sector.

STRENGTH

Strengths (strengths) are internal factors that provide a competitive advantage for individuals, groups, or organizations. On the other hand, opportunities and challenges are external factors that can affect their performance and development. Several strengths support efforts in creating professional Balinese language teachers.

Protection from the Government

Regional languages are important to know, considering that regional languages cannot be separated from cultural and social contexts, as well as the Balinese language. Recognition of the power of regional languages can help encourage the preservation and development of regional languages and increase appreciation of linguistic and cultural diversity in a country or region. Regional languages, including Balinese, have been protected by law. Various regulations are issued by the government in maintaining the survival of local languages. There is some evidence of concern from the international community and the Indonesian government in maintaining regional languages. UNESCO has set February 21 as International Mother Language Day whereas, in Indonesia, it is in the form of Ministerial Regulations and Regional Regulations (Setyawan, 2011).

Law Number 24 of 2009 defines that regional languages are languages used for generations by Indonesian citizens in areas within the Territory of the Unitary State of the Republic of Indonesia. Thus, regional languages are likened to the identity of Indonesian people who have various ethnicities (Berlianty, 2018). This of course also applies to the Balinese language. Based on Article 41 and Article 42 of Law Number 24 of 2009, the handling of regional language and literature is the responsibility of the regional government and in carrying out this responsibility, the regional government must coordinate with the central government as the maker of national language policies. Apart from a more detailed division of tasks, this coordination can also take the form of facilitating expertise and resource support (Sugiyono, 2022). The protection of regional languages is based on the mandate of Article 32 Paragraph 2 of the 1945 Constitution, which states that the state respects and maintains regional languages as national cultural assets. With this verse, the state gives the opportunity and freedom to the people to preserve and develop their language as part of their respective culture (Berlianty, 2018). Likewise, local governments are obliged to develop, foster and protect regional languages and literature so that they continue to fulfill their position and function in social life in accordance with the times and so that they remain part of Indonesia's cultural wealth (article 42 paragraph 1). Development, guidance and protection are carried out in stages, systematically and continuously by the local government under the coordination of language institutions (article 42 paragraph 2) (Berlianty, 2018)

Protecting local languages is our shared responsibility. Apart from the people who own the language and literature themselves, the government is of course also present in this protection effort, as stipulated in the Law of the Republic

of Indonesia Number 24 of 2009 (RI Law No. 24/2009) and Government Regulation Number 57 of 2014 (PP No. 57/2014). In RI Law no. 24/2009, the policy for handling regional language and literature is directed at three actions, namely developing, fostering, and protecting regional language and literature (Ismadi, 2022).

The press release of the Ministry of Education, Culture, Research and Technology, 27 June 2022 states that the preservation of regional languages including Balinese has received the attention of many parties, including the government. Revitalization of Regional Languages is carried out by the Language Development and Development Agency (Badan Bahasa) of the Ministry of Education and Culture through several stages, one of which is Regional Language Revitalization Training for Elementary School (SD) and Junior High School (SMP) Teachers for Mother Language Shooters in 12 provinces, namely North Sumatra, West Java, Central Java, Bali, NTT, NTB, South Sulawesi, East Kalimantan, Central Kalimantan, Maluku, North Maluku and Papua.

The Provincial Government of Bali has also issued several regulations relating to efforts to protect and preserve the Balinese language, including Regional Regulation No. 1 of 2018. On April 10, 2018, Bali Regional Regulation No. 1 of 2018 concerning Balinese Language, Script, and Literature, which in general has similarities with the Bali Regional Regulation Number 3 of 1992. This Regional Regulation is intended to make efforts to promote the Balinese language and literature by protecting, developing, utilizing, and cultivating the potential of language, script, and Balinese literature. Article 7 (1) The Regional Government protects Balinese language, script, and literature; (2) The protection of Balinese language, script, and literature is carried out to maintain its position and function as forming tribal personality, strengthening identity, and a means of expressing regional literature and culture. For the smooth running of the task of maintaining the Balinese language, the Governor formed an Institution for Balinese Literature and Literature which has the task of carrying out the protection, development, utilization and fostering of Balinese Language, Script and Literature (Suwija, 2021). The Governor Regulation No. 80 of 2018 concerning the Protection and Use of the Balinese Language, Script, and Literature was also issued by the Provincial Government of Bali. The governor regulation regulates the mandatory use of Balinese script on office nameplates for business entities and regulates the holding of the Balinese Language Month in February. The issuance of the governor regulation to save the Balinese language, this indicates that the government is actually present to maintain the existence of the Balinese language (Wijaya, 2021). In addition, the decision to make the Balinese language a mandatory local content in Bali confirms the commitment to preserving regional language and culture, as well as playing an important role in maintaining local wisdom in an increasingly modern and global society.

The language attitude of the Balinese people tends to be positive

The language attitude of the Balinese people towards the Balinese language is generally also relatively positive. The Balinese language is considered an important cultural identity for the Balinese people, and a powerful means of conveying their cultural values and traditions. The Balinese language is considered a valuable and important language in the daily life of the Balinese people. This language is seen as a means to convey the customs, ethics, norms, and traditions adopted by the Balinese people. Even though Indonesian is the national language and the official language in Indonesia, Balinese remains the main language of the Balinese people in everyday life. Balinese people widely use the Balinese language in their daily conversations, both in the family, social, and cultural and religious contexts. Balinese people generally have a high awareness of the importance of preserving Balinese language and culture. Support from the community is an impetus for Balinese language teachers to be more committed in their role as professional teachers.

Cultural Environment

The Balinese language plays an important role in Balinese religious, artistic and cultural ceremonies. This language is used in various traditional events, such as wedding ceremonies, death ceremonies, traditional dances and other artistic performances. Balinese religious, artistic and cultural activities which cannot be separated from the use of the Balinese language, indirectly help maintain the existence of the Balinese language to continue to be explored and also developed. Likewise, there are levels of language that are very rich in character education which are still maintained today, so that the Balinese language can still exist, although recently it has decreased because it has been replaced by the use of the National language. The Balinese language in the realm of tradition is a standard that cannot be disturbed. For example, in a traditional village meeting, Balinese is absolutely used. Likewise, when proposing to marriage at a wedding ceremony, the Balinese language must also be used. There are many more Balinese traditions, customs and culture that have contributed to preserving the Balinese language. With the Richness of Balinese Culture, Balinese language teachers have direct access to the richness of Balinese culture, including literature, traditions and ethical values. This knowledge becomes a strong foundation in teaching the Balinese language and culture to students. Balinese customs and culture indirectly play a very important role in the preservation of the Balinese language.

The Balinese language becomes Mandatory Local Content

Balinese language education has been introduced in schools in Bali. Balinese language subjects are an important part of the education curriculum, especially at the elementary and secondary levels. This shows a commitment to preserving and appreciating the Balinese language from an early age. Artists and writers also take part in the glorification of the Balinese language. They use the Balinese language in

works of art, poetry, literature and folklore, which helps strengthen and promote the language. Balinese people in general have a high awareness of the importance of preserving the Balinese language. Various efforts have been made to promote and keep this language alive and relevant in the modern era. All levels of education in Bali, starting from elementary, junior high, high school, and vocational school, also include Balinese language as a compulsory subject.

WEAKNESS _

The Balinese language is no longer fully the mother tongue

The 2006 Balinese Language Congress which took place in Denpasar raised concerns that by 2041 the Balinese language would become extinct if it was not immediately anticipated (Sriasih 2020:1439). This concern is justified considering that today some parents do not teach Balinese from an early age. Seeing this situation, the provincial government of Bali does not remain silent. Various policies have been implemented to save the Balinese language (Wijaya, 2021).

The use of the regional language as the language of instruction in class is proof that in fact Indonesia has been implementing the EFA (education for all) principle since the 1950s which was initiated by Unesco only in the 1990s. The use of regional languages as an introduction to the world of education is an effort to reach students who have not been able to follow lessons delivered in Indonesian. This is at the same time proof that Indonesia has also implemented the MLE (multilingual education) program, namely an education program that utilizes the first language as the language of instruction at the initial stage and then one day – generally in grades III or IV – switches to the national language. Unesco introduced the MLE program in the 2000s (Sugiyono, 2022). However, this program has recently been discontinued, and on average the teaching staff have returned to the Indonesian National language because most students are fluent in Indonesian and the curriculum and teaching materials also use the national language of instruction. It also urges teachers in early grades in Bali to use Indonesian as the language of instruction. This also has implications for the condition of the Balinese language as the mother tongue which has decreased. In terms of quality and quantity, the use of Balinese language has decreased. This is particularly the case in urban areas and tourism areas (Mustika, 2018) .

CPNS and P3K Formations for Minimal Balinese Language Scholars

Balipuspanews online news, June 3, 2021 reported that it seems that it seems that it seems that it is looking for PPPK and CPNS recruitment vacancies for Balinese language teachers in Karangasem to be patient. This is because in the 2021 formation of Government Employees with Employment Agreements (PPPK) and CPNS in Karangasem Regency there is no formation for the recruitment of Balinese Language Teachers and Hindu Religious Teachers. Even though seen in general, the number of PNS and PPPK for the teachers of the two subjects can be said to be still

lacking. This was acknowledged by the Head of the Youth and Sports Education Office, I Gusti Ngurah Kartika when confirmed.

The same thing was also found in Badung, as reported by the Nusa Bali daily. November 3, 2022. Head of the Badung Youth and Sports Education Office (Disdikpora) I Gusti Made Dwipayana, said the PPPK formation was determined by the central government. "For the formation of Balinese language teachers there is no formation yet. We haven't been able to get through to Balinese language teachers, because this formation was distributed by the central government. The Head of the Badung Education, Youth and Sports Office, I Gusti Made Dwipayana, explained that the formation of teachers of Balinese and other regional languages does not have a home in the central government. "Balinese language teachers and regional language teachers throughout Indonesia do not have a format there," said Dwipayana when met Wednesday (2/11/2022). Radar Bali daily, August 4, 2023 reported that Balinese language teachers in Badung Regency could not take the Government Employee with Work Agreement (P3K) test because the formation had not been opened. The Badung DPRD members are concerned about the fate of these teachers, and are even ready to participate in fighting for their fate to be appointed as First Aid Teachers. Metro Bali Daily also reported that dozens of Balinese language teachers who are members of the Badung Regency MGMP, Wednesday (9/11/2022) expressed their aspirations to the Chairperson of the Badung DPRD Putu Parwata. This is related to the absence of slots for contract/honorary Balinese language teachers to upgrade their status to become government employees with a work agreement (PPPK).

The 4 August 2023 edition of Tatkala.co wrote that Balinese language teachers have high hopes for the formation of the Balinese Language PPPK to be opened in 2022. However, mother tongue educators again have to bite their fingers. The formation of Balinese language teachers was again not listed in this year's PPPK procurement announcement. It is not wrong if the disappointment of Balinese language teachers deepens. The Regional Language Revitalization Program that is being echoed has also not had an impact on the welfare of Balinese language teachers. Even though Balinese language teachers in 8 regencies and 1 city in the Province of Bali have just contributed to the success of the 2022 Mother Language Budding Festival (FTBI) organized by the Bali Provincial Language Center.

The Balinese Language Curriculum is Generic

The Nusa Bali Daily, April 4 2019 edition, contains the views of an academic who has researched the Balinese language, namely Nengah Arnawa. He considered that the Balinese language curriculum currently tends to be generic, meaning that it is generally applicable to all levels of education. He suggested a more specific review of the curriculum in line with the needs of each level and the characteristics of education.

According to Arnawa, the stipulation of Bali Province Regional Regulation (Perda) No. 1 of 2018 and Bali Governor Regulation Number 20 of 2013 should be

appreciated because they become the legal umbrella for teaching Balinese language as mandatory local content. However, this needs to be followed up by carefully rearranging the Core Competencies (KI) and Basic Competencies (KD) so that they are more in line with the needs of Balinese language learning. This is because the student variables and school characteristics are very diverse. "In the annex which is an integral part of the Gubernatorial Regulation, the competencies for Balinese language lessons described only contain learning needs for public schools, such as elementary, junior high, and high school; while schools with special characteristics, such as: Madrasah, Special School, Vocational School, and Packages learning has not been touched," he said.

This juridical discrepancy brings the position of Balinese language teachers in special schools into a dilemma. If Balinese language teaching is carried out consistently with reference to the annex to the Bali Governor Regulation, the competencies taught will not match the learning needs, and in certain cases it may even be impossible to do so.

TO CHANCES / OPPORTUNITIES

Teacher Professional Education Program for Balinese language teachers

Teacher Professional Education (PPG), especially teachers in the field of Balinese language studies as the vanguard of teacher preparation have a strategic role in producing professional Balinese language teachers. In the context of PPG in the field of Balinese language studies, the curriculum as a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (UU No. 20 of 2003), needs to be adjusted in line with various demands the. From the internal side, the curriculum is required to be able to align graduate profiles, learning outcomes, curriculum content, learning, and assessment (Designation Team, 2019: 5)

Regional Language Teacher Professional Recognition is certainly an opportunity because it will have implications for teacher welfare. The government provides official recognition of the Balinese language teaching profession as a professional teacher, which means support and incentives for their professional development. Balinese language PPG, as an event in improving the quality of Balinese language teachers in Balinese language. Teacher Professional Education (PPG), particularly teachers in the field of Balinese language studies as the vanguard of teacher preparation have a strategic role in producing professional Balinese language teachers.

The existence of Regional Language Mass Media

The mass media in Bali have also contributed to the preservation of the Balinese language for a long time, one of which is by including Balinese language rubrics in the published mass media, both in daily, weekly and monthly editions (Widiantana, 2022). The mass media in Balinese include Buratwangi Magazine,

Suara Saking Bali Magazine, Balinese News Programs from Bali TV and TVRI, other Balinese language newspapers. This is of course a supporter of the preservation of the Balinese language as well as an opportunity to join in some of the Balinese language mass media. Globalization and the dominant use of mass media can threaten the sustainability of regional languages, including Balinese. Therefore, the Balinese language mass media can be worked on optimally.

Education Technology

Advances in technology in education can be an opportunity for the development of teaching methods that are more interesting and interactive. The current generation, which is often called the millennial generation, has several characteristics, including information services from various directions, prefers cell phones, has social media, has advances in information technology compared to their parents, etc. Some of the opportunities that teachers have include: the opportunity to shift the old paradigm of the learning environment, media and learning resources and other learning components, the need to develop digital-based teaching materials, the need to develop teaching materials with a multicultural perspective, and the need to develop teaching materials filled with ecological intelligence (Nur Al (Nur Al Fatah, 2022).

Local language teachers can use technology to provide students with innovative and engaging learning materials. The development of technology-based Balinese language teaching materials, which so far has not been optimally worked on, is a great opportunity that must be worked on so that it can adapt to technological developments. As a tourism area, armed with palm-leaf writing skills, students can make souvenirs using palm-leaf media, either in the form of operations or just in the form of writing (Widiantana, 2019). This is of course if worked out optimally is a potential opportunity to be developed.

THREAT

Bilingual/ Multilingual Society

The loss of vitality in regional languages is generally caused by the migration of rural people to cities in search of a more decent livelihood and inter-ethnic marriages that are common in Indonesia. Urban society, which is generally a multiethnic or multilingual society, forces a person to leave their ethnic language and move towards the national language. This method is considered better than divergence or convergence with other ethnic languages. Indonesian is a compromise language in an inter-ethnic marriage. In general, the ethnic language of each parent is abandoned and Indonesian is then used in the family because it is considered the language that can connect them fairly. Urbanization and inter-ethnic marriage cannot be prevented, even the rate of urbanization and inter-ethnic marriage tends to increase. Under these conditions, will we remain silent in the face of the elimination of regional languages? What are the government policies to protect regional languages and literature in Indonesia? This paper will discuss

government policies in protecting local language and literature, including what has been done and what has been outlined in laws and regulations (Sugiyono, 2022). In Bali, many students are fluent in Indonesian and Balinese, but many are only fluent in Indonesian. Multilingual teaching may require the right approach to be effective and not neglect any one language.

There are two causes for the lack of persistence of regional languages, firstly because regional languages have experienced a decline in prestige due to the strengthening of the position and function of Indonesian as the national language and state language, and secondly because our social relations are increasingly complex and globalized, which in turn forms a pragmatic attitude. to choose to master the language that will enable us to be part of that national and global society. The consequences are indeed big, namely there will be a crisis of cultural identity, which starts from ethnic culture to a crisis of national culture (Darwis, 2011).

Balinese Language Study Program Lonely Interested

Many parents or prospective students think that a regional language major has few clear job opportunities compared to more general majors, such as engineering, medicine, or economics. They think that there are limited employment opportunities. After graduation, graduates majoring in regional languages tend to have limited job opportunities, especially if they only focus on mastering the regional language without combining it with other fields of work. The public is generally more interested in majors that are considered to have better job prospects and higher salaries, thus making local language majors less attractive. Some people think that regional language studies have no added value or significant importance in the world of work or everyday life, thereby reducing their interest in choosing this major.

Several online newspapers also reported on the existence of Balinese language study programs/departments that were lacking in interest. Udayana University, which is a favorite university for prospective students, said that there were several departments at Udayana University which were lacking in interest and had relatively few capacity, one of which was in Balinese literature study program. Likewise at the Ganesha University of Education, where recently the conditions were almost the same. Kompas daily said that those interested in the 2022 SBMPTN route: 39 people and the capacity for the 2023 SNBT UTBK: 25 seats. The Balinese Language Department is one of the less interested majors at Undiksha Singaraja.

At other universities that also opened Balinese language study programs such as UPMI Bali, they also experienced the same thing. For Study Programs who are not interested, they are given tuition-free assistance for 4 years, including for the Fine Arts, Balinese Regional Language, Biology and History study programs. Free tuition fees for 4 years equivalent to IDR 7 million. UPMI Bali Chancellor Dr. Made Suarta, SH., M. Hum. explained, every year, his party consistently provides full scholarships for the Education Study Program.

"We provide a trigger for prospective students to want to study that discipline. In particular, for regional language study programs such as Balinese, the demand for them is decreasing, but we continue to maintain the study program as a form of our dedication as a higher education institution," said Made Suarta (koranjuri.com, 2 May 2023). In Made Suarta's opinion, the government seems half-hearted in adopting regional languages. His gaze is still limited to the ceremonial of the programs being carried out. However, in practice, the needs of regional language teachers in schools are not accommodated. "Local languages are included in cultural arts, they should stand alone. So, local language teachers in schools can be taken from any teacher. In fact, regional languages have their own depth of knowledge," he explained.

When a study program has no students, of course the existence of the study program has the possibility to be closed. Even though the regional language department may lack interest, it should be remembered that its existence is still important for preserving regional language and culture. Regional languages are part of a nation's cultural wealth, and efforts to learn and preserve them are very meaningful steps. In addition, if you have a strong interest and interest in regional languages, choosing this major may provide a valuable and fulfilling learning experience. Remember to always follow your interests and talents in choosing a college major.

An analysis of the strengths, weaknesses, opportunities and threats in developing the Balinese language teacher profession in order to produce professional Balinese language teachers is important to observe. A Balinese language teacher must be able to face existing challenges and be able to find solutions to the weaknesses encountered in learning Balinese. The shift in Balinese language which is not fully the mother tongue in the current era certainly requires more effort from a teacher. Teachers can provide parents with an understanding that strengthening children's mother tongue is very important for maintaining cultural heritage and building their identity. Mother tongues are not only a means of communication, they also help strengthen family relationships, develop cultural identity, and support children's learning abilities. How do teachers and parents have a strong role model in language learning. By using their mother tongue in their daily communication with their children, they will set a good example and encourage their children to do the same. Consistency is important, because the use of this language must be consistent at home and within the family environment, so that children feel comfortable and accustomed to using that language. the existence of the Balinese language curriculum which is still general in nature requires teachers to be able to adapt to the conditions in the classroom, so that they can be in harmony with the needs at the level and characteristics of education.

The thing that deserves serious attention for Balinese language teachers is to be more innovative in delivering teaching materials to students. Increased innovation in Balinese language teaching by teachers can have a positive impact on students' learning experiences and maintain cultural heritage. Teachers must be

able to use and even develop technology in teaching such as educational software, language learning applications, and online platforms to create interesting and interactive materials. This can increase student engagement and enrich their learning experience. This is something that is not handled properly by the teachers. Creative Application of Teaching Materials is important in order to make the learning process more exciting and effective. Teachers are required to innovate on an ongoing basis. Another thing that is also important in creating a professional Balinese language teacher is the improvement of the teacher's own welfare. Professional recognition of regional language teachers as professional teachers is very important, because it will have implications for support and incentives in the professional development of Balinese language teachers.

CONCLUSION

The existence of Balinese language teachers has a very important position to preserve and teach Balinese language. Balinese language teachers act as guardians and key holders in maintaining the cultural richness and identity of the Balinese people through their language. Balinese language teachers play a role in nurturing and imparting traditional cultural knowledge, classic stories, and ethical values through the Balinese language. Thus, their presence helps maintain and preserve the rich cultural heritage of the Balinese people. In addition, teachers are intermediaries between generations, Balinese language teachers help bridge the gap between traditional language knowledge and students' modern understanding. This is important to ensure that knowledge of Balinese language and culture is passed down continuously to future generations.

Balinese language teachers play a role in creating innovative and interesting teaching methods to maintain students' interest in learning the local language. The use of educational technology and local media can be effective tools for this purpose.

The existence of a Balinese language teacher helps increase a sense of pride and awareness of a distinctive and unique cultural identity among students. In the context of preserving Balinese language and culture, it is important for the government, community, and educational institutions to provide proper support and recognition to Balinese language teachers. Ensuring the sustainability of Balinese language teachers will help maintain the rich culture and identity that has been passed down from generation to generation.

REFERENCES

- Badanbahasa.kemendikbud.go.id. (22 Januari 2022). Kebijakan Pelindungan Bahasa Daerah dalam perubahan Kebudayaan Indonesia. Diakses pada 18 Juli 2023, dari <https://badanbahasa.kemendikbud.go.id/artikel-detail/842/kebijakan-pelindungan-bahasa-daerah-dalam-perubahan-kebudayaan-indonesia>.
- Badanbahasa.kemendikbud.go.id. (22 Januari 2022). Pelindungan Bahasa Daerah dalam Kerangka Kebijakan Nasional Kebahasaan. Diakses pada 15 Juli 2023,

- dari <https://badanbahasa.kemdikbud.go.id/artikel-detail/797/pelindungan-bahasa-daerah-dalam-kerangka-kebijakan-nasional-kebahasaan>
- Balipuspanews.com. (3 Juni 2021). Tahun 2021, Karangasem Tidak Rekrut Guru Bahasa Bali dan Agama Hindu. Diakses pada 12 Juli 2023 dari <https://www.balipuspanews.com/tahun-2021-karangasem-tidak-rekrut-guru-bahasa-bali-dan-agama-hindu.html>
- Badanbahasa.kemendikbud.go.id. (22 Januari 2022). Pelindungan Bahasa Daerah dalam Kerangka Kebijakan Nasional Kebahasaan. Diakses pada 15 Juli 2023, dari <https://badanbahasa.kemdikbud.go.id/artikel-detail/797/pelindungan-bahasa-daerah-dalam-kerangka-kebijakan-nasional-kebahasaan>
- Balipuspanews.com. (3 Juni 2021). Tahun 2021, Karangasem Tidak Rekrut Guru Bahasa Bali dan Agama Hindu. Diakses pada 12 Juli 2023 dari <https://www.balipuspanews.com/tahun-2021-karangasem-tidak-rekrut-guru-bahasa-bali-dan-agama-hindu.html>
- Berlianty, T. (2018). Penguatan Eksistensi Bahasa Tana dalam Upaya Perlindungan Hukum Bahasa Daerah sebagai Warisan Budaya Bangsa. *Kertha Patrika*, 40(2), 99. <https://doi.org/10.24843/kp.2018.v40.i02.p04>
- Darwis, Muhammad. 2011. Nasib Bahasa Daerah di Era Globalisasi. Makalah disampaikan pada Workshop Pelestarian Bahasa Daerah Bugis Makassar, Balitbang Agama Makasar, 15 Oktober 2011.
- Garnika, E., Rohiyatun, B., & Najwa, L. (2021). Implementasi Analisis Swot dalam Perencanaan Peningkatan Mutu Pendidikan di Sekolah Dasar. *Journal Of Administration and Educational Management (ALIGNMENT)*, 4(2), 162–169. <https://doi.org/10.31539/alignment.v4i2.3031>
- Mustika, I. K. (2018). Pergeseran Bahasa Bali sebagai Bahasa Ibu di Era Global (Kajian Pemertahanan Bahasa). *Purwadita*, 2(1), 94–102. <http://jurnal.stahnmpukuturan.ac.id/index.php/Purwadita/article/view/26>
- Ni Luh Nyoman Seri Malini, Ida Bagus Putra Yadnya, Ni Luh Putu Laksmi, I. G. N. K. S. (2013). Sikap Generasi Muda Terhadap Bahasa Bali. *Bahasa Dan Seni*, 41(2), 159–168.
- Nur Al Fatah, A. (2022). Peluang dan Tantangan Guru dalam Menghadapi Era Digital. *Eduwis : Jurnal Manajemen Pendidikan Islam*, 7(1), 1–9.
- Setyawan, Aan. (2011). Bahasa Daerah dalam Perspektif Kebudayaan dan Sociolinguistik : Peran dan Pengaruhnya dalam Pergeseran dan Pemertahanan Bahasa. Makalah disampaikan dalam Internasional Seminar "Language Maintenance and Shift. July 2, 2011. Master Program in Linguistics, Diponegoro University.
- Suwija, I. N. (2021). *Kiat-Kiat Pemerintah Daerah Bali Memelihara Bahasa, Aksara, Dan Sastra Bali*. Seminar Bahasa, Sastra Dan Pengajarannya (PEDALITRA I) Penguatan Literasi Melalui Pengajaran Bahasa Dan Sastra.
- Widiantana, I. K. (2019). REVOLUSI INDUSTRI 4.0, TANTANGAN DAN PELUANG BAGI TRADISI MENYURAT LONTAR. *Prosiding Seminar Nasional Dharma Acarya*, 89–96.

- Widiantana, I. K. (2022). Media Massa Berbahasa Bali Sebagai Media Pemertahanan Bahasa Bali Di Provinsi Bali. *Widya Duta: Jurnal Ilmiah Ilmu Agama Dan Ilmu Sosial Budaya*, 17(1), 1–9. <https://doi.org/10.25078/wd.v17i1.29>
- Wijaya, I. G. A. R. (2021). Lomba Bulan Bahasa Bali Sebagai Prasarana Pendidikan Bahasa Bali Yang Berkesinambungan : Sebuah Analisis Perencanaan. *Jurnal Pusat Penjamin Mutu*, 3(1), 9–18.
- Yati, D. (2015). Prosiding Seminar Nasional Bulan Bahasa UNIB 2015. *MENYELAMATKAN BAHASA DAERAH MELALUI PEMBELAJARAN BAHASA YANG KOMUNIKATIF*, 157–170.

AUGMENTED REALITY-BASED OF WAYANG CHARACTER DEVELOPMENT AS AN INTERACTIVE ARTS LEARNING MEDIA

I Putu Ardiyasa

Education of Culture Art and Cultural Hindu Religious Program,
STAHN Mpu Kuturan Singaraja, Indonesia
tuardiyasa@gmail.com

ABSTRACT

The development of information technology today is always a challenge for the life of learning traditional arts in a sustainable manner. Traditional arts such as wayang Kulit, which has become a world cultural heritage since 2003, is certainly always able to adapt to various kinds of socio-cultural changes in society. Likewise in the 5.0 era, where change is accelerating, technological dominance is unavoidable, it is necessary to adapt current technology into the art learning process to make it more interactive and innovative. This development is a form of revitalization of wayang art as an offer of interactive learning media so that children are interested in learning about wayang and can live in a sustainable manner. This research was developed using the 4D Development research method (define, design, develop, disseminate). The results show that the development of digital puppet characters based on augmented reality (AR) is an interesting, creative and interactive concept in combining traditional cultural heritage with modern technology. The development of wayang characters based on augmented reality allows students to see the real world enhanced by digital elements.

Keywords: Development, Wayang Characters, Augmented Reality

INTRODUCTION

Art puppet is one inheritance Indonesian culture that has mark historical, aesthetic, and high spiritual. However, in an era of progress technology like now, conditions art puppet face a number challenges and changes. A mastermind at a time lecturer ISI Denpasar puppeteer, namely I Made Sidia add that development puppet No stop at point the. Wayang keep going develop until find form show Wayang innovative, screen width, color spinning, water puppet, puppet electricity, and puppets cinema (Sidia, 2009:24). Technology possible show puppet can accessed more wide through digital platforms such as YouTube, video streaming, and social media. this can increase popularity puppet among generation young people as well as people outside Indonesia who are interested in culture local. Technology possible art puppet can documented with more ok. Video and audio recordings can be become source valuable For understand and preserve various type show possible puppet threatened extinct.

A number of artist puppet use modern technology in show them. For example, use visual projection, effects sound, and animation can add dimensions new to the show traditional, make it more interesting for viewer young. Although technology can help spread art puppets, a lot generation young more interested in more modern entertainment fast and visual. This Can resulted decline interest in study and follow show puppet traditional. Life art wayang which is in a condition where technology dominate almost throughout layer life society, so impact on

forms show wayang that prioritizes aspect visual technology than the verbal aspect (discourse value). Whereas in a manner context according to Hazim Amir (1994:19) show wayang that becomes vehicle education character through character characters puppet in story puppet like figure in the Epic Maha Bharata, and Ramayana.

Progress technology is also opening up door for influence more global culture big. This Can impact aspects traditional in art, because artist Possible start combine the elements from culture outside. With development *virtual reality* (VR) and *Augmented Reality* (AR), appeared opportunity For create experience puppet really immersive. However, this also works change essence show more puppets depend on interaction direct between puppeteer and audience. Important For look for balance between utilise technology For expand appreciation to art puppet while still guard integrity and values the culture. Initiative like invite generation young For learn and engage in art wayang, as well support effort preservation, will role important in conserve riches culture this is in the middle development technology

In the digital age, a lot possible distraction _ bother students ' attention. They Possible more interested with gadgets, social media, and other digital entertainment. this _ Can make difficult for they For focus on learning traditional like art wayang. Generation young Possible not enough interested in art traditional like puppet Because considered ancient or No relevant with their modern life. This Can resulted decline interest in study and preserve art wayang. Although digital technology makes it possible access to more information _ broad, however No everyone has same access _ to device and internet connectivity. This Can become obstacle in expand learning puppet digitally. Art puppet own aspect interaction direct between puppeteers, puppets, and spectators. In digital context, interaction This Possible difficult reproduced with well, so given experience _ Can different and lacking authentic. Learning puppet need involvement direct with a teacher or mentor to understand intricate nuances and techniques. In digital learning, hard For provide Very personal and focused teaching.

This strengthened by Mardana in his research explain that attention and interest the people in Bali against show puppet skin looked start recede. Fact every show Wayang Kulit in Bali is enjoyed by most small society (Mardana, 2011: 2). For increase continuity life art wayang, Sukerta see various creativity, and innovation has performed by the puppeteers, one of them make commodification art show puppet as show attractions tour. However, commodification This impact on form appearance work influenced art (wayang). interest economy industry tourism. In other words, Suzane K. Lenger mention that every work art that is expressed / staged, isn't it from feelings and emotions you *have* the artist, however feelings and emotions known by the artist (Langer, 2006: 100) In other words, works art the puppets presented No characteristic inner or character deep from the artist.

For overcome challenges this, inscription This offer revitalization object art puppet as aspect culture, values, and meaning in art puppet No is lost in the digitization process with offer planning Application Character Puppet based on

Augmented Reality. Besides it, combine teaching direct and digital for ensure that student still own experience interaction important right away in learning wayang. So students realize that use technology in learning puppet need done with watch out for values culture and uniqueness tradition This still awake while accommodate development of the times.

LITERATURE REVIEWS

Mohammad IsaPramana Koesoemadinata, in his research in the journal *Mudra* entitled *Visual Adaptation Of Wayang Characters In Teguh santosa's Comic Art* discusses about comparison wayang visual patterns skin Java with character visuals puppet protagonist and antagonist epic Mahabharata in comic work firm Santosa. Study This in a manner detail review puppet visual adaptation Five Pandavas and Korawas, Drona and Bhishma. Koesoemadinata find that Tegus as comic has understand essence shape puppet Java, because He adapt it in comic with style visual Alone However still maintain visual pattern _ character from puppet skin java.

Kurnia Aditama Nugroho and Linda Sunarti do study together with title *The New Order Play: Wayang as a Medium for the development of Messages, 1969–84* discuss connection between state and art show in transmission message politics. During the New Order era in Indonesia, the performance genre puppet skin known tradition as puppet play role important as a medium of communication between government and society. we are special claim that puppets, mainly puppet leather, used by the government For bring message development social and economic during period this. Messages This entered become play or scene when That Possible without reduce standard puppet performance. Studies This find that connection between society, the puppeteers, and the government produce art puppet as a propaganda medium, especially development inner agenda economics the New Order period. data in article This obtained through literature studies and from a number of document period between 1969 and 1984.

Sulton, Betty Yulia Wulansari, and Prihma Sinta Utami do A study title *Characters Of Wayang Golek Reog Ponorogo In Patriotism Education Learning To Early Childhood* who are trying see character puppet in show puppet Golek Reog Ponorogo from corner view education patriotism in children age early. Study This in a manner deep discuss characters puppet in a manner implicit, then interpret every character through behavior figure puppet in the story of King Klono Sewandono who ruled with wise man in the Banrangin Kingdom. Research results This showing that a number of figures, such as King Klono Sewandono, Patih Single ganong, Warok, Soldier Jathilan, Singo Barong owns character wise wise there, brave and love homeland.

Nur Fajri in his research title *Performance Media Puppet For Grow Karker Anak Nation* make an effort introduce puppet, because puppet capable can grow character nation which is reflected in children. How to introduce culture dear This to children can through various ways, including reading book puppet, invite watch

show puppet, come to the puppet museum. Noor saw This as a necessary conventional media innovation more method interactive and capable offset imagination and creativity wild children. Nur Using Wayang cardboard made by children with hope that children capable create and know in a manner direct form puppets and characters character he made.

Burhan Nurgiyanto do A study title *Puppet and Development Character Nation* who asked values story wayang and education character. Nurgiyanto see that history has prove development character and culture something nation No Once can release self from values traditions that have base and grow it. In Indonesia, especially in Java mythology puppet is traditions and culture that have underlying and acting in form character Indonesian nation. This caused mythology is crystallization concepts, values and norms that animate attitude life society. More Far Again study This explain that story puppet No just problem forms and firmness pattern character, but also about tag mark philosophy and teachings life.

Piman, Sirot ; Talib, Abdullah Zawawi (2012) in his research explain that Art show Puppet Skin Traditional has become Art Performances and traditions storytelling which is popular in many area in Southeast Asia. Moment This show traditional This slowly become size is popular because fact that show grab only can performed by professional puppeteers and existence mastermind No many. Piman and his team also found cost high maintenance, long and difficult task understandable the language. because it, various application has developed For possible user do game puppet skin augmented. this writing propose delivery method more Lots interactivity and movement more arms realistic with focus on the wrist puppet skin as element key in move arm puppet skin.

Researches the become studies that can give information about character wayang, *Augmented Reality*, and education character. However researcher find Not yet there is a transformation model character puppet skin on Augmented Reality (AR). The world of technology is developing fast this, can addressed as form collaboration or synergy in develop art wayang. because _ that is, research This try do A experiment between wayang and AR.

METHODS

Type study This is research and development or research and development (R&D) which focuses on a process for develop something product brick and/ or perfect what is already There is before. According to Sukmadinata R&D is a process or steps For mem bang something product new or perfect what was anyone got _ accounted for (Sukmadinata, 2011: 164). R&D is method research used For produce product specific, and test effectiveness product (Haryati, 2013).

R&D method is method producing research innovation Good something product new or develop existing product There is For more appropriate pull with objective learning from tree discussion certain. Study This designed with using the 4-D development model (Four-D Model). According to Sugiyono (2016:37)

consists of a 4-D model from four stages development, namely 1) *Define*; 2) *Design*; 3) *Develop* and *Disseminate* (spread).

FINDINGS

Transformation Wayang Character in Augmented Reality is design For build Augmented Reality application. The design use shared development model _ become two types, namely the Trisandi model and *the waterfall model*.

A. Tri Sandi Model

Tri Sandi is a transformation model Literature Puppetry (Kekawin, itihasa, Purana, Geguritan, etc.) to in show wayang. developed by Sedana (2019). this model visualized to in form triangle The same side where a mastermind inside _ circle small own three password namely, *discourse*, *tetikesan* and *angga* strong _ in transform A literature like image below _ this. Trisandy model This researcher use For carry out the transformation process character wayang in AR that goes through the process of (1) Selection deepening Character, (2) Angga (election form / style), (3) Determine Discourse (story). Like Illustration picture 1.

Triadic Interplay (*Trisandi*): a Model of Transforming Literature into Wayang Theatre (Salina, 2002: 33)



Figure 1. Tri Sandi: A Transformational Model Literature to in Show Wayang (Source: Sedana, 2019:14)

Description

- Discourse : The process of the mastermind in choose story or desired plot
- Tetikesan : Understanding mastermind to character figure through personal stories and moving visuals character.
- Angga : Selection of Genre or considered form relevan by the puppeteer.

1. Drops (Deep character)

Stage First of these models is election character. Character Five Pandawa chosen Because according to I Wayan Wija (in interview at residence, May 20, 2020) explained that " Pandavas That Already reflection from character intact a man, why is that so ? Because of that Already reflect body human. Yudistira Spirit, Bima in

(Energy / Muscle), Arjuna in (*Manah / Mind*), Nakula Shadewa (Limbs)". More Far Again Ketut Kodi (in interview August 16, 2020) stated that Character Pandavas is manifestation of Tri Guna (Satyam, Rajas and Tamas) which is the implementation balanced. Guna Rajas, controlled with guna Tamas, Guna Tamas, controlled Guna Satyam, Guna Satyam Control Guna Rajas. As in the play Bima Ruci, where Bhagawan Drona sent Bima For look for Knowledge Perfection. Although Bima knows that he ordered That No right and will make himself wretched, but Bima still Devotion to his teacher, until at the end story That's it, Bima meet with the god of ruci as his True teacher (see figure 2).

Studies Literature in Adiparwa Book (1958) and Inseklopedia Wayang (1999) strengthens that data character Pandavas are very complex and become indicator character dream. Context the explained in form story when Draupadi born and speak oath that he will married a man who is dharma, honest, strong / tough, handsome, brave, knowledgeable tall and compassionate (Senawangi, 1999:209). Up to Swarga Rohana Parva can proven that only Pandavas can _ enter stages this, though The trip only Yudhishthira is capable reach heaven first whereas brother and wife One one by one died.



Figure 2 Drip Bima
(Documentation Research 2020)

2. Anga (Selection Form / genre)

Election form or genre of presentation character Pandawa Balinese style for transformed to in AR media. Structure presentation Still use pattern conventional that is part opening (*kayonan dance, enumerator parwa*), content (*peruman, rank and conflict*) and closing (*resolution*). What sabet / motion equated with pattern motion puppet tradition (custom with character), like *walkers, piles, seledet, ngebah, nayog, worship, and nuding*. In looks, no change The same very form original from puppet Five Pandawa, only done over Language from Language kawi to Indonesian. Besides it's on transformation This No use Color or screen white, because AR concept using room flat around the user (audience) will as the backdrop for the show.



Figure 3 Scene disguise With background Rice fields as visualization prosperity the kingdom of Indra Prasta
(Documentation Researcher, 2020)

3. Discourse (play / story)

Stages This is a defining process story with context phenomenon relevant moment _ with the context that happened. Researcher choose Story from source special Mahabharata play on the part Pandawa Build Indra Prasta. On story here, Pandawa currently in hard times build kingdom in the forest inhabited by Jin Yudhisthira. However Because the supernatural powers of the Pandavas and the Dharma Wangsa agreement with djinn, finally the land of Indra Prasta can established. Character Five Pandawa relevant For deepen values sublime or ethical Indonesian nation about values of cooperation and unity with imitate struggle Pandawa who work together with the gods, and are blind when (Jin). This is what it 's called harmony draft *bhur bwah and swah* (nature bottom, middle and top).

B. Method Waterfalls

Method *waterfalls* built by Winston W. Royce in 1970 for describe practice product device soft. The waterfall model document, created by Winston W. Royce, consists of of five stages tree namely, 1) analysis, 2) design, 3) implementation, 4) testing, 5) maintenance. Fifth stages This visualize like a waterfall storey, where builder a design must through stages from on to down. Even moment this, according a number of survey, the waterfall model is used by most world of engineering device soft. (Davidson, "Survey: Agile interest is high, but waterfall is still used by many." Search Software Quality 25 June 2020). The waterfall model consists of five phases that is *analysis, design, implementation, testing and maintenance*. Every phases in the *waterfall model* can be seen in Figure 4.

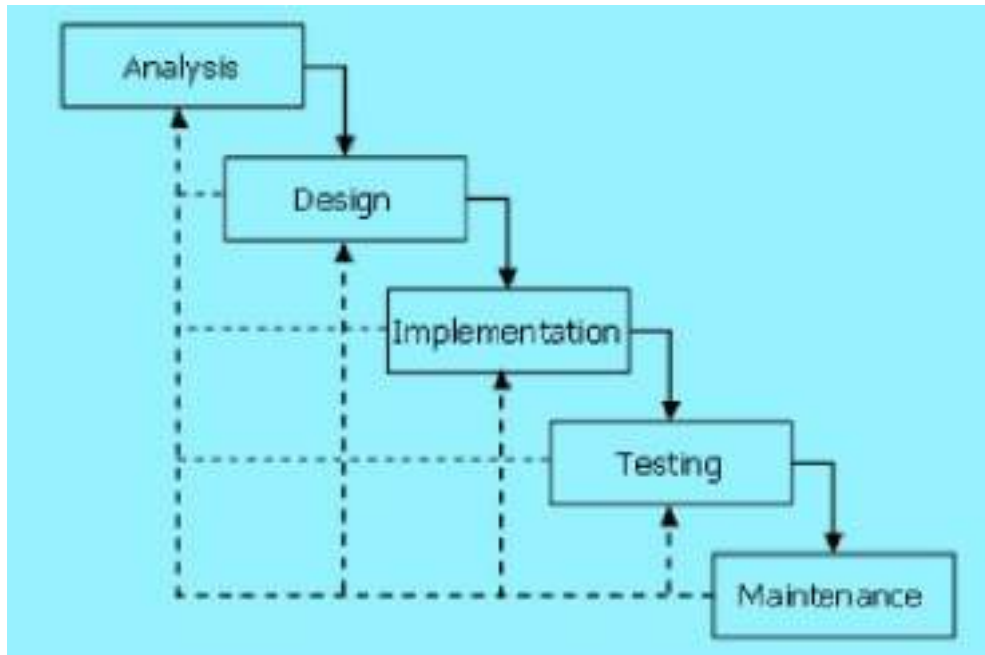


Figure 4. Phases in the *Waterfall Model*

1. Analysis Problems and Needs

Stage This is step first and most important from the waterfall model. This involve collection information about solution end from need user and understanding. Analysis involve clear definition about goals, hopes to projects and problems product end expected can become solution. "Analysis covers understanding context business and constraints, functions product, rate performance and system external That must appropriate". Elicitation condition is the process of collecting information from the stakeholders interest from system. A number of technique used For elicitation is interview customer, prototypin, case use and brainstorming.

2. Design

this step started with use information captured in the SRS. This can considered as give solution For scope problem use source available power. Stage This consists from How device soft will built, in other words planning solution device soft. stakeholders interests involved in application This are designers system. Device design soft Possible covers design system and design component. Stage design involve define device hardware and devices AR software, define performance and safety parameters, designing room data storage and constraints, selecting ideas and languages programming, and demonstrate strategies for face problems, management source power and connectivity interface. external from stage This is One or more working AR Puppet application software as input For stage next.

3. Implementation (Implementation)

At stage this, developer will implementing designs to in form application and create loaded animation customized content with need user. Developer or builder application apply the whole idea is in the design. The work done in a manner collaboration between builder (animator), puppeteer (content creator) and composer that load the music. Collaboration This will produce an mobile application of AR Wayang.

4. Testing

In phase This second component individuals and solutions integrated For see That is specification need application made. The tester is an involved stakeholder in model phase (source person). Test cases written For evaluate is system fully or part fulfil condition system. Testing can categorized as to in system test (for see How system react when all integrated module) and acceptance test (performed with or Name customer For see is all need customer satisfied). Deficiencies found in stages This given as bait come back to the developers who in turn repair problem. This is the stage where the product developed documented.

5. Maintenance (Maintenance)

- Installation

This step involve drafting system or product For installation and use on site customer. a number revision usually be marked as well as submitted For facilitate change in stage next.

- Maintenance

This is stage end from the waterfall model and occur after installation system product. Stage This involve make modifications to the system or component individual For change attribute or increase performance system, Modifications that appear Because change request triggered by the customer or deficiencies found moment use system in a manner *real-time*.

DISCUSSION

Puppet based on Augmented Reality (AR) to be effort combine art traditional puppet with modern AR technology for create unique experience and interesting for audience. Effort This is transformation characters or stories For telling legends, myths to in renewable media. Packaging This made in form Augmented Reality application that presents experience play puppets, like move puppet, using voice, costume wayang, and dialogue for turn on characters the. During the dialog, the user can also choose character their respective characters.

With enter Augmented Reality elements to in show wayang, experience viewer can improved with add overlapping digital layers overlapping with the real world. Puppet can given projection picture or digital animation for add dynamic visual effects. For example, flash light, explosion, or change background

appropriate back with channel story. Viewer can see information addition about character, background behind story, or culture around show through AR display on the device them. Viewer Possible can interact with dolls puppet through device them, for example with knock screen For make doll move or talk.

Creating a virtual world as a learning medium puppet invite students can is at in story and interact with characters the. In stories puppets that have element magical or magical, AR can used For visualize effects the with way more spectacular. AR can used For insert explanation about culture, history, and meaning symbolic behind show wayang. With AR, show puppet can broadcast in a manner direct to audience in different locations, creating more experience inclusive.

CONCLUSION

Temporary draft This offer Lots potency creative, anyway important For ensure that AR technology is not replace or destroy values traditional and authentic from art wayang. Effort must done For guard balance between element traditional and modern technology, so given experience still respect and defend inheritance existing culture. Besides That through transformation this too can strengthen characterization wayang. Augmented reality (AR) puppets can become an interesting and innovative learning media. Combination between culture traditional puppet with augmented reality technology can give experience learn more _interactive and immersive. With use AR technology, stories from various genres of wayang (such as Mahabharata, Ramayana, or stories local) can turned on return in visual form. User Can see character puppets that move and talk like in story original, create understanding about story and characters become more real. Using AR, user can exploring various period related history and culture with story wayang. They can see scenery and environment at the moment it, as well understand How stories the develop along time. AR allows user For collaborate in make story puppet they alone. They can designing character, create channel story, and share work they with Friend or fellow learner.

REFERENCES

- Amir, Hazim, 1994. Ethical Values in wayang. Jakarta: Sinar Harapan Library
- Koesoemadinata, Mohammad Isa Pramana. Visual Adaptation Of Characters In Teguh Santosa's Comic Art. MUDRA JOURNAL OF ART AND CULTURE, Vol.33,No.3 (2018)p 401-408.
- Haryati, M. (2013). Model dan Teknik Penilaian Pada tingkat Satuan Pendidikan. Jakarta: Referensi.
- Langer, Suzanne K. 2006. Problems Of Art (Problematics Art). FX translation. Widaryanto. London: Sunan Ambu Press.
- Mardana, IW. 2011. THE SHIFTING OF THE STRUCTURE OF THE BALINESE LEATHER PUP.

- Nugroho, Kurnia Aditama and Sunarti Linda. *The New Order Play: Wayang as a Medium for the development of Messages, 1969–84*. PERTANIKA JOURNAL OF SOCIAL SCIENCES AND HUMANITIES, VOL.27 No.3 (2019) p. 2017-2032
- Noh, Z., Sunar, MS, & Pan, Z. (2009). A Review on Augmented Reality for Virtual Heritage Systems. *International Conference on Technologies for E-Learning and Digital Entertainment* (pp.50-61). Verlag Berlin Heidelberg: Springer.
- Nurgiyantoro, Burhan. Puppet and development character nation. *Journal of Character Education*, 2011, Vol.1, No.1.
- Piman, Sirot ; Talib, Abdullah Zawawi. Puppet modeling for real-time and interactive Augmented shadow puppet play. In: *2012 Second International Conference on Digital Information and Communication Technology and it's Applications (DICTAP)*. IEEE, 2012.p. 110-114.
- Sulton, Betty Yulia Wulansari, and Prihma Sinta Utami, *Characters Of Wayang Golek Reog Ponorogo In Patriotism Education Learning To Early Childhood*. JURNAL INDRIA: SCIENTIFIC JOURNAL OF PRESCHOOL AND EARLY SCHOOL EDUCATION. Vol. IV, NO. II (2019) P.139-145.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet.

EDUCATIONAL VALUES IN NOVEL AND MOVIE "LASKAR PELANGI"

Ni Luh Gede Liswahyuningsih^{1*}, Ni Luh Komang Candrawati²,
Ida Ayu Putu Aridawati³, I Wayan Sudiarta⁴

¹Program Studi Pendidikan Bahasa Indonesia dan Daerah, FKIP,
Universitas PGRI Mahadewa Indonesia
^{2,3,4}Badan Riset dan Inovasi Nasional
niluhgedelishwahyuningsih@gmail.com

ABSTRACT

A literary work certainly contains educational values that the author wants to convey to the audience. Likewise, the Laskar Pelangi novel contains many educational values in it. Therefore, the novel was made into a movie. This study aims to analyze and compare the educational values contained in the novel and movie Laskar Pelangi. This research was conducted by applying a qualitative description method. This study describes the data obtained from data sources in the form of novel and movie entitled Laskar Pelangi. The technique of collecting data in this study uses the technique of observation and note taking. This data collection technique was used by reading the novel carefully and watching the movie. Then, the data obtained from reading novel and watching movie are listened to and recorded according to the desired target. The research results show that the educational values found in the novel is more than the educational values in the movie. This is because the duration of the movie shown is more limited than the number of pages in the novel. Thus, in the novel the depiction of educational values can be presented in more detail than in the movie.

Keywords: educational values, novel, movie, Laskar Pelangi

INTRODUCTION

The novel is a form of creativity in one's literary work in expressing ideas into a written work to be enjoyed by the wider community. By becoming a literary work that is in great demand by the public, novel is the most sought-after and popular literary work among literature lovers. Andrea Hirata, a novelist from Belitung Island, has succeeded in capturing the attention of literary connoisseurs with his novel entitled "Laskar Pelangi". The novel, published in 2005, managed to penetrate the world market share and became one of the best-selling international novels, translated into 40 foreign languages, published in 22 languages, and circulated in more than 130 countries.

Literature basically has a positive impact on readers because there are many things that we can learn and apply in our social life. The Laskar Pelangi novel contains educational value which is very important to be discussed because the novel raises the theme of education and is full of character educational values. Today, people are required to focus more on technology so that literature needs to keep up with the times. Therefore, the Laskar Pelangi novel was made in the form of a movie with a duration of approximately 1,5 hours to meet people's needs for the modernization era. The conversion of written literature into works in the form of movies makes these works more attractive to the public, so that the values contained in movies can have a cognitive effect on the audience.

Currently, the character educational value is being highlighted in society due to the decreased awareness of the current generation's children in applying positive character educational values in personal and social life. Education is a major part of the needs of human life because education can help humans become beings who have self-control and are able to adapt to their environment. Zuriah (2008: 26) states the definition of education is a conscious and planned effort to realize learning activities and learning processes so that students can develop the potential to gain spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for himself and the community. Character education is an integral part of the education world as part of an effort to instill certain characters in students to be able to grow their distinctive character in their lives (Syafaruddin, 2012: 181). Character education is a conscious and genuine effort by a teacher to teach values to his students (Winton, 2010). This character education becomes part of behavior in human life and they consciously live based on these values. Therefore, it is very important to discuss the educational values contained in the Laskar Pelangi novel and movie as material for instilling positive character educational values for connoisseurs of literary works, especially targeting today's younger generation. In this study, the educational values contained in the original novel Laskar Pelangi and the results of its adaptation in the movie will be compared to see the messages conveyance of educational values in the two forms of work.

Research on the educational value in literary works has been carried out by many previous researchers. One of the relevant studies was conducted by Sabarani (2013) with the title of *"Analisis Nilai-Nilai Pendidikan Karakter Dalam Novel Laskar Pelangi Karya Andrea Hirata"*. The study results show that there are several character educational values in the novel Laskar Pelangi by Andrea Hirata, including: religious values, honest values, tolerance values, discipline values, hard work values, creative values, independent values, democratic values, curiosity values, nationality spirit values, the value of loving the motherland, the value of appreciating achievement, the value of communicative, the value of loving peace, the value of reading fond, the value of caring for the environment, the value of social care, and the value of responsibility.

Another relevant research is by Yufarlina (2018) entitled *"Pendidikan Karakter Dalam Novel Cinta 2 Kodi Karya Asma Nadia"*. The results of this study describe fourteen character educational values contained in the novel, namely religion, honesty, discipline, hard work, creativity, love of the motherland, independence, democracy, curiosity, respect for achievement, friendship, reading fond, social care, and responsibility. The fourteen character educational values found in this study can be integrated into learning Indonesian.

Another study that examined movies was conducted by Sutiyan, et.al (2021) entitled *"Nilai-Nilai Pendidikan Karakter pada Movie Adit dan Sopo Jarwo Ditinjau dari Aspek Pedagogik"*. From the research results, it can be concluded that the movie Adit and Sopo Jarwo contains character values when viewed from the pedagogical aspect, including the character values of maintaining a relationship

with God and others which includes polite, honest, mutual respect, mutual love and discipline.

Research on the character educational value in novel and movie has often been carried out by other researchers before. This study describes the educational values contained in the original novel *Laskar Pelangi* and the results of its transformation into the movie to see the messages conveyance of educational values in both forms of work.

LITERATURE REVIEW

Character education is an effort that must be designed and carried out systematically in order to provide assistance to students to understand the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, nation and state (Azzet, 2011: 65). According to Lickhona, good character consists of knowing good things, wanting good things, and doing good things as well as habits in the way of thinking, habits in the heart, and habits in action. These three things are necessary to lead a moral life; these three form moral maturity (Lickona, 2012).

The development of character values in schools is included in the curriculum which is identified from religious sources, Pancasila, culture, and national education goals. The Ministry of National Education has categorized these character values into 18 values contained therein (in Suyadi, 2013: 8-9), as follows: (a) religious, (b) honest, (c) tolerance, (d) discipline, (e) hard work, (f) creative, (g) independent, (h) democratic, (i) curiosity, (j) national spirit, (k) love the motherland, (l) respect for achievement, (m) friendly / communicative, (n) peace-loving, (o) reading fond, (p) care for the environment, (q) social care, and (r) responsibility.

METHOD

This research is a qualitative research using descriptive analysis method. Bogdan and Taylor stated that the qualitative research method is a research procedure that produces descriptive data, in the form of written or spoken words from the objects and observed behaviors (Basrowi, 2008: 20). In this study, data were obtained from the text of novel *Laskar Pelangi* by Andrea Hirata and the results of its ride in the form of a movie with the same title directed by Riri Riza. The research data was obtained by using the method of observing and note taking. Data collection was carried out by reading the novel and watching the movie *Laskar Pelangi* carefully. The data were taken from dialogues and stories that contain character educational values. The data were recorded and analyzed in detail, interpreted, and analyzed according to the research objectives.

DISCUSSION

Synopsis Novel and Movie *Laskar Pelangi*

The novel and movie "Laskar Pelangi" tells the story of children in a village with a very poor Malay community in Bangka Belitung. This is the story of 10 poor children, but has the fighting spirit to continue their education in the village of Gantung, Bangka Belitung Islands. They seek to improve their future. The story in this novel and movie begins with a sad story about the world of education in Kampung Gantung, where there is a school that is almost closed due to a lack of students. The school is SD Muhammadiyah Belitung. At that time, it was a tense moment for the nine students who attended SD Muhammadiyah, namely Ikal, Sahara, Lintang, A kiong, Kucai, Syahdan, Borek, A ling and Trapani, because SD Muhammadiyah they were in, would be closed if the students who attended in elementary school is not even ten. SD Muhammadiyah is the oldest SD in Belitung village. Poor people in the village can only afford to send their children to this school, so if it is closed it will feel sorry for their families because they cannot afford to send their children who want to go to school. This is where their journey begins.

When all the students were worried about the situation, came Harun, a child who has mental retardation. He came to save his nine friends who wanted to continue their study in school and save the existence of SD Muhammadiyah Belitung. Since there are even 10 students enrolled at the school, the school with the makeshift building is still allowed to carry out activities like schools in general. The ten students were nicknamed the Rainbow Troops by their teacher, Bu Muslimah. The name was given by Bu Mus because they like to see the beauty of rainbow.

Next, they are told about their daily life in the social and school environment. The ten children have extraordinary determination to get an education in order to change their lives in the future. Their journey at SD Muhammadiyah was accompanied by a variety of emotions, ranging from happiness, laughter, jokes, and unexpected dramatic events and they have lots of interesting memories. Apart from that, one of them, Lintang, was sad, who was unable to continue school because his father died and he had to take care of his younger siblings. That's where the sadness felt by his friends too.

Until the end of the story, their lives are told several years later, when members of the Rainbow Troops are adults. They reminisced about their time together at school and realized that they had gained a lot of valuable experiences from each story at SD Muhammadiyah. In the end, Ikal went to school in Paris, while Mahar and other friends became someone Belitung could be proud of.

Characterizations in *Laskar Pelangi* Novel and Movie

1) Ikal

Ikal is the character of 'I' in this story. Ikal is very interested in literature, as seen from his daily activities, he likes to write poetry. Ikal is a smart student but he always ranks second after Lintang. Ikal falls in love with A Ling, A Kiong's cousin, whom he first met at a grocery store called "Toko Sinar Harapan". However, in the

end of their relationship was forced to end due to distance, due to A Ling's departure to Jakarta to accompany his aunt who lives alone.

2) Lintang

Lintang is the smartest student at SD Muhammadiyah. He is Ikal's classmate who has an extraordinarily genius mind. His father is a poor fisherman who don't have a boat and has to support the lives of 14 members of his family. Lintang is a student who is very excited to go to school even though he has to travel 80 km to go back and forth from home to get to school. He has aspirations of becoming a mathematician. Even though he is the most genius student, this thin curly haired man has ever brought his school equipment wrong. His school and goals have to be abandoned because he has to work to meet the needs of his family since his father died.

3) Sahara

The only girl, in the story of Laskar Pelangi, is a girl who has strong views and is very obedient to religion. She is a friendly, smart girl and really upholds the value of honesty. In this story, Sahara once had a fight with A Kiong who never thought or agreed with her.

4) Mahar

Mahar is told as a handsome man with a thin body. Mahar is a student who has great interest and talent in the arts, which Bu Muslimah accidentally finds out when she is appointed to sing in front of the class during vocal art lessons. When he grew up, Mahar was unemployed because he couldn't go anywhere because his mother was sick at home. However, in the end he was invited by a high ranking official to make a documentation of traditional children's games, after reading an article he wrote in a magazine, and finally he succeeded in launching a novel with the theme of friendship.

5) A Kiong

A Kiong is the only student of Chinese descent. Since the beginning of school, he has been friends with Mahar and considers Mahar to be his greatest friend so he always believes what Mahar says. In addition, A Kiong has a high sense of friendship, is kind and likes to help anyone except Sahara. However, even though A kiong often fought with Sahara, it turned out that the two of them had a mutual love for one another.

6) Syahdan

Syahdan is a cheerful child, but he rarely stands out and is rarely noticed. Syahdan is the witness of Ikal's first love. One time, he and Ikal were assigned to buy chalk at the Sinar Harapan shop since Ikal fell in love with A Ling. It turned out that Syahdan had aspirations to become an actor and finally with his hard work

he became a real actor even though he only got a small role like a genie or tuyul. After Syahdan got bored with acting, he took a computer course, and in the end he succeeded in becoming a network designer.

7) Kucai

Kucai has always been the class leader throughout the rainbow troop generation. Kucai suffers from nearsightedness due to malnutrition and his vision is 20 degrees off, so if he looks at Borek, it will be seen that he is watching Trapani. Since childhood, Kucai seemed to be able to become a politician, who in the end was realized when he grew up, he became the head of the faction in the Belitong DPRD.

8) Borek

Borek is a muscle-craving big guy. He always maintained his image as a macho boy. When he grew up he became a laborer in a shop owned by A Kiong and Sahara

9) Trapani

Trapani is a handsome man who is smart and kind. He loves his mother very much, even whatever he does must always be accompanied by his mother. This man who has noble aspirations of becoming a teacher ends up in a mental hospital because he is too dependent on his mother.

10) Harun

Harun is a mentally disordered man who started his school in elementary school when he was 15 years old. This witty man always tells about his three-striped cat and gave birth to three children each with three stripes on the 3rd to Sahara and loves to ask when the Eid holiday is to the teacher, Bu Muslimah.

11) Bu Muslimah

A young woman with full name N.A. Muslimah Hafsari is a teacher at SD Muhammadiyah Belitung. Bu Muslimah, who is fondly called Bu Mus, is very good at teaching, even though she has not been paid for her fee. She has a high dedication in the world of education, especially at the school. Bu Mus is very fond of flowers, kind and patient and open minded to new ideas.

12) Pak Harfan

Mr. Harfan's full name is K.A. Harfan Efendy Noor. He concurrently serves as a teacher and school principal at SD Muhammadiyah Belitung. He and Bu Muslimah are still maintaining the school, which is almost closed due to a shortage of students.

13) Flo

A tomboy child who comes from a wealthy family whose real name is Floriana. She is a transfer student from a wealthy PN school as well as the last character to appear as a member of Laskar Pelangi. The first time she entered school, she had caused a commotion by taking over Trapani's seat so that Trapani had to move. She did this because she wanted to sit next to Mahar and did not want to be debated.

14) A Ling

A Ling is Ikal's first love who is A Kiong's cousin. The beautiful A Ling is forced to part with Ikal because she has to accompany her aunt in Jakarta who lives alone.

The Character Educational Values in the Novel and Movie Laskar Pelangi

After conducting research on two data sources in the form of the novel and movie Laskar Pelangi, it was found that the character educational values contained in these two sources, as follows.

1. Religius

In the Laskar Pelangi novel, the cultivation of religious values includes a basic knowledge of religion which is given to children from an early age. This was done by the character of Mr. Harfan who often inserts exemplary stories of the prophets and apostles as a guide to religious knowledge for SD Muhammadiyah students, so that they can behave and act in accordance with religious regulations. The figure of Bu Muslimah also provides an example of obedience to religious teachings by covering her private parts and obeying others, especially older people. With this exemplary, SD Muhammadiyah Belitung children can imitate the attitude of Mrs. Muslimah by having faith and belief so that they can become strength in their souls.

2. Honesty

The value of honesty contained in the Laskar Pelangi novel and movie illustrates how children in Belitung village always try and learn to be honest and responsible people. The attitude of maintaining the principle of honesty has been instilled from an early age in the children of SD Muhammadiyah Belitung students. In the novel, it is told how parents in this area provide examples of behavior in maintaining the principle of honesty and speaking according to reality and avoiding lies in any situation and condition. The novel also tells how Bu Muslimah always emphasizes to her students not to lie to their parents and other people and instills in Muhammadiyah elementary school children that honesty is the key to success in achieving life goals.

3. Tolerance

The value of tolerance contained in the novel and movie Laskar Pelangi includes accepting attitudes that are different from ours, respecting differences in race, gender, ethnicity, and others. This can be seen from the story of A Kiong, who

became the only student of Chinese descent at Muhammadiyah Elementary School, who remained friendly with other members of Laskar Pelangi. In addition, Laskar Pelangi members never denounce the differences and shortcomings of one another. This can be seen from the condition of Harun, who is mentally disordered, but can still play with other friends.

4. Democratic

The democratic values contained in the novel and movie Laskar Pelangi include respecting the rights of everyone, respecting the opinions expressed, giving opportunities or rights to other people. This can be seen when learning activities at the Muhammadiyah Belitung Elementary School, Bu Muslimah always gives opportunity and freedom to all members of Laskar Pelangi to give opinions before deciding something. They always listen and consider every opinion expressed by Laskar Pelangi members.

5. Discipline

The value of discipline contained in the Laskar Pelangi novel and movie can be seen in the attitude that depicts a figure with a disciplined spirit in a job, such as arriving on time when going to school as was done by the character of Lintang who always comes to school early even though his house is the farthest from school. Discipline can also be exercised by adopting an attitude of always following the rules at school such as not skipping school like the children of Laskar Pelangi did, they always attend school and take lessons at school in an orderly and regular manner.

6. Creative

Creativity is a process of combining concepts and ideas to create a different alternative to achieve positive goals. The creative value contained in the Laskar Pelangi novel and movie includes a creative attitude by developing and honing creative thinking, providing examples of creativity that are able to use alternative ways of solving a problem, and utilizing an object or other thing that already exists by developing it to produce something new. This can be seen in the part when the carnival competition was held to commemorate the Republic of Indonesia's Independence Day on August 17th. Ibu Muslimah and Pak Harfan decided that this year SD Muhammadiyah would take part in the competition and appointed Mahar as the head and idea generator for the carnival, because Mahar has an interest in the arts. However, SD Muhammadiyah do not have the funds to finance the event. With his genius in art, Mahar also produced brilliant ideas. At the time of the competition SD Muhammadiyah performed a dance typical of the Papua region. With costumes made of moringa leaves and caruluk necklaces, they performed the dance well. All the spectators cheered and applauded their performance, including participants from SD PN who performed a drum band with very expensive equipment. SD Muhammadiyah beat the other participants with all the limited funds, because Mahar thinks "an idea is more expensive than money." Mahar's creative idea was able to bring Laskar Pelangi to the center of attention of all spectators and became a source of pride for all of them.

7. Hard work and responsibility

The value of hard work and responsibility contained in the Laskar Pelangi novel and movie is shown by the persistent and earnest attitude in a job to achieve what is desired. This can be seen in the efforts of Bu Muslimah and Pak Harfan in maintaining the existence of the school for the future of Laskar Pelangi children amidst the deficiencies. They work hard so that the children who have put their trust in the school can finish school as a form of feeling responsible for the work they have started. They believe that even though these children are in poverty and deprivation, they can still get an education. The value of hard work and responsibility can also be seen in Mahar's effort and hard work in finding brilliant ideas for the August 17th carnival competition. In order to achieve what was expected, and Mahar's sense of responsibility for having been appointed as chairman in the preparation for the August 17th carnival competition, Mahar went around looking for ideas and seriously practicing for their performances and looking for alternative materials to support their performances at the carnival. In addition, the value of hard work and responsibility is shown by being diligent, tough and never giving up in facing difficult conditions and having a strong desire to achieve goals, hard work to achieve a better future to ease the burden on parents is carried out by all Laskar Pelangi members to stay in school for their bright future as bright as the rainbow.

8. Friendly / Communicative

In the novel and movie Laskar Pelangi, the value of friendship/communicativeness between Laskar Pelangi children is shown in their habit of always prioritizing being together and working together. They always prioritize communication in solving their problems. In addition, the attitude of communicative values can be seen from the attitude shown by Bu Muslimah who is always friendly to everyone, always smile at others, maintain politeness and friendliness when talking to other people. Bu Muslimah sometimes gets annoyed with the behavior of her students, but she always tries to advise her students with gentleness and politeness. Apart from that, Bu Muslimah always stays in touch with others with a smile and good manners.

9. Love the Motherland

The value of loving the motherland contained in the novel and movie Laskar Pelangi is shown by the attitude of having a sense of pride for the homeland which is shown in the part of Mahar who is busy thinking about art concept for the 17th August carnival. His love for his homeland keeps him busy thinking of ideas for their contribution in celebrating Indonesia's independence day. The idea that emerged also brought about homeland art, especially art from Papua by utilizing natural products from the homeland itself.

10. Curiosity

The value of curiosity in the Laskar Pelangi novel and movie is shown in the passage when Laskar Pelangi children seek the truth from the information they hear. The value of curiosity in the children of Laskar Pelangi was manifested when

they went looking for Tuk Bayantula on a small island armed with information they got from various sources. They try to find out something hidden secret to get the truth, and try to find a solution to their problems.

11. Reading fond

The value of reading fond in the novel and movie *Laskar Pelangi* can be seen in Lintang's habit of always feeling thirsty of information. Lintang is very diligent in reading to increase his knowledge. This limited condition did not dampen his interest in reading even though it was only lit by an oil lamp. Lintang always makes use of his free time by reading, for example when he takes Ikal to buy chalk to town and waits for Ikal outside the shop and even when waiting for the crocodile to leave so he can pass to school, he always waits while reading a book. Other children also like to read, this can be seen when a new child named Flo brings lot of books to school, and the children scramble to read books.

12. Love Peace

The value of loving peace in the *Laskar Pelangi* novel and movie is demonstrated by Pak Harfan's attitude who always instills peace-loving values through his message that life can be so happy within limitations if it is interpreted with a sincerity to sacrifice for others. Pak Harfan always reminds his students to give as much as possible, not to receive as much as possible. This principle can create peace in life and has always been the guiding principle for the children of *Laskar Pelangi*.

13. Social care

The novel and movie also contain the value of social care. The value of social care is shown in the part when students are required to share and help each other in any way. They learn that sharing and helping each other can have a positive impact on them and others. The value of social care contained in the *Laskar Pelangi* novel and movie can be seen in the attitude of helping fellow human beings, wanting to share knowledge, food, and something that is beneficial to others, and having concern for the difficulties experienced by other people.

14. National spirit

The value of national spirit contained in the novel and movie *Laskar Pelangi* can be seen from the attitudes of Bu Muslimah and Pak Harfan who are happy to devote themselves to the education interests of the nation's children and are willing to make sacrifices for the sake of the advancement of education. They don't care that their salary is not paid for 5 months. They only think about how to improve the life of the nation by advancing the education of *Laskar Pelangi* children. This attitude is a manifestation of the national spirit that Bu Muslimah and Pak Harfan have for the future progress of the nation and state.

In addition to the character educational values above, there are also character educational values contained in the novel but not in the movie. The values are as follows.

1. Independent

The independent value contained in the *Laskar Pelangi* novel is manifested by an attitude that does not depend on other people. This is shown by the attitude of Bu Muslimah who always does her work as a teacher at school independently, such as compiling a syllabus as teaching material at Muhammadiyah Elementary School. The independent value contained in the novel is not found in the movie. In the movie it is not stated that Bu Muslimah composed her own syllabus for teaching. This is due to the limited time in the movie so that it only displays the more important parts.

2. Appreciating Achievements

The value of appreciating achievement can be realized by appreciating the wins of others. The value of appreciating achievement is an attitude of acknowledging and respecting the success of others. The value of appreciating achievement in the novel *Laskar Pelangi* is shown by the character of Pak Harfan who proudly tells the audience that an interesting performance during the carnival parade is the idea of Mahar, his student who is very good at art, who can lead the Muhammadiyah school to win this year's champion over the PN Timah School. This is not found in the *Laskar Pelangi* movie. In the movie there are no scenes that show the value of appreciating achievement as contained in the novel due to the limited duration of the movie.

CONCLUSION

The analysis results show that the *Laskar Pelangi* novel contains a lot of character educational values. Even in its transformation to movie, the character education values are conveyed just like what it is in the novel. There are 14 types of the same character educational values found in the *Laskar Pelangi* novel and movie, namely: (a) religious, (b) honesty, (c) tolerance, (d) democratic, (e) discipline, (f) creative, (g) hard work and responsibility, (h) friendly/communicative, (i) love the motherland, (j) curiosity, (k) reading fond, (l) love peace, (m) social care (n) national spirit. The research results show that the educational values found in the novel is more than the educational values in the movie. The character educational values contained in the novel but not in the movie, namely: the independent value and the value of appreciating achievement. This is because the duration of the movie shown is more limited than the number of pages in the novel. Thus, in the novel, the depiction of educational values can be presented in more detail than in the movie.

REFERENCES

- Azzet, Akhmad Muhaimin. (2011). *Urgensi Pendidikan Karakter di Indonesia : Revitalisasi Pendidikan Karakter terhadap Keberhasilan Belajar dan kemajuan Bangsa*. Yogyakarta: Ar-Ruzz Media
- Basrowi & Suwandi. (2008). *Memahami Penelitian Kualitatif*. Jakarta: Rineka
- Fatah, Ahmad dan Suci Herwani. (2022). Nilai-Nilai Pendidikan Karakter Dalam Movie Laskar Pelangi Karya Andrea Hirata (Relevansi Terhadap Akhlak Terpuji Dan Nilai-Nilai Kemanusiaan Tokoh Utama). *LOGAT Jurnal Bahasa Indonesia dan Pembelajaran*. Vol.9 No.2. 205-214.
- Lickona, Thomas. (2013). *Mendidik Untuk Membentuk Karakter: Bagaimana Sekolah Dapat Mengajarkan Pendidikan Tentang Rasa Hormat dan Bertanggung Jawab*, Jakarta: Bumi Aksara
- Mulyasa, E. (2013). *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara.
- Sabarani. (2013). Analisis Nilai-Nilai Pendidikan Karakter dalam Novel Laskar Pelangi karya Andrea Hirata. Tanjungpinang: Universitas Maritim Raja Ali Haji
- Sutiyan, Francisca, et.al. (2021). Nilai-Nilai Pendidikan Karakter pada Movie Adit dan Sopo Jarwo Ditinjau dari Aspek Pedagogik. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. ISSN: 2549-8959 (Online) 2356-1327 (Print) Volume 5 Issue 2 (2021) Pages 2201-2210
- Suyadi. 2013. *Strategi Pembelajaran Pendidikan Karakter*. Bandung: PT. Remaja Rosdakarya.
- Syafaruddin, dkk. (2012). *Inovasi Pendidikan*. Medan: Perdana Publishing
- Winton, Sue, (2010). Character Education: Implication For Critical Democracy, *International Critical Chihhood Policy Studies*, Vol.1 (I), 2008.
- Yufarlina, Rosita. F., Achsani, F. (2018). Pendidikan Karakter Dalam Novel Cinta 2 Kodi Karya Asma Nadia. *Jurnal Alayasastra*. *Alayasastra*, 14(1).
- Zuriah, N. (2008). *Pendidikan Moral dan Budi Pekerti dalam Perspektif Perubahan*. Jakarta: Bumi Aksara

ORGANIZATIONAL DEVELOPMENT STRATEGY HINDU COLLEGES

I Gede Sedana Suci

I Gusti Bagus Sugriwa State Hindu University Denpasar
sedanasuci@uhnsugriwa.ac.id

ABSTRACT

Higher education as a knowledge-based organization needs to have a structure and culture that is conducive, adaptive and flexible, in facing every change. But sometimes the slightest change brings conflict within the organization if it does not have adequate knowledge of the problems that occur. Employees, lecturers and students as organizational components who are directly involved in the process of forming human resources, will produce a good organizational culture if the organization's knowledge management is well organized. The knowledge management development model in Hindu universities is important to be developed to be a strategic vision, by combining the parts of the organization into one unit: people, processes, and technology aligned with the focus on improving the *tridharma perguruan tinggi* as an effort to improve the quality and competitiveness of Hindu universities towards World Class University.

Keywords: Organizational Strategy, Knowledge Management, Hindu College.

I. INTRODUCTION

Higher education is currently required to get international recognition or better known as World Class Universities (WCUs). Higher education as an organization/educational institution that produces human resources faces great challenges to achieve these goals. One of the requirements or recognition as WCUs is the research work of an academic, both related to the publication of scientific articles in international journals and citations. This condition shows that universities should aim to become research universities so that they can compete internationally. Of course, moving in this direction is not easy, rather it requires some change in mindset or work culture within the organization. To realize a research culture in higher education institutions, it is necessary to change the mentality of its supporters.

The direction of higher education now is to build a more dynamic, competitive and productive work culture. This kind of organizational or work culture exists in every organization, whether large or small, of any type, including college organizations. Rivai et al. (2011) stated that improving organizational performance requires a strong organizational culture that includes values, norms and attitudes. Therefore, it should be noted that a good organization must be built on a strong and knowledge-based commitment among the actors of the organization. Knowledge is the result of a process that becomes the goal of truth through social interaction with others and the environment (Nonaka, I et al., 2008). Knowledge plays an important role in supporting organizational culture and using information technology to carry out knowledge transfer as an integral part of knowledge sharing (Al-Gharibeh, K.M., 2011).

The achievement of these goals cannot be separated from the management of the university inseparable from the management system built, generally consisting of: processes such as core processes (learning), support, content such as curriculum, and management and resources such as human resources, financing and infrastructure. In higher education, management generally focuses on three important groups, namely process, content, and resource management. Of course, there are also influences on the organization and organizational culture, values, work ethic and leadership outside of these three groups. Each group cannot be managed separately, but integrated by paying attention to the direction of development of each university (vision, mission, goals and objectives). The higher education management paradigm aims to make the performance of higher education in Indonesia always refer to "continuous quality improvement". This can only be achieved if all parties directly involved in higher education governance can play a role in the framework. clear duties and authorities.

At the university level, quality determination is a priority effort and is very important, because the quality of educational outcomes determines the survival of a university. Determining quality is a difficult thing because (1) universities are always in contact with various stakeholders, each of whom has the right to express opinions in determining quality. Therefore, quality measures must be able to provide confidence to all education actors to achieve and improve them together. (2) Limited university resources, especially human resources, which are important prerequisites for efforts to improve the quality of higher education, (3) The implementation of higher education is always related and depends on the surrounding environment and community. This results in values, norms, laws and regulations that become signposts and guidelines for development. To achieve better performance, universities must develop and implement good strategies. Basically, determining strategies in college also means building capacity that allows colleges to compete or face competition.

Higher education services providers must have organizational skills, including program development and academic resources; academic operational services; research and innovation; social responsibility; strategic cooperation; and intellectual property development and management. This condition shows that knowledge management is an important factor in achieving academic achievement. Conceptually, knowledge management is about organizational activities within knowledge management. As an asset, it takes the right knowledge to the right people in a short time, so they can interact with each other, share knowledge and apply it in everyday life.

Knowledge management (Hendrik, 2003) means planning, collecting and organizing, directing and controlling data and information that has been combined with various forms of thinking and analysis from various competent sources. Therefore, the basic principle of knowledge management is to encourage organizations to "know what they know".

Given the role of information technology in the implementation of knowledge management as a means of facilitating managing organizations should be considered as a means of generating profits for higher education. ICTs will fundamentally change business models in research and higher education. These challenges have led to the need to implement knowledge management. The application of knowledge management in higher education is seen as something strategic that involves people, processes and technology to answer the challenges and demands of society that focuses on sharing information. In a broader context, there is a need to implement knowledge management strategies and practices to share information among members of the organization related to accountability and quality of service through knowledge sharing. For this reason, it is necessary to study a change in mentality or paradigm of higher education management through organizational empowerment through the creation of an innovative, dynamic, competitive and productive culture, based on knowledge management in managing universities to lead to a world class university (WCU).

II. DISCUSSION

Higher education plays an important role in economic growth because universities expand skills and knowledge that can ultimately increase income, the 'engine' of economic development, especially when associated with the era of knowledge-based economy in the 21st century, which is considered the "savior of the economy". This condition also applies to Hindu universities which have a strategic role as universities in preparing human resources to increase international competitiveness. Competitiveness is determined by competitive advantage, which consists of three elements: human capital, organizational skills, and areas of competence. To build the advantages of these three elements, there are several strategies that can be applied in managing Hindu universities such as:

1. Improve academic quality and strengthen international reputation

In establishing international cooperation with universities abroad, it becomes an obligation if our institutions or universities get recognition from the international world. There are three things that should be a priority for cooperation, namely: 1). Student / Lecturer Exchange 2). International Publications. 3). Joint research. This exchange of students or lecturers is important to pursue knowledge leave with the international world. Apart from being a means to improve the quality and promote the academic reputation of the Institute in the international arena. So the main need that must be implemented is to establish cooperation with various campuses or institutions that already have a global reputation, if this component is not implemented, it is certain that universities will continue to lag far behind in the next 25 years

2. Institutional Strengthening

Going International means joining academics, work culture and international class networks. Therefore, internationalization or WCU is not an easy vision to achieve, but rather a process that can be designed in the long term. It also requires investment or financing, which is not small. However, internationalization or go international transport is slowly but surely necessary. The demands of the globalization era demand higher competitiveness of universities in pursuit of international cooperation. Universities must also support this by having advantages that can be a reference for the international world and cannot be obtained in other parts of the world.

To achieve the goal of strengthening the Institution, the Hindu college organization must be able to develop its ability to anticipate environmental trends by actively engaging with the future of the organization. Morgan (1989) in the book *Riding the Waves of Change* calls it *Proactive Mindset*, i.e. activity:

1. Looking to the future
2. Identify problems and opportunities
3. Find ways to overcome negative problems and open up opportunities for organizational development and
4. Understand, identify, and develop actionable opportunities.

To realize these four proactive thinking, Hindu higher education organizations need to improve the attitudes and skills of their human resources with positioning and repositioning skills programs. Organizational change is understood as operational changes in organizations in an effort to adjust to the dynamics of the organizational environment as a learning organization. Human resources are assets that become one of the important determinants of the success or failure of the performance of the entire organization. From the explanation above, knowledge about the resources owned by the organization must be managed properly.

3. Knowledge Management Implementation

Knowledge management in Hindu universities is an effort to improve the ability of organizations to manage their intellectual assets (lecturers and employees) in order to improve quality and competitiveness in the global academic world. To achieve these goals, it must be aligned with the vision and mission of each organization. The vision of the organization clearly shows how the organization and operational management of the college organization will run. Currently, the management of existing human resource development is still independent, not institutionalized. In higher education, one of the strategies applied in the era of knowledge-based society / economy is to develop research management policies that institutionalize an activity in accordance with established standards. Research to produce innovation and new knowledge certainly leads to patents / intellectual property rights.

Knowledge management strategies, policies, and business practices can be applied in the field of education because educational institutions are knowledge-producing institutions and this knowledge is an intellectual asset and human resources that can improve the quality and competitiveness of organizations in this competition. As a knowledge gatherer, universities play an important role in supporting the knowledge-based economy. Knowledge management elements such as the creation, transfer and maintenance of knowledge aim to improve the quality and capability of innovation-based human resources to achieve competitive advantage. According to Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education, aiming to: 1) increase the country's competitiveness in the face of globalization in all fields, higher education is needed that is able to develop science and technology. 2) Produce technological and intellectual people, scientists and / or professionals who are educated and creative, tolerant, democratic, have strong character and dare to defend the truth for the good of the nation.

Knowledge management works effectively when supported by various components such as:

1. University Policy as a form of achieving the vision and mission of the university which is outlined in the form of clear guidelines or regulations. The implementation of such guidelines should be evenly distributed among existing units or faculties.
2. Management of facilities and infrastructure from the institution to ensure the teaching process on campus runs smoothly, so that students get the best facilities from their institution.
3. Adequate sources of funds, to obtain adequate facilities, funding sources must come from various sources
5. Good feedback supports the future development of the organization, as it follows the original alignment of the organization's goals and already has a solid framework.
6. Research culture as the basis of publication productivity is important to be the work culture of the organization.

Of the various organizational development strategies, for changes in the organization of Hindu universities, the development of research culture must be at the forefront, because what has happened so far is personal because personal needs have not been massively encouraged by the Institute so that the achievement of international reputation publications internationally is far from the goals that have been set. Therefore, management commitment is needed in the form of financial support, facilities and infrastructure. In addition, it is necessary to raise a research culture of researchers who are not only concerned with personal but research is carried out institutionally and is believed to be a common need, comfortable and carried out passionately by all educators in Hindu universities.

III. CONCLUSION

The organizational development strategy in Hindu universities based on knowledge management in general based on the above explanation can be concluded that, in its implementation, the organizational development strategy of Hindu universities changes the mindset of routine university management into a research university with a strategy to improve academic quality, international reputation, institutional strengthening and implementation of knowledge management. The implication of this strategy is that it requires leadership commitment, consistent financing and lecturers have a research culture to produce publications and intellectual property rights of international repute.

REFERENCE

- Egron-Polak, E.; Hudson, R. (2010). *Internationalization of Higher Education: Global trends, regional perspectives (IAU 3rd Global Survey report)*. Paris: IAU.
- Rivai Veithzal, Ahmad Fawzi, Ella Jauvani Sagala, dan Silviana Murni. (2011). *Performance Appraisal*, PT. Raja Grafindo Persada, Jakarta.
- Schein, Edgar H. (2004). *Organization Culture and Leadership*, John Willey & Son, Inc., New York.
- Suharsaputra, Uhar.(2015).*Manajemen Pendidikan Perguruan Tinggi*.Bandung:Refika Aditama
- Uriarte, Jr. F.A. (2008) *Introduction to Knowledge Management*. Published by the ASEAN Foundation, Jakarta, Indonesia.
- Nonaka,I at.al (2008) *Managing Flow A Process Theory of the Knowledge-Based Firm*. PALGRAVE MACMILLAN Houndmills, Basingstoke, Hampshire RG21 6XS and 175Fifth Avenue, New York, N.Y. 10010.
- Al-Gharibeh, K.M. (2011)*The Knowledge Enablers of Knowledge Transfer: An Empirical Study in Telecommunications Companies*. *IBIMA Publishing*. <http://www.ibimapublishing.com/journals/IBIMABR/ibimabr.html>.Vol. 2011, Article ID328944, 13 pages DOI: 10.5171/2011.32894.
- Hendrik. (2003). Sekilas tentang knowledge management. Artikel Populer IlmuKomputer.Com, copyright@2003IlmuKomputer.Com
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
- Morgan, Gareth.(1989). *Creative Organization Theory*. Newbury Park, London, New Delhi: Sage.

SEXUALITY IN BALINESE PALM-LEAF MANUSCRIPTS AS A SEXUAL EDUCATION APPROACH

I Nyoman Suka Ardiyasa^{1*}, Putu Maria Ratih Anggraini²

¹ ²STAH N Mpu Kuturan Singaraja

suka.ardiyasa@stahnmpukuturan.ac.id

ABSTRACT

This article discusses the role of Balinese palm-leaf manuscripts (naskah lontar) in the context of sexual education. Balinese lontar manuscripts hold rich cultural value and encompass various aspects of life, including sexuality. The aim of this research is to analyze the concept of sexuality embedded within Balinese lontar manuscripts and consider a sexual education approach through the use of these manuscripts as a learning resource. This study employs text analysis methodology and a cultural approach to unravel perspectives and messages related to sexuality in Balinese lontar manuscripts. The lontar manuscripts examined in this research are from the collections of Gedong Kirtya. The research findings reveal that Balinese lontar manuscripts contain complex views on sexuality, including social norms, gender roles, reproduction, and human relationships. In the context of sexual education, Balinese lontar manuscripts can serve as valuable sources of knowledge for the younger generation. The approach to sexual education through Balinese lontar manuscripts has the potential to provide a profound understanding of sexuality by incorporating cultural values and traditional heritage. The implementation of this approach requires collaborative efforts among educators, researchers, and cultural experts to develop appropriate methods, including the selection and adaptation of relevant lontar texts within the current educational context.

This research makes a significant contribution to the development of a more inclusive and culturally sensitive sexual education curriculum. The article also offers practical recommendations for educators and researchers to utilize Balinese lontar manuscripts as a rich source for sexual education, enriched with cultural values and traditions.

Keywords: Balinese palm-leaf manuscripts, sexuality, sexual education, culture, educational approach.

INTRODUCTION

Sexuality education has become an important issue in the formation of individual views, behaviours, and understandings of human sexuality in an era of modernization and globalisation. Despite this, sexuality education methods often face difficulties in integrating local norms and traditions. The manuscript, which has a rich cultural heritage on the island of Bali, plays an important role in preserving traditional knowledge and values. These manuscripts describe various aspects of life, including sexuality, which is an important component of the culture and life of the Bali people. The Bali scripts can help to educate a wider audience about sexuality and be culturally sensitive. However, too little research has studied the concepts of sexuality contained in these manuscripts. So this article discusses the important role of the Bali script as it relates to the teachings of sexuality in the context of modern sexuality education. It is in line with what Wimpie Pagkahila that sexual urges in adolescence encourage both men and women to engage in sexual relationships, and such feelings will generate erotic feelings towards others,

so that if not given an adequate education of sexuality, such an urge will form a negative character. (Pangkahila, 2019:1).

The importance of this article as a means of realising the awareness that sexuality has a complex cultural dimension in addition to biological. This article aims to reveal the hidden views and messages of sexuality found in Bali's Hindu-based script. This article will analyse texts and cultural approaches to discover social norms, gender roles, reproduction, and interpersonal relations in the context of sexuality. In addition, this article looks at how the Bali scripts can serve as a source of sexuality education for the younger generation. Sex education delivered through scripts can combine cultural and traditional values, provide a better understanding of sexuality, and help broaden the individual's perspective on sexual issues.

Fundamentally, a complete understanding of Hindu teachings, especially the knowledge of *catur purusa artha*, which is the knowledge of the four directions of the purpose of human life (*dharma*, *artha*, *kama*, and *moksa*), can show that the teaching of sexuality in the Hindu teachings that are filled with the classical literature of *Lontar* is not actually a bad teaching. If associated with the teachings of sexuality, then its existence is in the realm of *kama*, that is, the fulfilment of desire or need, so that the teaching of sexualities is basically in the field of *Kama Tattwa*. Purusaartha's concept of chess is basically a ramp and a limit to the wild movement of *artha* and *kama*, and the concept is described as a locomotive that moves the train. The locomotive journey, where *Dharma* is its route, *artha* is its fuel, and *kama* is the energy that moves it, will surely go to an island of hope, where it will land and melt into the sacred existence, namely, the *moksa*. (Aryana, 2005: 5). According to Parrinder (2005), sex is a fundamental issue for mankind and is part of the laws of nature that allow the existence of living creatures (especially humans) in this world.

Therefore, important sex education is taught from an early age to the young Hindu generation in Bali by re-actualizing the religious teachings that relate to it as well as the local wisdom that exists from ancient times and is inherited to the present in the form of scripts. Collaboration among various stakeholders, including educators, researchers, and cultural experts, is crucial to integrating scripts into sexuality education. Appropriate processes must be developed, which include the selection and modification of short texts relevant to the contemporary educational context. It is expected that the use of this method will result in an inclusive and culturally sensitive sexuality education programme. In the end, it will provide long-term benefits for building a sexually balanced and culturally informed perspective.

In addition, this article can provide practical advice on how educators and researchers can use the Bali scripts as a source of sexuality learning rich in cultural values and traditions. Thus, this article has the potential to influence the development of a more holistic approach to sexuality education, adapted to the needs of the times and rooted in the local cultural heritage.

Literature Review

Based on a search for research, that kind of writer found several related journal articles, such as:

Suka Ardiyasa (2019), in his scientific article entitled "The Sexuality of the Kirtya House Collection," mentions that Bali has tens of thousands of scripts containing information about various aspects of people's lives. One of the contents of the script is about sexuality, with the teachings and preferences of sexual conduct found in some famous libraries scattered across Bali and beyond Bali. The Kirtya Gedong Museum in Buleleng district has several manuscripts related to sexuality. The collection consists of ten Smara Reka titles of 2 (two) *cakep*, *Smara Reka Slokantara* 1 (one) *cakep*, *Tattwa Resi Sambina* 1 (One) *cakep*, *Smar Krida Laksana* 1 (a) *cakep*, *Tutur Smara Bhuna* 4 (four) *cakep*, and *Tights Usadha Smaratura*. All of the manuscripts are available in printed form or in printed copies. The contribution of this article is that it can be used as an initial mapping of the spread of sexuality manuscripts found in the Gedong Kirtya, thus facilitating the initial mapping of manuscript availability.

Gde Oka Widana, (2017), in his article entitled Education of Sexuality in Lontar Text Smarakridalaksana, discusses the importance of sexuality education in the context of Hindu teachings, especially the teachings of Chess *Purusartha*, which consider the significance of understanding and living every phase in human life, the *Grhasta* phase (*berumah tangga*). The understanding of sexuality education for Hindus is not considered taboo or misleading, especially in the study of the teachings of sexuality contained in classical manuscripts. In Bali, there are many classic scrolls that contain knowledge of the teachings of sexuality, but not many people are willing to study the content of such scrolls. One of the classic scrolls that focuses on research is the Lontar Text of Smarakridalaksana, which contains the teachings of sexuality with the direction of spirit yoga and spells. The results of his research show that the contents of the scroll are structured in form and narrative structures. Sexuality education in this corner is related to *tattwa* (philosophy), religion, affection (love), yoga, and devotion (*hari baik*). The functions of sexuality education in this corner include creation, ethics, discipline, health, responsibility, harmony, self-awareness, non-verbal communication, appreciation of the existence of women, and preservation of traditions and cultures. This article provides a contribution to the research carried out as a guideline and source of information on how to analyse texts from the perspective of sexuality education as well as the methods used.

Gunawijaya, I Wayan Titra (2020), in his article entitled "Sex Theology in the Creation of *Suputra* Seed," states that sexuality, when viewed from a different perspective, is one way of achieving happiness. Based on chess, *Purusha Artha* (*Dharma, Artha, Kama, and Moksa*) is a way for humans to enjoy achieving a harmonious life in accordance with the purposes of Hinduism. Various Hindu literary works discuss the obligation of man to continue generations or descendants, including the methods of their maintenance. Sexual pleasure can be achieved in

many ways, but if you don't follow the rules of literature, the outcome of sexual intercourse will be different. Some of the sex literature found on the Bali slopes mostly deals with the process of sexual intercourse, both the way it is done and the rules. To be karma yoga and the act of *yajna*, the execution of *senggama* must also be in accordance with the teachings of God. The purpose of a married couple is to have a daughter. To achieve this goal, they must obey the process of fertilisation of the egg cells by sperm, which is governed by the rules and standards found in Hindu literature. The contribution of this article to the research carried out is to provide information on the contribution of the folded texts from the Hindu religious perspective.

METHOD

This research uses a qualitative approach and focuses on the analysis of the manuscripts in the collection of Gedong Kirtya containing the teachings of Sexuality. The data was collected through literature studies and manuscript exploration available at the Kirtya Building. In addition, comparisons with other sources, such as educational analysis, were conducted to study literature related to the subject of the article. Data is collected in accordance with the purpose of the research and then analysed and compared with other sources to produce results according to the complexity of the problem that has been determined. This research resulted in a comprehensive research article that emphasises the importance of the findings of Sexuality loaded in the Lontar Script of Bali as an Approach to Sex Education. This article also covers the interpretation and practical implications of providing sexuality education from an early age through a cultural approach that is embedded in the script.

FINDINGS

Sexuality manuscripts from the Gedong Kirtya Collection

Sexuality manuscripts found in Kirtya Gedong contain 10 titles, but some of them have the same title for different purposes. There are also titles of the same manuscript with the same content, which distinguishes only the origin of the manuscript and its removal from the Kirtya Gedong Museum. In all titles, like Smara Reka 2 (two) fruits, Smara Reka Slokantara 1 (one) fruit, and *Tattwa Resi Sambina*, Smara Krida Laksana, T tutur Smara Bhuana and Tegesing Usada Smaratura all of these manuscripts are available in the form of a printed copy of the manuscript. Here's the identity of the manuscripts that contain the teachings of sexuality:

- a. The Smara Reka manuscript from Sanur Badung with the manuscript number IIIc/1529 was removed from the script by Ni Made Tirta on April 1st, 2015, with a column on August 8th, 1494. This manuscript describes the process of the meeting of *kama bang kama petak* to become a branch of the baby as well as the system of childcare from the newborn to the adult.

- b. The Smara Reka manuscript is from Ni Ketut Genuh from Kediri Tabanan, with manuscript number IIIc/3588 translated by A.A. Ketut Rai. The contents of this manuscript are almost the same as those of Smara Reka, who is numbered IIIc/1529 and speaks of the origin of the encounter of lust so that it can produce a baby branch.
- c. Script Smara Reka Slokantara with Script No. IIC/4658 from Pan Cordi Br.Tengah Kawan, Krambitan, was translated by A.A. Ketut Rai on January 3, 1977. This script contains information about the type of kama that emerged as a result of the presence of weapons such as Eka Wara dados Kama Petak, Dwi Wara dados Kama Bang, and the following: The manuscript also contains the rituals (mréténin) for treating ari-ari and some of its ritual processes.
- d. Script Tattwa Resi Sambina with Script Number belonging to I Gede Jelantik of Puri Pekudaan Amlapura. This script was translated by I Gusti Ngurah Rai. In short, this manuscript contains information about the art of sexism, incentives in the erotic area for women, the gift of the *Kama* God for each woman, and other teachings.
- e. Smarakrida manuscript executed with manuscript number IIIc/702/7 of I Gusti Nyoman Srengga, which was redirected by I Made Sudirawan and printed on July 21, 1988. In short, this manuscript contains information about the Tattwa and also about religious symbols, especially the symbols of the kingdom and the spells used. This lontar also emphasises the importance of love in relationships, including sexual relationships.
- f. The Script Tuter Smara Bhuana with Script No. 2547/IIIb is a manuscript belonging to Griya Gede Riang Gde, which was contributed by Prof. Dr. C. Hooykaas, received by the Kirtya Building Museum on January 10, 1979, and transferred by A.A. Ketut Putra. In short, this manuscript contains the presence of *Hyang Asmara* in each human being. Next in this script is about the occurrence of the corruption of *kama bang* and *kama petak* until becoming a baby.
- g. Script Tuter Smara Bwana with Script No. 6360/IIIb is a manuscript belonging to Geria Gede Belayu and transferred by A.A. Wife Adi on June 30, 1983. In short, this manuscript describes the position of the *mémé* and the father (*rama-réna*) in the human *sarira*. This script also contains the priorities of marriage and other priorities.
- h. The script Tuter Smara Bhuana with the script number IIIb/4536 of Geria Pidada Klungkung was translated by Ida Bagus Gede Geria on July 13, 1978. Its contents are almost identical to those of Tuter Smara Bwana, with Script No. 6360/IIIb only differing in the structure of its writing and equally discussing the position of *mémé* and father (*rama-réna*) in the human *sarira* member.
- i. Script Tuter Smara Bhuana with script number 4732/IIIb lontar belonging to Gria Gede Belayu Marga Tabanan, translated by I Gusti Ngurah Gede on

August 26, 1979. It's the same as the Smara Bhuana Script with scripts IIIb and 4536.

- j. Smaratura Usada Tegesing Script with Script No. 3662/IIIId of I Made Pasek Banyuasri Singaraja, printed back on November 23, 1982, by I Made Widiana. In short, it contains all sorts of diseases caused by sexual intercourse. Also mentioned are some remedies for sexually transmitted diseases. At the end of this chapter, we talk about the primary sex relationships.

Ten of the available scripts are in typewritten form on an old typewriter, so it's complicated enough to read them.

Concepts of Sexuality in various Lower texts

The notion of sexuality embedded in the script contains very diverse concepts, in which case the script teaches how sex theory is done like ethics and good sexual techniques are done. Such things are loaded in Lontar *Sanggama. Sesana, Cumbana Sesana, Smara Krida Laksana, Rukmini Tatwa, and Resi Sambina* Secrets of *Sanggama, Stri Sesana, Wadu Laksana, Usada Smaratura, Prasi Dampati Lalangon,* and others. The principles of sexuality in it can strengthen the sense of divinity within each person. The principle is called "*Smara Ratih*," which means that the sexual relationship between a husband and a wife should always be carried out like the relationship between the god *Smara* and the Goddess *Ratih*. Sex like that is called *Sanggama Yoga*, which will enhance the sense of divinity as mentioned in the *Lontar Resi Sambina*. Sex as *Yoga* automatically serves to enhance a person's spirituality. The strength of expression and the existence of affection in sex will build a balanced inner life. By increasing the consciousness of divinity in having sex, ethical, romantic, and ethical sex behaviour will emerge.

Furthermore, in a text entitled "Dampati Lalangon in the shape of a pracy" (pictured below) depicting the marriage of a husband and a wife/honeymoon, it is explained that individuals who pursue exclusively sexual satisfaction, despite being bound in a marital bond, face the risk of bringing about the possibility of having children, which are the incarnation of the Divine Will. Kumiligi refers to spirits with a lower level of existence, located "below" the level of a human being, who attempt to ascend to the human level to redeem the *papa* (sin) in their previous birth. In the framework of the law of harmony of the universe, the entities at the lower level will strive for perfection, such as the "kumiliigi" who strives to be human, the man who strives to be a god, and the god who seeks to unite with *Brahman*. The gods gave me the opportunity to become human as part of their journey. This opportunity will arise when human beings engage in sexual relationships free from the moral constraints and guidelines presented in the *Kama Tattwa* texts.

Couples who disregard the principles of dharma and underestimate the importance of sexuality learning in *Kama* teachings have a potential opportunity for the Kumiligi entity to become human. Those who ignore the norms of dharma and the benefits of the *Kama* texts are more likely to engage in the practise of

sexuality purely for pleasure, known as "bhuta" (seks tanpa tujuan moral). An out-of-marriage pregnancy is a major opportunity for the manifestation of Kumiligi. Sex in an unnecessary place can also lead to Kumiligi infiltration. The Kumiligi Panca consists of five low-level spirits, including I Nguntang, I Nganting, I Bongol, I Tundik, and I Ngulaleng, which symbolise negative nature and behaviour. Those who cheer up like I'm a wretch or a whore tend to torture themselves when they're angry. I, Bongol, ignored the prohibitions and advice of my parents. Tundik has the nature of stealing, and *Ngelaleng* often forgets about his responsibilities and duties. Another chance for Kumiligi to become human occurs when a human partner engages in sexual intercourse beyond the norm, such as in public or inappropriate places. For example, sex in public places, near holy places, or in places that are considered inappropriate, such as kitchens or animal cages, Childbirth due to sexual intercourse, extramarital pregnancy, rape, or pregnancies with more than one partner also gives Kumiligi a chance to get married. This teaching has high relevance to the current situation, especially for the younger generation. The teaching of Kama Tattwa in Hinduism plays an important role in shaping the ethics of the individual in having sexual relations, especially in an increasingly free society. The application of this doctrine can produce a happy family and avoid the negative influence of Panca Kumiligi.

In the text of *Pamedas Smara*, *Smara* outlines the selection of the optimal day for engaging since sexual intercourse for individuals who are in the *grahasta* phase of the hostel is not merely the exhaustion of lust. Marriage is considered an intimate ritual that is only suitable for spouses based on the principles of wisdom and dharma. In other words, in fulfilling the needs of the *Kama* (aspect of desire or desire), it must be carried out based on the *Dharma* (moral and ethical principles), which in the end can lead to *moksa* (spiritual liberation), in this case called *kajagadhitan*. The text of *Pamedas Smara* contains a number of rules about the good and bad days to engage in sexual intercourse, as in the following quote:

*/nihan dina tan wĕnang atĕmu ring hĭstri/nuju
wton/purṇnāma/tilĕm/prawani/ika hala dahat/ knā udrawa ning sang hyang
suryya candra/ reh tingkah hamada maḍa dewattha/ manih ring
dinal^oa/ka/bu/ka/sal/ kalhasing hinanggĕh rarahinan/nwidḍi^oikatan wanang
purugĕn nggen hakridḍa/*

Translation

It is a bad day to meet with a wife on the day of birth, full name, *tilem*, *purwani*; it is very bad to be afflicted by her god of the sun and the god of candra, because of the similar deeds of the gods; and there are also other days, the budget of *kliwon*, the *budha kliwon*, and the *saniscara kliwon*; all the days called *rarahinan*; all those days are not to be violated to make a marriage (Pamedas Smara, 2b).

From the quotation, clearly and firmly, the text reminds *Pamedas Smara's* readers that there are days that are forbidden and must be considered for spouses

to engage in sexual intercourse. Because if a man doesn't tolerate that bad day, he will suffer disaster. In the literature, it is said that in the days when it is forbidden to engage in partnership, it is called *hamada maḍa dewattha* (like the deeds of the gods). Because spiritually, we as Hindus already know that the day of *Purwani*, the full day of *Tilem*, and the day that is called the feast day are a day to worship the ancestors and the gods and are a form of learning effort so that Hindus can distinguish between the territory of spiritual enjoyment and the region of earthly enjoyment. As expected, on the holy day, the Hindu people can direct their minds to the degree of holiness, while at the time of intercourse, man is associated with earthly pleasures and interests.

However, if we associate it with the logic that there was a ban on those days above, it can logically be explained as an attempt to keep our construction from breaking apart. On *Purnama*, *Tilem*, and other holy days, the Hindu people will devote their attention and energy to worship or other sacred activities. Of course, any form of such activity will cause the person to waste energy. If you have sex when you're tired, you don't get a good result. Besides the day above in the text, *Pameda Smara* also forbids not to engage in sexual intercourse during the day because it will have an adverse effect and is treated like an animal. It is necessary to observe the election of this good day so that you may have a good offspring (*putra suputra*).

According to Rsi Sembina, every sexual encounter should involve certain spells. Lontar Rsi Sembina stated that the main spells that are very well applied are the *Bija* and other spells of enlightenment. The purpose is for the sexual relationship to produce results for good and truth, such as pregnancy, health, and spiritual satisfaction in loving love. In the Hindu library, it is stated that every sexual intercourse, such as kissing, hugging, and embracing, should always present and worship certain gods as manifestations of the One God. It means in having sex not to forget yourself trapped in the power of lust, or *Wisaya Kama*. It can plunge a partner into a waste of energy and even lead to sex that is sadistic in nature.

Sex is described as a sacred ritual, so spellfulness becomes crucial when engaging in sexual intercourse. As in Bali, for example, every ceremony is usually conducted by a priest, either a superior or a clergyman. These priests are the liaison between the masters and the deities to whom they are assigned. In mediating the ritual activities, priests perform spells, make hand movements (*mudra*), ring gents, hold worship instruments on the *dipa*, sprinkle *tirtha*, and concentrate using flowers and beads (Hooykaas, 2002: 6). The use of spells becomes crucial alongside other means in a ritual in Bali. In the text of the *Resi Sembina*, it is mentioned that having sex means also performing spells. The spells contained in the text of the *Sembina Resi* are beasts of spells and spells of supplication for what is desired during sex to be fulfilled. At the height of the encounter, one is advised to apply the spell because the gods dwell in the body as a force. Strength is related to energy, and energy is closely related to the respiratory system. When a person changes his

respiratory system, his total energy system also changes. In every state of mind, there is a special quality of life force, so that breathing changes (Osho, 1990: 55).

Then one important thing in the *Rsi Sembina* Text is how sex is lustful. So this is almost the same level of understanding as a priest. A priest who is persistent in spiritual thinking will know about or become a prostitute or a *windu*. Those who are able to enter the *windu* mean they have been able to discover the true nature of the One. The word *windu* translates as emptiness. Emptiness does not mean nothingness, but nothingness. Not a void, but in a state of pure, absolute, indivisible consciousness.

Teaching Sexuality on the Lower Level as an Approach to Sex Education

Sexuality education is an important aspect of the formation of individual character and an understanding of the sexual aspects of human life. For the young Hindu generation, sexuality education plays a significant role in integrating religious, cultural, and ethical values into their views of sexuality. In this context, sexuality education is becoming increasingly important in shaping a balanced, self-aware, and cultural young Hindu generation. There are several important things related to sexuality education for the young Hindu generation, among them (a) Understanding the concepts of Dharma and Kama: in Hindu teachings, the concepts of *Dharma* (*tata krama moral*) and *Kama* (desire) are interrelated. Sexuality education helps the younger generation understand that sexuality needs to be lived with moral responsibility in accordance with the principles of *Dharma*. They understand that sexual intercourse is not merely the fulfilment of lust but also part of living a balanced life. (b) Knowledge of Reproduction and Sexual Health: Sexuality Education provides accurate knowledge of reproduction, the human body, and sexual health. The young Hindu generation is taught about the importance of caring for the body and maintaining physical and emotional health in the context of sexuality. It helps them avoid the risk of sexually transmitted diseases and other health problems. (c) Gender and Equality Understanding: Sexuality education plays a crucial role in shaping a healthy understanding of gender roles and equality. Young Hindu generations are taught to appreciate and respect the role of each gender and to understand the importance of equality in human relationships. (d) Building Healthy Relationships: Sexuality education helps the young Hindu generation understand the significance of open and healthy communications in intimate relations. They were taught how to build relationships that respect and support each other, as well as the importance of permission in all aspects of relationships. (e) Facing the Digital Age: The younger generation today is growing up in the digital age with wide access to information. Sexuality education helps them understand accurate and reliable information about sexuality as well as filter out information that is not in line with their religious and cultural values.

Sexuality education plays an important role for the young Hindu generation. It helps them to understand and respect sexuality as an integral part of human life,

which must be lived with moral responsibility and religious values consistent with Hindu teachings. With good sexuality education, the young Hindu generation can develop a balanced and culturally sensitive view of sexuality as well as build healthy and meaningful relationships in increasingly complex societies.

In line with what is expressed by Dananjaya Evidence Day, it is important for the young Hindu generation to be educated about the ethics of Hindu sexuality. A *brahmacari* (student) should avoid things that stimulate the pleasure of the senses, such as amoral acts, laziness, dependency, and attachment. A *brahmacari* must keep a firm *tapa*, carry out *sadhana*s and rituals strictly, and eliminate all kinds of earthly pleasures. A *brahmacari* should avoid contact with women. (Dananjaya, 2022: 7). There are eight kinds of things a brahmasari should avoid, among others: (1) *Darshana* (seeing a woman with passion), (2) *Sparashana* (touching her), (3) *Keli* (playing with her), (4) *Kirtana* (exhorting her personal abilities to a friend), (5) *Guhya-Bhashanah* (talking to her in person), (6) *Sankalpa* (thinking and remembering her always), (7) *Adhyavasaya* (very interested in acquiring animal knowledge with her), and (8) *Kriya* (sexual exhortation). (Sivananda, 1984: 14).

The sex education given is tailored to the child's development. Children who have not yet experienced puberty, education, and sex information are given differently from adolescent and adult-age children. In the text of Sembina's Resi, education is adapted to age growth. Those who are wise will not in vain educate and give to others; they will give them what they need. Everything related to that time is most important to children. Everything related to adolescence was given to him when he walked into adolescence. Something more complex can be given to him when he grows up. Sex education is given to children when they have not yet understood the body organs of the opposite sex. Knowledge of the opposite sex at an early age will enhance the child's imagination and self-exploration of gender. In adolescence, it is important to know the dangers of sex, such as premarital or free sex, sexually transmitted diseases, HIV/AIDS, and more. This age is the transition from childhood to adulthood. The text of the Sambina Resi emphasises strict rules on the doctrine of the tenets of parenting.

CONCLUSION

In conclusion, this article describes the importance of sexual education in the context of an era of modernization and globalisation, in which sexual education has become essential in shaping individual views, behaviours, and understandings of human sexuality. Although challenges in integrating local norms and traditions often arise, Bali's scripture, which contains a rich cultural heritage, plays an important role in preserving and disseminating traditional knowledge and values. These manuscripts cover various aspects of life, including sexuality, which is an important element in Bali's culture and society.

The abundant availability of manuscripts related to sexuality in the collection of Gedong Kirtya Singaraja indicates the high importance and attention paid to aspects of sexuality in Bali's culture. Through the identification of the short

titles, it is seen that the teachings of sexuality in the manuscripts have a variety of concepts, teaching sex principles that involve good sexual ethics and techniques. These principles, as reflected in manuscripts such as *Sanggama Sasana*, *Cumbana Sesana*, and others, are rooted in spiritual values and are able to strengthen the sense of divinity within the individual.

For the young Hindu generation, sexuality education became important because it not only helped them understand the concepts of *Dharma* and *Kama* in Hindu religious teachings but also helped them integrate religious, cultural, and ethical values into their views of sexuality. Sexuality education helps shape their character and views, ensuring that the young Hindu generation is able to lead a balanced, self-aware, and cultural life in the face of the demands of an increasingly complex era.

REFERENCES

- Ardiyasa, I. N. S. *Naskah-Naskah Seksualitas Koleksi Gedong Kirtya. Teologi Seks Di Era Milenial*, 29. Prosiding National Brahma Widya Seminar on Sex Theology in the Millennial Era. Brahma Widya Postgraduate Studies Program: IHDN Press.
- Aryana, I.B. Son of the SS. 2005. *Sex Ala Bali Sibak Tabir Secret Kama Tattwa*. Pasek Suardika's editor. Bali Aga.
- Aryana, M. (2009). *Sex Ala Bali II*. The market: Bali Aga.
- Asrini, L. (2018). *Sing Beling Sing Nganten is not our culture*.
- Dananjaya, I. N. H. M., & Sari, N. K. P. (2022). *The importance of ethical education is to obey Hinduism for the young Hindu generation*. Guna Widya: Hindu Education Journal, 9(2), 154-167. <https://doi.org/10.25078/gw.v9i2.1426>
- Gunawijaya, I. W. T. (2020). *Sex theology in the creation of Suputra's offspring*. Genta Hredaya: Media Scientific Information Brahma Widya Department STAHN Mpu Kuturan Singaraja, 3(2). <https://doi.org/10.55115/gentahredaya.v3i2.460>
- Osho.1990. *The Psychology of The Esoteric (Psikologi Alam Gaib)*. Bandung : Publishing Agreement.
- Parrinder, Geoffrey. 2005. *Sexual theology*. Translation of Amirudin and Asyhabuddin. Rhmat Widada Editor. Yogyakarta: Lkis Yogyakarta.
- Prapnuwanti, N. L. P. (2022). MEMBANGUN NILAI PENDIDIKAN KARAKTER KEPEMIMPINAN GENERASI MUDA HINDU. *Haridracarya: Jurnal Pendidikan Agama Hindu*, 2(2), 45-53. <https://www.jurnal.stahnmpukuturan.ac.id/index.php/haridracarya/article/view/2177>.
- Princess, N. P. O. A. C. (2021). *Sex education in Lontar Smara Krida Laksana*. Literary Dharma: Journal of Regional Language and Literature Research, 1(2), 130-139. <https://ejournal.ihdn.ac.id/index.php/dharmasastra/article/view/2939>.
- Suwantana, G. (2007). *Sex as a Spiritual Climbing Study of the Text of the Sambina Recession*. The postgraduate program of IHDN Denpasar.
- Tim Penyusun. 1999. *Katalog Salinan Lontar Dengan Sistem Digital*. Buleleng.
- Wimpie. 2019. *Sex in the Millennial Era*. Prosiding National Brahma Widya Seminar on Sex Theology in the Millennial Era. Brahma Widya Postgraduate Studies Program: IHDN Press.

STORYNOMIC AS A POTENTIAL IN CULTURAL EDUCATION : ENHANCING CULTURAL SKILL THROUGH DIGITAL NARRATIVES RITE

I Gede Putu Widarmana^{1*}, Firlie Lanovia Amir², I Putu Ryan Dharma Putra³

¹SMAN 1 Kerambitan Bali

^{2,3}Faculty of Tourism, Institut Pariwisata dan Bisnis Internasional, Bali

firlie@ipb-intl.ac.id

ABSTRACT

In the era of digital advancements, traditional approaches to cultural education are evolving to accommodate modern learning preferences. This paper explores the concept of 'Storynomic' – a fusion of storytelling and digital economics – as a promising tool for enhancing cultural skills among learners. Storynomic leverages digital narratives to engage learners in immersive cultural experiences that encompass history, traditions, and societal norms. This study delves into the theoretical foundations of cultural education, the principles of Storynomic, and its potential benefits in fostering cultural awareness, empathy, and cross-cultural competence. By seamlessly integrating technology into cultural education, educators can create interactive and personalized learning journeys that cater to diverse learning styles. The paper also highlights challenges and considerations, such as maintaining authenticity and ethical implications. Through a comprehensive review of existing literature, this research underscores the significance of Storynomic in cultivating a deeper understanding of global cultures and suggests avenues for future research in the dynamic intersection of technology and cultural education.

Keywords: Storynomic, Education, Culture, Digital, Narratives

INTRODUCTION

In an era marked by rapid technological advancements and interconnected global networks, the landscape of education has undergone transformative changes. Cultural education, which seeks to impart a profound understanding of diverse traditions, histories, and societal norms, is no exception to this evolution. As traditional pedagogical approaches are increasingly supplemented by digital tools and platforms, a novel concept emerges: 'Storynomic,' an innovative amalgamation of storytelling and digital economics (Kristiyono, 2015). This research delves into the potential of Storynomic as a revolutionary tool for enhancing cultural skills among learners, catering to their contemporary preferences for interactive and engaging learning experiences.

Cultural education holds a pivotal role in fostering cross-cultural understanding, empathy, and tolerance. It equips individuals with the skills necessary to navigate diverse environments, appreciate differences, and contribute positively to a multicultural world. However, traditional methods of cultural education, often relying on static textbooks or classroom lectures, can fall short in capturing the attention and interest of digital-native learners. Moreover, as cultures continually evolve, cultural education must adapt to remain relevant and effective.

Traditional approaches to cultural education often struggle to engage today's digitally native learners who are accustomed to interactive and immersive experiences. As globalization connects diverse cultures more than ever, cultivating

cultural skills is imperative for fostering empathy, understanding, and effective communication across borders (Situmorang, 2013). However, the current methods fail to address the preferences of modern learners and the dynamic nature of cultural interactions. The emergence of Storynomic, a synthesis of digital narratives and economic principles, offers a compelling solution. It not only aligns with the technological inclinations of contemporary students but also presents an opportunity to integrate real-world incentives and rewards into cultural learning, making it more tangible and relatable (Ainiyah, 2017). Furthermore, this innovative approach has the potential to not only enhance cultural awareness but also develop critical skills such as empathy, adaptability, and cross-cultural competence – all of which are increasingly crucial in an interconnected global society (Sari, 2019). Therefore, the urgency to investigate and harness the potential of Storynomic in cultural education is paramount, as it promises to bridge the gap between traditional pedagogy and the demands of the digital age, equipping learners with the cultural proficiency required to thrive in an intercultural world.

Storynomic, a term coined from 'storytelling' and 'economic,' represents a compelling convergence of narrative engagement and digital interactivity. This concept harnesses the power of digital narratives to create immersive cultural experiences, enabling learners to explore historical events, rituals, and societal dynamics within various cultures (Afrizal et al., 2020). It incorporates elements of digital economics, such as incentives and rewards, to motivate learners' active participation and sustained engagement.

While the potential benefits of digital tools in education have been widely acknowledged, there is a notable gap in research focusing specifically on Storynomic's role in enhancing cultural education. The current literature on cultural education predominantly emphasizes traditional methods, with limited exploration of innovative digital approaches like Storynomic (Rachmadyanti, 2017). This gap presents an opportunity to investigate the effectiveness, challenges, and ethical considerations associated with this novel approach.

This paper aims to address the research gap by thoroughly examining the concept of Storynomic and its potential to enhance cultural skills among learners. The objectives of the study include: (1) Exploring the theoretical foundations of cultural education and the changing landscape of digital learning. (2) Investigating the principles and components of Storynomic as a tool for cultural education. (3) Analyzing the potential benefits of Storynomic in fostering cultural awareness, empathy, and cross-cultural competence. (4) Identifying challenges and ethical considerations in implementing Storynomic in cultural education. (5) Proposing recommendations for educators, instructional designers, and policymakers interested in integrating Storynomic into cultural education.

In summary, the intersection of Storynomic and cultural education presents a promising avenue for enriching learners' cultural skills in a technologically-driven era. By bridging the gap between traditional pedagogy and contemporary

preferences, this innovative approach has the potential to revolutionize the way cultural education is conceptualized, delivered, and experienced..

LITERATURE REVIEW

Cultural education has become a crucial factor in preparing individuals to navigate a connected and multicultural world (Trianingsih, 2017). In an era where digital technology plays a central role in daily life, innovative approaches are needed to address shifting learning preferences and to develop relevant skills in a global context. One such intriguing approach is the concept of "Storynomic," which combines elements of narrative with principles of digital economics to create unique and engaging cultural learning experiences.

In cultural education, the primary goal is to help students understand and appreciate cultural differences and to build a deep understanding of aspects such as history, values, social norms, and traditional practices. However, conventional approaches often struggle to activate students' interest and engagement in cultural learning, especially in an era where information can be accessed rapidly through technology (Miftah Nurul Annisa, 2020). Therefore, there is a call to integrate digital technology into cultural education to create more engaging and relevant learning experiences for today's students.

One exciting innovation in cultural education is the use of Storynomic. In this context, "Storynomic" refers to the amalgamation of "storytelling" and "economic" elements, where components from both aspects are used to create immersive learning experiences (Nurjanah & Mukarromah, 2021). The digital narratives involved in Storynomic can enable students to interactively explore various cultural aspects while also incorporating concepts of digital economics such as incentives and rewards to encourage sustained engagement.

While the potential of Storynomic in enhancing cultural skills is intriguing, literature specifically focusing on this concept is still limited. Most research on cultural education tends to concentrate on traditional approaches. Hence, there is a significant research gap in understanding how Storynomic can be effectively implemented in the context of cultural education and how it might influence student learning outcomes.

Thus, this literature review underscores the importance of delving deeper into the potential of Storynomic as an innovative tool in cultural education. Further research in this area will provide better insights into how this approach can harness digital technology to facilitate engaging, interactive, and effective cultural learning, while also considering the challenges and ethical implications associated with it.

RESEARCH METHOD

Qualitative research is inherently exploratory, seeking to unearth the underlying motivations, beliefs, and attitudes that shape individuals' engagement with Storynomic in the context of cultural education. Through in-depth interviews with educators and instructional designers, researchers can uncover the thought

processes and considerations that go into aligning Storynomic with cultural learning objectives (Harahap, 2020). These interviews offer a platform for educators to articulate their perceptions of the potential benefits, such as heightened student engagement, while simultaneously expressing concerns about maintaining cultural authenticity and ethical storytelling.

This qualitative research aims to explore the potential of Storynomic in enhancing cultural education through in-depth interviews with educators, instructional designers, and students. The research design is guided by an interpretive approach, allowing for an in-depth understanding of participants' experiences, perceptions, and insights related to the use of Storynomic in cultural education. A purposive sampling method will be used to select participants who have experience in designing or delivering cultural education programs. This group's insights will provide perspectives on the pedagogical considerations and design principles for integrating Storynomic into cultural education.

Participants will include students from diverse backgrounds who have engaged with Storynomic-based cultural learning experiences. This sampling will ensure a range of perspectives on the effectiveness and impact of Storynomic in enhancing their cultural skills. Semi-structured interviews will be conducted with each participant group. These interviews will be guided by open-ended questions, allowing participants to share their thoughts, experiences, and perceptions about Storynomic and its potential in cultural education. Probing questions will be used to delve deeper into specific aspects as they arise during the interviews.

RESULT

The exploration into the potential of Storynomic in enhancing cultural education has yielded rich and multifaceted insights, shedding light on the intricate interplay between digital narratives, economic principles, and the pedagogical landscape. This qualitative research delved into the experiences, perspectives, and perceptions of educators, instructional designers, and students who engaged with Storynomic-based cultural learning interventions. The study sought to unravel the effectiveness, challenges, and ethical considerations associated with the integration of Storynomic into cultural education, offering a comprehensive understanding of its impact on enhancing cultural skills.

Through qualitative interviews, educators and instructional designers shared their expertise and insights regarding the conceptualization and implementation of Storynomic in cultural education. Their perspectives provided a deep understanding of the intricate considerations involved in harmonizing digital narratives with cultural learning objectives. Educators acknowledged Storynomic's potential to captivate the attention of digital-native students through interactive narratives. They emphasized its ability to transcend traditional teaching methods, fostering engagement and promoting a more immersive learning experience. However, they also highlighted the ethical dimension of storytelling, stressing the importance of preserving cultural authenticity and ensuring that narratives are

respectful and sensitive. These interviews unveiled the intricate balance that must be struck between innovative pedagogical methods and the preservation of cultural nuances when implementing Storynomic in educational settings.

Parallel to the insights of educators and instructional designers, the voices of students emerged as crucial in understanding the real-world impact of Storynomic-based interventions. Interviews with students who participated in Storynomic-based cultural learning programs revealed their perspectives on the effectiveness and implications of this approach. The immersive nature of Storynomic narratives resonated with students, allowing them to engage actively and explore cultural facets in a way that traditional methods often failed to achieve. Many students reported heightened cultural awareness and cross-cultural competence, attributing these advancements to Storynomic's ability to evoke empathy and foster an emotional connection to diverse narratives. Yet, concerns about cultural appropriation and the need for accurate representation within Storynomic narratives were also voiced. These interviews illuminated the potential of Storynomic to foster not only cognitive understanding but also a deeper appreciation for diverse cultures and their intricacies.

However, the research also illuminated challenges and ethical considerations that demand careful attention. The need for culturally sensitive and ethically responsible storytelling emerged as a central theme, underscoring the potential pitfalls of misrepresentation and cultural appropriation. This highlighted the significance of meticulous research, collaboration with cultural experts, and thoughtful consideration of the ethical implications embedded within the narratives.

DISSCUSSION

Cultural education aims to broaden students' horizons towards the world's cultural diversity, teaching them about the values, traditions, and practices of different cultures. The integration of Storynomic in cultural education involves the utilization of interactive digital narrative tools to enable students to experience and understand the diverse cultural aspects more deeply. Through this cultural education approach, students are encouraged to go beyond theoretical understanding of culture. They are provided with the opportunity to engage in interactive experiences that activate their emotional and cognitive engagement. By presenting thought-provoking digital narratives, Storynomic allows students to feel how culture is reflected in everyday life situations, ethical dilemmas, and challenges faced by various cultural groups.

Cultural education based on Storynomic also encompasses the application of economic principles within the learning context. Through incentives and rewards integrated into the narrative, students are motivated to explore culture further. These economic principles enrich the learning experience and create a dynamic environment where students are motivated to delve into the cultural aspects presented in interactive narratives. Furthermore, culturally enriched education

with Storynomic encourages students to develop cross-cultural skills. By delving into stories that represent various cultures, students can hone skills of adaptation, understanding, and empathy towards different perspectives and experiences. This cultural education also creates opportunities for discussion and reflection within an inclusive learning environment where students can share their own perspectives and learn from others.

The implementation of Storynomic in cultural education involves several critical aspects that need careful consideration. The integration of digital narratives with economic principles offers the potential to enhance students' cultural skills, yet it also brings forth challenges and ethical considerations that must be seriously addressed. This sub discussion delves into some key aspects relevant to the implementation of Storynomic in cultural education.

1. Designing Diverse and Culturally-Informed Narratives:

The importance of designing narratives that encompass diverse cultures cannot be overstated. These narratives should take into account the values, traditions, and cultural perspectives of different groups. Instructional designers must have a deep understanding of the various cultures being represented in the Storynomic narratives. This ensures accurate and respectful representation, while preventing stereotypes and inappropriate cultural appropriation.

2. Optimizing Interactive Elements in Narratives:

A distinct advantage of digital narratives is their interactivity, which can engage students actively in the learning process. Through choices that influence the direction of the story, students can gain a deeper understanding of the consequences of their decisions. However, designers must ensure that the options presented in the narrative remain culturally contextually relevant. In this regard, collaboration with cultural experts and educators is crucial.

3. Integration of Digital Economic Principles:

A key element of Storynomic is the application of digital economic principles, such as incentives and rewards. The use of point or reward systems can enhance students' motivation to engage in Storynomic-based cultural learning. However, these principles need to be integrated thoughtfully to avoid overshadowing the primary goal of cultural education, which is understanding and appreciation of cultural diversity.

4. Addressing Ethical Challenges:

When crafting narratives and Storynomic interventions, special attention needs to be paid to ethical issues. Challenges such as cultural appropriation, miscommunication, and stereotypes can arise if not managed properly. Instructional designers should adopt an approach that focuses on diversity, avoids generalizations, and ensures that the narratives presented are sensitive to cultural uniqueness.

5. **Training and Enhancing Educator Capacities:**
Educators play a crucial role in facilitating Storynomic-based learning experiences. Therefore, they need to be equipped with knowledge about the concept of Storynomic, cultural competencies, and skills in facilitating thought-provoking discussions. Appropriate training will ensure educators effectively bridge digital narratives with the goals of cultural education.
6. **Ongoing Evaluation and Adaptation:**
After implementation, ongoing evaluation is essential to measure the effectiveness of Storynomic in enhancing students' cultural skills. This evaluation may involve surveys, observations, and reflections from both students and educators. The evaluation results can be used to update and refine Storynomic interventions to align with students' needs and evolving cultural contexts.
7. **Collaboration and Partnerships:**
Collaboration among educators, instructional designers, cultural experts, and students is key to the success of Storynomic's implementation in cultural education. By working together, diverse perspectives and expertise can be combined to create a holistic and impactful learning experience.

CONCLUSION

In conclusion, the exploration of Storynomic's potential in enhancing cultural education reveals a dynamic and promising approach that intersects digital narratives with economic principles. The findings from this research emphasize the transformative power of Storynomic in fostering cultural awareness, empathy, and cross-cultural competence among learners. The integration of interactive storytelling with economic incentives offers a novel way to engage students and immerse them in diverse cultural contexts.

The insights gathered from educators, instructional designers, and students highlight both the benefits and challenges of implementing Storynomic in educational settings. Educators recognize its capacity to captivate digital-native students and transcend traditional teaching methods. However, they underscore the need for responsible and ethical storytelling to avoid cultural misrepresentation. Students' positive experiences with Storynomic-based interventions reaffirm its potential to evoke empathy and enhance their understanding of cultural nuances. The qualitative nature of this research allowed for a deep exploration of the multifaceted dimensions of Storynomic's impact on cultural education. Through in-depth interviews and thematic analysis, the study illuminated the importance of designing culturally sensitive narratives, optimizing interactive elements, and navigating ethical considerations. The research also underscores the pivotal role of educators in facilitating meaningful Storynomic experiences and calls for continuous training and enhancement of their capacities.

Nevertheless, the study acknowledges the ethical complexities inherent in merging technology, storytelling, and cultural representation. Responsible

narrative creation, collaboration with cultural experts, and ongoing evaluation are essential to ensure the ethical integrity of Storynomic-based interventions. This research contributes to the broader conversation on innovative pedagogical approaches, urging educators, instructional designers, and policymakers to harness Storynomic's potential while upholding cultural authenticity and ethical storytelling.

As the realm of education continues to evolve in the digital age, Storynomic stands as a promising avenue to bridge the gap between cultural education and contemporary learning preferences. The fusion of storytelling and economics in the digital realm has the potential to not only enhance cultural education outcomes but also cultivate a generation of culturally aware and empathetic global citizens. Ultimately, this research emphasizes the importance of responsible innovation in education, where technology and tradition harmoniously converge to create impactful and ethical learning experiences.

REFERENCES

- Afrizal, S., Kuntari, S., Setiawan, R., & Legiani, W. H. (2020). Perubahan Sosial Pada Budaya Digital Dalam Pendidikan Karakter Anak. *Prosiding Seminar Nasional Pendidikan FKIP UNTIRTA*, 3(1), 429–436. <https://jurnal.untirta.ac.id/index.php/psnp/article/view/9797>
- Ainiyah, N. (2017). Membangun Penguatan Budaya Literasi Media dan Informasi dalam Dunia Pendidikan. *Jurnal Pendidikan Islam Indonesia*, 2(1), 65–77. <https://doi.org/10.35316/jpii.v2i1.63>
- Harahap, N. (2020). *Buku Metodologi Penelitian Kualitatif* (H. Sazali (ed.); Issue 1). Wal ashri Publishing.
- Kristiyono, J. (2015). Budaya Internet: Perkembangan Teknologi Informasi Dan Komunikasi Dalam Mendukung Penggunaan Media Di Masyarakat. *Scriptura*, 5(1), 23–30. <https://doi.org/10.9744/scriptura.5.1.23-30>
- Miftah Nurul Annisa, A. W. (2020). Miftah Nurul Annisa, A. W. (2020). Pentingnya Pendidikan Karakter pada Anak Sekolah Dasar di Zaman Serba Digital. *Jurnal Pendidikan Dan Sains*, 2(1), 35–48. <https://ejournal.stitpn.ac.id/index.php/bintang>
- Pentingnya Pendidikan Karakter pada Anak Sekolah Das. *Jurnal Pendidikan Dan Sains*, 2(1), 35–48. <https://ejournal.stitpn.ac.id/index.php/bintang>
- Nurjanah, N. E., & Mukarromah, T. T. (2021). Pembelajaran Berbasis Media Digital pada Anak Usia Dini di Era Revolusi Industri 4.0 : Studi Literatur. *Jurnal Ilmiah Potensia*, 6(1), 66–77.
- Rachmadyanti, P. (2017). Rachmadyanti, P. (2017). Penguatan Pendidikan Karakter Bagi Siswa Sekolah Dasar Melalui Kearifan Lokal. *Jurnal Pendidikan Sekolah Dasar*, 3(2), 201-214. *Jpsd*, 3(2), 201–214.
- Sari, I. A. L. (2019). Storynomics: Memanfaatkan Kekuatan Branding Cerita Rakyat. *Prosiding ISBI Bandung*, 1(1), 10–16. <https://jurnal.isbi.ac.id/index.php/Prosiding/article/view/1297>

- Situmorang, J. R. (2013). Pemanfaatan Internet Sebagai New Media Dalam Bidang Politik , Bisnis , Pendidikan Dan Sosial Budaya. *Jurnal Administrasi Bisnis*, 8(2), 77–91.
- Trianingsih, R. (2017). Pendidikan dalam Proses Kebudayaan yang Multikultural di Indonesia. *Tarbiyatuna*, 1(1), 1–12.
<https://ejournal.poltektegal.ac.id/index.php/siklus/article/view/298>
<http://repositorio.unan.edu.ni/2986/1/5624.pdf>
<http://dx.doi.org/10.1016/j.jana.2015.10.005>
<http://www.biomedcentral.com/1471-2458/12/58>
<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&P>

THE CORRELATION BETWEEN STUDENTS' SPEAKING SELF-EFFICACY AND SPEAKING PERFORMANCE

I Gusti Ayu Triska Cahya^{1*}, I Gusti Ngurah Agung Wijaya², Putu Santi Oktarina³

English Language Education Department,
I Gusti Bagus Sugriwa Denpasar State Hindu University
triskacahya888@gmail.com

ABSTRACT

This study aimed at investigating the correlation between students' self-efficacy and speaking performance of English as a foreign language learners in a sample of 101 third-semester students at I Gusti Bagus Sugriwa Denpasar State Hindu University. Grounded in Bandura's theory of self-efficacy, this quantitative research utilized a self-report questionnaire to measure students' speaking self-efficacy, and objective assessments to evaluate their speaking performance. The results, however, did not support a statistically significant correlation between self-efficacy and speaking performance (Pearson correlation coefficient = 0.014, significance value = 0.887). This suggests that while self-efficacy is an essential element of learning, it is not a direct predictor of speaking performance in this context. Consequently, the findings underscore the need for a more nuanced understanding of the relationship between self-efficacy and speaking performance, taking into account the multitude of factors that may influence this dynamic relationship.

Keywords: Self-efficacy, Speaking Performance, EFL Learners, Quantitative Methodology, Higher Education.

INTRODUCTION

Four skills are required to acquire a language: speaking, writing, reading, and listening (Tridinanti, 2018). Comparing these four skills, however, speaking has been deemed the most essential and most utilized skill (Abdullah et al., 2020). People's perception of English proficiency in spoken language has elevated the importance of speaking ability (Abdullah et al., 2020). Alawiyah (2018) argues that speaking ability facilitates mutual understanding in the context of international communication. In addition to previous research, Demir (2017) asserts that communicating is one of the primary determinants of a student's academic success. According to additional research (White, 2004), speaking is a crucial component of classroom instruction and learning.

Alawiyah has mentioned some problems experienced by Indonesian learners in learning to speak English (Alawiyah, n.d.). First of all, students do not feel confident with their speaking skills. Secondly, students practice their English on rare occasions, where we have to make the most of that opportunity. Thirdly, students have a lack of motivation to practice speaking English. And lastly, students do not have speaking buddies. This problem could be one of the factors that lead to Indonesia's low proficiency. According to Education First's English proficiency Index (EPI) in 2021, Indonesia is ranked 80th out of 112 countries. It means that Indonesians have a low proficiency level in English.

One of the theories to explain those problems is the self-efficacy perspective. Self-efficacy was promoted by (Bandura, 1977a, 1982, 1989). The belief that one can exert control over their conduct and the external factors affecting their life is known as self-efficacy. Self-efficacy is the conviction that one is capable of completing a task or achieving a goal. It includes self-assurance in one's ability to manage behavior, shapes the environment, and keep one's motivation high while pursuing a goal. Self-efficacy can be shown in various contexts and domains, including social relationships, employment, and other crucial areas. A person's sense of self-efficacy can be the catalyst for their motivation, fulfillment, and success in life. High self-efficacy people: (1) are very engaged in the activity they are doing, (2) become more firmly committed to their hobbies and activities (3) quickly bounce back from failures and disappointments (4) consider difficult challenges as chores that must be completed. In other words, having a high level of self-efficacy could help students to accomplish success in speaking performances.

A study in China has reported intriguing findings (Zhang et al., 2020). The mixed method study has argued that self-efficacy and students' speech performances improved throughout the semester. This finding has suggested at the end of the semester students possibly have developed better self-efficacy and speaking performance. Although the study emphasized the changes in self-efficacy and speaking performances throughout the semesters, the study agreed that there was a relationship between self-efficacy and speaking performance. From a research standpoint, the overall conclusions are consistent with studies from other educational domains showing that changes in self-, context-, and task-related factors can affect the development of self-efficacy (Zhang et al., 2020).

However, despite the importance of speaking skills, many students struggle with self-confidence and self-efficacy when it comes to speaking in front of others. Speaking self-efficacy refers to one's belief in their ability to effectively communicate while speaking performance refers to actual speaking behavior. The correlation between these two factors is a crucial area of investigation, as students who have higher speaking self-efficacy are more likely to perform better in speaking tasks

Numerous studies correlate speaking performance and self-efficacy with self-assessment or peer assessment of speaking performance. Therefore, the author is interested in researching this topic to assess speaking performance using assessments of teachers. Teacher assessment entails observing students during speaking activities and utilizing assessment instruments, such as rubrics or checklists, to evaluate their speaking performance. The instructor may also provide students with feedback on their speaking performance, either individually or in groups. Therefore, the author is interested in studying this topic in the Indonesian context. This fact has intrigued the researcher because the psychological states of students can vary depending on the context. It will contribute to the literature on self-efficacy and speaking performance in Indonesia. In addition, the study aims to

establish the foundation for future studies on speaking performance and self-efficacy in Indonesian classrooms.

METHODS

This study employed correlational research (Creswell, 2012; Cohen, Manion, & Morrison, 2002) to determine the relationship between variable speaking performance and self-efficacy, as well as to explain and comprehend any potential outcomes. The correlation method is a non-experimental quantitative method. A correlational analysis is a non-experimental research method in which variables are reviewed, their statistical relationship is analyzed, and conclusions are drawn about the variables.

Participants in this research are third-semester students at I Gusti Bagus Sugriwa Denpasar State Hindu University enrolled in an intermediate speaking course. 113 students are enrolled in the course for the current semester. The entire number of students is compiled from several classes. Class A1 has 25 students, Class A2 has 30 students, Class B has 17 students, Class C has 28 students, and Class Bangli has 13 students. They have studied English for a year (from the first semester to the second). They have taken courses related to their communication abilities. Based on the data being collected, only 101 students completed all the addressed instruments which leads this study merely proceed these 101 data.

To measure students' self-efficacy in speaking, a questionnaire adopted from Asakereh & Dehghannezhad (2015) was used for measuring students' speaking self-efficacy. There were 28 questions in speaking self-efficacy within 5 Likert scale. The questionnaire's reliability was determined using Cronbach's alpha consistency, which revealed that the questionnaire had an adequate internal consistency ($r = 0.97$). Meanwhile, the speaking performance scores from students' score in Intermediate Speaking Course were taken for measuring students' speaking scores. A speaking performance rubric that was used to find student speaking data from speaking lecturers was also included. The speaking performance rubric has 5 components including Comprehension, Grammar, Vocabulary, Pronunciation, and Fluency.

To analyze data from a correlation study between speaking self-efficacy and speaking scores, descriptive and inferential statistical analysis were conducted. In addition, for Normality test, Kolmogorov-Smirnov test was used. This test compared the observed cumulative distribution function for a variable with a specified theoretical distribution, in this case, a normal distribution. This study used a linearity test to formally assess whether the data is distributed in a linear fashion. Pearson correlation coefficient was used to measure the strength and direction of a linear relationship between two variables.

Furthermore, for this research hypothesis, it was stated as Null Hypothesis (H_0), which means there is no significant correlation between students' self-efficacy and their speaking performance. Meanwhile, Alternate Hypothesis (H_a) means

there is significant correlation between students' self-efficacy and their speaking performance.

FINDINGS AND DISCUSSION

Findings

The key premise of the exploration is to understand if there is a significant correlation between the self-perceived ability to speak (self-efficacy) and the objective evaluation of speaking performance (Bandura, 1989).

Descriptive Statistics

Table 1. Descriptive Statistics of Self-Efficacy

N	101
Mean	92,5
Median	93
Std.Deviation	14,2
Variance	200,9
Range	82
Minimum	42
Maximum	124
Sum	9349

Based on Table 1, the 'N' value of 101 means that there are 101 data points or scores from 101 students involved in the research, ensuring a substantial sample size for the study. The 'Standard Deviation' and 'Variance' measure of variability or dispersion. A Standard Deviation of 14.17562 and Variance of 200.948 reveal that there is a moderate spread of self-efficacy scores around the mean. This implies that while many students feel confident about their speaking skills (as indicated by the high mean), there is also a wide range of self-efficacy levels among the students. The 'Range' of 82 indicates a significant spread between the lowest and highest self-efficacy scores (from 42 to 124), pointing to the diverse levels of self-efficacy among the students. The 'Sum' of 9349.00 is the total of all self-efficacy scores, which is primarily useful in calculations, such as finding the mean.

Table 2. Descriptive Statistics of Speaking Performance

N	101
Mean	82,4
Median	87,9
Std.Deviation	10,6
Variance	112,8
Range	34,3
Minimum	59,9
Maximum	94,25
Sum	8234,7

Meanwhile, the standard deviation, as well as the variance, show a moderate spread of scores around the mean. This clearly points to a diversity in the speaking abilities of the students, which could be influenced by factors such as individual linguistic proficiencies, personal characteristics, and learning approaches, among others.

The range of the scores, calculated as the difference between the maximum and minimum scores, further reinforces this diversity in speaking performances. The maximum score stands at an impressive 94.25, while the minimum is significantly lower at 59.87. Thus, there's a substantial spread in the students' speaking performance scores.

Normality Test

This study used Pearson's correlation as it is a common method for exploring relationships between two continuous variables. However, as Pearson's correlation assumes that each of the variables are normally distributed, the researcher examined the data using histograms and found that the distribution of the data is not perfectly normal.

It is an important observation as it has implications for the analysis. Pearson's correlation could potentially lead to unreliable results when used with data that significantly deviates from normality. The non-normal distribution of the data may suggest that there are more students with scores at the higher or lower end than would be expected in a normal distribution. This could skew the results of the correlation analysis. If the data continues to significantly deviate from normality, an alternative approach could be to use a non-parametric test, such as Spearman's rank correlation, which does not have the normality assumption. Spearman's correlation uses ranked values for each variable, making it a practical solution for non-normal data.

Since the data is not normal, the researcher used One-Sample Kolmogorov-Smirnov Test. The data results are shown bellow.

Table 3. Normality Test Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		101
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	10,61785639
Most Extreme Differences	Absolute	0,205
	Positive	0,144

Negative		-0,205
Test Statistic		0,205
Asymp. Sig. (2-tailed)		.000 ^c

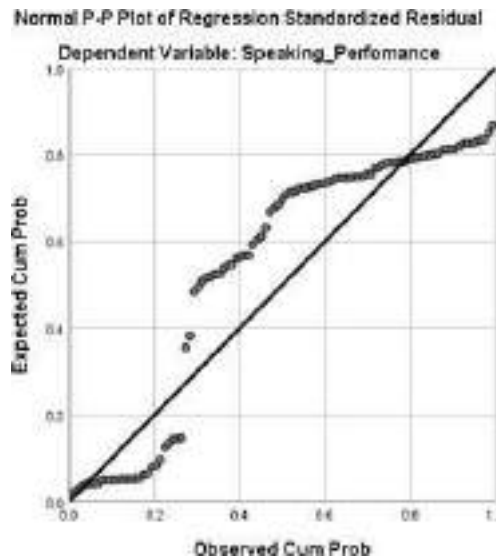
In analyzing the data collected for this research, the One-Sample Kolmogorov-Smirnov Test was utilized to understand the distribution of the unstandardized residuals, which represents unexplained variance or errors in the predictions of our model. The calculated mean of the unstandardized residuals was found to be approximately zero, with a standard deviation of around 10.62.

The significance value, often denoted as the p-value, was found to be .000, indicating a value less than 0.05. According to Field (2013), if the Sig. (p) < 0.05, it implies that the data does not adhere to a normal distribution. In light of this, our data, as per the results of the Kolmogorov-Smirnov test, does not follow a normal distribution. The research question this study seeks to answer concerns the correlation between students' speaking self-efficacy and speaking performances. The normality of data could indeed influence the type of correlation analysis selected (Creswell & Creswell, 2017).

Given the non-normal distribution of the data, it is recommended to apply non-parametric methods, such as the Spearman rank-order correlation, as opposed to parametric ones like the Pearson correlation. As noted by Pallant (2016), non-parametric methods require fewer assumptions about the data's distribution and thus exhibit greater robustness in the face of deviations from normality. Therefore, in the context of this study, we will undertake the correlation analysis using the Spearman rank-order correlation due to the nature of the distribution observed from the normality test. The outcome of this correlation analysis will provide valuable insights to answer our primary research question..

As the researcher investigating the correlation between speaking self-efficacy and speaking performance among third semester students, the data normal P-P Plot of Regression Standardized Residual of the dependent variable, speaking performance, is another important piece of diagnostic information. This plot is used to visually examine whether the residuals, or the differences between the observed and predicted values of speaking performance, follow a normal distribution.

Figure 1. P-Plot of Regression



The line in a normal P-P plot represents the expected pattern if the residuals are normally distributed. When the points on the plot are spread but still follow this line, it suggests that the residuals are approximately normally distributed, even though they might not be perfectly so. Some deviation from the line is expected, especially with real-world data, and it does not necessarily indicate a serious violation of the normality assumption. The information from the normal P-P plot provides additional confidence in the reliability of the analysis. Although the slight spread of points from the line, the general adherence of the residuals to the expected pattern of a normal distribution supports the decision to proceed with the correlation analysis.

Linearity test

In this research, the linearity of the relationship between students’ speaking self-efficacy and speaking performance was formally evaluated using a linearity test, a critical prerequisite for certain types of correlation analyses (Hair, Black, Babin, & Anderson, 2018). Test of Linearity in SPSS was used. A Deviation from Linearity Sig. (p-value) > 0.05 implies a significant linear relationship between the investigated variables. Meanshilw, a Deviation from Linearity Sig. (p-value) < 0.05 denotes no significant linear relationship between the variables.

Tabel 4. Linearity Test

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
SPEAKING SELF EFFICACY	Between Groups	(Combined)	4761,171	47	101,302	0,824	0,749

		Linearity	2,329	1	2,329	0,019	0,891
		Deviation From Linearity	4758,842	46	103,453	0,842	0,724
	Within Groups		6515,045	53	122,925		
	Total		11276,216	100			

The ANOVA table obtained from SPSS reveals that the Sig. for "Deviation from Linearity" is 0.724, exceeding the 0.05 threshold. Thus, according to the set criteria, we can assert that there is a significant linear relationship between students' speaking self-efficacy and speaking performance (Field, 2013). Moreover, the Sig. for "Linearity" is 0.891, which is also above the 0.05 benchmark, further reinforcing the linear relationship between the variables (Pallant, 2016).

It is important that this confirmed linearity implies the applicability of the Pearson correlation coefficient analysis (a parametric method) in investigating the relationship between students' speaking self-efficacy and speaking performance. However, it's critical to remember our earlier discussion regarding the data's non-normal distribution, which advises caution (Creswell & Creswell, 2017). Consequently, both the Spearman rank-order correlation (a non-parametric method) and the Pearson correlation could be used for a more comprehensive understanding of the data.

Hypothesis Testing

Tabel 5. Hypothesis Testing

Correlations			
		SELF EFFICACY	SPEAKING PERFORMANCE
SELF EFFICACY	Pearson Correlation	1	.014
	Sig. (2-tailed)		.887
	N	101	101
SPEAKING PERFORMANCE	Pearson Correlation	.014	1
	Sig. (2-tailed)	.887	
	N	101	101

The table provided is the output of a Pearson correlation analysis, assessing the potential association between self-efficacy and speaking performance. The Pearson Correlation Coefficient, denoted by 'r', is an essential measure that

represents both the direction and the strength of the linear relationship between two continuous variables (Pallant, 2016).

The coefficient can range between -1 and +1, with -1 signifying a perfect negative correlation, +1 signifying a perfect positive correlation, and 0 denoting no correlation. In simpler terms, a positive correlation suggests that both variables increase together, while a negative correlation indicates that as one variable increases, the other decreases. Conversely, the absence of a correlation (coefficient close to 0) denotes no apparent linear association between the variables (Field, 2013).

Alongside the correlation coefficient, it's crucial to consider the significance level or p-value (reported as Sig. 2-tailed). In our context, the p-value for the relationship between self-efficacy and speaking is given as 0.887. Traditionally, a p-value less than 0.05 is considered statistically significant, suggesting that the observed data is inconsistent with the null hypothesis - which, in correlation analyses, typically states there's no relationship between the two variables (Creswell & Creswell, 2017). With a p-value exceeding 0.05, we fail to reject the null hypothesis. In essence, the data does not provide sufficient evidence to indicate a significant linear relationship between self-efficacy and speaking performance.

In conclusion, the results of the Pearson correlation analysis suggest there is no significant linear correlation between students' self-efficacy and their speaking performance. Even if there was a significant correlation, this would not infer that an increase in self-efficacy directly causes an enhancement in speaking performance or vice versa. Instead, it merely suggests that these variables are related in some manner, changing concurrently.

Discussions

The lack of a significant correlation between self-efficacy and speaking performance may seem surprising, as self-efficacy is often considered a critical element in successful performance in various fields (Bandura, 1977). However, it's essential to note that correlation doesn't equate to causation, and a multitude of other factors could influence speaking performance. These can include, but are not limited to, the quality of teaching and learning materials, students' cognitive abilities, personality traits, motivational factors, and socio-cultural factors, among others (Dörnyei & Ryan, 2015).

The results of this study suggest that improving students' self-efficacy may not necessarily lead to enhanced speaking performance. However, this does not detract from the importance of fostering self-efficacy in students. Self-efficacy can have a positive impact on students' motivation, persistence, and resilience, all of which are essential for long-term success and academic achievement (Bandura, 1997; Zimmerman, 2000).

The study conducted by Rafiqa (2023) shares a similar focus with this research in that it aims to explore the correlation between self-efficacy and speaking skills in English. Carried out among fourth-semester students of the English

Education Department at the University of Sulawesi Barat, the study found that most students exhibited high self-efficacy levels. However, the correlation analysis, which yielded a significance value (p-value) of 0.81, revealed no significant correlation between students' self-efficacy and speaking skills.

The results of Rafiq's research align with the findings of this study, which also did not find a significant correlation between self-efficacy and speaking performance. Both studies, despite involving different student populations and contexts, found that high self-efficacy did not necessarily translate into enhanced speaking performance. This pattern suggests that the relationship between self-efficacy and specific academic skills, such as speaking, might be more complex than previously thought.

One potential explanation for this pattern could be the multifaceted nature of speaking skills. As proposed by Luoma (2004), speaking performance is not just about language proficiency but also includes factors such as the ability to manage interaction, deliver a clear message, and handle communication strategies effectively. Therefore, even if a student has high self-efficacy, they may face challenges in these areas that could impact their speaking performance. Furthermore, it's crucial to remember that self-efficacy, according to Bandura's (1997) social cognitive theory, is a domain-specific construct, meaning that one can have high self-efficacy in one area but not necessarily in another. Thus, students might have high self-efficacy in their overall academic abilities but not specifically in speaking.

These findings align with Eccles and Wigfield's (2002) Expectancy-Value Theory, which posits that an individual's choice, persistence, and performance can be explained by their beliefs about how well they will do on the activity and the extent to which they value the activity. The theory also explains why students with high self-efficacy may not always excel in speech performance if they do not see the value or relevance of the task.

In summary, while self-efficacy is an essential component of academic success, the three studies discussed here suggest that it does not have a direct correlation with speaking performance. These findings highlight the complex interplay of various factors in influencing academic performance and the need for a holistic approach to improving speaking skills. This understanding can be crucial in shaping pedagogical practices in language teaching and learning.

Self-efficacy, according to Bandura (1997), significantly contributes to a learner's motivation, perseverance, resilience, and ultimately, the achievement of their learning goals. Therefore, fostering self-efficacy remains a critical element of successful instructional practices, irrespective of its direct relationship with speaking performance. That being said, the findings from this study also spotlight the multifaceted nature of academic performance, which is influenced by a myriad of factors beyond self-efficacy. The interplay of various factors, such as motivation, cognitive abilities, instructional practices, learning environment, and social context,

among others, all contribute to a learner's speaking performance (Dörnyei, 2005; Lightbown & Spada, 2013).

In the context of language learning, the complex skill of speaking also involves many elements, from the production of sounds, words, and sentences to the appropriate use of language in various social contexts (Celce-Murcia, Brinton, & Snow, 2014). Thus, it's crucial for educators to recognize this complexity and consider it when designing instructional strategies. As noted by Eccles and Wigfield (2002), variables like task value and relevance could play a significant role in determining a learner's performance, supplementing or even outweighing the impact of self-efficacy.

In practical terms, our findings call for a holistic approach in teaching strategies that addresses the various factors affecting speaking performance, not just focusing on self-efficacy. To conclude, this research findings highlight the absence of a significant correlation between self-efficacy and speaking performance. Nevertheless, these results should not undermine the crucial role that self-efficacy plays in the learning process, particularly within the language learning field.

CONCLUSION

The current study was intended to examine the correlation between self-efficacy and speaking performance among third-semester students at I Gusti Bagus Sugriwa Denpasar State Hindu University. The research findings suggest that there is failed to reject the H_0 . It means there is no significant relationship between student self efficacy with speaking performance performed by students at I Gusti Bagus Sugriwa Denpasar State Hindu University. This conclusion is from the result that shows the $p > .005$ and the r is $.014 < .19$.

This result is in line with previous researches conducted by Khotimah, Amumpuni, & Arifin (2023) and Rafiqa (2023), which also did not find a significant correlation between these variables. Our research contributes to the body of evidence that suggests other factors, potentially outside the scope of self-efficacy, might play a more significant role in determining speaking performance.

There could be several reasons why a negligible correlation occurs between speaking self-efficacy and speaking performance. Here are some potential factors, namely nature of language learning, motivation, cognitive abilities, and social context can significantly influence language acquisition and performance. The measurement method may become another issue since it is possible that the instruments used to measure speaking self-efficacy and speaking performance in the study may not have been sensitive enough to detect a correlation. Different measurement tools or methods might yield different results. Therefore, while the lack of a significant correlation in our study should be noted, it should also be viewed in light of these complexities. These findings reinforce the importance of assessing other factors that can influence learners' performance which can be done by further researchers.

REFERENCES

- Abdullah, M. Y., Hussin, S., & Ismail, K. (2020). Does Flipped Classroom Model Affect EFL Learners' Anxiety in English Speaking Performance? *International Journal of Emerging Technologies in Learning*, 16(1), 94–108. <https://doi.org/10.3991/IJET.V16I01.16955>
- Alawiyah, T. (n.d.). Speaking Self-Efficacy and EFL Student Teachers' Speaking Achievement (Vol. 5). <http://jurnal.radenfatah.ac.id/index.php/edukasi>
- Bandura, A. (1982). *Self-Efficacy Mechanism in Human Agency*.
- Bandura, A. (1989). Regulation of Cognitive Processes Through Perceived Self-Efficacy. In *Developmental Psychology* (Vol. 25)
- Cladonia, Z. (2021). The Correlation Between EFL Students' Self - Efficacy and Speech Ability in Public Speaking Class at English Department of Universitas Negeri Padang.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Routledge.
- Demir, S. (2017). An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-efficacy. *Universal Journal of Educational Research*, 5(9), 1457–1467. <https://doi.org/10.13189/ujer.2017.050903>
- Dörnyei, Z. (2005). *The Psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1738184>
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* 4th edition. Oxford University Press.
- Rafiq, F. (2023). Students' Self-Efficacy and Students' Speaking Skill: A Correlational Analysis. *Eduvelop: Journal of English Education and Development*, 6(2), 151-158.
- Tridinanti, G. (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *International Journal of Education and Literacy Studies*, 6(4), 35. <https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>
- Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and english public speaking performance: A mixed method approach. *English for Specific Purposes*, 59, 1–16. <https://doi.org/10.1016/j.esp.2020.02.001>
- Zimmerman, B. J., & Schunk, D. H. (2011). *Handbook of self-regulation of learning and performance*. Routledge/Taylor & Francis Group.

DISCOURSE ON THE PRESERVATION OF THE BALINESE LANGUAGE IN THE BASIC TRAINING OF FEMALE BALINESE DANCE AT THE KEBO IWA ART STUDIO

Gek Diah Desi Sentana^{1*}, Gusti Nyoman Mastini², Nyoman Ayu Swarthini³

UHN I Gusti Bagus Sugriwa Denpasar

geksentana@uhnsugriwa.ac.id

ABSTRACT

Dance art training has an important role in the process of preserving the Balinese language, as a medium for transmitting the Balinese language to the younger generation in Bali. The Balinese language is used as a means of communication and interaction, in which there are sound symbols used by the Balinese. Ethnolinguistics examines the relationship between language and culture and its application in certain social cultural conditions. This can be seen in the use of the Balinese language in the basic training of female Balinese dance in Bali which is able to become a medium for inheriting the Balinese language. The purpose of this research is to classify lexicons based on their form and function in basic female Balinese dance training, especially the Kebo Iwa art studio. This study used a qualitative descriptive method, data were collected by observation, recording or documentation techniques and literature review. The theory used is the theory of language functions according to Chaer. The results of the study show that the lexicon in the basic training of the Bali Putri dance consists of 1) . There are four functions in the basic training of female Balinese dance at the Kebo Iwa art studio, namely (1) the information function, (2) the cultur function, and (3) the Entertainment function.

Keywords: lexicon, basic Balinese dance training, ethnolinguistics

A. INTRODUCTION

Cultural development will affect language development, because language and culture are an inseparable unit. Language can be said as a form and tool for documenting culture. In fact, the way a person speaks influences and is influenced by his culture (Sutardi, 2007:77). The relationship between language and culture is studied in the field of ethnolinguistics, but according to Mulyani (2020: 12) ethnolinguistics does not only study language in terms of its structure, but rather its use and application in socio-cultural conditions as a means of communication.

The use of language as a communication tool is urgently needed because language is an aspect that cannot be separated from use in everyday people's lives. Language is a communication tool that is used between members of society in everyday life, therefore the use of language as a means of communication includes: all aspects of culture in people's lives, including customs, supporting tools for everyday life such as in the fields of agriculture and transportation. Communication itself is a process of information between individuals that is exchanged through a system of symbols, signs, or general behavior (Alwasillah, 1986:9). So in other words, communication is very important to express a desired or conveyed will of course using language as an intermediary. The Balinese language used as an intermediary in Balinese dance training is also a process of transforming cultural

product information that is able to preserve Balinese culture.

The lexicon of the Balinese language in dance is very diverse, both from the adoption of the regional language and from the form of movement. The use of the Balinese language at this time is often used directly in Bali Putri dance training. The concept of language is a tool for producing inner expressions that one speaker wants to convey to others (Chaer, 2009: 33). According to Chaer, there are several language functions, namely (1) information function, (2) exploration function, (3) persuasion function, and (4) entertainment function. The number of languages used today makes the number of languages that exist today even more diverse. Therefore, this research was conducted to find out the lexicon of the Balinese language used in the basic training of the Bali Putri dance at the Kebo Iwa Art Studio. These functions, according to Chaer, are in accordance with the current use of language, moreover the use of the Balinese language which is increasingly diverse.

Dance in Balinese life is not just entertainment, but has a sacred meaning and is part of Balinese life. There are three dance genres in Balinese culture spread across 9 regencies/cities of Bali Province including Karangasem, Klungkung, Bangli, Gianyar, Badung, Tabanan, Jembrana, Buleleng and Denpasar City Regencies. These three dance genres apply in all areas of Bali, by following principles based on *desa* (place), *Kala* (time), and *patra* (event). This traditional Balinese dance is performed by both male and female dancers who wear traditional costumes with bright colors and accessories with gold lines and floral and fauna motifs. Balinese dance is inspired by nature and symbolizes certain traditions, customs and religious values. With dynamic movements, and various facial expressions with eye movements expressing happiness, sadness, anger, fear and love – all accompanied by gamelan music. Apart from having to be technically skilled, dancers must also have humility, discipline, and especially *taksu* (charisma), namely the special spiritual energy that animates the dance. In Balinese society, dance is mainly transmitted informally to children from an early age, in *banjar* (traditional groups). Training starts with basic dance moves and positions, then progresses to more complicated dances. The session continues until students have memorized the sequence of movements. Traditional Balinese dance provides a strong sense of cultural identity based on the understanding that they are preserving the cultural heritage of their ancestors. Dance trainers at the Kebo Iwa art studio use Balinese language in addition to communicating as well as to introduce the basic lexicon of Balinese dance to students. Research on the Balinese language in the variety of Balinese dance has never been done.

B. RESEACH METHOD

In linguistics, a lexicon is a collection of lexicons in a language. This term comes from the Greek 'lexikón' which means 'about words'. The study of the lexicon includes what is meant by words, vocabulary structuring, word usage and storage, word learning, word history and evolution (etymology), relationships between

words, and the process of forming words in a language. Meanwhile, according to KBBI (2012: 345), the lexicon is defined as a vocabulary, a simple dictionary, a list of terms in a field arranged alphabetically and equipped with explanations, a language component that contains all information about the meaning and use of words in a language or the richness of words that a language has.

Ethnolinguistics is 1) a branch of linguistics that investigates the relationship between language and rural communities or people who do not have writing, this field is also called linguistic anthropology 2) a branch of linguistics anthropology that examines the relationship between language and the attitude of linguists towards language (Kridalaksana, 2001: 52). The same thing was also expressed by Mbetse (2007: 10) that ethnolinguistics is also known as anthropological linguistics or cultural linguistics which dissects the use of language, ways and patterns of thought in relation to patterns of language use, language rituals, and creations. local language-based advertising discourse. Meanwhile, Abdullah (2013: 10) says that, ethnolinguistics is a type of linguistics that pays attention to the dimensions of language (vocabulary, phrases, clauses, discourse, and other lingual units) in social and cultural dimensions (such as ritual ceremonies, cultural events, folklore and others) to promote and sustain cultural practices and the social structure of society. Duranti (1997:6) argues that ethnolinguistics is the study of language and culture which is the main subfield of anthropology. Linguistic Anthropology has undergone considerable transformations in recent decades. Due to the development of the times and differences in generations, many studies have found several studies that can be applied through applied linguistics, sociology, folklore, performance studies, philosophy, ethnomusicology, and communication.

Another opinion says that ethnolinguistics is a science that examines the ins and outs of the relationship between various uses of language and cultural patterns. In the ethnolinguistic view, there is a relationship between language and the world view of its speakers. Referring to the definition of ethnolinguistics that has been stated above, it can be concluded that ethnolinguistics is the study of the intricacies of the relationship between language use through society and culture. Thus, it can be said that ethnolinguistics is the study of language in its use in the community of speakers. The use of language in society can be seen from social and cultural dimensions, such as ritual ceremonies, cultural events, folklore and others. The object of his research study is a list of words, descriptions of characteristics, and descriptions of grammar and local languages.

C. RESULTS AND DISCUSSION

Bali is known in Indonesia and even in the world as an island of a thousand temples, with a very unique civilization because of religion (Hinduism), art and culture, as a potential main tourist destination. preserve traditions and culture and art, then the uniqueness of Bali will probably become a memory that will be included in museums, as well as cultural dynamics in the Badung Regency area, the whole community must take responsibility to stand by each other to preserve

these traditions and culture so that one day they can provide this relay. to the next generation. To preserve the diverse Balinese cultural customs, we from the Kebo Iwa Art Studio, Kwanji Traditional Village, Sempidi Village, Mengwi District, Badung Regency, really participate in and preserve these arts and cultural activities.

The Art Studio, which was established in 2010, has more than 100 members, from children, youth and adults. There are 6 teaching staff at the Kebo Iwa art studio, 3 dance teachers, and 3 Balinese kerawitan teachers. For dance training there is a curriculum which is divided into three parts, namely basic, intermediate and main. For basic Balinese dance training, the dances taught are the Pendet, puspajali, panyembrahma, gabor, puspawresti, and condong dances.

The lexicon in basic training for female Balinese dance is very diverse, it is influenced by the surrounding culture. The Balinese language can be classified in terms of its form and is classified based on the lexicon of origin of the language which consists of the original lexicon adopted from the local language, lexicon adopted from the movement.

a. Forms of Balinese Language in the basic training of female Balinese Dance

Basic Balinese Dance is divided into three parts that must be mastered, namely, *agem*, *tandang*, *tangkep*. *Agem* that is the main attitude that cannot be changed from one movement to another. *Tandang* namely the gait according to the character of the dance. Defend is how to make the transition from one movement to another. *Tangkep* namely facial expressions or expressions of appreciation of dance characters. The form of the Balinese language in the basic movements of the female Balinese dance is generally inspired by the theme and form of the movement. The following table is a form of the Balinese language used in the basic training for female Balinese dance.

Tabel 1. Balinese forms in hand gestures

No	Lexicon	process of hand gestures
1	<i>Nagastru</i>	bow hand turned inward
2	<i>Luk nerudut</i>	hands together
3	<i>Luk ngelimat</i>	opposite hand
4	<i>Nepuk kampuh</i>	hand pressing on the seam
5	<i>Ngepik</i>	wrist back and forth
	<i>Ugel karna</i>	hands touching ears
6	<i>Nabdab warangke</i>	hands grope the seam
7	<i>Nabdab gelung</i>	hands feel the crown
8	<i>Nabdab pingkel</i>	hand fingering bracelet
9	<i>Mungkah lawang</i>	opening the dance is like opening the curtains
10	<i>Mentang laras</i>	one hand straight ahead with ngagem position

11	<i>Nyalud</i>	hands folded in front of the chest
----	---------------	------------------------------------

Tabel 2 Balinese forms in finger gestures

No	Lexicon	process of finger gestures
1	<i>Jeriring</i>	Fingers vibrate subtly
2	<i>Ngempurit</i>	The thumb is attached to the middle finger
3	<i>Ngeletik</i>	The ring finger is blinking
4	<i>Gerigah</i>	Violent finger vibration
5	<i>Nyangkup bawa</i>	Both hands and fingers bud
6	<i>Manganjali</i>	Hand worship
7	<i>Ulap-ulap</i>	Hand waving
8	<i>Nyugar</i>	The camp stretches
9	<i>Nuding</i>	Pointing finger

Tabel 3. Balinese Language Forms in Body Movements

No	Lexicon	process of Body Movements
1	<i>Ngotag pala</i>	the base of the arm vibrates slightly
2	<i>Ngenjet pala</i>	The base of the arm vibrated rapidly
3	<i>Ngelo</i>	body turns followed by hand movements
4	<i>Ngelung</i>	Look ahead and lean your body to the right or left
5	<i>Neregah</i>	push hand
6	<i>Ngumad</i>	pulled hand
7	<i>Sleag-sleog</i>	body leaning right leaning left

Tabel 4. Balinese Forms in Neck Movements

No	Lexicon	process of Neck Movements
1	<i>Ulu wangsus</i>	Move your neck to form a figure 8
2	<i>Ngepik atas</i>	right and left hand movements simultaneously with the left agem hand position
3	<i>Ngangget</i>	movement of the chin up and then returned to the center of the chest
4	<i>Nyegut</i>	neck movement pulled back, eyes look down, forehead wrinkled
5	<i>Ngucek</i>	eye movement left and right quickly
6	<i>Ngipuk</i>	gestures such as kissing
7	<i>Ngotag</i>	movement of the neck left and right slowly
8	<i>Ngenjet leher</i>	movement of the neck left and right quickly
9	<i>Nyeledet</i>	eye movement to the left or right
10	<i>Ngeliyer</i>	Movement squint and head rotated to the right or left

11	<i>Nelik/dedeling</i>	open both eyes, eyebrows raised up and es focused on one point
----	-----------------------	--

Tabel 5. various facial expressions

No	Lexicon	various facial expressions
1	<i>Luru</i>	Happy
2	<i>Dedeling</i>	Angry
3	<i>Kwera</i>	gentle movement
4	<i>Ngeluncit</i>	blinking forehead
5	<i>Kekuwub</i>	authoritative
6	<i>Manis cerengu</i>	sweet smile
7	<i>Tetangisan</i>	sad

b.The function of preserving the Balinese language in the basic training of female Balinese dance

According to Koentjaraningrat (1978: 74) that language is part of the elements of culture. In a cultural system that is so complex, language elements are attached to every other cultural element. Language as a communication tool has an important role, especially in disseminating the cultural results of a society. On the other hand, culture itself functions as a place or vehicle for the development of a language. The discourse on the preservation of the Balinese language in the basic training for female's Balinese dance has four functions, namely (1) the information function, (2) the cultural function, and (3) the entertainment function. The concept of language as a means of information means discussing language as a means of collecting, obtaining, processing, and conveying information. We can also understand this context as language as a means of communication.

The reason is, communication is the process of conveying messages from the communicator to the communicant both verbally and nonverbally to achieve the same meaning. In this communication process, students can get information if they use language. The information transferred by the trainers to the students at the Kebo Iwa art studio makes interpersonal relationships well established.

Next is the cultural function, in which the regional language becomes the universe of the values of the people's life. By mastering the regional language, one will be able to dive into the treasures of local knowledge which are embodied in various cultural products, especially those stored in vocabulary, proverbs, proverbs, mantras or songs. In addition, there is also an emotive function, in which the local language is a medium of expression. the people. A person with strong local language capital is generally able to express his emotions better and give stronger intentions in a communication practice.

Entertainment is anything that can be a consolation and solace. The density of human activity today makes entertainment as one of their needs. Entertainment in general can be in the form of dance, film, music, books, even sports. One of the entertainments that are in great demand by the people of Bali is entertainment that

contains elements of art in it. The function of entertainment in dance training is very important, apart from relieving fatigue, entertainment can be a medium for interaction. Entertainment that is able to express emotions and express imagination is the most popular. This is what makes Balinese dance training always in demand not only by the Balinese but also by guests from abroad.

D. CONCLUSION

The conclusion that can be presented in this study is that the lexicon in the basic training of the Bali Putri dance is very diverse, both in terms of taking the local language and the movements. The use of the Balinese language at this time is often used directly in Bali Putri dance training. The use of language can be seen from social and cultural dimensions, such as ritual ceremonies, cultural events and others.

The lexicon in the basic training of female Balinese dance based on language origin consists of 5 parts, namely lexicon related to hand movements of 11 movements, lexicon related to finger movements of 9 movements, lexicon related to movement and 7 movements, lexicon related to movement neck as many as 11 movements, and the lexicon associated with facial expressions there are 7 lexicons. The Balinese language will continue to develop along with the times. So that this research is expected to be used as one of the reference materials for further research related to the Balinese language. The lexicon of the Balinese language can be studied from several perspectives, for example the process of word formation, cultural mirrors, and the classification of languages based on their users.

BIBLIOGRAPHY

- Abdullah, Wakit. 2013. *Etnolinguistik: Teori, Metode dan Aplikasinya*. Solo: Universitas Sebelas Maret Surakarta.
- Alwasillah, A. Chaedar. 1986. *Sosiologi Bahasa*. Bandung: Angkasa
- Alwi, Hasan dkk. 2007. *Tata Bahasa Baku Bahasa Indonesia*. Jakarta : Balai Pustaka
- Chaer Abdul. 2003. *Seputar Tata Bahasa Baku*. Jakarta: Rineka Cipta
- Chaer, Abdul. 2009. *Psikolinguistik. Kajian Teoretik*. Jakarta: Rineka Cipta.
- Departemen Pendidikan Nasional. 2012. *Kamus Besar Bahasa Indonesia Pusat Bahasa*. Jakarta : PT Gramedia Pustaka Utama.
- Durati, Alessandro. 1997. *Linguistic Anthropology*. New York. Cambridge University Press.
- Hamdi, Asep Saipul, dan E Bahruddin. 2014. *Metode Penelitian Kuantitatif Aplikasi dalam Pendidikan*. Sleman: DEEPUBLISH. 18 Juni 2020
- Hilman, Aryanah, Burhanuddin, Saharudin. 2020. *Wujud Kebudayaan Dalam Tradisi SunaRo Ndosu: Kajian Etnolinguistik*. Jurnal Basastra Vol 9 no 3. Hlm 256-270
- Kridalaksana, H. 2001. *Kamus Linguistik*. Jakarta: Gramedia.

CHARACTER EDUCATION THROUGH DANCE THEATRE *THE MERCY OF DURGA DEVI*

Ni Ketut Dewi Yulianti¹, Ni Nyoman Kasih², I Ketut Sumerjana³

^{1,2,3}Institut Seni Indonesia Denpasar
dewiyulianti@isi-dps.ac.id

ABSTRACT

Moral degradation such as corruption, murder, divorce, and others which are currently faced by Indonesia is the reason for the significance of character education in Indonesia. Apart from character education, it can also be carried out through performing arts in the form of dance theatre. Dance theatre which always contains moral values is very beneficial for the audience which can be measured from character values. This study aims to find out the metaphors used in the dialogue and the values of the national character contained in the dance theatre *The Mercy of Durga Devi* and the moral values contained in the dance theatre. The method used is descriptive qualitative method, which includes three stages, namely (1) data collection stage, (2) data analysis stage, and (3) the presentation of results analysis stage. The results of the study show that the dance theatre *The Mercy of Durga Devi*, which was adapted from *Srimad Bhagavatam*, contains metaphors that make conveying character values easier and more interesting to understand. The values of the national character are religious, creative, tolerant, responsible, peace-loving, and independent which convey the message which every leader must carry out the scriptures, do *yadnya*, and give charity.

Keywords: moral value, character value, dance theatre, *Srimad Bhagavatam*

1. INTRODUCTION

Moral degradation such as corruption, murder, divorce, and others that are currently faced by Indonesia is the reason for the significance of character education in Indonesia. Apart from character education, character education can also be carried out through performing arts in the form of dance theatre. Dance theatre which always contains moral values is very beneficial for the audience which can be measured from character values (Gunawan, I., & Sulistyoningrum, 2016). Character education is a very significant nowadays. Character education is an effort to realize the mandate of *Pancasila* and the opening of the 1945 Constitution which is motivated by the reality of current national problems, such as shifting ethical values in the life of the nation and state (Yulianti, 2019). Moving from the need of character education in Indonesia, the role of a work of art with the theme of character education is very significant in representing those problems.

The dance theatre art work in English entitled *The Mercy of Durga Devi* contains character values and moral values in it. This dance theatre is adapted from one of the stories in the *Srimad Bhagavatam*, namely the part in chapter four of the canto ten which tells about *Durga Devi* saving *Devaki's* son from *Kamsa's* cruelty and atrocities. Besides, this dance theatre uses metaphors in its dialogues.

Metaphor is a form of figurative language used to make comparisons or parables between two different things, by connecting one thing with another in a series of words or phrases (Faoziah, I., Mulyani, S., & Herdiana, 2019). The comparisons created in metaphors are non-literal, meaning that the words or

phrases used do not have a literal meaning or connotation, but are used to express ideas, images or emotions in a more creative and colourful way. Metaphor since the time of Aristotle is known as one of the comparative language styles. Aristotle's idea is still used today. The proof is, in books for students and students of literature, metaphors are generally considered as part of a style of language that has a figurative or figurative meaning. That is, it has a meaning that is not the same as one or all of its elements, but in the context of the same sentence (Prayogi, I., & Oktavianti, 2020).

A simple example of a metaphor is "*dia adalah bunga mawar*" In this sentence, the use of the word "*bunga mawar*" to describe a person implies that the person has beautiful and elegant characteristics, like a rose, even though they are not physically a flower. However, metaphor can also be interpreted as a style of language in a broader sense. An example is a simile, which also compares the character of something with something else using the words "like", "like" and "deserved". It can also be called a metaphor because there is a comparison.

The dance theatre art work with the play of *Durga Devi* gives a gift by saving the sons of Devaki and Vasudeva aims to present a work of art based on local wisdom, with very deep eastern cultural values, and dialogue in English to display works of art that have a universal perspective with a paradigm universally accepted by people in various parts of the world.

Dance theatre that presents character education values continues to be developed to support national education goals in Indonesia. The story of *Durga Devi* giving gifts to *Devaki* and *Basudewa* is not as popular as the epic stories of Ramayana or Mahabharata for the world community, because the *Srimad Bhagavatam* which contains this story is a higher scripture than the Bhagavad Gita, and this scripture describes lilas (holy journey) of the Gods. The character values included in it are staged in the English-language dance theatre artwork, which in this artwork is accompanied by MIDI music in the performance.

This work has the potential benefit to the community, especially artists who work on character education, English, drama arts, dance, and also music, to be used as a source/inspiration for the creation of works which combine elements of drama, dance, music, and English.

Based on the explanation above, there are two main problems discussed in this study, which the following:

3. What kinds of metaphors are contained in the theatrical text of *The Mercy of Durga Devi*?
4. What are the values of national character and moral values contained in the dance theatre of *The Mercy of Durga Devi*?

2. METHOD

The method used in this study is descriptive qualitative method, which includes three stages, namely (1) data collection stage, (2) data analysis stage, and (3) the presentation of results analysis stage. The qualitative descriptive method is

one of the research approaches used to describe and explain the phenomena in depth. This method focuses more in understanding than measuring or calculating variables statistically. In the qualitative descriptive method, researchers use qualitative data such as text, interview transcripts, images, or field notes to understand the context, meaning, and perspectives that emerge from participants or data sources (Yusanto, 2020). Qualitative descriptive methods focus on the description and interpretation of qualitative data without measuring or calculating variables statistically (Adlini, et al. 2022). The qualitative descriptive method includes three main stages, namely the data collection stage, the data analysis stage, and the presentation of results analysis stage.

3. DISCUSSION

The Mercy of Durga Devi is an English-language dance theatre that uses metaphors in its dialogues that contain national character values and moral values. This dance theatre is adapted from one of the stories in the *Srimad Bhagavatam*, namely the part in chapter four of the canto 10 entitled The Atrocities of Kamsa which tells about Durga Devi saving Devaki's son from Kamsa's cruelty (Prabhupada, 1993).

This art theatre is a medium for developing character education. This work is also related for teaching because the work made is related to the theories and concepts of dance theatre as well as the relevant rules of grammar in English.

3.1 Metaphor in Dance Theatre of *The Mercy of Durga Devi*

Before discussing the metaphors used in *The Mercy of Durga Devi* dance theatre, it is very important to provide a synopsis of the dance theatre.

It is said that after Vasudeva put the iron cuffs back on as they were before, all the prison doors were closed again by Yomaya's power, and then Yomaya made a cry like a newborn baby. The sound of crying woke the jailers, then they rushed to tell Kamsa that Devaki had given birth. Hearing the news, Kamsa rushed to the delivery room. Even though Devaki had begged the child not to be killed, the demon snatched the child from Devaki's hands and then slammed the child on a rock. Unfortunately for Kamsa, however, the new born child slipped from his hands, rose above his head and transformed into the eight-armed Durga. Durga then said to Kamsa that the enemy you thought was born somewhere else, then your plan to torture the children will prove to be a failure.

According to a prophecy, Devaki's eighth son would kill Kamsa. When Kamsa saw that the eighth child was a girl and heard that his enemy had been born elsewhere, he was stunned. He then decided to release Devaki and Vasudeva, and confessed his guilt in front of them. Kamsa knelt apologizing at the feet of Devaki and Vasudeva and tried to convince them that they should not grieve over his act of killing their children because everything that happened was predestined.

Devaki and Vasudeva immediately forgave all of Kamsa's atrocities because by nature they were very pious beings. Kamsa then returned to his residence after

seeing that his sister and brother-in-law were happy. However, after the night had passed, Kamsa summoned his ministers and told them everything that had happened. His ministers, who were all asuras, advised Kamsa that all children born in the last ten days in villages within Kamsa's kingdom should be killed, because an enemy of Kamsa had been born somewhere. Although the gods are always afraid of Kamsa, they are not to be treated lightly; they are enemies, so Kamsa must try his best to get rid of their existence (Prabhupada, 2011).

The metaphor referred to in this paper is a metaphor in a wider sense which includes all types of figure of speech. In the dance theatre dialogue of *The Mercy Durga Devi*, the types of metaphors found are hyperbole, metaphor, paradox, simile, and antithesis. An explanation of each of these metaphors is as follows.

6. Hyperbole

Data 1.

"I am the most beautiful woman in the world"

Hyperbole is an exaggerated utterance or states something more than reality (Larson, 1998:127). In this sentence in data 1, the conversation that took place between the 2 women is hyperbole. This statement is proven because of the impossibility of a woman knowing that she is the most beautiful woman in the world, because this world is literally and generally known so widely. Therefore, the sentence contains an exaggerated meaning.

Data 2.

"I can't live without eating meat"

This sentence above also contains hyperbole. It is seen by how the person says they cannot live without eating meat. In fact, people all around the world will be simply fine by eating vegetables. They can be healthy as well. This is an exaggeration which means the person loves to eat meat so much.

7. Metaphor

Data 3.

In this dance theatre, a metaphor is found. It is written in a sentence "The king of gambling". Metaphor is the expression of comparing two things explicitly, in a basic form (Keraf, 2007:139). In comparing one into other thing, it doesn't use words like *as* or *like*. In this data, the person is compared to a king. It means that the person has the big authority, the big role, and being in a high position. In a literal way, it means that the person is very good at doing a gambling.

8. Paradox

Data 4.

Paradox is found in this case. Paradox is a figurative language which contains the peak contradiction with the facts (Keraf, 2007:136). Paradox is written in "The principle of dharma is often neglected". In hinduism term, *dharma* means law that should be followed by a person. In this case, it should be done well

especially by Hindu people. Meanwhile, the sentence shows the contradiction which it is often neglected. Here, we can see the contradiction which present a paradox.

9. Simile

Data 5

Simile is similar with a metaphor. But in comparing things to another, it uses the word like *as* or *like*. Simile is found in an utterance “I am indeed so sinful that exactly like a *raksasa* who eats his own child”. In this circumstance, King *Kamsa* compares himself with a *raksasa* to describe his behavior. *Raksasa* often has a characteristic which are wild, greedy and grumpy.

Data 6.

Another simile is found in this text. It says in “Each of them as bright and beautiful as fire”. The utterance here is comparing the children that has been killed by King *Kamsa* which they are beautiful. To make it figuratively, it is compared to a fire that is shining brightly.

10. Antithesis

Data 7.

In the last data, antithesis is described. Antithesis is a figurative expression which contains the opposing ideas by using the opposing words or groups of words (Keraf, 2007:126). In this data the antithesis says “This is the life of this material world which is formed by duality: day-night, good-bad, male-female-virtuous-evil, pious-impious, happiness-unhappiness”. The opposing words are used to describe the duality that happens in this material world.

3.2 National Character Values and Theatre Moral Values of *The Mercy of Durga Devi*

National character values are a collection of norms, ethics, and attitudes that characterize a nation or community group (Daniah, 2019). National character values reflect the identity, beliefs and principles held by the community as the foundation for acting, interacting and living together. These values shape the culture, morality and ethics that guide individuals in making decisions and behaving in society (Ningsih, 2022).

The values of the national character embodied in *The Mercy of Durga Devi* dance theatre are religious, creative, tolerant, responsible, peace-loving, and independent. Based on the above values can be described as follows.

a. Religious Value

Religious values in *The Mercy of Durga Devi* dance theatre reflect scenes of worship, worship, or religious rituals to express spiritual values and human relationships with God. The dance theatre can be an effort to explore spiritual meaning or search for truth and wisdom in life. The religious values contained in it

can give rich and deep nuances of respect or expression of gratitude to God, which is depicted in a dance theatre piece, *The Mercy of Durga Devi*.

b. Creative Value

The Mercy of Durga Devi dance theatre contains a creative value in it, which includes new choreographic movements by combining various dance styles, such as contemporary dance, traditional dance, dialogues used in English, and music accompaniment. Traditional collaboration with modern gives the artists involved developing new insights, experimenting with innovative ideas, and conveying messages in fresh and engaging ways.

c. Tolerance Value

The value of tolerance in this dance theatre is Durga Devi giving King Kamsa the opportunity to improve himself and change his evil ways of life. The value of tolerance in this story is seen when Durga Devi gives a second chance to King Kamsa, showing the importance of giving a chance to correct mistakes and change for the better.

d. Responsibility Value

The value of responsibility in this dance theatre can be seen in the decisions made by the characters in this story. Vasudeva and Devaki responsibly delivered their son Sri Krishna to a safe place to save his life from King Kamsa. Vasudeva and Devaki had a great responsibility as parents to protect and care for their son, Sri Krishna. Even though they face many obstacles and threats, they try to protect their child with courage and love.

e. Love of Peace Value

The value of peace-loving in the dance theater *The Mercy of Durga Devi* reflects the importance of seeking peace, brotherhood and tolerance in the face of conflict and adversity. In the dance theater, Kamsa knelt apologizing at the feet of Devaki and Vasudeva and tried to convince them that they should not grieve over the act of killing their children because everything that happened was predestined. Devaki and Vasudeva immediately forgave all of Kamsa's atrocities because by nature they were very pious.

Based on the character values above, moral values which are a powerful tool to inspire and teach the audience can be explained. Moral values are a set of principles, norms, or ethical standards that serve as guidelines for individuals or groups in assessing actions and behaviour as right or wrong, good or bad, according to values that are believed to be truth or goodness (Bisri, M. H., & Asmoro, 2019).

The moral values in the dance theatre of *The Mercy of Durga Devi* reflect the moral teachings and messages conveyed through dance theatre. The art of dance theatre has great potential to teach positive values and deepen understanding of

ethics, kindness and morality to the audience. Some of the moral values contained in *The Mercy of Durga Devi* dance theatre are (1) Kindness and Compassion: Even though King Kamsa was an evil and cruel person, when Durga Devi rebuked him, King Kamsa apologized to Vasudeva and Devaki. Vasudeva and Devaki gave their child truly love and care, despite many obstacles and difficulties; (2) Tolerance and Openness: Vasudeva and Devaki accept destiny and come to terms with difficult situations, showing the value of tolerance and openness to the trials life throws at them; (3) Protection of Truth: Durga Devi stands on the side of truth and tries to stop the evil King Kamsa. This moral value shows the importance of fighting to protect the truth and against injustice.

4. CONCLUSION

The Mercy of Durga Devi is an English-language dance theatre which uses metaphors in its dialogue and contains national character values and moral values in it. This dance theatre is taken from one of the stories in the *Srimad Bhagavatam*, namely the part in chapter four of the tenth stanza which tells about Durga Devi saving Devaki's son from Kamsa's cruelty.

The metaphor referred in this paper is a metaphor in a wider sense which includes all types of figure of speech. In the dance theatre dialogue *The Mercy Durga Devi*, the types of metaphors are hyperbole, metaphor, paradox, simile, and antithesis.

The values of the national character embodied in *The Mercy of Durga Devi* dance theatre are religious, creative, tolerant, responsible, peace-loving, and independent. The dance theatre also contains moral values, namely kindness and compassion, tolerance and openness, and protection of the truth. In addition to the above moral values, this dance theatre also brings a message that every leader must carry out the scriptures, do *yadnya*, and give charity.

BIBLIOGRAPHY

- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode penelitian kualitatif studi pustaka. *Edumaspul: Jurnal Pendidikan*, 6(1), 974-980.
- Bisri, M. H., & Asmoro, B. T. (2019). Etika pelayanan publik di Indonesia. *Journal of Governance Innovation*, 1(1), 59-76.
- Daniah, D. (2019). (2019). Nilai Kearifan Lokal Didong Dalam Upaya Pembinaan Karakter Peserta Didik. *Pionir: Jurnal Pendidikan*, 8(1).
- Faoziah, I., Mulyani, S., & Herdiana, H. (2019). Gaya Bahasa Pada Lirik Lagu Dalam Album "Gajah" Karya Muhammad Tulus. *Literasi: Jurnal Bahasa Dan Sastra Indonesia Serta Pembelajarannya*, 3(1), 9-22.
- Gunawan, I., & Sulistyoningrum, R. T. (2016). Menggali Nilai-Nilai Keunggulan Lokal Kesenian Reog Ponorogo Guna Mengembangkan Materi Keragaman Suku Bangsa Dan Budaya Pada Mata Pelajaran IPS Kelas IV Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 3(01).

- Keraf, G. (2007). *Diksi dan Gaya Bahasa*. PT Gramedia Pustaka.
- Larson, M. L. (1998). *Meaning-Based Translation. A guide to Cross-Language Equivalence. Second Edition*. University Press of America.
- Ningsih, D. K. (2022). Analisis Pendidikan Karakter dalam Literasi Budaya dan Kewargaan pada Seni Barongan. In *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran)*, 5, pp, 246–259.
- Prabhupada, A. C. (1993). *Srimad Bhagavatam. Fourth Canto (English)*. The Bhaktivedanta Book Trust.
- Prabhupada, A. C. (2011). *Srimad Bhagavatam. (Terjemahan dalam bahasa Indonesian: Tim Penerjemah)*. Hanuman Sakti di bawah lisensi The Bhaktivedanta Book Trust.
- Prayogi, I., & Oktavianti, I. N. (2020). Mengenal Metafora dan Metafora Konseptual. *Sasindo: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(1).
- Yulianti, N. K. D. (2019). Nilai-Nilai Karakteristik dalam Teks Sastra The History of The Life of Ajamila. *Pustaka: Jurnal Ilmu-Ilmu Budaya*, 19(1), 9–12.
- Yusanto, Y. (2020). Ragam Pendekatan Penelitian Kualitatif. *Journal of Scientific Communication (Jsc)*, 1(1).