

# PROSIDING

## KONFERENSI ILMIAH PENDIDIKAN

**FAKULTAS KEGURUAN  
DAN ILMU PENDIDIKAN  
UNIVERSITAS PEKALONGAN**

# PROSIDING

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# **PROSIDING KONFRENSI ILMIAH PENDIDIKAN UNIVERSITAS PEKALONGAN**

“Artificial Intelligent dalam Pembelajaran MBKM: Peluang dan Tantangan”

## **Panitia Pelaksana**

Penanggungjawab : Dr. Fahrudi Eko Hadiyanto, M.Pd  
Ketua : M. Najibufahmi, M.Sc  
Sekretaris : Nur Kamaliyah, S.Pd  
Bendahara : Afrinar Pramitasari, M.Pd  
Sie Acara : 1. Ida Ayu Panuntun, M.Pd  
                  2. Rizka Hayati, M.Pd  
Sie Humas dan Publikasi : Aji Cokro Dewanto, M.Pd  
Sie Prosiding : Rini Utami, M.Pd  
Editor : M.Sidiq, S.Pd

## PRAKATA

Assalamualaikum. Wr. Wb.

Dengan mengucapkan syukur ke hadirat Allah SWT, Prosiding Konferensi Ilmiah Pendidikan (KIP) 4 dengan tema “**Artificial Intelligent dalam Pembelajaran MBKM: Peluang dan Tantangan**” telah terselenggara pada hari Rabu, tanggal 26 Juli 2023 secara daring yang disiarkan secara langsung dari studio 8 Gedung F Lantai 8 Universitas Pekalongan. KIP 4 diselenggarakan untuk memperingati Dies Natalies Fakultas Keguruan & Ilmu Pendidikan Ke -15.

Kegiatan ini menghadirkan tiga pembicara utama yaitu Andi Kushermanto, S.E.,M.M (Rektor Universitas Pekalongan), Prof. Dr. Zakiyuddin, M.Ag (Rektor UIN Salatiga) dan Ismail Fahmi, Ph.D. (CEO Drone Emprit).

Dalam kesempatan ini, artikel yang merupakan hasil pemikiran dan hasil penelitian dosen dan mahasiswa. Pada kesempatan ini, ucapan terima kasih kami sampaikan kepada berbagai pihak, yaitu: a. Pimpinan Universitas Pekalongan dan pimpinan Fakultas Keguruan dan Ilmu Pendidikan yang telah memfasilitasi pelaksanaan seminar ini; b. Seluruh Panitia, para reviewer, dan mahasiswa yang telah membantu terselenggaranya acara ini dengan baik; para sponsor yang telah turut serta menyukseskan seminar ini. Akhirnya, Panitia berharap agar kegiatan ini dapat berlanjut dan memberikan kontribusi bagi peningkatan kualitas pendidikan tinggi di Indonesia. Saran dan kritik yang membangun sangat kami harapkan untuk menyempurnakan pelaksanaannya pada masa yang akan datang.

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Pekalongan, Agustus 2023

M. Najibufahmi, M.Sc

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## **RISIKO DAN MITIGASI PENGGUNAAN KECERDASAN BUATAN DALAM BIDANG PENDIDIKAN**

**Aji Cokro Dewanto**

**Fakultas Keguruan dan Ilmu Pendidikan Universitas Pekalongan  
cokrodewanto@gmail.com**

### **ABSTRACT**

The development of technology has affected many aspects of life, including the field of education. One of the rapidly developing technologies is artificial intelligence, which can no longer be separated from the teaching and learning process. The purpose of this paper is to understand artificial intelligence, its risks and mitigations in education field. The method used is a literacy study by analyzing relevant scientific articles. The data collected is processed and analyzed to discuss the impact of artificial intelligence in education and its precautions. The results show that there are several risks of using artificial intelligence in education, such as cybercrime, artificial intelligence errors and inaccuracies, morality, and psychological. Several mitigations are also presented to overcome each of the risks discussed, including ensuring device security, evaluating the results of work using artificial intelligence, preventing plagiarism, and increasing confidence in personal ability to complete tasks. The benefits provided are the availability of information for consideration in utilizing artificial intelligence in the field of education.

**Key Words:** artificial intelligence, education, risk and mitigation

### **ABSTRAK**

Perkembangan teknologi telah mempengaruhi banyak aspek kehidupan, termasuk bidang pendidikan. Salah satu teknologi yang berkembang pesat adalah kecerdasan buatan, yang tidak dapat lagi dipisahkan dari proses belajar mengajar. Tujuan tulisan ini adalah untuk memahami kecerdasan buatan dan risiko serta mitigasinya dalam dunia pendidikan. Metode yang digunakan adalah studi literasi dengan menganalisis artikel ilmiah yang relevan. Data yang dikumpulkan diolah dan dianalisis untuk membahas dampak kecerdasan buatan dalam pendidikan dan tindakan pencegahannya. Hasil yang diperoleh adalah terdapat beberapa risiko penggunaan kecerdasan buatan dalam bidang pendidikan, yaitu kejahatan siber, kesalahan dan ketidakakuratan kecerdasan buatan, moralitas, dan psikologis. Beberapa mitigasi juga disampaikan untuk mengatasi masing-masing risiko yang dibahas, diantaranya dengan memastikan keamanan perangkat, melakukan evaluasi hasil pekerjaan yang menggunakan kecerdasan buatan, melakukan pencegahan plagiarisi, dan meningkatkan keyakinan akan kemampuan pribadi menyelesaikan tugas. Manfaat yang diberikan berupa tersedianya informasi untuk pertimbangan dalam memanfaatkan kecerdasan buatan di bidang pendidikan.

**Key Words:** kecerdasan buatan, pendidikan, risiko dan mitigasi

### **PENDAHULUAN**

Perkembangan teknologi semakin pesat khususnya sejak pandemi Covid-19 merebak. Kondisi tersebut mendorong masyarakat global, termasuk Indonesia untuk memanfaatkan teknologi dalam berbagai bidang kehidupan (Pakpahan, 2021). Era saat ini telah mengubah wajah pendidikan dengan adanya transformasi pendidikan 5.0. di mana kecerdasan buatan, *internet of things*, *big data*, dan teknologi lainnya telah mengubah cara manusia berinteraksi dan bekerja. Bagaimana manusia berpikir, bertindak, dan melakukan aktivitas sehari-hari telah diubah oleh kemajuan teknologi kecerdasan buatan yang berhubungan dengan *Internet of Things* (Girasa, 2020). Demikian pula terjadi perubahan dalam cara belajar, mengajar, dan mempersiapkan diri untuk karir di masa depan (Putra, 2023).

Perkembangan teknologi yang pesat ternyata membawa peluang dan tantangan bagi dunia pendidikan. Erstad (2018) merangkum beberapa peluang seperti penggunaan teknologi dapat memungkinkan kolaborasi yang lebih mudah antara guru dan siswa, dan pembelajaran online dapat meningkatkan aksesibilitas pendidikan bagi siswa yang terbatas oleh batasan geografis, fisik, atau keadaan lainnya. Di sisi lain, teknologi juga menantang guru untuk terus meningkatkan kompetensi digitalnya. Guru harus

menentukan cara terbaik untuk memanfaatkan teknologi dalam pengajaran guna meningkatkan pembelajaran siswa.

Salah satu bentuk teknologi yang berkembang pesat belakangan ini adalah kecerdasan buatan manusia, atau dikenal dengan kecerdasan artifisial (*artificial intelligence*). McCarthy (2007) menyatakan bahwa kecerdasan buatan adalah studi tentang bagaimana membuat komputer dapat melakukan hal-hal yang, pada saat ini, hanya dapat dilakukan oleh manusia. Tujuan utama kecerdasan buatan adalah memodelkan pemikiran dan perilaku manusia dalam bentuk algoritma dan program komputer. Terdapat dua pendekatan umum dalam kecerdasan buatan. Pendekatan pertama adalah berusaha mereplikasi kemampuan kognitif manusia dengan membuat program komputer yang mampu meniru pemikiran dan perilaku manusia. Pendekatan ini mencakup pemodelan sistem saraf manusia, pengolahan bahasa alami, pengambilan keputusan, dan pemecahan masalah. Pendekatan kedua adalah menciptakan kecerdasan yang lebih umum, yang tidak terbatas pada pemodelan kemampuan manusia. Pendekatan ini berfokus pada pengembangan sistem yang dapat belajar, beradaptasi, dan memecahkan masalah secara mandiri tanpa mengikuti pola manusia.

Dalam konteks pendidikan, kecerdasan buatan dianggap menjadi solusi untuk mengatasi kendala-kendala yang ada, di antaranya adalah melakukan otomasi pengajaran dan pembelajaran (Holmes, 2022). Namun di sisi lain terdapat beberapa konsekuensi yang menyertainya seperti keamanan data dan ketergantungan pada kecerdasan buatan (Misnawati, 2023), yang justru kontraproduktif dengan tujuan belajar. Oleh karena itu tulisan ini akan fokus membahas risiko penggunaan kecerdasan buatan dalam proses belajar mengajar dan bagaimana tindakan preventif yang harus dilakukan.

## **METODE PENELITIAN**

Penelitian ini adalah studi literasi yang melakukan tinjauan literatur. Tinjauan literatur dilakukan dengan menganalisis penelitian yang dilakukan terhadap suatu masalah melalui pendeskripsian, evaluasi, dan klarifikasi pengetahuan yang telah diketahui tentang subjek (Easterby-Smith, Thorpe, & Jackson, 2015). Penelitian ini menggunakan artikel, berita, buku dan jurnal yang berkaitan dengan topik risiko penggunaan kecerdasan buatan dalam proses belajar mengajar. Selanjutnya, data yang dikumpulkan diolah dan dianalisis untuk membahas lebih spesifik dampak kecerdasan buatan dalam konteks pendidikan dan upaya mitigasinya. Metode penelitian ini dipilih karena bertujuan untuk menyajikan informasi maupun argumentasi pribadi terkait dengan risiko kecerdasan buatan dalam bidang pendidikan secara sistematis yang didukung data ilmiah.

## **HASIL DAN PEMBAHASAN**

### **1. Kecerdasan Buatan dan Perkembangannya**

Istilah "Artificial Intelligence" berkaitan dengan sosok John McCarthy (1927-2011). Ia merupakan *computer scientist* yang mengajar matematika di MIT dan Stanford University (Pabubung, 2023). Russell & Norvig (2016) menjelaskan bahwa kecerdasan buatan awalnya berkembang pada tahun 1943-1955 dengan adanya upaya untuk membuat mesin yang dapat meniru kemampuan manusia. Karya-karya penting dalam periode ini antara lain adalah pemodelan jaringan saraf tiruan (*neural networks*) oleh McCulloch dan Pitts pada tahun 1943, serta proposal *Dartmouth Summer Research Project on Artificial Intelligence* oleh McCarthy, Minsky, Rochester, dan Shannon pada tahun 1955. Adapun sejak tahun 1986 hingga sekarang dilakukan pendekatan terdistribusi dan integrasi dengan metode statistik semakin dominan. Metode-metode baru seperti jaringan saraf tiruan, pembelajaran mesin (*machine learning*), dan algoritma genetika digunakan untuk meningkatkan kemampuan sistem kecerdasan

buatan. Kemajuan dalam teknologi komputasi juga memberikan akselerasi dalam perkembangan kecerdasan buatan.

Nilsson (2010) menjelaskan periode-periode penting perkembangan kecerdasan buatan:

- a. Perkembangan Awal (Abad ke-20 hingga 1950-an): Periode ini ditandai dengan upaya awal untuk menciptakan mesin cerdas. Konsep mesin logika formal oleh matematikawan seperti Alan Turing dan John von Neumann menjadi landasan untuk pengembangan kecerdasan buatan.
- b. Era Sistem Berbasis Aturan (1950-an hingga 1960-an): Pada periode ini, fokus utama adalah pada pengembangan sistem berbasis aturan, di mana pengetahuan manusia direpresentasikan dalam bentuk aturan logika dan dijalankan oleh mesin. Contohnya adalah program *Logic Theorist* oleh Allen Newell dan Herbert A. Simon.
- c. Munculnya Pendekatan Koneksiis (1960-an hingga 1970-an): Periode ini ditandai munculnya pendekatan koneksiis yang berfokus pada jaringan saraf buatan. John McCarthy, Marvin Minsky, dan Oliver Selfridge adalah beberapa tokoh penting dalam perkembangan periode ini.
- d. Era Pengetahuan dan Sistem Pakar (1970-an hingga 1980-an): Pada periode ini, perhatian utama beralih ke representasi pengetahuan dan sistem pakar. Pengetahuan manusia diambil dan diintegrasikan ke dalam sistem untuk mengambil keputusan yang cerdas. Pendekatan ini diterapkan dalam berbagai domain seperti kedokteran dan pemrosesan bahasa alami.
- e. Munculnya *Machine Learning* (1980-an hingga 1990-an): Periode ini ditandai dengan munculnya metode machine learning dan pendekatan berbasis data. Algoritma *machine learning* digunakan untuk melatih komputer agar dapat belajar dari data dan mengidentifikasi pola yang kompleks.
- f. Perkembangan Terkini (1990-an hingga sekarang): Periode ini mencakup perkembangan terkini dalam kecerdasan buatan, termasuk peningkatan dalam kapabilitas komputasi, kemajuan dalam *deep learning*, dan penggunaan teknik-teknik seperti reinforcement learning. Perkembangan ini telah memungkinkan pencapaian signifikan dalam bidang seperti pengenalan wajah, pengenalan suara, dan mobil otonom.

Menurut Haenlein & Kaplan (2019) terdapat tiga jenis kecerdasan buatan sebagai berikut:

- a. Kecerdasan Buatan yang Terbatas (Narrow AI): Jenis kecerdasan buatan yang memiliki fokus pada tugas-tugas spesifik dan terbatas. Contohnya adalah sistem penerjemahan bahasa, kendaraan otonom, dan deteksi wajah.
- b. Kecerdasan Buatan yang Umum (General AI): Merupakan jenis kecerdasan buatan yang memiliki kemampuan untuk melakukan berbagai tugas yang sama seperti manusia, bahkan melampaui kemampuan manusia pada beberapa aspek. Kecerdasan buatan umum masih merupakan tujuan jangka panjang dan sedang dalam pengembangan.
- c. Kecerdasan Buatan Superinteligensi (Superintelligence): Merupakan jenis kecerdasan buatan yang jauh melampaui kemampuan intelektual manusia di semua bidang. Superintelligence mengacu pada kecerdasan buatan yang dapat mengatasi masalah yang jauh lebih kompleks dan memperoleh pemahaman yang lebih dalam daripada manusia.

Adapun beberapa konsep dasar yang menjadi landasan pengembangan kecerdasan buatan dijelaskan oleh Luger (2019):

- a. Representasi Pengetahuan: Konsep ini berkaitan dengan cara-cara dalam menggambarkan pengetahuan secara formal agar dapat dimengerti dan diproses oleh sistem kecerdasan buatan. Representasi pengetahuan dapat berupa aturan logika, jaringan semantik, atau model probabilistik.

- b. Pencarian dan Algoritma Pemecahan Masalah: Konsep ini mencakup teknik-teknik untuk mencari solusi dalam ruang pencarian yang kompleks. Algoritma pemecahan masalah seperti algoritma optimisasi digunakan untuk mencari solusi terbaik atau mendekati solusi optimal.
- c. Logika dan Inferensi: Konsep ini melibatkan penggunaan aturan logika formal untuk melakukan inferensi atau penalaran logis. Sistem kecerdasan buatan dapat menggunakan logika proposisional atau logika predikat untuk mengambil kesimpulan dari informasi yang ada.
- d. *Machine Learning*: Konsep ini berkaitan dengan kemampuan sistem kecerdasan buatan untuk belajar dari data dan pengalaman. Algoritma machine learning seperti regresi, klasifikasi, dan clustering digunakan untuk mengenali pola dalam data dan membuat prediksi atau pengambilan keputusan.
- e. *Natural Language Processing* (NLP): Konsep ini mencakup teknik-teknik untuk memahami dan memproduksi bahasa manusia. Sistem kecerdasan buatan dapat dilengkapi dengan kemampuan pemrosesan bahasa alami untuk berinteraksi dengan pengguna manusia melalui teks atau ucapan.
- f. Representasi Pengetahuan Berbasis Kasus: Konsep ini melibatkan penggunaan kasus-kasus yang relevan atau pengalaman sebelumnya untuk membantu pemecahan masalah. Sistem kecerdasan buatan dapat memanfaatkan basis pengetahuan berbasis kasus untuk menyimpan dan menggunakan pengalaman yang telah dipelajari.
- g. Sistem Pakar: Konsep ini berkaitan dengan pengembangan sistem yang memiliki pengetahuan khusus di bidang tertentu dan dapat memberikan solusi atau rekomendasi yang ahli. Sistem pakar berbasis aturan atau berbasis pengetahuan digunakan untuk menyelesaikan masalah yang kompleks dalam domain spesifik.

## 2. Risiko Kejahatan Siber

Salah satu risiko utama dalam penggunaan kecerdasan buatan adalah keamanan data (Misnawati, 2023). Tindak kejahatan yang berkaitan dengan penggunaan teknologi digital disebut sebagai kejahatan siber (*cyber crime*). Badan Siber dan Sandi Negara menyatakan pada tahun 2022 kejahatan siber mencapai hampir satu milyar kasus, yaitu sebanyak 976.429.996 dengan anomali trafik paling banyak masih berasal dari aktivitas malware, yaitu serangan dari perangkat lunak yang dirancang mampu merusak sistem komputer atau jaringan komputer sehingga membahayakan pemilik perangkat (Ayu, 2023). Dalam hal ini, untuk mengakses situs internet kecerdasan buatan seringkali harus melakukan *log in* menggunakan alamat email, dengan fakta bahwa 94% komputer yang dirusak oleh *malware* telah terinfeksi melalui email. Selain itu, Herdianta dkk (2021) menjelaskan beberapa kejahatan siber yang marak terjadi di antaranya penipuan dan *phising* dengan tingkat keberhasilan hingga 30%.

Beberapa mitigasi yang dapat dilakukan terkait kejahatan siber (Iceu, 2019; Herdianta dkk, 2021):

- a. melindungi diri dari virus, termasuk *malware*, *adware*, dan *spyware*, dengan menghindari mengunduh file secara sembarangan dan membiasakan diri untuk membaca petunjuk instalasi aplikasi atau software.
- b. Tidak menggunakan nama pengguna dan kata sandi yang sama pada semua media sosial yang dimiliki maupun situs yang dimasuki.
- c. Tidak membalas email dari pengirim yang tidak dikenal atau membuka link yang diberikannya, keduanya merupakan bentuk *spam/phising*.
- d. Penggunaan *Virtual Private Network* (VPN) sehingga mampu meningkatkan aspek keamanan terkait dengan kerahasiaan akun.
- e. Pastikan untuk memperbarui perangkat keamanan komputer, misalnya dengan menggunakan perangkat lunak *anti-malware* yang terpercaya.

Dalam hal ini penting bagi guru maupun siswa untuk memastikan keamanan data diri saat mengakses situs maupun aplikasi kecerdasan buatan. Prosedur keamanan yang tepat, seperti enkripsi data, penghapusan data identifikasi pribadi, atau penggunaan data anonim, harus diterapkan untuk menjaga keamanan dan anonimitas data.

### **3. Risiko Kesalahan dan Ketidakakuratan**

Kecerdasan buatan menggunakan data untuk memberikan rekomendasi atau mengambil keputusan. Namun, pengenalan dan pemrosesan data dapat menyebabkan kesalahan. Keputusan yang diambil oleh kecerdasan buatan dapat menjadi tidak akurat atau tidak relevan jika data yang digunakan tidak representatif, tidak lengkap, atau berasal dari sumber yang bias. Hal itu disebabkan algoritma kecerdasan buatan tersebut mungkin masih dipengaruhi data yang digunakan untuk melatihnya, atau oleh bias manusia yang mendesainnya (Munawar dkk, 2023).

Kesalahan terkait ejaan dan tata bahasa, dan ketidaktepatan informasi dapat terjadi ketika kecerdasan buatan digunakan dalam penulisan ilmiah ataupun penyusunan tugas oleh siswa. Kecerdasan buatan memang dapat membantu dalam pekerjaan seperti meringkas, parafrase, dan tinjauan literatur, tetapi harus digunakan bersama dengan evaluasi manusia. Selain itu, guru harus tetap memeriksa dengan cermat setiap kesalahan atau bias yang mungkin disebabkan oleh penggunaan alat bantu berbasis kecerdasan buatan. Penting untuk mengenali informasi yang salah dengan cara cerdas dalam melakukan literasi informasi, mengecek kebenaran informasi, sebelum berbagi informasi melalui media sosial (Pakpahan, 2017).

Kebenaran data sangat terkait dengan validitas informasi yang digunakan dalam tugas-tugas yang dikerjakan oleh siswa. Demikian pula ketika guru menggunakan bantuan kecerdasan buatan dalam melakukan evaluasi hasil belajar siswa. Dalam lingkup penelitian, validitas menunjukkan seberapa baik alat ukur yang digunakan dapat mengukur apa yang dimaksudkan untuk diukur. Jika alat ukur tidak valid, hasil penelitian tidak dapat diandalkan dan tidak dapat digunakan untuk membuat kesimpulan yang tepat (Ihsan, 2015).

Terkait dengan mitigasi risiko kesalahan dan ketidakakuratan data yang disajikan oleh kecerdasan buatan, penulis memiliki beberapa pendapat untuk dipertimbangkan:

- a. Guru perlu mengawasi dan memantau penggunaan kecerdasan buatan oleh siswa, aturan mengenai jenis kecerdasan buatan yang dapat digunakan, bagaimana cara siswa menggunakannya, dan memberikan ketentuan sejauh mana siswa berhak dibantu oleh kecerdasan buatan.
- b. Guru perlu menganalisis dan mengevaluasi hasil penggunaan kecerdasan buatan oleh siswa secara kritis untuk memastikan validitasnya. Jika ada ketidaksesuaian atau ketidakakuratan, guru perlu melakukan investigasi lebih lanjut memberikan umpan balik kepada siswa.
- c. Dalam hal penilaian, guru dapat membandingkan hasil dari kecerdasan buatan dengan penilaian berdasarkan observasi. Jika terdapat perbedaan yang signifikan maka perlu dilakukan evaluasi lebih lanjut untuk mengidentifikasi masalah yang mungkin terjadi.
- d. Idealnya guru perlu memiliki kepekaan untuk dapat membedakan argumentasi yang disediakan oleh kecerdasan buatan dengan argumentasi pribadi milik siswa.

Terkait kepekaan untuk membedakan hasil olahan kecerdasan buatan dan manusia, Aisyah (2023) mengutip perkataan James Thorley selaku regional vice-president Turnitin untuk Asia Pasifik, yang menyebutkan bahwa tulisan yang dibuat oleh seseorang jauh lebih tidak dapat diprediksi daripada tulisan yang dibuat oleh kecerdasan buatan. Turnitin juga telah mengembangkan sistem untuk mendeteksi hasil

kecerdasan buatan untuk mencegahnya mengaburkan karya orisinal, di mana sistem semacam itu juga dapat diimplementasikan di sekolah.

#### 4. Risiko Moral

Fenomena yang terjadi dengan maraknya penggunaan chat bot dalam bentuk teks interaktif yang dapat membantu manusia untuk mendapatkan informasi yang dibutuhkan. Pengguna kecerdasan buatan dapat mengajukan pertanyaan dan mendapatkan jawabannya secara cepat. Secara keuntungan, siswa dapat menggunakannya sebagai mentor visual untuk membantu memahami konsep dan belajar mandiri (Fal, 2023). Namun, penggunaan kecerdasan buatan tersebut untuk membuat karya ilmiah tanpa parafrase dapat mengarah pada plagiasi.

Plagiarisme atau plagiat adalah pengambilan karangan, pendapat dan sebagainya milik orang lain kemudian menjadikannya seolah-olah karangan maupun pendapat sendiri (Nuridn dkk, 2019 dalam Adiyati & Supriyanto, 2020). Antoroputri dkk (2022) menjelaskan bahwa alasan plagiasi di antaranya adalah malas membaca literatur, tenggat waktu yang singkat, dan keinginan untuk mengerjakan secara instan. Hal tersebut dapat difasilitasi oleh adanya kecerdasan buatan yang mampu menjawab permasalahan siswa secara instan. Adiyati & Supriyanto (2020) merangkum dampak dari tindakan plagiasi yang dibiarkan, di antaranya akan menimbulkan persepsi bahwa plagiasi adalah hal yang biasa, di mana siswa tidak akan merasa bersalah walaupun telah melakukan pelanggaran tersebut. Selain itu plagiasi dapat menurunkan rasa percaya diri untuk dapat menciptakan karya yang orisinal.

Setiawan & Luthfiyani (2023) memberikan ilustrasi plagiasi yang terjadi di kalangan akademisi, di mana seorang profesor filsafat di Furman University in Greenville, South Carolina, AS mendapati mahasiswanya yang mampu menulis dengan sangat baik mengenai filsuf abad ke-18, dan setelah diperiksa kembali menggunakan *prompt* di aplikasi chatbot diperoleh kemiripan hingga 99,9%. Penelitian yang dilakukan Xiaoming Zhai (2022, dalam Maulana dkk, 2023) menemukan bahwa aplikasi kecerdasan buatan dapat menghasilkan karya tulis yang koheren, informatif, akurat dan sistematis dalam waktu 2-3 jam saja. Setiawan & Luthfiyani (2023) merangkum survey dari study.com pada tahun 2023 terkait persepsi penggunaan kecerdasan buatan di sekolah. Hasilnya 72% pengajar perguruan tinggi khawatir penyalahgunaan kecerdasan buatan oleh mahasiswa, sementara terdapat 58% guru yang berpendapat sama. Terdapat 34% pendidik yang menolak penggunaan kecerdasan buatan, dan terdapat 66% yang mendukungnya. Perkembangan teknologi memang tidak dapat dinafikan, tetapi moral tetap perlu ditegakkan.

Pratama dkk (2019 dalam Adiyati & Supriyanto, 2020) menjelaskan empat upaya untuk dapat mencegah plagiasi:

- a. Institusi, dalam hal ini sekolah, perlu memiliki sistem yang mampu mengecek tingkat plagiasi.
- b. Menentukan dan menerapkan sanksi akademik terhadap pihak-pihak yang terbukti melakukan plagiasi.
- c. Memberikan sosialisasi dan pelatihan terkait dengan aturan penulisan karya ilmiah.
- d. Membekali pemahaman mengenai teknik penulisan yang benar, khususnya terkait dengan materi sitasi.

#### 5. Risiko Psikologis

Segala bentuk kemudahan yang diperoleh baik guru maupun siswa ketika menggunakan alat bantu berupa kecerdasan buatan dapat mengarah pada ketergantungan. Schrock (2006) menyatakan bahwa ketergantungan memiliki hubungan dengan usaha memenuhi kebutuhan maupun mencapai tujuan dengan bergantung pada sumber daya tertentu, yang dalam hal ini adalah kecerdasan buatan. Hal itu tergambarkan dari data bahwa pengguna aktif ChatGPT (kecerdasan buatan berbentuk chat bot) pada Januari 2023 telah mencapai 100juta hanya dalam waktu dua bulan setelah diluncurkan (Prasasti, 2023). Hal itu menunjukkan bahwa kecerdasan buatan telah digemari dan dibutuhkan oleh banyak orang, termasuk dalam bidang pendidikan.

Penelitian dari Hadi (2020) menyatakan kenyamanan memiliki pengaruh positif yang signifikan kepada ketergantungan, selanjutnya ketergantungan memiliki pengaruh signifikan terhadap *technostress*, yaitu stress akibat ketergantungan yang berlebihan terhadap telepon pintar dan perangkat sejenisnya. Terkait hal itu dapat terlihat bahwa kenyamanan siswa terhadap kecerdasan buatan yang memiliki banyak kemudahan, seperti membalas pertanyaan saat ujian, mengerjakan pekerjaan rumah, membuat esai akademik (Maulana dkk, 2023), dapat menyebabkan ketergantungan. Apabila hal itu dibiarkan maka siswa merasa tertekan apabila tidak dapat mengakses kecerdasan buatan untuk membantunya menyelesaikan tugas.

Lebih lanjut, ketergantungan kepada kecerdasan buatan membuat seseorang tidak terbiasa menyelesaikan tugasnya secara mandiri, yang kemudian secara perlahan ia akan kehilangan keyakinan akan kemampuannya menyelesaikan masalah. Keyakinan seseorang mengenai kemampuannya menyelesaikan suatu tugas disebut sebagai efikasi diri (Bandura, 1997 dalam Efendi, 2013). Penelitian dari Septinityas dkk (2022) menyimpulkan terdapat korelasi positif antara efikasi diri dengan kemandirian belajar. Hal itu sesuai dengan penelitian Kurniawati (2016) dengan topik yang sama. Hubungan korelasional artinya bersifat dua arah, sehingga dapat dipahami bahwa semakin seseorang tergantung pada hal lain dalam menyelesaikan sesuatu maka semakin rendah keyakinannya akan kemampuan untuk menyelesaikan hal itu.

Ketergantungan terhadap penggunaan kecerdasan buatan untuk menyelesaikan tugas-tugas, baik pada guru maupun siswa perlu diantisipasi dengan menumbuhkan kontrol diri. Penelitian studi literatur dari Khasanah & Winarti (2021) menyatakan terdapat hubungan negatif antara kontrol diri dengan adiksi. Artinya semakin tinggi kontrol diri maka semakin rendah risiko seseorang mengalami adiksi. Untuk menumbuhkan kontrol diri dibutuhkan tekad dan kedisiplinan. Syahrani (2015) menjelaskan bahwa intervensi terhadap ketergantungan dapat dilakukan dengan memberikan pemahaman mengenai dampak, melakukan manajemen waktu, dan memberikan alternatif cara yang lebih baik. Dalam hal ini, seseorang yang memiliki ketergantungan terhadap kecerdasan buatan dapat diberikan pengertian pentingnya mengembangkan kemampuan pribadi dalam menyelesaikan tugas. Selain itu, diperlukan latihan dan pembiasaan untuk mampu belajar secara mandiri dengan adanya aturan yang jelas mengenai batasan penggunaan kecerdasan buatan dalam pembelajaran.

Selain itu siswa juga perlu ditingkatkan efikasi dirinya, yaitu keyakinannya akan kemampuan diri sendiri menyelesaikan tugas tanpa bantuan kecerdasan buatan. Dalam hal ini Bandura & Schutack (dalam Florina & Zagoto, 2019) menyampaikan 4 hal yang dapat mempengaruhi efikasi diri:

- a. Pengalaman tentang keberhasilan. Guru dapat memberikan tugas-tugas yang relatif mudah untuk dikerjakan oleh siswa, sehingga siswa merasa ia mampu bekerja secara mandiri.
- b. Mengetahui bahwa orang lain berhasil menyelesaikan tugas (pemodelan sosial). Guru dapat mengatur pembelajaran dengan memberikan pengakuan dan apresiasi kepada siswa yang berhasil bekerja secara mandiri sehingga diketahui oleh siswa lainnya.

- c. Dorongan dari orang lain (persuasi sosial). Guru dapat memberikan penugasan dalam bentuk kelompok, sehingga siswa bisa saling berinteraksi satu sama lain dan memberikan penguatan untuk bersama-sama menyelesaikan tugas.
- d. Kondisi emosi. Suasana kelas perlu diatur sedemikian rupa sehingga nyaman bagi siswa, demikian pula metode pembelajaran yang menantang dan menarik dapat membuat siswa yakin akan kemampuan dirinya.

## SIMPULAN

Perkembangan teknologi yang semakin cepat telah mengubah banyak aspek kehidupan manusia, terutama dalam bidang pendidikan. Penggunaan kecerdasan buatan dalam proses belajar mengajar memiliki keuntungan dan menawarkan kemudahan. Namun, di lain sisi juga terdapat risiko yang perlu dipertimbangkan. Beberapa risiko yang mungkin timbul berkaitan dengan kejahatan siber, kesalahan dan ketidakakuratan kecerdasan buatan, moralitas, dan psikologis. Secara umum, perkembangan teknologi, khususnya kecerdasan buatan dalam bidang pendidikan, tidak perlu ditolak. Dibutuhkan kebijaksanaan dalam menempatkan teknologi sebagai alat bantu manusia, tanpa kehilangan derajat sebagai makhluk cendekia.

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## **ANALISIS KEMAMPUAN BERPIKIR KRITIS SISWA PADA MATERI STATISTIKA**

**Reska Dina Putri**

**Magister Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pengetahuan**

**Universitas Riau**

**dinaputrireska@gmail.com**

### **ABSTRAK**

Kemampuan berpikir kritis matematis merupakan suatu kemampuan penting yang perlu dimiliki siswa dalam mempelajari matematika. Kemampuan berpikir kritis matematis memungkinkan siswa untuk dapat memahami masalah, mengidentifikasi hubungan antarpernyataan, antarpertanyaan, maupun antarkonsep, menggunakan strategi dalam menyelesaikan masalah dan mengambil kesimpulan yang tepat. Indikator kemampuan berpikir kritis matematis yaitu : interpretasi, analisis, evaluasi dan inferensi. Tujuan penelitian ini adalah untuk mengetahui kemampuan berpikir kritis matematis siswa pada materi Statistika. Penelitian ini merupakan penelitian kualitatif deskriptif. Subjek pada penelitian ini yaitu 3 siswa kelas VIII SMPN 2 Pangkalan Kerinci. Instrumen yang digunakan berupa tes kemampuan berpikir kritis matematis yang terdiri dari 4 soal uraian dan pedoman wawancara. Tes dilakukan untuk mengetahui kemampuan berpikir kritis matematis siswa dan pedoman wawancara untuk memperkuat hasil tes. Hasil penelitian menunjukkan bahwa siswa A dengan kemampuan berpikir kritis matematis tinggi dapat memenuhi keempat indikator secara konsisten pada keempat soal baik pada indikator interpretasi, analisis, evaluasi maupun inferensi. Siswa B dengan kemampuan berpikir kritis sedang mampu memenuhi seluruh indikator tetapi hanya konsisten di indikator interpretasi pada keempat soal. Berdasarkan kemampuan akademis siswa dengan kategori rendah siswa belum mampu menginterpretasikan masalah, siswa masih salah dalam membuat rumus dan juga tidak mampu menyimpulkan suatu persoalan matematis dengan baik.

**Kata Kunci:** Kemampuan Berpikir Kritis, Statistika

### **ABSTRACT**

Mathematical critical thinking ability is an important ability that students need to have in learning mathematics. Mathematical critical thinking skills enable students to be able to understand problems, identify relationships between statements, between questions, and between concepts, use strategies in solving problems and draw appropriate conclusions. The indicators of mathematical critical thinking ability are: interpretation, analysis, evaluation and inference. The purpose of this study was to determine students' mathematical critical thinking skills in the subject of Statistics. This research is a descriptive qualitative research. The subjects in this study were 3 class VIII students of SMPN 2 Pangkalan Kerinci. The instrument used was a mathematical critical thinking ability test consisting of 4 description questions and an interview guide. Tests were conducted to determine students' mathematical critical thinking abilities and interview guidelines to strengthen test results. The results showed that student A with high mathematical critical thinking skills could consistently fulfill the four indicators on the four questions both on the indicators of interpretation, analysis, evaluation and inference. Student B with moderate critical thinking skills is able to meet all indicators but is only consistent in the interpretation indicators on all four questions. Based on the academic ability of students in the low category, students have not been able to interpret problems, students are still wrong in making formulas and are also unable to conclude a mathematical problem properly

**Key Words :** Critical Thinking Ability, Statistics

### **PENDAHULUAN**

Kemampuan berpikir kritis matematis merupakan salah satu kemampuan berpikir yang penting untuk dimiliki siswa. Hal itu dikarenakan berpikir kritis matematis merupakan sebuah proses berpikir yang muaranya pada kesimpulan tentang apa yang harus dipercayai dan tindakan apa yang seharusnya dilakukan (Gustiningsi, 2015; Sumarmo, 2013). Abad 21 ini juga memberikan tantangan bagi siswa, salah satu tantangan itu adalah menuntut siswa untuk memiliki kemampuan berpikir kritis matematis.

Kemampuan berpikir kritis matematis diperlukan untuk mengeksplorasi berbagai situasi dan fenomena, pertanyaan atau masalah untuk menyusun hipotesis atau konklusi, yang memadukan kesemua informasi yang diperoleh dan dapat diyakini kebenarannya (Kharisma, 2018). Kemampuan berpikir kritis matematis juga memungkinkan siswa untuk dapat menganalisis masalah dengan baik, berpikir sistematis, dan

mampu menyampaikan argumen dan pengambilan keputusan yang tepat (Khulsum et al., 2018). Selain itu, Menurut (Dores et al., 2020) kemampuan berpikir kritis matematis memuat kemampuan penalaran matematis, pemahaman konsep, dan penguasaan strategi-strategi dalam pemecahan masalah. Hal ini menunjukkan bahwa kemampuan berpikir kritis matematis merupakan suatu disiplin ilmu yang mengandalkan proses berpikir yang sangat dibutuhkan dalam belajar matematika.

Fakta menunjukkan bahwa kemampuan berpikir kritis matematis siswa masih cenderung rendah. Hal ini didukung oleh penelitian (Karim & Normaya, 2015; Maya et al., 2019; Noor & Ranti, 2018; Putri et al., 2022) yang menunjukkan hasil bahwa siswa sebagian besar siswa tidak dapat memenuhi indikator kemampuan berpikir kritis matematis, dan hanya beberapa siswa saja yang memenuhi indikator tersebut. Hal ini disebabkan siswa masih belum berhasil menjawab dengan benar dari permasalahan pada soal-soal non rutin yang diberikan. Selain itu siswa juga masih banyak mengalami kesulitan dalam menyelesaikan masalah matematis yang menuntut siswa harus berpikir kritis, dikarenakan siswa belum terlatih bagaimana menyelesaikan soal yang membutuhkan kemampuan berpikir kritis tersebut. Berdasarkan pemaparan sebelumnya jelas bahwa siswa dalam mengerjakan soal-soal berpikir kritis matematis masih mengalami kesulitan dalam menganalisis suatu pertanyaan, jawaban, dan argumen yang relevan serta memeriksa kembali suatu pernyataan atau proses dalam membuktikan hasil yang benar atau salah (Asria et al., 2021). Oleh karena itu, diperlukan berbagai upaya untuk mengetahui kemampuan berpikir kritis siswa agar dapat memberikan gambaran guru bagaimana dan apa yang harus dilakukan untuk meningkatkan kemampuan berpikir kritis matematis siswa tersebut.

Banyak penelitian yang telah dilakukan untuk menganalisis kemampuan berpikir kritis matematis pada berbagai materi, diantaranya materi Lingkaran dan Bangun Ruang (Amini et al., 2020; Karim & Normaya, 2015; Noor & Ranti, 2018; Putri et al., 2022). Penelitian tersebut memberikan gambaran bahwa siswa dengan kemampuan berpikir kritis tinggi dapat memenuhi seluruh indikator, sedangkan siswa dengan kemampuan berpikir kritis sedang dan rendah hanya mampu memenuhi 3 dan 2. Perbedaan dengan penelitian ini adalah penggunaan pedoman wawancara untuk memperoleh data tambahan agar diperoleh informasi yang lebih mendalam terhadap hasil tes kemampuan berpikir kritis siswa.

Kemampuan berpikir kritis tersusun atas indikator-indikator. Penulis menggunakan indikator yang diadopsi dari (Karim & Normaya, 2015) yaitu : 1) Menafsirkan masalah yaitu mampu mengidentifikasi permasalahan dengan yang diketahui pada soal, 2) Analisis yaitu dapat menghubungkan antara persoalan dan konsep yaitu dengan memodelkan atau menentukan hubungan dari suatu pernyataan. 3) Evaluasi yaitu menilai atau membuat bukti dari suatu pernyataan. 4) inferensi yaitu membuat kesimpulan yang tepat terkait konteks persoalan. Keempat indikator ini dapat ditemui pada soal-soal cerita, salah satunya pada materi statistika.

Statistika merupakan materi yang dipelajari pada tingkat menengah pertama kelas VIII. Materi statistika berperan penting dalam kehidupan sehari-hari (Rahmawati et al., 2022; Sari et al., 2022), misalnya dalam menyederhanakan bentuk data mengenai kependudukan. Sebagai contoh, untuk memudahkan pengisian data kependudukan digunakan table untuk mengisi data agar lebih mudah dan efisien.

Banyak penelitian yang telah dilakukan untuk menganalisis kemampuan berpikir kritis matematis pada berbagai materi, diantaranya materi Lingkaran dan Bangun Ruang serta Statistika (Amini et al., 2020; Noor & Ranti, 2018; Sidik et al., 2018). Penelitian tersebut memberikan gambaran bahwa siswa dengan kemampuan berpikir kritis tinggi dapat memenuhi seluruh indikator, sedangkan siswa dengan kemampuan berpikir kritis sedang dan rendah hanya mampu memenuhi 3 dan 2. Perbedaan dengan penelitian ini adalah penggunaan pedoman wawancara untuk memperoleh data tambahan agar diperoleh informasi yang lebih mendalam terhadap hasil tes kemampuan berpikir kritis siswa.

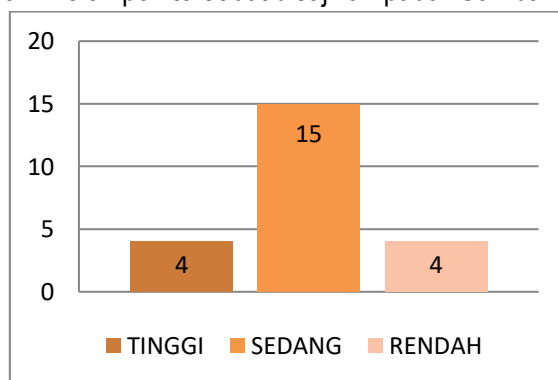
## METODE PENELITIAN

Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan metode penelitian deskriptif yaitu deskripsi tentang kemampuan berpikir kritis matematis siswa. Waktu dan tempat penelitian dilakukan pada semester genap 2022-2023 di SMP N 2 Pangkalan Kerinci pada kelas VIII. Materi statistika merupakan materi semester genap pada kelas VIII, sehingga subjek penelitian ini adalah siswa kelas VIII. Kemudian diambil 3 siswa dengan kemampuan berpikir kritis yang berbeda untuk di deskripsikan. Adapun teknik pengumpulan data pada penelitian ini yaitu: 1) menetapkan soal kemampuan berpikir kritis yang telah valid sebagai instrumen tes, 2) membuat pedoman wawancara, 3) melakukan tes, 4) mentraskip nilai hasil tes kemudian mengelompokkan siswa sesuai kategori tinggi, sedang dan rendah, 5) mengambil satu perwakilan kelompok kemampuan matematika tingkat tinggi, sedang dan rendah berdasarkan pertimbangan guru untuk dijadikan subjek penelitian, 6) melakukan wawancara terhadap subjek, 7) menganalisis hasil tes dan wawancara, 8) mendeskripsikan kemampuan berpikir kritis ketiga subjek.

Instrumen pada penelitian ini adalah lembar tes kemampuan berpikir kritis matematis berupa 4 soal uraian dan lembar pedoman wawancara. Tes uraian digunakan untuk memperoleh subjek dan data berupa kemampuan berpikir kritis matematis siswa. Wawancara dilakukan untuk memperoleh data yang lebih mendalam mengenai kemampuan berpikir kritis matematis siswa.

## HASIL DAN PEMBAHASAN

Tes kemampuan berpikir kritis siswa diberikan kepada 23 siswa kelas IX, dan dilaksanakan dalam waktu 90 menit. Berdasarkan hasil tes, siswa dikelompokkan ke dalam 3 kategori, yaitu kemampuan berpikir kritis tinggi, sedang dan rendah. Kelompok tersebut disajikan pada Gambar 1 berikut:



**Gambar 1.** Kelompok Kemampuan Berpikir Kritis Siswa

Kemudian, untuk menentukan subjek penelitian, peneliti meminta informasi dari guru untuk mempertimbangkan subjek yang tepat. Kriteria yang dipilih yaitu dapat mengemukakan pendapat dengan baik untuk mengumpulkan data melalui wawancara terkait hasil tes kemampuan berpikir kritis yang telah dikerjakan. Berdasarkan hasil tes soal statistika dan pertimbangan dari guru maka dipilih 3 siswa sebagai subjek penelitian, yaitu 1 siswa dengan kemampuan berpikir kritis matematis tinggi (A), 1 siswa dengan kemampuan berpikir kritis matematis sedang (B), dan 1 siswa dengan kemampuan berpikir kritis matematis rendah (C). Selanjutnya, kemampuan berpikir kritis siswa A,B dan C dipaparkan sebagai berikut :

### 1. Kategori Tinggi (A)

Siswa A dapat memenuhi indikator interpretasi pada soal nomor 1 sampai 4, yaitu menuliskan apa yang diketahui dan ditanyakan pada soal. Berdasarkan hasil wawancara, siswa A dapat memenuhi indikator interpretasi cukup dengan 1 sampai 2 kali membaca soal yang sama. Pada indikator analisis soal nomor 1 sampai 4, siswa mampu memodelkan apa yang diketahui dan ditanya ke dalam model matematika, hanya saja agak ragu dalam memilih lambang atau simbol yang digunakan. Pada indikator evaluasi soal nomor 1 sampai 4, siswa mampu menggunakan model matematika untuk menyelesaikan masalah yang ditanyakan, melakukan perhitungan dengan tepat, dan memeriksa kembali jawaban yang telah diperoleh. Pada indikator inferensi soal nomor 1 sampai 4, siswa mampu memberikan kesimpulan terkait hasil yang telah diperoleh. Hal ini berarti siswa A mampu menyelesaikan seluruh soal yang masing-masing memuat keempat indikator kemampuan berpikir kritis matematis dengan tepat. Gambar 2 menyajikan jawaban siswa dalam menyelesaikan soal nomor 2 sebagai berikut :

Diket: Nilai Rata-rata Awal = 60  
Banyak Siswa = 20  
Nilai Rata-rata Akhir = 62  
Ditanya: Banyak siswa yang ditambahkan dg rata-rata 70?

Jawab:

misal:  $x$  banyak siswa yg ditambahkan.  
Jumlah nilai awal =  $20 \times 60 = 1200$   
Jumlah nilai akhir dg  $x$  siswa =  $x \times 70 = 70x$   
Jumlah nilai seluruh siswa  
 $(20 + x) \cdot 62 = 1200 + 62x$   
sehingga  
 $1240 + 62x = 1200 + 70x$   
 $1240 - 1200 = 70x - 62x$   
 $40 = 8x$   
 $x = 5$   
jadi banyak siswa yang ditambahkan ada 5 siswa.

Gambar 2. Jawaban siswa A

Berdasarkan gambar 2, dapat diketahui bahwa siswa A mampu menuliskan apa yang diketahui dan ditanyakan pada soal dalam memenuhi indikator interpretasi. Siswa A juga mampu menuliskan apa yang diketahui ke dalam model matematika dan menentukan rumus yang akan digunakan dalam memenuhi indikator analisis. Kemudian, dilihat dari cara menyelesaikan soal, siswa mampu menggunakan model matematika dan tepat dalam melakukan perhitungan serta melakukan pengecekan kembali terhadap hasil yang diperoleh dalam memenuhi indikator evaluasi. Selain itu siswa juga mampu memberikan kesimpulan dari jawaban yang telah diperoleh dalam memenuhi indikator inferensi. Penelitian (Amini et al., 2020) juga menemukan bahwa siswa dengan kemampuan tinggi dapat menyelesaikan soal dan memenuhi semua indikator berpikir kritis.

## 2. Kategori Sedang (B)

Berdasarkan kemampuan akademis siswa dengan kategori sedang siswa telah mampu menjawab soal dengan baik disertai alasan yang jelas. Berdasarkan hasil tes dan wawancara subjek B pada indikator analisis soal nomor 1 dan 3, siswa mampu memodelkan apa yang diketahui dan ditanya ke dalam model matematika, hanya saja pada nomor 2 dan 4 siswa tidak memperhatikan bahwa ada beberapa item yang tidak dimodelkan. Pada indikator evaluasi soal nomor 1 dan 4, siswa mampu menggunakan model matematika untuk menyelesaikan masalah yang ditanyakan, melakukan perhitungan dengan tepat, dan memeriksa kembali jawaban yang telah diperoleh. Dari pemaparan tersebut, terlihat siswa B mampu memenuhi seluruh indikator kemampuan berpikir kritis matematis, tetapi tidak pada semua soal.

. Gambar 3 menyajikan jawaban siswa dalam menyelesaikan soal nomor 4 sebagai berikut :

(4) Banyak Siswa  $R_1$   
 " " 1 : 10 Rata-rata Sumbangan 1: 10.000  
 " " 2 : 12 " " 2: 11.000  
 " " 3 : 18 " " 1,2,3 : 9.400  
 Ditanya  
 Rata-rata Sumbangan 3 ?  
 Jawab:  

$$Rata\text{-}rata\ 1,2,3 = \frac{10 \cdot 10.000 + 12 \cdot 11.000 + 18 \cdot Rata\text{-}rata\ 3}{10 + 12 + 18}$$

$$9400 = \frac{100.000 + 132.000 + 18 \cdot Rata\text{-}rata\ 3}{40}$$

$$9400 \cdot 40 = 232.000 + 18 \cdot R_3$$

$$18 \cdot R_3 = 376.000 - 232.000$$

$$R_3 = \frac{144.000}{18} = 8000$$

**Gambar 3.** Jawaban Siswa B

Gambar 3 memperlihatkan bahwa siswa telah mampu dalam membuat interpretasi sampai evaluasi dari permasalahan akan tetapi dalam memodelkan matematika atau atahap analisis terdapat ketidakkonsistenan siswa dalam memodelkan matematikanya, terlihat bahwa siswa membuat rata-rata sumbangan kelompok 3 dengan rata-rata 3 tetapi siswa membuat lagi dengan bentuk yang berbeda atau disingkat dengan  $R_3$ . Ini menjadi permasalahan yang tentu menjadi ketidakcakapan siswa dalam memodelkan. Ini sesuai hasil penelitian oleh (Herdiman et al., 2018; Putri et al., 2022) menemukan bahwa ketidakcakapan siswa dalam memodelkan juga menjadi indikasi lemahnya kemampuan berpikir kritis siswa.

### 3. Kategori Rendah (C)

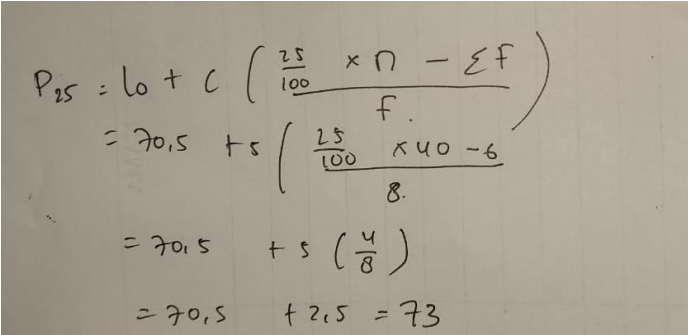
Siswa C dapat memenuhi indikator interpretasi pada soal nomor 1 sampai 4, yaitu menuliskan apa yang diketahui dan ditanyakan pada soal. Berdasarkan hasil wawancara, butuh berulang kali membaca soal untuk menemukan yang diketahui dan mengerti apa yang ditanyakan. Pada indikator analisis soal nomor 1, siswa mampu memodelkan apa yang diketahui dan ditanya ke dalam model matematika. Sementara untuk nomor 2 sampai 4 siswa hanya menuliskan rumus mencari rata-rata seperti yang ditanyakan tanpa memodelkan apa yang diketahui pada soal. Siswa C memberikan alasan bahwa ia merasa bingung harus memodelkan seperti apa dan ia merasa asing dengan kata tersebut. Pada indikator evaluasi, siswa mampu menggunakan rumus untuk menghitung soal nomor 3. Tetapi, pada soal nomor 1 siswa tidak melakukan perhitungan dengan tepat sehingga diperoleh hasil yang salah. Pada soal nomor 3 dan 4 siswa C tidak melanjutkan perhitungan dari rumus dan cara yang telah ia tulis. Pada indikator inferensi siswa tidak mampu memberikan kesimpulan terkait hasil yang telah diperoleh pada soal nomor 2. Sementara pada soal nomor 1, 3, dan 4 karena tidak menyelesaikan perhitungan dan tidak menemukan penyelesaian sehingga siswa C tidak dapat memberikan kesimpulan apapun.

Gambar 4 menyajikan jawaban siswa dalam menyelesaikan soal nomor 3 dan 4 sebagai berikut :

Soal No. 3

Banyak siswa 5.

Soal No.4


$$\begin{aligned} P_{25} &= l_0 + C \left( \frac{25}{100} \times n - \sum f \right) \\ &= 70,5 + 5 \left( \frac{25}{100} \times 40 - 6 \right) \\ &= 70,5 + 5 \left( \frac{4}{8} \right) \\ &= 70,5 + 2,5 = 73 \end{aligned}$$

**Gambar 4.** Jawaban Siswa C

Gambar 4 memperlihatkan bahwa siswa C tidak dapat menyimpulkan dengan baik dan benar, ketika diwawancarai siswa merasa jawaban yang dibuat telah disimpulkan dan sebagian juga mengatakan lupa. Penelitian oleh (Sidik et al., 2018) juga menemukan bahwa siswa kemampuan rendah juga tidak bisa menyimpulkan dengan baik dan benar.

## SIMPULAN

Berdasarkan hasil dan pembahasan yang berkaitan dengan kemampuan berpikir kritis siswa dalam menyelesaikan soal statistika, dapat diambil beberapa kesimpulan. Dari 23 siswa yang mengikuti tes, 4 siswa memiliki kemampuan berpikir kritis matematis tinggi, 15 siswa dengan kemampuan berpikir kritis matematis sedang dan 4 siswa dengan kemampuan berpikir kritis matematis rendah. Siswa A dengan kemampuan berpikir kritis matematis tinggi mampu memenuhi keempat indikator, baik menginterpretasi, menganalisis, mengevaluasi dan menarik kesimpulan pada semua soal dengan konsisten. Siswa B dengan kemampuan berpikir kritis matematis sedang mampu memenuhi keempat indikator berpikir kritis yaitu menginterpretasi, menganalisis, mengevaluasi, dan menarik kesimpulan. Hanya saja, pada soal tertentu, siswa B tidak memenuhi salah satu dari keempat indikator secara bergantian. Hal ini disebabkan siswa B tidak mengecek kembali jawaban yang diperolehnya. Siswa B tetap konsisten dalam memenuhi indikator interpretasi. Berdasarkan kemampuan akademis siswa dengan kategori rendah siswa belum mampu menginterpretasikan masalah, siswa masih salah dalam membuat rumus dan juga tidak mampu menyimpulkan suatu persoalan matematis dengan baik.

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## MENGGALI PERSEPSI REKAN MAHASISWA DALAM PERKEMBANGAN TEKNOLOGI SAAT INI

Muhamad Al Furqon, Nabilah Diya Vania

Program Studi Teknik Informatika, Fakultas Ilmu Komputer, Institut Bisnis dan  
Informatika Kosgoro 1957

[aalkailanet@gmail.com](mailto:aalkailanet@gmail.com)

### ABSTRACT

This study uses a descriptive qualitative research method to reveal the views and perceptions of fellow students towards technological developments. The research subjects consisted of 66 students from 5 study programs. The data analysis techniques used include frequency analysis techniques and theme analysis. The data found in the narrative responses were arranged and organized to provide a more systematic and structured interpretation. The survey results show that the majority of students have a positive view of the benefits of technology in daily life, learning process, communication, as well as its influence on work, career, and quality of education. However, the survey also revealed that some students feel pressure to keep up with the latest technological developments. Some of the negative aspects and challenges that arise are over-dependence on technology, distraction, social isolation, and the spread of inaccurate information. To overcome these challenges, this study suggests that educational institutions and students raise awareness of the wise use of technology, and improve digital and information literacy. This is important to create a healthy balance between technology and face-to-face social interaction.

**Keyword** : perception, technology, digital, development, university

### ABSTRAK

Penelitian ini menggunakan metode penelitian kualitatif deskriptif untuk mengungkap pandangan dan persepsi mahasiswa terhadap perkembangan teknologi. Subjek penelitian terdiri dari 66 mahasiswa dari 5 program studi. Teknik analisis data yang digunakan meliputi teknik analisis frekuensi dan analisis tema. Data yang ditemukan dalam respon naratif disusun dan diorganisir untuk memberikan interpretasi yang lebih sistematis dan terstruktur. Hasil survei menunjukkan bahwa mayoritas mahasiswa memiliki pandangan positif terhadap manfaat teknologi dalam kehidupan sehari-hari, proses pembelajaran, komunikasi, serta pengaruhnya terhadap pekerjaan, karir, dan kualitas pendidikan. Namun, survei tersebut juga mengungkapkan bahwa beberapa mahasiswa merasakan tekanan untuk mengikuti perkembangan teknologi terkini. Beberapa aspek negatif dan tantangan yang muncul adalah ketergantungan yang berlebihan terhadap teknologi, distraksi, isolasi sosial, dan penyebaran informasi yang tidak akurat. Untuk mengatasi tantangan-tantangan tersebut, penelitian ini menyarankan agar institusi pendidikan dan siswa meningkatkan kesadaran akan penggunaan teknologi secara bijak, serta meningkatkan literasi digital dan informasi. Hal ini penting untuk menciptakan keseimbangan yang sehat antara teknologi dan interaksi sosial tatap muka.

**Kata kunci**: persepsi, teknologi, digital, pengembangan, universitas

### PENDAHULUAN

Saat ini perkembangan teknologi terbaru sangat penting dan dibutuhkan bagi bisnis, industri, peneliti, dan individu untuk tetap kompetitif, begitupun memanfaatkan alat dan solusi tercanggih yang tersedia. Hal ini sering kali memainkan peran penting dalam mendorong kemajuan, meningkatkan efisiensi, dan mengatasi tantangan masyarakat. Istilah "teknologi terbaru" sering dikonotasikan pada inovasi, penemuan, atau pengembangan terbaru dan canggih di berbagai bidang ilmu pengetahuan dan teknik. Istilah ini mencakup berbagai alat, teknik, dan produk mutakhir yang mewakili kondisi terkini dalam industri masing-masing.

Perkembangan teknologi saat ini juga secara khusus telah membawa banyak manfaat bagi pelajar, ataupun mahasiswa dalam berbagai aspek pendidikan (Handoko & Waskito, 2018). Kemajuan teknologi bagi pelajar dan mahasiswa memiliki potensi untuk mengubah pengalaman belajar, menjadikannya lebih menarik dan mudah diakses. Dengan memanfaatkan teknologi secara efektif, pelajar dan mahasiswa

dapat memperoleh keterampilan dan pengetahuan berharga yang akan mempersiapkan ke rancah dunia yang lebih sukses dalam upaya menciptakan generasi – generasi muda yang lebih handal dan mampu menghadapi segala tantangan zaman (Rifiyanti & Dewi, 2022). Kemajuan teknologi telah merevolusi pengalaman belajar bagi para siswa dan mahasiswa di seluruh Indonesia saat ini. Dengan akses yang mudah ke informasi yang luas melalui internet, pengalaman belajar yang dipersonalisasi, alat bantu interaktif, dan permainan edukatif, siswa dan mahasiswa dapat memahami konsep-konsep yang kompleks dengan lebih efektif (Wardhani & Romas, 2022). Kemajuan teknologi dalam hal ini platform dan aplikasi pembelajaran online menawarkan fleksibilitas, sementara alat kolaborasi dan komunikasi meningkatkan keterampilan kerja tim. Teknologi juga membuka peluang pembelajaran global, mempersiapkan seluruh pelajar Indonesia masuk ke dalam pasar kerja di masa depan. Secara keseluruhan, integrasi teknologi dalam pendidikan memperkaya proses pembelajaran, menjadikannya lebih menarik, mudah diakses, dan efektif bagi siswa dari semua latar belakang.

Perkembangan teknologi saat ini juga membawa beberapa tantangan yang membutuhkan pertimbangan yang cermat. Masalah privasi dan keamanan data muncul karena teknologi menangani data pribadi dalam jumlah yang sangat besar, sementara kesenjangan digital menciptakan ketidaksetaraan dalam akses ke teknologi dan internet. (Gstrein & Beaulieu, 2022). Ancaman keamanan siber, dilema etika, dan penyebaran informasi yang salah di platform digital juga menjadi tantangan tambahan. Perkembangan *Artificial Intelligence* dapat mengganggu pasar kerja. Dampak lingkungan, peraturan, ketergantungan teknologi, masalah kesehatan, dan hak kekayaan intelektual juga menuntut perhatian. Mengatasi tantangan-tantangan ini membutuhkan upaya kolaboratif dari pemerintah, bisnis, akademisi, dan masyarakat sipil untuk mendorong pengembangan dan penggunaan teknologi yang bertanggung jawab, memastikan bahwa manfaat teknologi lebih besar daripada kekurangannya

Berdasarkan latar belakang dan permasalahan tersebut diatas, maka penulis melakukan penelitian dengan untuk mendapatkan wawasan tentang bagaimana para rekan mahasiswa memandang dan memahami kemajuan dan dampak teknologi saat ini. Penelitian ini bertujuan untuk mengeksplorasi sikap, kepercayaan, dan pendapat para rekan mahasiswa terhadap berbagai perkembangan dan inovasi teknologi. Dengan meneliti persepsi sesama rekan mahasiswa, penelitian ini dapat memberikan informasi yang berharga bagi para pendidik, pembuat kebijakan, dan pengembang teknologi, sehingga dapat membantu menyelaraskan praktik pendidikan dan kemajuan teknologi dengan kebutuhan dan harapan yang lebih baik di masa depan.

## **METODE PELAKSANAAN**

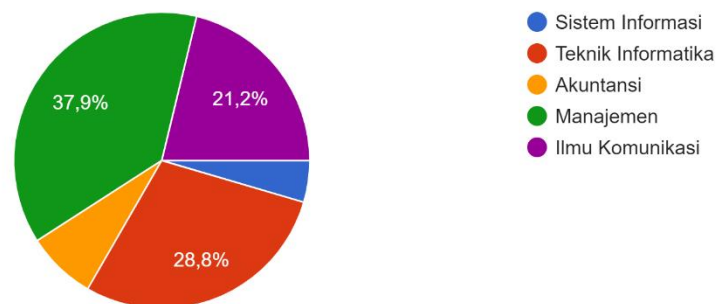
Dalam penelitian ini, penulis menggunakan metode penelitian kualitatif deskriptif. Subjek dalam penelitian ini adalah rekan mahasiswa dari 5 program studi yaitu teknik informatika, sistem informasi, akuntansi, ilmu komunikasi dan program studi manajemen, yang berjumlah 66 mahasiswa. Instrumen penelitian yang digunakan dalam penelitian ini adalah kuisisioner dengan sifat pertanyaan terbuka dan tertutup. Teknik analisis data yang dilakukan dalam penelitian adalah teknis analisis frekuensi dan analisis tema. Interpretasi data dilakukan dengan cara menyusun dan mengatur informasi yang ditemukan dalam tanggapan naratif untuk memberikan interpretasi yang lebih sistematis dan terstruktur.

## **HASIL DAN PEMBAHASAN**

Hasil penelitian diawali dengan menyajikan hasil kuisisioner tentang persentasi responden yang mengisi kuisisioner.

#### Program Studi

66 jawaban

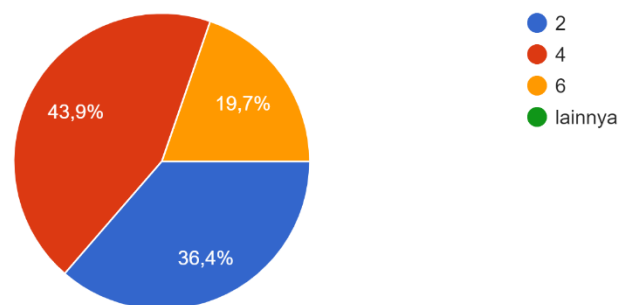


Gambar 1. Program Studi yang mengisi kuisisioner

Pada gambar 1 dijelaskan bahwa responden terbanyak yang mengisi kuisisioner ini berasal dari program studi manajemen yaitu sebanyak 37.9%, diikuti dengan program studi teknik informatika sebanyak 28.8% dan selebihnya diikuti dari program studi lainnya.

#### Semester

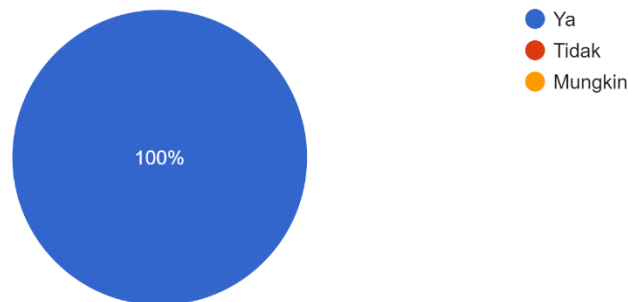
66 jawaban



Gambar 2. Asal semester mahasiswa yang mengisi kuisisioner

Pada gambar 2 menjelaskan bahwa mahasiswa terbanyak yang mengisi kuisisioner berasal dari mahasiswa semester 4 yaitu sebanyak 43,9%.

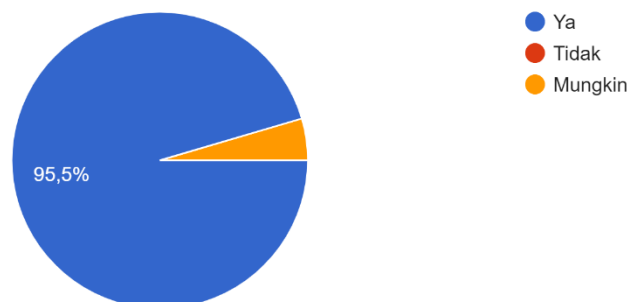
Apakah Anda merasa teknologi saat ini memberikan kemudahan dalam kehidupan sehari-hari?  
66 jawaban



Gambar 3. Kuisioener tentang kemudahan yang didapat dari teknologi

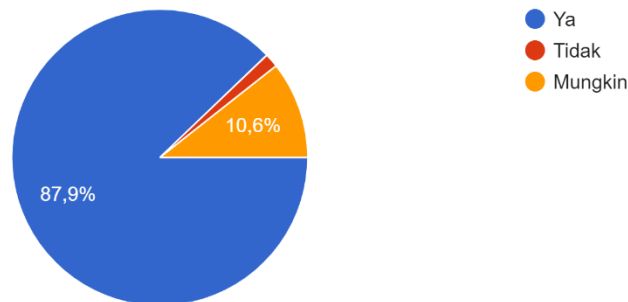
Pada gambar 3 menjelaskan jawaban atas pertanyaan apakah anda merasa teknologi memberikan kemudahan dalam kehidupan sehari – hari. Dan semua responden yang berjumlah 66 orang menyatakan ya.

Apakah Anda berpendapat bahwa perkembangan teknologi meningkatkan efisiensi dalam proses belajar?  
66 jawaban



Pada gambar 3 menerangkan jawaban dari pertanyaan apakah anda berpendapat bahwa perkembangan teknologi meningkatkan efisiensi dalam proses belajar. Sebanyak 95.5% rekan mahasiswa menyatakan ya, dan sisanya sebanyak 4.5% menjawab mungkin, tidak ada satupun mahasiswa yang menyatakan tidak.

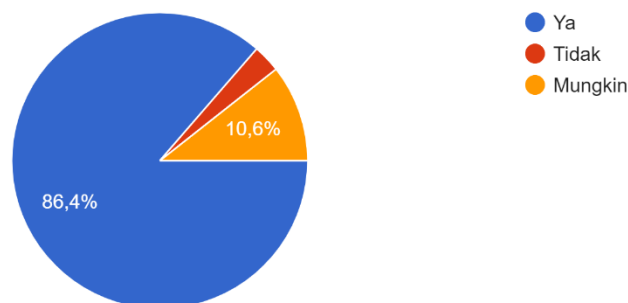
Apakah Anda merasa teknologi telah mengubah cara berkomunikasi antar sesama mahasiswa?  
66 jawaban



Gambar 4. Kuisisioner tentang bagaimana teknologi mengubah cara berkomunikasi

Jawaban untuk pertanyaan di gambar ke 4 menunjukkan bahwa 87.9% mahasiswa meyakini bahwa teknologi mengubah cara berkomunikasi antar sesama mahasiswa dan sebanyak 10.6% menyatakan mungkin dan sisanya menyatakan tidak.

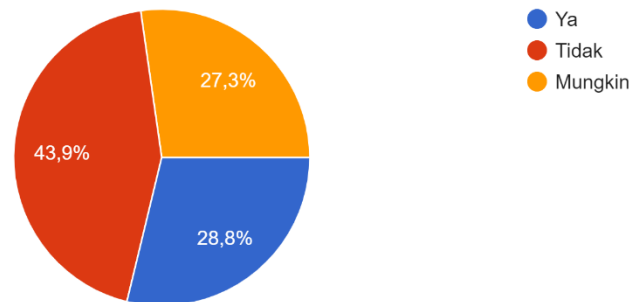
Apakah Anda setuju bahwa perkembangan teknologi mempengaruhi pekerjaan dan karier di masa depan?  
66 jawaban



Gambar 5. Kuisisioner tentang perkembangan teknologi dalam mempengaruhi pekerjaan dan karir di masa depan

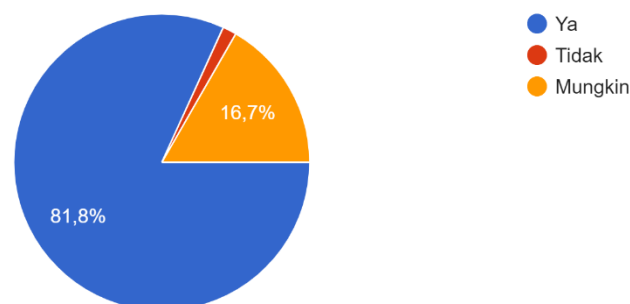
Jawaban terbanyak untuk pertanyaan di kuisisioner 5 adalah 86.4% rekan mahasiswa menyatakan setuju atau iya bahwa perkembangan teknologi mempengaruhi pekerjaan dan karier di masa depan, 10.6% menyatakan mungkin dan sisanya menjawab tidak.

Apakah Anda merasa terdapat tekanan untuk selalu mengikuti perkembangan teknologi terbaru?  
66 jawaban



Gambar 6 Kuisisioner tentang adanya tekanan untuk mengikuti perkembangan teknologi  
Berdasarkan jawaban kuisisioner di gambar 6, dapat dilihat bahwa 43.9% rekan mahasiswa tidak merasa adanya tekanan untuk selalu mengikuti perkembangan teknologi terbaru, sementara untuk 28.8% menyatakan iya, sisa jawaban dari rekan mahasiswa menyatakan mungkin.

Apakah Anda percaya bahwa teknologi dapat meningkatkan kualitas pendidikan di perguruan tinggi?  
66 jawaban

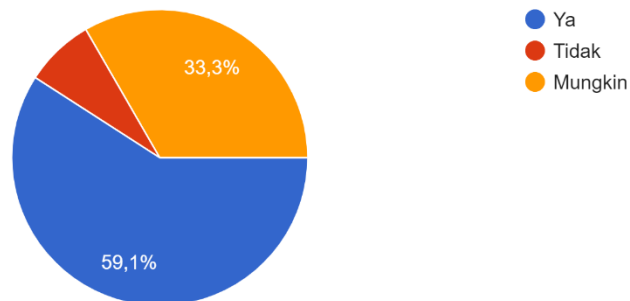


Gambar 7. Kuisisioner tentang tanggapan bahwa teknologi dapat meningkatkan kualitas pendidikan di perguruan tinggi

Sebanyak 81.8% menyatakan teknologi dapat meningkatkan kualitas pendidikan di perguruan tinggi, sementara 16.7% menanggapi bahwa teknologi mungkin dapat meningkatkan kualitas pendidikan di perguruan tinggi, dan sisanya menjawab tidak.

Apakah Anda merasa teknologi memberikan dampak positif terhadap hubungan sosial di antara mahasiswa?

66 jawaban

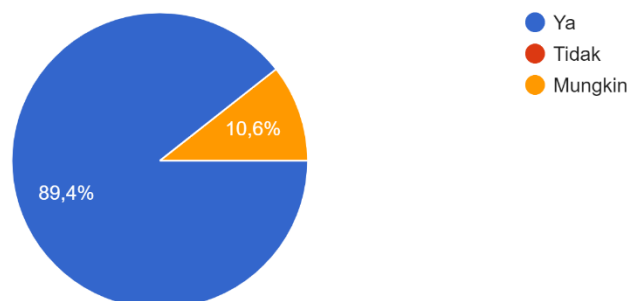


Gambar 8. Kuisisioner tentang dampak positif teknologi terhadap hubungan sosial di antara mahasiswa

Menurut 59.1 % rekan mahasiswa menyatakan bahwa teknologi memberikan dampak positif terhadap hubungan sosial di antara mahasiswa, sebanyak 33.3% menyatakan mungkin dan sisanya menanggapi teknologi tidak memberikan dampak positif terhadap hubungan sosial di antara mahasiswa.

Apakah Anda merasa teknologi saat ini memberikan lebih banyak kesempatan untuk mengembangkan kreativitas Anda?

66 jawaban

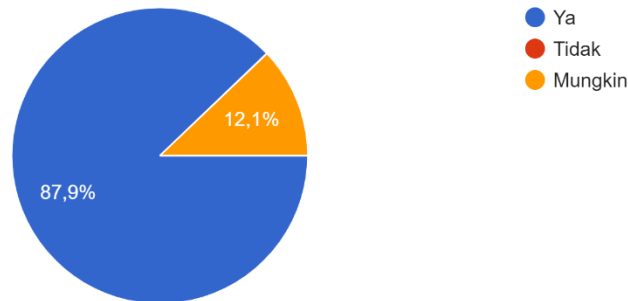


Gambar 9. Kuisisioner tentang teknologi memberikan kesempatan dalam mengembangkan kreatifitas

Sebanyak 89.4% rekan mahasiswa meyakini bahwa teknologi memberikan kesempatan untuk mengembangkan kreatifitas mahasiswa, sementara sisanya menyatakan mungkin.

Apakah Anda percaya bahwa perkembangan teknologi memberikan manfaat yang signifikan bagi kemajuan riset dan penelitian di perguruan tinggi?

66 jawaban

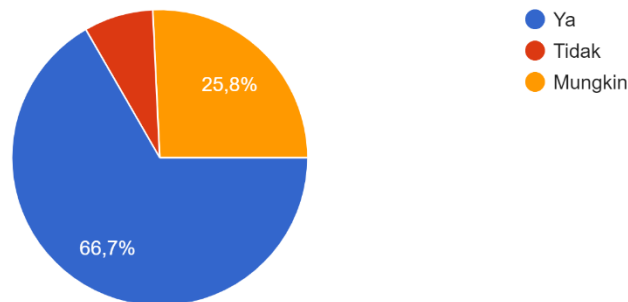


Gambar 10. Kuisisioner tentang manfaat signifikan dari perkembangan teknologi

Jawaban dari kuisisioner di gambar 10 menyimpulkan bahwa 87.9% rekan mahasiswa menyatakan bahwa teknologi memberikan manfaat yang signifikan bagi kemajuan riset dan penelitian di perguruan tinggi, sementara sisanya menyatakan mungkin.

Apakah Anda berpikir bahwa mahasiswa yang tidak menguasai teknologi akan kesulitan dalam menghadapi tantangan di masa depan?

66 jawaban



Gambar 11. Kuisisioner tentang tanggapan apakah mahasiswa yang tidak menguasai teknologi akan kesulitan dalam menghadapi tantangan masa depan

Sebanyak 66.7% rekan mahasiswa menanggapi setuju bahwa mahasiswa yang tidak menguasai teknologi akan kesulitan dalam menghadapi tantangan di masa depan, sementara 25.8 % menyatakan mungkin.

## **SIMPULAN**

Berdasarkan hasil analisis dan pembahasan dalam penelitian ini, dikemukakan beberapa kesimpulan bahwa mayoritas rekan mahasiswa memiliki pandangan yang positif terhadap perkembangan teknologi. Mereka menyadari manfaat teknologi dalam kehidupan sehari-hari, proses pembelajaran, komunikasi, karir masa depan, dan kualitas pendidikan di perguruan tinggi. Para rekan mahasiswa juga menyadari pentingnya menguasai teknologi untuk menghadapi masa depan yang penuh tantangan. Namun, survei ini juga menunjukkan adanya tekanan untuk mengikuti perkembangan teknologi terkini. Meskipun manfaat teknologi cukup signifikan, namun ada beberapa aspek negatif dan tantangan yang muncul di lingkungan kampus. Beberapa di antaranya adalah ketergantungan yang berlebihan terhadap teknologi, distraksi, isolasi sosial, dan penyebaran informasi yang tidak akurat.

Untuk mengatasi tantangan-tantangan tersebut, kesadaran akan penggunaan teknologi secara bijak menjadi penting. Institusi pendidikan dan siswa perlu meningkatkan literasi digital dan informasi, serta menciptakan keseimbangan yang sehat antara penggunaan teknologi dan interaksi sosial tatap muka. Secara keseluruhan, penelitian ini memberikan gambaran yang komprehensif mengenai pandangan generasi muda terhadap teknologi, serta tantangan yang harus diatasi dalam menghadapi era yang semakin berteknologi.

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## UNRAVELLING THE PARADOX: GENERATIVE AI INFLUENCES ON ACADEMIC INTEGRITY

FX. Risang Baskara

English Letters Department, Faculty of Letters, Universitas Sanata Dharma  
[risangbaskara@usd.ac.id](mailto:risangbaskara@usd.ac.id)

### ABSTRACT

The advent of generative artificial intelligence (AI), typified by language models, has profound implications for higher education, meriting deep scrutiny. This study probes the interplay of generative AI and academic integrity, a novel and compelling area of enquiry. Previous discourse, albeit fruitful, has predominantly focused on practical applications of AI in education, leaving a lacuna in the theoretical understanding of its ethical implications. This study fills this gap, employing a quartet of prominent theories to construct a robust framework elucidating this nexus. Our central question explores how generative AI influences academic integrity in the digital age. The rationale stems from a surge in AI applications in academia and the emergent ethical considerations these entail. This investigation leverages the conceptual lenses of constructivism, the technology acceptance model, digital literacy, and academic integrity theory. Our enquiry yielded salient insights. Firstly, generative AI disrupts traditional notions of knowledge construction. Secondly, acceptance and effective use of this technology depends on users' perceptions of its usefulness and ease of use. Thirdly, the role of digital literacy emerges as critical in navigating the potential pitfalls of AI use. Finally, AI application calls for rediscovering academic integrity in the modern educational landscape. These findings contribute to the discourse on AI ethics in education, underpinning the necessity for informed policy-making, equitable technology use, and fostering a culture of integrity in the age of AI. The pertinence of these insights reverberates across disciplines, contexts, and geographies, charting the course for future research in higher education.

**Keywords:** Academic Integrity, Artificial Intelligence, Educational Technology, Generative AI, Theoretical Framework

### INTRODUCTION

#### **Unearthing the fertile intersection of generative AI and academic integrity**

As we stand on the cusp of a new dawn, we encounter a profound intersection: that of generative AI and academic integrity, two intertwined strands in the helix of higher education (Currie, 2023; De Silva et al., 2023; Fitts & Bovard, 2023; Mijwil et al., 2023; Moya et al., 2023; Sullivan, Kelly, & McLaughlan, 2023). Generative AI, a paradigm of learning, creating, and augmenting, infuses academia with a dimension of intrigue. Each algorithmic arrangement, each nuanced neural network, whispers of a revolution, a departure from familiar shores, and a foray into autonomous creativity, wherein knowledge is not merely consumed but born anew from the crucible of code.

Nevertheless, this transformative tool overlaps a delicate line, balancing precariously between creation and chaos (Floridi et al., 2018). In the flicker of binary codes, in the hum of hard drives, we find an echo of Pandora's box. Unleashed in its full potentiality, generative AI can shape the contours of academia for better or worse. Upon this pivot of potentiality rests academic integrity, an enduring network of scholastic virtue. This undisputable support, reliable in its values yet flexible in its application, guards the sanctity of education, ensuring that the light of learning remains shining in an age where artificial intelligence transforms pedagogy and practice.

#### **Sketching the research gap: a dearth of theoretical insight on AI's ethical implications**

In the rich tapestry of research, myriad threads intertwine, yet a crucial gap weaves a visible absence (Whittaker et al., 2018). From one horizon to the next, discourse stretches across the expanse, casting light on the many practical applications of AI in education (Luckin et al., 2016). However, beneath this radiant canopy, a shadow lurks, concealing a facet fundamental to our discourse—the ethical implications of AI (Jobin et al., 2019). Amid the rapid cadence of progress and the relentless march of innovation, we

often overlook the need to steer our journey with a theoretical compass, leaving this realm under-explored and lurking in the penumbra of discourse.

In this shadowy chasm, we pursue our mission—to illuminate the theoretical insight into AI's ethical dimensions (Floridi & Chiriatti, 2020). Beneath the surface of practical applications, we unearth the substrata of ethics, a dimension often neglected in the glare of technological advancements. In this process of unearthing, we do not merely cast light on uncharted territory; we set the stage for a richer, more nuanced conversation on the role of AI in education. We reveal the nuances, complexities, and challenges posed by the confluence of AI and academic ethics, thus adding depth to our understanding and a beacon to guide future discourse.

### **Gleaning light on how generative AI shapes academic integrity in the digital age?**

Thus, we find ourselves confronted by a question, a quiet echo resonating amidst the uproar of progress—how does generative AI shape academic integrity in this digital era? This inquiry sits at the crossroads of advancement and ethos, of technology and virtue, offering a challenge to our intelligence and wisdom (Awad et al., 2022). As the epoch of our time witnesses a metamorphosis hastened by technology, it grows increasingly critical to comprehend the evolving topography of learning and its implications for scholarly integrity. An understanding of this kind transcends the instrumental role of AI, leading us to a deeper exploration into the heart of education.

Our line of inquiry is no mere surface-level probe; it burrows into the very bedrock of knowledge construction and dissemination, grappling with its essence. It lays bare the unseen tendrils of AI's influence on academic integrity. We approach this through a unique lens, the refracted light of which paints a multidimensional mosaic—a complex yet coherent image of AI and academic integrity in the digital age. Each fragment of this mosaic adds to our understanding. However, we can begin to discern the larger picture in the interplay of these diverse elements, the discourse between individual pixels. We will scrutinize the confluence of generative AI and academic integrity through this lens.

## **METHODOLOGY**

### **Adopting an Argumentative Review Approach as Our Compass**

An unexplored wilderness, rife with concealed challenges and potential revelations, demands a guide of unparalleled reliability; in our intellectual expedition, such a role is valiantly performed by the argumentative review approach. More than a tool, this approach emulates a lantern, piercing the thicket of obscurity to illuminate the intricate interplay between generative AI and academic integrity. It navigates through this intellectual wild, unfurling the labyrinthine complexity that masks our subject, revealing hidden truths and new directions (Grant & Booth, 2009).

Acting as a seasoned guide, this approach conducts a meticulously discerning evaluation of multifaceted scholarly stances. It nurtures a stimulating environment conducive to academic discourse, encouraging the presentation of diverse arguments and thereby kindling the flames of debate (Aveyard, 2019). Placing contrasting perspectives into sharp relief allows us to discern the intricacies of our subject, fostering an understanding that runs deep and vast (Jesson et al., 2011). It invites us, with an open hand and an open mind, to question and probe, to argue and comprehend, acting as an irreplaceable companion in our quest for knowledge (Grant & Booth, 2009). Through the lens of the argumentative review, we find ourselves capable of venturing into uncharted territories, pushing the boundaries of our understanding (Aveyard, 2019).

### **Delving Into The Treasure Trove of Four Pivotal Theories: Constructivism, Technology Acceptance Model, Digital Literacy, and Academic Integrity Theory**

Four cardinal points guide our scholarly expedition, each a lantern shedding light on the intricate puzzle we seek to solve. First, Constructivism, the philosophical bedrock of knowledge creation, plays a pertinent role in our discourse. Generative AI's burgeoning capacity for content generation instigates disruptions in traditional knowledge paradigms, compelling us to reassess our understanding of learning and knowledge construction (Ultanir, 2012). In essence, it confronts us with the questions of what it means to 'know' and to 'create' in an age of artificial intellects (Bada & Olusegun, 2015).

Next, we turn to the Technology Acceptance Model, a beacon casting illumination on the intricate dance of user perception and technology integration. It offers a lens to view the complexities of AI tool adoption within academic spheres, unveiling the intricate interplay between perception, acceptance, and utilization (Taherdoost, 2018). After that, we gaze towards Digital Literacy, the navigational star guiding us through the vastness of the digital realm. It underscores the dire need for comprehensive skills to employ AI prudently, concurrently addressing the potential pitfalls of misuse, ignorance, and apathy (Hobbs, 2017). Finally, the Academic Integrity Theory, our moral compass, postulates an urgent necessity for a comprehensive redefinition of honesty in knowledge acquisition and dissemination amid the rise of AI (Bertram Gallant & Drinan, 2008). These theoretical cornerstones, far from merely providing reference points, act as crucial interpretative tools, aiding in charting a coherent, meaningful path through the undergrowth of our investigation.

### **Casting The Net Wide For Scholarly Writings, Threading Them into Our Analytical Loom**

Our quest necessitates casting a wide net, plunging into the rich depths of academic writing. Scholarly articles of immense rigour, profound thought pieces, and meticulously executed empirical studies provide the raw material for our exploration (Grant & Booth, 2009). They form the warp and weft on our analytical loom, threads of knowledge ready to be woven into a coherent narrative. As diverse as these strands are in their origins, perspectives, and implications, they are bound together by an invisible thread — their relevance to our central question (Jesson et al., 2011). With each weave, the tapestry becomes more intricate, telling, and closer to reflecting the complex interaction of generative AI and academic integrity. As this loom oscillates, the rhythmic interplay of warp and weft renders visible the underlying patterns (Kuhlthau, 2004). Through this interweaving of thoughts, theories, and research, connections begin to form, previously hidden pathways come to light, disparities surface and areas ripe for exploration become evident. Like seasoned cartographers, we trace these patterns, sketching a map that reveals the intricate dance between generative AI and academic integrity (Jesson et al., 2011). Each completed weave unveils a portion of the broader narrative, contributing to a complex tapestry that mirrors the nuances, the contrasts, and the symbiosis between artificial intellects and academic veracity (Grant & Booth, 2009).

## **RESULTS**

### **Generative AI as A Disruptor in Traditional Constructs of Knowledge**

Within the grand tableau of knowledge construction, generative AI emerges, not unlike a maverick artist, brandishing a palette replete with vibrant, disruptive hues. This innovative medium boasts unique capabilities such as content generation (Bommasani et al., 2021), adept pattern recognition (Anthropic, 2022), and potent learning enhancement that collectively jolt the very foundations of traditional constructs of knowledge, transforming how learners interact with and navigate this conceptual landscape. It would

not be an exaggeration to say that we have witnessed a seismic shift away from the staid unilateral flow of information, typically from educator to student.

Instead, we find ourselves amidst a breathtaking tableau where AI's deft brush strokes blend this erstwhile dichotomy into a dynamic continuum (Jabbar et al., 2022). This transformation is characterized by shared learning (Zawacki-Richter et al., 2019), collaborative exploration (Alexa & Zuell, 2000), and the constant negotiation of meaning, thereby challenging and stretching the elastic boundaries of knowledge construction (Bundy, 2007). Gone are the days of passive absorption, replaced with an environment where learners and AI co-construct knowledge, each shaping and being shaped by the other (Van de Sande & Greeno, 2012).

Emphasizing the artistic metaphor further, AI paints not with static colours but with dynamic ones, ever-changing in intensity and hue in response to the learner's interaction. Like a responsive canvas, AI adapts, learns, and evolves, constantly redefining the learning landscape and stretching the boundaries of educational possibilities (Ertel, 2019). Thus, AI's foray into academia has transformed it from a placid lake into a maelstrom of creative energy, reshaping, revolutionizing, and rejuvenating the process of knowledge construction and dissemination (Luckin et al., 2016).

### **Perception's Crucial Role in AI Acceptance and Usage**

Emerging as the second gem in our exploration, the critical essence of perception in accepting and using AI tools presents itself with shimmering clarity (Lai, 2017). This truth is hardly surprising when viewed through the lens of the Technology Acceptance Model (Davis, 1989). In this framework, it becomes evident that individual perceptions, deftly shaped by perceived usefulness and ease of use, assert their undeniable influence on AI adoption within the academic sphere (Scherer et al., 2019). Perception here is not merely a passive spectator; it performs an active and indispensable role, determining the ebb and flow of AI's integration in educational landscapes.

Our understanding of the utility of AI tools, whether in the realm of enhancing learning outcomes (Luckin et al., 2016) or the domain of streamlining administrative tasks, is intricately linked to our perceptions. When coupled with the ease of interaction (Venkatesh & Davis, 2000), this perceived usefulness forms the bedrock upon which the willingness to integrate AI into educational praxis is founded. For instance, a teacher's perception of an AI tool's capacity to streamline administrative tasks will likely influence its adoption (Roll & Wylie, 2016).

Consequently, this jewel of wisdom underscores perception's crucial role - it is no mere observer casually spectating from the sidelines (Wang & Siau, 2019). Instead, it becomes an influential player in the AI adoption game, orchestrating movements and dictating strategies (Miltiadou & Yu, 2000). Thus, efforts to successfully embed AI within academia must include strategies that positively shape perceptions, facilitate ease of use, and demonstrate such technology's tangible benefits. A multi-pronged approach of this nature may be the key to unlocking AI's vast potential for transforming education (Wan et al., 2022).

### **Digital Literacy as an Essential Navigator in AI's Uncharted Waters**

Emerging as a radiant lodestar, digital literacy illuminates the path of the education vessel through the maelstrom of AI's uncharted waters (Hobbs, 2010). With each pulse of AI's imprint seeping more profoundly into the fabric of our learning institutions, an echo reverberates, underscoring the necessity for competent digital citizens (Couldry et al., 2014). These citizens, our students and educators, must be equipped to discern, critique, and responsibly leverage AI's tools. Their capacity to interpret AI-generated

content, navigate the maze of digital resources, and adhere to ethical standards in this increasingly complex terrain becomes the rudder steering the ship of education.

The need for a new breed of skills becomes undeniable in an educational landscape that is transformed and reshaped by the relentless advance of AI (Siddiq et al., 2016). These skills, encapsulated within digital literacy, include but extend beyond basic technical proficiency (Li & Ranieri, 2010). Instead, they envelop the ability to comprehend and interpret AI-generated content (Chesney & Citron, 2019), the skill to assess and critique these digital resources, and the wisdom to employ such tools responsibly and ethically (Floridi et al., 2022). These digitally literate individuals can harness AI's full potential, applying it to fuel, not foil, the pursuit of knowledge (Ng, 2012).

In conclusion, digital literacy transitions from an optional extra, a mere embellishment of the educational framework, to a fundamental necessity (Gretter & Yadav, 2018). This transformation positions digital literacy as the vigilant navigator ensuring the education vessel maintains its course towards enriched learning. Its role is to prevent a hapless detour into the murky waters of misuse or misunderstanding. Thus, digital literacy emerges as an essential refrain in the symphony of education in an AI-driven era. This theme resonates through every note and every chord, shaping the melody of academic success (Venturini & Rogers, 2021).

### **An Urgent Call for Academic Integrity's Redefinition in AI's Era**

With our journey near its final chapter, we arrive at the last luminous jewel in our exploration - a compelling call for rediscovering academic integrity within AI's epoch. As generative AI strides into the scholarly domain, it ushers in an era fraught with novel possibilities and equally novel conundrums (Yampolskiy, 2020). It compels us to rethink the tenets of academic integrity, previously carved out within a world dominated by written texts and spoken lectures. This terra incognita we now navigate is burgeoning with AI-aided research, automated content generation, and cooperative learning platforms (Stappenbelt & Rowles, 2010). This clarion call resonates not for a mere revision but a daring reimagination, fittingly suited for an epoch wherein technology and human intellect enmesh themselves in intricate, never-before-seen patterns of scholarship.

A whisper of change rides on the winds of AI advancements, prompting a reassessment of academic integrity as we know it. Generative AI, with its transformative entry into the scholarly world, beckons a kaleidoscope of potentialities while simultaneously stirring a pot filled with unprecedented ethical and intellectual dilemmas. Traditionally, the mores of academic integrity have been conceived and nurtured within an environment largely revolving around books, lectures, and direct human interaction (Harper et al., 2019). The recent seismic shifts in this landscape, propelled by AI-facilitated research, automated content creation, and dynamic learning platforms, demand a reassessment of these established norms. This change in tide does not call for a minor tweak or a superficial makeover of academic integrity. No, it signals a need for an audacious reimaging, a revisioning that captures the complexities of an era where technology and human intellect dance an intricate tango of scholarship. In this AI-driven age, academic integrity must evolve, adapting to a realm where human cognition and artificial intellect coalesce, manifesting in novel modes of knowledge generation, dissemination, and assimilation. Indeed, this final jewel in our investigative crown radiates an urgent plea for adaptation, resilience, and transformation in our academic ethos.

## **DISCUSSION**

### **Weaving our Threads: The Complex Tapestry of AI and Academic Integrity**

Set upon the loom of comprehension, a multifaceted tapestry begins to materialize, meticulously fashioned from the intricate threads of our exploration - AI and academic integrity. Generative AI, transcending its original guise as merely a tool, manifests as a revolutionary force, upending the established topography of knowledge formation. Indeed, within this transformed panorama, academic integrity takes on a chameleon-like nature, evolving and refracting new shades of understanding and application in response to the changing light of technological advances. The resultant blend forms a complex motif, resonating not only with the boundless potential of emerging technologies but also with the time-honoured values of scholarship that underpin the essence of academia.

In this academic tableau, generative AI is not merely an auxiliary apparatus but a transformation catalyst. These disruptive entity ushers in unprecedented changes, provoking a tectonic shift in the traditional landscapes that have hitherto defined the process of knowledge construction. Amidst these shifting sands, academic integrity reveals its fluid nature, adapting and morphing to reflect this digital revolution's novel demands and challenges.

As we probe deeper into this newly emerged panorama, we observe academic integrity echoing an evolutionary resilience, embodying an array of fresh nuances provoked by the disruptive presence of AI. Together, AI and academic integrity weave an intricate pattern. This beautifully complex motif resonates with the potential of technological advancements yet remains rooted in the enduring ethos of scholarly tradition (Yampolskiy, 2020). The pulsating rhythm of this pattern represents a captivating dichotomy—the marriage of innovation and tradition, disruption and continuity.

This woven testament, a harmonious blend of disruption and continuity, presents an arresting vista to behold and consider (Stappenbelt & Rowles, 2010). The interconnected threads of AI and academic integrity create a beautiful paradox—a testament to the duality of technological upheaval and the persistence of scholarship's enduring values (Harper et al., 2019). As we stand before this tapestry, we are not passive observers but active participants invited to engage with its intricacies and navigate the complex interplay between technology and scholarship. This panoramic view offers a striking point of contemplation as we delve deeper into understanding the dynamic dance between generative AI and academic integrity.

### **Scrutinizing Implications for Policy-Making, Equitable Technology Use, and Fostering An Integrity-Rich Culture**

Within the colourful threads of our intellectual tapestry, profound implications vibrate — spanning the realms of policy formulation, equitable technology application, and the cultivation of an environment steeped in integrity. As generative AI rapidly carves out its niche in our technological landscape, those tasked with policy-making confront the herculean task of outlining frameworks that deftly maneuver the nexus of technological innovation and ethical boundaries (Jobin et al., 2019). These are challenges not merely of regulation but of visionary thinking - an exercise in balancing the facilitation of progress without surrendering the hard-earned victories of academic propriety (Whittaker et al., 2018).

Pursuing equitable technology use, another crucial strand in our woven narrative thrusts the spotlight onto digital literacy. Such a lens underscores the necessity for wide-ranging educational initiatives to equip society with the know-how for responsible AI applications (Gretter & Yadav, 2018). This objective extends beyond mere operational proficiency; it encourages us to foster critical engagement with technology and nurture discernment and decision-making that balance benefit with potential risk (Chesney & Citron, 2019).

An environment rich in integrity, a staple in the hallowed halls of academia, necessitates fresh definitions and innovative frameworks responsive to the dawn of the AI era. This is no facile task. It demands an evolution of principles that have long governed scholarly behaviour, an adaptation that preserves core values whilst engaging dynamically with the transformative power of AI. An ambitious undertaking, indeed, yet a critical one, as we explore this newly-charted territory of technology-enhanced learning (Stappenbelt & Rowles, 2010).

These implications, intertwined with one another, construct a riveting narrative (Yampolskiy, 2020). It is a tale of a future inextricably shaped by and in response to the groundbreaking capabilities of generative AI. A story of not just adaptation but the pioneering of fresh paths. A narrative of reinvention in scholarship, charting a course in the sprawling ocean of opportunities presented by AI while retaining a steadfast grip on the rudder of academic integrity.

### **Insights Reaching Beyond Disciplines, Contexts, and Geographies**

Gleaned from our meticulous investigation, insights bubble up, their resonance far exceeding disciplinary confines, contextual particularities, and geographical delineations (Sclater, 2016). Unhindered by the nature of the subject matter, the influence of AI seeps into the pores of academia, metamorphosing learning experiences and inducing fresh discourses around academic integrity. The constraints of specific educational milieus do not shackle the ripples of these implications; instead, they echo through the myriad corridors of learning — from bustling urban classrooms to the serene digital platforms facilitating e-learning in rural expanses (Daniel, 2021).

Furthermore, the reverberations of these insights are not confined to the rigid boundaries of national territories. They spread across and beyond, piercing the walls of academic institutions around the globe, a testament to the borderless nature of knowledge in the age of AI. It is as though we have set afoot an invisible resonance, its soundwaves reaching both familiar and distant corners, inviting scholars from all walks to contribute to an ever-growing chorus of critical thinking (Stappenbelt & Rowles, 2010).

Thus, this study significantly adds to a broader dialogue in perpetual motion, morphing and adapting to the winds of change (Whittaker et al., 2018). This is more than an isolated inquiry; it is part of a collective rumination on the constantly evolving symbiosis between technology and ethics in higher education (Awad et al., 2022). A dialogue that goes beyond simple questions and answers, delving into the complexities that arise when tradition meets innovation and when academic conventions encounter the transformative power of AI.

In essence, our exploration carves out a platform for multifaceted contemplation. It engenders an academic dialogue that transcends geographical boundaries, disciplines, and contexts. It prompts academicians, educators, and scholars across the globe to ponder upon, discuss, and potentially redefine the interplay between technological advancement and the ethical cornerstones of higher education (Yampolskiy, 2020). It sets in motion a global conversation, inviting collective participation in steering the future of academia in the age of AI.

### **CONCLUSION**

Like a cosmic dance of ideas, our exploration has swirled around the symbiosis of generative AI and academic integrity. At each twist and turn of this intellectual tango, generative AI's transformative strides mirror a fluid reshaping of academic integrity's contours. As AI's capabilities blossom, the values and norms defining academic integrity adapt in a dynamic reflection of AI's impact. This dance, an intricate

kaleidoscope of disruption and adaptation, is an emblem of academia's resilience and receptivity in an era of profound technological change.

In embarking on this expedition, we have unearthed insights that form a robust foundation for future discourse on AI ethics in education. Generative AI's disruptive potential, the pivotal role of user perceptions, the need for digital literacy, and the urgent redefinition of academic integrity—each represent a cornerstone upon which subsequent dialogues can be built (Whittaker et al., 2018). In contributing these building blocks, our study nurtures an environment conducive to continued exploration, fostering a rich, multifaceted discourse that addresses the ethical dimensions of AI in education (Jobin et al., 2019).

As our journey reaches a close, we leave behind insights and an illuminated path for subsequent inquiries in higher education (Yampolskiy, 2020). By harnessing an argumentative review approach and integrating four pivotal theories, we have marked a trail from which future explorers might follow or deviate as they probe the ever-evolving relationship between technology and education (Stappenbelt & Rowles, 2010). As we have traversed this terrain, we have learned that the fusion of generative AI and academic integrity, while complex, is a fertile ground for investigation, promising a wealth of understanding for those who dare to tread.

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## **STUDENT CENTERED LEARNING UNTUK MENINGKATKAN HARDSKILL DALAM PEMBELAJARAN TIK DI SEKOLAH DASAR**

Hendar Ahmad Wibisono, Mohammad Affan

Universitas Negeri Jakarta,

[HendarAhmadWibisono\\_9902921010@mhs.unj.ac.id](mailto:HendarAhmadWibisono_9902921010@mhs.unj.ac.id)

### **ABSTRAK**

Penelitian ini bertujuan untuk meningkatkan *hardskill* dalam pembelajaran TIK berbasis *student centered learning* pada SDIT Ibnu Hajar Mandiri Kota Bekasi. Penelitian ini berupa penelitian tindakan kelas. Meskipun beberapa kali mengalami pergantian kurikulum pembelajaran di Indonesia, Teknologi, Informasi, dan Komunikasi (TIK) tentu menjadi salah satu bidang studi yang diharapkan dapat meningkatkan kompetensi KI.4 (keterampilan). Kenyataannya masih banyak pembelajaran TIK yang hanya menitikberatkan pada aspek KI.3 (pengetahuan). Kurangnya implementasi nyata dan metode yang menarik membuat bidang studi TIK menjadi mata pelajaran yang dianggap membosankan. Objek penelitian pada penelitian ini adalah seluruh seluruh peserta didik kelas V dan VI SD Islam Ibnu Hajar Mandiri Bekasi. Metode pengumpulan data yang dilakukan dalam penelitian ilmiah ini adalah dengan membuat kuesioner daftar pertanyaan terstruktur. Kuesioner ini dibuat berdasarkan dengan masalah penelitian serta hipotesis penelitian yang telah dirumuskan sebelumnya. Dalam penelitian ini peneliti menggunakan cara *bivariate pearson* untuk menguji validitas. Dimana dalam pengujian ini dengan melakukan korelasi bivariate antara masing-masing skor item dengan total skor item. Adapun Uji reliabilitas bertujuan untuk mengetahui sejauh mana pengukuran yang telah dilakukan dalam penelitian ini dapat dipercaya atau dapat diandalkan. Uji reliabilitas dilakukan dengan menghitung nilai Cronbach's Alpha dari masing-masing instrumen dalam suatu variabel. Nilai untuk menentukan reliabilitas suatu instrumen adalah nilai Cronbach's Alpha lebih besar dari 0.6. Hasil dari penelitian ini adalah ada hubungan yang signifikan antara penerapan metode *student centered learning* dengan kemampuan *hardskill* peserta didik, terlebih lagi kemampuan yang telah diajarkan oleh guru disekolah sudah dapat terimplementasi dengan baik dalam menggunakan perangkat komputer sebagai penunjang pembelajaran peserta didik sehari-hari.

**Kata Kunci:** Pembelajaran TIK, Metode *Student centered learning*

### **ABSTRACT**

This study aims to improve hard skills in ICT learning based on *student centered learning* at Ibnu Hajar Mandiri Islamic Primary School. This research is in the form of classroom action research. Although there have been several changes to the learning curriculum in Indonesia, Technology, Information and Communication (ICT) is certainly one of the fields of study that is expected to increase skill competence. In fact, there are still many ICT courses that only focus on knowledge competencies. The lack of real implementation and interesting methods makes the field of ICT study a subject that is considered boring. The object of research in this study were all students of class V and VI of Ibnu Hajar Mandiri Islamic Primary. The data collection method used in this study was to construct a structured questionnaire. This questionnaire was made based on research problems and research hypotheses that had been formulated previously. In this study, researchers used the Pearson bivariate method to test validity. Where in this test by doing a bivariate correlation between each item score with the total item score. The reliability test aims to determine the extent to which the measurements made in this study can be trusted or reliable. The reliability test was carried out by calculating the Cronbach's Alpha value of each instrument in a variable. The value to determine the reliability of an instrument is the value of Cronbach's Alpha greater than 0.6. The results of this study are that there is a significant relationship between the application of the student-centered learning method and the hard skills of students, moreover the abilities that have been taught by teachers at school can already be implemented properly in using computer devices as a support for everyday student learning.

**Kata Kunci:** ICT Learning, *Student centered learning*

### **PENDAHULUAN**

Dalam dunia pendidikan yang senantiasa berkembang, perangkat komputer menjadi salah satu alternatif yang ikut serta dalam perkembangan teknologi, baik itu perangkat komunikasi seperti *smartphone* ataupun perangkat multimedia seperti laptop atau komputer yang tentunya lebih dikenal masyarakat dengan istilah komputer. Tidak dapat dipungkiri bahwasanya kehadiran komputer pada masyarakat, khususnya pada masyarakat Indonesia sangat dominan dalam membangun pertumbuhan ekonomi dan

tingkat kecerdasan pada masyarakat (Hendikawati, P. et al. 2019). Banyak dijumpai berbagai macam pekerjaan manusia dapat diselesaikan dengan mudah dan cepat dengan bantuan komputer (Pengantar Teknologi Pendidikan., 2023).

Dinamika globalisasi yang membuat perubahan zaman berubah dengan sangat cepat, beberapa tahun yang lalu, komputer menjadi hal yang asing dan mahal bagi sebagian masyarakat, akan tetapi kini komputer sudah sangat dikenal bahkan dimiliki oleh sebagian besar masyarakat, tidak hanya untuk golongan menengah keatas, golongan menengah kebawah pun kini memilikinya. Tidak hanya orang dewasa yang mampu menggunakan komputer, anak-anak mampu dan mahir menggunakannya, walau hanya untuk bermain *game* (Bacon, W., & Nash, C. 2012). Hal inilah yang melatarbelakangi kurikulum pendidikan di Indonesia agar menambahkan mata pelajaran TIK (Teknologi Informasi dan Komunikasi) sebagai mata pelajaran wajib bagi sebagian besar sekolah di Indonesia (Warsihna, 2014).

Sebagian peserta didik ketika dihadapkan dengan sebuah perangkat komputer maka timbul berbagai macam keinginan dan tujuan yang berbeda untuk menggunakan perangkat tersebut, mulai dari menggunakan internet hanya untuk melihat-lihat gambar atau sebagai media sosial (Irfan, M., et al. 2019). Namun sangat disayangkan, sebagian besar peserta didik tingkat sekolah kini akrab dengan komputer bukan karena mereka menggunakan komputer sebagai alat pembelajaran, justru mereka lebih akrab dengan komputer karena fitur *game* yang semakin menarik dan beragam. Padahal seandainya fungsi komputer dioptimalkan dengan sepenuhnya tentu peserta didik akan lebih dekat dan bersahabat dengan perangkat tersebut (Firmansyah, Firdaus, et al., 2023).

Peran guru sangat dibutuhkan, khususnya dalam memberikan edukasi tentang teknologi pada usia yang sangat produktif untuk menyerap dan menerapkan ilmu-ilmu dasar, dalam hal ini ilmu dasar yang dimaksud ialah ilmu pendidikan computer (Wibisono, H.A., et al. 2020). Apakah peran guru dalam menyampaikan serta mentransfer ilmu pengetahuan, khususnya dalam mata pelajaran TIK kepada para peserta didik sudah efektif sehingga membuat para peserta didik merasa nyaman ketika belajar dan mengimpementasikan ilmu yang telah dipelajarinya, atau justru sebaliknya. Peserta didik menjadi tidak percaya diri dan antipati terhadap komputer, sehingga ketika mereka dihadapkan pada sebuah perangkat komputer, yang tersirat dipikiran mereka hanyalah *game* dan hiburan tanpa ada kemampuan yang dapat dimanfaatkan.

## LANDASAN TEORI

### Metode Pembelajaran

Metode pembelajaran ialah faktor utama guru sebagai penunjang keberhasilan agar peserta didik mampu memahami bidang studi yang diajarkannya (Sapawardi., 2022). Berbagai macam metode telah dicoba dan diterapkan dalam proses pembelajaran, hal ini dilakukan agar suasana pembelajaran menjadi lebih dinamis dan menyenangkan. Peserta didik yang hanya terbiasa dengan metode pembelajaran yang monoton tentu akan membuat mereka menjadi apriori terhadap bidang studi yang diajarkan, oleh karena itu diperlukan variasi serta inovasi dalam strategi pembelajaran untuk menciptakan metode pembelajaran yang efektif (Karabulut., 2018).

Berikut ini adalah ilustrasi tentang piramid pembelajaran dalam *learning pyramid* menurut Edgar Dale.



Gambar 1. *Learning Pyramid* menurut Edgar Dale  
(*Myths of active learning: Edgar Dale and the cone of experience. Journal of the Human Anatomy and Physiology Society, 2016*)

### **Pembelajaran *Student centered learning***

*Student centered learning* adalah metode pembelajaran yang berorientasi kepada peserta didik, dimana peran guru tidak hanya menjelaskan dengan ceramah panjang lebar, tetapi juga memberikan kesempatan kepada peserta didik untuk menyesuaikan dengan kemampuan belajarnya dan mendapatkan pengalaman belajar yang akan memberikan mereka banyak pengetahuan (Wibisono, H.A., *et al.* 2021). Sedangkan menurut beberapa ahli. *Student centered learning* merupakan suatu metode pembelajaran dalam dunia pendidikan, dimana guru dan penyelenggara pendidikan memberikan otonomi dan kendali lebih besar kepada peserta didik untuk menentukan materi pelajaran, metode pembelajaran dan cepat-lambat tahapan dalam pembelajaran (Kaput, K., 2018).

Dibandingkan dengan metode pembelajaran yang bersifat monoton, *Student centered learning* akan membuat suasana pembelajaran di dalam kelas menjadi lebih menyenangkan, karena guru tidak hanya mengajarkan dengan ceramah yang panjang lebar, tetapi juga terdapat interaksi antara guru dengan peserta didik, sehingga bidang studi yang diajarkan menjadi lebih mudah dipahami dan tentunya peserta didik akan menjadi lebih memiliki pemahaman yang mendalam akan bidang studi yang telah dipelajarinya (Robertson, S.L. 2020).



Gambar 2. Ilustrasi kegiatan pembelajaran dengan *transfer knowledge*  
(dokumentasi penulis)

Banyaknya dinamika sosial peserta didik ketika belajar di dalam kelas tentu membuat guru mencari inovasi dalam dunia pembelajaran, tentu saja setiap peserta didik tidak bisa dipukul sama rata bahwasanya untuk dapat memahami suatu pelajaran ialah dengan membaca, ada kalanya peserta didik yang mengalami kesulitan belajar dengan cara membaca, tetapi mudah belajar ketika mendengarkan suatu materi. Ada juga yang sulit ketika belajar dengan cara membaca dan mendengar, tetapi justru sangat mahir tatkala pembelajaran praktik, dan sebagainya (Darmawan, I Putu A., *et al.*, 2023). Oleh

karena itulah, pentingnya metode *Student centered learning* yang diharapkan dengan metode tersebut kegiatan pembelajaran di dalam kelas menjadi lebih efektif, dinamis, dan menyenangkan bagi para peserta didik nantinya (Salmani Nodoushan, M., & Deeson, E. 2015).

Dengan menerapkan metode pembelajaran yang baik tentu ini akan sangat berpengaruh terhadap kualitas peserta didik terhadap kontribusi bagi dunia pendidikan di Indonesia khususnya. Dalam UU Sisdiknas pasal 1 disebutkan bahwa pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan Negara (Putra, H. E. J., 2021).



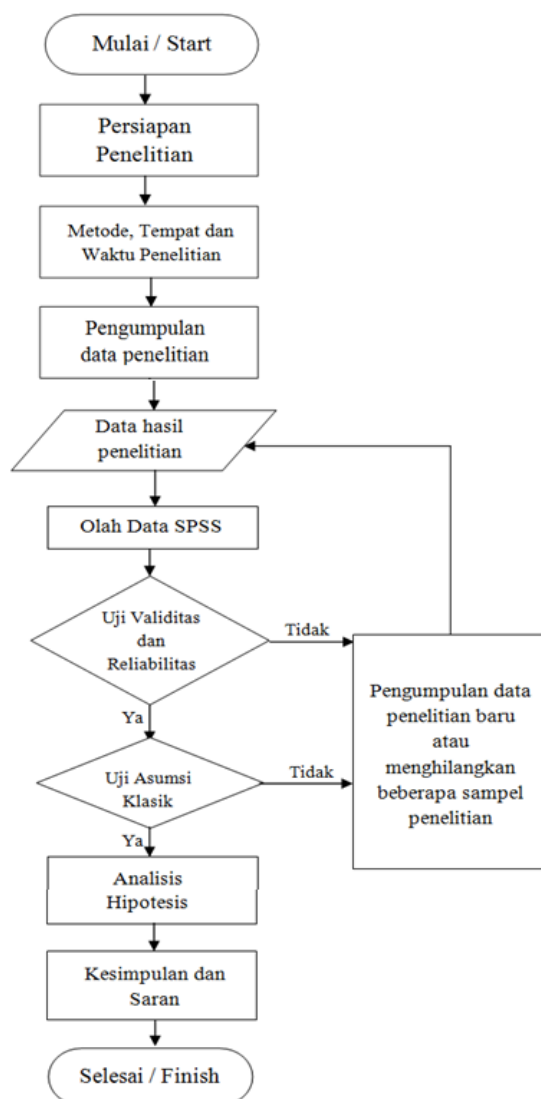
Gambar 3. Tiga pilar pendidikan menurut KI Hadjar Dewantara  
(dokumentasi penulis)

Ilustrasi tiga pilar pendidikan yang dikemukakan oleh bapak pendidikan nasional, KI Hadjar Dewantoro menjelaskan bahwa agen-agen sosial sangatlah penting serta dominan dalam mempengaruhi kualitas pendidikan, khususnya di Indonesia, mulai dari kelompok sosial yang berperan utama dalam pembentukan karakter, yaitu keluarga, kemudian kelompok sosial yang berperan dalam pendidikan, sekolah, dan kelompok sosial yang berperan dalam mengimplementasikan apa saja yang telah dipelajari pada keluarga dan sekolah, yaitu masyarakat (Kurniawan, D. 2018).

## METODE PENELITIAN

Dalam penelitian ilmiah ini penulis memilih sampel kelas V dan VI SD Islam Ibnu Hajar Mandiri Bekasi untuk dijadikan sampel dalam penelitian metode pembelajaran *Student centered learning* bidang studi TIK (Teknologi Informasi dan Komunikasi). Pada awalnya, peneliti berencana mengambil seluruh sampel peserta didik dari masing-masing kelas akan tetapi mengingat waktu yang cukup terbatas dalam penulisan ilmiah tersebut, maka penulis cukup mengambil 10 sampel peserta didik dari masing-masing kelas.

Dari hasil penyebaran kuesioner yang dibagikan adalah sejumlah 120 kuesioner dan yang dikembalikan adalah sejumlah 119 kuesioner. Sedangkan kuesioner yang diisi tidak lengkap adalah 9 kuesioner. Jadi, jumlah sampel yang diambil untuk penelitian adalah sebanyak 110 orang.



Gambar 4. *Flowchart* prosedur penelitian (dokumentasi penulis)

Tabel 1. Keterangan pengumpulan kuesioner

Keterangan	Jumlah	Persentase
Kuesioner yang dibagikan	120	100%
Kuesioner yang kembali	119	99,17%
Kuesioner yang tidak lengkap	9	7,5%
Kuesioner yang dapat diolah	110	91,67%

## HASIL DAN PEMBAHASAN

### Hasil Uji Validitas

Uji validitas bertujuan untuk memastikan bahwa pertanyaan-pertanyaan dalam masing-masing variabel dapat terklarifikasi pada variabel-variabel yang telah ditentukan. Dalam penelitian ini peneliti menggunakan cara bivariate pearson. Dimana dalam pengujian ini dengan melakukan korelasi bivariate antara masing-masing skor item dengan total skor item.

Tabel 2. Hasil validitas uji variabel X

<b>Metode SCL (X)</b>			
	<i>Correlation Coefficient</i>	Sig. (2-tailed)	Keterangan
Pernyataan 1	0,670**	,000	Valid
Pernyataan 2	0,704**	,000	Valid
Pernyataan 3	0,547**	,000	Valid
Pernyataan 4	0,492**	,000	Valid
Pernyataan 5	0,575**	,000	Valid
Pernyataan 6	0,494**	,000	Valid
Pernyataan 7	0,637**	,000	Valid
Pernyataan 8	0,547**	,000	Valid
Pernyataan 9	0,487**	,000	Valid
Pernyataan 10	0,662**	,000	Valid
Pernyataan 11	0,640**	,000	Valid
Pernyataan 12	0,579**	,000	Valid
Pernyataan 13	0,628**	,000	Valid
Pernyataan 14	0,434**	,000	Valid
Pernyataan 15	0,515**	,000	Valid
Pernyataan 16	0,442**	,000	Valid
Pernyataan 17	0,255**	,000	Valid
Pernyataan 18	0,595**	,000	Valid
Pernyataan 19	0,489**	,000	Valid
Pernyataan 20	0,501**	,000	Valid
Metode SCL	1,000		

Tabel 3. Hasil validitas uji variabel X

<b>Kemampuan <i>Hardskill</i> (Y)</b>			
	<i>Correlation Coefficient</i>	Sig. (2-tailed)	Keterangan
Pernyataan 21	0,670**	,000	Valid
Pernyataan 22	0,704**	,000	Valid
Pernyataan 23	0,547**	,000	Valid
Pernyataan 24	0,492**	,000	Valid
Pernyataan 25	0,575**	,000	Valid
Pernyataan 26	0,494**	,000	Valid
Pernyataan 27	0,637**	,000	Valid
Pernyataan 28	0,547**	,000	Valid
Pernyataan 29	0,487**	,000	Valid
Pernyataan 30	0,662**	,000	Valid
Metode SCL	1,000		

Berdasarkan tabel 2 dan tabel 3 diketahui bahwa seluruh item-item pertanyaan yang digunakan sebagai instrumen untuk mengukur variabel-variabel penelitian memiliki nilai signifikansi korelasi

product moment yang lebih dari 5 dan 1 persen (5 % dan 1 %) sehingga berdasarkan indikasi tersebut seluruh item penelitian dinyatakan valid.

### Hasil Uji Reabilitas

Uji reliabilitas bertujuan untuk mengetahui sejauh mana pengukuran yang telah dilakukan dalam penelitian ini dapat dipercaya atau dapat diandalkan. Uji reliabilitas dilakukan dengan menghitung nilai Cronbach's Alpha dari masing-masing instrumen dalam suatu variabel. Nilai untuk menentukan reliabilitas suatu instrumen adalah nilai Cronbach's Alpha lebih besar dari 0.6.

Tabel 4. Hasil uji reabilitas

Variabel	Nama Variabel	Nilai <i>Cronbach's Alpha</i>	Keterangan
X	Metode SCL	0,861	Reliabel
Y	Kemampuan Hardskill	0,760	Reliabel

Berdasarkan tabel 4 diatas, hasil pengujian reliabilitas dari setiap variabel penelitian dengan bantuan SPSS, diperoleh hasil dengan nilai alpha lebih besar dari 0,6 Jadi dapat dinyatakan bahwa variabel Metode *Student centered learning* (X), objektivitas dan kemampuan Hardskill (Y) menghasilkan data reliabel atau dapat dipercaya.

### Hasil Responden Terhadap *Student centered learning*

Pemahaman tentang konsep dan metode *Student centered learning* menunjukkan bahwa guru tersebut paham dan telah menerapkan metode *Student centered learning* kepada para peserta didiknya. Namun ada sebagian peserta didik yang masih belum dapat menerima metode *Student centered learning*, seperti tugas diskusi secara berkelompok. Hal ini mungkin disebabkan karena para peserta didik pada jenjang pendidikan dasar lebih menyukai metode pembelajaran yang bersifat interaktif antara guru sebagai tenaga pengajar dan para peserta didik.

Dengan menciptakan suasana kelas yang dinamis serta interaktif, metode pembelajaran diskusi secara berkelompok dinilai lebih dapat diterima, inilah masukan bagi tenaga pengajar serta menjadi kewajiban bagaimana seharusnya agar metode diskusi berkelompok dapat diterima pada pembelajaran TIK (Teknologi Informasi dan Komunikasi) pada peserta didik, khususnya jenjang Sekolah Dasar. Dalam tabel diatas juga sedikit dapat disimpulkan bahwa ada beberapa diantara peserta didik yang masih belum nyaman apabila guru memberikan pertanyaan sebelum kegiatan pembelajaran dimulai,.Kesimpulan (Conclusion).

### Hasil Responden Terhadap Kemampuan *Hardskill*

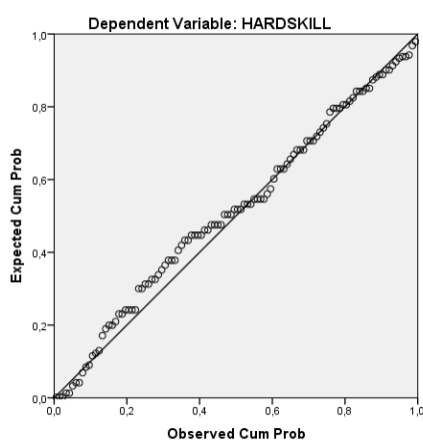
Kemampuan hardskill sangat dibutuhkan dan menjadi indikator dari suksesnya pelajaran yang telah diberikan. Berdasarkan hasil kuesioner yang telah dibagikan, para peserta didik dirasa cukup mampu memahami pelajaran yang diberikan guru dan mampu mengaplikasikannya di luar jam pelajaran. Namun ada sebagian peserta didik yang masih belum dapat memahami dan menerapkan sebuah aplikasi,

diantaranya software desain grafis foto, seperti aplikasi adobe photoshop, hal ini dikarenakan responden yang menjawab sebagian besar memang belum diajarkan mengenai aplikasi tersebut.

Adapun untuk aplikasi software desain grafis gambar dan animasi, seperti corel draw masih lebih dapat diterima oleh para peserta didik, hal ini mungkin dapat disebabkan karena corel draw mudah untuk dipelajari secara otodidak, dan juga banyak diantara peserta didik yang sudah mahir menguasai software desain gambar sederhana yang terdapat pada system operasi windows 7, yaitu paint yang mana ini merupakan cikal bakal dari software desain grafis yang kini sangat populer, yaitu corel draw.

### Hasil Uji Normalitas

Uji normalitas bertujuan untuk mengetahui apakah distribusi data mengikuti atau mendekati distribusi normal atau tidak. Dalam penelitian ini peneliti menggunakan analisis grafik dan juga menggunakan uji kolmogorov-smirnov dengan melihat dari nilai kolmogorov smirnov z dan nilai Asymp.Sig nya.



Gambar 5. Hasil uji normalitas

Berdasarkan pada gambar 5 terlihat bahwa titik-titik yang ada mendekati garis diagonal. Jika distribusi data residual normal, maka garis yang menggambarkan data sesungguhnya akan mengikuti garis diagonalnya. Dengan demikian dapat disimpulkan bahwa model fit atau baik dan dapat dinyatakan pula bahwa distribusi data normal.

Tabel 5. Hasil uji normalitas

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		110
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	4,00097855
	Absolute	,078
Most Extreme Differences	Positive	,039
	Negative	-,078
Kolmogorov-Smirnov Z		,822
Asymp. Sig. (2-tailed)		,510
a. Test distribution is Normal.		
b. Calculated from data.		

Berdasarkan tabel 5 terlihat bahwa Kolmogorov-Smirnov Z sebesar 0.822 dan nilai Asymp.sig. sebesar 0.510. berdasarkan hasil tersebut dapat disimpulkan bahwa nilai Asymp.sig > nilai probabilitas 0.510>0.05 sehingga dapat dikatakan bahwa distribusi data normal. Selain itu juga, dengan demikian uji normalitas yang dilakukan dengan analisis grafik maupun uji dengan Kolmogorov-Smirnov Z, dapat disimpulkan bahwa kedua metode ini menunjukkan kearah hasil yang baik dan data yang telah di perhitungkan dapat dikatakan distribusi data normal.

### Hasil Uji Multikolinearitas

Uji multikolinearitas ditujukan untuk menguji ada atau tidaknya kolerasi anatar variabel bebas. Model regresi yang baik seharusnya terhindar dari multikolinearitas. Jika VIF > 10 nilai Tolerance < 0.10, maka terjadi gejala multikolinearitas pada model regresi tersebut.

Tabel 6. Hasil uji multikolinearitas

Coefficients <sup>a</sup>			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	MetodeSCL	1,000	1,000

a. Dependent Variable: Kemampuan *Hardskill*

Berdasarkan nilai inflation factor (Value Inflation Factor/VIF) diperoleh hasil bahwa masing-masing variabel menunjukkan nilai VIF adalah 1,000 dimana menunjukkan nilai VIF < 10 serta nilai tolerance > 0,10 sehingga model regresi ganda ini tidak terjadi multikolinearitas antar variabel penelitian.

### Hasil Uji Autokorelasi

Persyaratan uji autokorelasi dapat dilihat pada nilai Durbin-Watson (DW-Test). Berdasarkan pengolahan data diperoleh nilai DW sebesar 1,686. Nilai tersebut berada diantara kisaran -2 sampai +2, menyatakan bahwa dalam model regresi ganda tidak terjadi autokorelasi.

Tabel 7. Hasil uji autokorelasi

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,464 <sup>a</sup>	,215	,208	4,01946	1,686

a. Predictors: (Constant), Metode *Student Centered Learning*  
 b. Dependent Variable: Kemampuan *Hardskill*

## Interpretasi Persamaan Multiregresi

Tabel 8. Hasil persamaan multiregresi

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13,109	3,464		3,785	,000	
	MetodeSCL	,286	,053	,464	5,440	,000	1,000 1,000

a. Dependent Variable: Kemampuan *Hardskill*

Berdasarkan hasil analisis regresi pada tabel 8 dapat diperoleh persamaan regresinya adalah sebagai berikut:

$$Y = \alpha + \beta X + e$$

$$Y = 13,109 + 0,286SCL + e$$

Keterangan :

- Y = Kemampuan *Hardskill*
- $\alpha$  = Konstanta
- $\beta$  = Koefisien regresi variabel X
- X = Metode *Student centered learning*
- e = Residual

Penjelasan :

Nilai sebesar 13,109 merupakan nilai konstanta, artinya tanpa ada pengaruh dari metode *Student Cetered Learning* dan faktor lain, maka Kemampuan *Hardskill* peserta didik mempunyai nilai sebesar konstanta tersebut yaitu sebesar 13,109.

Koefisien regresi 0,286 menyatakan bahwa setiap terjadi kenaikan dalam metode *Student Cetered Learning* sebesar satu skor atau satu persen akan meningkatkan Kemampuan *Hardskill* peserta didik sebesar 0,286 atau 28,6% tanpa dipengaruhi faktor lain.

### Hasil Uji Hipotesis (Uji-t)

Uji-t dilakukan untuk menguji secara parsial atau individu apakah penerapan Metode *Student Cetered Learning* berpengaruh terhadap Kemampuan *hardskill* peserta didik. Hasil uji-t dapat dilihat pada tabel 8. Adapun bentuk pengujian terhadap hipotesisnya sebagai berikut:

Ho : tidak ada pengaruh secara signifikan antara metode *Student centered learning* terhadap kemampuan *hardskill* peserta didik.

Ha : ada pengaruh secara signifikan antara metode *Student centered learning* terhadap kemampuan *hardskill* peserta didik.

Tabel 9. Hasil uji-t

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13,109	3,464		3,785	,000	
	MetodeSCL	,286	,053	,464	5,440	,000	1,000 1,000

a. Dependent Variable: KemampuanHardskill

Berdasarkan hasil yang didapat dari tabel 4.11 diketahui nilai t hitung variabel Metode Student Cetered Learning yang dihasilkan sebesar 5,440 dengan nilai signifikan 0.000. Karena nilai signifikan yang dihasilkan (0.000) kurang dari 0.05 maka  $H_0$  ditolak. Hali ini menunjukkan bahwa Metode Student Cetered Learning secara memiliki pengaruh yang signifikan terhadap Kemampuan hardskill peserta didik.

## SIMPULAN

Berdasarkan penelitian yang telah dilakukan pada peserta didik kelas V dan VI SD Islam Ibnu Hajar Mandiri Bekasi, bahwasanya ada hubungan yang signifikan antara penerapan metode *student centered learning* dengan kemampuan hardskill peserta didik, terlebih lagi kemampuan yang telah diajarkan oleh guru disekolah sudah dapat terimplementasi dengan baik dalam menggunakan perangkat komputer sebagai penunjang pembelajaran peserta didik sehari-hari. Metode pembelajaran bidang studi TIK yang disampaikan oleh guru sebagai tenaga pengajar juga ternyata sangat berpengaruh bagi daya minat para peserta didik serta penguasaan materi yang telah disampaikan, oleh karena itulah pentingnya menguasai beberapa metode pembelajaran, agar guru dapat mengajarkan bidang studi TIK secara efektif kepada para peserta didiknya.

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## THE STUDY OF STUDENTS' ENGLISH AS A FOREIGN LANGUAGE ABILITY IN SECONDARY EDUCATION TOWARDS THEIR ENGLISH LEARNING IN HIGHER EDUCATION

Yunita Devika Damayanti, M. Fajru Sidqi

Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Pekalongan  
[deviedamayanti5@gmail.com](mailto:deviedamayanti5@gmail.com)

### ABSTRACT

The purpose of this study is to find out the background of English language ability from English education students while in secondary school on the process and sustainability of their learning in college. This type of research is descriptive research where the data collection uses questionnaire, sampling, interview, and documentation methods. For data analysis techniques in this study refer to descriptive techniques and interactive methods from Miles, Huberman, and Saldana (2014), which includes data condensation by collecting report card scores of English education students while in secondary school and interview transcripts. As for the data display in this study describes information and analysis of the research data, which is related to the learning outcomes of students in college getting better grades when they already have English language skills in secondary school, the last is conclusion drawing which explains about the conclusions of the research after the data collection process, namely about students who already have good English language skills in secondary school have the opportunity to get higher grades also in college when compared to students who have just learned English at university.

**Key Words :** Secondary School, Undergraduate Student, English as a Foreign Language

Tujuan dari penelitian ini adalah untuk mengetahui latar belakang kemampuan bahasa Inggris mahasiswa pendidikan bahasa Inggris saat berada di sekolah menengah terhadap proses dan keberlanjutan pembelajaran mereka di perguruan tinggi. Jenis penelitian ini adalah penelitian deskriptif dimana pengumpulan datanya menggunakan metode kuesioner, sampling, wawancara, dan dokumentasi. Untuk teknik analisis data dalam penelitian ini mengacu pada teknik deskriptif teknik deskriptif dan metode interaktif dari Miles, Huberman, dan Saldana (2014), yang meliputi kondensasi data dengan mengumpulkan nilai rapor mahasiswa pendidikan bahasa Inggris selama di sekolah menengah dan transkrip wawancara. Sedangkan untuk display data dalam penelitian ini menjelaskan tentang informasi dan analisis dari data penelitian, yaitu terkait dengan hasil belajar mahasiswa di perguruan tinggi mendapatkan nilai yang lebih baik ketika sudah memiliki kemampuan berbahasa Inggris di sekolah menengah, yang terakhir adalah conclusion drawing yang menjelaskan tentang kesimpulan dari penelitian setelah proses pengumpulan data, yaitu tentang mahasiswa yang telah memiliki kemampuan berbahasa Inggris yang baik di sekolah menengah berpeluang mendapatkan nilai yang lebih tinggi juga di perguruan tinggi jika dibandingkan dengan mahasiswa yang baru belajar bahasa Inggris di universitas.

**Kata kunci:** Sekolah Menengah, Mahasiswa, Bahasa Inggris sebagai Bahasa Asing

## **INTRODUCTION**

Tasyarawati (2019), from her thesis described that English as a Foreign Language is the language which is used by the people of other country or society, it is the teaching of English to people whose first language is not English for example in Indonesia. For example in Indonesia, this subject is compulsory in secondary education, including the vocational or Islamic secondary school. In Indonesian schools that are not international schools, such as public schools, English is still used as a foreign language or third language after Indonesian and local languages. So English is not used in every communication in the school environment. The status of English which is still a foreign language makes the background of English language skills of students from secondary schools very diverse, some have very good English because they continue to learn English independently by taking courses, some are ordinary just following school lessons, and there are also students who do not understand English well. English is an important aspect of education and career.

For example, when entering university, at Pekalongan University, first-year students must take an English test in the form of TOEFL before starting regular learning at the university. The purpose of English proficiency being considered for entry into college is so that students do not have difficulty when looking for English references to complete their assignments. As what was said by Hartin (2017) that reinforces that the importance of mastering English is not only for social communication tools, but is also needed for scientific development, because some publications of research results use English. The use of international journals as references in daily assignments or final assignments will require students to understand English well in order to facilitate them in college. Especially for students of English education study program. Learning in class that uses English to communicate with lecturers and friends will be more difficult for them if before entering college they did not understand English at least at a basic level. In contrast to students who since secondary school have understood English even at a basic level, adaptation to the learning process in college that uses English will be easier for them to follow.

## **RESEARCH METHOD**

English to people whose first language is not English for example in Indonesia. For example in Indonesia, this subject is compulsory in secondary education, including the vocational or Islamic secondary school. In Indonesian schools that are not international schools, such as public schools, English is still used as a foreign language or third language after Indonesian and local languages. So English is not used in every communication in the school environment. The status of English which is still a foreign language makes the background of English language skills of students from secondary

schools very diverse, some have very good English because they continue to learn English independently by taking courses, some are ordinary just following school lessons, and there are also students who do not understand English well. English is an important aspect of education and career.

## RESULT AND DISCUSSION

### 1. Questionnaire

Tabel 1 Questionnaire

Coefficients	Score	Category
7 Students	91-94	A
17 Students	81-90	B
6 Students	70-80	C

Tabel 2 Questionnaire

Coefficients	L	S	R	W
Excellent	6	10	16	11
Good	20	17	14	16
Poor	4	3	0	3

### 2. Sampling

Tabel 3 English Ability

English Ability	Students
Excellent	FV and MR (94)
Intermediate	AF and AD (87)
Lowest	AJ and NA (71&70)

### 3. Interview

From the interview data with 6 respondents, data was obtained in the form of: Students who at secondary school already have very good English language skills do not need adaptation time to follow learning activities in universities that use English. FV and MR can immediately follow the learning and understand the English material well. They also got A grades in English subjects such as reading, writing, listening and speaking easily.

Students who at secondary school have quite good English skills can also follow learning in college quite well, it's just that there are some obstacles such as feelings of insecurity because they are not confident and sometimes experience misunderstanding when the lecturer explains the material too quickly. For learning outcomes, students at this level get quite good grades even though they are still below students who since secondary school have had very good English skills such as FV and MR. Students who in secondary school did not choose good English skills and only learned English intensively in college, they have difficulty because they do not understand English translations when lecturers or students in the classroom communicate in English. The learning results in the form of grades in the subject of English also never reached A grades.

Accumulated scores obtained from report cards, English education students at Pekalongan University have very diverse English language skills, but the majority have exceeded the average limit (KKM) set by the school and the regulations of the minister of education and culture related to the 2013 curriculum with a sufficient score category (C). Despite having scores that have exceeded the maximum limit, there are still students who in secondary school have not mastered English in detail, they only understand English in the form of texts such as reading skills. This phenomenon is not unusual because English in secondary schools in Indonesia is still a foreign language, where English lessons given at school are only one of the subjects, not applied in daily communication.

Meanwhile, from the results of the study which took 6 students to be a sample which was divided into three categories, namely students who had very good English grades and abilities, students who were at the intermediate level, and students who did not have English language skills even at the basic level.

The results showed that:

1. Students who have the highest score in secondary school (FV and MR with score 94), and are able to understand basic English skills well, while in college are more adaptable and follow learning well, their English scores are also very good with many getting category A. TOEFL scores also get high scores with scores of 513 and 473.
2. Students who were in secondary school have quite good English skills but not yet at the master level, they still get TOEFL scores that are relatively safe (457 and 453), for subject scores related to basic English skills, they still get A grades quite often and there are never any B grades. They can also adapt quickly to the learning environment using English although they still find difficulties when the lecturer explains the material too quickly and when receiving material that they have never learned in secondary school.
3. Students who did not have good English language skills at secondary school, where they did not have English language skills in listening, speaking, writing and only a few reading skills,

experienced the first year of learning in with difficulty. They often do not understand listening and speaking, especially when interacting in classes that use English.

The interview data from this study also showed that all respondents experienced an improvement in their English language skills while in college. The most influential factors were the environment, supportive friends, teaching methods from lecturers, and their interest in learning English so that they were able to continue learning English until the final semester.

## **CONCLUSION**

Based on the research results and data obtained, it can be concluded that the English language skills of English education students while in secondary school are different, but can be grouped into three categories, namely excellent, good, and poor. The English skills they have when in secondary school also affect learning in college because students who have excellent level English skills are also easier to get good scores in college, the same is true for students whose English is not good, there are many difficulties that must be overcome, especially in the first year of college to be able to keep up and follow learning in college. But whatever the background of their English ability in secondary school, there are factors that also encourage students to continue learning in college, such as the environment, friends, lecturers, and a sense of interest in English.

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## **ASEAN MULTICULTURALISM REFLECTED IN "RAYA AND THE LAST DRAGON" MOVIE**

**Azza Rosella**

**Universitas Pekalongan**

**[azzarosella@gmail.com](mailto:azzarosella@gmail.com)**

### **ABSTRACT**

Raya and the last dragon movie inspired to share the nature culture of the Southeast Asian countries. The movie reflected ASEAN cultural attributes were rated as more interest and focused in cultural aspects. The study will be analyzed to prepare student's knowledge about cross-cultural understanding in this era. This study used a qualitative method with the form of textual research. This research more specifically representation Stuart Hall Theory as a form of ASEAN cross-cultural relations. Cultural aspects can construct meaning in the representation story. In the use of this cultural aspect, elements and symbols used as code in visual images. The purpose is to represent to audiences the multiculturalism concepts we will find in the movie. This cultural aspect is the most important element which can build thoughts, ideas, and even feelings that are represented in a movie's project. Representation with cultural elements brought as code that can help visualize meaning processes when meaning is produced.

**Key words** : Southeast Asia, Multiculturalism, Raya and The Last Dragon

### **INTRODUCTION**

ASEAN contained 600 million people from 10 member countries together. They consist of Thailand, Malaysia, Singapore, Indonesia, Philippines, Brunei Darussalam, Vietnam, Myanmar, Laos, and Cambodia. One of the main perspectives creating ASEAN is driven ASEAN socio-cultural to develop cross-cultural understanding among the ASEAN member countries. Cause CCU makes the learning more fun and makes you 'rich' . More people learn about other cultures, its clearly that person is able to understand and know his own culture. Learning something that against their culture, they will gain a better understanding about how culture influences attitudes and behavior of individuals and the way they communicate with others. Both kinds and what cultural contribution are contained in it and the benefits of this cross-cultural understanding. How multiculturalism used in the Raya and the Last Dragon movie directed by Carlos López Estrada and Don Hall. The researcher interest with this movie caused by reflected ASEAN cultural attributes were rated as more interest and focused in traditional aspects.

### **RESEARCH METHOD**

This study used a qualitative method with the form of textual research, where in this study conducted analyze movie itself. Research method is a procedure as an effort to obtain data or information to gain the answers for problems in research. In detail, the research procedure used, as follows: This research more specifically representation Stuart Hall Theory as a form of ASEAN cross-cultural relations to find out the kind's cultural aspects in multiculturalism between certain cultural aspects in Raya's movie.

Qualitative data was required from the result of the research. Qualitative data was gained from analyze the movie itself that are analyzed by data triangulation. The data are analyzed through the following steps: Collecting the data, The data of this study comes from the result of collecting the data which is being done during watching movie. The researcher observed and wrote down every cultural object in the movie.

Documentation and Identification, It was done after collecting the data. The researcher captured the content of kinds of cultural aspects in the movie. Next, Classification, classifying all sufficient data based on a kind of cultural aspects in multiculturalism constructed in a movie.

## **FINDING AND DISCUSSION**

Raya and The Last Dragon's Movie that produced by Disney on 2021. We know that Disney is movie production company from America. To ensure this, the researcher captured and identity which Southeast Asian cultural presented through Raya and The Last Dragon movie. Raya also represented and carried out a weapon kind of sword that resembles Keris. Keris is a stabbing weapon belonging to the dagger art origin from Java, Indonesia. Kind of Keris that used in Raya and The Last Dragon Movie is wavy Keris (00:16:48). Keris here represents national identity of Indonesia. Shape asymmetrical dagger from Indonesia. spread along Java islands throughout South-East Asia. These scenes are shown there is fabrics woven and cloths resembling as BATIK. The design pattern looks like Indonesian Batik and Batik as national identity from Indonesia (00:08:20). Batik has claimed from UNESCO as the Indonesian Identity. In 2009, UNESCO (The United Nations Educational, Scientific and Cultural Organization) approved Indonesian batik as a Masterpiece of Oral and Intangible Heritage of Humanity. Batik is one of the most greatly developed art forms of Indonesia's prosperous cultural heritage. Raya's movie is often depicted fighting movement with Pencak Silat movement especially "Silat Harimau" (00:06:24). It represents Raya's character a unique fighting harimau style that places an emphasis on moving like a tiger, pouncing on the opponent and targeting vulnerable pressure points. West Sumatran Traditions self-defense notable as Silek, using movement. Scrutinize the unique movement of traditional Minangkabau self-defense style known as the silek harimau. Tuk Tuk is one of characters in Disney's 2021 animated feature movie, named "Tuk – Tuk" (00:01:33) here its similar with public transportation named in Thailand that looks like a Bajaj. Thremlow Kuruan called in Thailand as Public Transportation. The kinds of tuk – tuk here includes in species of A third-pill bug, third-armadillo, and third-pug hybrid that life in southeast Asia in tropic climates.

In the scene when Raya enthusiastically discusses a few different ways to defend Heart, Chief Benja, or Raya's Ba , she shares the meal of Tom Yam from Thailand. The weapon used by Raya, namely the Kali. It's a dish that is shown when Raya and Namaari eat a meal together for the first time and look at the maps. Later at the very final river, Raya offers bánh tét to Sisu before the dragon magically realized. Representation multiculturalism in Raya and the last Dragon with encode – decode in melting pot concept though the movie story. Conceptually said, multicultural is a pejorative expression which smacks of regressive technique of 'adjusting' diversity into the national mainstream. Multiculturalism as a policy option asks instead the integration of many and varied identity groups into the national whole. The national unity may be developed through the diversity for the richness of the existing multicultural life contributes to the vitality and the strength of the nation.

The researcher confirms the concept with analyzed and identity which multicultural put on Raya and The Last Dragon movie. In movie story in the scenes After Raya enthusiastically discusses with Chief Benja, or Raya's Ba says to her "Or how about shrimp paste from Tail, lemongrass from Talon, bamboo shoots from Spine, chiles from Fang and palm sugar from Heart?" multiculturalism represent each ingredient in a soup as he names from each village for the good taste in a meal Tom Yam. " After that Raya's father say "No, we're not going to poison them, and we're not going to fight them. " We're going to share a meal with them ". And Raya's father as the leader to lead all tribes to togetherness in multiculturalism. Next scenes, in minutes when Namaari betrays Raya and soon the Fang Tribe attempt to steal the orb. The

rest of the tribes find out and a fight breaks out, resulting in the orb smashing to pieces. The Druun suddenly reawaken as each of the tribes steal a piece.

Multiculturalism represents each tribe and where are they should be united to get union. In multiculturalism there is pluralism that's the focused to get unity we must be together.

### **CONCLUSION**

Multiculturalism ideas, the integration of many and varied identity groups into the nationality. The national unity may be developed through the diversity for the richness of the existing multicultural life contributes to the vitality and the strength of the nation. So, the form of codes in the movie claimed as southeast Asia countries, then the codes delivered in movie explained that there's a pluralism in multiculturalism in *Raya and The Last Dragon Movie*.

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**STUDENTS' ABILITY IN INTERPRETING METAPHOR  
(IN POEM 'AN OCEAN OF MEMORIES' BY KIMBERLY L. BRIONES IN SIXTH  
SEMESTER STUDENTS OF ENGLISH DEPARTMENT PEKALONGAN UNIVERSITY)**

**Fitria Dian Herawati, Susanto**

**English Language Education, Teachers Training and Education Faculty Pekalongan University**

**Dianfitria903@gmail.com**

**ABSTRACT**

This research aimed to know the students' ability and students was difficulties in interpreting metaphors in poem 'An ocean of memories' by Kimberly L. Briones. The approach of this research descriptive qualitative research. The researcher subject were students of sixth semester English department teachers training and education faculty Pekalongan University. The finding of this analysis were the average score of students ability in interpreting metaphor was 64 (C+) it means that students were good enough to identifying the metaphor expression, conceptual function and communicative function. The distribution of grades were as follows: 9% grade A, 9% grade B+, 25% grade B, 9% grade B-, 11% grade C+, 14% grade C, 3% grade C-, 17% grade D, 3% grade E. The students difficulty in interpreting metaphor were in conveying the meaning of the word metaphor because of limited vocabulary and determining metaphorical sentences contained in poem.

**Keyword:** interpreting, metaphor, poetry, student difficulties

**INTRODUCTION**

Language is an important aspect for human life since language is used to communicate with others. It means that language is an instrument or a medium of communication which plays a vital role in human communication. According to Keraf in Smarapradhipa (2005: 1) has two definitions of language. First, language as a means of communication between members of the community in the form of sound symbols produced by human speech tools. Second, Language is a communication system that uses arbitrary vocal symbols (speech sounds). Without language human civilization would have remained impossibility. Linguistic is the science of language and is divided into two major parts namely internal and external linguistics. In this literature subject the students are expected to understand, find out, apply and interpret the element of the beauty of language in a literary work. Therefore, researchers want to know the extent to what students can identify, analyze and interpretation in a literary work in the form of poem. In this research, researchers focus on students' interpretation, choose the poem by Kimberly L. Briones as a media to apply metaphor.

A metaphor is used by someone to express an intention or message to be conveyed to others, but the message cannot be understood directly. Metaphor is used by comparing what you want to express with other things that usually have similarities or similarities in physical form, nature or character, even based on someone's perception. Use metaphors become language choices in poetry, short stories, novels, various languages in advertising, sometimes even deep the discourse of print media is frequent use it.

Poetry is a statement of imaginative feelings of poets that are still abstractly concreted, to concretize events that are already in the thoughts and feelings of poets, and poetry is the means (Hasanuddin, 2002: 5)

Poetry is one of the literary works that can be studied from various aspects. Poetry can be learned from its structure and elements, given that the poem is a structure that consists of various elements and means of allegory. Through out the era, poetry has always experienced changes and developments. This is because the essence as a work of art is always a tension between convention and innovation. Poetry

always changes according to the evolution of taste and the concept of aesthetic change, Pradopo (2000: 3).

Interpreting of poem is one of controversial issue caused by the existing conflict between forms content and also high figurative language of poem. Therefore all of interpreters must have creativity to interpret the content and the figurative language involved in poem. It is because poem expresses deep feeling of human beings. There are three main types of figurative language to be considered in poem. It includes metaphor, simile, and personification. The researcher emphasizes in interpreting metaphor of poem.

Ability in interpreting metaphor there are three indicators by Steen (1999) linguistic, conceptual, and communicative representations of metaphor as part of discourse Linguistic discourse function of metaphor is to express meanings, conceptual discourse function is to embody ideas, communicative discourse function of metaphor is to convey a message.

## **RESEARCH METHOD**

The design of this research is descriptive qualitative research. Descriptive is a type of qualitative research that involves making careful descriptions of educational phenomena (Gall, 2003: 290). The researcher conducted 34 students as a sample of research. In this study, the researcher uses test based on indicator from Steen (1999) and interview as the instruments. In this case, there are two kinds of evaluation tools that can be developed into research instruments, namely tests and non-tests (C. Narbuko & Achmadi, A.H, 2004) In this study, qualitative methods are applied. The researcher collects the data from students's test and interview. In this step the writer collects the data based on the activities of students during interpreting metaphor in poem in the translation class. In analyzing the data, the researcher used the theory from Miles and Huberman (1994). There are three steps in analyzing the data. They consist of data reduction, data display and conclusion.

## **FINDING AND DISCUSSION**

The result of the student ability in test could be seen on the chart above. Therefore, the researcher concluded that class of sixth semester get 9% grade A, 9% grade B+, 25% grade B, 9% grade B-, 11% grade C+, 14% grade C, 3% grade C-, 17% grade D, 3% grade E. The researcher analyzed that as many as 63% of students successfully passed the test. This conclusion is drawn because more than 50% of the students received grades that are considered passing grades (grades A, A- B+, B , B-, C+). According to the table indicators of interpreting metaphor by Steen (1999) there are three indicators. First indentify the metaphor expression the researcher conclude the most of students can mention the metaphor that contained in the poem. Second, conceptual fiction the researcher conclude the students have difficulty to describe the meaning of metaphor and how these relate to the feeling of the poem. Vocabulary limitations is also one of the students' difficulties, vocabulary limitations affect students' ability to interpret and translate the metaphors they find. As a result is that they have difficulty to explain the meaning of the metaphors in detail. It relates with Lakoff and Jhonsnson (2003) theory metaphor is thing that has meaning and its main function to understand. Third, Communicative function the most of students can give their opinion about moral massage contained in poem because it depends on the views, feelings and understanding of each individual.

Students understand interpreting the message conveyed by the author and connect the meaning between verses of a poem to bring out the correct moral. When students can accurately interpret the content and context of a poem, they demonstrate their ability to delve deeper into the text and extract its intended meaning.

Student difficulties to understanding communicative function were students could not understand the message conveyed by the author and make connections between the verses of a poem to extract the correct moral values, it indicates their comprehension and analytical skills. Accurate interpretation of the content and context of a poem showcases their ability to delve deeper into the text and extract the intended meaning. Understanding a poem involves more than just recognizing individual words or phrases. It requires students to analyze the overall structure, tone, imagery, and figurative language used in the poem. They need to consider the historical and cultural context, and the themes or messages being conveyed.

## CONCLUSION

Based on analysis result students understood in identifying the metaphor expression, conceptual function and communicative function. Thus the researcher can conclude that the result of sixth semester students of English department Pekalongan university is successful in interpreting metaphor. The students difficulties in interpreting metaphor were students difficult in conveying the meaning of the word metaphor, it happened because of limited vocabulary and determining metaphorical sentences contained in poem.

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**STUDENTS' PERCEPTION IN LEARNING ENGLISH THROUGH VIDEO ABOUT  
PROCEDURE TEXT IN THEIR LEARNING EXPERIENCE  
(CASE STUDY OF TENTH GRADE STUDENT OF SMK NEGERI 1 KEDUNGWUNI  
ACADEMIC YEAR OF 2022/2023)**

**Ayu Apriliya Damayanti, Dwi Ario Fajar, Susanto**

**English Language Education, Teacher's Training and Education Faculty, Pekalongan University  
ayuaprilly7@gmail.com**

**ABSTRACT**

In the teaching and learning process, teacher needs media to convey the material easily. The appropriate of choosing and using media is quite important because it can make students interested in the teaching and learning process. One of an interesting media that can be used in teaching and learning procedure text writing is video. This research aims to find out the student's perception of using video in teaching procedure text. The research method used was qualitative research. Meanwhile, the research subject were tenth grade students of SMK Negeri 1 Kedungwuni Academic Year of 2022/2023. The data and data source were taken from interview with students in the tenth grade of SMK Negeri 1 Kedungwuni and from other references such as video, internet data, and etc. Techniques of analyzing data used based on qualitative data analysis by Miles and Huberman which included data condensation, data display, and drawing and verifying conclusions. The result of this research is the students found many benefit from the use of video as their learning source in teaching procedure text, which are the students don't feels bored when learning procedure text, understand vocabulary that they don't know through the video, video make it easier for them to understand and became a clear example of the procedure text, and video also helps students in the process of revising the procedure text they have written.

**Keyword** : student's perception, video, procedure text

**INTRODUCTION**

English as an international language is clearly needed by many learners. The people use it in both spoken and written form to do communication with foreign people because English has four basic language skills. They are listening, speaking, writing, and reading. Writing is one of the important communication tools that people use it to express ideas, feelings, or opinions in form written. According to Harmer (2004:31) that "Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English". Based on the syllabus, there are some kinds of texts that are taught at senior high school such as narrative, descriptive, procedure, and recount text. Procedure text tells how something is done through steps or actions. The goal of procedure text is to explain how something can be done such as recipes, materials, and steps. Based on Mark Anderson and Kathy (2003) procedure text is a piece of text that gives us instructions for doing something. Although the students must be mastered all kind of text especially a procedural text, students may found some difficulties when they learn to write.

In the teaching and learning process, teacher needs media to convey the material easily. The appropriate of choosing and using media is quite important because it can make students interested in the teaching and learning process. One of an interesting media that can be used in teaching and learning procedure text writing is using video as an alternative to make process of teaching procedure text writing effective. Teaching writing procedure text by using video can be applied in either formal school or informal school. In this study, the writer conducts the research at SMK Negeri 1 Kedungwuni to the students of tenth grade.

The objectives of the study are to see the influence of video about procedure text towards the English development of writing skill and see whether video about procedure text are able to give assistance in

students learning process. The researcher expects this research would give a benefit for the reader and for the afterwards study about writing skill.

In this study the writer takes similar research in order to provide some research to compare with similar purpose and objective of the study. Some of researchers only focus on the use of video in teaching procedure text (Masriah (2017) and Aminah (2018) while this research focus on student's perceptions in learning English through video about procedure text in their learning experience which is not yet being taken by another researchers.

## **RESEARCH METHOD**

The research design was qualitative research, it was used to analyze the student's perception of using video in teaching procedure text. This research was conducted in SMK Negeri 1 Kedungwuni on May 23th. The researcher took the data by library research and interview with 3 students in the tenth grade. In analyzing the collected data, the writer uses the steps of qualitative data analysis by Miles and Huberman (2014), namely: data condensation, data display and the last is drawing and verifying conclusions.

## **FINDINGS AND DISCUSSION**

### **Difficulties Faced by The Student**

In learning English, the students tend to lack of mastery the vocabulary. When they asked to read or compose a text they will find it difficult to choose the vocabulary that they will use. Beside the vocabulary, they also have same difficulty in terms of speaking especially pronunciations and grammar. If students have difficulties when they writing the words, teacher will explain the material again. When students don't know some vocabulary, they use dictionaries or translator applications on their mobile phone or using google translate.

To overcome the difficulties in learning English, students think that video is useful for helping them understand procedure text even though they don't know the meaning of the words. All of the students' are agree that video is a modern media that is helpful for them to learning English, the students can access video easily by their own mobile phone and a lot of students also have watching video with English subtitle.

To cope with the difficulties of videos about procedure text, the authors recommend to not using the videos with vocab that are too difficult, or the teacher can use the same video but with simplified narration so the students don't have too much difficulty in understanding the video for example by voice over.

### **Student's Perception toward The Use of Video about Teaching Procedure Text**

#### **1. The Differences Ways in Studying**

Every student had their difference way to study. They use social media such as YouTube to watch videos or films with English subtitles, join group chat to learn English, or take English courses. For how long they doing study, they didn't always take a long time.

Student #1 learns English through social media such as YouTube with English subtitles. Student #2 learns by watching videos such as Korean dramas or anime with English subtitles, with time for study around 30 - 90 minutes per day. Meanwhile student #3 learns English through courses and online group chats, and she study by her willingness because she does not have specific study hour.

The students got a different way and different time to studying. Not always student who got the rank 1 had a long time to study. They studying as their need with their own ways, they can be bored if they doing the study as same as the other students.

## **2. Video is Entertaining Media**

Based on their experience before, the students even got the procedure text learning process using video in their school and most of them are very impressed and like to learn the procedure text using video as media. And also they more focus in their class when teaching learning process using video as the method in their learning experience.

The statements by the students' are very cheerful and they don't feels bored when learning procedure text using video, it's make them happy because the teacher ask them to watch video together. And also they can got a new vocabulary by watching the video and know how to pronounce the word correctly. Every students got their personal opinion about learning procedure text using videos and from the statement above most of them got a new experience in learning procedure text, they said that video is modern way to learning procedure text. Based on the statement above all of the students' are agree that video is a modern media that is helpful for them to learning English, the students can access video easily by their own mobile phone and a lot of students also have watching video with English subtitle.

## **3. The Students Learned New Vocabulary**

Another statement is about how English can help them to make easier and more understood about the vocabulary, the researcher think this statement are have a lot of agreements because video is modern material that can be found easily and students can learn new vocabulary through video. The students are got a lot of new vocabulary that they watch by video in their learning before, so it's helpful for them to learning procedure text using video in their learning experience.

Students also think that the use of video as media for learning procedure text does not make them feel bored and video makes them interested in learning procedure text. Beside that, video can also help students in determining ideas about the topic of writing procedure text.

According to the students learning procedure text through videos is very interesting for students and it feels not boring such learning with books. Video is something that is very interesting and feels different. Video also helps students to find ideas for writing procedure text.

## **4. Video as Model in Writing Procedure Text**

As we know, every student got their personal struggles when learning procedure text and it means the teacher can be one of their needed to helping them to know how to writing procedure text more better. Before giving the material, the teacher always gives an explanation of the material she will convey in class.

The teacher will explain the material about procedure text such as the meaning of procedure text, its structure, the example of procedure text, then the teacher will show a video about procedure text. After explaining the material, teacher will give practice questions about procedure text.

The teacher corrects the student mistakes in practice questions and the teacher evaluates how much vocabulary that student have learned. With the correction and evaluation, students become aware of the points they have not mastered in writing procedure text and they also learn new knowledge about vocabulary.

## 5. Video Help Students Understand the Material Easily

Video as procedure text learning media makes it easier for students to understand procedure text and at the same time it becomes the clear example of procedure text learning. In addition, video also helps students in the process of revising the procedure text that students have written.

All the students agree that the video makes it easier for them to understand the procedure text and also became a clear example of procedure text, the video also helps students in the process of revising the procedure text they have written. And the students give their personal experience when the learning process is over, which is the student's given their opinion about the feedback that she share in her class.

Students enjoyed when the teacher gives feedback on their work. They become aware of the correct points or points that still need to be improved in writing procedure text. The conclusions that they drew from their perceptions about learning English using videos about procedure text made them interested, not feeling bored, and the videos also increased their knowledge about vocabulary.

After the researches interview with 3 students in learning English using a video about procedure text in the aspect of motivation, stimulating, context, and model (background information) is the students' are very cheerful and they don't feels bored when learning procedure text using video, it's make them happy because the teacher ask them to watch video together. And also they can got a new vocabulary by watching the video and know how to pronounce the word correctly. Every students got their personal opinion about learning procedure text using videos and from the statement above most of them got a new experience in learning procedure text, they said that video is modern way to learning procedure text.

## CONCLUSION

After conducting the study, the researcher found that students used video as their learning source in developing their English skill. The students found many benefit from the use of video as their learning source in teaching procedure text, which one is that they understand vocabulary that they don't know through the video.

Through the interview, the researcher obtained data about support of video were capable in helping the students in learning procedure text as one of their learning sources. Every aspect of video is able to give the students support in learning procedure text. Those aspects were giving support to listening skill, reading skill, pronunciation, vocabulary, and grammar. Because this media showed that the students can be more easily understand the concept or material which has been studied.

In conclusion, using video as the learning source for the developments of the English skills and its elements, especially procedure text is a great choice. The students are able to use it together while in the classroom or by watching it from their mobile phone.

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## **STUDENTS' MOTIVATION IN LEARNING ENGLISH (A DESCRIPTIVE RESEARCH AT ELEVENTH GRADE OF SMA ISLAM PEKALONGAN IN ACADEMIC YEAR OF 2022/2023)**

**Shinta Alya Mumtazah, Rizka Hayati**

English Education Department, Teacher Training and Education Faculty, Pekalongan University  
[shintamumtazah25@gmail.com](mailto:shintamumtazah25@gmail.com)

### **ABSTRACT**

This study aims to analyze the motivation level in learning English from eleventh-grade students of SMA Islam Pekalongan. This study uses descriptive qualitative method as research method. There were 37 students from 2 classes which are Eleventh Mathematic Science class consists of 18 students and Eleventh Social class consists of 19 students of SMA Islam Pekalongan as research subjects. This study used questionnaire as an instrument. The questionnaire used Likert scale from McMillan and Schumacher (2010) as questionnaire scores for each answer category. There are 20 statements consists of 10 statements about intrinsic motivation and 10 statements about extrinsic motivation. The writer classified the types of motivation level using a theory about the level of students' motivation from Arikunto (2009). The results of the study found that Eleventh Mathematic Science is superior in intrinsic motivation level (32,7) than Eleventh Social class (30,94). Meanwhile, Eleventh Social class is superior in extrinsic motivation level (27,73) than Eleventh Mathematic Science class (27,6).

**Keywords:** motivation, learning English

### **ABSTRAK**

Penelitian ini bertujuan untuk menganalisis tingkat motivasi belajar Bahasa Inggris dari siswa kelas 11 di SMA Islam Pekalongan. Penelitian ini menggunakan metode deskriptif kualitatif sebagai metode penelitian. Terdapat 37 siswa dari 2 kelas yaitu kelas 11 MIPA yang terdiri dari 18 siswa dan kelas 11 IPS yang terdiri dari 19 siswa dari SMA Islam Pekalongan sebagai subjek penelitian. Penelitian ini menggunakan kuesioner sebagai instrumen penelitian. Kuesioner tersebut menggunakan skala Likert dari McMillan dan Schumacher (2010) sebagai skor kuesioner dari setiap kategori jawaban. Terdapat 20 pernyataan yang terdiri dari 10 pernyataan tentang motivasi intrinsik dan 10 pernyataan tentang motivasi ekstrinsik. Penulis mengklasifikasi jenis tingkat motivasi menggunakan teori tentang tingkat motivasi belajar siswa dari Arikunto (2009). Hasil penelitian menemukan bahwa siswa kelas 11 MIPA lebih unggul di tingkat motivasi intrinsik (32,7) daripada kelas 11 IPS (30,94). Sementara itu, kelas 11 IPS lebih unggul di tingkat motivasi ekstrinsik (27,73) daripada kelas 11 MIPA (27,6).

**Kata Kunci:** motivasi, pembelajaran Bahasa Inggris

### **INTRODUCTION**

People need motivation in doing something, especially in the learning process. Harmer (2007: 98) defines motivation as an encouragement to do what they want. Meanwhile, Pintrich and Schunk (2002: 5) define motivation as a goal-centered process that influences a person. Students need motivation to remain stay enthusiastic during learning activity. Without motivation, students cannot participate in learning activity. In learning activities, motivation is the encouragement of students in learning based on the desire to achieve good achievements or learning outcomes (Aldefer, 1972 in Hamdu and Agustina, 2011). Motivation can be in form of desire, goal, reward, punishment, and external demands such as from parents, teacher, and environment. Motivation consists of internal motivation and external motivation. Intrinsic motivation is motivation in which a person does an activity because of interest and enthusiasm (Ambarwati and Mandasari, 2021). It comes from within a person (Harmer, 2007:98). There are two categorizes of intrinsic motivation: (1) Integrative motivation is intrinsic motivation in which a person joins the language and culture of a community and becomes part of the community (Brown, 1994), (2) Instrumental motivation is intrinsic motivation in which a person learns a language to achieve certain goals such as getting a good career and translating skills (Brown, 2000: 162). Meanwhile, extrinsic

motivation is the urge to do something to get something else (Santrock, 2006: 419). Students who have extrinsic motivation are based on the desire to get good grades, money, recognition, or rewards if they do activities and get achievements (Ormrod, 2002: 181). Ryan and Deci (2002) categorized extrinsic motivation into 4 types: (1) External regulation is behavior that comes because of external factors' demands, (2) Introjected regulation is behavior that comes because of internal factors such as ego, guilt, and shame, (3) Identified regulation is behavior based on personal goals. This regulation is still part of extrinsic motivation because even though it stems from personal desire, a person's decision to do something is still controlled by external factors, and (4) Integrated regulation is behavior that involves one's self. Even though this behavior is similar to intrinsic motivation, it is still a part of extrinsic motivation because the purpose of integrated regulation is to achieve a significant goal as a valuable achievement. The writer conducted this study to find out the level of students' motivation in learning English from Eleventh grade students of SMA Islam Pekalongan. Based on the interview that has been conducted by the writer with an English teacher of SMA Islam Pekalongan, there are gaps about the students' English skills and achievements between students from Eleventh Mathematic science class and Eleventh Social class. Most students of Eleventh Mathematic Science class have good English skills while most students of Eleventh Social class have average English skills. Motivation has a role in improving student's achievement. This encourages students to get better performance (Harmer, 1991). Besides, motivation has an influence on students' language learning achievement. His research proved that the level of motivation has an impact on students' language learning outcomes. Students who have high motivation get better grades than students who have low motivation (Hashwani, 2008).

## METHOD

This study uses descriptive qualitative method. Descriptive research is research to determine the value of the independent variable without comparing or relating with other variables (Sugiyono, 2018). Qualitative research is a method for examining the state of natural objects in which the researcher serves as the key instrument, data collection is done using triangulation (combined), data analysis is inductive, and the findings are more concerned with meaning than with generalization (Sugiyono, 2018). This study uses descriptive qualitative method because this study found the motivation level of eleventh-grade students of SMA Islam Pekalongan. The writer used questionnaire as an instrument to collect the data. The respondents of this study were eleventh-grade students at SMA Islam Pekalongan. There were 37 students from 2 classes; 18 students from Eleventh Mathematic Science class and 19 students from Eleventh Social class. There are 20 statements consist of 10 statements about intrinsic motivation and 10 statements about extrinsic motivation. The students were asked to answer the statements based on their opinion. The questionnaire used Likert scale as the scores of each answer category. Likert scale is a scale that contains the scores of respondents that shows the level of agreement with the statement. (McMillan and Schumacher, 2010).

**Table 1.**  
**Likert Scale**

<b>Optional</b>	<b>Score</b>
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

## FINDINGS AND DISCUSSION

The writer classified the students' motivation level scores using a theory about interval of frequency and classification level of students' motivation. The theory has been adopted and formulated from Arikunto (2009: 230).

**Table 2.**  
**Interval of Frequency and Classification Level of Students' Motivation**

Interval of Frequency of Students' Motivation	Classification Level of Students' Motivation
33 – 40	Very good
25 – 32	Good
17 – 24	Average
10 – 16	Poor

After classified the motivation level, the writer calculated the percentages of each type of motivation level. Then, the writer calculated the total scores or frequency of intrinsic motivation level scores and extrinsic motivation level scores in order to find the average score of intrinsic motivation level and extrinsic motivation level. The average score used as a representative score of intrinsic motivation level and extrinsic motivation level of students.

### a. Intrinsic Motivation Level

The writer presented the students' intrinsic motivation level into tables.

**Table 3.**  
**Intrinsic Motivation Level of Eleventh Mathematic Science Class**  
**Eleventh Mathematic Science Class**

No.	Students Code	Frequency	Level of Motivation
1.	1A	31	Good
2.	2A	34	Very good
3.	3A	31	Good
4.	4A	30	Good
5.	5A	36	Very good
6.	6A	33	Very good
7.	7A	29	Good
8.	8A	30	Good
9.	9A	30	Good
10.	10A	33	Very good
11.	11A	30	Good
12.	12A	38	Very good
13.	13A	30	Good
14.	14A	32	Good
15.	15A	39	Very good
16.	16A	32	Good
17.	17A	38	Very good
18.	18A	34	Very good

From 18 students of Eleventh Mathematic Science class, there are 10 (55,5%) students who have good intrinsic motivation level and 8 (44,4%) students who have very good intrinsic motivation level. The total score is 590 so the average score is 32,7. It means that Eleventh Mathematic Science class have good intrinsic motivation level.

**Table 4.**  
**Intrinsic Motivation Level of Eleventh Social Class**

<b>Eleventh Social Class</b>			
<b>No.</b>	<b>Students Code</b>	<b>Frequency</b>	<b>Level of Motivation</b>
1.	1S	31	Good
2.	2S	30	Good
3.	3S	36	Very good
4.	4S	28	Good
5.	5S	34	Very good
6.	6S	36	Very good
7.	7S	35	Very good
8.	8S	33	Very good
9.	9S	27	Good
10.	10S	21	Average
11.	11S	39	Very good
12.	12S	36	Very good
13.	13S	30	Good
14.	14S	36	Very good
15.	15S	30	Good
16.	16S	20	Average
17.	17S	28	Good
18.	18S	31	Good
19.	19S	27	Good

From 19 students of Eleventh Social class, there are 9 (47,36%) students who have good intrinsic motivation level, 8 (42,1%) students who have very good intrinsic motivation level, and 2 (11,1%) students who have average intrinsic motivation level. The total score is 588 so the average score is 30,94. It means that Eleventh Social class have good intrinsic motivation level.

**b. Extrinsic Motivation Level**

The writer presented the students' extrinsic motivation level into tables.

**Table 5.**  
**Extrinsic Motivation Level of Eleventh Mathematic Science Class**

<b>Eleventh Mathematic Science Class</b>			
<b>No.</b>	<b>Students Code</b>	<b>Frequency</b>	<b>Level of Motivation</b>
1.	1A	28	Good
2.	2A	24	Average
3.	3A	22	Average
4.	4A	30	Good
5.	5A	29	Good

6.	6A	31	Good
7.	7A	29	Good
8.	8A	28	Good
9.	9A	30	Good
10.	10A	29	Good
11.	11A	29	Good
12.	12A	29	Good
13.	13A	30	Good
14.	14A	27	Good
15.	15A	28	Good
16.	16A	28	Good
17.	17A	26	Good
18.	18A	21	Average

From 18 students of Eleventh Mathematic Science class, there are 15 (83,3%) students who have good extrinsic motivation level and 3 (16,7%) students who have average extrinsic motivation level. The total score is 498 so the average score is 27,6. It means that Eleventh Mathematic Science class have good extrinsic motivation level.

**Table 6.**  
**Extrinsic Motivation Level of Eleventh Social Class**  
**Eleventh Social Class**

No.	Students Code	Frequency	Level of Motivation
1.	1S	29	Good
2.	2S	36	Very good
3.	3S	37	Very good
4.	4S	23	Average
5.	5S	29	Good
6.	6S	35	Very good
7.	7S	26	Good
8.	8S	29	Good
9.	9S	24	Average
10.	10S	20	Average
11.	11S	29	Good
12.	12S	31	Good
13.	13S	28	Good
14.	14S	31	Good
15.	15S	27	Good
16.	16S	21	Average
17.	17S	23	Average
18.	18S	24	Average
19.	19S	25	Good

From 19 students of Eleventh Social class, there are 10 (52,63%) students who have good extrinsic motivation level, 6 (31,57%) students who have average extrinsic motivation level, and 3 (15,78%)

students who have very good extrinsic motivation level. The total score is 527 so the average score is 27,73 which means that Eleventh Social class have good extrinsic motivation level.

The writer compared the average scores of intrinsic motivation level and extrinsic motivation level from each class. The average score of intrinsic motivation level of Eleventh Mathematic Science is higher (32,7) than the Eleventh Social class (30,94). However, the average score of extrinsic motivation level of Eleventh Social class is slightly higher (27,73) than the Eleventh Mathematic Science class (27,6). It can be concluded that the Eleventh Mathematic Science class is superior in intrinsic motivation while the Eleventh Social class is superior in extrinsic motivation. Even though all the average scores on motivation level are included in the good category, each class has an advantage and disadvantage of each motivation level.

## CONCLUSION

Motivation is an important thing in carrying out learning activities because motivation can encourage students to be enthusiastic about participating in learning activities. Students who have high intrinsic motivation learn English because of their passion, desire, and goal. Meanwhile, students who have high extrinsic motivation learn English because of external factors such as demands, rewards, punishment, and recognition.

From the presentation above, it can be concluded that the students of Eleventh Mathematic Science class are superior in intrinsic motivation level (32,7) while the students of Eleventh Social class are superior in extrinsic motivation level (27,73).

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## THE IMPLEMENTATION OF ONLINE ENGLISH SONGS AS MEDIA TO TEACH STUDENTS' ENGLISH VOCABULARY

Fajar S. Amanda, Sarlita D. Marta

English Departement, Teachers' Training and Education Faculty, Pekalongan University  
[fsevanaamanda@gmail.com](mailto:fsevanaamanda@gmail.com)

### ABSTRACT

Vocabulary is a crucial aspect of language acquisition, as it enables individuals to communicate effectively and understand the meaning of written and spoken language. Nowadays many students are still lacking in vocabulary mastery, therefore we need a learning method that can improve the students' vocabulary mastery. The aims of this study were: 1) to find out how the implementation of online English songs as teaching media to teach student's English vocabulary for second grade at SMK Muhammadiyah Kajen. 2) to know advantages and disadvantages of online English songs as teaching media to teach student's English vocabulary for second grade at SMK Muhammadiyah Kajen. This research used case study and included descriptive qualitative research which was gotten from the result of observation, teachers' interview and questionnaire as the research instrument. The population in this research was the second grade students at SMK Muhammadiyah Kajen. The writer took XI TKJ 1 in academic year 2022/2023 which consist of 36 students as the sample. The result of this study indicate that the implementation of online English songs as media is more appropriate in today's era, which makes use of quickly evolving technology, in contrast to the traditional strategies in a way that is lagging behind. Also gets a good response from students, so that learning becomes more active and effective.

**Keywords:** online English songs, teaching media, vocabulary mastery

### ABSTRAK

Kosakata adalah aspek penting dari penguasaan bahasa, karena memungkinkan individu untuk berkomunikasi secara efektif dan memahami arti bahasa tertulis dan lisan. Saat ini banyak siswa yang masih kurang dalam penguasaan kosakata, oleh karena itu diperlukan metode pembelajaran yang dapat meningkatkan penguasaan kosakata siswa. Tujuan penelitian ini adalah: 1) untuk mengetahui bagaimana implementasi lagu berbahasa Inggris online sebagai media pengajaran untuk mengajar kosakata bahasa Inggris siswa kelas II di SMK Muhammadiyah Kajen. 2) mengetahui kelebihan dan kekurangan lagu berbahasa Inggris online sebagai media ajar mengajar kosakata bahasa Inggris siswa kelas II di SMK Muhammadiyah Kajen. Penelitian ini menggunakan studi kasus dan termasuk penelitian kualitatif deskriptif yang diperoleh dari hasil observasi, wawancara guru dan angket sebagai instrumen penelitian. Populasi dalam penelitian ini adalah siswa kelas II SMK Muhammadiyah Kajen. Penulis mengambil sampel XI TKJ 1 tahun akademik 2022/2023 yang terdiri dari 36 siswa. Hasil penelitian ini menunjukkan bahwa penerapan lagu-lagu berbahasa Inggris online sebagai media lebih tepat di era saat ini, yang memanfaatkan teknologi yang berkembang pesat, berbeda dengan strategi tradisional dengan cara yang tertinggal. Juga mendapat respon yang baik dari siswa, sehingga pembelajaran menjadi lebih aktif dan efektif.

**Kata Kunci:** lagu berbahasa Inggris online, media pengajaran, penguasaan kosakata

### INTRODUCTION

Vocabulary is a crucial aspect of language acquisition, as it enables individuals to communicate effectively and understand the meaning of written and spoken language. According to Alqahtani (2015: 25), vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to compose new sentences. McKeown & Curtis (2014: 2) stated that vocabulary is knowledge of the meaning of words.

Nowadays many students were still lacking in vocabulary mastery, therefore we need a learning method that can improve the students' vocabulary mastery. However, vocabulary acquisition can be a challenging task for students, especially in a second language learning context. Teaching and learning vocabulary was a challenging process for teachers and students. It required a lot of effort, so students can obtain knowledge well. Traditional methods of vocabulary instruction, such as memorization and translation,

could be tedious and ineffective for some students. Therefore, effective and engaging teaching media were needed to enhance students' English vocabulary mastery.

One potential teaching media that can be used is English songs. Popular English songs that were available online can help improve students' English vocabulary mastery. In this context, the use of online English songs as a teaching media has become a popular strategy for teaching English. Especially with the growing use of technology, which makes it easier for us in teaching and learning activities. There are several media platforms that can be used to listen online English songs, including Spotify, Joox, Resso, Pandora, SoundCloud, Musixmatch, etc. However, these are all additional applications that must be downloaded first. Therefore, we can use the YouTube platform which is an application provided on each of our smartphones. It makes us easier. Through YouTube we could search and find the various kinds of songs we want. YouTube also did not provide audio songs but also visuals where we can see song lyrics and video clips. According Latifah & Prastowo (2020), said YouTube was also a video library service that provided free of charge to teachers and students to form independent and creative learner characters. Users could access, watch, and share video clips for free on the well-known video-sharing, it was one of the social media platforms that useful and simple to use.

Songs provided a natural and engaging context for learning new words, as they combine music and lyrics to create a memorable and enjoyable learning experience. Additionally, songs can provide exposure to authentic language, which can help students develop their listening and speaking skills. Dale in Gasma (2017:4), states that songs are good at introducing vocabulary because songs provide a meaningful context for the vocabulary. It is supported by Cebula in Gasma (2017:4), who said that the students who participate in learning through songs usually express themselves easily and pick up a lot of new words. The use of online English songs in class could bring effective learning by providing fun learning, fostering students' interest in learning, and improving students' motivation to learn. One way to master vocabulary was through memorizing songs, finding out the meaning of each of the lyrics contained, and understanding their meaning. Shen (2003), said it was a much more fun and efficient way to increase language awareness better than mechanically memorizing tedious course books of vocabulary and grammar. Thus, memorizing English songs could be considered useful to learn vocabulary easily.

For these reasons, the researchers are interested in exploring the implementation of online English songs as media to teach students' English vocabulary. The findings of the present study are expected to find out how the implementation of online English songs as media to teach students' English vocabulary for second grade at SMK Muhammadiyah Kajen. Secondly, to know advantages and disadvantages of online English songs as media to teach students' English vocabulary for second grade at SMK Muhammadiyah Kajen.

## **RESEARCH METHOD**

This research used case study and included descriptive qualitative research which was gotten from the result of observation, teachers' interview and questionnaire as the research instrument. The population in this research was the second grade students at SMK Muhammadiyah Kajen. The writer took XI TKJ 1 in academic year 2022/2023 which consist of 36 students as the sample.

The observation was carried out by researchers by observing classroom learning activities carried out between students and teachers. The interview was addressed to an English teacher. The researcher interviewed English teacher to ask about how the implementation on online English songs as media to teach students' vocabulary. The interview questions consist of five questions. And for the questionnaire

was given to students of the second grade of TKJ 1, in the questionnaire, participants were given 10 statements that have 4 opinions, namely strongly agree, agree, disagree, and strongly disagree.

## **FINDINGS**

### **The Implementation of Online English Songs as Media to Teach Students English Vocabulary**

The analysis observed on how teachers and students learned when they implemented online English songs as media to teach students' vocabulary. The observation recorded all findings during the learning process from the teacher entered the classroom until the completion of the lesson, this observation also took into consideration the responses of the students as they learnt.

From the observations obtained by the findings:

#### **1. Observation of the students' activities**

##### **a. Instruction Giving**

The teacher gave clear instructions but there were some students who did not understand the teachers' mean, but they soon got the meaning from their fellow group members who were so generous in supplying these valuable information.

##### **b. Group processing**

In groups, students spend a lot of time. Some of them did not use groups effectively because they depended on each other. But overall the students were active during learning process.

##### **c. Task completion**

The completion of assignments during learning goes well on time, students also enjoy the process. Although there are some of them who are joking. This cheerful surrounding encouraged the feeling of completion and success among the students.

#### **2. Observation of the teachers' activities**

a. The teacher well-prepared before came to the class such as prepared the material, the instrument and the apperception.

b. The teacher was good enough in opening the class with giving pra-activity that was singing together to stimulus the students, used interesting media for example guitar or YouTube videos.

c. The teacher gave clear instruction of group discussion to the students. And showed fair attitude to students and warned the trouble maker in the classroom.

d. The teacher was good in conveyed the material and gave enough feed back to the students. With the loud and clears voice so the students could hear his voice.

e. The teacher encouraged students to be more active in the classroom.

f. The teacher helped the students to review the material so that they could understand what they have learnt.

g. The teacher had good time management in the classroom.

### **The Advantages and Disadvantages of Online English Songs as Media to Teach Students English Vocabulary**

After the implementation of online English songs as media, it could be described the advantages and disadvantages that had an impact on teachers' and students' feeling and their ability in mastering English vocabulary. The advantages are as follows:

1. Students felt happy learning English using online English songs.

2. Students felt that online English songs could enrich their English vocabulary.

3. Students felt that their pronunciation of English vocabulary was getting better and more correct.

4. Students felt that online English songs added new expressions.
5. Students felt easy to memorized English vocabulary used online English songs.
6. Students felt that online English songs allowed to communicate better.
7. Online English songs was the suitable method also could make it more effective.

And for disadvantages as follow:

1. The teacher had difficulty keeping up with the current songs
2. Some students still struggle to comprehended English lesson using online English songs.
3. Some students felt bored in learning English using online English songs

Those statement was supported by the results of the analysis of interview and analysis of questionnaire, as below:

**a. Analysis of Interview**

In this part, the researcher would present the result of the research, the purpose of interview was to know the teachers' opinion about the implementation of English songs as media to teach students vocabulary. The interview consist of 5 questions. The result of interview could be shown as follows:

**Table 1 Teacher Interview Sheet**

No	Question	Answer
1.	Have you used online English songs as media in learning process? If so, what platform is used for the online English songs?	Yes, it has been implemented in learning with songs sourced from YouTube. Because YouTube is a platform that easily and for free offers a variety of songs. I used the song "if I were a rich man" from the soundtrack of the 1970 movie, which fits with the current material.
2.	In what way do you apply online English songs in learning?	By using speakers to play songs directly from YouTube so that students could hear them. The students then follow me when I finish singing the song correctly. Besides, I also use "blank song lyrics" so students are asked to fill in the gaps in the lyrics with the vocabulary that matches the original lyrics.
3.	What is your opinion about using online English songs as media in learning process?	In my opinion, the use of online English songs is suitable for use in classrooms to promote the achievement of learning objectives, students develop an enthusiasm for learning. On foremost that, the outcomes of the student learning process are also improving.

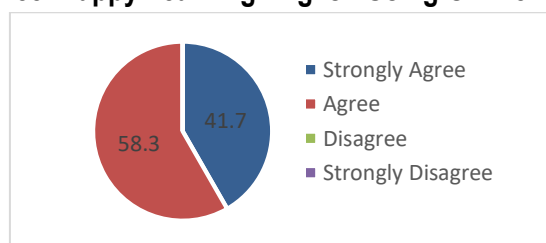
4.	Is there any difficulties in using English songs online as media in learning process?	Due to the various generational element, specifically age, I find it challenging to stay up with the current song advancements. Since there are many different kinds of songs, as we now know, I had a hard time so I still used old songs.
5.	Could the use of online English songs make learning effective?	Yes, I believe so. Student feedback on the use of online English songs as media is positive and simple to accept, and which could make learning more effective.

Based on the result of interview above, it could be conclude that teachers felt the implementation of online English songs was a suitable media in learning which could achieve learning objectives in an enjoyable and fun way that liked by students, and made learning more effective. Although there was still difficulty for the teacher in adjusting the songs to be used in learning.

**b. Analysis of Questionnaire**

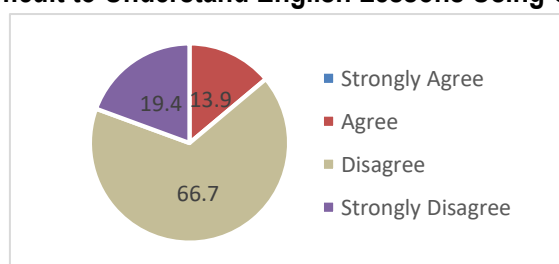
And second, the data was taken from questionnaire given to XI TKJ 1 students of SMK Muhammadiyah Kajen. The students asked to answer 10 questions related to implementation online English songs as media in teaching process. After collecting the data, the researcher analyzed the data to get the percentage of answers on the google form about the implementation online English songs as media in teaching process.

**Diagram 1 “I Feel Happy Learning English Using Online English Songs”**



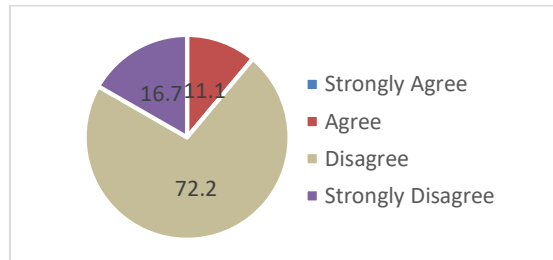
Based on table 4.1 above found that 58% of 36 students agree, it means that using online English songs works make students feel happy in learning. Then, 41,7% students strongly agree that they feel happy learning English using online English songs.

**Diagram 2 “I Feel Difficult to Understand English Lessons Using Online English Songs”**



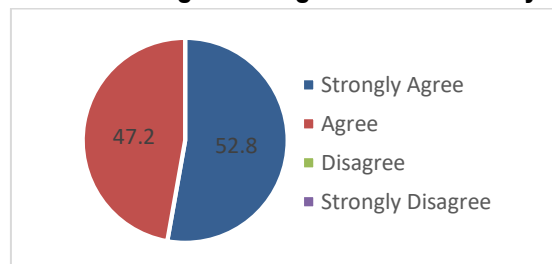
Based table 4.2 above found that 66,7% students disagree, it means that English lesson easy to understand using online English songs. Then 19,4% students strongly disagree if they difficult to understand English lessons using online English songs and 13,9% agree if English lesson difficult to understand using online English songs.

**Diagram 3 “I Feel Bored Learning English Using Online English Songs”**



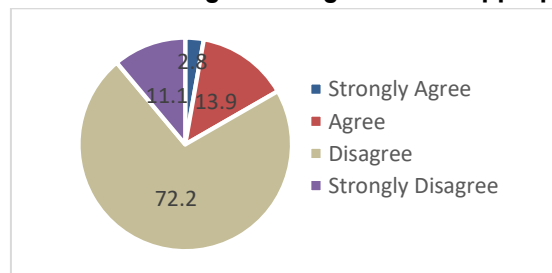
Based on table 4.3 above found that 72,2% students disagree, it means that students enthusiast learning English using online English songs. Then 16,7% students strongly disagree that they feel bored learning English using online English songs. And 11,1% students agree if they feel bored learning English using online English songs.

**Diagram 4 “I Feel That Online English Songs Could Enrich My English Vocabulary”**



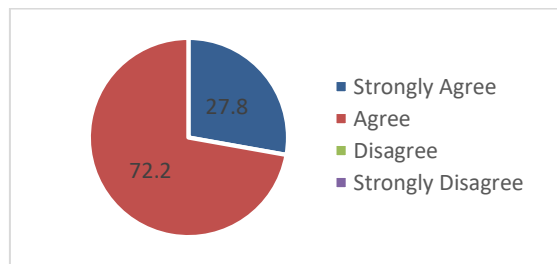
Based on table 4.4 above found that 52,8% students strongly agree, it means that online English songs could enrich their English vocabulary. Then 47,2% students agree that online English songs could enrich their English vocabulary.

**Diagram 5“I Feel That Online English Songs Are Not Appropriate As Learning Media”**



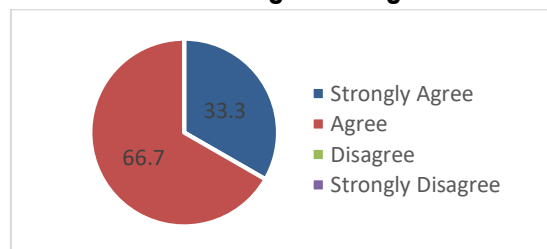
Based on table 4.5 above found that 72,2% students disagree, it means that online English songs is appropriate media to teach English, also 11,1% students think so. Then 13,9% students agree and 2,8% students strongly agree means they think online English song not appropriate media in learning.

**Diagram 6 “I Feel That My Pronunciation of English Vocabulary Is Getting Better and More Correct”**



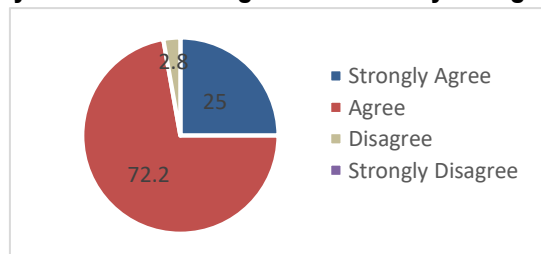
Based on table 4.6 above found that 72,2% students agree, it means that online English songs help students pronunciation. Then 27,8% students strongly agree that online English songs help their pronunciation getting better and correct.

**Diagram 7 “I Feel That Online English Songs Add New Expressions”**



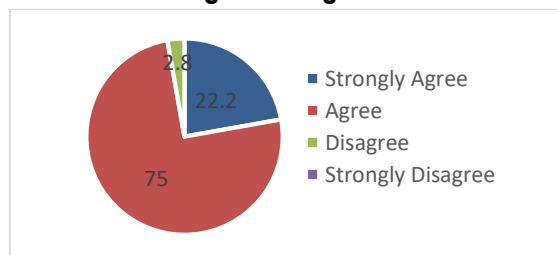
Based on table 4.7 above found that 66,7% students agree, it means that online English songs as media could enrich student’s expressions. Then 33,3% students strongly agree that online English songs as media could add their new expressions.

**Diagram 8 “I Feel Easy To Memorize English Vocabulary Using Online English Songs”**



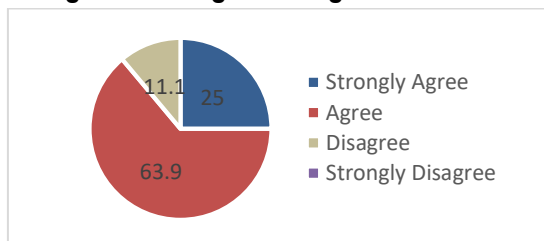
Based on table 4.8 above found that 72,2% students agree, it means that online English songs could help students to memorize English vocabularies. Then 25% students strongly agree that online English songs could help students to memorize English vocabularies easily. And 2.8% students disagree, means that online English songs couldn’t help students to memorize English vocabularies easily.

**Diagram 9 “I Feel That Online English Songs Allow Me to Communicate Better”**



Based on table 4.9 above found that 75% students agree online English songs help their communication skills better. Then 22,2% students strongly agree that online English songs allow they to communicate better. And 2,8% students disagree, means that online English songs doesn't make their communication skills better.

**Diagram 10 "I Feel That Using Online English Songs Is Better Than the Traditional Strategy"**



Based on table 4.10 above found that 63,9% students agree, it means online English songs as teaching media is more desirable and suitable in learning activity. Then 25% students strongly agree that online English songs is better than the traditional strategy. And 11,1% students disagree that online English songs is better than the traditional strategy.

## DISCUSSION

The results of English teachers' interview and students' questionnaire computation revealed that they agreed online English songs as media were suitable to be implemented in learning to teach students' English vocabulary. They agreed that using online English songs was more appropriate in today's era, which made used of quickly evolving technology in contrast to the traditional strategies in a way that was lagging behind. The implementation in classroom also got a good response from students, so that learning became more active and effective. In addition, there were additional benefits of using online English songs, including the enrichment of vocabulary and expressions, easier memorization of new words, improved pronunciation and communication, and most importantly, the creation of enjoyable and fun learning settings for students.

## CONCLUSION

The results of the research conducted, the researcher draws the following conclusions:

1. The teacher used online English songs sourced from YouTube. In order for the students to hear it well, the teacher played the music on the speakers. Students copied the teacher's pronunciation of vocabulary words. The students followed after the teacher sang to provide an example. In addition, the teacher frequently assigned students "blank song lyrics" and asked them to fill in the blanks in a song. It tried to determine how far of the students' vocabulary knowledge found in online English songs.
2. The result of implementing online English songs as a media in learning process was that students looked happy and enthusiastic in participating in the English learning process so that they could easily understood English lessons. In addition, students could use the songs' lyrics to expand and strengthen their English vocabulary. Students acknowledge that their pronunciation was getting better and more accurate as a result of using online English songs, which would help them communicate more effectively. Based on these findings, it could be concluded that in the modern era, using online English songs as a media to teach students vocabulary was preferable than the conventional approach.

## **SUGGESTION**

Based on the result of the research, the researcher proposed a suggestion:

1. Teachers must be more proficient in using online English songs as media in teaching, this is necessary for the development of the required material. Additionally, the teacher needs to stay up with the latest songs in order to keep up with the class and convey material to the students more effectively.
2. The students must study more in order to become proficient in English, and they must frequently listen to online English songs in order to expand their vocabulary.
3. Future research can explore related theories and subjects matter or use a variety of media to teach students vocabulary in a fun and simple way.

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## **STUDENTS' PERCEPTION ON POETRY IN LEARNING ENGLISH LITERATURE (A CASE STUDY AT THE ELEVENTH GRADERS MAJORING SCIENCE OF SMA 1 DORO)**

**Sinta Khoiriyah, Susanto**  
**Pendidikan Bahasa Inggris, Fakultas Keguguran dan Ilmu Pendidikan,**  
**Universitas Pekalongan**  
**sintakhoiriyah2@gmail.com**

### **ABSTRAK**

Banyak siswa mengira bahwa sastra Inggris itu mata pelajaran yang sulit dan tidak penting, salah satunya yaitu puisi. Penelitian ini dilaksanakan di kelas 11 MIPA 2 SMA 1 Doro dengan 20 partisipan. Menggunakan teknik wawancara dengan teori unsur-unsur puisi dari Kosasih (2012) dan Walgito (2003), penelitian ini bertujuan untuk memecahkan persepsi siswa terhadap puisi dan untuk menggali faktor yang mempengaruhi persepsi siswa. Hasil penelitian menunjukkan bahwa ada 4 persepsi positif terkait puisi; 1) Para siswa sulit memahami majas, 2) Tema pada puisi sudah sesuai untuk siswa SMA, 3) Belajar puisi menyenangkan, 4) Guru memberikan unsur filosofi dalam puisi. Sementara itu, ada 4 persepsi negatif terkait puisi; 1) Diksi pada puisi sulit dipahami, 2) Para siswa sulit memainkan daya imajinasi pada puisi, 3) Guru tidak memberikan unsur biografi penulis, 4) Guru tidak mengajarkan unsur sosiologis dalam puisi. Faktor internal yang mempengaruhi persepsi positif siswa yaitu sikap dan perhatian, sedangkan persepsi negatif dipengaruhi oleh minat siswa, motivasi dan pengalaman. Untuk faktor eksternal yang mempengaruhi persepsi positif siswa yaitu guru, metode dan materi, sedangkan persepsi negatif dipengaruhi oleh lingkungan. Berdasarkan hasil tersebut, penelitian mendatang diharapkan mengembangkan puisi yang relevan bagi siswa, dengan demikian hal tersebut dapat meningkatkan kesadaran siswa terhadap pentingnya pengajaran sastra.

**Kata kunci:** Sastra Inggris, Puisi, Persepsi siswa.

### **ABSTRACT**

Many students think that English literature as difficult subject and not important, one of it is poetry. This research was conducted in the Eleventh Graders 2 majoring science of SMA 1 Doro with the 20 participants. Used interview technique with the theory elements of poetry by Kosasih (2012) and Walgito (2003) this research aimed to reveal students' perception on poetry and to explore students' factor of perception. The results show there are four positive perceptions of students related poetry; 1) Students were easy to understand figurative language, 2) Themes of poetry were appropriate for senior high school, 3) Learning poetry was fun, 4) The teacher provide philosophical elements of poetry. Meanwhile, there are also four negative perceptions; 1) Diction in poetry was difficult, 2) Students difficult to play imagination side of poetry. 3) Teacher did not provide biographical element. 4) Teacher did not taught sociological element of poetry. The internal factors that influenced positive perceptions are student's attitude and attention, while negative perceptions influenced by student's interest, motivation and experience. The external factors that influenced positive perceptions are teacher, method and material, while negative perceptions influenced by environment. Based on the results the future research can develop a good kind of poetry, therefore it will improve the students' awareness of teaching literature.

**Key Words:** English Literature, Poetry, Students' Perception.

### **INTRODUCTION**

Literature in English teaching is very important. The scope of literature is also wide, not only learning about texts but we also learn the history, culture and language as part of the culture itself. In relation to language, literature will provide knowledge and improve language skills. From that close of the relationship, ordinary people think that literature teaching is the same with language teaching. English is the language studied by all countries in the world also has literature.

There are ideal ways to teach literature. The teacher must create a suitable material or content and design the learning process to make it interesting for students. For instance: in teaching poetry, teacher must choose the appropriate kind of poetry. In this case, poetry can be the way to learning English. Beautiful

words in poetry contain feelings or emotions that we want to express. By using poetry in teaching and learning process, students will acquire a lot of advantages such as students can gain new word forms the poetry and students can practice the pronunciation including tone, rhyme, and stress in every word (Kellem, 2009). In other words, poetry can help student easier to mastery English.

However the importance of teaching literature in English has not fully awakened by students. Several problems emerged and formed a gap between students' background knowledge of English literature and the concept of teaching English literature itself. Hamel (2013) in his research, found there was low motivation among student in the conception of understanding literature. They not full interested in class so it's hard to motivate them. But when teacher taught poetry some student were good in questioning. Then, student difficult to interpret literature which they read and it makes boring, so they didn't enjoy it. Likewise in Indonesia, teachers taught literature still at the basic level which is equal with teaching reading comprehension. Even though teaching literature requires teaching skills so that students can also explore connotative and denotative meanings. Unlike teaching descriptive texts where students can find information in it, but the teacher must lead discussions to train students' critical thinking in understanding literature. This inaccuracy makes the gap wider, especially due to cultural misconceptions, which is English is not our native language so develop the assumption that English literature is not important enough.

Such as happen in SMA 1 Doro where students' learning motivation in the English and literature is still low. Using the 2013 curriculum for grades 11 and 12, many students there are not interested in learning English literature. They suggested that literature rather complicated and difficult than English in general. Furthermore, SMA 1 Doro located in the upper area of Pekalongan Regency, where the highlanders' mindset has not yet placed English as an important language. Students also think they does not need to prioritize learning English because later when they grow up they will work in the environment around their house.

The problem above makes the writer interest to conducting research entitled "Students' Perception on Poetry in Learning English Literature: A Case Study at the Eleventh Grades Majoring Science of SMA 1 Doro". Through this research, the writer will analysis students' perceptions of poetry and factors that influence student on their perception. Therefore, in the final stages of this study it can be a reference to create sustainable content of poetry.

## **RESEARCH METHOD**

The research design that will use in this research is qualitative method with descriptive analysis. The type of approach is a case study, according Polit and Back (2004) states that case study research is a form of qualitative research based on human understanding and behavior based on human opinion. This research aims to reveal students' perception on poetry, it can be positive or negative perception Robbins (2002:14). Besides that, this research also aims to explore students' factor of perception.

The research subject used are the 11 graders students majoring in Science and Mathematics of SMA 1 Doro. According to Arikunto (2006:112) states if the number of subjects is large, it can be taken between 10-15% or 15-25% or more. Based on that theory, the number of subjects in this research will be taken 25% of total participants. The total participants are 72 students, so the number of samples that will use in this study are 18 students. But the researcher will round the participants to be 20 students, in order to avoid bad choices that will causes invalid data.

There are two types of data used in this research, they are: 1) Primary Data, it will be the results of interview in the form of interview transcript. 2) Secondary Data, such as books, journals, and articles related to the research topics. The researcher will collect the data using structured interview.

In this research, the instrument will divided into 2 indicators. First, the indicator is to describe students' perceptions of poetry. The researcher use the theory of Kosasih (2012) that states the intrinsic elements of poetry consists of diction, imagery, concrete words, figurative language, rhyme, typography, theme, feelings, tone and atmosphere, and message. While extrinsic elements used the theory of Weliek and Werren (in Waluyo, 1994) there are biography of the poet, psychological, sociological, and philosophical. However, the researcher exclude the rhyme, tone, atmosphere, typography, and psychological from the indicator because they are not overly emphasized by the teacher in learning poetry, therefore it will reduce misperception among students.

The second is the indicator to describe the factors of students' perception. The researcher use the theory of Walgito (2003) that divided the factors of perception into internal factors are; intelligence, attitude, interest, motivation, attention and experience. And external factors; teachers, learning methods, materials, facilities, and infrastructure, environment and friends. The researcher exclude facilities and infrastructure because in SMA 1 Doro has the complete facilities.

In order to make the research instrument valid, the researcher uses the validity by experts. The researcher choose the experts are English lecturer who had doctoral degree and English teacher at SMA 1 Doro. For analyzing the data the researcher use three steps are: 1) Data reduction by selecting, focusing, and abstracting all the information to be more simple. 2) Data Display by organized and categorized based on indicators related to students' perceptions of poetry, so that the data will clear. 3) Verification, by create conclusion so that it get to answer problem statement and easy to understand by the reader.

## FINDINGS AND DISCUSSION

After conducted the interviews to the 20 participants, the researcher obtained the findings that divided into students' perception on poetry and factors of perception. Each of them are specifically presented with the table below:

*Table 1. Student's Perception on Poetry*

No	Intrinsic Elements	Easy (%)	Middle (%)	Difficult (%)
1	Diction	35	25	40
2	Figurative Languages	50	15	35
3	Imagery	25	0	75
4	Theme	100	0	0
5	Feeling	60	0	40
No	Extrinsic Element	Taught (%)	Rarely (%)	Never (%)
1	Biography	25	20	55
2	Sociology	25	10	65
3	Philosophy	85	0	15

Based on the data above, it can be stated that most of students find it difficult in understanding diction and play imagery of poetry. While most of students find it easy understanding figurative language, theme and feeling. Then, for extrinsic element, it can be stated that teacher did not teach biographical and sociological elements of poetry. While, teacher only taught philosophical element of poetry as the extrinsic aspect. In order to make the table above clear, there will present the complete discussion as follows:

### **1. Students difficult to understand diction**

Diction is the choice of words that use in poetry, it is related to the vocabulary that students learn through poetry. The dominant result of interview shows, as many as 40 % of the 20 students stated the diction in poetry by the teacher was difficult to understand. They often find new words, which are rarely used in textbooks. This finding can be seen from the following responses based on the student's interview:

*"Yes, there were a lot of difficult dictions of poetry in the handout. I did not know their meanings, so I did not understand the poetry" [AN].*

From the perception above, it can be said that he didn't know much of the vocabulary in the poetry on the handout. Therefore it made him difficult to understand the contents of poetry. It means, the teacher does not choose common English words, whether in everyday conversation or in student textbooks. Therefore the understanding of diction is a basic problem in learning poetry before continuing to the next explanation.

### **2. Students easy to understand figurative language**

Figurative language consists of many types in poetry, such as hyperbole, personification, simile and others. This type will bring different understanding among students. The dominant result of interview, as many as 50% of 20 students were easy to understand the figurative languages in poetry. This finding can be seen from the response based on the interview:

*"Yes, I understood the figurative languages and I got to distinguish them. For example, personification means equalize object to the human. If simile means comparing the two objects with the use of words like or as" [MDA].*

From the perception above, it can be said that he already knows the definitions of each figurative language. Therefore he was able to distinguish each type of figurative languages. He can easily explain the characteristic of each type of figurative languages using his own language. It was a good model for him to get an answer to the question by the teacher related to figurative languages.

### **3. Students difficult to play imagination**

Imagination also can be separated from poetry. Literature looks like real if people play the imagination side in meaning that. The dominant result of interview shows, as many as 75% of 20 students stated they find it difficult to play imagination side in learning poetry. It happened because they don't know the meaning of words. Therefore they cannot imagine the poetry. This finding can be seen from one student interview:

*"It was a little hard to imagine, because the poetry was too long. There were some vocabularies that I did not know the meaning. In that situation, I only listen to the teacher" [BW].*

From the perception above, it can be said that she finds it hard to imagine the poetry that is too long. In this situation, she just skips the words and waits for the teacher's explanation. Therefore she cannot fully imagine the overall content of poetry.

#### **4. Students' easy to understanding theme**

Theme as the important element of poetry, it gives students description about the content of poetry. The dominant result show, as many as 100% of 20 students stated the themes of poetry by the teacher already appropriate for senior high school students. It means the teacher has selective in choosing poetry themes. This finding can be seen from the following responses based on the student's interview:

*"Theme of poetry was already appropriate. Not all about love story, but there were narrative poetry or cinquain which tell about animals" [JAP].*

From the response above, it can be said that the themes of poetry already relevant for senior high school students. The teacher takes various themes of poetry, not always about romance but also narrative poetry or cinquain that tell about animals. Therefore in every meeting the students always learn a new type of poetry also with new themes, so there was more vocabulary that students learned.

#### **5. Students easy to applied feeling**

Student has different feeling when learning material. Poetry is identically to read by feeling, emotions and psychological. The result of interview show, as many as 60% of 20 students were easy to feels the poetry taught by teacher. They were fun when learning poetry. They were enthusiastic to learn a new type of poetry in every meeting. The activity of imitating the teacher's in reading poetry was fun and interested. Because students were encouraged to able pronounce dictions correctly. This finding can be seen from the one of students' interview:

*"Learning poetry was not boring, it so happy because I know more vocabulary. It was interested" [BW].*

From the response above it can be said that learning poetry was interested for her, because he learned more vocabularies in poetry. The more different type of poetry, also the more new vocabulary students got from the teacher. Therefore student's mastery of words also improve.

#### **6. Teacher never taught biographical element**

Besides the intrinsic element, there are extrinsic element that also important in poetry. First, biography elements it consists of who is the poet, then the background of the poet. Historical stories of poetry also included in the biographical elements. The dominant result of interview show, as many as 55 % of 20 students stated the teacher never taught biographical elements of poetry. The teacher only focus on the main elements of poetry, so that make students did not know historical side of poetry. This finding can be seen from the following responses based on the student's interview :

*"The background of the poet was never taught by teacher. She just explained as usual, there was the example of poetry but we did not know who was creates" [GI].*

From the perception above, it can be said that the teacher never explained biographical elements of poetry. The teacher only presented examples of poetry, then she explained as usual without relating the poetry which being taught to the poet. Therefore students do not have information about the poet. Because usually the person who write poetry has a background of several factors such as what he has experienced.

#### **7. The teacher never taught sociological element**

Sociological element is related to the condition of society at that time, then social relations between communities. The dominant result of interview show, as many as 65% of the 20 students stated the

teacher did not provide sociological element of poetry. This finding can be seen from the following responses based on the student's interview:

*"The teacher did not teach sociological elements of poetry. Most of poetry was not contained it, only the short poetry. If learned social from poetry, I think it cannot" [AZA].*

From the response above, it can be said that poetry by the teacher was mostly short. Therefore there was no element of sociology being taught to the teacher. She also argues that we could not learn social from poetry, because the short poetry was not possible to give social value to the human beings.

### 8. The teacher was taught philosophical element

Philosophy is related to the principle of life. It bring the specific learning for students in understanding poetry. The dominant result of interview show, as many as 85% of 20 students stated the teacher explained the values of philosophy in poetry. This finding can be seen from the following responses based on the student's interview:

*"Yes, the teacher always explained life experiences in poetry. Yes it has impact when learned about philosophy for the reflection" [AN].*

From the response above it can be said that he stated that poetry by the teacher always explained the value of life in poetry. He got to learned life story and experiences. Therefore he can use it as a reflection to be better.

The second finding is students' factor of perception. Based on the interview, it obtain the data as follow:

Table 2. Factor of Perception

No	Internal Factor	Good (%)	Middle (%)	Bad (%)
1	Intelligence	15	85	0
2	Attitude	65	0	35
3	Interest	35	0	65
4	Motivation	45	0	55
5	Attention	65	0	35
5	Experience	30	0	70

No	External Factor	Good (%)	Middle (%)	Bad (%)
1	Teacher	80	0	20
2	Method	75	0	25
3	Material	65	0	35
4	Environment			
	a. Family	45	0	55
	b. Friend	30	0	70

Based on the data above, it can stated that students' perception have influence by the external factor with the good teacher, method and material. For internal factor that influence student perception are students' attitude and attention. In order to make the table above clear, there will present the complete discussion as follow:

#### a. Internal Factor

The first factor on students' perception is internal factor which come from students' themselves. Each of them influence the perception, whether it is positive or negative perceptions. First is internal factor that

influence positive perception. Positive means good perception. Based on the table 2, internal factor that influence positive perception are student's attitude and attention. Here is the explanation:

### **1. Attitude**

Attitude is how student habits in the teaching and learning process. The result of interview show, as many as 65% of 20 students stated that they had a good behavior in joined poetry class. This means that they follow the teacher's rules without ever having problems on that. These finding can be seen from one of the students' interview as follow:

*"My attitude try to still good, I never ignore the teacher. If she explain the material, of course I listen it then I tried to understand it" [GI].*

From the response above, it can be said that he always tried to be good in the class and he never ignored the teacher's explanation. It means that a good attitude encourages students to easily understand the material from the teacher.

### **2. Attention**

Students who have good attitude usually also pay attention to the teacher's explanation and read the material on the handout. The result of interview shows, as many as 65% of the 20 students stated that their attention while being taught poetry material was also good. These finding can be seen from one of student interviews as follow:

*"Yes, of course I pay attention to the teacher while read the handout. Because there was writing score" [MS].*

From the response above, it can be said that she has good attention to the teacher when taught poetry material. She also write down important things on her handout because the teacher always take score of student's note. Therefore students who did not pay attention well will not have complete notes.

Besides positive perception, the internal factor also influence negative perception. Negative means bad perception. The internal factor that most influence negative perception based on the table 2 are student's interest, motivation, and experience. Here are the complete discussion:

### **1. Interest**

Interest is when student want to learn and they likes to the material. The result of interview show as many as 65% of the 20 students said they did not interested in learning poetry. The results of low interest as the cause of those who state the perception that learning poetry was boring. These finding can be seen from one of student interviews as follow:

*"Interested of learning poetry, nothing. I think it was enough in the 11th grade only, so I can learn other material of English literature, right" [FF].*

From the response above, it can be said that he doesn't want to get poetry material anymore in grade 12 later. He was not interested in studying poetry because still many other materials of English literature that need to learn for students.

### **2. Motivation**

Almost the same as the interest factor, as many as 55% of 20 students also have low motivation to learn poetry. They stated that they had no desire to be able to understand poetry material, especially to master English through poetry. This finding can be seen from one of student interviews as follow:

*"There was no motivation, it just like usual if the teacher explain I listen that. I rarely ask to the teacher if I did not understand. I study just waiting for the exam" [HAP].*

From the response above it can be said that he has no motivation while studying poetry. He just tried to pay attention to the teacher's explanation, without tried to ask the teacher if he did not understand the material. He usually studies only when he got exam, this is different from students who have high motivation, and of course they will study more at home. Therefore he seems like does not try best to understand poetry material.

### **3. Experiences**

All moment that students have also can influence the learning process. Experience can connected lessons that are already known to the knowledge that will be learned. The results of Interview shows, as many as 70% of 20 students did not have interesting experiences while studying poetry. These finding can be seen from one of student interviews as follow:

"Nothing the memorable experience, because when in 10th grade there was no poetry material. It just explain in the Indonesian subject" [EDS].

From the responses above, it can be said that he had no a memorable experience in learning poetry because he had just received poetry material in grade 11. It different with Indonesian subject that maybe always taught poetry. Therefore this could not help him to relate the experience he had to learning poetry at this time.

### **b. External Factor**

External factor is the factor that come from the environment around students and what they have passed. External factor consists of teacher, method, material, family and friend. Each of them influence students' perception, it can be positive or negative perception. First is external factor that influence positive perception, based on the table 2 are teacher, method and material. Here are the complete discussion:

#### **1. Teacher**

The main figure that has function to educate student in school is teacher. Of course teacher has influence students' perception. Based on the results of interview, as many as 80% of 20 students stated the teacher was good, she not authoritarian in teaching poetry. The teacher has placed students as the object also subject in learning poetry. These finding can be seen from one of student interviews as follow:

*"Oh the teacher she is a firm person. Usually the teacher explain first, the she give the opportunity to student or the teacher ask to the student" [ET].*

From the response above, it can be seen that the teacher often give students questions or invite students to refute a statement from the teacher. Otherwise, the teacher also sometimes ask students to measure how far students understanding the poetry material. Therefore the good personality of teacher make students comfortable and not afraid to learning poetry in English literature.

#### **2. Method**

Almost the same as the teacher factor, the method used by teacher bring the impact of learning achievement. The result of interview show as many as 75% of 20 students stated that the method in learning poetry was good, it various method so far. The teacher does not only focus on reading, but often arranges discussion methods so that students interact with each other. These finding can be seen from one of student interviews as follow:

*"The method was various, the teacher often built discussion. There was not always reading, but ever practice listening and speaking skills" [BW].*

From the response above, it can be said that teacher often applied the discussion method in learning poetry. Students can exchange ideas during discussions, this also builds students' critical thinking. Then

the teacher also used the listening method in teaching poetry and assessing students' speaking skills. Therefore there was a good integration method to achieve the learning objectives.

### **3. Material**

Not much different from the method factor, as many as 65% of 20 students stated that there were many types of poetry material from the teacher. Therefore students know many types of poetry and don't get bored easily with the same poetry. These finding can be seen from one of student interviews as follow:

*"The poetry was not monotonous. Every meeting usually teacher provide different poetry because poetry has many type" [MDA]*

From the response above, it can be said that the teacher used various poetry. This encourages students to learning the material rather than monotonous poetry. The teacher pays attention to the types of poetry that will be conveyed to students. Therefore the teacher presents different poetry in every meeting.

Besides the positive perception, external factor also have influence the negative perception. Negative perception influenced by students' environment. Here is the complete discussion:

### **1. Environment**

The main placed that create students' perception besides school is students' house. Where they live it bring different perception. The result of interview show, as many as 55% of 20 students stated that their families did not support them to be able to mastery English through poetry. Meanwhile, as many as 70% of 20 students stated that their friends also did not provide significant support in learning poetry. This finding can be seen from the following responses based on the student's interview:

*"My family did not support, there are many way to mastery English right. While my friend did not support I think, we just talk as usual and never discuss about the material " [YJA].*

From the responses above, it can be said that his family seemed ignore the importance of English and poetry as the way to mastery English. Therefore he also stated that there was so many way to learn English. Meanwhile, when hang out with his friends, they never discuss material because maybe it's not and formal situation. Therefore he just discuss the material with friends only in the class.

## **CONCLUSION**

Based on the results, there are four positive perceptions of students on poetry; 1) Students was easy to understand figurative languages. 2) Themes of poetry were appropriate for senior high school students. 3) Learning poetry was fun. 4) The teacher taught philosophical elements of poetry and students got to learn the values of life through poetry. Meanwhile, there are also four negative perceptions; 1) Diction in poetry was difficult to understand. 2) Students difficult to play imagination side of poetry. 3) The teacher did not teacher did not provide biographical element. 4) The teacher did not taught sociological element of poetry.

Then, the factor that most influence students' positive perceptions come from external factors, they are: teachers, teaching methods and materials. For internal factors that most influence are students' attitude and attention. While for negative perception factor influence by students' internal factors, they are: interest, experience and motivation. For external factors are influence by environment. Therefore it is suggested to the next researcher can develop the kind of poetry that contains complete element both intrinsic and extrinsic so that it will be a full reflection for students.

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## THE DEVELOPMENT OF FROZEN MOVIE AS ENGLISH LEARNING MATERIAL OF TENSES FOR JUNIOR HIGH SCHOOL

Afifah Anggie Refiana, Susanto  
Pekalongan University, Indonesia  
anggierefiana1203@gmail.com

### ABSTRACT

The purpose of this study is to develop and analyze the tenses of the Frozen film script as teaching material for tenses (simple past tense) at the junior high school level. This type of research is using the development model developed by Cennamo, Abell & Chung has five stages namely ADDIE (Analysis, Design, Development, Implementation and Evaluation). The data obtained will be analyzed with descriptive qualitative. Data collection was obtained from interviews with teachers and students, documentation, and expert validation. The results of the research and the data obtained show that students' difficulties in understanding English material are in Grammar material, especially tenses. Based on the results of the research, the development of teaching materials for simple past tense material is carried out with clearer, accurate and detailed material content and the language used is clear and easy for students to understand. The feasibility of teaching materials that have been tested gets the results of respondents from students of 89% and shows the criteria "very feasible" and has been validated by material experts and media experts. Based on the results of the study, it can be concluded that the teaching materials developed from the Frozen movie for learning simple past tense material are suitable for use as teaching materials in the learning process of tenses at the junior high school level.

**Key Words:** Teaching Materials, Movie, ADDIE, Tenses

### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengembangkan dan menganalisis tenses naskah film Frozen sebagai bahan ajar tenses (simple past tense) di tingkat sekolah menengah pertama. Jenis penelitian ini adalah menggunakan model pengembangan yang dikembangkan oleh Cennamo, Abell & Chung memiliki lima tahapan yaitu ADDIE (Analysis, Design, Development, Implementation dan Evaluation). Data yang diperoleh akan dianalisis dengan deskriptif kualitatif. Pengumpulan data diperoleh dari hasil wawancara dengan guru dan peserta didik, dokumentasi, dan validasi ahli. Hasil penelitian dan data yang diperoleh menunjukkan bahwa kesulitan siswa dalam memahami materi bahasa Inggris adalah pada materi Grammar khususnya tenses. Berdasarkan hasil penelitian maka dilakukan pengembangan bahan ajar untuk materi simple past tense dengan isi materi yang lebih jelas, akurat dan terperinci dan bahasa yang digunakan jelas lugas dan mudah dipahami oleh peserta didik. Kelayakan bahan ajar yang sudah di uji cobakan mendapatkan hasil responden dari peserta didik sebesar 89% dan menunjukkan kriteria "sangat layak" serta sudah divalidasi oleh ahli materi dan ahli media. Berdasarkan dari hasil penelitian dapat disimpulkan bahwa bahan ajar yang dikembangkan dari Frozen movie untuk pembelajaran materi simple past tense layak untuk digunakan sebagai bahan ajar dalam proses pembelajaran tenses di jenjang SMP.

**Kata Kunci:** Bahan ajar, Movie, ADDIE, Tenses

### INTRODUCTION

Movie is a work in the form of audio-visual which can be a source of material in learning activities. There are many types of movies that are available and easily accessible as a source of teaching materials. Movies can also be a resource for teaching English and a useful resource for teaching some English materials. A movie has important or interesting components to be used as teaching material. According to Widiani L.S, Darmawan W, Ma'mur T (2018), the use of movie media as a learning medium or learning resource can help educators and students establish more lively communication and interaction, so that the learning messages to be conveyed can be achieved more effectively good and perfect. There are so many things that can be used for the process of learning English. Like the teacher can use the characters in the movie, the dialogue used and the pronunciation of the characters to support the learning process. It can be said that movies can be very ideal or effective as a source of material in the process of learning English. At the junior high school level, English is a compulsory subject to learn. Some students think that

English is a subject that is quite difficult to learn. According to Budi & Ekhsan (2020), most students in learning English often experience obstacles when faced with grammar material. Students must memorize the formula for each tense, the differences in the use of tenses, adverbs of time, changes in verb forms, etc. These things make it very difficult for students to understand tenses. Sometimes the teacher uses teaching materials that make students increasingly do not understand the contents of the material. The teaching methods and materials used in teaching tenses are very necessary. Teachers must be able to make interesting teaching materials. Teachers can use movies as media or teaching materials for teaching tenses. Teachers can develop the contents of the movie into teaching materials that are more easily understood by students. The use of movies can help students learn English apart from tenses, they can see how sentences are pronounced correctly and when the sentences are used when they are spoken. In this research, the writer chosen Frozen Movie which will develop its contents into a text such as narrative text which can be used as teaching material for learning tenses. The selection of this movie is based on several factors, the scenes and stories in this movie are appropriate for the age of junior high school children, the moral values in this movie can help students become more positive, the use of vocabulary in dialogue is very simple and easily understood by the audience. the purpose of this study is to develop the Frozen movie script into a teaching material for teaching tenses at the junior high school level.

## **RESEARCH METHOD**

In this study, the researcher used the Research and Development research method. The Research and Development (RnD) research method is a process or steps in research activities to develop a new product or improve an existing product to make it simpler. In this study the researchers used the ADDIE development method developed by Cennamo, Abell & Chung that the development procedure starts from five stage: Analysis, Design, Development, Implementation, Evaluation. This research took place at SMP N 1 Siwalan with the subject of class VIII students. To get the data, the researcher conducted five stages. At the analysis stage, the researcher conducted interviews with English teachers and several 8th grade students, in order to obtain data on student factors in difficulty understanding English and the needs of teaching materials needed. Design stage, the researcher analyzes all types of tenses in the Frozen movie script and takes one of the scenes whose dialog contains simple past tense. The second stage is development, at this stage researchers make teaching materials for simple past tense material and make the story in the movie into narrative text. In addition to presenting the material, researchers also make practice questions to test students' ability to understand simple past tense material. Teaching materials that have been completed are validated for feasibility to material experts and media experts, after getting feasible results, researchers conduct the next stage. The next stage is implementation, at this stage researchers conduct trials for teaching materials that have been developed. The final stage is evaluation, at this evaluation stage researchers get suggestions from students during the implementation process. The results of the data obtained from the interview process with the teacher and fourteen students were used to answer the analysis of the problems of students' difficulties in understanding tenses and the needs of student teaching materials. After the analysis stage, the researchers designed teaching materials taken from one of the scenes in the Frozen movie and analysis all the tenses in the movie. Furthermore, the Development stage, after obtaining the results of teaching materials and validation of material experts and media experts, the researchers carried out the implementation stage. Finally, the evaluation stage whose data is obtained during implementation. The data that has been collected uses interview instruments, documentation as well as suggestions and criticisms from the validation

questionnaire. In this section, the researcher groups some of the results of collecting data. At this stage, researchers only take the data needed. Furthermore, after grouping the results of the interviews and the validation questionnaire, the researcher processed the data from the analysis of tenses in the movie. The purpose of grouping data and minimizing it, then the data will be more easily managed by researchers and according to what is needed. The data will be simpler because it is in accordance with what is needed by the researcher.

## RESULTS & DISCUSSION

### 1. Analysis

At this stage, interviews with teachers and students of class VIII were conducted face to face. From the interviews, the researchers found the problems faced by students that the most difficult material that students experience is understanding tenses because students have difficulty in distinguishing the function of each type of tenses, the use of verbs and to be and the preparation of sentences according to their patter. In addition, the teaching materials used are also less supportive, based on the explanation of the teacher in the interview process, the teaching materials used are only using module books and package books provided by the school. However, the content of the teaching materials is very incomplete, the language used is difficult to understand and the practice questions provided are quite difficult for junior high school students. The incompleteness of the explanation of the material content of the teaching materials requires the teacher to provide additional notes, this makes time less efficient. In addition to factor analysis of existing problems, researchers also analyze the needs of teaching materials needed. Based on the existing problems, students and teachers need teaching materials that contain complete material, easy-to-understand language and practice questions that are suitable for junior high school level. In addition, interesting teaching materials are also needed so that teachers do not explain the material monotonously. Researchers will develop teaching materials from the Frozen movie for the source of teaching materials for simple past tense material, accompanied by movie footage so that students can learn how to pronounce the sentences correctly.

### 2. Design

At this stage the researcher begins to design the teaching materials to be developed. Before starting to design, researcher analysis all types of tenses in the Frozen movie. Researchers found 7 tenses that exist in the Frozen movie. The following is a table of tenses that exist in the Frozen movie.

Types of Tenses	Number of Sentences	Percentage (%)
Simple Present Tense	203	34%
Simple Past Tense	163	27%
Simple Future Tense	106	18%
Simple Continuous Tense	62	10%
Simple Perfect Tense	38	6%
Past Continuous Tense	21	3%
Past Perfect Tense	9	1%
Total Sentences	602	100%

From the table we can see the number of tenses is simple present tense. However, the next highest number is simple past tense so that researchers use this movie as teaching material for simple past tense. Researchers took one of the scenes to be used as narrative text to be used as practice questions.

The researcher took the scene 00:11:41-00:34:44, in which there are four dialogs that use simple past tense.

### 3. Development

At this stage of development, researchers began to make teaching materials. Before the teaching materials were tested, researchers asked for feasibility validation from material experts and media experts. Expert validation was carried out in two stages, in the first stage researchers obtained suggestions for improving teaching materials. Material expert validation includes the feasibility of the content of the material presented, the language used, the completeness of the material to the suitability of question exercises for junior high school students. For media expert validation includes the appearance of the teaching materials presented, the writing of letters and the right and form of verbs used in the teaching materials. After making improvements, the researchers conducted a second stage validation in which the researchers obtained validation of the feasibility of teaching materials to be used in the learning process. The preparation of teaching materials is adjusted to the curriculum used at school, for SMP N 1 Siwalan class VIII is still using the 2013 curriculum. This teaching material is prepared to improve students' English language skills, especially in understanding the simple past tense. The teaching materials developed are organized by paying attention to learning objectives.

The content of the developed teaching materials includes the definition of tenses in general, types of tenses, the definition of simple past tense, several functions of simple past tense, to be and to do from simple past tense, the characteristics of the simple past tense, patterns, rules of the English spelling, examples of regular verb, adverb of time, explanation about past tense in narrative text, examples and explanation, narrative text, and practice questions. The example sentences are taken from the dialog in the Frozen movie. Based on the results of interviews with teachers, a good narrative text for junior high school students is a text whose preparation is in accordance with the generic structure and the use of vocabulary that is not difficult so that it is easily understood by junior high school students. The preparation of teaching materials is in accordance with the needs of teachers and students which are known from the interview process at the analysis stage.

### 4. Implementation

At the implementation stage, researchers conducted a trial in class VIII.B at SMP N 1 Siwalan. The trial phase was followed by one class of 28 students. The score obtained from the results of students working on exercise questions in the teaching materials is calculated on average. From the results of student respondents getting an average result of 89%, this average is obtained from the total number of scores obtained by students then divided by the number of students who took part in the trial. The results of the assessment score are then averaged and converted into an assessment statement to determine the quality of whether or not the teaching material product is feasible. This feasibility score is made based on the learning outcomes of 8th grade students at SMP N 1 Siwalan, the scoring has been validated by the teacher as a material expert.

### 5. Evaluation

Based on the results of students' responses, suggestions for teaching materials were obtained, namely that the movie should be given a translation using Indonesian, because some of them were still difficult in understanding conversations in English. If there is an Indonesian translation or subtitle, it will be easier to understand the conversation. In addition, the vocabulary mastery of junior high school children is also not much. Therefore, the researcher will provide subtitles. Then researchers can find out that the teaching materials developed are very feasible to use in the learning process from the results of product validation and from the results of respondents' scores obtained during product implementation.

## **DISCUSSION**

Teaching materials used in the English learning process at school are module books and student package books. There are shortcomings of these teaching materials, namely in terms of incomplete material content and delivery that is not detailed because it is only in the form of writing definitions, examples and some example questions that are difficult for junior high school students to understand. In terms of language, teaching modules and package books use language that is not straightforward, uncommunicative and difficult to understand because many students do not know the translation of the vocabulary used. To overcome these problems, it is necessary to have teaching materials that can attract the attention of students in learning English in class. In addition, the completeness of the content must also be detailed or detailed and the use of vocabulary that is easy to understand so that students can understand simple past tense material well. In developing teaching materials from this movie, researchers used the ADDIE development model. Researchers carry out all stages of development. From the research process, it is known that the majority of junior high school students consider English as a difficult subject, the material they consider difficult is about grammar. Students find it difficult to understand the difference in the use of tenses and the tenses they find difficult are simple past tense. The teaching materials used are only sourced from module books and student pack books where the content of the material explanation regarding the simple past tense is not very detailed, the language used is difficult to understand and the complexity of the training questions. In addition to factors from teaching materials, another factor is caused by teachers who teach too monotonously, this is based on interviews with students. Students and teachers need teaching materials that are interesting and easily accessible and understood by students.

With the development of technology, researchers developed teaching materials from one of the popular movies, namely the Frozen movie. The reason researchers chose the movie is because there are many enthusiasts from all walks of life, the language used in the dialog is easily understood by junior high school students, and this movie has many moral messages that can be taken by students. The development of teaching materials from this movie is carried out to realize learning objectives and overcome existing problems. After analysis the problems and needs, the researcher designed one of the scenes to be a narrative text because the story in the movie is a fairy tale. The researcher also analysis all the tenses in the movie and there were 7 tenses. After the design stage, researchers developed the scene into a narrative text and made teaching materials for simple past tense material. The content of the teaching materials developed includes the definition of tenses in general, types of tenses, the definition of simple past tense, several functions of simple past tense, to be and to do from simple past tense, the characteristics of the simple past tense, patterns, rules of the English spelling, examples of regular verb, adverb of time, explanation about past tense in narrative text, examples and explanation, narrative text, and practice questions. The example sentences are taken from the dialog in the Frozen movie. In addition, researchers also included basic competencies, core competencies, learning indicators and learning objectives. The inclusion of this is in accordance with the lesson plan used by the English teacher at SMP N 1 Siwalan. The material content and appearance of teaching materials have been validated by material experts and media experts and are suitable for use. After the teaching materials were completed, the researchers carried out the implementation at SMP N 1 Siwalan followed by 89% and included in the feasible category. The score is obtained from the respondent's score in doing the exercise questions in the teaching material. The last stage of the researcher is evaluation, which is obtained from the opinions of students during the implementation process. Some students said to provide Indonesian subtitles on the movie footage presented. Researchers have also improved teaching

materials so that they are ready to be used for the learning process. The researcher also added a file link that contains teaching material and movie footage that is used as teaching material. This aims to make teaching materials easily accessible to teachers and students.

## CONCLUSION

Based on the results of research and data obtained, the difficulty of students in understanding English language material is in grammar material, especially tenses. Learners have difficulty in understanding the different functions of each tenses, the use of verbs, the use of to be, and the preparation of sentences not in accordance with the pattern. In addition, the explanation from the teacher is monotonous, teaching tenses only by using teaching materials from module books or student pack books. Based on these problems, researchers developed teaching materials from Frozen Movie, which is a very popular movie and is loved by many people. The reason researchers chose frozen movie is because the dialog used in the movie is very easy to understand, the pronunciation is very clear and from the results of interviews with students it can be seen that the majority of them have watched the movie. Teaching materials are also equipped with core competencies, basic competencies, learning indicators and learning objectives that are adjusted to the lesson plan. The preparation of teaching materials is also tailored to the needs of students and teachers. The results of the teaching materials developed have also been validated by material experts for the completeness of the content of the material and the use of language and media experts for the overall appearance of teaching materials whether it is suitable for use in the learning process.

## SUGGESTION

Based on the results of this study, suggestions that can be given are as follows:

1. For educators  
Educators can apply the teaching materials that have been developed to overcome difficulties in delivering more detailed material so that students can do learning independently.
2. For students  
Learners can utilize the teaching materials that have been developed to learn independently and can improve their understanding of simple past tense material.
3. For other researchers  
The next researcher can conduct further tests, to find out the effectiveness of using teaching materials for simple past tense material developed from the Frozen movie.

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## **PENGEMBANGAN MEDIA BELAJAR BERBASIS ANIMASI POWERPOINT PADA MATERI BANGUN RUANG UNTUK MEMENUHI KEBUTUHAN PENDIDIK SEBAGAI UPAYA MEWUJUDKAN SUSTAINABLE DEVELOPMENT GOALS (SDG'S)**

**Indika Irkhamni, Muhamad Najibufahmi**

**Prodi Pendidikan Matematika Univesitas Pekalongan**

**indikairkhamni1@gmail.com**

### **ABSTRACT**

*Sustainable Development Goals* (SDG's) tentang pendidikan bertujuan untuk membentuk pendidikan yang berkualitas. Namun realitasnya, kualitas pendidikan di Indonesia masih rendah. Salah satu penyebabnya karena penggunaan media pembelajaran oleh pendidik yang kurang tepat. Hal demikian mengakibatkan rendahnya minat belajar dan pemahaman peserta didik terhadap materi yang diajarkan terutama materi bangun ruang yang membutuhkan visualisasi. Oleh karena itu, dibutuhkan media pembelajaran yang menarik dan dapat menguatkan pemahaman peserta didik. Berdasarkan analisis kebutuhan terhadap media pembelajaran bangun ruang, pendidik membutuhkan media berupa animasi *powerpoint*. Adapun kriteria media yang dibutuhkan pendidik, yaitu jumlah *slide* dan animasi yang tidak terlalu banyak dan tidak terlalu sedikit serta tampilan yang tidak penuh warna. Penelitian ini bertujuan untuk menghasilkan media belajar berbasis animasi *powerpoint* materi bangun ruang yang layak untuk digunakan dalam pembelajaran. Metode penelitian ini merupakan penelitian dan pengembangan menurut Borg and Gall. Metode ini melalui dua tahap, yaitu perencanaan dan pengembangan produk awal. Pengumpulan data dilakukan dengan metode angket yang diberikan kepada pendidik SMA. Adapun instrumen yang digunakan berupa lembar validasi. Metode analisis data yang digunakan berupa metode deskriptif. Hasil perancangan ini berupa media animasi *powerpoint* materi bangun ruang dan hasil validasi. Media animasi *powerpoint* berisi cara penggunaan media, apersepsi, materi, contoh, dan latihan soal. Adapun hasil validasi dari ahli materi dan ahli media menyatakan bahwa media tersebut valid digunakan dalam pembelajaran materi bangun ruang. Berdasarkan hasil penelitian menunjukkan bahwa, (1) media pembelajaran yang dihasilkan memenuhi uji validitas dari ahli media dan ahli materi dengan nilai 0,696 pada kategori tinggi dan ahli media 0,705 pada kategori tinggi.

**Key Words** : Animasi *Powerpoint*, Bangun Ruang, Media Pembelajaran Interaktif, *Sustainable Development Goal's*.

### **PENDAHULUAN**

*Sustainable development goal's* merupakan suatu agenda baru yang dianggap layak dan mampu melaksanakan pembangunan berkelanjutan di Indonesia. Agenda SDG's dianggap lebih baik dari *Millenium Development Goal's* dengan kemampuan SDG's dalam mengkolaborasikan programnya. Orientasi-orientasi strategis tujuan pembangunan berkelanjutan ini diharapkan dapat meningkatkan kualitas pendidikan mengingat kondisi pendidikan di Indonesia yang tengah mengalami tantangan dan hambatan dalam pelaksanaannya. Pendidikan di Indonesia mengalami hambatan yang berarti dengan dihadapkannya sektor pendidikan pada masa pandemi. Kondisi pendidikan di masa pandemi memaksa kebijakan pendidikan agar melakukan pendidikan jarak jauh yang belum pernah dipraktikkan oleh Indonesia sebelumnya (Sun, Tang, & Zuo, 2020). Menurut Yunitasari dan Hanifah (2020), pelaksanaan pendidikan yang dilakukan dengan jarak jauh menyebabkan menurunnya minat belajar dan kurangnya pemahaman peserta didik mengenai materi yang diajarkan. Selain itu, pendidik mengalami kesulitan dalam menyampaikan materi agar mampu dipahami oleh peserta didik dan mampu menumbuhkan minat belajar peserta didik meskipun pembelajaram dilakukan secara jarak jauh. Oleh karena itu, dalam menghadapi tantangan kondisi pendidikan Indonesia agar mampu menyeimbangi kesulitan pembelajaran di masa pandemi serta untuk membawa pendidikan Indonesia menuju berkualitas di Era

*Sustainable Development Goal's* dibutuhkan media pembelajaran yang menarik dan interaktif agar dapat memberikan pemahaman dan minat belajar peserta didik.

Penggunaan media pembelajaran kreatif dan interaktif dapat menumbuhkan minat belajar peserta didik yang berdampak baik pada pemahaman konsep dari materi yang diajarkan terutama pada mata pelajaran bersifat abstrak seperti matematika. Pada mata pelajaran Matematika terdapat materi bangun ruang yang membutuhkan visualisasi terhadap suatu media. Peserta didik membutuhkan adanya media yang dapat membantu dalam mengilustrasikan bentuk-bentuk dari bangun ruang untuk kemudian menyelesaikan permasalahan yang ada. Oleh karena itu, dibutuhkan media belajar yang menarik dan interaktif sehingga dapat menumbuhkan minat belajar peserta didik pada masa pandemi dan pemahaman peserta didik terhadap materi bangun ruang dapat dikuatkan oleh pendidik dalam pembelajaran jarak jauh. Salah satu media belajar tersebut berupa animasi *powerpoint*. Hal ini sejalan dengan penelitian yang telah dilakukan oleh Irkhamni dan Izza (2021) menyebutkan bahwa dalam menumbuhkan minat belajar dan menguatkan pemahaman peserta didik terhadap materi bangun ruang dibutuhkan media belajar berupa animasi *powerpoint* oleh pendidik. Adapun kriteria media yang dibutuhkan pendidik, yaitu jumlah *slide* dan animasi yang tidak banyak dan sedikit serta tampilan yang tidak penuh warna.

Berdasarkan uraian latar belakang tersebut, dilakukan penelitian pengembangan Animasi *Powerpoint* pada Materi Bangun Ruang untuk Memenuhi Kebutuhan Pendidik sebagai Upaya Mewujudkan *Sustainable Development Goals* (SDG's) dengan rumusan permasalahan, yaitu (1) apakah media belajar berbasis animasi *powerpoint* materi bangun ruang layak menurut pendapat ahli media?, (2) apakah media belajar berbasis animasi *powerpoint* materi bangun ruang layak menurut pendapat ahli materi? Adapun tujuan penelitian ini adalah (1) untuk mengetahui media belajar berbasis animasi *powerpoint* materi bangun ruang layak menurut pendapat ahli media, (2) untuk mengetahui media belajar berbasis animasi *powerpoint* materi bangun ruang layak menurut pendapat ahli materi ahli materi dan ahli media. Berikut penjelasan ringkas mengenai masing-masing variabel dalam penelitian ini.

### **1. Animasi Powerpoint**

*Powerpoint* termasuk media yang mencakup aspek teks, visual, dan video yang dapat digunakan sebagai media pembelajaran yang membantu peserta didik untuk memahami materi dengan baik. Sesuai dengan pendapat Borboa, Joseph, Spake, & Yazdanparast (2017) yang mengemukakan bahwa *powerpoint* dapat meningkatkan minat belajar siswa dan menjadikan waktu belajarnya lebih bermakna. *Powerpoint* memiliki kelebihan dalam hal desain serta tampilan yang dapat dibuat dengan mudah. Hal ini dibuktikan dengan penelitian yang dilakukan oleh Sari (2014) yang menyimpulkan bahwa media pembelajaran dengan berbasis *powerpoint* dapat meningkatkan hasil belajar peserta didik. Perangkat *powerpoint* dapat dijadikan sebagai media presentasi yang mendukung dalam hal input gambar serta audio sehingga presentasi menjadi lebih menarik dan data meningkatkan respons positif dari peserta didik terkait pembelajaran khususnya pada materi yang memerlukan pemahaman konsep. *Powerpoint* juga memiliki kelebihan yang dapat dengan mudah dibuat dan mampu membangun animasi yang menarik dalam penampilannya. Pada dasarnya, animasi merupakan suatu teks maupun objek yang dibentuk sedemikian rupa sehingga tampilan menjadi lebih hidup. Menurut Kamus Besar Bahasa Indonesia (KBBI) edisi V, animasi merupakan sebuah film yang berbentuk rangkaian gambar atau lukisan yang ketika diputar tampak di layar menjadi bergerak. Animasi dapat

menarik perhatian peserta didik apabila diaplikasikan dengan benar dan baik (Asyhar, 2012). Penggunaan animasi pada *powerpoint* dapat menumbuhkan motivasi belajar peserta didik serta meningkatkan kualitas pembelajaran menjadi lebih interaktif karena terdapat komunikasi antara pendidik dan peserta didik dalam bentuk tulisan maupun animasi-animasi menarik lainnya. Dengan begitu, penggunaan animasi *powerpoint* ialah suatu media pembelajaran yang tepat bagi pendidik untuk dapat menyampaikan mata pelajaran secara interaktif dan menarik kepada peserta didik khususnya pada materi matematika yang membutuhkan pemahaman konsep. Animasi *powerpoint* mampu menumbuhkan minat belajar peserta didik dan menciptakan pemahaman mengenai konsep matematika yang abstrak melalui audio, teks, dan video serta animasi-animasi yang membangun tampilan *powerpoint* menjadi lebih hidup dan menarik serta mampu mengilustrasikan konsep-konsep matematika yang abstrak menjadi nyata.

## **2. Bangun Ruang**

Euclid adalah seorang matematikawan dari Alexandria yang hidup 300 SM (Wikipedia, 2020). Beliau adalah orang yang mengemukakan bahwa bangun ruang adalah dimensi tiga yang terdiri dari panjang, lebar, dan tinggi. Noormandiri (2018) menyebutkan bahwa bangun ruang mempunyai ukuran panjang, luas, dan volume. Bangun ruang terdiri dari beberapa unsur, yaitu diagonal sisi, diagonal ruang, bidang frontal, dan bidang diagonal.

## **3. Media Pembelajaran Interaktif**

Menurut Novianti (2018) bahwa media pembelajaran interaktif merupakan sarana/alat bantu memperjelas penyampaian pesan dari pendidik berupa materi pelajaran yang memungkinkan komunikasi dua arah antara pengguna, yaitu peserta didik dan media melalui pemanfaatan media yang diancang. Perancangan media pembelajaran dengan melibatkan respon pengguna secara aktif. Media tersebut digunakan sebagai media pengajaran yang efektif dengan fasilitas multimedia yang mampu menampilkan teks, suara, gambar bergerak, dan video yang bertujuan memudahkan peserta didik dalam memahami materi yang disampaikan. Selain itu, adanya fasilitas multimedia dapat menarik minat peserta untuk belajar.

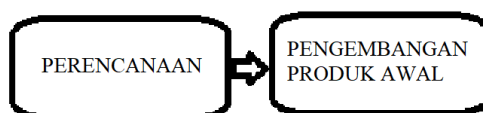
## **4. Sustainable Development Goal's**

Smith, Griggs, Gaffney, et al. (2016) menjelaskan bahwa para presiden dunia berkumpul dalam Perserikatan Bangsa-Bangsa (PBB) di New York membahas mengenai Tujuan Pembangunan Berkelanjutan (TPB) atau *Sustainable Development Goal's* (SDG's) yang merupakan penyempurna dari program Tujuan Pembangunan Milenium (TPM) *Millennium Development Goal's* (MDGs). SDG's merupakan komitmen global dan nasional dalam upaya untuk menyejahterakan masyarakat mencakup 17 tujuan dengan 169 target. 17 tujuan ini menetapkan agenda pembangunan berkelanjutan untuk semua negara yang mencakup pembangunan sosial, pembangunan ekonomi, pembangunan lingkungan, dan pembangunan hukum dan tata kelola. UNESCO (2017) menyebutkan bahwa upaya mewujudkan ke-17 agenda SDG's dibutuhkan orang yang berpengetahuan, berkecakupan, dan mempunyai nilai dan sikap yang dapat berkontribusi pada pembangunan berkelanjutan. Pendidikan sangat penting untuk pencapaian pembangunan berkelanjutan. Pendidikan untuk pembangunan berkelanjutan sangat diperlukan karena memberdayakan peserta didik untuk mengambil keputusan yang tepat dan bertindak secara bertanggung jawab untuk integritas lingkungan, kelangsungan ekonomi, dan masyarakat yang adil untuk generasi sekarang dan masa

depan. Berdasarkan hal di atas, peningkatan sumber daya manusia yang berkualitas akan memacu pencapaian terhadap tujuan dan sasaran dari SDG's.

## METODE PENELITIAN

Metode yang digunakan dalam penelitian ini adalah metode penelitian dan pengembangan (*research and development*). Terdapat beberapa tahapan model penelitian dan pengembangan Borg and Gall (Sugiyono, 2016), yaitu penelitian dan pengumpulan informasi, perencanaan, mengembangkan produk awal, pengujian lapangan awal, revisi produk utama, uji coba lapangan utama, revisi produk operasional, uji coba lapangan operasional, revisi produk akhir, serta mendesiminasikan, dan mengimplementasikan produk. Penelitian ini menggunakan dua tahapan, yaitu tahap perencanaan dan tahap pengembangan produk awal.



Gambar 1. Tahap Penelitian

Adapun langkah-langkah yang digunakan dalam tahap perencanaan, yaitu sebagai berikut:

- a. Menentukan kompetensi dasar mata pelajaran dan subbab yang akan dibahas dalam animasi *Powerpoint*.
- b. Menentukan sumber bahan ajar atau referensi materi.
- c. Membuat instrumen validasi.

Kualitas produk yang dikembangkan perlu diketahui dengan melakukan validasi produk. Pengumpulan data yang dilakukan dengan metode angket yang diberikan kepada pendidik SMA sederajat. Data dari angket tersebut dibutuhkan untuk memberikan gambaran tentang kualitas dari produk yang dihasilkan baik dari segi materi maupun segi media. Untuk mengukur validitas perlu disusun instrumen. Instrumen yang digunakan berupa lembar validasi yang diberikan kepada beberapa pihak sebagai validator. Instrumen validasi ahli materi terdiri dari tujuh pertanyaan yang mencakup beberapa aspek, yaitu aspek tujuan, aspek bahasa, dan aspek isi. Sementara itu, instrumen validasi ahli media terdiri dari empat belas pertanyaan yang mencakup aspek format media belajar, aspek ilustrasi, dan aspek video.

Produk ini divalidasi oleh ahli materi dan ahli media yang merupakan guru matematika. Metode analisis data yang digunakan berupa data deskriptif, yaitu tinjauan dan saran dari ahli materi dan ahli media sesuai dengan pengembangan yang dilakukan. Skor validasi dari validator dihitung dengan menggunakan rumus V Aiken (Azwar dalam Lestari, 2016) yaitu  $V = \frac{\sum (r - I_0)}{n(c - 1)}$

Keterangan :

V = Indeks validitas Aiken

lo = angka penilaian validitas terendah

c = angka penilaian validitas tertinggi

r = angka yang diberikan seorang penilai

n = jumlah semua ahli

Rentang angka  $V$  yang diperoleh adalah antara 0 sampai dengan 1. Adapun kriteria validasi menurut Arifin dalam Lestari (2016) disajikan pada tabel berikut:

Tabel 1 Kriteria Validasi

$0,8 \leq V \leq 1$	Validitas sangat tinggi
$0,6 \leq V \leq 0,8$	Validitas tinggi
$0,4 \leq V \leq 0,6$	Validitas sedang
$0,2 \leq V \leq 0,4$	Validitas rendah
$0 \leq V \leq 0,2$	Validitas sangat rendah

## HASIL DAN PEMBAHASAN

### 1. Media Belajar Berbasis Animasi Powerpoint Materi Bangun Ruang yang Menarik dan Interaktif

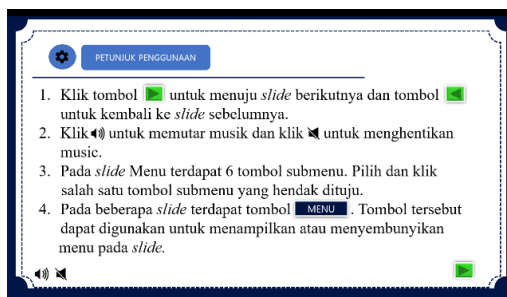
Media belajar berbasis animasi *powerpoint* disusun dengan masing-masing slide bertuliskan hal-hal yang akan disampaikan meliputi kompetensi dasar, apersepsi, materi, contoh soal, latihan soal, daftar pustaka, dan penyusun. Media belajar berbasis animasi *powerpoint* ini didesain dengan kesan menarik serta interaktif yang terdiri dari 27 slide dan disertai dengan musik yang mengiringi pada tiap slidennya. Penyampaian materi ditampilkan secara bertahap atau muncul satu persatu pada tiap kalimatnya. Hal ini bertujuan untuk memberikan kesan interaktif kepada peserta didik sehingga peserta didik akan lebih memerhatikan tiap kata yang muncul. Pada tiap slide dalam *powerpoint* juga diberikan animasi-animasi yang mendukung media belajar agar menjadi lebih menarik. Dengan begitu, minat belajar peserta didik akan meningkat dengan adanya variasi media belajar yang tidak monoton.

Media belajar yang didesain dapat dilihat pada gambar-gambar *slide* berikut.



Gambar 2. Tampilan Awal

Gambar 2 merupakan slide pertama dari *powerpoint* disusun sesuai dengan materi yang akan diajarkan, yakni dengan menampilkan judul “Bangun Ruang” serta diberikan animasi-animasi terkait bangun ruang, seperti gambar kubus, balok, kerucut, segitiga dan sebagainya. Dalam memberikan kesan menarik pada peserta didik. Tampilan awal *powerpoint* didesain dengan adanya gambar sekolah dan anak-anak sekolah serta adanya suara musik yang mengiringi. Suara musik dapat didengar dengan menekan tombol “*sound*” kemudian penyampaian materi dapat dimulai dengan menekan tombol “mulai”.

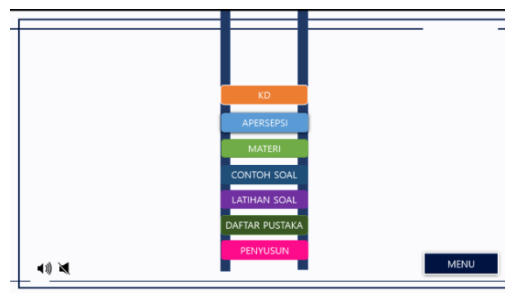


Gambar 3. Tampilan Petunjuk Penggunaan

Gambar 3 merupakan tampilan pada *slide* kedua berisi tentang petunjuk penggunaan media belajar berbasis animasi *powerpoint*. Dalam halaman ini, terdiri dari cara berpindah pada *slide* selanjutnya atau sebelumnya, cara memutar dan menghentikan musik, cara menampilkan dan menyembunyikan submenu, cara melihat materi dan submateri, cara menampilkan contoh soal dan jawabannya, cara mengerjakan latihan soal dan mengetahui letak benar dan kesalahan jawaban serta cara untuk keluar dari media belajar.

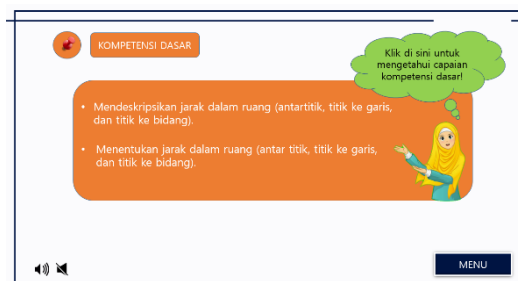


Gambar 4. Tampilan Menu Utama



Gambar 5. Tampilan Menu pada Beberapa *Slide*

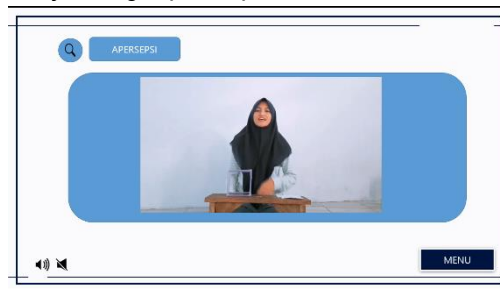
Gambar 4 menunjukkan *slide* ketiga dari *powerpoint* menampilkan menu dari media belajar. Tampilan menu didesain dengan warn-warni pada tiap submenunya agar pendidik lebih mudah membedakan tiap-tiap submenu yang akan dipilih. Submenu tersebut terdiri dari kompetensi dasar, apersepsi, materi, contoh soal, latihan soal, daftar pustaka, dan penyusun. Kemudian, pendidik dapat memilih submenu yang akan ditampilkan dengan menekan submenu yang ada. Selain itu, gambar 5 menunjukkan adanya menu yang dibuat *drop down* pada beberapa *slide* tertentu, seperti pada slide kompetensi dasar, apersepsi, materi, contoh soal, latihan soal bagian akhir, dan daftar pustaka. Tujuan menu *drop down* tampilan pada gambar 5 adalah untuk mempermudah dalam mengontrol media belajar berpindah *slide*.



Gambar 6. Tampilan Kompetensi Dasar

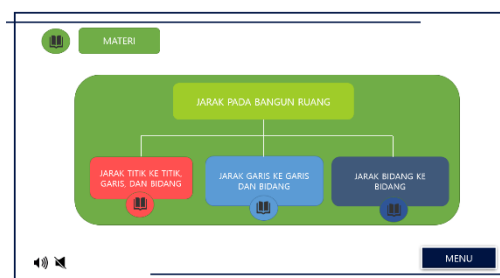
Gambar 6 adalah *slide* keempat, tertera kompetensi dasar yang menjadi acuan pendidik dalam mengajarkan materi. Desain kompetensi dasar dibuat dengan menampilkannya secara bertahap, yakni

dengan menekan tombol yang bertuliskan “Klik di sini untuk mengetahui capaian kompetensi dasar!” terlebih dahulu. Hal tersebut bertujuan agar *powerpoint* terkesan lebih interaktif.



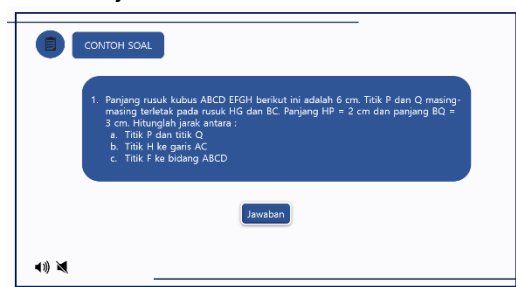
Gambar 7. Tampilan Apersepsi

Gambar 7 merupakan *slide* kelima diberikan apersepsi yang bertujuan untuk mengingatkan kembali kepada peserta didik terkait materi bangun ruang yang akan diajarkan sebelum melangkah pada pembelajaran berikutnya. Apersepsi yang disampaikan mencakup makna atau definisi dari bangun ruang serta unsur-unsur dalam bangun ruang. Pada tampilan ini, apersepsi disampaikan dengan berbentuk video yang dimasukkan dalam *slide powerpoint*. Dengan begitu, penyampaian apersepsi akan lebih jelas dan memahamkan bagi peserta didik.

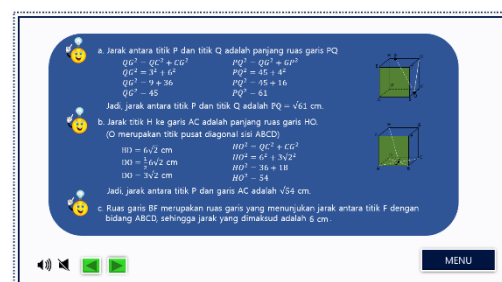


Gambar 8. Tampilan Submateri

Dalam menampilkan materi yang akan diajarkan, pendidik dapat menekan tombol menu yang terletak di pojok kanan bawah pada bagian apersepsi. Tampilan materi pada *powerpoint* terdiri dari tiga subbab materi jarak pada bangun ruang, yakni jarak titik ke titik, garis dan bidang; jarak titik ke garis, dan bidang; dan jarak bidang ke bidang, seperti pada Gambar 8. Kemudian untuk melanjutkan pembahasan materi, pendidik dapat menekan tombol tiap subbab materinya. Tampilan tiap subbab materi juga dibuat menarik dengan adanya animasi-animasi yang mendukung serta kemunculan tiap kalimat secara bertahap. Dengan demikian, penyampaian materi akan berlangsung lebih interaktif meskipun dilakukan dengan media belajar.

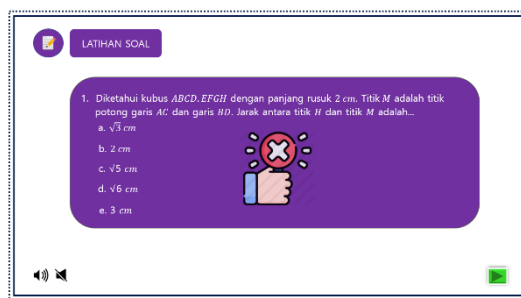


Gambar 9. Tampilan Contoh soal



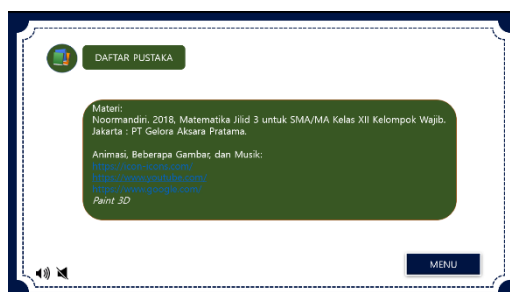
Gambar 10. Tampilan jawaban

Tampilan contoh soal dapat dilihat dengan menekan tombol menu pada bagian materi yang terletak di pojok kanan bawah, kemudian memilih tombol contoh soal pada submenu yang keluar. Pada *slide* ini, akan disampaikan contoh soal dari materi yang diajarkan serta dapat mengetahui jawabannya dengan menekan tombol “jawaban” yang terletak di bawah kolom soal seperti pada gambar 9. Gambar 10 merupakan tampilan jawaban tertera cara penyelesaian dari soal-soal pada *slide* sebelumnya yang didesain dengan animasi-animasi menarik serta penampilan tiap jawaban yang dibuat secara bertahap.



Gambar 11. Tampilan Latihan Soal

Gambar 11 merupakan tampilan latihan soal terdiri dari 10 soal mengenai jarak pada bangun ruang yang telah diajarkan pada penyampaian materi sebelumnya. Dalam hal ini, peserta didik dapat mengerjakan soal dalam bukunya masing-masing kemudian menekan tombol a/b/c/d yang terdapat pada pilihan jawaban dari soal. Kemudian akan keluar animasi salah dan benar ketika siswa selesai mengerjakan soal.



Gambar 12. Tampilan Daftar Pustaka

Gambar 12 ditampilkan daftar pustaka sebagai informasi buku yang dirujuk atau digunakan pendidik dalam menyampaikan materi serta sumber animasi, gambar, dan musik yang digunakan.



Gambar 13. Tampilan Penyusun

Gambar 13 merupakan *slide* terakhir yang terdapat nama penyusun atau pendidik dengan dilengkapi logo universitas serta animasi-animasi yang mendukung media belajar terlihat lebih menarik.

## 2. Hasil Validasi Media Belajar Berbasis Animasi Powerpoint Materi Bangun Ruang

Pengembangan media belajar dengan menggunakan *powerpoint* ini menghasilkan media belajar berbasis animasi *powerpoint* pada materi bangun ruang. Media ini divalidasi oleh tiga validator dan mendapatkan masukan dari beberapa validator, di antaranya media perlu dibuat lebih interaktif, diberikan skor untuk penilaian pada latihan soal, serta diberikan kejelasan *powerpoint* versi tahun berapa supaya produk dapat digunakan.. Validasi dibuat untuk memberikan kevalidan media belajar. Adapun hasil validasi disajikan pada Tabel 2.

Tabel 2. Hasil Validasi

Validator	Nilai Validitas	Kategori
Ahli materi	0.696	Tinggi
Ahli media	0.705	Tinggi

Berdasarkan nilai validitas yang dilakukan dengan menggunakan rumus Aiken's V oleh ahli materi dan ahli media dapat disimpulkan bahwa media belajar berbasis animasi *powerpoint* pada materi bangun ruang dinyatakan valid dan dapat dilanjutkan ke tahap berikutnya.

## SIMPULAN

Penggunaan media pembelajaran yang kreatif dan interaktif berperan penting terhadap peningkatan minat belajar dan pemahaman peserta didik terkait materi bangun ruang yang membutuhkan visualisasi. Oleh karena itu, dibutuhkan pengembangan media pembelajaran yang menarik dan interaktif sehingga dapat menguatkan pemahaman peserta didik berupa media animasi *powerpoint*.

Media pembelajaran berbasis animasi *powerpoint* valid dan layak digunakan oleh pendidik dalam melaksanakan pembelajaran pada materi bangun ruang. Dalam hal ini ahli media dan ahli materi berturut-turut menghasilkan media yang dikembangkan memenuhi kategori tinggi dengan nilai 0,696 dan 0,705. Selain itu, adanya media pembelajaran berbasis animasi *powerpoint* ini menjadi solusi dalam meningkatkan kualitas pendidikan mengingat kondisi pendidikan di Indonesia yang tengah menghadapi tantangan dan hambatan dalam pelaksanaannya di masa pandemi serta membawa pendidikan Indonesia menuju berkualitas di Era *Sustainable Development Goal's*.

Berdasarkan penelitian, maka media pembelajaran animasi *powerpoint* yang dikembangkan sudah valid. Namun, perlu dilakukan tindak lanjut pada hasil penelitian, yaitu melaksanakan langkah-langkah pengembangan media menurut Borg and Gall sampai selesai. Hal tersebut meliputi uji kepraktisan dan uji efektifitas produk.

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## **A NEED ANALYSIS OF ENGLISH FOR TEACHER TRAINING AND EDUCATION STUDENTS AT PEKALONGAN UNIVERSITY**

**Sinta Budiyantri, Pradnya Permanasari**

**Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pekalongan**  
**[sintabudiyantri7@gmail.com](mailto:sintabudiyantri7@gmail.com)**

### **ABSTRACT**

Learning English for Specific Purposes (ESP) is very important for students in any major, and learning ESP is familiar to the needs analysis that has the purpose to find out the needs of students before learning is carried out in order to achieve an expected goal. Therefore, this study was made focus on English for Academic Purposes (EAP), in order to find out students' needs for English for their study program and job prospects. This research was conducted at the Faculty of Teacher Training and Education, University of Pekalongan, with 3 study programs namely the Mathematics Education Department, Indonesian Literature and Education Department, and the English Education Department. From these study programs, students are taught to know the teacher's specific field, so that this research also examines students for their job prospects in English for teachers. The researchers used questionnaires to collect data, and the results found were that almost all students of the Teacher Training and Education Faculty at Pekalongan University were aware of the importance of ESP for their study programs and job prospects. The importance for lecturers to teach English according to their study programs is expected to be able to increase students' expertise in using English according to their fields.

**Key Words:** English for Specific Purposes, English for Academic Purposes, Need Analysis, English for Teacher, Pekalongan University

### **ABSTRAK**

Mempelajari ESP sangat penting bagi mahasiswa di jurusan apapun, dan dalam mempelajari ESP tidaklah asing dengan analisis kebutuhan untuk mengetahui kebutuhan mahasiswa sebelum pembelajaran dilaksanakan guna mencapai suatu tujuan yang telah diharapkan. Oleh karena itu studi ini dibuat, guna mencari tahu kebutuhan mahasiswa akan bahasa Inggris untuk program studi mereka dan prospek kerja. Penelitian ini dilaksanakan di Fakultas Keguruan dan Ilmu Pendidikan Universitas Pekalongan, dengan 3 program studi yaitu Jurusan Pendidikan Matematika, Jurusan Pendidikan Bahasa dan Sastra Indonesia, dan Jurusan Pendidikan Bahasa Inggris. Dari fakultas ini, mahasiswanya diajari untuk tahu dibidang spesifik guru, sehingga penelitian ini juga meneliti mahasiswa untuk prospek kerja mereka pada Bahasa Inggris untuk guru. Peneliti menggunakan kuisisioner untuk mengumpulkan data, dan hasil yang ditemukan adalah bahwa hampir seluruh mahasiswa Fakultas Keguruan dan Ilmu Pendidikan di Universitas Pekalongan menyadari akan pentingnya ESP untuk program studi mereka dan prospek kerja. Pentingnya untuk para dosen mengajarkan Bahasa Inggris sesuai dengan program studi masing-masing diharapkan mampu meningkatkan keahlian mahasiswa dalam penggunaan Bahasa Inggris sesuai bidangnya.

**Kata Kunci:** Bahasa Inggris untuk Tujuan Spesifik, Bahasa Inggris untuk Tujuan Akademik, Analisis Kebutuhan, Bahasa Inggris untuk Guru, Universitas Pekalongan

### **INTRODUCTION**

The need for English in the world has never faded over the time. The role of English as an international language is the reason for the importance of English in the world. In some countries, even English is used as a second language which makes it easier for them to communicate with foreign tourists and further advances the country in the eyes of the international community. Therefore, in this era, English skills are needed in any field, such as in the fields of health, education, law, environment, culture, science, social, communication, technology, etc. Indonesia as a developing country is also participating to increase the use of English as a second language. Various attempts were made, such as the use of English in advertising promotions, the obligation to take the TOEFL test in a certain level to registration in academic field or any field, the use of English in writing to achieve international targets, and so on. Moreover, in this era where the use of social media platforms is increasingly popular, most of those platforms use English. It can be the reason to motivate the youth generation from Indonesia to expert in English.

However, based on news from the online news site [Republika.co.id](http://Republika.co.id) (2023), reported that Indonesia's English Proficiency Index Dropped in Rank 81 out of 111 Countries. From what was announced in the news, this is a continuation of a global language teaching service provider company that launched an English Proficiency Index (EPI) in 2022, which is used as a benchmark for improving English proficiency. One of the solutions is using media which is more interesting in teaching-learning process. Therefore, the role of the teacher in increasing the use of English also cannot be ignored.

Teachers who work in the education sector from this era must be able to mastery in English. Given the importance of English in various fields, this is as the opportunity for teachers to teach their students English for specific purposes (ESP) that fits to their majors. According to Anthony (2018) English for Specific Purposes (ESP) is an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods. While Nadezda, Milorad, and Valentina (2017) stated ESP as a branch of Applied Linguistics in the teaching and learning of English as a Foreign Language (EFL) is intended to utilize English for learners' need on academic, vocational, and occupational. The beginning of ESP was found after the second world war, which then continued to grow bigger, as stated by Ramirez (2015) in her research on the history of ESP which is divided into 3 decades, which are 1960s, 1970s, and 1980s. In those decades many experts defined ESP and it has been updated to the present day. In ESP, students are expected to be able to realize the importance of English in the field they are studying. Which means that English lessons are studied appropriate to the needs of students in their respective fields or job prospects, for example English for nurses, English for lawyer, English for teacher, English for auditor, English for doctor, English for entrepreneur, English for designer, English for artist, English for editor, etc. Hence, as to produce graduates who can compete at the international level and advance the country.

There are two types of ESP which are most popular and trusted by all ESP experts, namely EAP (English for Academic Purpose) and EOP (English for Occupational Purposes). This research focuses on EAP, according to Sakar (2019) defined EAP as a program that focuses on the instruction of the skills required to perform in an English-speaking academic context across core subject areas generally encountered in a university setting. Program may also include a narrow focus on the more specific linguistic demands of a particular area of study, for example business subjects. This research uses Teacher Training and Education Faculty of Pekalongan University as the research subject and the object is a problem that is commonly encountered in the need for ESP. In Teacher Training and Education Faculty, there are 3 departments, namely Mathematics Education Department, English Education Department, and Indonesian Education and Literature Department. The aims of this research are to find out students' perception on the importance of ESP for their study and job prospect, the use of English skills in each department, and whether the English language taught is in accordance with the needs of their department or has not yet. The case that is often found in the problem of the need for English is a lack of awareness of the importance of English by students in Pekalongan University, especially those from majors other than English Education Department. Some people would think that English would not need in any other field. For example, from Indonesian Education and Literature Department, some students would think that they do not need English because they only learn about Indonesian. However, in fact learning Indonesian is not only learning with one language, it is Indonesian. Yet, there are several courses that require English language requirements, one of which is the BIPA course. The BIPA program is a program for learning Indonesian language skills (speaking, writing, reading and listening) for foreign speakers.

BIPA learning requires a curriculum, teaching materials (including bilingual textbooks and dictionaries), appropriate learning methods, and specially designed audio-visual learning media (Kemendikbud, 2023). Students studying BIPA are required to be able to teach foreign speakers to understand and be able to speak Indonesian. From the differences in these two languages, it is hoped that Indonesian Education and Literature students will be able to explain to foreign speakers so that no errors are found in the target language. This is the same case for Mathematics Education Department that there are some course need English, and in this era, there are a lot of international schools or courses which need Math teacher with excellent in English to prepare the Math Olympic or any else.

From all those explanations, it can be seen the importance role of English even in other departments. From this research, it hopes would improve the need of English in Pekalongan University so that the students from Pekalongan University does not just graduate. However, it also produces the best graduates with international competitiveness. The importance of reminding how important English for all fields is the important role of the lecturer as well. In order to produce teacher graduates with international quality, this research was conducted on the Faculty of Teacher Training and Education Department by distributing a number of questionnaires which had to be answered by several participants from three departments. Where the results will be processed and show how much the English language is needed for specific purposes in Teacher Training and Education Faculty of Pekalongan University.

## RESEARCH METHOD

This research used descriptive quantitative method to analyse the English needs by students from Teacher Training and Education Faculty of Pekalongan University. The population of this research was the total students from Teacher Training and Education Faculty of Pekalongan University. As the sample, the researcher chose 12 students from English Education Department, 12 students from Mathematics Education Department, and 12 students from Indonesian Education and Literature Department. The total subject of this research was 36 students and for collecting the data, the researchers used questionnaire and distributed for all participants using Google form. The data analysis of the research was data analysis from the questionnaire distributed by the researchers and has gone through the data collection stage in the previous step. The data from this research used some formulas to calculate the data result, the first was to calculate the Likert scale score, as follow:

**Table 2.1. Likert Scale Score**

Criteria	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Then, the researchers also used percentage technique to calculate answer for each category, as follow:

### Formula:

$$P = \frac{F}{N} \times 100\%$$

### Information:

P= Percentage

F = Frequency of the criterion score

N = Number of total participants

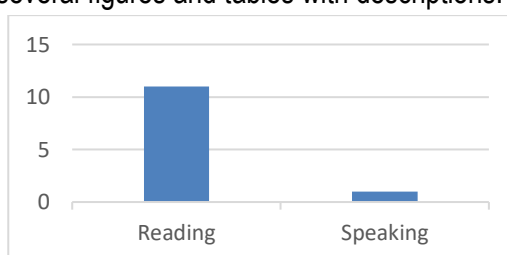
## FINDING AND DISCUSSION

### A. FINDING

The questionnaire was distributed using Google Form so that making it easier for participants to answer each question effectively. The researchers divided this part of this research into 3 parts based on each section of the questionnaire that have been collected by the researcher.

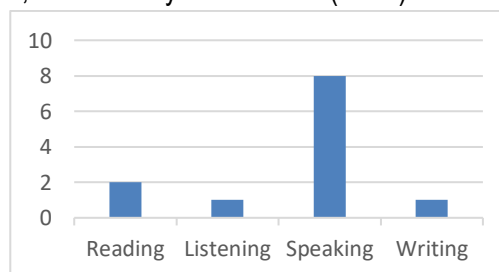
#### 1. Students' Personal Opinion

Students' personal opinion is based on the first section of the questionnaire that has the title 'Identify and Personal Opinion about English'. The participants were asked to fill in personal information and opinion regarding the English that had been taught in their class. Here are the descriptions of each point which is divided into several figures and tables with descriptions.



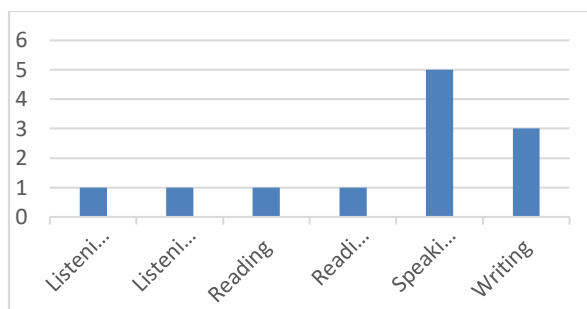
**Figure 3.1. Percentage of Skill Is Mostly Used During Lecture from Mathematic Education**

The result of the Mathematic students' questionnaire in **figure 3.1** above, it can be seen that 11 of 12 Mathematic students (91.7%) chose Reading skill as an English skill is mostly used during lecture, there is only one student (8.3%) chose different skill (Speaking).



**Figure 3.2. Percentage of Skill Is Mostly Used During Lecture from Indonesian Education and Literature Department**

Meanwhile Indonesian Education and Literature Department had more diverse results in mentioning the skills most used during lecture, speaking skills had the highest percentage mentioned by 8 out of 12 students (66.7%) then followed by Reading skills which were mentioned by 2 students (16.7%), and lastly skills Listening and Writing which were both mentioned by one student (8.3%).



**Figure 3.3. Percentage of Skill Is Mostly Used During Lecture from English Education Department**

In English Education Department, the results of question number 3 in the first questionnaire session can be seen even more varied answers, there were 3 students who answered more than one skill which was mostly used during lectures, and speaking skill was the skill mostly used (41%) which proves that English education majors use English as the main language during lectures.

**Table 3.1. Percentage of the Difficulties Using English During Lecture from Mathematic Education Department**

No.	Difficulties using English during Lecture	F	%
1.	Hard to understand	4	33.33
2.	Lack of skill	7	58.33
3.	Technical issue	1	8.33
<b>Total</b>		<b>12</b>	<b>100</b>

The researchers found that there were 3 problems that were found from the Mathematics Department after going through the coding process for classification the difficulties. Based on **table 4.1.** above, it can be seen that more than half of Mathematic students (58.33%) have lack of vocabulary.

**Table 3.2. Percentage of the Difficulties Using English During Lecture from Indonesian Education and Literature Department**

No.	Difficulties using English during Lecture	F	%
1.	Lack of skills	9	75
2.	Lack of experience	2	16.7
3.	Hard to understand	1	8.33
<b>Total</b>		<b>12</b>	<b>100</b>

In Indonesian Education and Literature Department, there were still many of them who found the difficulties in English due to a lack of mastery in each skill (75%), English skill that mostly mentioned for the difficulty is Grammar (58.33%), followed by 2 other students who chose the difficulty in pronunciation (16.7%). This is also related to the lack of experience applied in class.

**Table 3.3. Percentage of the Difficulties Using English During Lecture from English Education Department**

No.	Difficulties using English during Lecture	F	%
1.	Low self-esteem	2	16.7
2.	Lack of skills	7	58.3
3.	Issue with lectures	3	25
<b>Total</b>		<b>12</b>	<b>100</b>

The results of **table 3.3** above, it can be seen that the most common difficulty faced by students of English Education Department is the lack of English skills (58.3%). The skills mentioned vary, such as lack of speaking skill, grammar, vocabulary, and even pronunciation. Then there were 3 students who mentioned problems with the lecturer's explanation during lecture (25%) and were followed by 2 other students (16.7%) who mentioned a lack of confidence.

## 2. Students' Perception on the Importance of English

Students' perception on the importance of English is based on students' current and target needs. Consists of 2 types, for study program and job prospect. In this section the researchers organized the questions in order to find out students' awareness of the importance of English for their current and future situations.

**Table 3.4. Percentage of Students' Perception on the Importance of ESP from Mathematic Education Department**

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Study Program Needs</b>					
1. English is important for my study program	0	0	41.7%	50%	8.3%
2. Studying English helps me to understand some of the English terms in my field of study that I am studying	0	0	33.3%	66.7%	0
3. English has helped in improving my ability to communicate for the needs of my study program	0	16.7%	33.3%	41.7%	8.3%
4. English helps me in making it easier to find article/journal references for scientific writing assignments	0	16.7%	50%	25%	8.3%
5. English helps me to understand a theory of an expert from research of foreign nationality for scientific assignments	0	25%	16.7%	50%	8.3%
<b>Job Prospect Needs</b>					

6. English is important for my job prospects	0	16.7%	8.3%	41.7%	33.3%
7. Studying English helps me to understand some English terms for teachers (syllabus, lesson plan, curriculum, project-based learning (PjBL), student-centered learning, teaching media & method, journal, etc.)	0	16.7%	16.7%	41.7%	25%
8. English speaking skills will help in improving my quality as a teacher	0	8.3%	8.3%	50%	33.3%
9. English language skills have helped me make it easier to find references to interesting learning media for teaching activities	0	25%	25%	33.3%	16.7%
10. English helps me in registering to work as a teacher abroad or for foreign students in Indonesia	0	16.7%	25%	16.7%	41.7%

50% of Mathematics Education students chose to agree English is important for their study program because English helps them to understand some of English terms in their field of study (66.7%), English helps them to improve their communication (41.7%), and English helps them to understand a theory from expert (50%). Meanwhile, in the perception of Mathematics Education students regarding job prospects, 33.3% chose to strongly agree and 41.7% chose to agree that English is important for their job prospects. For the most chosen one, 50% students agree that English speaking skills will help in improving quality as a teacher.

**Table 3.5. Percentage of Students' Perception on the Importance of ESP from Indonesian Education and Literature Department**

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Study Program Needs</b>					
1. English is important for my study program	0	0	16.7%	83.3%	0
2. Studying English helps me to understand some of the English terms in my field of study that I am studying	0	0	8.3%	91.7%	0
3. English has helped in improving my ability to communicate for the needs of my study program	0	8.3%	8.3%	75%	8.3%
4. English helps me in making it easier to find article/journal	0	0	16.7%	83.3%	0%

references for scientific writing assignments					
5. English helps me to understand a theory of an expert from research of foreign nationality for scientific assignments	0	0	16.7%	75%	8.3%
<b>Job Prospect Needs</b>					
6. English is important for my job prospects	0	0	16.7%	66.7%	16.7%
7. Studying English helps me to understand some English terms for teachers (syllabus, lesson plan, curriculum, project-based learning (PjBL), student-centered learning, teaching media & method, journal, etc.)	0	0	8.3%	75%	16.7%
8. English speaking skills will help in improving my quality as a teacher	0	0	0	91.7%	8.3%
9. English language skills have helped me make it easier to find references to interesting learning media for teaching activities	0	0	33.3%	66.7%	0
10. English helps me in registering to work as a teacher abroad or for foreign students in Indonesia	0	0	25%	66.7%	8.3%

The percentage results of student perceptions on the importance of English for study programs and job prospects above, it can be seen that there were more than half of Indonesian Education and Literature Department students agreed that English is important for their study program followed by 91.7% of students agreed that English helps in understanding a number of terms. in their field of study, 75% agreed that English helps me to understand some of the English terms, 83.3% of students agreed that English has helped in improving the ability to communicate, and 75% of students agreed that English helps me in making it easier to find article/journal references for scientific writing assignments. While in terms of job prospects 66.7% of students agreed that English is important for their study program, for the most chosen one, 91.7% students agreed that English speaking skills will help in improving quality as a teacher. However, only few students chose to strongly agree on several question points in **table 3.5.** above

**Table 3.6. Percentage of Students' Perception on the Importance of ESP from English Education Department**

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>Study Program Needs</b>					
1. English is important for my study program	0	0	0	33.3%	66.7%
2. Studying English helps me to understand some of the English terms in my field of study that I am studying	0	0	0	25%	75%
3. English has helped in improving my ability to communicate for the needs of my study program	0	0	0	33.3%	66.7%
4. English helps me in making it easier to find article/journal references for scientific writing assignments	0	0	0	41.7%	58.3%
5. English helps me to understand a theory of an expert from research of foreign nationality for scientific assignments	0	0	0	58.3%	41.7%
<b>Job Prospect Needs</b>					
6. English is important for my job prospects	0	0	8.3%	50%	41.7%
7. Studying English helps me to understand some English terms for teachers (syllabus, lesson plan, curriculum, project-based learning (PjBL), student-centered learning, teaching media & method, journal, etc.)	0	0	0	58.3%	41.7%
8. English speaking skills will help in improving my quality as a teacher	0	0	0	33.3%	66.7%
9. English language skills have helped me make it easier to find references to interesting learning media for teaching activities	0	0	0	50%	50%
10. English helps me in registering to work as a teacher abroad or for foreign students in Indonesia	0	0	8.3%	41.7%	50%

The results of the Percentage of Students' Perception on the Importance of ESP from the English Education Department are that all English Education students agreed that English is important for their study program, with 33.3% of students chose agree and 66.7% chose strongly agree. The most chosen one from **table 3.6.** in Study program Needs is English helps them to understand some of the English terms in their study program. Meanwhile, regarding the need for job prospects, 41.7% of students chose to strongly agree that English is important for their study program. For the most chosen one, 66.7% of English Education students chose 'agree' for English speaking skills will help in improving quality as a teacher.

### 3. Students' Needs of English in Each Skill

This section divided into 2 parts, those are the need of English in each skill according to how the frequency of usage in daily activity and the need for English in each skill outline according to the needs of study program. The researchers analysed the English needs of students from Teacher Training and Education Faculty by analysing based on the use of each skill in their daily activities and the awareness of the need for each skill itself.

**Table 3.7. Percentage of the Need of English in Each Skill According to How the Frequency of Usage in Daily Activity from Mathematic Education Department**

Questions	Never	Rarely	Sometimes	Often	Always
<b>Reading Skill</b>					
Read the documents in English	0	41.7%	25%	33.3%	0
Read journals/articles in English	0	25%	41.7%	33.3%	0
Read International news on the internet	8.3%	50%	16.7%	25%	0
<b>Writing Skill</b>					
Write an English text	0	25%	41.7%	25%	8.3%
Write scientific writing	0	25%	41.7%	25%	8.3%
Take note	0	33.3%	41.7%	25%	0
<b>Listening Skill</b>					
Listen to the conversations of group discussions in English	0	41.7%	16.7%	25%	8.3%
Listen to the conversation in western movies	0	25%	0	50%	25%
Listen to English songs	8.3%	16,7%	0	25%	50%
<b>Speaking Skill</b>					
Speak English in class presentation	16.7%	41.7%	41.7%	0	0
Speak English in every conversation class	16.7%	33.3%	25%	25%	0
Share thoughts with foreign students from international programs (seminars, students exchange, volunteers, etc.)	58.3%	25%	16.7%	0	0

The result based on **table 3.7.** about the percentage of the need of English in each skill according to how the frequency of usage in daily activity for Mathematic Education Department, in reading

skill half of 12 students chose rarely to read international news on the internet or even 1 student chose never, 41.7% students chose rarely to read the documents in English, and 25% students chose rarely in read English journals/article. This proves that the use of reading skill in this class is still rare. In writing skills, 41.7% of students chose 'sometimes' in each point which shows that the use of writing skills is still sometimes. However, for listening skill shows that 50% of students choose to always listen to western music and 50% choose often to listen to conversations in western films which proves that listening skill is used more often among other skills. For the most chosen in speaking skill, 58.3% Mathematic students chose Never to share thoughts with foreign students from international program and 41.7 students chose rarely to speak English in every presentation which means the use of speaking skill is still rare.

**Table 3.8. Percentage of the Need of English in Each Skill According to How the Frequency of Usage in Daily Activity from Indonesian Education and Literature Department**

Questions	Never	Rarely	Sometimes	Often	Always
<b>Reading Skill</b>					
Read the documents in English	8.3%	25%	50%	16.7%	0
Read journals/articles in English	8.3%	25%	50%	16.7%	0
Read International news on the internet	8.3%	16.7%	25%	50%	0
<b>Writing Skill</b>					
Write an English text	0	33.3%	25%	41.7%	0
Write scientific writing	8.3%	16.7%	41.7%	33.3%	0
Take note	16.7%	16.7%	33.3%	33.3%	0
<b>Listening Skill</b>					
Listen to the conversations of group discussions in English	8.3%	16.7%	41.7%	33.3%	0
Listen to the conversation in western movies	0	8.3%	16.7%	58.3%	16.7%
Listen to English songs	0	8.3%	16.7%	50%	25%
<b>Speaking Skill</b>					
Speak English in class presentation	16.7%	41.7%	0	33.3%	8.3%
Speak English in every conversation class	16.7%	33.3%	8.3%	41.7%	0
Share thoughts with foreign students from international programs (seminars, students exchange, volunteers, etc.)	25%	33.3%	8.3%	33.3%	0

The result of the percentage of the need of English in each skill according to how the frequency of usage in daily activity for Indonesian Education and Literature Department, in reading skill 50% students chose sometimes to read the documents and journal/article in English which mean the use of reading skill in Indonesian Education and Literature Department is still

sometimes. In writing skill, 41.7% chose often to write an English text, 33.3% students chose often to write scientific writing and take note which mean the use of writing skill is often. In Listening skill, 58.3% students chose often to listen to the conversation in western movies and 50% students chose often to listen to English song which mean the use of listening skill from Indonesian Education and Literature is often. For the last, speaking skill from Indonesian Education and Literature Department shows 41.7% students chose rarely to speak English which mean the use of speaking skill in Indonesian Education and Literature Department is still rare.

**Table 3.9. Percentage of The Need of English in Each Skill According to How the Frequency of Usage in Daily Activity from English Education Department**

Questions	Never	Rarely	Sometimes	Often	Always
<b>Reading Skill</b>					
Read the documents in English	0	0	50%	41.7%	8.3%
Read journals/articles in English	0	0	50%	33.3%	16.7%
Read International news on the internet	0	8.3%	41.7%	33.3%	16.7%
<b>Writing Skill</b>					
Write an English text	0	0	50%	41.7%	8.3%
Write scientific writing	0	16.7%	33.3%	41.7%	8.3%
Take note	0	8.3%	41.7%	33.3%	16.7%
<b>Listening Skill</b>					
Listen to the conversations of group discussions in English	0	0	33.3%	50%	16.7%
Listen to the conversation in western movies	0	0	16.7%	33.3%	50%
Listen to English songs	0	0	16.7%	16.7%	66.7%
<b>Speaking Skill</b>					
Speak English in class presentation	0	0	16.7%	41.7%	41.7%
Speak English in every conversation class	0	8.3%	33.3%	41.7%	16.7%
Share thoughts with foreign students from international programs (seminars, students exchange, volunteers, etc.)	0	25%	8.3%	58.3%	8.3%

The result of the percentages of the need of English in each skill according to how the frequency of usage in daily activity for English Education Department, it can be seen there were half students from English Education Department in the use of reading skill chose 'sometimes', and it is same case for the use of writing skill. While in Listening skill half students from English Education Department chose always and often. For speaking skill, the most chosen is 58.3% students chose often to share thoughts with foreign students from international programs.

**Table 3.10. Percentage of The Need for English in Each Skill Outline According to The Needs of Study Program for Mathematic Education Department**

Required skills					Skills
Not Important	Less Important	Neutral	Important	Strongly Important	
0	25%	33.3%	25%	16.7%	Speaking
0	25%	41.7%	25%	8.3%	Listening
0	16.7%	33.3%	33.3%	16.7%	Writing
0	16.7%	8.3%	66.7%	8.3%	Reading
0	8.3%	33.3%	41.7%	16.7%	Grammar
0	25%	16.7%	41.7%	16.7%	Vocabulary

Results of percentage in **table 3.10.** above, it can be seen 33.3% Mathematic students chose neutral for speaking skill, 41.7% students chose neutral for listening skill, 33.3% students chose neutral and the other 33.3% students chose important for writing skill, 66.7% students chose important for reading skill, 41.7% students chose important for grammar, and 41.7% students chose important for vocabulary.

**Table 3.11. Percentage of The Need for English in Each Skill Outline According to The Needs of Study Program from Indonesian Education and Literature Department**

Required skills					Skills
Not Important	Less Important	Neutral	Important	Strongly Important	
0	0	0	91.7%	8.3%	Speaking
0	0	50%	50%	0	Listening
0	8.3%	25%	66.7%	0	Writing
0	16.7%	16.7%	66.7%	0	Reading
0	16.7%	25%	58.3%	0	Grammar
0	0	41.7%	58.3%	0	Vocabulary

Results of percentage in **table 3.11.** above, it can be seen 91.7% Indonesian Education and Literature students chose important for speaking skill, 50% students chose important and the other 50% students chose neutral for listening skill, 66.7% students chose important for writing skill, 66.7% students chose important for reading skill, 58.3% students chose important for grammar, and 58.3% students chose important for vocabulary.

**Table 3.12. Percentage of The Need for English in Each Skill Outline According to The Needs of Study Program from English Education Department**

Required skills					Skills
Not Important	Less Important	Neutral	Important	Strongly Important	
0	0	0	50%	50%	Speaking
0	0	8.3%	41.7%	50%	Listening
0	0	0	50%	50%	Writing
0	0	0	50%	50%	Reading

0	0	0	50%	50%	Grammar
0	0	0	50%	50%	Vocabulary

Results of percentages in **table 3.12.** above, it can be seen the similarities of the percentage for each skill. Half of the students from English Education Department chose 'important' and the other students chose 'strongly important', only in the listening skill section, there was 1 student who chose 'neutral'.

**Table 3.13. Percentage of ESP course in study program helps in the following areas from Mathematic Education Department**

Skills	ESP course in study program helps in the following areas				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Speaking	0	8.3%	41.7%	41.7%	8.3%
Listening	0	25%	16.7%	58.3%	0
Writing	0	25%	25%	50%	0
Reading	0	8.3%	25%	66.7%	0
Grammar	0	16.7%	25%	41.7%	16.7%
Vocabulary	0	16.7%	8.3%	66.7%	8.3%

Results of percentage in **table 3.13.** above, it can be seen 41.7% Mathematic students chose agree and 41.7% chose neutral for speaking skill, 58.3% students chose agree for listening skill, 50% students chose agree for writing skill, 66.7% students chose agree for reading skill, 41.7% students chose agree for grammar, and 66.7% students chose agree for vocabulary.

**Table 3.14. ESP course in study program helps in the following areas from Indonesian Education and Literature Department**

Skills	ESP course in my study program helps in the following areas				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Speaking	0	0	25%	66.7%	8.3%
Listening	0	8.3%	33.3%	58.3%	0
Writing	0	8.3%	33.3%	58.3%	0
Reading	0	8.3%	25%	66.7%	0
Grammar	0	8.3%	41.7%	50%	0
Vocabulary	0	0	50%	50%	0

Results of percentage in **table 3.14.** above, it can be seen 66.7% Indonesian Education and Literature students chose agree and 8.3% chose 'strongly agree' for speaking skill, 58.3% students chose agree for listening skill, 58.3% students chose agree for writing skill, 66.7% students chose agree for reading skill, 50% students chose agree for grammar, and 50% students chose agree and the other 50% chose neutral for vocabulary.

**Table 3.15. ESP course in study program helps in the following areas from English Education Department**

Skills	ESP course in my study program helps in the following areas				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Speaking	0	0	8.3%	41.7%	50%
Listening	0	0	8.3%	50%	41.7%
Writing	0	0	0	50%	50%
Reading	0	0	0	58.3%	41.7%
Grammar	0	0	0	50%	50%
Vocabulary	0	0	0	50%	50%

Results of percentage in **table 4.15.** above, it can be seen 50% English Education students chose 'strongly agree' for speaking skill, 41.7% students chose 'strongly agree' for listening skill, 50% students chose 'strongly agree' for writing skill, 41.7% students chose 'strongly agree' for reading skill, 50% students chose strongly agree for grammar, and 50% students chose strongly agree for vocabulary.

## B. DISCUSSION

Based on the findings of this research above, in the process of analysing the needs of English for students at the Teacher Training and Education Faculty of Pekalongan University, here are the conclusions by the researchers from the findings described above as follow:

1. These three study programs from Teacher Training and Education Faculty of Pekalongan University demonstrated awareness of the importance of English for their study programs and job prospects that can be seen from **table 3.4., 3.5., and 3.6.** It means for the lecturers (especially lecturers in English courses) are expected to be able to improve their learning strategies to suit the needs of students in each study program so that the learning outcomes obtained by students are in accordance with their learning goals.
2. From the English skill that mostly used in each department, the researchers found out that for the Indonesian Education and Literature Department and English Education Department, speaking was chosen as the skill mostly used, while the Mathematics Education Department chose reading skill. Even though each of the three study programs selects 1 skill that as the most used, this does not mean that other skills are not important. However, it will be very helpful if the lecturer focuses on the chosen skill rather than other skills because it fits the needs of students.
3. Based on the current situation of the three departments of Teacher Training and Education Faculty at Pekalongan University, the difficulties that almost all of students faced is a lack of mastery of skills. The researcher can conclude that this is as the main reason for the emergence of other problems that have been mentioned by several other students such as lack of confidence, difficulty for understanding the material, and difficulty for hearing the lecturer's explanation. The lack of vocabulary and grammar are the most chosen from the lack of skills. Increasing reading activities can be one of the best solutions, the lecturer needs to are expected to be able to find ways on how students can improve their English skills. Interest in learning methods and media can be a solution, such as stories that

written in English, international news from official international websites, or watching western films with English subtitles can help improve reading skills but are not outdated and seem interesting for lecturers to implement in lectures.

4. Based on the current situation of using each skill for daily activities, the three departments of Teacher Training and Education Faculty most often use English skills to listen western songs and movies. The researchers conclude that the use of English skills depends on the media and content provided, and has a relationship with current global trends same as by the researchers explained above. Meanwhile, the use of speaking skills to join international programs is only most often carried out by English Education students. When it comes to western songs and movies, the current global trend will be followed by anyone regardless of their specific field. However, in a formal program, it will only be attended by someone who has specific needs in their field.
5. Based on the analysis target, it is divided into 2 categories, namely for study needs and job prospects. In the field of study, the three department from Teacher Training and Education Faculty mostly chose learning English can help them understand the terms in each study program. And for job prospects, it is expected that English can improve their quality as a teacher in the future. Along with the development of English by times to times, the use of English has increased along with the large number of theories originating from abroad, giving rise to the use of English for certain terms in various fields and this is what these three study programs students hope to get from studying English for their field of study.

## CONCLUSION

From three study programs of Teacher Training and Education Faculty, Pekalongan University, the researchers found out that students of these three study programs are aware of the importance of English for their study programs and job prospects. There are two statements are mostly chosen by the three study programs that related with the target situation analysis. In English for study program, it is English that helps to understand some of the English terms in their field of study and English for prospect job, the statement which is mostly chosen, it is English speaking skills will help in improving the quality as a teacher. From these results it can be concluded that students from Teacher Training and Education Faculty have begun to be more open-minded in the understanding for the opportunities of knowledge and job prospects more broadly at a higher level such as in global competition.

In the analysis of the English needs for these three study programs, the researchers found similarities in the Indonesian Education and Literature Department and English Education Department. These two study programs have mentioned all skills as the skill mostly used, and the highest percentage results are in speaking skills. Indonesian Education and Literature students chose speaking skill as the most required skill, and for English Education students chose all skills including speaking as the most required. It can be concluding that they need all skills especially for English Education students as the future English teacher, but Indonesian Education and Literature students mostly need to focus in the improvement of speaking skills that fits with their needs. Whereas for Mathematic Education Department, 11 from 12 students agreed that reading is the most needed and useful skill. The most common difficulty encountered by the three study programs is a lack of skills. From the problem encountered, the researchers conclude this was caused by a lack of experience in implementing the use of English in daily activity. The use of interesting and up-to-date learning methods and media can be a solution for lecturers in improving students' skills in their daily activities, from this research students from these three study programs showed an interest in listening to western songs and films which are as a great example for the interesting

instructional media in teaching-learning process. That means lecturers can take advantage of existing media such as gadget or other easily accessible media around them in meeting the English needs for students of Teacher Training and Education Faculty, Pekalongan University according to their target and current situation.

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## **STUDENTS' ABILITY IN READING COMPREHENSION OF RECOUNT TEXT ( A CASE STUDY AT THE TENTH GRADE OF SMKN 1 PEMALANG IN THE ACADEMIC YEAR OF 2022/2023)**

**Syaeri Laelatul Awalia, Pradnya Permanasari**

**Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pekalongan**

**[syaeriawalia@gmail.com](mailto:syaeriawalia@gmail.com)**

### **ABSTRACT**

The purpose of this research is to find out and describe students' ability to read texts, find difficulties faced by students and describe the factors that influence the reading comprehension of class X students of SMKN 1 Pemalang in the academic year 2022/2023 in reading comprehension of recount texts. In this study, a qualitative descriptive method was used to analyze reading comprehension of recount texts. The results of this study indicate that students' ability to read texts is considered weak at 57.74% (poor). Students' difficulties in reading comprehension of text recount seen from the perspective of mechanical ability and comprehension. Nearly 50% of the 31 students answered that they did not understand reading comprehension texts, especially those who gave several reasons. Just as they do not understand text material in depth, they also have difficulty understanding English texts, making them unable to read and understand texts. And from the factors faced by students in reading comprehension of recount text factors according to students, physical health can hinder reading, some students answered that they needed to find other learning resources related to reading and comprehension, some students answered that they were interested in reading comprehension but there are factors that do not support them in learning to read, namely environmental factors.

**Key Words** : Students' Ability, Reading Comprehension, Recount Text.

### **INTRODUCTION**

As an international language, English is one of the subjects studied by High School or Vocational High School students. Students are expected to be able to understand various ideas, information, thoughts, opinions, and feelings through oral or written communication.

In learning English, there are 4 skills in language, namely listening, speaking, writing, and reading. In learning English at school, students must master several skills, namely speaking, reading, listening, and writing (Haerazi et al., 2019). As one of the language skills, reading is very important for students in Indonesia. With this reading skill, students' knowledge gradually increases and can develop other language skills. In addition, the knowledge and experience gained from reading can make broad intellectual abilities (Aziz et al., 2019). This skill is very necessary for students to deal with the increasing application of English in everyday life. In the learning process, students are required to understand and respond to the meaning of short functional texts and essays in everyday life. Reading is one of the skills in a language that must be mastered by every student in capturing an idea in writing. Reading is one of the activities that is often carried out in everyday life, especially during the learning process. Through this reading process, the reader gets various information from what is read. If readers have good reading skills, they will have better opportunities in learning.

Mastering reading skills is important in learning English, as Tarigan (2015:7) has states that "Reading is a process that is carried out and used by readers to get messages, which the researchers wants to convey through words/written language". The importance of mastering reading skills is also stated by Sharon (2002) as quoted by Abdillah (2003:1-2), that 70% -90% of teaching and learning activities in the classroom depend on reading materials such as books. This means that students must become good readers so that they can understand the contents of the books they read. For this reason, students are required to have the ability to understand various types of text, one of which is recount text. The research

began by examining the ability of class X students of SMKN 1 Pematang in the 2022/2023 academic year in reading Recount Text.

SMKN 1 Pematang is one of the State Vocational Schools in Pematang. As a formal institution, this school also provides English lessons to students, especially reading skills. English is very important because it is an international language and as a means of communication and mastery of technology, seeing the condition of students who may have proficiency in English, especially in low reading makes researchers want to explore students' abilities. Reading is one of the language competencies that has an important role where this competence is acquired to develop other people's ideas through the form of books or writing. Reading is a receptive skill that is transactional between the reader and the researchers or an interactive process between the reader and the text. There is a meaning of life reading, namely where reading can provide knowledge for the reader.

Reading is a social process that connects readers with their environment and conditions that relationship. Many students often misunderstand in understanding the text so it is difficult for them to find some information from the text. Reading as part of language competence is very difficult because the process does not only require students to pay attention to the text, but also to translate the letters on the page so that they become appropriate words and meanings that are appropriate and understandable in sentences, paragraphs, and the text as a whole. Reading skills are very basic for students in pursuing future studies. Teaching and learning English in Indonesian educational institutions includes reading skills which are part of language skills. This skill must be mastered by every student. The reason students must have the ability to understand various texts, one of which is recount text, is so that they can capture the content and meaning of the text. Students are expected to be able to read and understand recount text because recount text is a text that retells events or events in the past.

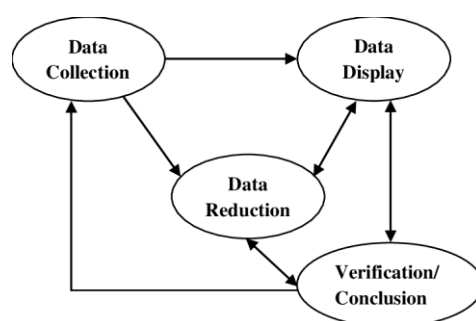
The term Recount has the purpose of describing an incident or events that occurred in the past, for example, accidents, activity reports, and so on. The recount is a type of text that is often used and presented in journals, diaries, personal letters, biographies/autobiographies, travel reports, police reports, sports reports, history, and so on (Depdiknas 2005:24). Not all students can read well, especially in reading recount texts. Many students find it difficult to understand the text and do not understand the meaning of the text. The researchers uses recount text in measuring students' ability in reading comprehension. The author conducted a study entitled "Students' Ability in Reading Comprehension of Recount Text (A Case Study at the Tenth Grade of SMKN 1 Pematang in the 2022/2023 Academic Year).

## **RESEARCH METHOD**

In this study the researchers used qualitative research. Qualitative research method is a method or research method that emphasizes analysis or descriptive. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior. The researchers conducted research at SMKN 1 Pematang, which is located on Jalan Gatot Subroto NO. 31 Malang Regency. Data sources used in this study include primary data sources obtained from the first data source through data collection procedures and techniques in the form of questionnaires and tests, as well as secondary data sources obtained from indirect sources, usually in the form of documentation data and important archives. The secondary data in this study were taken from books, journals and articles, as well as relevant previous research. Determination of data sources on interviewees was carried out purposively, namely selected with certain considerations and goals. The determination of the sample in qualitative research is not based on statistical calculations, so that the result for qualitative researchers

is the completion of information acquisition with a variety of existing variations, not the number of data sources.

In collecting data in this study the researchers used interview and test techniques. Both techniques are used to obtain mutually supporting and complementary data and information about students' ability to read comprehension at SMK N 1 Pematang. In qualitative research, the instruments in data collection are humans, namely the researchers themselves or other people who assist researchers. The researchers asked for help from other people to collect data called interviewers. In collecting data, researchers used instruments in the form of interviews and tests. In this study the analysis technique used is descriptive data analysis technique by collecting factual data and describing it. The data came from all the information obtained from the results of interviews and test results through several stages. After data collection and data recording, the researchers conducted an interaction analysis consisting of data reduction, data presentation, and verification. Technical analysis uses the Milles and Huberman (1994) model.



**Picture 1.**  
**Technique of Analysis (Milles and Huberman 1994)**

In addition, the researchers also want to know the score of the students' test results, the researchers continue further analysis by using the presentation of scores on reading comprehension skills of recount text using the formula:

$$\text{Score} = \frac{\sum \text{right answer} \times 100\%}{\sum \text{items}}$$

## **FINDING AND DISCUSSIONS**

In this chapter on the results of this research and discussion, the results of interviews and multiple choice tests are described in class X SMK N 1 Pematang for the 2022/2023 academic year.

The interview instrument is aimed at answering the problem formulation related to what difficulties students face in reading comprehension of a recount text which contains 5 interview questions taken from several indicators related to aspects of reading comprehension, namely mechanical skills and comprehension skills and to find out what factors affect the ability reading comprehension of students which contains 4 interview questions taken from several indicators related to factors that influence reading comprehension, namely psychological factors, intellectual factors, environmental factors, and psychological factors.

The researchers also used multiple choice test instruments, especially on students' ability to read comprehension of recount texts. This test was in the form of 10 multiple choice questions taken from several indicators, namely the main idea of the recount text in the form of 3 items, identifying certain information from the recount text in the form of 2 items, the generic structure in the recount text in the form of 1 item, the purpose of the recount text in the form of 2 items, as well as the linguistic characteristics of the recount text in the form of 2 items.

## Results and Discussion of Multiple Choice Test

**Table 1**  
**Indicators of Multiple Choice Test**

No.	Indicators	The number items	Total
1.	Students can find the main idea of recount text	1, 9, 10	3
2.	Students can identify specific information from recount text	2, 4	2
3.	Students can find the generic structure of recount text	8	1
4.	Students can find the purpose of the recount text	3, 7	2
5.	Students can find linguistic features from recount text	5, 6	2

### The Students' Score in Reading Comprehension of Recount Text

It can be concluded that class X students majoring in MPLB 3 at SMKN 1 Pematang for the 2022/2023 academic year did poorly in the reading comprehension test with an average of 57.74% (Poor). The results showed that of the 31 students in this study, there were 7 students who were fair of reading recount texts, 16 students who were poor at reading comprehension of recount texts, and 8 students who were very poor in reading comprehension of recount texts.

After finding the scores of the students' test results, the researchers proceeded to further analysis using the presentation of scores on reading skills of recount texts using the formula:

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

Each student's score in reading comprehension of the recount text was analyzed using a percentage score to obtain a descriptive percentage score.

The researchers gave the percentage of data based on aspects of reading skills, namely: understanding the main ideas of recount texts, recognizing the communicative function of recount texts according to social functions. recognize the generic structure of recount text, recognize grammatical words based on

the language features of recount text, recognize the meaning of words based on recount text, recount text references, and recount text information.

The average result of understanding the main idea of the recount text was 72.04%. It can be concluded that these criteria are good. The average result of understanding specific information from recount text was 51.61%. It can be concluded that the criteria are poor. The average result of understanding the generic structure of the recount text was 38.71%. It can be concluded that these criteria are very poor. The average result of understanding Linguistic Features of the recount text was 37.10%. It can be concluded that these criteria are very poor. The average result of understanding the purpose of the recount text was 72.58%. It can be concluded that these criteria are good.

### **Results and Discussion of the Interview**

At the analysis stage carried out by the researchers is to make a list of questions used for interviews with informants. In analyzing this data, the researchers used data reduction, data display, and conclusion drawing or verification. The interview was conducted by asking a number of questions, then the researchers conducted the interview by recording all the informant's answers using a mobile phone, then the researchers recorded the results of the informant's answers that had been recorded on the cellphone. Before analyzing the data that the researchers obtained, it was first collected according to the type of data available, after the data was collected according to their respective types, then the researchers analyzed the data with a method to describe and interpret the existing data. After the data is analyzed, conclusions were drawn by inductive thinking, namely departing from specific conclusions and then drawing general conclusions.

Interviews were conducted with 31 class X students majoring in MPLB 3 at SMKN 1 Pematang for the 2022/2023 academic year. Interviews were conducted using an interview grid instrument that had been made. The related topics are to find out what difficulties students face in reading comprehension of recount texts and to find out what factors influence students' reading comprehension skills.

The results of the analysis of interviews with students are as follows :

1. On questions "Can you read a text, especially recount text by understanding various linguistic elements such as phrases, clause patterns, and sentences?", 20 students answered that they had not been able to read a text, especially recount text according to the types of linguistic elements. 8 students answered that they were able to read a text, especially recount text by understanding the types of linguistic elements. 3 students answered that they could read and understand a text, especially recount text, by paying attention to the types of linguistic elements.
2. On question "Can you read a text, especially recount text by paying attention to the correspondence of spelling and sound patterns?", 11 students answered that they could not read texts, especially recount texts based on spelling and sound patterns properly. 20 students answered that they could read texts, especially recount texts based on spelling and sound patterns well.
3. On question "How is your reading speed in reading a text, especially recount text?", 12 students answered that their speed in reading a text was at a slow speed because the text was in English so they had to know the meaning of each vocabulary first. 19 students answered that their speed in reading a text was at moderate speed by paying attention to the vocabulary in each sentence.
4. On question "Can you understand the meaning and grammar used in the recount text?", 18 students answered that they could not understand the meaning and grammar used in the recount text. 13 students answered that they could understand the meaning and grammar used in the recount text.

5. On question : "If given a recount text, can you understand well the meaning contained in the text?", 12 students answered that they could not properly understand the meaning contained in a text, especially recount text, because they needed to interpret the whole text before they could understand it. 19 students answered that they could understand well the meaning contained in a text, especially recount text.
6. On question : "Do you think physical health affects students in reading and understanding a text?", 22 students answered that according to them physical health could influence them in reading and understanding texts. 9 students answered that according to them physical health did not affect them in reading and understanding texts.
7. On question : "Can you understand if the teacher explains material related to reading comprehension of a text?", 20 students answered that they could understand if the teacher explained material related to reading comprehension of a text. 11 students answered that they did not quite understand or understand if they only got material explanations related to reading comprehension of a text so they had to look for other reference sources first to understand the material.
8. On question : "Does your home environment support you in learning to read comprehension a text?", 4 students answered that their home environment was normal towards supporting them in learning to read and understand texts. 12 students answered that their home environment was not supportive or not supportive enough to support them in learning to read and understand texts for various reasons, for example because they live in a village so their home environment is still unfamiliar with texts, especially in English. 15 students answered that their home environment supports them in learning to read and understand texts.
9. On question : "Do you have motivation and interest in reading comprehension of a text?", 18 students answered that they had motivation and interest in reading comprehension of texts. 13 students answered that they had little or no motivation and interest in reading comprehension texts for various reasons, for example, it was difficult to understand an English text.

## Discussion

From the results of interviews related to the difficulties faced by students in reading comprehension of recount texts, the following results were obtained, based on the aspects of mechanical skills and comprehension skills, the answer was that almost 50% of the 31 students answered that they could not understand a text, especially texts recount, for various reasons such as they don't understand too deeply the material of recount text, according to them English text is a text that is difficult to understand so they are less able to read and understand a text, especially recount text.

As for the results of interviews related to the factors faced by students in reading comprehension of recount texts it can be concluded as follows, based on physical factors, intellectual factors, environmental factors, and psychological factors provide answers that according to some students physical health factors can affect reading comprehension of a text, then according to some students answered that they had to look for other references to study material related to reading and understanding a text, then there were some students who gave answers that they had motivation and interest in learning reading comprehension of a text but there were factors that did not support them in learning reading comprehension of a text namely their environmental factors.

## CONCLUSION

Based on the results of data analysis and research on class X MPLB 3 students of SMKN 1 PEMALANG, the researchers would like to convey a conclusion. The conclusion consists of several points related to students' abilities and the problems faced by students of class X MPLB 3 SMKN 1 Pemalang for the 2022/2023 academic year in reading comprehension of recount texts, namely:

From the results of data analysis, it shows that the students' ability to reading comprehension of recount texts has a poor percentage, which was around 57.74% (Poor). It can be seen from the 31 students in this study, there were 7 students who had the criteria of being quite capable in reading comprehension of recount texts, 16 students had poor criteria in reading comprehension of recount texts, and 8 students had very low criteria in reading comprehension of recount texts. Based on the assignment of students in the aspect of reading comprehension of the main ideas in recount text (72.04%) included in good criteria, aspects of reading comprehension in specific information in recount text (51.61%) included in bad criteria, aspects of reading comprehension in understanding generic structure in recount text (38.71%) is included in the very bad criteria, the aspect of reading comprehension in understanding the linguistic features of the recount text (37.10%) is included in the very bad criteria, the aspect of reading comprehension in understanding the purpose of the recount text (72.58%) is included in the good criteria.

While the results of interviews related to the difficulties faced by students in reading comprehension of recount texts can be concluded as follows, based on the aspects of mechanical skills and comprehension skills, the answer is that almost 50% of the 31 students answered that they could not yet understand a text, especially recount text for various reasons such as they don't understand too deeply the material of recount text, according to them English text is a text that is difficult to understand so they are less able to read and understand a text, especially recount text. As for the results of interviews related to the factors faced by students in reading comprehension of recount texts it can be concluded as follows, based on physical factors, intellectual factors, environmental factors, and psychological factors provide answers that according to some students physical health factors can affect reading comprehension of a text, then according to some students answered that they had to look for other references to study material related to reading and understanding a text, then there were some students who gave answers that they had motivation and interest in learning reading comprehension of a text but there were factors that did not support them in learning reading comprehension of a text namely their environmental factors. Hence, it can be concluded that based on the results of research and analysis of students' abilities in reading comprehension of recount texts in class X MPLB 3 SMKN 1 Pemalang, the results were not good because they still did not understand and had difficulties in learning about reading comprehension of a text, especially recount text.

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## THE EFFECTIVENESS OF USING CARD SORT STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

Emilia Agustin, Pradnya Permanasari

Universitas Pekalongan

[emiliagustin12@gmail.com](mailto:emiliagustin12@gmail.com)

### ABSTRACT

This research aims to find out the effectiveness of using the card sort learning strategy on the reading comprehension ability of class VII MTs NU 01 Batang. This research is experimental, with the quantitative research method using a posttest-only control design. There were 65 students; the experimental group consisted of 31 students (the seventh B grade), and the control group consisted of 34 students (the seventh A grade) taken randomly as the sample of this research. The data collection used was multiple-choice questions, which means the test consisted of 20 questions with the available answers A, B, C, and D and was related to three levels of reading comprehension, namely literal, inferential, and critical questions, as a reading comprehension ability test. The results show that there was a significant difference in students' reading comprehension between the control and experimental groups after the treatment. In the experimental group, the mean score was 76, which was higher than the mean score of the control group, which was 66. It is proven that the value of the t-test was 4.704, which was higher than the t-table of 1.998 for the level of significance of 5% and the degree of freedom of 63. It can be concluded that there is significant effectiveness of using the card sort strategy in increasing reading comprehension in the seventh grade at MTs NU 01 Batang.

**Keywords:** Card Sort Strategy, Reading Comprehension, Descriptive Text

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan strategi pembelajaran card sort terhadap kemampuan membaca pemahaman siswa kelas VII MTs NU 01 Batang. Penelitian ini merupakan penelitian eksperimen, dengan metode penelitian kuantitatif menggunakan posttest-only control design. Ada 65 siswa; kelompok eksperimen terdiri dari 31 siswa (kelas VII B), dan kelompok kontrol terdiri dari 34 siswa (kelas VII A) yang diambil secara acak sebagai sampel penelitian ini. Pengumpulan data yang digunakan adalah soal pilihan ganda, artinya tes terdiri dari 20 soal dengan pilihan jawaban A, B, C, dan D dan dikaitkan dengan tiga tingkat pemahaman bacaan, yaitu soal literal, inferensial, dan kritis, sebagai tes kemampuan membaca pemahaman. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada pemahaman membaca siswa antara kelompok kontrol dan eksperimen setelah diberikan perlakuan. Pada kelompok eksperimen diperoleh nilai rata-rata 76 yang lebih tinggi dari nilai rata-rata kelompok kontrol yaitu 66. Terbukti bahwa nilai t-test adalah 4,704 lebih tinggi dari nilai t-tabel 1,998 untuk taraf signifikansi 5% dan derajat kebebasan 63. Dapat disimpulkan bahwa terdapat keefektifan yang signifikan penggunaan strategi card sort dalam meningkatkan pemahaman membaca pada siswa kelas VII MTs NU 01 Batang.

**Kata Kunci:** Strategi Card Sort, Pemahaman Membaca, Teks Deskriptif

### INTRODUCTION

In the success of the teaching and learning process, the presence of the teacher in the teaching and learning process is necessary and plays an important role. The determination of a teacher in choosing an effective teaching method will result in achieving the desired learning objectives.

According to Bangun (2016: 22), a learning process that was not achieved the target can be said to be ineffective learning. The learning process is called to be effective if the teacher can harmonize the teaching and learning process properly following learning objectives and learning outcomes, such as in selecting methods, media, and evaluating students.

Moreover, Brown (2000: 167) argues that the role of the teacher as a facilitator is to guide and help students to engage in the thinking process and a spirit of respect for students' opinions, and must not impose his or her thought during teaching reading. With a proper selection of strategies, teachers will be easier to teaching-learning, and students will feel comfortable and receive the knowledge well that has

been given. Similarly, the teacher has an active role in motivating and rewarding their students' literacy, it can give effective reading itself.

Reading is a process carried out by the reader to get a message, which will be conveyed by the author through the intermediary of words or written media. In addition, reading is a process carried out and used by readers to find out messages using the author's words or written language. Furthermore, Herdiana (2009), reading is the process by which the reader gets information from the text. Meanwhile, reading involves a text, the ability to comprehend a text in language written form, and the use of strategies that help understand the text (Berhardt, 2011: 6). It can be concluded that reading is a way to construct cognitive power to understand and comprehend the text. Besides, the goal of reading is commonly to understand and comprehend the material English text because reading comprehension is a way for many people to understand scientific books they read.

Teaching reading is the recognition of various symbols written with existing knowledge, and comprehension of the information and communicative ideas. It explains that to help the students construct meaning, by integrating information from the text, students are influenced by their background knowledge and the purpose for reading (Brown, 2007). Considering mastering reading is one of the ways for mastering English it is an exploration of the extent to which this assumption may or may not be true is important (Hedgock and Ferris, 2009 in Bernhardt (2011: 5). It means the teacher should also be able to apply suitable strategies to improve the student's reading ability. In high school, students have to read some descriptive texts.

Descriptive text is the most common text for high school students because many things in the job activity use to describe a particular object in detail like tools, professions, etc. According to Priyana et al., (2008), descriptive text is a text used to give detailed information or characteristics of a specific a particular object. It describes a particular object like a thing, animal, person, or place. However, after doing the observation the writer found that the seventh-grade students of MTS NU 01 Batang have problems faced while English teaching-learning, one of them is difficulty comprehending the text that is taught, so that students have poor reading comprehension. The English teacher there explained that the student's reading comprehension achievement was still under expected standards so the rate percentage of students' scores in reading comprehension was still low. It is because the teacher still used the conventional way of teaching reading in which the teacher only gives a lecture with an explanation of the subject matter and gives the tasks or exercises so that students will feel bored quickly and are not interested in learning English, especially to learn to understand a text.

Based on the problem above, it needs appropriate and effective solutions, so the researcher wants to apply the card sort strategy to increase students' learning interests, especially in teaching reading. According to Silberman (2005: 169), card sort can be trusted to increase collaborative activities between students which can be used to teach concepts, characteristics or classifications, facts about objects, or information. The teacher who applies this strategy can encourage students to become active readers because completing the tasks given through card sort needs to create cooperative learning and students are more interactive. With the use of card sort, they must find their friends who have the same category cards and collaborate in a group or team. This research focuses on teaching reading comprehension with card sort as a teaching method and to know the significant effectiveness in increasing students' reading comprehension in learning descriptive text.

## RESEARCH METHOD

This research is experimental research. Hence, the sample of the research was divided into two group designs, namely the experimental group and the control group, taken randomly. The seventh B grade as the experimental group is a group that is taught using the card sort method, while the seventh A grade as the control group is a group that is not taught using the card sort method. This research used a posttest-only control design with the aim to determine the effect of a learning model before and after being treated.

Figure 1. Posttest-Only Control Design

E	X	O <sub>2</sub>
K		O <sub>4</sub>

(Sugiyono, 2013:112)

Where:

E : The experimental group is the class that is given treatment or taught using the card sort method.

K : The control group is a class that does not give treatment or is not taught using the card sort method

O<sub>2</sub> & O<sub>4</sub> : O<sub>2</sub> & O<sub>4</sub> Final test to see the students' final ability after the treatment is carried out.

### A. Sample

The sample was taken from the data population of the seventh-grade students of MTs NU 01 Batang and the total samples used in this research were 65 students. This research used simple random sampling technique in which the samples were divided into two groups, they are: VII B consists of 31 students as the experimental group and VII A consisted of 34 students as the control group.

### B. Data Collection

In this research, the post-test was used as a data collection instrument and also as a reading comprehension ability test to collect data in the form of multiple-choice questions consisting of 20 questions with the available answers A, B, C, and D. The questions of the reading test are related to identifying the main ideas, word meanings, communicative purposes, generic structure, and language features of the text. During the first meeting, the students were taught using card sort in the experimental class and without card sort in the control class. In the second meeting, the students were given a review and a test to measure their reading achievement and know the effect of the card sort. Each correct answer received one point, while each incorrect answer received zero points.

### C. The Technique of Data Analysis

The data analysis was processed using the t-test statistical formula to analyze the data, so that the results of this processing can later be drawn to a conclusion to prove the hypothesis that there is significant effectiveness of using the card sort strategy on students' reading comprehension ability in learning descriptive text.

## FINDINGS AND DISCUSSION

### 1. Findings

In this research, to obtain the results used the t-test formula to test the significant level of learning success between groups taught using the card sort strategy and groups not taught using card sort, to answer the problem formulation, and to find out whether the hypothesis was accepted or not. The statistical computing of the data on post-test results between the experimental group and the control group, it can be seen in Table 1 & Table 2.

Table 1. The Results of Posttest Students who was Taught by Card Sort Strategy (Experimental Group)

No.	Students' Codes	Score
1.	S1	70
2.	S2	60
3.	S3	85
4.	S4	60
5.	S5	90
6.	S6	65
7.	S7	85
8.	S8	70
9.	S9	70
10.	S10	70
11.	S11	80
12.	S12	80
13.	S13	85
14.	S14	70
15.	S15	80
16.	S16	75
17.	S17	75
18.	S18	75
19.	S19	80
20.	S20	60
21.	S21	70
22.	S22	80
23.	S23	75
24.	S24	80
25.	S25	70
26.	S26	85
27.	S27	80
28.	S28	80
29.	S29	70
30.	S30	95
31.	S31	75
	$\Sigma$	2370

Table 2. The Results of Posttest Students who was not Taught by Card Sort Strategy  
(Control Group)

No.	Students' Codes	Score
1.	S1	70
2.	S2	60
3.	S3	85
4.	S4	55
5.	S5	80
6.	S6	65
7.	S7	60
8.	S8	75
9.	S9	75
10.	S10	55
11.	S11	65
12.	S12	65
13.	S13	85
14.	S14	70
15.	S15	50
16.	S16	70
17.	S17	70
18.	S18	75
19.	S19	60
20.	S20	60
21.	S21	65
22.	S22	70
23.	S23	55
24.	S24	65
25.	S25	50
26.	S26	70
27.	S27	60
28.	S28	80
29.	S29	70
30.	S30	70
31.	S31	65
32.	S32	75
33.	S33	50
34.	S34	70
	$\Sigma$	2245

From Table 1 & Table 2, it can be seen that the total score of the experimental group, which was taught by the card sort strategy is 2370 and the total score of the control group, which was taught by the card sort strategy is 2245.

## The Computing Data Analysis

### 1. Experimental Group

Table 3. List of Data of the Students who was Taught by Card Sort Strategy

Interval Class	(Xi)	Fi	Xi.Fi	Bottom Edge	Top Edge
60-65	62.5	4	250	59.5	65.5
66-71	68.5	5	342.5	65.5	71.5
72-77	74.5	7	521.5	71.5	77.5
78-83	80.5	8	644	77.5	83.5
84-89	86.5	5	432.5	83.5	89.5
90-95	92.5	2	185	89.5	95.5
	Total	31	2375.50		

<b>N</b>	31
<b>Max. Score</b>	95
<b>Min. Score</b>	60
<b>K</b>	6
<b>P</b>	6

From Table 3, it can be seen that the maximal score of the experimental group who was taught the card sort strategy was 95, the minimum score was 60, the length of the interval class was 6, and the class of the interval was 6. Thus, the interval class was calculated to start at 60–65 because the length of the interval class was 6. Based on the results of computation with the used statistical formula, the following data were obtained: the result of the experimental group; the range score was 60 up to 95; the mean score was 76.63; the median score was 80.5; the modus score was 80.

Table 4. Computing for Standard Deviation and Variants

Interval Class	Xi	Xi	( $\bar{x}$ )	(xi-x)	(xi-x) <sup>2</sup>	f(xi-x) <sup>2</sup>
60-65	4	62.5	76	-14.13	182.25	798.52
66-71	5	68.5	76	-8.13	56.25	330.41
72-77	7	74.5	76	-2.13	2.25	31.73
78-83	8	80.5	76	3.87	20.25	119.88
84-89	5	86.5	76	9.87	110.25	487.18
90-95	2	92.5	76	15.87	272.25	503.78
Total						2271.48
Variants						75.72
Standard Deviation						8.70

From Table 4, it can be seen that the results of the computation of the experimental group after calculated variants obtained 75.72 and a standard deviation of 8.70.

Computing for the Normality Test

Table 5. Frequency Distribution of the Students who was Taught by Card Sort Strategy

No.	Range of Class	F <sub>o</sub>	F(Z)	Area of Interval Class	F <sub>e</sub>	F <sub>o</sub> -F <sub>e</sub>	(F <sub>o</sub> -F <sub>e</sub> ) <sup>2</sup>	(F <sub>o</sub> -F <sub>e</sub> ) <sup>2</sup> /F <sub>e</sub>
1.	59.5	0	0.2	0.00	0.00	0.00	0.00	0.00
2.	65.5	4	0.10	0.08	2.35	1.65	2.71	1.15
3.	71.5	5	0.28	0.18	5.50	-0.50	0.25	0.04
4.	77.5	7	0.54	0.26	8.12	-1.12	1.26	0.16
5.	83.5	8	0.79	0.25	7.60	0.40	0.16	0.02
6.	85.5	5	0.93	0.15	4.51	0.49	0.24	0.05
7.	95.5	2	0.98	0.05	1.69	0.31	0.14	0.06
X <sup>2</sup> -count								1.483
X <sup>2</sup> -table								7.814

Based on the results of the normality test in Table 5 it is known that the X<sup>2</sup>-count of the posttest data in the experimental class is 1.483: the X<sup>2</sup>-count is smaller than the X<sup>2</sup>-table with df (k-3) = 6-3 of 7.814 (X<sup>2</sup>-count < X<sup>2</sup>-table). This means that the assumption of normality is fulfilled.

2. Control Group

Table 6. List of Data of the Students who was not Taught by Card Sort Strategy

Interval Class	(Xi)	Fi	Xi.Fi	Bottom Edge	Top Edge
50-55	52,5	6	315	49,5	55,5
56-61	58,5	5	292,5	55,5	61,5
62-67	64,5	7	451,5	61,5	67,5
68-73	70,5	9	634,5	67,5	73,5
74-79	76,5	4	306	73,3	79,5
80-85	82,5	3	247,5	79,5	85,5
Total		34	2447.00		

<b>N</b>	34
<b>Max. Score</b>	85
<b>Min. Score</b>	50
<b>K</b>	6
<b>P</b>	6

From Table 6, it can be seen that the maximal score of the control group who was not taught the card sort strategy was 85, the minimum score was 50, the length of the interval class was 6, and the class of the interval was 6. Thus, the interval class was calculated to start at 50–55 because the length of the interval class was 6. Based on the results of computation with the used statistical

formula, the following data were obtained: the result of the experimental group: the range score was 55 up to 85; the mean score was 66.09; the median score was 70.5; and the modus score was 70.

Table 7. Computing for Standard Deviation and Variants

Interval Class	$X_i$	$X_i$	$(\bar{x})$	$(x_i - \bar{x})$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
50-55	6	52.5	66.09	-13.59	184.64	1107.84
56-61	5	58.5	66.09	-7.59	57.58	287.91
62-67	7	64.5	66.09	-1.59	2.52	17.66
68-73	9	70.5	66.09	4.41	19.46	175.17
74-79	4	76.5	66.09	10.41	108.40	433.62
80-85	3	82.5	66.09	16.41	269.35	808.04
Total						2830.24
Variants						85.76
Standard Deviation						9.26

From Table 7, it can be seen that the results of the computation of the control group after calculated variants obtained 85.76 and a standard deviation of 9.26.

#### Computing for the Normality Test

Table 8. Frequency Distribution of the Students who was not Taught by Card Sort Strategy

No.	Range of Class	$F_o$	$F(Z)$	Area of Interval Class	$F_e$	$F_o - F_e$	$(F_o - F_e)^2$	$(F_o - F_e)^2 / F_e$
1.	49.5	0	0.00	0.00	0.00	0.00	0.00	49.5
2.	55.5	6	0.09	3.05	2.95	8.68	2.84	55.5
3.	61.5	5	0.18	6.25	-1.25	1.55	0.25	61.5
4.	67.5	7	0.25	8.51	-1.51	2.29	0.27	67.5
5.	73.5	9	0.23	7.74	1.26	1.59	0.20	73.5
6.	79.5	4	0.14	4.69	-0.69	0.48	0.10	79.5
7.	85.5	3	0.06	1.90	1.10	1.22	0.64	85.5
$X^2$ -count								4.311
$X^2$ -table								7.814

Based on the results of the normality test in Table 8, it is known that the  $X^2$ -count of the posttest data in the control class is 4.311; the  $X^2$ -count is smaller than the  $X^2$ -table with  $df (k-3) = 6-3$  of 7.814 ( $X^2$ -count <  $X^2$ -table). This means that the assumption of normality is fulfilled.

### Computing for t-test

Figure 2. Formula of computing t-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{(n_1 + n_2) - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\bar{x}_1 = 76.63, \bar{x}_2 = 66.09, S_1^2 = 75.72, S_2^2 = 85$$

$$\begin{aligned} t &= \frac{76.63 - 66.09}{\sqrt{\frac{(31 - 1)75.71 + (34 - 1)85.76}{(31 + 34) - 2} \times \left(\frac{1}{31} + \frac{1}{34}\right)}} \\ &= \frac{10.54}{\sqrt{\frac{(30)75.71 + (33)85.76}{63} \times (0.062)}} \\ &= \frac{10.54}{\sqrt{\frac{(30)75.71 + (33)85.76}{63} \times (0.062)}} \\ &= \frac{10.54}{\sqrt{\frac{2271.3 + 2830.08}{63} \times (0.062)}} \\ &= \frac{10.54}{\sqrt{\frac{5101.38}{63} \times (0.062)}} \\ &= \frac{10.54}{\sqrt{80.97 \times (0.062)}} \\ &= \frac{10.54}{\sqrt{80.97 \times (0.062)}} \\ &= \frac{10.54}{\sqrt{5.02}} \\ &= \frac{10.54}{2.24} = 4.704 \end{aligned}$$

Based on the calculated statistical formula obtained,  $t\text{-test} = 4.704 > t\text{-table} = 1.998$  with a significant level of 5% with the degree of freedom  $(n_1 + n_2 - 2) = 31 + 34 - 2 = 63$ . Hence, it is concluded that there is a significant effectiveness of the use of the card sort method toward increasing reading comprehension on the students' ability reading comprehension of descriptive text at the seventh graders of MTs NU 01 Batang in the academic year of 2022/2023.

### Discussion

Based on the results of computation with a statistical formula, the experimental group obtained the following data: The range score was 60 up to 95; the mean score was 76.63; the median score was 80.5; the modus score was 80; the standard deviation score was 8.70; and the variants score was 75.72. The result of the control group was: the range score was 55 up to 85; the mean score was 66.09; the median

score was 70.5; the modus score was 70; the standard deviation score was 9.26; the variants score was 85.76; then the combination variants were 5.37; and the t-test was 4.704.

Based on Figure 2, the result of the t-test was 4.704. Then, the researcher consulted the t-table for the level of significance of 5% and the degree of freedom of 63 and got the t-table value of 1.998. To calculate the value of the degree of freedom, the researcher used the formula  $(df) = (n_1+n_2)-2$ . Because in this research the samples were 65 students, the result of the computation of the degree of freedom was  $(31+34)-2 = 63$ .

From Figure 2, it can be seen that the t-test was 4.704 and the t-table was 1.998. It means that the result of the t-test was higher than the t-table, so the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It means that there was a significant difference in improving students' reading comprehension between the control and the experimental group after the treatment.

## CONCLUSION

After doing research on the seventh grades students of MTs NU 01 Batang in the academic year 2022/2023, it can be drawn the conclusion that prior to receiving treatment, their mastery of reading comprehension of descriptive texts was still poor, after getting treatment in the mastery of reading comprehension of students' descriptive texts after being taught with the card sort strategy, the experimental group got better post-test scores than the control group, which obtained a mean score of 76 (the experimental group) and 66 (the control group), which means that using the card sort strategy can improve students' reading comprehension skills effectively, where there is an increase in the experimental group. In addition, there was a significant difference between the classes that received treatment and those that did not receive treatment, with the value  $t\text{-test} = 4.704 > t\text{-table} = 1.998$ . It means that there is a significant effectiveness of using the card sort strategy in increasing the reading comprehension ability of descriptive texts.

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## FEMALE REPRESENTATION IN SPORT THROUGHTOUT ENGLISH LANGUAGE TEXTBOOK USED IN INDONESIAN SENIOR HIGH SCHOOL

Fitrotul Imam, Susanto, Pradnya Permanasari  
Pekalongan University  
Ifitrotul10@gmail.com

### ABSTRACT

This research aimed to analyze the female stereotype in sport throughout English language textbook used in Indonesian senior high school entitled "Bahasa Inggris Work In Progress" by Budi Hermawan, Dwi Haryati and Nining Suryaningsih. This research used Feminist Discourse by Jane Sunderland method in context analysis with subtle image question of visibility, role, type of sport and category of sport. The objectives of the study used in this research were to investigate the frequency of appearance of female athletes in high school English text book and to describe the stereotype of female athletes in high school English textbook. The frequency from the data that has been analyze are the visibility of male representations were shown 87.5% of appearances in total of the textbook while for the female representation shown only 12.5% appearances in total. While in roles for the male athlete role's shown 84.3% of appearance compared to 15.7% of female athlete role's appearance and for male spectator's role shown 100% of appearance compare to female spectator's role who had 0% appearance. Then, in the type of sport, For male, the individual type of sport shown 68.75% appearance compared 31.25% of appearance for team type of sport. While for the female, the individual type of sport shown 75% of appearance compared 25% of appearance for team of sport. Furthermore, in category of sport. For male, the power category shown 12.5% compared to 87.5% of speed category while for female, the power category shown 33% compared to 67% of speed category. For the stereotype, there were 3 stereotypes found in summarizing the female representation in sport throughout English language textbook used in Indonesian senior high school generated from analyzing text and images from 16 pages in total of the textbook that related about sport. The first stereotype, female is not attractive and not appealing in the sense of sport. While the second stereotype, female did not give significance contribution around sport. Then for the third stereotype, female is an emotional being. Based on the results of the research that has been done, it can be concluded that female are still underrepresented and negatively describes in the textbook. However, there is a new discovery that female also portrayed as something strengthful and independent. It is proven with female represent in this textbook in chapter 1 and page 6 and picture 1.4 both of the pictures are shown female as a weight lifter athlete in them which represent a lot about power and independency. It is also means that category has been shift from female as an aesthetics object in a long time ago and now become female that has speed and power in sport. In addition, this research can be awakening and be a new perspective for others while reading the textbook. It is also hope that in the future, there will be a positive change especially in this aspect in a textbook with adding much more female representation.

**Keyword** : Female Representation, Sport, Textbook, Senior High School

### INTRODUCTION

Cultural learning is the process of learning and understanding the values, norms, traditions, beliefs, and practices shared by a community group. The main goal of cultural learning is to promote understanding, tolerance, and respect for the cultural diversity that exists in the world. Tomasello, Kruger And Ratner (1993) Also Adds that Cultural learning is identified with those instances of social learning in which inter-subjectivity or perspective taking plays a vital role, both in the original learning process and in the resulting cognitive product. It is means that the cultural learning have a bigger impact without us being aware of the result of the way we think.

In today's globalized world, cultural learning has become even more important as people from different cultures interact with each other more frequently. By learning about other cultures, individuals can develop a more nuanced and sophisticated way of understanding of the world and become better equipped to navigate the complex social and cultural landscapes of the modern worlds. Cultural learning can be understood in various fields and take place through a variety of methods including formal education. One of the formal education that can be explain as cultural learning is through sport. Sport

can be considered as cultural learning because in every culture, there is a different kind of sport and represent in a unique way and relatable with traditions held by society. In addition, sport can also teach cultural values such as teamwork, discipline, responsibility, and perseverance. Therefore, many learning program in school include sport in their curriculum. Besides that, sport also can incorporated in learning other language as a cultural learning in formal field such as learning English language as a means of introducing and reinforcing cultural values and social skills in students. It is means Sport can be taught in the form of school books. Sport as cultural learning in the school books for student's teaching learning requires images which should be concerned about female representation because textbooks can influence the shaping of perceptions of female representation in sport.

Now days in sports, female representation is still become the important issue because there are still gaps between women and men in terms of opportunity and recognition in various sports. Along with the feminist movement and the struggle for woman's rights, more and more female athletes are getting involved in sports and achieving success in their careers. However, despite the progress, women are still often faced with various problems in sport such as gender stereotypes attached to certain sports.

In Indonesia, according to statistical data in 2012, Indonesia's population reached 237,641,326 with male to female ratio of 953:1000 ([www.statistic.ptkpt.net](http://www.statistic.ptkpt.net)) accessed on 20 April 2023). From the data above, its mean that more than half of the population in Indonesia are women and women have the right to participate and take part in various aspects of sport and many others thing. Therefore, based on the explanation above, the researcher will investigate female representation in sport throughout English language textbook used in Indonesian senior high school. The objectives of this study in this research are 1) To investigate the frequency of appearance of female athletes in high school English text book. 2) To describe the stereotype of female athletes in high school English textbook.

## RESEARCH METHOD

Ary (2010: 426) says that, research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context. In this research, researcher have to collected the data by classify and analyze them and then drawn the conclusion from the data or known as descriptive qualitative method used as research design. In addition to Sugiyono (2005), the descriptive method is a method that is used to describe or analyze research results but is not used to make broader. This qualitative research is mainly about collecting and examining verbal data; it is known to be essential in helping practicing teachers to gain "a deeper knowledge [...] of learning and teaching language" (Heigham & Crocker, 2009, cited in Mahdi & Saadany, 2013: 17). In conclusion, researcher used descriptive qualitative research to conduct the research towards female representation in sport throughtout English language textbook used in Indonesian senior high school.

According to Supranto (2000:21), cited in Hastuti N (2022) the object of research is a set of elements which can be in the form of people, organizations or items to be studied. Sugiyono (2017 : 41) also says that, the object of research is scientific goals to obtain data with specific purposes and uses about something objective, valid, and reliable about something According to the theory above, object of research is the main thing to be studied by the researcher. Hence, the object of this research is textbook entitled "Bahasa Inggris Work In Progress" by Budi Hermawan, Dwi Haryati and Nining Suryaningsih 2022 edition. Publish by Kemendikbud.

The data is the important tools in the research. From the data, the researcher will earn the result of the research. In gaining the data, the researcher needs sources to get the available data. The data source is sources where the data were taken from. Data sources are the important thing when conducting research.

In conclusion, data source is the point where the researcher will get the information that is required. The data of this research were taken from verbal and visual text from the textbook. The verbal data used in this research such as word, sentence, genre text and dialogue. While the data from the visual text can be get from illustrations, picture and graphic. The data sources in this research consist of primary and secondary data source. The primary data sources were taken from English textbook entitled “Bahasa Inggris Work In Progress” by Budi Hermawan, Dwi Haryati and Nining Suryaningsih and for the secondary data source were taken from scientific articles about English textbook and feminism.

Techniques of data collection in this research used content analysis. Content analysis is a method used to determine the used of words or concepts in a text or a sequences of text. The researcher will analyze the existence of text, the meaning and relationship between each word, concept and another, then, interpreted the message in the text, the author, the reader, and even the culture and time of the data.

The instrument used in this research are down below:

Page	Visibility		Role		Type of Sport		Category of Sport	
	Male	Female	Male	Female	Male	Female	Male	Female

The data analysis use in this research is Miles & Huberman method. According to Miles & Huberman (1994,p:10) analysis consists of three activities that occur simultaneously, namely data reduction, data display, and conclusion drawing / verification. However, because this is a social research, the techniques used are changed and adjusted to be Data Reduction, Data classification, data interpretation and data display. The techniques of analyzing data in this research are:

1. Data Reduction

In data reduction, the researcher did close reading of the textbook. Examine, reducing and screen capturing the aspect needed in the research

2. Data classification.

In data classification, the data were classified into signifier or signified according to feminism discourse analysis theory by Jane Sunderland.

3. Data Interpretation

In data interpretation, the data were interpreted according to feminism discourse analysis theory by Jane Sunderland.

4. Data Display

In data display, the researcher displays the result of the data which has been done.

**FINDING AND DISCUSSION**

**FINDING**

From the analysis of female representation in sport throughout English language textbook used in Indonesian senior high school, the researcher found appearances which explains down below.

No.	Name of Sports	Visibility		Role		Type of Spots		Category of Spots	
		Male	Female	Male	Female	Male	Female	Male	Female
1.	Badminton	4 (57%)	3 (43%)	Athlete	Athlete	Individual	Individual	Speed	Speed
2.	Football	15 (100%)	0 (0%)	Athlete & Spectator		Team		Speed	
3.	Basketball	5 (100%)	0 (0%)	Athlete		Team		Speed	
4.	Weightlifting	0 (0%)	2 (100%)		Athlete		Individual		Power
5.	Wall Climbing	0 (0%)	3 (100%)		Athlete		Individual		Speed
6.	Moto GP	1 (100%)	0 (0%)	Athlete		Individual		Speed	
7.	Volleyball	4 (80%)	1 (20%)	Athlete	Athlete	Team	Team	Speed	Speed
8.	Boxing	2 (100%)	0 (0%)	Athlete		Individual		Power	
9.	Swimming	2 (100%)	0 (0%)	Athlete		Individual		Speed	
10.	Archery	1 (100%)	0 (0%)	Athlete		Individual		Speed	
11.	Running	6 (100%)	0 (0%)	Athlete		Individual		Speed	
12.	Pencak Silat	2 (100%)	0 (0%)	Athlete		Individual		Power	
13.	Rowing	4 (100%)	0 (0%)	Athlete		Team		Speed	
14.	High Jump	1 (100%)	0 (0%)	Athlete		Individual		Speed	
15.	Surfing	1 (100%)	0 (0%)	Athlete		Individual		Speed	
16.	Hockey	2 (100%)	0 (0%)	Athlete		Team		Speed	
17.	Cycling	2 (100%)	0 (0%)	Athlete		Individual		Speed	
18.	Long Jump	1 (100%)	0 (0%)	Athlete		Individual		Speed	
<b>TOTAL</b>		63 (87.5%)	9 (12.5%)	Athlete 48 (84.3%)	Athlete 9 (15.7%)	Team 5 (31.25%) vs Individual 11 (68.75%)	Team 1 (25%) vs Individual 3 (75%)	Power 2 (12.5%) vs Speed 14 (87.5%)	Power 1 (33%) vs Speed 2 (67%)

## DISCUSSION

From the result of the instrument summarized by the researcher, the result shown in that table above, from the frequency of appearance, female is still underrepresented in sport. The frequency from the data that has been analyze are the visibility of male representations were shown 87.5% of appearances in total of the textbook while for the female representation shown only 12.5% appearances in total. While in roles for the male athlete role's shown 84.3% of appearance compared to 15.7% of female athlete role's appearance and for male spectator's role shown 100% of appearance compare to female spectator's role who had 0% appearance. Then, in the type of sport, For male, the individual type of sport shown 68.75% appearance compared 31.25% of appearance for team type of sport .While for the female, the individual type of sport shown 75% of appearance compared 25% of appearance for team of sport. Furthermore, in category of sport. For male, the power category shown 12.5% compared to 87.5% of speed category while for female, the power category shown 33% compared to 67% of speed category.

For the stereotype, there were 3 stereotypes found in summarizing the female representation in sport throughout English language textbook used in Indonesian senior high school generated from analyzing text and images from 16 pages in total of the textbook that related about sport. The first stereotype, female is not attractive and not appealing in the sense of sport. which can be proven by the very low visibility shown. furthermore, it is means that male is more in the competitive sides sport and the arena of sport intended more for men more than female, beside that gender equality is far from even in sport which explained in the textbook, male considered more superior compared to female. While the second stereotype, female did not give significance contribution around sport. It is can be proven in the hierarchy of sport from top such as the owner, the coach, the player, the spectator to the bottom of them that is the media. The female in the textbook proven to be only contribute in the player hierarchy. While the male itself, give higher contribution seen in the textbook that can be seen from page 31 through picture 2.1 & picture 2.2 and its proven that there was only male spectator seen in the pictures, it's given two contributions in total from two hierarchies that were player and spectator. Then for the third stereotype, female is an emotional being because it is proven in the textbook that female more on individual athlete. Female tend to do something more illogical and irrational and more on controlling and concentrate on the feeling of their own self in the game without the help of a teammates. furthermore, it is means that for the male athlete, which proven in the textbook to be more on the team athlete, male can think more rationally because teamwork requires team tactics and rationality.

## CONCLUSIONS

Based on the results of the research that has been done, it can be concluded that female are still underrepresented and negatively describes in the textbook. However, there is a new discovery that female also portrayed as something strengthful and independent. It is proven with female represent in this textbook in chapter 1 and page 6 and picture 1.4 both of the pictures are shown female as a weight lifter athlete in them which represent a lot about power and independency. It is also means that category has been shift from female as an aesthetics object in a long time ago and now become female that has speed and power in sport. In addition, this research can be awakening and be a new perspective for others while reading the textbook. It is also hope that in the future, there will be a positive change especially in this aspect in a textbook with adding much more female representation.

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## RETORIKA PROFETIK PADA LIRIK LAGU RHOMA IRAMA

Herdanti Sofiana Rosa, Fahrudin Eko Hardiyanto

Universitas Pekalongan

[herdantisofianar@gmail.com](mailto:herdantisofianar@gmail.com)

### ABSTRAK

Musik dangdut merupakan salah satu genre musik yang populer pada masyarakat Indonesia. Instrumen dan nuansa musik dangdut berisikan tentang pelarian segala masalah kehidupan dan media masyarakat mengutarakan aspirasi dan kritik terhadap apapun yang berkenaan tentang kemanusiaan, sosial, dan segala macam norma. Rhoma Irama sebagai pencetus dangdut modern telah memberikan pembelajaran pada masyarakat serta memberi hiburan. Penelitian ini bertujuan untuk mengungkapkan retorika profetik pada lirik lagu Rhoma Irama. Adanya penelitian ini dapat diketahui lirik lagu dengan pendekatan retorika profetik. Penelitian ini merupakan penelitian deskriptif kualitatif dengan metode simak dan catat. Peneliti menggunakan metode simak dan catat untuk menyimak dua belas lagu Rhoma Irama serta mencatat hasil analisis yang memenuhi unsur-unsur retorika profetik. Berdasarkan hasil analisis pada wacana lirik lagu Rhoma Irama dapat ditemukan hasil penelitian bahwa ada berbagai retorika profetik yang merupakan perwujudan dari nilai-nilai retorika yakni ethos, pathos, dan logos. Pada aspek profetik ditemukan data lirik-lirik pada lagu Rhoma Irama yang memenuhi unsur-unsur profetik yakni transendensi, humanisasi, dan liberasi. Selain itu terdapat pula berbagai karakteristik pada lirik lagu Rhoma Irama yakni karakteristik bentuk, makna, dan fungsi.

**Kata Kunci:** Rhoma Irama, lirik lagu, retorika, profetik.

### ABSTRACT

Dangdut music is a genre of music that is popular in Indonesian society. Instruments and nuances of dangdut music contain escapes from all life's problems and social media express aspirations and critique of anything related to humanity, social, and all kinds of norms. Rhoma Irama as the originator of modern dangdut has taught the community and provided entertainment. This study aims to reveal the prophetic rhetoric in the lyrics of the Rhoma Irama song. The existence of this research can be known song lyrics with a prophetic rhetorical approach. This research is a qualitative descriptive study using the observation and note-taking method. The researcher uses the listening and note-taking method to listen to twelve songs of Rhoma Irama and records the results of the analysis which fulfill the elements of prophetic rhetoric. Based on the results of the analysis on the discourse of Rhoma Irama's song lyrics, it can be found from the research results that there are various prophetic rhetoric which are embodiments of rhetorical values, namely ethos, pathos, and logos. In the prophetic aspect, it was found that the lyrics of the Rhoma Irama song fulfill the prophetic elements, namely transcendence, humanization, and liberation. In addition, there are also various characteristics in the Rhoma Irama song lyrics, namely characteristics of form, meaning, and function.

**Keywords:** Rhoma Irama, song lyrics, rhetoric, prophetic.

### PENDAHULUAN

Lirik lagu merupakan salah satu bentuk komunikasi manusia dalam kehidupan sehari-hari. Manusia dapat mengutarakan pikiran, perasaan, sikap, pesan dan kepentingan pribadi melalui lirik lagu. Dengan peran kehidupan yang strategis lirik lagu dapat digunakan untuk kepentingan manusia. Pendapat Noor dalam (Munir, 2020:12) menjelaskan bahwa lirik merupakan ungkapan perasaan seseorang pengarang. Bentuk dari ungkapan perasaan seseorang pengarang dapat dilihat dari ekspresi seseorang tentang sesuatu hal sudah dilihat, didengar maupun dialaminya. Menurut Tyas dalam (Sinaga, 2017:82) musik merupakan keajaiban yang bersifat subyektif. Seorang pencipta lagu harus pandai dalam mengolah kata agar menjadi kalimat yang indah. Karena lagu memiliki arti hasil karya seni yang berhubungan dengan seni suara dan seni bahasa. Karya seni suara merupakan karya seni yang melibatkan melodi dan warna suara. Sedangkan karya seni bahasa merupakan seni yang dihasilkan dari persilangan komunikasi antara pencipta lagu dengan pendengar lagu.

Pesan yang disampaikan seniman melalui lagu berupa nasehat, perintah, larangan, dan sindiran, tergantung yang ingin mereka sampaikan. Salah satu seniman Indonesia yang bergerak di seni musik

khususnya di bidang tarik suara adalah Rhoma Irama. Rhoma Irama merupakan seorang musisi yang sangat terkenal hingga diberi julukan raja dangdut. Rhoma Irama dijuluki raja dangdut karena karya-karya lagunya banyak yang mengandung pesan moral yang ia dendangkan dalam jenis lagu melayu hingga manca negara. Tidak hanya pesan moral, tetapi juga terdapat amanat untuk pendengarnya agar selalu berbuat kebaikan dalam menjalani kehidupan di alam semesta ini. Dengan adanya musikalitas yang dimiliki Rhoma Irama yang terus bermuktakhir serta liriknya yang berisikan pesan moral dan kritisan, membuat musik dangdut yang karya Rhoma Irama menjadi musik dangdut yang memiliki semangat untuk pembaharuan.

Rhoma Irama memperlihatkan penggunaan retorika profetik dalam cover album Rhoma Irama tersebut dengan judul "Langitpun Berduka". Dari judul "Langitpun Berduka" masyarakat tahu tentang tema lagu yang dibawakan oleh Rhoma Irama yaitu tentang kehidupan. Hardiyanto (2019:8) berpendapat bahwa retorika sebagai bidang kajian penggunaan bahasa yang meliputi unsur seni menyampaikan pemikiran, diksi, persuasi (ajakan, rayuan, bujukan), dan keefektifan bahasa. Pada aspek profetik, lagu Rhoma Irama dapat dikaji melalui perwujudan kata, kalimat yang ada pada bahasa lirik lagu melalui tiga nilai profetik yaitu humanisasi, liberasi, dan transdensi. Pola retorika yang memuat unsur ethos, pathos, dan logos yang mempunyai makna dan peran yang sangat tepat dan strategis. Makna yang tepat dan strategis ini yakni lirik lagu Rhoma Irama dapat dijadikan sebagai media pendidikan/edukasi oleh masyarakat khalayak untuk memilih lagu yang baik. Dengan adanya penelitian ini diharapkan dapat menghasilkan perpaduan alternatif untuk memilih lagu yang memuat lebih banyak unsur retorika yang mengandung nilai-nilai profetik.

Berdasarkan latar belakang tersebut, muncul sebuah rumusan masalah yakni: "*Bagaimana karakteristik lirik lagu Rhoma Irama? dan Bagaimana formula nilai-nilai retorika profetik pada lirik lagu Rhoma Irama*". Untuk menjawab rumusan masalah tersebut, maka penelitian ini bertujuan untuk menganalisis karakteristik lirik lagu Rhoma Irama dan nilai-nilai retorika profetik pada lirik lagu Rhoma Irama.

## **METODE PENELITIAN**

Penelitian ini mengkaji retorika profetik pada lirik lagu Rhoma Irama. Satuan masalah yang dikaji adalah lirik-lirik lagu Rhoma Irama dengan analisis kajian berdasarkan pendekatan retorika (ethos, pathos, dan logos) dan profetik (transdensi, humanisasi, dan liberasi). Data penelitian ini berupa penggalan wacana lirik lagu Rhoma Irama yang diduga terdapat pendekatan retorika profetik yakni pada dua belas lirik lagu Rhoma Irama. Metode dan teknik pengumpulan data dalam penelitian ini adalah metode simak dengan teknik catat.

## **HASIL DAN PEMBAHASAN**

Hasil-hasil penelitian dan pembahasan yang dipaparkan yaitu karakteristik lirik lagu Rhoma Irama dan nilai-nilai retorika profetik pada lirik lagu Rhoma Irama.

### **A. Karakteristik Lirik Lagu Rhoma Irama**

Terdapat tiga karakteristik pada lirik lagu Rhoma Irama yang dianalisis berdasarkan nilai-nilai retorika profetik yakni karakteristik bentuk, makna, dan fungsi. Berikut ini paparan karakteristik pada lirik lagu Rhoma Irama.

#### **1. Bentuk pada Lirik Lagu Rhoma Irama**

Pada karakteristik bentuk menyajikan dua hal yakni gaya bahasa (majas) dan amanat yang terdapat pada lirik lagu Rhoma Irama. Berikut ini paparan karakteristik bentuk pada lirik lagu Rhoma Irama.

### 1) Gaya Bahasa (Majas)

Gaya bahasa merupakan penggunaan bahasa yang secara khusus untuk mengungkapkan pikiran untuk memperlihatkan perasaan dan kepribadian penulis. Hasil analisis pada penelitian ini terdapat enam jenis gaya bahasa yakni hiperbola, asonansi, asosiasi, antanaklasis, aliterasi, dan tautotes yang disusun berupa kartu data pada lirik lagu Rhoma Irama. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Hasil analisis gaya bahasa tersebut, yakni sebagai berikut.

#### (1) Hiperbola

Gaya bahasa hiperbola termasuk majas perbandingan yang melebih-lebihkan kata, padahal maknanya biasa-biasa saja. Gaya bahasa hiperbola dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 23 wacana, diantaranya yakni sebagai berikut.

“Sudah kau tanamkan mawar di hatiku.” (LB)

(Data 01)

Lirik lagu tersebut termasuk dalam majas pertentangan jenis hiperbola karena menggunakan kata-kata yang dilebih-lebihkan, yakni bahwa seolah-olah mawar dapat ditanamkan di hati.

#### (2) Asonansi

Gaya bahasa asonansi termasuk majas penegasan yang berwujud perulangan vokal yang sama. Gaya bahasa asonansi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 37 wacana, diantaranya yakni sebagai berikut.

“Sudah kau nyatakan setia padaku, mengapa kau ingkari juga, membuat hatiku kecewa.” (LB)

(Data 03)

Lirik lagu tersebut termasuk dalam majas penegasan jenis asonansi karena menggunakan kata-kata yang berwujud perulangan vokal yang sama, yakni menggunakan vokal /a/ dan /u/.

#### (3) Asosiasi

Gaya bahasa jenis asosiasi merupakan majas perbandingan yang membandingkan dua hal yang hakikatnya lain dan sengaja dianggap sama. Gaya bahasa asosiasi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Memang cintamu bagai embun pagi, sirna apabila disinari mentari.” (LB)

(Data 06)

Lirik lagu tersebut termasuk dalam majas perbandingan jenis asosiasi karena membandingkan dua hal yang hakikatnya lain dan sengaja dianggap sama, yakni membandingkan perasaan cinta dengan embun pagi yang di pagi hari.

#### (4) Antanaklasis

Gaya bahasa antanaklasis merupakan majas penegasan yang mengandung pengulangan kata yang sama dengan makna yang berbeda. Gaya bahasa antanaklasis dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 2 wacana, diantaranya yakni sebagai berikut.

“Tak sesuatu pun yang aku dambakan, dan tak seorang pun yang aku rindukan.” (M)

(Data 10)

Lirik lagu tersebut termasuk dalam majas penegasan jenis antanaklasis karena mengulang kata yang sama dengan makna yang berbeda, yakni mengulang kata yang memiliki arti tidak ada sesuatu yang didambakan dan tidak ada seorang yang dirindukan.

### **(5) Aliterasi**

Gaya bahasa jenis aliterasi merupakan majas penegasan yang berwujud perulangan konsonan yang sama. Gaya bahasa aliterasi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Haa-haa, hmm-hmm, haa-haa, hm-hm-hm-hmm.” (B)

(Data 25)

Lirik lagu tersebut termasuk dalam majas penegasan jenis aliterasi karena menggunakan kata-kata yang berwujud perulangan konsonan yang sama, yakni menggunakan huruf /h/ dan /m/.

### **(6) Tautotes**

Gaya bahasa tautotes merupakan majas penegasan berupa perulangan atau repetisi sebuah kata dalam sebuah konstruksi. Gaya bahasa tautotes dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 2 wacana, diantaranya yakni sebagai berikut.

“Sedih hati sedih, pedih sangat pedih.” (RK)

(Data 29)

Lirik lagu tersebut termasuk dalam majas penegasan jenis tautotes karena mengulang kata atau repetisi sebuah kata berulang dalam sebuah konstruksi, yakni mengulang kata sedih dan kata pedih.

## **2) Amanat**

Amanat merupakan pesan moral yang ingin disampaikan seorang pengarang dalam suatu karya sastra kepada pendengar atau pembacanya. Hasil analisis pada penelitian ini terdapat 42 amanat berupa kartu data dalam lirik-lirik lagu Rhoma Irama. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Hasil analisis amanat tersebut, diantaranya yakni sebagai berikut.

“Sudah kau tanamkan mawar di hatiku, tetapi mengapa kau tancapkan durinya juga, sudah kau nyatakan setia padaku, mengapa kau ingkari juga, membuat hatiku kecewa.”

(LB)

(Data 01)

Wacana ini termasuk amanat dengan isi pesan bahwa perasaan manusia yang mudah berubah.

## **2. Makna pada Lirik Lagu Rhoma Irama**

Makna pada lirik lagu merupakan bagian dari lagu yang di dalamnya berfungsi untuk memberitahukan hal baik atau buruk kepada pendengar tentang suatu kejadian dalam kehidupan sehari-hari. Hasil analisis pada penelitian ini terdapat 11 jenis makna berupa kartu data dalam lirik-lirik lagu Rhoma Irama. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Hasil analisis makna tersebut, diantaranya yakni sebagai berikut.

### **1) Penghayatan**

Makna penghayatan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 3 wacana, diantaranya yakni sebagai berikut.

“Hanyut dalam gelora cinta, hanyut di dalam sukacita, tenggelam dalam madu cinta, tenggelam di dalam bahagia.” (DA)

(Data 31)

Wacana ini termasuk makna penghayatan yang berisikan makna seseorang yang sedang larut dalam rasa cinta.

## 2) Kekecewaan

Makna kekecewaan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 2 wacana, diantaranya yakni sebagai berikut.

“Sudah kau tanamkan mawar di hatiku, tetapi mengapa kau tancapkan durinya juga, mengapa kau ingkari juga, membuat hatiku kecewa.” (LB)

(Data 01)

Wacana ini termasuk jenis makna kekecewaan yang berisikan makna rasa kekecewaan seseorang pada kekasih.

## 3) Ketidakpastian

Makna ketidakpastian dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Kemana kubawa sepi jiwa ini, kemana ku bawa hati pedih karena cinta, musnah harapan ‘tuk menggapai cita, hujan turun tercurah sudah, kiranya langit pun berduka.” (LB)

(Data 02)

Wacana ini termasuk makna ketidakpastian yang berisikan makna rasa harapan seseorang kepada sang kekasih.

## 4) Pengakuan

Makna pengakuan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Memang cintamu bagai embun pagi, sirna apabila disinari mentari.” (LB)

(Data 03)

Wacana ini termasuk makna pengakuan yang berisikan makna rasa cinta yang telah hilang.

## 5) Penyesalan

Makna penyesalan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Aku menjerit, meratap pada-Mu Tuhan, Ho-oh-oh, sungguh aku menyesali segala dosa.”

(A)

(Data 19)

Wacana ini termasuk makna penyesalan yang berisikan makna seorang hamba yang meratapi nasibnya yang menyesal akan segala dosa yang telah diperbuat.

## 6) Meyakinkan

Makna meyakinkan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Itu dapat kurasa dari pandang matamu, itu dapat kurasa dari belai tanganmu.” (B)

(Data 26)

Wacana ini termasuk makna meyakinkan yang berisikan makna keyakinan rasa cinta dan kasih sayang dapat dilihat dari pandangan mata dan belaian tangan kekasih.

## 7) Pengharapan

Makna pengharapan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 3 wacana, diantaranya yakni sebagai berikut.

“Pikiranku terbang di antara bintang, jauh menerawang ke alam khayalan, mungkinkah ‘ku jumpa dia yang kucinta, oh Mardatilla.” (M)

(Data 05)

Wacana ini termasuk makna pengharapan yang berisikan makna seorang hamba yang menginginkan berjumpa dengan ridha dari Allah SWT.

#### **8) Pesan agama**

Makna pesan agama dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 28 wacana, diantaranya yakni sebagai berikut.

“Hai manusia, hormati ibumu, yang melahirkan dan membesarkanmu.” (K)

(Data 07)

Wacana ini termasuk makna pesan agama yang berisikan makna pesan-pesan agama sebagai manusia harus menghormati kedua orangtua terutama seorang ibu.

#### **9) Permohonan**

Makna permohonan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 2 wacana, diantaranya yakni sebagai berikut.

“Hapuskanlah dosa, dosa yang kusengaja atau yang tak kusengaja. Terimalah pintaku dan ampunilah semua.” (A)

(Data 18)

Wacana ini termasuk makna pesan permohonan yang berisikan makna seorang hamba yang memohon kepada Tuhan untuk menghapus dosa-dosanya yang disengaja maupun tidak disengaja.

#### **10) Kesedihan**

Makna kesedihan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 4 wacana, diantaranya yakni sebagai berikut.

“Kering sudah rasanya air mataku, terlalu banyak sudah yang tertumpahkan, menangis meratapi buruk nasibku, nasib buruk seorang tunawisma.” (G)

(Data 21)

Wacana ini termasuk makna kesedihan yang berisikan makna seorang tunawisma yang meratapi nasib buruk yang sedang menimpa dirinya.

#### **11) Ungkapan hati**

Makna ungkapan hati dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 4 wacana, diantaranya yakni sebagai berikut.

“Cuma kamu sayangku di dunia ini, Cuma kamu cintaku di dunia ini, tanpa kamu sunyi kurasa dunia ini, tanpa kamu hampa kurasa dunia ini.” (B)

(Data 24)

Wacana ini termasuk makna ungkapan hati yang berisikan makna bagaimana rasa seseorang yang sedang merasakan cinta yang amat dalam.

### **3. Fungsi pada Lirik Lagu Rhoma Irama**

Fungsi pada lirik lagu merupakan bagian dari lagu yang di dalamnya bertujuan untuk menanamkan sikap atau nilai yang kemudian dapat dirasakan orang sebagai hal yang wajar, benar dan tepat. Hasil analisis pada penelitian ini terdapat 12 jenis fungsi berupa kartu data dalam lirik-lirik lagu Rhoma Irama. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Hasil analisis makna tersebut, yakni sebagai berikut.

#### **1) Ungkapan perasaan cinta**

Fungsi ungkapan perasaan cinta dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 2 wacana, diantaranya yakni sebagai berikut.

“Cuma kamu sayangku di dunia ini, Cuma kamu cintaku di dunia ini, tanpa kamu sunyi kurasa dunia ini, tanpa kamu hampa kurasa dunia ini.” (B)

(Data 24)

Wacana ini termasuk jenis fungsi ungkapan perasaan cinta karena pada lirik lagu tersebut terdapat ungkapan perasaan cinta pada kekasih.

## 2) Rekreasi

Fungsi rekreasi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Namun cintaku, takkan pernah berubah, masa demi masa, kita berdua, takkan pernah berpisah, baur dalam cinta.” (BC)

(Data 49)

Wacana ini termasuk jenis fungsi rekreasi karena pada lirik lagu tersebut dapat berfungsi sebagai sarana hiburan yang dapat menghibur pendengar lirik lagu tersebut.

## 3) Permohonan

Fungsi permohonan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 2 wacana, diantaranya yakni sebagai berikut.

“Hapuskanlah dosa, dosa yang kusengaja atau yang tak kusengaja. Terimalah pintaku dan ampunilah semua.” (A)

(Data 18)

Wacana ini termasuk fungsi permohonan karena pada lirik lagu tersebut terdapat permohonan hamba kepada Tuhan.

## 4) Pengakuan

Fungsi pengakuan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Aku menjerit, meratap pada-Mu Tuhan, Ho-oh-oh, sungguh aku menyesali segala dosa.” (A)

(Data 19)

Wacana ini termasuk fungsi pengakuan karena pada lirik lagu tersebut terdapat pengakuan hamba kepada Tuhan.

## 5) Hayalan

Fungsi hayalan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Pikiranaku terbang di antara bintang, jauh menerawang ke alam khayalan, mungkinkah ‘ku jumpa dia yang kucinta, oh Mardatilla.” (M)

(Data 05)

Wacana ini termasuk fungsi hayalan karena pada lirik lagu tersebut terdapat hayalan seseorang yang ingin dicapai.

## 6) Perumpamaan

Fungsi perumpamaan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Memang cintamu bagai embun pagi, sirna apabila disinar mentari.” (LB)

(Data 03)

Wacana ini termasuk jenis fungsi perumpamaan karena pada lirik lagu tersebut terdapat kata embun pagi sebagai kata perumpamaan dari rasa cintanya seseorang pada kekasih.

### 7) Meyakinkan

Fungsi meyakinkan dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 1 wacana, yakni sebagai berikut.

“Itu dapat kurasa dari pandang matamu, itu dapat kurasa dari belai tanganmu.” (B)  
(Data 26)

Wacana ini termasuk jenis fungsi meyakinkan karena pada lirik lagu tersebut dapat berfungsi meyakinkan seorang kekasih.

### 8) Informasi

Fungsi informasi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 2 wacana, diantaranya yakni sebagai berikut.

“Darah muda darahnya para remaja, yang selalu merasa gagah, tak pernah mau mengalah, masa muda masa yang berapi-api, yang maunya menang sendiri, walau salah tak peduli, darah muda”. (DM)  
(Data 44)

Wacana ini termasuk fungsi informasi karena pada lirik lagu tersebut menginformasikan bahwa para remaja merupakan masa muda yang selalunya merasa benar dan menang sendiri.

### 9) Ekspresi

Fungsi ekspresi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 6 wacana, diantaranya yakni sebagai berikut.

“Sudah kau tanamkan mawar di hatiku, tetapi mengapa kau tancapkan durinya juga, mengapa kau ingkari juga, membuat hatiku kecewa.” (LB)  
(Data 01)

Wacana ini termasuk jenis fungsi ekspresi karena pada lirik lagu tersebut berfungsi menggambarkan suasana hati seseorang yang sedang merasakan kekecewan.

### 10) Ungkapan hati

Fungsi ungkapan hati dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 5 wacana, diantaranya yakni sebagai berikut.

“Kering sudah rasanya air mataku, terlalu banyak sudah yang tertumpahkan, menangis meratapi buruk nasibku, nasib buruk seorang tunawisma.” (G)  
(Data 21)

Wacana ini termasuk fungsi ungkapan hati karena pada lirik lagu tersebut terdapat ungkapan hati yang sedang dirasakan.

### 11) Edukasi

Fungsi edukasi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 27 wacana, diantaranya yakni sebagai berikut.

“Tak sesuatu pun yang aku dambakan, dan tak seorang pun yang aku rindukan, melebihi dia, melebihi dia, oh Mardatilla.” (M)  
(Data 06)

Wacana ini termasuk fungsi edukasi karena pada lirik lagu tersebut dapat mengedukasi masyarakat tentang pesan-pesan agama.

## B. Nilai-nilai Retorika Profetik Lirik Lagu Rhoma Irama

Terdapat nilai-nilai retorika profetik pada lirik lagu Rhoma Irama yang dianalisis berdasarkan aspek-aspek retorika profetik. Berikut ini paparan nilai-nilai retorika profetik pada lirik lagu Rhoma Irama.

## 1. Nilai-nilai Retorika pada Lirik Lagu Rhoma Irama

Pada nilai-nilai retorika menyajikan tiga hal yakni ethos, pathos, dan logos yang terdapat pada lirik lagu Rhoma Irama. Berikut ini paparan nilai-nilai retorika pada lirik lagu Rhoma Irama.

### 1) Ethos

Aspek ethos merupakan aspek dari nilai retorika yang menunjukkan bahwa lirik lagu Rhoma Irama terdapat nilai pengetahuan dan dapat membuat kepribadian pendengarnya menjadi lebih baik. Hasil analisis pada penelitian ini terdapat dua jenis aspek ethos yakni ethos (phronesis) dan ethos (eunoia) yang disusun berupa kartu data pada lirik lagu Rhoma Irama. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Hasil analisis aspek ethos tersebut, yakni sebagai berikut.

#### (1) Etos (Phronesis)

Aspek ethos (phronesis) merupakan wacana yang menyampaikan pernyataan baik, pernyataan yang tidak hanya sudah diketahui khalayak umum tetapi juga sesuatu yang bersifat menambah wawasan. Aspek ethos (phronesis) dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 16 wacana, diantaranya yakni sebagai berikut.

“Dialah manusia satu-satunya, yang menyayangimu tanpa ada batasnya.” (K)

(Data 9)

Wacana ini termasuk nilai retorika aspek ethos (phronesis) karena pada lirik lagu menyampaikan pernyataan bahwa hanyalah ibu yang menyayangi anaknya tanpa ada batasan apapun.

#### (2) Etos (Eunoia)

Aspek ethos (eunoia) merupakan kehendak baik untuk kebaikan bagi orang lain. Aspek ethos (eunoia) dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 5 wacana, diantaranya yakni sebagai berikut.

“Bila kau sayang pada kasihmu, lebih sayangnya pada ibumu.” (K)

(Data 12)

Wacana ini termasuk nilai retorika aspek ethos (eunoia) karena pada lirik lagu terdapat kehendak bahwa lebih sayangnya pada ibu dari rasa sayang pada kekasih.

### 2) Pathos

Aspek pathos merupakan aspek dari nilai retorika yang menunjukkan bahwa lirik lagu Rhoma Irama dapat menyentuh hati, perasaan, emosi, harapan, dan simpatik atau kasih sayang para pendengar. Hasil analisis pada penelitian ini disusun berupa kartu data. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Aspek pathos dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 23 wacana, diantaranya yakni sebagai berikut.

“Sudah kau tanamkan mawar di hatiku, tetapi mengapa kau tancapkan durinya juga, mengapa kau ingkari juga, membuat hatiku kecewa.” (LB)

(Data 01)

Wacana ini termasuk nilai retorika aspek pathos karena pada lirik lagu tersebut menunjukkan kata atau kalimat perasaan rasa kekecewaan atau sakit hati seseorang.

### 3) Logos

Aspek logos merupakan aspek dari nilai retorika yang menunjukkan bahwa lirik lagu Rhoma Irama berisi daya pengaruh yang disertai alasan atau bukti. Hasil analisis pada

penelitian ini disusun berupa kartu data. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Aspek logos dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 6 wacana, diantaranya yakni sebagai berikut.

“Hai manusia, hormati ibumu, yang melahirkan dan membesarkanmu.” (K)  
(Data 07)

Wacana ini termasuk nilai retorika aspek logos karena pada lirik lagu tersebut berisi makna manusia harus menghormati kedua orangtua terutama seorang ibu.

## **2. Nilai-nilai Profetik pada Lirik Lagu Rhoma Irama**

Pada nilai-nilai profetik menyajikan tiga hal yakni transendensi, humanisasi, dan liberasi yang terdapat pada lirik lagu Rhoma Irama. Berikut ini paparan nilai-nilai profetik pada lirik lagu Rhoma Irama.

### **1) Transendensi**

Aspek transendensi merupakan aspek dari nilai profetik yang menunjukkan bahwa lirik lagu Rhoma Irama dapat membangun kesadaran terhadap nilai kebaikan. Hasil analisis pada penelitian ini disusun berupa kartu data. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Aspek transendensi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 14 wacana, diantaranya yakni sebagai berikut.

“Dialah manusia satu-satunya, yang menyayangimu tanpa ada batasnya.” (K)  
(Data 09)

Wacana ini termasuk nilai profetik aspek transendensi karena pada lirik lagu tersebut terdapat kalimat yang memiliki nilai moral tentang kasih sayang ibu pada anaknya.

### **2) Humanisasi**

Aspek humanisasi merupakan aspek dari nilai profetik yang menggunakan kata atau kalimat yang menyentuh hati, santun, dan memperhatikan unsur perhatian dan kasih sayang. Hasil analisis pada penelitian ini disusun berupa kartu data. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Aspek humanisasi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 23 wacana, diantaranya yakni sebagai berikut.

“Sudah kau tanamkan mawar di hatiku, tetapi mengapa kau tancapkan durinya juga, mengapa kau ingkari juga, membuat hatiku kecewa.” (LB)  
(Data 01)

Wacana ini termasuk nilai profetik aspek humanisasi karena pada lirik lagu tersebut terdapat kata atau kalimat yang memperhatikan unsur perasaan rasa kekecewaan atau sakit hati seseorang.

### **3) Liberasi**

Aspek liberasi merupakan aspek dari nilai profetik yang menunjukkan bahwa lirik-lirik lagu Rhoma Irama berisi tentang edukasi untuk pendengarnya. Hasil analisis pada penelitian ini disusun berupa kartu data. Penggunaan kartu data tersebut bertujuan untuk mempermudah penulis dalam menyusun penelitian ini. Aspek liberasi dalam lirik-lirik lagu Rhoma Irama pada penelitian ini terdapat 13 wacana, diantaranya yakni sebagai berikut.

“Hai manusia, hormati ibumu, yang melahirkan dan membesarkanmu.” (K)  
(Data 07)

Wacana ini termasuk nilai profetik aspek liberasi karena pada lirik lagu tersebut terdapat kalimat yang dapat mengedukasi tentang mulianya ibu yang harus dihormati.

## SIMPULAN

Berdasarkan hasil dan pembahasan, peneliti menyimpulkan bahwa lirik-lirik lagu Rhoma Irama memiliki karakteristik lirik lagu berdasarkan bentuk, makna, dan fungsi lirik lagu Rhoma Irama. Karakteristik lirik lagu Rhoma Irama berdasarkan bentuk diwujudkan dalam bentuk gaya bahasa (majas) dan amanat. Karakteristik lirik lagu Rhoma Irama berdasarkan makna diwujudkan melalui sebelas jenis makna yakni penghayatan, kekecewaan, ketidakpastian, pengakuan, penyesalan, menyakinkan, pengharapan, pesan agama, permohonan, kesedihan, dan ungkapan hati. Karakteristik yang terakhir adalah karakteristik lirik lagu berdasarkan fungsinya yakni berupa ungkapan perasaan cinta, rekreasi, permohonan, pengakuan, hayalan, perumpamaan, meyakinkan, informasi, ekspresi, ungkapan hati, pengharapan, dan edukasi. Selain itu lirik-lirik lagu Rhoma Irama memuat nilai-nilai retorika profetik. Nilai-nilai retorika profetik pada lirik-lirik lagu Rhoma Irama dibagi menjadi dua nilai yakni nilai-nilai retorika dan nilai-nilai profetik. Terdapat empat nilai-nilai retorika pada lirik-lirik lagu Rhoma Irama yakni ethos (phronesis), ethos (eunoia), pathos, dan logos. Nilai-nilai profetik yang terdapat pada lirik-lirik lagu Rhoma Irama yaitu transendensi, humanisasi, dan liberasi. Penelitian ini diharapkan dapat menjadi tambahan pengetahuan bagi pembaca terkait khususnya yang berkaitan dengan karakteristik dan nilai-nilai retorika profetik dan bagi peneliti selanjutnya, diharapkan penelitian ini menjadi acuan untuk penelitian kedepannya.

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## REPRESENTASI PEREMPUAN FILM *MAYBE SOMEDAY, ANOTHER DAY, BUT NOT TODAY* ANALISIS SEMIOTIKA ROLAND BARTHES DAN IMPLIKASINYA PADA PEMBELAJARAN SASTRA INDONESIA DI SMA

Wulan Dwi Fitriani, Fahrudin Eko Hardiyanto  
Pendidikan Bahasa dan Sastra Indonesia  
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pekalongan  
wulandwifitriani01@gmail.com

### ABSTRACT

The aim of this research is to describe the representation of women in the short film *Maybe Someday, Another Day, But Not Today* by Bihar Jafarian. The research results are useful for learning Indonesian literature in high school. The research is in the form of qualitative descriptive, Roland Barthes' semiotic analysis method, and feminist approach. The object of research is the short film *Maybe Someday, Another Day, But Not Today* with a duration of 23 minutes 05 seconds. The theories used are the theory of women's representation, feminism, film, learning literature, and semiotics. Sources of data obtained from dialogues and scenes in the film. The data collection technique is in the form of note-taking. The results and discussion are described as a representation of women from the point of view of aspects of poverty (not working, insufficient rations for housing, living in flats), gender equality (not allowed to work), and moral values (such as patience, sincerity, responsibility, and respect). This research can be used as a reference for teaching Indonesian literature by using the semiotic analysis method to appreciate universal literature in high school.

**Key Words:** representation of women, semiotics, Indonesian literature

### ABSTRAK

Tujuan penelitian untuk mendeskripsikan representasi perempuan dalam film pendek *Maybe Someday, Another Day, But Not Today* karya Bihar Jafarian. Hasil penelitian bermanfaat untuk pembelajaran sastra Indonesia di SMA. Penelitian berupa deskriptif kualitatif, metode analisis semiotika Roland Barthes, dan pendekatan feminisme. Objek penelitian berupa film pendek *Maybe Someday, Another Day, But Not Today* berdurasi 23 menit 05 detik. Teori yang digunakan yaitu teori representasi perempuan, feminisme, film, pembelajaran sastra, dan semiotika. Sumber data diperoleh dari dialog dan scene dalam film. Teknik pengumpulan data berupa simak-catat. Hasil dan pembahasan dijabarkan sebagai representasi perempuan dari sudut pandang aspek kemiskinan (tidak bekerja, jatah kebutuhan rumah kurang, tinggal di rusun), kesetaraan gender (tidak diperbolehkan kerja), dan nilai-nilai moral (seperti sabar, tulus, bertanggung jawab, dan penghormatan). Penelitian ini dapat digunakan sebagai referensi pengajaran sastra Indonesia dengan menggunakan metode analisis semiotika untuk mengapresiasi sastra universal di SMA.

**Kata Kunci :** representasi perempuan, semiotika, sastra Indonesia

### PENDAHULUAN

Masalah sosial muncul karena adanya ketidaksamaan atas suatu persepsi dalam kebudayaan masyarakat. Soerjono (dalam Mariatin, 2019) faktor masalah sosial meliputi faktor ekonomi, budaya, biologis, dan psikologis. Kondisi ini merugikan kelompok sosial kecil seperti kelompok perempuan dalam ranah rumah tangga. Perbedaan peran dalam rumah tangga terkonstruksi karena adanya budaya di masyarakat.

Karya sastra menghadirkan karya yang memberi pandangan terhadap masalah sosial yang terjadi di kehidupan. Film merupakan karya sastra yang merefleksikan masalah sosial. Film memberi gambaran singkat, tersurat, dan tersirat dalam bentuk gambar ataupun teks.

Film pendek *Maybe Someday, Another Day, But Not Today* karya Bihar Jafarian menjunjung Bahasa Sunda, Bahasa Jawa, dan Bahasa Indonesia. Hal ini memberi pengaruh baik bagi peserta didik untuk memahami arti dari perbedaan bahasa yang ada. Muttaqien (2017:27) berpendapat bahwa karya sastra

ini dapat menjadi media yang menarik bagi peserta didik untuk memaknai isi cerita tersebut terlebih juga memberi dampak baik dalam meningkatkan atensi, afektif, dan kognitif serta kompensatoris peserta didik. Perempuan memiliki peran yang kompleks. Tokoh film tersebut yaitu Tiara memerankan bagaimana perannya sebagai istri, sebagai perempuan yang serba bisa, sebagai perempuan yang memberi lebih atas semua waktu dan usahanya. Penelitian ini mendeskripsikan gambaran yang terjadi pada tokoh perempuan, Tiara, di kehidupan nyata.

Penelitian representasi perempuan dalam film pendek ini merupakan bentuk apresiasi terhadap suatu karya sastra. Penelitian ini menggunakan metode yang dapat digunakan guna mengulas isi atau makna sebuah film. Penelitian yang diharapkan memberi pengaruh dalam pembelajaran sastra Indonesia di SMA.

Beberapa penelitian yang merepresentasikan perempuan dengan objek kajian film menggunakan analisis semiotika Roland Barthes banyak ditemukan, namun penelitian yang mengimplikasikan pada pembelajaran sastra Indonesia masih jarang. Penelitian dari Wibowo (2019) "Representasi Perempuan dalam Film Siti" menyimpulkan stereotip perempuan Jawa melawan kehidupan budaya patriarkal dengan penuh jiwa juang. Penelitian ini memiliki relevansi yang sama terhadap jenis penelitian, metode analisis, objek kajian, dan beberapa teori. Hasil analisis menggambarkan stereotip terhadap perempuan Jawa yang berjiwa juang dalam budaya patriarki.

Penelitian lain yang masih relevan yaitu dari Ramadhany (2020) "Representasi Perempuan dan Keluarga dalam Film ROMA Karya Alfonso Cuaron". Penelitian ini mengategorikan peran perempuan. Relevansi penelitian ini ada pada jenis penelitian, metode analisis, dan objek kajian. Hasil analisis menjabarkan kategori perjuangan perempuan, peran sebagai ibu, peran sebagai pendidik, pencari nafkah, dan peran dalam keluarga sebagai orang tua tunggal.

Penelitian dari Wijaya dan Firmanto (2021) "Representasi Gender Pada Film Tilik Menurut Studi Semiotik Roland Barthes" menjabarkan gambaran perempuan dalam perubahan sosiokultural. Relevansi ada pada jenis penelitian, metode analisis, dan objek kajian. Hasil analisis merepresentasikan perempuan sebagai pribadi yang mau berjuang, tabah, dan mampu berpikir jernih untuk memberi solusi atas perubahan sosiokultural. Beberapa teori yang digunakan dalam penelitian ini yaitu representasi perempuan, feminisme, film, pembelajaran sastra, dan semiotika.

## **METODE PENELITIAN**

Penelitian "Representasi Perempuan dalam Film Pendek *Maybe Someday, Another Day, But Not Today* melalui Analisis Semiotika Roland Barthes dan Implikasinya pada Pembelajaran Sastra Indonesia di SMA" menggunakan jenis penelitian deskriptif kualitatif. Metode penelitian menggunakan analisis semiotika Roland Barthes. Objek kajian berupa film pendek *Maybe Someday, Another Day, But Not Today* diakses melalui *viddsee.com*. Latar penelitian berada di lingkup yang dilengkapi perangkat tertentu, dilakukan di mana saja dan kapan saja, dan tenggat waktu mulai bulan Februari 2023 hingga selesai. Sumber data diperoleh dari data primer berupa telaah pemutaran film (dialog dan adegan) dan data sekunder berupa catatan dari literatur lain. Teknik pengumpulan data berupa simak dan catat. Teknik analisis menggunakan analisis semiotika Roland Barthes melalui langkah-langkah pengumpulan data, penyajian data, penarifan data, dan simpulan data.




## **HASIL DAN PEMBAHASAN**

Beberapa adegan mengenai representasi perempuan dalam film pendek *Maybe Someday, Another Day, But Not Today*.



**Perempuan sebagai pekerja keras, solutif, dan kreatif**

**Tabel 1. Analisis Data**

No	Analisis Data		
1	 <p><b>Data 1</b> durasi gambar : 00:25-00:30</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	<p>Tiara sedang menjemur pakaian di depan tangga rusun tempat tinggalnya. Pakaian basah yang ada dalam ember merah diperas dan dijemur di atas gantungan depan pintu.</p>	<p>Tiara hidup dalam kemiskinan. Tempat tinggal cukup untuk istirahat saja. Keseharian Tiara sebagai pekerja rumah hanya melakukan aktivitas yang menjerumus pada kegiatan dalam rumah.</p>	<p>Rumah susun merupakan hunian untuk masyarakat berpenghasilan menengah ke bawah atau MBR (Masyarakat Berpenghasilan Rendah). Tiara, salah satu kalangan menengah ke bawah dengan pekerjaan sebagai ibu rumah tangga saja sehingga dapat dikatakan Tiara hidup dalam kemiskinan.</p>
2	 <p><b>Data 2</b> durasi gambar 00:31-00:41</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	<p>Tiara sedang membersihkan kamar dengan mengganti sprei kasur dan bantal-bantal agar kutu dan jamur hilang. Jendela tampak terbuka memperlihatkan cahaya dunia luar.</p>	<p>Kesibukan Tiara setiap harinya yaitu melakukan pekerjaan rumah. Salah satunya mengganti sprei kasur. Hal tersebut dilakukan untuk mengganti sesuatu yang buruk dengan suatu hal baru yang baik. Sama halnya pada sikap atau perilaku sehari-hari, berharap selanjutnya jiwanya menjadi lebih bersih lagi.</p>	<p>Pekerjaan rumah selalu dilakukan Tiara sehari-harinya. Tiara mengharapkan kehidupannya menjadi lebih baik dan lebih bersih serta indah ke depannya seperti kehidupan dunia impian orang-orang di luar sana.</p>



No	Analisis Data		
3	 <p><b>Data 3</b> durasi gambar 00:42-00:49</p>		
	<p><b>Makna Denotasi</b></p> <p>Tiara menjemur kasur menggunakan rotan. Rotan digunakan sebagai alat pukul kasur tradisional untuk menghilangkan kutu-kutu dan debu yang menempel di kasur. Kegiatan ini biasa dilakukan oleh orang desa untuk menghangatkan kasur.</p>	<p><b>Makna Konotasi</b></p> <p>Hubungan rumah tangga Tiara dan Tedi kurang harmonis. Tiara berusaha untuk menghangatkan situasi dan komunikasi dalam rumah tangga mereka.</p>	<p><b>Mitos</b></p> <p>Budaya menjemur kasur menandakan Tiara merupakan bagian dari warga pedesaan. Hal ini juga menandakan Tiara hidup secara tradisional dan kehidupannya tidak memunculkan kenaikan derajat hidupnya (selalu dalam tengah kemiskinan).</p>
4	 <p><b>Data 4</b> durasi gambar 03:21-03:27</p>		
	<p><b>Makna Denotasi</b></p> <p>Tiara akan memasak mie instan menggunakan kompor gas. Namun, kompor gas tersebut habis dan berinisiatif menggunakan penanak nasi.</p>	<p><b>Makna Konotasi</b></p> <p>Tidak ada beras, gas habis, memasak mie instan. Tanda-tanda tersebut menggambarkan Tiara hidup serba kekurangan. Tidak memiliki uang untuk membeli gas, bahan sembako, bahkan hanya makan mie instan. Hidup hemat namun menggambarkan hidup melarat.</p>	<p><b>Mitos</b></p> <p>Dapur dapat menjadi penentu kualitas hidup manusia. Bahan makan yang tersedia dan makanan yang dikonsumsi menjadi salah satu penandanya. Lingkungan Tiara tidak mendukung untuk kualitas hidup yang lebih baik dan jauh dari kemiskinan.</p>
5	 <p><b>Data 5</b> durasi gambar 04:24-06:16</p>		

No	Analisis Data		
	Makna Denotasi	Makna Konotasi	Mitos
	<p>Dua orang berbeda kedudukan di atas dan bawah. Dua orang tersebut sedang sibuk dengan kegiatannya masing-masing dan memulai percakapan.  (Suara jangkrik)  Tiara : “Mas..”  Tiara : “Tadi, Bi Mirna lagi nyari orang. Buat gantiin dia nyuci sama bersih-bersih. Di rumahnya Ji Asep. Boleh gak?” (suara adu piring dan sendok)  Tiara : “Lumayan atuh Mas, kanggo nambah-nambah”  (hening)  Tedi : “Ndak usahlah Dek. Isin aku. Masa punya istri jadi pembantu orang.”  Tiara : “Gapapa kan gada yang tahu. Lagian juga lumayan kan nambah jas terbes lan endog mah, buat aku beli baju baru.”  Tedi : “Tumbas neh? Loh, kae opo Ti? Itu baju-baju yang Mas kasih pas seserahan dulu, gak ke pake juga kan?”  Tiara : “Ngga bisa buat sehari-hari. Kan takesok dianggo da.”  Tedi : “Dipake kapan? Mas ngga pernah lihat. Pas lungu yo ngga tahu.” (suara gelas diletakkan, suara adu piring juga sendok)</p>	<p>Kedudukan laki-laki terlihat lebih tinggi dari perempuan. Laki-laki memiliki kuasa lebih dan perempuan selalu berada di bawah kuasa itu. Komunikasi dalam rumah tidak terjalin harmonis. Tiara tampak tidak dianggunkan melalui ketidakpedulian atau sikap acuh Tedi. Tedi menolak saran dari Tiara dengan anggapan bahwa pekerjaan itu menurunkan derajatnya sebagai suami.</p>	<p>Budaya yang menempatkan kuasa lelaki di atas perempuan dan perempuan tidak layak bersanding setara dengan lelaki merupakan sebutan patriarkal. Budaya ini diketahui dari pemikiran dan tindakan dari lelaki dan perempuan dalam sebuah lingkup yang sama.</p>

No	Analisis Data		
6	 <p><b>Data 6</b> durasi gambar 12:39-12:46</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	<p>(suara gemericik air) Perempuan mengangkat baju putih yang basah. Perempuan tampak raut muka cemas menatap noda bekas di baju yang makin luntur. Pembersih noda baju tidak boleh direndam terlalu lama. Jika melebihi batas rendam, maka noda baju akan luntur ke semua baju.</p>	<p>Baju putih tampak luntur menjadi gambaran jiwa bersih yang terdapat noda kecil. Noda itu dipendam terlalu lama akan sulit untuk dihilangkan. Perilaku Tedi terhadap Tiara sebagai contohnya. Keburukan perilaku suami terhadap istrinya tidak semakin hilang, namun malah menyatu pada jiwanya dan memberi keburukan lain.</p>	<p>Selalu menerima kritikan dan saran sebagai bentuk instropeksi diri agar menjadi manusia yang lebih baik.</p>
7	 <p><b>Data 7</b> durasi gambar 14:33-15:15</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	<p>Di belakang rusun, perempuan berbaju motif sedang menjual baju secara <i>online</i> melalui <i>smartphone</i>. Perempuan tersebut memegang baju. Tiara : “Halo selamat datang, Teh Dewi Puspa, selamat datang” Tiara : “Ini bajunya, baju pertama, bajunya dress, enak dipakai jalan-jalan, halus gitu, untuk harganya 30.000 rupiah aja.” (sambil</p>	<p>Tiara merelakan baju kesayangan miliknya untuk ditukar dengan uang tiga puluh ribu rupiah menjadi sebuah perjuangan dalam keikhlasan untuk memenuhi kebutuhan hidupnya. Ujian ini melatih kesabaran dan ketulusan Tiara dalam menjalani hidupnya sebagai istri Tedi yang tidak menjadi apa-apa.</p>	<p>Perempuan selalu mengutamakan hal di luar keinginannya dan itu sudah menjadi sifat lemah lembutnya dalam memberi kebahagiaan orang lain. Karakteristik ini yang menjadi penolakan dalam budaya patriarkal yang menganggap perempuan itu lemah dalam kemanusiaan.</p>

No	Analisis Data		
	membentangkan baju hitam motif bunga).		
8	 <p><b>Data 8</b> durasi gambar 19:04-19:29</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	<p>Suasana malam di dalam mobil yang terparkir di pinggir jalan dengan banyak jenis baju kemeja menggantung di belakang mobil dan tertulis "OBRAL Rp 15.000". Pedagang dan Tiara berbincang.</p> <p>Tiara : "A' aya kameja bodhas?"</p> <p>Pedagang : "Aya aya. Sekadap nya"</p>	<p>Tiara membeli kemeja putih dari obralan. Tiara mengutamakan kebutuhan daripada kemewahan. Namun, hal ini menjadi gambaran bahwa perekonomiannya masih kurang cukup.</p>	<p>Ekonomi keluarga Tiara masih rendah. Kurangnya penghasilan suami menempatkan Tiara untuk membantu suami mencari penghasilan tambahan.</p>
9	 <p><b>Data 9</b> durasi gambar 02:45-02:59</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	<p>Perempuan menggenggam telefon.</p> <p>(dering telefon) Perempuan (Tiara) mengangkat telefon.</p> <p>Tiara : "Halo, Mas." (suara bisung kendaraan)</p> <p>Tiara : "Oiya, tapi nasinya sudah habis." (suara bisung kendaraan)</p> <p>Tiara : "Nuhun, sawiyos. Nanti dimasakin."</p> <p><i>Smartphone</i> menjadi alat komunikasi modern yang</p>	<p>Komunikasi pada <i>scene</i> itu terjadi hanya satu arah saja. Hal ini dibuktikan dengan adegan menelefon. Suara Tedi tidak terdengar dan digantikan bisung kendaraan. Tiara dan Tedi memiliki komunikasi yang tidak harmonis.</p>	<p>Sejauh apapun jarak dalam sebuah hubungan terutama bagi istri dan suami harus tetap terjalin komunikasi yang baik.</p>

No	Analisis Data		
	banyak digunakan oleh masyarakat.		
10	 <p><b>Data 10</b> durasi gambar 03:37-03:46</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	Tiara membukakan pintu dan mencium tangan (salim) Tedi di depan pintu. Tedi tampak baru saja pulang kerja dan cahaya petang memantul ke jendela.	Perilaku membukakan pintu, menyambut pulang dari kerja, dan mencium tangan atau salim merupakan bentuk penghormatan kepada suami sebagai kepala rumah tangga. Salim menjadi budaya yang dilakukan oleh orang-orang Indonesia dalam menghormati orang yang lebih tua.	Tiara menunjukkan bentuk penghormatan dan kepatuhan terhadap suami.
11	 <p><b>Data 11</b> durasi gambar 03:51-04:01</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	Di depan pintu, seorang perempuan berbaju coklat sedang berjongkok. Tangan tampak menaruh sepatu di rak. Latar tembok putih, tirai jendela, dan pintu coklat. Tiara merapikan sepatu sang suami yang baru saja pulang kerja. Tedi tidak membantu meringankan pekerjaan Tiara di rumah.	Sikap Tedi yang tidak membiasakan menaruh sepatu pada tempatnya menandakan bahwa hidupnya tidak tertata dengan baik. Hal ini dapat berpengaruh pada sekitarnya terutama pada Tiara yang hidup bersamanya. Kebiasaan ini malah menambah beban Tiara dalam mengurus rumah.	Tiara memiliki jiwa telaten dan kesabaran yang luar biasa. Tiara juga tampak bertanggung jawab sebagai istri yang menghormati dan menghargai suami.

No	Analisis Data		
12	 <p><b>Data 12</b> durasi gambar 06:17-06:22</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	<p>Dua orang sedang melakukan kegiatan masing-masing. Laki-laki membuka percakapan. (suara helaan nafas) Tedi : “Sampeyan kelembeken iki masakine.” (perempuan hanya berdiam dan menatap sekejap laki-laki di hadapannya.</p>	<p>Tiara tidak bisa memasak karena masakan mienya lembek. Tiara tampak tidak bisa membela dirinya di hadapan suami. Sorot mata Tiara melirik pada Tedi menandakan ketidaksukaan terhadap respon suami terhadap masakannya.</p>	<p>Perempuan tidak menyuarakan haknya sebagai respon penolakan terhadap perlakuan buruk terhadap dirinya. Tiara tidak menjawab atas ketidakpuasan Tedi terhadap usahanya. Hal ini menandakan perempuan tidak bebas menyuarakan haknya di hadapan laki-laki sebab bagi Tiara kedudukannya tidak lebih tinggi dari Tedi.</p>
13	 <p><b>Data 13</b> durasi gambar 07:29-08:33</p>		
	<b>Makna Denotasi</b>	<b>Makna Konotasi</b>	<b>Mitos</b>
	<p>Suara orang berjalan. Tedi : “Dek. Tolong cariin kemeja putih yo. Pokoke ono ning lemari. Tumpuk ngga tahu tegahe.” Tiara : “Oh, buat apa emangnya Mas?” Tedi : “Ke Dek, Mas kepilih pelatihan dek kantor. Nek lusa mulaine. Sek marine pelatihan sui-sui diangkat dadi karyawan tetap.” (sambil mendekati Tedi) Tiara : “Wah. Alhamdulillah atuh Mas.”</p>	<p>Telepon genggam menjadi salah satu pemutus interaksi antara Tedi dan Tiara. Jarak Tedi dan Tiara digambarkan jauh, namun dalam satu arah tujuan yang sama sebagai pasangan rumah tangga untuk memperoleh penghidupan yang lebih baik.</p>	<p>Tiara tampak terus bergelut pada urusan dapur. Walaupun waktu petang sudah menandakan istirahat, namun ia masih terus melakukan pekerjaan rumah. Pekerjaan ini tidak mengenal waktu.</p>


No	Analisis Data		
	<p>Tedi : “Yo Dek.” (sambil menghela nafas)                      Tedi : “Kalo dipilih, ditempatin di <i>office</i>.”                      Tiara : “Asik atuh Mas. Gausa capek-capek lagi keliling nyari konsumen.”                      Tedi : “Yo.” (tetap fokus menatap telepon genggamnya)</p>		
14	 <p><b>Data 14</b> durasi gambar 09:41-09:48</p>		
	<p><b>Makna Denotasi</b></p> <p>Tiara : “Subuh amat Mas berangkat” (sambil meminum kopi)                      Tedi : “Iya, mau ke Tangerang nanti” (Tedi mengeluarkan dompet hitam)                      Tedi : “Ki ge tumbas beras yo.” (sambil menyerahkan uang 10.000 rupiah)                      Raut wajah Tiara tampak lesu dan tidak bersemangat serta sedikit kecewa.</p>	<p><b>Makna Konotasi</b></p> <p>Tedi memberi jatah uang harian kepada Tiara sebesar 10.000 rupiah. Uang dengan nilai itu tidak akan cukup untuk sehari-hari. Penghasilan Tedi sangat rendah bahkan untuk memenuhi kebutuhan sehari-hari dirasa tidak cukup.</p>	<p><b>Mitos</b></p> <p>Penghasilan suami menentukan derajat hidupnya di masyarakat. Penghasilan juga menentukan kualitas hidup manusia baik untuk dirinya maupun orang yang menjadi tanggung jawabnya.</p>
15	 <p><b>Data 15</b> durasi gambar 18:27-19:03</p>		
	<p><b>Makna Denotasi</b></p> <p>Cahaya dari layar komputer, jendela putih batas luar dan dalam ruang, siluet lelaki, dan seorang perempuan</p>	<p><b>Makna Konotasi</b></p> <p>Tiara menangis hidupnya yang hampa. Tiara hanya ingin ditemani seseorang yang mau mendengar keluh</p>	<p><b>Mitos</b></p> <p>Pernikahan merupakan bentuk ibadah paling panjang. Menikahlah secara yakin dengan orang yang tepat,</p>

No	Analisis Data		
	<p>dengan raut wajah menangis. Suasana tampak hening bercampur suara tangis, suara kendaraan, dan suara jangkrik. Penjaga : “Ini teh baju sadayana?” Tiara : (menganggukan kepala) Penjaga : “Alhamdulillah atuh neng.” (hening, lalu Tiara menangis)</p>	<p>kesahnya, menanyakan keadaannya, dan mensyukuri atas kerja kerasnya. Tedi tidak memberi kebebasan dan kebutuhan dari keinginan hati Tiara.</p>	<p>bertanggung jawab, dan seiman menerima dan saling menghargai satu sama lain agar hidup tidak terasa hampa dan bisa lebih berwarna.</p>
16	<div data-bbox="284 790 687 1010" data-label="Image"> </div> <p data-bbox="284 1019 687 1055"><b>Data 16</b> durasi gambar 20:30-21:00</p>		
	<p><b>Makna Denotasi</b></p> <p>Tedi membukakan pintu dan Tiara masuk ke dalam rumah. Tedi : “Sampean teko ngendi wae tho?” Tiara : (diam saja) Tedi : “Kamu ngerokok lagi ya?” Tiara : “Ini Mas, kemeja bodhasnya.” Tedi : “Nggak usah. Aku nggak jadi ikut pelatihan. Kuotane dikurangi.” Tiara : (hanya mematung di sofa)</p>	<p><b>Makna Konotasi</b></p> <p>Tiara memberi baju putih yang diinginkan Tedi. Pemberian baju kepada Tedi merupakan jawaban Tiara atas pertanyaan yang diajukan Tedi. Secara tidak langsung, Tiara menjawab bahwa ia barusaja pergi untuk mendapatkan baju itu, namun Tedi tidak menghargai usaha sang istri.</p>	<p><b>Mitos</b></p> <p>Interaksi dan komunikasi merupakan perilaku yang membutuhkan timbal balik. <i>Sepi ing pamrih, rame ing gawe</i> pepatah jawa yang artinya melakukan pekerjaan tanpa pamrih. Itulah yang sebenarnya dilakukan Tiara dan pekerjaan rumah itu salah satunya.</p>
17	<div data-bbox="284 1740 687 1960" data-label="Image"> </div> <p data-bbox="284 1968 687 2004"><b>Data 17</b> durasi gambar 21:01-21:15</p>		

No	Analisis Data		
	Makna Denotasi	Makna Konotasi	Mitos
	Latar belakang suara piano dan musik. Tas-tas tergantung di dinding putih. Cermin bingkai hitam menampilkan seorang perempuan (Tiara) yang berambut panjang hitam sedang mengancing kemeja putih lengan panjang.	Tiara memakai kemeja putih yang ia beli untuk suaminya, Tedi. Tiara menghargai kerja kerasnya sendiri untuk membeli baju tersebut karena baju yang ia punya sudah dijual dan tidak ada yang tersisa. Tiara siap bekerja hari ini.	<i>Ajining raga saka busana</i> yang artinya kehormatan diri ada pada penampilan. Hal ini dilakukan Tiara untuk menghormati dirinya sendiri dengan memakai baju yang dibelinya hasil usaha sendiri. Pekerjaan rumah masih menjadi pekerjaan utamanya.

### Perempuan sebagai istri yang bertanggung jawab

Tabel 2



No	Analisis Data		
1	 <p>Data 13 durasi gambar 02:45-02:59</p>		
	Makna Denotasi	Makna Konotasi	Mitos
	Perempuan (Tiara) berbaju motif biru sedang menggenggam telefon berwarna silver yang ditempelkan di telinga. Rambut nampak dikuncir satu. Di belakang rusun dengan bangunan berlumut, meja kayu yang terisi gelas plastik dan korek api juga rokok. (dering telefon) Perempuan (Tiara) mengangkat telefon. Tiara : "Halo, Mas." (suara bisik kendaraan) Tiara : "Oiya, tapi nasinya sudah habis." (suara bisik kendaraan) Tiara : "Nuhun, sawiyos. Nanti dimasakin."	Tiara sedang mengangkat telefon dan berbicara dengan lawan bicara (Tedi) yang menanyakan tentang makan malam.	Cara membangun komunikasi dengan mengabari dan menanyakan. <i>Smartphone</i> menjadi alat komunikasi modern yang banyak digunakan oleh masyarakat.


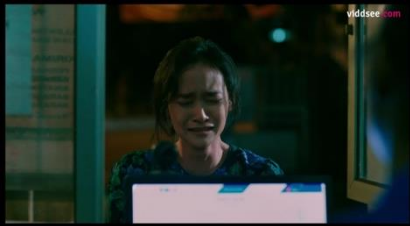
2		<p><b>Data 18</b> durasi gambar 03:37-03:46</p>	
<p><b>Makna Denotasi</b></p>		<p><b>Makna Konotasi</b></p>	<p><b>Mitos</b></p>
<p>Pintu coklat dengan cahaya kuning di tirai jendela, tembok putih dengan lukisan dan saklar lampu. Tiara berbaju pendek warna coklat tampak mencium tangan seorang laki-laki berbaju biru.</p>		<p>Tiara sedang salim atau mencium tangan Tedi (suami) di depan pintu. Tedi tampak baru saja pulang kerja.</p>	<p>Bentuk cara menghormati suami yaitu membukakan pintu, menyambut pulang dari kerja, dan mencium tangan atau salim. Salim adalah budaya Indonesia.</p>
3		<p><b>Data 19</b> durasi gambar 03:51-04:01</p>	
<p><b>Makna Denotasi</b></p>		<p><b>Makna Konotasi</b></p>	<p><b>Mitos</b></p>
<p>Di depan pintu, seorang perempuan berbaju coklat sedang berjongkok. Tangan tampak menaruh sepatu di rak. Latar tembok putih, tirai jendela, dan pintu coklat.</p>		<p>Tiara merapikan sepatu sang suami yang baru saja pulang kerja. Tedi tidak membantu meringankan pekerjaan Tiara di rumah. Tiara sudah terbiasa dengan pekerjaan rumah.</p>	<p>Seorang istri harus selalu siap siaga untuk melayani suami.</p>
4		<p><b>Data 22</b> durasi gambar 06:23-06:27</p>	
<p><b>Makna Denotasi</b></p>		<p><b>Makna Konotasi</b></p>	<p><b>Mitos</b></p>
<p>(suara derit kasur dan helaan nafas) Sorot lampu sebagian dan gelap sebagian, tampak telepon genggam dan kabel pengisi daya di atas meja coklat, tampak kasur warna putih bermotif bunga dengan wajah</p>		<p>Tiara hanya bisa pasrah ketika suami meminta jatah darinya. Tiara menjalaninya karena memenuhi kewajibannya sebagai istri Tedi tetapi</p>	<p>Hak dan kewajiban dalam rumah tangga terkadang membias dan banyak yang melakukannya dengan pasrah agar dianggap bertanggung jawab atas</p>

perempuan berekspresi datar menghadap ke atas dan pria menghadap ke bawah dan menahan badan dengan tangan kirinya.	tidak sejalan dengan haknya sebagai perempuan.	perannya. Salah satunya adalah sex atau berhubungan badan.
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### Perempuan yang minim apresiasi

Tabel 3

No	Analisis Data			
1	 <p><b>Data 21</b> durasi gambar 06:17-06:22</p>	<p><b>Makna Denotasi</b></p> <p>Dua orang berbeda sedang melakukan kegiatan masing-masing. Laki-laki membuka percakapan. (suara helaan nafas) Tedi : "Sampeyan kelembeken iki masakine." (perempuan hanya berdiam dan menatap sekejap laki-laki di hadapannya.</p>	<p><b>Makna Konotasi</b></p> <p>Masakan mie yang dibuat Tiara dianggap lembek. Alih-alih memberi kritik, lebih baik memberi saran yang baik atau ucapan terima kasih.</p>	<p><b>Mitos</b></p> <p>Seorang makhluk sosial memiliki adab yang wajib dimiliki setiap manusia yaitu adab berucap "tolong, terima kasih, dan maaf". Hal ini masih belum diterapkan oleh setiap manusia terhadap manusia lain.</p>
2	 <p><b>Data 25</b> durasi gambar 07:29-08:33</p>	<p><b>Makna Denotasi</b></p> <p>Suara orang berjalan. Tedi : "Dek. Tolong cariin kemeja putih yo. Pokoke ono ning lemari. Tumpuk ngga tahu tegahe." Tiara : "Oh, buat apa emangnya Mas?" Tedi : "Ke Dek, Mas kepilih pelatihan dek kantor. Nek lusa mulaine. Sek marine pelatihan sui-sui diangkat dadi karyawan tetap." Tiara : "Wah. Alhamdulillah atuh Mas."</p>	<p><b>Makna Konotasi</b></p> <p>Tedi mendapat kesempatan naik jabatan melalui pelatihan. Kebahagiaan tampak ditunjukkan oleh Tiara melalui dialog.</p>	<p><b>Mitos</b></p> <p>Bentuk meminta tolong tanpa menghargai orang yang dimintai bantuan. Tedi terlihat acuh pada Tiara dan tampak tidak menghargai lawan bicaranya.</p>

	<p>Tedi : “Yo Dek.” (sambil menghela nafas) Tedi : “Kalo dipilih, ditempatin di <i>office</i>.” Tiara : “Asik atuh Mas. Gausa capek-capek lagi keliling nyari konsumen.” Tedi : “Yo.” (tetap fokus menatap telepon genggamnya)</p>		
3	 <p><b>Data 27</b> durasi gambar 09:41-09:48</p>		
	<p><b>Makna Denotasi</b></p> <p>Tiara : “Subuh amat Mas berangkat” (sambil meminum kopi) Tedi : “Iya, mau ke Tangerang nanti” (Tedi mengeluarkan dompet hitam) Tedi : “Ki ge tumbas beras yo.” (sambil menyerahkan uang 10.000 rupiah) Raut wajah Tiara tampak lesu dan tidak bersemangat serta sedikit kecewa.</p>	<p><b>Makna Konotasi</b></p> <p>Tedi memberi jatah uang harian kepada Tiara sebesar 10.000 rupiah. Kebutuhan sehari-hari tidak hanya untuk makan, namun kebutuhan lain seperti membeli deterjen, gas, pakaian,</p>	<p><b>Mitos</b></p> <p>Seorang suami wajib memberi nafkah untuk kebutuhan rumah.</p>
4	 <p><b>Data 37</b> durasi gambar 18:27-19:03</p>		
	<p><b>Makna Denotasi</b></p> <p>Cahaya dari layar komputer, jendela putih batas luar dan dalam ruang, siluet lelaki, dan seorang perempuan dengan raut wajah menangis. Suasana tampak hening bercampur suara tangis, suara kendaraan, dan suara jangkrik.</p>	<p><b>Makna Konotasi</b></p> <p>Tiara menangis sebab baju kesayangannya terpaksa harus dijual untuk membeli baju putih sang suami dan juga untuk kebutuhan sehari-hari yang kurang.</p>	<p><b>Mitos</b></p> <p>Menangis adalah respon atau gejala emosi yang dirasakan seseorang. Tiara merasa lelah terhadap kehidupannya yang tidak tertuju pada apapun. Hal ini dilakukan agar perasaan menjadi lebih lega dan baik.</p>

<p>5</p>		<p>Data 41 durasi gambar 20:30-21:00</p>	
<p><b>Makna Denotasi</b></p> <p>Tedi membukakan pintu dan Tiara masuk ke dalam rumah. Tedi : “Sampean teko ngendi wae tho?” Tiara : (diam saja) Tedi : “Kamu ngerokok lagi ya?” Tiara : “Ini Mas, kemeja bodhasnya.” Tedi : “Nggak usah. Aku nggak jadi ikut pelatihan. Kuotane dikurangi.” Tiara : (hanya mematung di sofa)</p>	<p><b>Makna Konotasi</b></p> <p>Tiara pulang larut malam dengan bau rokok di badannya. Tedi bertanya kepada Tiara dengan nada acuh tak acuh. Tiara menyerahkan baju yang diminta Tedi, tetapi Tedi menjawab dengan acuh dan mengatakan sudah tidak butuh. Alih-alih meminta maaf, Tedi hanya pergi begitu saja.</p>	<p><b>Mitos</b></p> <p>Adab yang patut dilestarikan dan diajarkan yaitu tutur kata yang baik terutama dalam berucap maaf, tolong, dan terima kasih.</p>	
<p>6</p>		<p>Data 42 durasi gambar 21:01-21:15</p>	
<p><b>Makna Denotasi</b></p> <p>Latar belakang suara piano dan musik. Tas-tas tergantung di dinding putih. Cermin bingkai hitam menampilkan seorang perempuan (Tiara) yang berambut panjang hitam sedang mengancing kemeja putih lengan panjang.</p>	<p><b>Makna Konotasi</b></p> <p>Tiara memakai kemeja putih yang ia beli untuk suaminya, Tedi. Tiara menghargai kerja kerasnya sendiri untuk membeli baju tersebut karena baju yang ia punya sudah dijual dan tidak ada yang tersisa.</p>	<p><b>Mitos</b></p> <p><i>Ajjining raga saka busana</i> yang artinya kehormatan diri ada pada penampilan. Hal ini dilakukan Tiara untuk menghormati dirinya sendiri dengan memakai baju yang dibelinya hasil usaha sendiri.</p>	

### Implikasi pada Pembelajaran Sastra Indonesia di SMA

Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia Nomor 8 Tahun 2022 (Kemendikbudristek, 2022) menetapkan capaian pembelajaran Bahasa Indonesia Fase F kelas XI dan XII SMA pada elemen menyimak yaitu peserta didik mampu menyimak, menafsirkan, mengapresiasi, mengevaluasi, dan menciptakan teks sastra Nusantara dan sastra universal seperti novel, puisi, prosa, drama, film, dan teks multimedia dan multimodal (lisan, audio, video, cetak, dan digital). Metode

semiotika Roland Barthes dapat dipergunakan dalam mengapresiasi untuk analisis film dalam menemukan makna.

Representasi perempuan dalam film pendek *Maybe Someday, Another Day, But Not Today* dapat diimplikasikan kepada peserta didik dalam pembelajaran sastra Indonesia melalui analisis semiotika Roland Barthes. Metode semiotika Roland Barthes ini dapat diimplikasikan pada mata pelajaran Bahasa Indonesia Fase F Kelas XI dan XII SMA capaian pembelajaran elemen menyimak sebagai apresiasi terhadap karya sastra universal. Pembelajaran berbasis media film ini diharapkan bisa meningkatkan kreativitas peserta didik dengan membedah sebuah film tidak hanya dari segi sinematografi tapi juga dari segi isi sebuah karya. Penelitian ini juga diharapkan menjadi inovasi bagi pengajar agar memberi pandangan dan memunculkan ide-ide baru untuk memperoleh hasil akhir sebuah pembelajaran berupa karya yang bagus dan layak dipersembahkan.

## SIMPULAN

Berdasarkan hasil dan pembahasan dapat disimpulkan representasi perempuan dari sudut pandang kemiskinan (tidak bekerja, jatah kebutuhan rumah kurang, tinggal di rusun), kesetaraan gender (tidak diperbolehkan kerja), dan nilai-nilai moral (seperti sabar, tulus, bertanggung jawab, dan penghormatan) dalam film pendek *Maybe Someday, Another Day, But Not Today* melalui analisis semiotika Roland Barthes dan implikasinya pada pembelajaran sastra Indonesia di SMA. Penggunaan metode analisis semiotika Roland Barthes berimplikasi terhadap pembelajaran sastra Indonesia elemen menyimak pada Fase F kelas XI dan XII SMA.

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**RETORIKA PROFETIK PADA WACANA INFORMATIF  
DI AKUN INSTAGRAM @MATANAJWA DAN IMPLIKASI PADA PEMBELAJARAN  
BAHASA INDONESIA KD. 3.5 MENGIDENTIFIKASI DALAM TEKS EDITORIAL PADA  
SMA KELAS XII**

**Meilinda Bella Anggraini, Fahrudin Eko Hardiyanto**

**Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas  
Pekalongan**  
[meilinda.ba10@gmail.com](mailto:meilinda.ba10@gmail.com)

**ABSTRAK**

Penelitian ini bertujuan untuk mengidentifikasi penerapan retorika profetik pada Instagram @matanajwa dan untuk mengidentifikasi implikasi retorika profetik pada pembelajaran Bahasa Indonesia kelas XII SMA. Penelitian ini merupakan penelitian deskriptif kualitatif. Sumber data yang digunakan pada penelitian ini adalah sumber data primer data sekunder. Sumber data primer pada penelitian ini berupa data kualitatif yang bersumber dari data postingan Instagram @matanajwa dan data sekunder didapatkan dari buku-buku referensi mengenai komunikasi profetik, retorika, Instagram, dan situs lain yang masih ada kaitannya dengan penelitian ini.. Teknik pengumpulan data pada penelitian ini menggunakan teknik observasi dan dokumentasi. Data yang telah terkumpul akan dianalisis menggunakan teori retorika ethos, pathos, dan logos serta teori profetik nilai humanisasi, liberasi, dan transendensi. Hasil Penelitian ini: (1) ethos berkaitan dengan kredibilitas seorang pembicara, yaitu Najwa Shihab memiliki kredibilitas atau ethos yang baik sebagai seorang pembicara dengan keahlian personal dan karismanya, (2) pathos berkaitan dengan daya tarik emosional audien yang digunakan pembicara daya tarik emosional yang digunakan berupa commpasion, dan (3) logos berkaitan dengan argumen berdasarkan bukti-bukti logis ditunjukkan dengan argumen yang disusun dengan kalimat terstruktur, penggambaran, penataan ide dalam setiap kalimatnya, dan berdasarkan bukti-bukti logis, serta 4) nilai humanisasi berkaitan dengan rasa kemanusiaan berupa saling mengingatkan sesama manusia dan menolong manusia yang mengalami kesusahan, (5) liberasi berkaitan dengan pembebasan signifikan sosial dari kekerasan dan ketidakadilan sosial, dan (6) transendensi berupa adanya rasa syukur dengan mengucap 'masyaallah' dan 'alhamdulillah'

**Kata Kunci:** retorika profetik, ethos, pathos, logos, humanisasi, transendensi, dan Instagram

**ABSTRACT**

This study aims to identify the application of prophetic rhetoric on Instagram @matanajwa and to identify the implications of prophetic rhetoric on learning Indonesian grade XII high school. This research is a qualitative descriptive research. The data source used in this study is the primary data source of secondary data. The primary data source in this study is qualitative data sourced from Instagram post data @matanajwa and secondary data obtained from reference books on prophetic communication, rhetoric, Instagram, and other sites that are still related to this study. Data collection techniques in this study used observation and documentation techniques. The collected data will be analyzed using rhetorical theories of ethos, pathos, and logos as well as prophetic theories of humanization, liberation, and transcendence values. Results of this study: (1) ethos is related to the credibility of a speaker, namely Najwa Shihab has credibility or good ethos as a speaker with personal skills and charisma, (2) pathos relates to the emotional appeal of the audience used by the speaker emotional appeal used in the form of commpasion, and (3) logos relates to arguments based on logical evidence shown by arguments arranged with structured sentences, drawing, structuring ideas in each sentence, and based on logical evidence, and 4) humanization value related to humanity in the form of reminding each other and helping humans in distress, (5) liberation related to socially significant liberation from violence and social injustice, and (6) transcendence in the form of gratitude saying by 'masyaallah' and 'alhamdulillah'.

**Keywords:** prophetic rhetoric, ethos, pathos, logos, humanization, transcendence, and Instagram

**PENDAHULUAN**

Berkembangnya teknologi informasi dan komunikasi yang sangat laju menyebabkan adanya perubahan gaya hidup manusia. Manusia memiliki gaya hidup baru yang tidak bisa dilepaskan dari perangkat elektronik. Rogers (dalam Sulisti, 2021:14) memaparkan bahwa peran teknologi membawa manusia ke

era saat ini, yaitu era digital yang memiliki empat fase perkembangan komunikasi manusia dan saat ini berada difase Interactive Communication Era, melalui dua media yang berbeda.

Media sosial merupakan sebuah platform berbasis internet yang mudah digunakan. Media sosial memungkinkan para penggunanya untuk membuat dan berbagi konten (informasi, opini, dan minat), dalam konteks yang beragam (informatif, edukatif, sindiran, kritik dan sebagainya) kepada khalayak yang lebih banyak lagi. Media sosial diciptakan sebagai wadah bagi para penggunanya untuk saling berkomunikasi, bertukar informasi, berbagi, dan berpartisipasi secara daring melalui jejaring virtual dengan lebih mudah dan cepat.

Instagram merupakan salah satu contoh bentuk media sosial yang populer diberbagai kalangan. Aplikasi daring yang dapat dengan mudah diakses kapan saja, Instagram memiliki banyak pengguna di seluruh dunia. Instagram dijadikan sebagai media tempat berinteraksi antar pengguna, media hiburan, mencari referensi, branding, dan berbisnis. Instagram @matanajwa merupakan akun yang membagikan informasi dan berita secara kritis sesuai dengan sudut pandang mereka. Informasi dan berita tersebut dibagikan melalui sebuah postingan di akun instagram @matanajwa. Akun Instagram @matanajwa memiliki 4,3 juta pengikut berarti banyak pengguna Instagram yang menyukai dan tidak ingin tertinggal unggahan baru akun Instagram @matanajwa. Ada 7.369 postingan yang diunggah di akun Instagram @matanajwa, setiap postingannya mendapatkan banyak like dan komentar dari pengguna Instagram lain. Beberapa postingan Instagram @matanajwa memuat nilai-nilai profetik, yaitu nilai humanisasi, nilai liberasi, dan nilai transendensi.

Nilai profetik merupakan nilai kenabian atau suatu sifat, perilaku, perkataan yang ada pada diri nabi. Nilai profetik dapat diterapkan dalam kehidupan sehari-hari atau kehidupan sosial. Kuntowijoy (2001:365) berpendapat bahwa terdapat tiga unsur nilai yang terkandung dalam kajian profetik, yaitu adanya nilai humanisasi, liberasi, dan transendensi. Nilai-nilai profetik dapat mencerminkan proses pendidikan dengan klasifikasinya, yaitu nilai humanisasi mampu mengembangkan rasa kepedulian terhadap sosial, liberasi merupakan pendidikan akal pikiran, dan transendensi merupakan kesadaran ketuhanan.

Retorika merupakan kemampuan dalam berkomunikasi dengan bahasa yang menjadi unsur utamanya. Retorika dalam artian luas memuat penggunaan bahasa baik secara lisan maupun tulisan. Keragaman bahasa ada pada dalam kegiatan berkomunikasi. Pesan dapat diketahui, dipahami, dan dapat diterima oleh komunikan merupakan tujuan utama penyampaian pesan. Retorika digunakan untuk memilih ungkapan yang dipandang paling cocok agar tidak ada kesalahpahaman dan kesalahpengertian antara komunikator dan komunikan.

Penelitian tentang retorika profetik masih jarang diteliti oleh peneliti lain hal ini menjadi alasan peneliti meneliti penelitian retorika profetik di Instagram. Retorika profetik yang dianalisis pada penelitian ini difokuskan pada postingan Instagram @matanajwa terutama pada postingan yang mengandung nilai-nilai profetik. Postingan Instagram @matanajwa akan dianalisis melalui kajian retorika profetik, yaitu ethos, pathos, dan logos serta melalui kajian profetik, yaitu nilai humanisasi, liberasi, dan transendensi. Retorika profetik dapat dikaitkan dalam pembelajaran Bahasa Indonesia di SMA kelas XII. Pembelajaran Bahasa Indonesia yang sesuai dengan retorika profetik penelitian ini, yaitu KD. 3.5 "Mengidentifikasi dalam teks editorial". Pembelajaran dalam KD. (3.5) diharapkan peserta didik dapat menemukan pendapat, alternatif solusi, dan simpulan informasi-informasi penting, dan ragam informasi sebagai bahan teks editorial. Penelitian ini dapat dijadikan sebagai panduan peserta didik dan pendidik dalam pemilihan bahasa pada saat berpendapat atau saat menyampaikan informasi agar isi yang disampaikan mudah dipahami dan tidak asal berbicara dalam berargumen menanggapi suatu isu.

Berdasarkan penjelasan dan persoalan pada latar belakang yang telah penulis paparkan, berikut rumusan masalah yang akan dianalisis: (1) bagaimana nilai-nilai retorika profetik pada wacana informatif di Instagram @matanajwa? (2) bagaimana implikasi retorika profetik dalam wacana informatif di akun instagram @matanajwa pada pembelajaran Bahasa Indonesia kelas XII SMA?.

Tujuan dari penelitian ini yaitu untuk: (1) mengidentifikasi nilai-nilai retorika profetik pada wacana informatif di Instagram @matanajwa, (2) mengidentifikasi implikasi retorika profetik pada wacana informatif di akun instagram @matanajwa pada pembelajaran Bahasa Indonesia kelas XII SMA.

Menurut Keraf (2010: 3), retorika yaitu teknik penggunaan bahasa oleh seseorang baik secara tulisan maupun lisan dengan diimbangi sebuah pengetahuan yang tersusun dengan baik. Retorika didefinisikan sebagai cabang dari dialektika yang membahas tentang kemampuan berbahasa dalam argumen. Menurut Hardiyanto (2019:59) masyarakat merupakan penutur bahasa yang beragam. Keragaman bahasa disebabkan oleh perkembangan masyarakat di berbagai aspek kehidupan, salah satunya perkembangan iptek (ilmu pengetahuan dan teknologi) yang semakin maju menjadi salah satu faktor yang mengakibatkan perkembangan bahasa.

Ada tiga aspek pendekatan dalam dasar pemikiran retorika menurut Aristoteles yang bertujuan untuk mempersuasi audiens, yaitu (1) ethos, (2) pathos dan (3) logos. Ethos merupakan sebuah kredibilitas, seorang individu yang mendapatkan hak berbicara dengan berlandaskan pada kompetensi, kelayakan, dan dinamis itu merupakan suatu kredibilitas. Pathos merupakan bukti bentuk emosional dari pendengar atau audien. Logos atau sering disebut dengan kumpulan bukti logis. Logos harus berdasarkan pada sebuah argumen dan bukti yang rasional.

Menurut Mahfudz (2021:24) profetik berasal dari bahasa Yunani dari kata dasar "prophet" yang berarti nabi dan "prophetes" yang berarti juru bicara dapat juga berarti orang yang berbicara masa depan. Definisi profetik adalah mempunyai sifat atau ciri seperti nabi atau segala sesuatu yang berhubungan dengan seseorang yang mendapatkan potensi kenabian. Hak (2022:17) berpendapat bahwa ada tiga nilai penting dalam ilmu sosial politik yang menjadi unsur pembentuk paradigma profetik, yaitu (1) nilai humanisasi, (2) nilai liberasi, dan (3) nilai transendensi. Humanisasi adalah sebuah proses pemanusiawian manusia dengan tujuan untuk memanusiaikan manusia (mengangkat derajat manusia). Liberasi dapat diartikan sebagai pembebasan dengan konotasi yang memiliki signifikansi sosial. Transendensi merupakan bentuk kesadaran yang membawa manusia untuk beriman kepada Tuhan.

## **METODE PENELITIAN**

Penelitian mengenai retorika profetik pada wacana informatif di akun Instagram @matanajwa dan implikasi pada pembelajaran bahasa Indonesia kelas XII.5 mengidentifikasi dalam teks editorial pada SMA kelas XII ini merupakan penelitian deskriptif kualitatif. Data yang digunakan dalam penelitian kualitatif ini berupa rangkaian kata-kata dan bukan berupa data angka. Pengumpulan data penelitian kualitatif ini dilakukan dengan dua cara, yaitu dengan melakukan observasi dan dokumentasi.

Penelitian ini sendiri bertujuan untuk meneliti retorika profetik yang terdapat pada postingan Instagram @matanajwa. Dianalisis menggunakan teori retorika ethos, pathos, dan logos serta nilai-nilai sosial profetik yang mempunyai tiga nilai dasar yaitu humanisasi (kemanusiaan), liberasi (pembebasan), dan transendensi (ketuhanan) sebagai poin untuk menganalisis subjek penelitian. Penelitian ini berupa teks. Penelitian retorika profetik ini untuk memahami teori retorika dan nilai profetik pada postingan Instagram @matanajwa. Penelitian ini difokuskan pada postingan Instagram @matanajwa yang memuat nilai profetik.

Sumber data dalam penelitian ini sebagai berikut.

1. Sumber data primer pada penelitian ini berupa data kualitatif yang bersumber dari data postingan Instagram @matanajwa.
2. Sumber data sekunder menjadi data pelengkap dalam penelitian ini. Sumber data sekunder didapatkan dari buku-buku referensi mengenai komunikasi profetik, retorika, Instagram, dan situs lain yang masih ada kaitannya dengan penelitian ini.

Peneliti menggunakan dua teknik pengumpulan data yaitu, sebagai berikut.

1. Observasi

Observasi dilakukan dengan mengamati situasi dan kondisi yang berkaitan dengan objek yang penelitian.

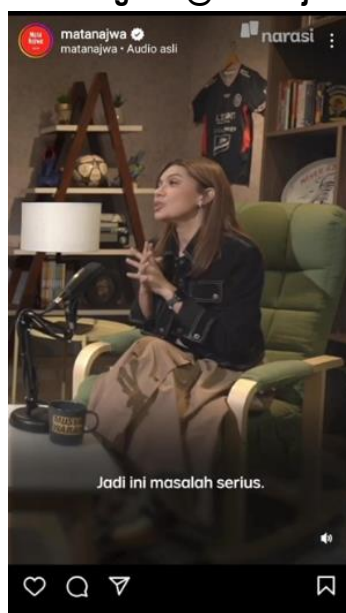
2. Data yang diperoleh dari dokumentasi berupa tangkap layar dari video reels Instagram @matanajwa yang memuat retorika profetik. Dialog dalam reels tersebut akan diubah menjadi teks kemudian akan dianalisis dan dicocokkan dengan teori yang berkesinambungan.

Teknik analisis data dalam penelitian ini menggunakan teknik analisis deskriptif interpretatif, yang mana teknik tersebut dilakukan dengan menguraikan data yang akan diteliti berdasarkan teori-teori terkait. Teknik analisis data tersebut dilakukan dengan langkah-langkah: (1) reduksi data, (2) penyajian data, (3) analisis data, dan (4) penarikan simpulan.

## HASIL DAN PEMBAHASAN

Penelitian ini menggunakan objek, yaitu Instagram dengan nama akun @matanajwa. Penyajian data dan analisis data dalam penelitian ini akan menjawab permasalahan yang menjadi fokus pembahasan dalam penelitian ini. Berikut merupakan analisis pembahasan dari penelitian ini.

1. Penerapan retorika profetik pada Instagram @matanajwa.



**Gambar 1. Postingan reels Instagram @matanajwa**

Gambar 1 merupakan postingan reels akun Instagram @matanajwa yang berupa reels dengan judul *KDRT Bukan Urusan Privat, tapi Urusan Negara*. Narasi pada reels tersebut sebagai berikut.

*“KDRT itu (kasus) yang paling tinggi pengaduannya. Kekerasan dalam rumah tangga itu salah satu kasus yang selalu paling banyak terjadi dan dilaporkan. Dan laporan itu selalu terjadi seperti gunung es. Jadi yang dilaporkan tidak sebanding dengan apa yang sesungguhnya terjadi di publik, jadi ini masalah serius. Kalau kita bicara apa tantangan perempuan di Indonesia hari-hari ini, nomor satunya itu soal kekerasan.*

*Termasuk di dalamnya kekerasan dalam rumah tangga. Belum lagi kultur di Indonesia tuh terkadang kalau urusan rumah tangga itu dianggapnya urusan internal. Jadi kalau perempuan yang mau lapor atau cerita ke orang itu tuh kalau bukan cerita ke orang yang tepat reaksinya tuh malah membuat dia ciut. Ada yang bilang kalau enggak disalahin, jadi yang disalahin justru korbannya atau ada yang bilang “udah diem aja nurut aja sama suami, lu kalau enggak nurut masuk neraka nanti.” Bener loh reaksi-reaksi yang terkadang diberikan oleh orang yang diceritakan itu tuh malah bikin si korban jadi merasa tambah bersalah. Kemudian, ada orang yang menganggap ini tuh urusan personal. Padahal kekerasan dalam rumah tangga itu urusan negara. Bukan urusan privat, udah ada undang-undangnya kok udah sejak 18 tahun yang lalu. Undang-undang penghapusan kekerasan dalam rumah tangga. Ini urusan negara, kewajiban kita. Artinya kalau lu ngelihat ada tetangga yang dikerasin sama suaminya atau pasangannya, lu wajib ngelapor. Iya, karena harus melindungi korban.”*



Gambar 2. Caption atau Keterangan Postingan Instagram @matanajwa



Gambar 3. Komentar Postingan Instagram @matanajwa

Hasil analisis retorika profetik yang ada pada reels Instagram @matanajwa dengan judul *KDRT Bukan Urusan Privat, tapi Urusan Negara* sesuai dengan nilai-nilai profetik sebagai berikut.

**Table 1. Analisis Data**

Nilai profetik	Kutipan teks	Analisis
Humanisasi	"... Bukan urusan privat, udah ada undang-undangnya kok udah sejak 18 tahun yang lalu. Undang-undang penghapusan kekerasan dalam rumah tangga."	Narasi tersebut termasuk kedalam nilai humanisasi karena pemerintah membuat undang-undang penghapusan kekerasan dalam rumah tangga. Pembuatan UU penghapusan kekerasan dalam rumah tangga merupakan salah satu bentuk memanusiakan manusia.
Liberasi	"Bukan urusan privat, udah ada undang-undangnya kok udah sejak 18 tahun yang lalu. Undang-undang penghapusan kekerasan dalam rumah tangga. Ini urusan negara, kewajiban kita. Artinya, kalau lu ngelihat ada tetangga yang dikerasin sama suaminya atau pasangannya, lu wajib ngelapor. Iya karena harus melindungi korban."	Narasi tersebut menunjukkan perilaku kepedulian terhadap korban kekerasan yang sesuai dengan nilai liberasi. Kutipan narasi tersebut menekankan bahwa jika kita melihat seseorang yang mengalami kekerasan dalam rumah tangga, sebagai orang yang berada di sekitar korban harus melapor dan membantu melindungi korban dari tindak kekerasan.
Transendensi	"udah diem aja nurut aja sama suami, lu kalau enggak nurut masuk neraka nanti."	Ungkapan tersebut merupakan bentuk kesadaran yang membawa manusia beriman kepada Allah dengan mengingatkan seseorang tentang surga dan neraka. Saling mengingatkan manusia itu suatu kegiatan berpahala yang disukai Allah dan Rasul.

Kalimat "*lu ngelihat ada tetangga yang dikerasin sama suaminya atau pasangannya, lu wajib ngelapor*" kalimat tersebut mengedepankan ethos atau karakter baik pembicara yang menunjukkan niat baik dan kepedulian pembicara terhadap tindak kekerasan dalam rumah tangga.

Postingan tersebut berhasil mempersuasi seseorang lewat emosional dengan *compassion* atau rasa kasihan terhadap wanita yang dipukuli atau yang mengalami kekerasan. Dilihat dari komentar @lestia\_rahma "*Kalo korban malah lembali ke pelaku, kita sebagai tetangga harus gimana mbak? Sedangkan pas si korban di aniaya dia nangis-nangis minta tolong, tapi pas ditolongin pada akhirnya korban kembali rujuk lagi malah punya anak lagi.*"

Pembicara pada reels tersebut adalah Najwa Shihab, yang diketahui semua orang bahwa argumen atau statement yang beliau lontarkan pasti memiliki dasar yang kuat dan juga pengetahuan yang memadai. Najwa Shihab mengungkapkan argumennya dengan penalaran logis yang menggabungkan kalimat terstruktur, penggambaran, penataan ide dalam setiap kalimatnya dan penarikan simpulan dari bukti-bukti yang dipaparkan. Itu merupakan penerapan logos.

*Caption* pada *reels* tersebut digunakan untuk menunjukkan bahwa pembicaraan dalam *reels* tersebut memiliki dasar yang kuat bukan hanya pembicaraan omong kosong atau bual yang tidak memiliki dasar. Pembicaraan pada *reels* tersebut dapat dipertanggungjawabkan kebenarannya.

Postingan reel Instagram @matanajwa dengan judul KDRT Bukan Urusan Privat, tapi Urusan Negara mendapatkan banyak respon dari followers-nya. Salah satunya komentar akun @lestia\_rahma. komentar akun Instagram @lestia\_rahma merupakan bentuk emosional seseorang pembaca terhadap postingan Instagram @matanajwa. Postingan tersebut berhasil mempersuasi seseorang lewat emosional dengan compassion atau rasa kasihan terhadap wanita yang dipukuli atau yang mengalami kekerasan.



**Gambar 4. Postingan Instagram @matanajwa**

Gambar 4 merupakan postingan akun Instagram @matanajwa yang berupa *reels* dengan judul *Harapan Tulus untuk pendengar lagu 'Diri'* Percakapan pada *reels* tersebut sebagai berikut.

Tulus (bernyanyi) “Kau terlalu berharga untuk luka katakan pada dirimu semuanya baik-baik saja”

Najwa Shihab “Denger gitu aja udah mau nangis. Melow”

Tulus “Jangan dong”

Najwa Shihab “Ketika menyanyi diatas panggung menyanyikan lagu itu, terlihat betapa ribuan penonton ikut larut dan menyanyikan lagu itu. Itu rasanya gimana?”

Tulus “Rasanya... bersyukur dan kalau berharap tuh termasuk rasa kan. Iya, saya sih berharap lagu itu bisa tumbuh besar dihati teman-teman, ya. Pada saat teman-teman mendengarkan lagunya di presentasikan itu bisa kasih dampak baik buat hidup teman masing-masing yang datang nonton. Dan kalau mengetahui seperti itu pasti saya sebagai orang yang dititipi kemampuan untuk bisa nulis lirik itu senang...”



Gambar 5. Caption atau Keterangan Postingan Instagram @matanajwa



Gambar 6. Komentar Postingan Instagram @matanajwa

Hasil analisis retorika profetik yang ada pada reels Instagram @matanajwa dengan judul Harapan Tulus untuk pendengar lagu ‘Diri’ sesuai dengan nilai-nilai profetik sebagai berikut.

Table 2. Analisis Data

Nilai profetik	Kutipan teks	Analisis
Humanisasi	“...Pada saat teman-teman mendengarkan lagunya di presentasikan itu bisa kasih dampak baik buat hidup teman masing-masing yang datang nonton...”	Secara tersirat Tulus berharap agar para pendengar lagunya dapat mencintai dan menyayangi diri sendiri. Mengingat orang lain untuk self love merupakan suatu bentuk kasih sayang terhadap orang lain itu termasuk

		suatu proses humanisasi atau memanusiakan manusia.
Liberasi	-	-
Transendensi	“Rasanya... bersyukur dan kalau berharap tuh termasuk rasa kan. Iya, saya sih berharap lagu itu bisa tumbuh besar dihati teman-teman, ya.”	Tulus bersyukur atas lagu yang dinyanyikannya itu bisa membuat para penontonnya ikut larut dan menyanyikan lagu yang dipresentasikannya. Bersyukur merupakan wujud terimakasih kepada tuhan.

Ada daya tarik emosional yang digunakan pembicara untuk mempersuasi audien. Penggunaan pathos terdapat pada kalimat “Rasanya... bersyukur dan kalau berharap tuh termasuk rasa kan. Iya, saya sih berharap lagu itu bisa tumbuh besar dihati teman-teman, ya...” kalimat tersebut mengedepankan pathos dengan menggunakan daya tarik emosional yaitu *pride* atau rasa bangga terhadap suatu pencapaian. *Caption* pada *reels* tersebut menegaskan kembali tentang lagu ‘Diri’ dan mendapatkan respon positif dari pengguna Instagram. Dilihat dari komentar Instagram @hanterals yang setuju bahwa lagu ‘Diri’ dari Tulus itu dapat membangkitkan dan memaafkan dari keterpurukan diri sendiri.

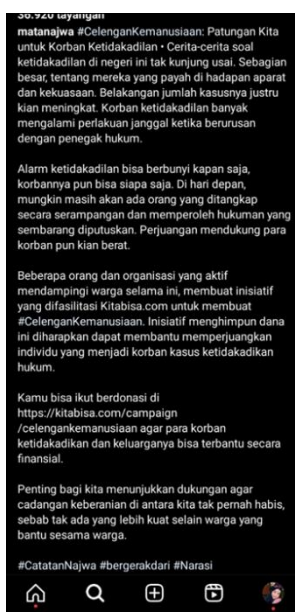


**Gambar 7. Postingan Instagram @matanajwa**

Gambar 7 merupakan postingan akun Instagram @matanajwa yang berupa reels dengan judul *Patungan Kita Untuk Korban Ketidakadilan*. Narasi pada reels tersebut sebagai berikut.

*“Sudah bosankah kamu mendengar cerita-cerita ketidakadilan? Kisah tentang rapuhnya mereka yang papa dihadapan aparat yang berkuasa. Terlalu sering dengar, percuma diangkat, tidak ada habisnya apapun yang kita lakukan. Rasanya justru sikap-sikap itu yang membuat kita kalah berkali-kali. Ketika untuk sekedar mendengar dan peduli tak lagi nyaman dihati, jangan bosan teman-teman kita harus terus membicarakannya sebagai perjuangan sekaligus pembuktian. Ketika mendengarnya ada rasa miris, terenyuh, marah, emosi apapun itu artinya kepedulian masih ada. Apalagi, perlakuan aparat yang semena-mena Kembali menjadi sorotan. Kasus ketidakadilan hukum rupanya justru merangkak naik. Rabu malam lalu, mata najwa mengangkat topik ‘hukuman suka-suka’. Iya, itu topik yang sudah kesekian*

*kalinya diangkat. Saya mengundang dan mendengar cerita-cerita para korban yang mengalami perlakuan janggal saat berurusan dengan penegak hukum itu hanya sebagian kecil saja tapi tergambar betapa korban-korban ketidakadilan ini tersebar diberbagai tempat dari desa hingga kota juga dari berbagai kalangan. Artinya, siapapun bisa jadi korban berikutnya. Dan tiap kali ada yang ditangkap serampangan, tiap kali ada hukuman yang salah diputuskan kita tau ada kepala keluarga atau pemimpin masyarakat yang kehilangan waktu dan tenaganya. Ada anak atau kerabat yang kehilangan sosok-sosok yang menghidupi mereka selama beberapa waktu jika bukan malah selamanya. Dibagian akhir episode mata najwa itu muncul inisiasi program celengan kemanusiaan. Inisiatif ini datang dari sejumlah teman yang saya kenal baik, juga beberapa organisasi yang selama ini aktif mendampingi warga. Lewat kitabisa.com inisiatif ini diharapkan dapat menghimpun dana dari publik untuk membantu yang menjadi korban ketidakadilan saat memperjuangkan hak-haknya. Kenapa celengan karena gerakan ini tidak dikhususkan dari kasus per kasus tapi tabungan untuk korban serupa di masa depan. Sebaran kasus yang kian meresahkan buat alarm yang bisa menyala kapan saja. Perlu adanya dana yang siap sedia bersifat abadi untuk digunakan secara berkelanjutan. Dan alhamdulillah belum juga 24 jam ribuan orang sudah memberikan donasinya.”*



**Gambar 8. Caption Postingan Instagram @matanajwa**



**Gambar 9 Komentar Postingan Instagram @matanajwa**

Hasil analisis retorika profetik yang ada pada reels Instagram @matanajwa dengan judul *Patungan Kita Untuk Korban Ketidakadilan* sesuai dengan nilai profetik sebagai berikut.

**Table 3 Analisis Data**

Nilai profetik	Kutipan teks	Analisis
Humanisasi	“Dibagian akhir episode mata najwa itu muncul inisiasi program celengan kemanusiaan. Inisiatif ini datang dari sejumlah teman yang saya kenal baik juga beberapa organisasi yang selama ini aktif mendampingi warga.”	Kutipan tersebut menunjukkan adanya rasa empati terhadap sesama manusia dengan munculnya inisiatif celengan kemanusiaan untuk membantu korban yang mengalami ketidakadilan hukum dihadapan aparat. Inisiatif tersebut masuk kedalam nilai profetik humanisasi karena memanusiakan manusia.
Liberasi	“Kenapa celengan karena gerakan ini tidak dikhususkan dari kasus per kasus tapi tabungan untuk korban serupan di masa depan. Sebaran kasus yang kian meresahkan buat alarm yang bisa menyala kapan saja. Perlu adanya dana yang siap sedia bersifat abadi untuk digunakan secara berkelanjutan.”	Dari kutipan tersebut memuat nilai profetik liberasi. Inisiatif celengan kemanusiaan menunjukkan sikap yang ingin membebaskan manusia dari ketidakadilan hukum dengan melakukan donasi lewat celengan kemanusiaan.
Transendensi	“Dan alhamdulillah belum juga 24 jam ribuan orang sudah memberikan donasinya.”	Mengucap ‘alhamdulillah’ merupakan bentuk syukur kepada Tuhan atas pemberian nikmat Tuhan.

Caption pada reels *Patungan Kita Untuk Korban Ketidakadilan* menegaskan dan meyakinkan pendengar reels untuk berdonasi kepada korban ketidakadilan hukum karena donasi tersebut dapat membantu korban dan keluarganya secara finansial.

Reels tersebut menerapkan teori retorika, yaitu ethos, pathos, dan logos. Najwa Shihab sebagai pembicara memiliki ethos yang baik dengan keahlian personal dan karisma. Ethos atau kredibilitas didapat karena adanya hak untuk berbicara. Dilihat dari respon Pengguna Instagram pada komentar postingan reels *Patungan Kita Untuk Korban Ketidakadilan* Najwa Shihab menggunakan daya tarik compassion atau rasa kasihan terhadap korban ketidakadilan hukum. Penerapan teori retorika logos ditunjukkan dengan ungkapan argumen dan pernyataan Najwa Shihab yang menggunakan penalaran logis, menggabungkan kalimat terstruktur dan adanya penataan ide dalam setiap kalimat yang diucapkan. Dilihat dari respon pendengar reels Instagram @matnajwa inti dari narasi tersebut dapat diterima oleh audien atau pendengar.

## 2. Implikasi pada pembelajaran Bahasa Indonesia KD 3.5 mengidentifikasi teks editorial pada Kelas XII SMA

Pembelajaran Bahasa Indonesia pada KD 3.5 memiliki enam indikator sebagai berikut.

- 3.5.1 Menentukan informasi pendapat terhadap suatu isu dalam teks editorial
- 3.5.2 Menentukan informasi alternatif solusi dalam teks editorial
- 3.5.3 Menentukan informasi simpulan terhadap suatu isu dalam teks editorial
- 3.5.4 Mendeskripsikan suatu pendapat atau isu dalam teks editorial
- 3.5.5 Mendeskripsikan informasi alternatif solusi terhadap suatu isu dalam teks editorial
- 3.5.6 Mendeskripsikan informasi simpulan terhadap suatu isu dalam teks editorial

Indikator 3.5.1 menentukan informasi pendapat terhadap suatu isu dalam teks editorial. "*Padahal kekerasan dalam rumah tangga itu urusan negara. Bukan urusan privat, udah ada undang-undangnya kok udah sejak 18 tahun yang lalu. Undang-undang penghapusan kekerasan dalam rumah tangga.*" Kutipan narasi tersebut memuat informasi pendapat.

Indikator 3.5.2 menentukan informasi alternatif solusi dalam teks editorial. Terdapat alternatif solusi pada kutipan berikut "*Artinya kalau lu ngelihat ada tetangga yang dikerasin sama suaminya atau pasangannya, lu wajib ngelapor. Iya, karena harus melindungi korban*"

Implikasi penerapan pembelajaran Bahasa Indonesia pada kompetensi dasar 3.5 mengidentifikasi teks editorial di SMA kelas XII. Narasi penelitian ini dapat dikaitkan kedalam enam indikator pada kompetensi dasar 3.5 mengidentifikasi teks editorial pada kelas XII SMA seperti menentukan informasi pendapat terhadap suatu isu, menentukan alternatif solusi dalam teks editorial, menentukan informasi simpulan terhadap suatu isu dalam teks editorial, mendeskripsikan suatu pendapat, mendeskripsikan alternatif solusi terhadap suatu isu, dan mendeskripsikan. Membantu para pendidik dan peserta didik dalam pembelajaran teks editorial.

### SIMPULAN

Simpulan yang didapat pada penelitian ini adalah terdapat retorika profetik dalam postingan Instagram @matanajwa. Penerapan retorika profetik pada postingan Instagram @matanajwa melalui tiga jenis teori retorika, yaitu etho, pathos dan logos serta melalui tiga nilai sosial profetik, yaitu nilai humanisasi, liberasi, dan transendensi. Penggunaan retorika profetik dapat diterapkan dalam media sosial.

Penelitian ini dapat di implikasikan penerapan pembelajaran Bahasa Indonesia pada kompetensi dasar 3.5 mengidentifikasi teks editorial di SMA kelas XII. Hasil analisis penelitian ini dapat menjadi acuan pendidik dan peserta didik dalam pembelajaran teks editorial. Analisis data ini sesuai dengan pembelajaran teks editorial dan dapat dikaitkan ke dalam setiap indikator pada kompetensi dasar 3.5 mengidentifikasi teks editorial. Memudahkan pendidik dan peserta didik dalam berpendapat terkait isu dalam teks editorial, menentukan alternatif solusi, mendeskripsikan isu dalam teks editorial, dan menentukan simpulan pendapat dalam teks editorial.

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## KONFLIK BATIN PADA TOKOH UTAMA NOVEL *25 JAM* KARYA STEFANI BELLA DAN SYAHID MUHAMMAD DENGAN KAJIAN PSIKOLOGI SASTRA DAN IMPLIKASINYA TERHADAP PEMBELAJARAN BAHASA INDONESIA DI SMA

Lutfi Basirudin Nur, Desyarini Puspita Dewi

Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan,

Universitas Pekalongan

[luthfibasiruddinnur@gmail.com](mailto:luthfibasiruddinnur@gmail.com)

### ABSTRAK

Penelitian ini dilatarbelakangi adanya hal-hal yang seringkali dianggap sepele oleh pembaca sehingga pesan yang disampaikan oleh pengarang novel dalam bentuk konflik batin tidak dapat tersampaikan oleh sebab itu penelitian ini bertujuan untuk mendeskripsikan pemicu konflik batin, struktur kepribadian tokoh utama dalam novel *25 Jam* Stefani Bella dan Syahid Muhammad dan juga mendeskripsikan implikasi hasil analisis dalam pembelajaran menafsirkan pandangan pengarang terhadap kehidupan dalam novel yang dibaca. Peneliti ini menggunakan metode kualitatif. Data dalam penelitian ini yaitu berupa kalimat dan penggalan wacana yang terdapat dalam novel *25 Jam* Stefani Bella dan Syahid Muhammad yang berpotensi mengandung konflik batin kemudian data tersebut dianalisis menggunakan teori psikoanalisis meliputi *Id*, *Ego*, *Superego*. Teknik pengumpulan data yang dilakukan dalam penelitian ini teknik baca dan catat. Hasil analisis konflik batin pada novel *25 Jam* Stefani Bella dan Syahid Muhammad dapat diimplikasikan dalam pembelajaran mengenai analisis novel khususnya dalam KD 3.8 menafsirkan pandangan pengarang terhadap kehidupan dalam novel yang dibaca. Implikasi tersebut berupa alternatif bahan ajar sebagai materi unsur intrinsik terhadap novel. Penelitian ini diharapkan dapat memperkaya penelitian dibidang sastra dan menambah pengetahuan serta wawasan tentang pendekatan psikologi sastra.

**Kata kunci :** Psikologi sastra, konflik batin

### ABSTRACT

This research is motivated by the existence of things that are often considered trivial by readers so that the message conveyed by the author of the novel in the form of inner conflict cannot be conveyed, therefore this research aims to describe the triggers for inner conflict, the personality structure of the main character in the novel *25 Jam* Stefani Bella and Syahid Muhammad and also describes the implications of the results of the analysis in learning to interpret the author's views on life in the novels they read. This researcher used a qualitative method. The data in this study are sentences and fragments of discourse contained in the novel *25 Jam* by Stefani Bella and Syahid Muhammad which have the potential to contain inner conflict and then the data is analyzed using psychoanalytic theory including *Id*, *Ego*, *Superego*. Data collection techniques used in this study were reading and note-taking techniques. The results of the analysis of inner conflict in Stefani Bella and Syahid Muhammad's novel *25 Jam* can be implicated in learning about novel analysis, especially in KD 3.8 interpreting the author's views on life in the novels they read. The implication is in the form of alternative teaching materials as material for the intrinsic elements of the novel. This research is expected to enrich research in the field of literature and increase knowledge and insight into the psychological approach to literature.

**Keywords:** Literary psychology, inner conflict

### PENDAHULUAN

Karya sastra merupakan kegiatan kreatif seorang sastrawan atau pengarang dalam menggunakan bahasa sebagai media penyampai pesan atau gagasan. Pengarang mengolah bahasa sehingga memiliki kekhasan gaya bahasa dan bernilai estetik. Gaya bahasa yang estetik inilah yang pada akhirnya menarik pembaca. Tidak hanya itu, melalui kekhasan gaya bahasa tersebut pembaca karya sastra juga dapat menangkap kesan mendalam tentang hal-hal yang ingin disampaikan pengarang.

Salah satu genre sastra yang menampilkan realitas sehari-hari secara utuh adalah novel. Novel merupakan salah satu jenis dari genre prosa yang paling umum dijumpai selain cerpen, roman, teenlit, maupun chiklit. Di dalam sebuah novel terkandung elemen narasi yang demikian kuat. (Nurgiantoro 2015:4) menyebutkan bahwa novel sebagai sebuah karya fiksi menawarkan sebuah dunia yang berisi

model kehidupan yang diidealkan dan bersifat imajinatif. Novel tersebut dibangun melalui berbagai unsur intrinsiknya seperti peristiwa, plot, tokoh, dan penokohan, latar, sudut pandang, dan lain sebagainya. Novel, dengan demikian, mampu menghanyutkan pembaca pada peristiwa-peristiwa yang ditampilkan. Bahkan, mampu meyakinkan pembaca seolah-olah peristiwa yang diceritakan dalam novel adalah sebuah fakta, atau sekurang-kurangnya mampu memengaruhi emosi pembaca.

Emosi pembaca ini tidak lain dibangun oleh kemampuan novel tersebut dalam mengintensifkan konflik dalam cerita. (Stanton, 2012:31) dalam bukunya *Teori Fiksi*, mengungkapkan bahwa inti dari sebuah cerita adalah konflik. Dengan kata lain, cerita tidak akan ada tanpa ada konflik. Konflik bisa saja berupa pertentangan antarindividu, antara individu dengan kelompok, antarkelompok, atau juga pertentangan pada diri sendiri.

Novel *25 Jam* yang ditulis bersama oleh Stefani Bella dan Syahid Muhammad merupakan novel yang dipandang mampu menampilkan konflik secara apik. Khususnya, konflik antara orang tua dengan anak. Seperti dikisahkan dalam novel tersebut, tokoh Abimana dan Azalea adalah dua sosok muda yang memiliki masalah yang serupa.

Dari permasalahan ini pula, pendidikan yang merupakan kepanjangan tangan dari upaya menciptakan dan mendinamisasikan budaya memiliki peranan penting. Salah satu peran itu adalah bagaimana dunia pendidikan mampu menanamkan kesadaran tentang potensi diri dan upaya pengembangannya. Dengan kata lain, melalui pembacaan dan pengkajian karya sastra, khususnya terhadap novel *25 Jam* karya Stefani Bella dan Syahid Muhammad, diharapkan ada upaya lebih serius bagi penanaman kesadaran tersebut. Secara teknis, siswa akan diajak lebih kritis dan cermat di dalam menyikapi setiap masalah.

Penelitian ini memfokuskan analisis tokoh utama yang mengalami konflik batin. Tentu, untuk dapat mencapai tujuan tersebut dibutuhkan pendekatan. Di dalam penelitian ini, pendekatan yang digunakan adalah pendekatan psikologi sastra. Melalui pendekatan ini, seperti dikemukakan (Endraswarsa, 2018:12), penelitian akan mengarah pada upaya penyingkapan aspek perwatakan pada tokoh-tokoh dalam cerita. Sehingga, akan didapat pula pemahaman yang utuh terhadap karya sastra berdasarkan perspektif psikologi.

Kedudukan psikologi sastra sebagai pendekatan memerlukan alat bantu yang berupa teori-teori psikologi. Dalam hal ini, alat analisis yang digunakan adalah psikoanalisis yang dipopulerkan oleh Freud dengan membagi struktur kepribadian menjadi tiga bagian yaitu, *id*, *ego*, dan *superego*. Perilaku seseorang merupakan hasil interaksi antara ketiga komponen tersebut.

Berdasarkan dari literatur yang telah ada maka penelitian dikatakan baik jika menemukan suatu unsur temuan baru sehingga memiliki kontribusi baik bagi keilmuan maupun bagi kehidupan di masyarakat. Kurikulum 2013 berguna untuk pengembangan kurikulum mata pelajaran Bahasa Indonesia menggunakan pendekatan pembelajaran bahasa berbasis teks. Pada pendekatan ini diharapkan siswa mampu memproduksi dan menggunakan teks sesuai dengan tujuan dan fungsi sosialnya, bahasa Indonesia diajarkan bukan sekadar sebagai pengetahuan bahasa, melainkan sebagai teks yang mengemban fungsi untuk menjadi sumber aktualisasi diri penggunaannya pada konteks sosial-budaya akademis. Maka penelitian ini diimplikasikan dalam pembelajaran KD 3.8 Menafsirkan pandangan pengarang terhadap kehidupan dalam novel yang dibaca. Melalui materi unsur intrinsik siswa dapat mengetahui apa saja yang akan dikaji dan dipelajinya mengenai hal-hal yang berkaitan dengan novel.

## **METODE PENELITIAN**

Berdasarkan permasalahan yang telah dijelaskan pada bab sebelumnya, penelitian ini termasuk dalam penelitian kualitatif. (Gunawan, 2013:32-49) mengatakan metode kualitatif berupaya mempelajari dan menafsirkan makna dari suatu peristiwa interaksi tingkah laku yang dilakukan manusia dalam situasi tertentu menurut pandangan peneliti itu sendiri. Penelitian yang menggunakan metode kualitatif memiliki tujuan untuk memahami suatu obyek yang diteliti secara mendalam.

Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik baca dan catat, hal tersebut dikarenakan objek penelitian ini merupakan data yang diperoleh dari novel *25 Jam* Karya Stefani Bella dan Syahid Muhammad. Teknik baca yang digunakan untuk memahami novel tersebut dengan cara memilah data yang mengandung struktur kepribadian yang bisa dipaparkan.

Teknik catat adalah teknik yang menyediakan data dengan mencatat data yang diperoleh. Teknik catat yang digunakan adalah untuk mencatat struktur kepribadian yang terkandung dalam novel *25 Jam* Karya Stefani Bella dan Syahid Muhammad. Sehingga peneliti akan lebih mudah dalam mendatanya. Dalam mengumpulkan data, peneliti tentunya melalui langkah-langkah sebagai berikut:

1. Membaca novel secara keseluruhan dengan cermat dan teliti
2. Menandai bagian-bagian tertentu yang berpotensi mengandung struktur kepribadian
3. Mencatat kalimat yang berpotensi mengandung struktur kepribadian
4. Memahami dan memaknai isi bacaan pada novel yang berkaitan dengan struktur kepribadian
5. Menandai bagian-bagian pada penggalan wacana yang mengandung struktur kepribadian
6. Menganalisis data dan mengelompokkannya ke dalam struktur kepribadian

## **HASIL PEMBAHASAN**

Hasil penelitian ini, memuat berbagai data yang diambil dari novel *25 jam* Karya Stefani Bella dan Syahid Muhammad berupa kalimat dan penggalan wacana yang kemudian dianalisis menggunakan teori psikoanalisis serta disajikan pembahasan mengenai konflik batin pada tokoh utama dalam novel *25 Jam* karya karya Stefani Bella dan Syahid Muhammad sebagai berikut.

### **Pemicu Konflik Batin Pada Novel 25 Jam Karya Stefani Bella dan Syahid Muhammad**

Kebutuhan yang tidak terpenuhi dapat menjadi pemicu konflik batin pada diri tokoh utama. Maslow melalui teorinya beranggapan bahwa seseorang harus terlebih dahulu mencapai kebutuhan yang paling mendasar sebelum mampu mencapai kebutuhan di atasnya (dalam Minderop, 2018 h.50). Terlahir dari keluarga yang berkecukupan ternyata tidak menjadi tolak ukur kebebasan untuk memilih karirnya. Meskipun secara kebutuhan fisiologis dan keamanan terpenuhi, ada beberapa kebutuhan yang tidak terpenuhi. Adanya kebutuhan yang tidak terpenuhi seperti, kurangnya penghargaan, dan tidak adanya kesempatan untuk mengaktualisasi diri menjadikan penyebab timbulnya faktor konflik batin dalam diri tokoh utama. Berikut ini penjelasan hal tersebut.

#### **Konteks : Amarah**

- (1) "Papa udah tau Abimana Mau kemana," Aku sudah cukup muak dengan pertanyaan itu  
(Hal 15)

Kutipan kalimat percakapan di atas menggambarkan wujud jawaban Abimana yang mengandung amarah karena tergesa-gesa agar segera menemui Kenanga ke rumah sakit akan tetapi malah dilempari pertanyaan-pertanyaan sehingga menghambat kepergiannya dan terjadilah perdebatan dengan

demikian hal tersebut dapat dikatakan kurangnya rasa empati sang ayah terhadap Abimana untuk melakukan tindakan atau kurang bisa menghargai.

**Konteks : Melarang**

(2) “kamu baru pulang terus mau pergi lagi kerumah sakit? Kamu enggak usah ke sana. Udah papa bilang waktu itu, enggak usah lagi kamu urusin dia”

(Hal 15)

Kutipan percakapan diatas menggambarkan saat Abimana belum lama tiba di rumah langsung akan menuju ke rumah sakit karena telah mendengar kabar bahwa kekasihnya sedang menderita penyakit yang mematikan, sebelum keberangkatannya menuju ke rumah sakit Abimana dihadang pertanyaan dari Ayahnya yang membuat Abimana sensitif dan mengundang emosi karena dicegah agar tidak mendatangnya ke rumah sakit. Hal tersebut tergambar secara jelas bahwa ayah kurang menghargai perasaan Abimana yang ingin mendampingi Kenanga selama sisa hidupnya.

**Konteks : Perdebatan**

(3) “Oh, jadi kamu bangga udah nemuin seseorang buat nemenin hidup kamu?! Dan sekarang kamu mau ngurusin dia terus?”

(Hal 15)

Kutipan kalimat percakapan diatas menggambarkan saat ayah Abimana memberi perintah larangan terhadap Abimana agar tidak berhubungan lagi dengan kekasihnya, Kenanga. Sehingga menimbulkan perdebatan karena kenanga mempunyai penyakit yang mematikan namun abimana bersikeras agar tetap menemuinya hal tersebut menjadi pemicu konflik batin Abimana akibat dari kurangnya penghargaan yang diberikan dari ayahnya.

**Struktur Kepribadian Tokoh Utama *Id, Ego, Dan Superego* Dalam Novel *25 Jam* Karya Stefani Bella dan Syahid Muhammad**

Berdasarkan penelitian ini, data yang dianalisis pada penelitian ini tentang struktur kepribadian tokoh utama dalam novel *25 jam* karya Stefani Bella dan Syahid Muhammad dengan menggunakan pendekatan psikologi sastra. Teori yang digunakan untuk menentukan psikologi atau kepribadian tokoh ini yaitu teori Psikoanalisis Freud yang mengatakan bahwa ada 3 langkah-langkah atau struktur kepribadian yang dilakukan untuk menentukan psikologi seseorang, yaitu *id, ego, dan superego*.

Berikut adalah deskripsi data penelitian yang berkaitan dengan masalah dan telah dirumuskan yaitu struktur kepribadian *id, ego dan superego* dalam novel *25 jam* karya Syahid Muhammad pada tabel sebagai berikut :

**a) *Id***

*Id* bekerja dalam daerah tidak sadar. *Id* beroperasi berdasarkan prinsip kenikmatan yang harus segera terlaksanakan, yaitu mencari kenikmatan dan menghindari rasa sakit. Prinsip kenikmatan dilakukan melalui dua proses yaitu melalui tindak refleks yang berupa berkedip, bersin, menggaruk saat gatal, tertawa. Dan hal yang kedua melalui proses primer yang berlaku seperti membayangkan, melamun, mimpi, makan, minum, ingin dihormati, bersikap sewenang-wenang dan mementingkan diri sendiri. Contohnya dapat dilihat dari kutipan narasi dan dialog dalam novel *25 Jam* di bawah ini :

- (4) "Pelarian dibutuhkan, saat diam sudah tidak bisa lagi menyelesaikan masalah," Azalea memecah keheningan yang terjadi di antara mereka.

(Hal 237)

Dari kutipan kalimat percakapan diatas menggambarkan secara jelas bentuk *Id* yang termasuk kedalam prinsip kenikmatan. Hal tersebut mengacu pada salah satu ciri dari struktur kepribadian *Id*. Kalimat tersebut merupakan tindak reflek berupa pelarian yang dilakukan oleh Azalea untuk pelamiasan atau mengalihkan perhatian dari konflik batin tersendiri yang dialaminya.

- (5) Aroma kopi yang menenangkan kemudian memenuhi hidungku begitu aku membuka pintunya. Aku berjalan menuju ruanganku sambil memerhatikan beberapa orang yang tengah asik menikmati minuman hangat mereka.

(Hal 166)

Dari kutipan penggalan wacana diatas menggambarkan tindak reflek dari Azalea saat menghirup aroma kopi. Hal tersebut dapat dilihat dari kalimat "Aroma yang menenangkan" kalimat tersebut menyatakan adanya tindak reflek Azalea pada saat berada di kedai kopi disisi lain dari kalimat tersebut menandakan adanya hal yang mengacu pada perasaan damai dan menikmati ketenangannya yang merupakan salah satu ciri dari kepribadian *Id*

#### **b) Ego**

*Ego* berada di area sadar dan tidak sadar. Tugas *Ego* adalah mencegah terjadinya tengangan baru atau menunda kerja dari prinsip kenikmatan sehingga dapat memutuskan kebutuhan. Proses yang dilakukan oleh *Ego* adalah proses berpikir realistis, seperti halnya penalaran, penyelesaian masalah, dan pengambilan keputusan. Contohnya dapat dilihat dari kutipan kalimat dan penggalan wacana yang ada di dalam novel *25 Jam* sebagai berikut.

- (6) "Dia lagi sakit, Pah! For God's Sake! Kenapa Papa enggak pernah ngerti, sih? Kenapa sejak Papa tahu dia punya penyakit mematikan itu Papa makin kacau gini, sih? Dia sakit, Pah! Dia butuh Abimana! Kapan Papa bisa ngerti?"

(Hal 15-16)

Dari kutipan kalimat percakapan diatas menggambarkan *Ego* Abimana dalam mengambil keputusan terhadap dirinya sendiri. Hal tersebut dapat dilihat dari perkataan Abimana yang berpotensi mengacu pada pengambilan keputusannya untuk menuju ke rumah sakit agar bisa bertemu dengan kekasihnya yaitu Kenangan yang menandakan bahwa tindakan tersebut merupakan saah satu ciri dari struktur kepribadian *Ego*.

- (7) "Papa udah tau Abimana Mau kemana," Aku sudah cukup muak dengan pertanyaan itu

(Hal 15)

Dari kutipan kalipat percakapan diatas menggambarkan bahwa keadaan yang dialami Abimana merasa terdesak karena kekasihnya berada di rumah sakit namun ayahnya mencegah untuk tidak mendatangnya yang kemudian abimana begejolak didalam amarah. Pertentangan id dan ego menimbulkan konflik batin dalam diri tokoh utama. Ia sulit untuk menerima kenyataan. Sehingga ego dalam diri tokoh utama tersebut lebih mendominasi

- (8) "Abimana enggak ngerti di mana letak sayang Papa sama Abimana, kalo Papa malah ngajarin Abimana buat ninggalin orang yang lagi butuh pertolongan Abimana!"

(Hal 91)

Dari kutipan kalimat percakapan diatas menggambarkan sebuah prinsip realistik yang dilakukan oleh Abimana yang sedang membela diri untuk menjelaskan bahwa cara kasih sayang orang tua terhadap anak kurang tepat untuk diterima, hal tersebut merupakan ciri pengambilan keputusan ataupun tindakan yang terdapat di dalam struktur kepribadian ego.

- (9) Hal yang selalu disukai Abimana dalam perjalanan adalah ia dapat melupakan masalahnya. Namun, dirinya juga selalu sadar bahwa melupakan masalah tidak membuat masalah selesai.

(Hal 244)

Kutipan penggalan wacana tersebut menggambarkan saat Abimana melakukan suatu perjalanan untuk menghilangkan konflik batin yang dialaminya namun disisi lain juga dia tersadar bahwa realitanya untuk menyelesaikan masalah harus dihadapi tidak meninggalkannya agar bisa melupakan begitu saja. Hal tersebut merupakan prinsip realitas yang dilakukan oleh Abimana dan berpotensi mengandung pada ciri pengambilan keputusan. Pengambilan keputusan yang dilakukan Abimana bukanlah hal yang baik dalam menyelesaikan masalah. Diambang kesadaran dan ketidak sadaran Abimana keputusan tersebut masih samar yang dibimbing oleh egonya, dan hal ini terdapat salah satu ciri struktur kepribadian *Ego*.

### c) **Superego**

Aspek struktur kepribadian selanjutnya yakni aspek superego, superego bekerja dengan berprinsip terhadap moral dan etika. Seperti yang diungkapkan Alwisol (2014:16) Superego adalah kekuatan moral dan etik dari kepribadian, yang beroperasi memakai prinsip idealistik sebagai lawan dari kepuasan id dan prinsip realistik dari ego. Superego berkembang dari ego, dan seperti ego tidak mempunyai energi sendiri. Contohnya dapat ditemukan dalam kutipan kalimat dan penggalan wacana yang terdapat di dalam novel *25 Jam* sebagai berikut.

- (10) Aku langsung berbalik cepat sebelum ada amarah membumbung dan seketika pecah serta melukai mereka- mereka yang tak pernah ingin kulukai. Sayangnya, belum ada tiga langkah aku berjalan, bunda sudah memulai ceramahnya kembali.

(Hal 122)

Kutipan penggalan wacana diatas menggambarkan bahwa Azalea menahan dirinya untuk tidak mengeluarkan amarahnya walaupun pada saat itu merasa tidak nyaman, namun Azalea berusaha agar bisa menutupi dan membuat suasana makan malam terlihat baik baik saja. Ia juga memikirkan bagaimana jika amarah tersebut dikeluarkan makan akan melukai orang-orang yang ada disekelilingnya. Hal ini merupakan suatu aspek *Superego* dimana Azalea menahan ataupun mengendalikan diri. Dengan demikian *Superego* bekerja sebagaimana memegang prinsip moral agar bisa menjaga hubungan dengan keluarganya dengan baik meskipun Azalea mengalami konflik batin.

### **Implikasi Pembelajaran**

Berdasarkan analisis data pada penelitian di atas, pada novel *25 Jam* karya Stefani Bella Dan Syahid Muhammad dapat diimplikasikan dalam pembelajaran KD 3.8 Menafsirkan pandangan pengarang terhadap kehidupan dalam novel yang dibaca. Melalui materi unsur intrinsik siswa dapat mengetahui apa saja yang akan dikaji dan dipelajinya mengenai hal-hal yang berkaitan dengan novel.

Belajar sastra membuat siswa makin dapat mengembangkan pemikirannya dalam menganalisis pelajaran, khususnya pada materi unsur intrinsik yang memang menjadi pokok dalam pembelajaran sastra. Mengenai unsur intrinsik siswa dapat mengaplikasikan dalam kesehariannya melalui pesan yang disampaikan oleh pengarang novel berupa konflik batin. Dengan cara demikian, tentu siswa akan lebih dapat mengembangkan lebih tajam dalam kemampuan berpikir, bersikap, dan mengasah keterampilannya dalam belajar sastra serta dapat diimplikasikan ke dalam aktifitas kehidupan sehari-hari.

Ketika novel dikaitkan dengan kompetensi dasar, maka hal itu dapat dijadikan bahan untuk mengetahui perilaku manusia secara pribadi melalui kalimat percakapan dan penggalan wacana yang disajikan sastrawan, khususnya melalui data dari penelitian yang kemudian telah dianalisis dalam novel *25 Jam* Stefani Bella dan Syahid Muhammad. Pesan yang terkandung melalui konflik batin tersampaikan secara tidak langsung dalam novel *25 Jam* dapat menjadi suatu pembelajaran sastra yang dapat memberikan manfaat kepada siswa seperti yang dialami Azalea dan Abimana, sisilainnya siswa diharapkan mampu untuk mensyukuri segala nikmat yang ada, tidak perlu berlebihan dalam memikirkan sesuatu yang kemudian ditakutkan oleh kemungkina-kemungkinan karena sejatinya kehidupan ini sudah diatur oleh tuhan.

Siswa diharapkan dapat mengikuti setiap proses belajar dengan baik dan benar. Guru bertanggung jawab atas hal ini, untuk itu guru perlu metode yang variatif dalam mengajar untuk meningkatkan antusias siswa dalam pembelajaran sastra. Tujuan dari metode-metode yang berbeda adalah supaya siswa tidak merasa bosan dan supaya tujuan belajar, yaitu pesan dari pembelajaran dapat ditangkap oleh siswa dan tersampaikan dengan benar sehingga siswa dapat mengaplikasikannya ketika berada di rumah atau di lingkungan sekitar.

## **SIMPULAN**

Konflik merupakan sesuatu yang dramatik, mengacu pada pertarungan antara dua kekuatan yang seimbang, menyiratkan adanya aksi dan balasan aksi, dapat disimpulkan bahwa konflik batin adalah suatu permasalahan yang berhubungan dengan jiwa seseorang yang disebabkan perbedaan dan pertentangan sehingga mempengaruhi tingkah laku seseorang atau tokoh tersebut. Disamping itu konflik batin di dalam karya sastra terdapat hal yang mengandung pesan ataupun semacam peringatan yang secara tidak langsung dihadirkan oleh sastrawan untuk membuat para pembaca agar bisa menyaksikan fenomena yang terjadi di dalam kehidupan.

Hasi analisis data yang berpotensi mengandung konflik batin dalam novel *25 jam* Karya Stefani Bella dan Syahid Muhammad dapat diimplikasikan dalam pembelajaran KD 3.8 Menafsirkan pandangan pengarang terhadap kehidupan dalam novel yang dibaca. Implikasi tersebut berbentuk bahan ajar yang berguna sebagai materi. Melalui materi unsur intrinsik siswa dapat mengetahui apa saja yang akan dikaji dan dipelajarinya mengenai hal-hal yang berkaitan dengan novel. Penelitian ini berguna sebagai literatur pengetahuan tentang makna penting yang terkandung dalam novel ini.

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