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14. Instructional media, etc.

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Higher Education Teachers' Perception and Use of Project-Based Learning in Teaching English

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ABSTRACT

This study aims to examine how English professors perceive adopting project-based learning and examine the difficulties they encounter when doing so in various colleges. All the research subjects used four sources of English language education study programs. The study included all instructors who had used project-based learning in their classes. A questionnaire was used to gather quantitative data for this investigation. The study's findings indicate that English teachers positively view project-based learning. Teachers are eager to integrate Project-Based Learning if they have a favourable opinion quickly. The challenges were finding resources to help students with their projects and running out of time to finish them. The following suggestions urge more significant investigation into potential solutions to overcome project-based learning's adoption challenges, particularly in teaching English.

Keywords: Teacher; perception; Project-Based Learning; implementation challenges

INTRODUCTION

Project-based learning, or PJBL, is a type of instruction that uses projects and other hands-on activities. With this approach, students must be able to investigate, evaluate, interpret, and synthesize knowledge to achieve various learning outcomes. PjBL implementation involves six steps: 1. Determining fundamental questions (start with an essential question), 2. Creating project plans (design a project), 3. Setting up schedules (make a schedule), 4. Tracking students' progress and project progress (tracking students' progress and project progress), 5. Evaluating the results, and 6. Reviewing the experience. (Thobroni, 2015) constructivism theory is "A theory which gives freedom to humans who want to learn or seek needs with the ability to find wants or those needs with the help of other people's facilities. According to this constructivist theory, supported as well by Kuswahyuningsih et al. (2023)and Rombepajung &

Lengkoan (2024), one of the most essential principles in educational psychology is that the teacher does not just give knowledge to students. Students must build their knowledge in their minds. Teachers may facilitate this process by offering students the chance to identify and apply their ideas and by training them to become aware of and consciously use their learning processes. The research results on the MBKM policy implementation program for students, lecturers, and educational staff have yet to be maximized (Amin et al., 2021). The Ministry of Education and Culture's outlets provided most of the information about MBKM, with universities' socialization efforts on independent campuses providing the remaining material (Handini et al., 2023). It becomes intriguing when one of the learning models is used as a performance indicator for higher education, together with students, lecturers, and learning outcomes.

Project-based learning also called the case method, is one of the evaluation criteria for performance indicators in higher education. According to government regulation, PjBL must be used in at least 30% of courses (Direktorat Jenderal Pendidikan Tinggi., 2021). Project-based learning is a method for teaching English at tertiary institutions, particularly in English language education study programs. It is a perspective on teaching and learning and a theoretical view of language and how it may be learned. Students in tertiary institutions must develop advanced learning techniques and concentrate on studying English because teachers will no longer use the traditional method. However, they will focus on student involvement and opportunities for pupils to advance their English learning abilities through various projects in which they will encounter difficulties and real-world issues.

Project-based learning (PjBL) has been implemented to teach English at the tertiary level. However, its adoption is primarily driven by performance indicators and pursuing higher education targets rather than a deep understanding of its concept. Implementing PjBL is only sometimes proper due to a lack of understanding of the approach (Direktorat Jenderal Pendidikan Tinggi, 2021). The differences between learning that ends with a project and project-based learning are exciting things to study. If from stages, namely process and results, the first is from the process stage, where in project-based learning, the teacher acts as a guide, and in learning it ends with a project without guidance from the teacher and the set of project results, assessment results based on rubrics and in learning that ends with an outcome assessment project the project is based on the teacher's perception. PjBL is not a new thing in the world of education and teaching because PjBL has long been put forward by John Dewey in 1916, "Learning by Doing", and was followed by several subsequent researchers in

discussing PjBL. Project-based learning is becoming more and more common in pedagogical and development projects. Using PjBL in the classroom aims to give pupils a meaningful learning experience (Handrianto & Rahman, 2018). The term "project-based learning" (PjBL) refers to a method of teaching that emphasizes student-centred learner autonomy, collaborative learning, and learning via task principles (Gai Mali, 2016). The study examines the challenges faced by English teachers in implementing PjBL and suggests potential solutions to overcome these challenges. The novelty of this research lies in its focus on the perspective of English teachers and their experiences with PjBL, as well as the difficulties they encounter when implementing this approach. The study also emphasizes the importance of understanding the concept of PjBL, as it has been implemented in various educational settings but not always correctly understood or executed.

Previous research on PjBL has focused on its implementation in different contexts, such as English language classes and the impact on students' writing skills. However, this study adds to the existing body of knowledge by explicitly addressing the challenges teachers face in implementing PjBL and suggesting potential solutions. This research gap is particularly relevant in the context of PjBL implementation in higher education, where the demand for performance indicators and the need to adapt to student-centred learning requires a more comprehensive understanding of the challenges and opportunities associated with PjBL.This is a crucial point in this research where after it is implemented how PjBL is implemented and the response after being implemented by PjBL in the teaching and learning process, especially learning English, because PjBL in the field of engineering or other technical fields has the potential to meet the demands of today's student-centred learning where the teacher only serves as a facilitator.

Project-based learning is a method of implementing learning at all educational levels where facilitators are instructors. Another learner-centred collaborative learning strategy is project-based learning (PjBL), in which students collaborate in groups to expand their knowledge and develop mastery of course material. This research has three exciting research questions: How much are teachers aware of PjBL approaches? How is PjBL used in the classes as a teaching approach? Furthermore, what obstacles and opportunities would enhance adult education using the PjBL approach? With Purpose How higher education (HE) teachers use PjBL and feel their benefits and opportunities in PjBL.

The previous studies mentioned in the search results have focused on the implementation of PjBL in various educational settings, such as English language classes, and

have explored the impact of PjBL on students' writing skills, the percentage of courses that apply PjBL, the types of tasks given in PjBL implementation, and the difficulties encountered in implementing PjBL. The study's novelty lies in its focus on the training and support teachers require when using packaged or published materials in the context of PjBL implementation. This study aims to contribute to the broader understanding of PjBL implementation by addressing the specific needs of teachers in this regard. (Ismuwardani et al., 2019) This study aimed to ascertain how project-based learning methods affected students' ability to write poetry while also improving their creativity and independence. Pre-Experimental One group (pre- and post-test) research design is used in this study. In his study, teachers acted as facilitators, and students were at the center of learning as they wrote poetry using the project-based learning paradigm. (Hasani et al., 2017) His research employs qualitative research, using project-based learning that directly guides them to write an article. The study involved 32 students in the 2nd of Mathematics Education Academic Year 2015/2016. (Susanti et al., 2020) about investigating the effect of Project-Based Learning on students' writing skills of grade 9 at SMPN 3 Kuta Selatan. This study employed an embedded mixed-method design in which the quantitative data were considered primary. The data were collected through guided interviews, observation, and writing tests. Paired sample t-test was used for the quantitative data analysis. (Syarifah, 2018) a qualitative approach by involving second-semester students who take writing courses. The data were obtained through field notes, the final product of the project, and interviews. (Alotaibi, 2020) This study aimed to find out how project-based learning affected the persuasive writing abilities of EFL secondary students. The participants were (59) third-grade secondary school children who were randomly split into two groups: the experimental group had (30) participants, and the control group had (29) participants. The use of the project-based learning model in Saudi students' EFL classes, according to the post-test results, had a positive impact on their general writing skills, such as organization, coherence, and writing mechanisms, as well as their persuasive writing abilities, which include the ability to state counterclaims and refute them (Raraga, 2020). The research subjects were ten students from STKIP PGRI Sidoarjo's English language education study program. A qualitative approach is used in the data analysis technique, with a survey questionnaire, an observation checklist, and a rubric score employed to collect data.

MATERIALS AND METHOD

Numerous case studies can allow the author to analyze data inside and across circumstances. The author examines numerous cases to comprehend their parallels and differences, and as a result, can impart significant effects from these similarities and differences to the literature. Other advantages include the evidence derived from numerous case studies, which is solid and trustworthy, and the writer's ability to determine whether the findings are worthwhile. It also enables a broader exploration of theoretical development and research issues. This kind of case study generates a more compelling theory when the proposals are more deeply rooted in further empirical data (Gustafsson, 2017); (Kumayas & Lengkoan, 2024).

The data analysis techniques used in the study include qualitative and quantitative methods. The qualitative data analysis was conducted through interviews and observations, while the quantitative data analysis was based on a questionnaire survey. The study employed multiple case studies with features of ethnomethodology and conducted a content analysis of the data gathered through document analysis, questionnaire, and participant observation. The participants were higher education teachers from different English education study programs. The findings were presented in the form of questions and answers, with the data showing the challenges teachers face when implementing PjBL and the strategies used to overcome these difficulties.

RESULTS AND DISCUSSION

Question number 1. When did you start implementing PjBL in your Study Program?

Study Program 1: 2021/2022 odd semester

Study Program 2: 2020/2021 odd semester

Study Program 3: Before the 2017/2018 odd semester

Study Program 4: 2018/2019 odd semester

Based on the data above, two study programs have implemented PjBL for a long time and have recently implemented PjBL. In line with that, a definite learning model for students is currently being touted; lecturers are demanded not to be fixated on traditional learning models so that students are fixated on creative and critical thinking. The above data already shows that PjBL has been implemented to teach English.

Question number 2. What percentage of courses in the curriculum applies to PjBL?

Study Program 1: 91-99%

Study Program 2: 51-60%

Study Program 3: 61-70%

Study Program 4: 91-99%

The data above shows that 73.5% to 82% of the learning process has implemented PjBL. This is influenced by the IKU assessment of tertiary institutions from the Ministry of Billing point 7 on IKU, where learning is PjBL or Case method. This demonstrates good development in the student-centred teaching and learning process.

Question number 3. What percentage of RPS has included PjBL as a method?

Study Program 1: 91-99%

Study Program 2: 71-80%

Study Program 3: 81-90%

Study Program 4: 91-99%

The data above shows that PjBL is equipped with an RPS or lesson plan, in which PjBL itself is programmed and directed clearly. If PjBL is stated clearly in the lesson plan or lesson plan, it will make it very easy for related parties if an evaluation and follow-up are needed on PjBL-based English teaching. RPS or lesson plans can be revised if necessary and controlled in their implementation. The research related to the implementation of PjBL in learning English was conducted by Andanty (2020), Aboe & Jusnita (2022), Sukerti (2019), Ma'rifah, (2022), Sukerti & Yuliantini (2018). When there is research on implementation, it can be interpreted that PjBL has already been used in the learning process and is not something new anymore, so the data showing PjBL in lesson plans is above 71%. The sources support the preparation of lesson plans in the learning process.

Question number 4. Where to get materials for PjBL?

Study Program 1: Textbooks

Study Program 2: Internet

Study Program 3: Textbooks

Study Program 4: Internet

Assisted by technological developments, learning resources are not a problem because it is widely known that technology develops very quickly, and cultural values, economic conditions, and user conditions are factors that influence learning resources. Mayer (1873) researched students' perception of digital literacy as a learning source; only one student had a good perception. Understanding and education examining online sources, he discovered that the content of their information/source evaluation and navigation remarks revealed some of the most apparent disparities between better learners and less proficient students (Goldman et al., 2012). Findings related to the textbooks also come from Nursyahrifa et al. (2019) and they stated that textbooks are an essential part of the teaching-learning process for both teachers and students, and they have a significant impact on how well students learn. In terms of assessment, this is the process of making decisions that are required to ascertain the success of the teaching-learning process and to support the advancement of students properly. The data above shows that 50% is from the Internet and 50% is from textbooks, while textbooks are now easy to access. It goes well when all of that can be accessed with an easy learning model that is enhanced for students. It is expected to run smoothly because students can easily access the Internet.

Question number 5. What types of tasks are generally given in PjBL implementation?

Study Program 1: Project Product

Study Program 2: Summary Task

Study Program 3: Paper Assignment

Study Program 4: Project Product

The first advantage of assigning homework to pupils is an effort to help them remember the material covered. Students will repeat and retain information regarding PjBL assignments from projects as a reflection. The initial phase aims to immerse students in the issue's context and motivate them to begin their research immediately. The data above shows the three given models of assignments, dominated by 50% project products, 25% summary assignments, and the last 25% papers. From the 3 model tasks given for summary, it seems inappropriate in PjBL. Still, it depends on what kind of summary and form the summary reflects the material provided.

Question number 6. What form of assessment is used?

Study Program 1: Process Assessment and Product Assessment

Study Program 2: Process Assessment and Product Assessment

Study Program 3: Formative and Summative

Study Program 4: Process Assessment and Product Assessment

A product evaluation is a product in the PjBL carried out systematically and adequately. Saptanto et al. (2021) conducted the assessment product research, Patak et al. (2013) did the research for the assessment product of English writing, and McNess et al. (2001) conducted research for the product in English. Because the steps in lesson planning also affect how effectively the assessment's overall learning outcomes are achieved, implementing a systematic assessment entails assessing in a planned and gradual manner by adhering to these steps. Salma & Prastikawati (2021) research about performance-based assessment is one of the authentic assessments; Lombok's (2023) research about the dominant type of authentic assessment used by teachers, Shepard's (2000) research develops a framework for understanding a reformed view of assessment, where assessment plays an integral role in teaching and learning. The data above shows that 75% of the PjBL implementation uses process and product assessments. In contrast, in PjBL, focusing on the product produced by the project without neglecting the process of creating the product is necessary.

Question number 7. What form of monitoring is used?

Study Program 1: Diary or Field Notes

Study Program 2: Monitoring Sheet

Study Program 3: Lecture Report

Study Program 4: Lecture Report

Monitoring and Evaluation can minimize obstacles and obtain appropriate and accurate problem-solving solutions. Thuy Linh's (2021) study suggested that monitoring sheets be used to address the issue of free-riding in group projects in writing classes (where students rarely participate). Monitoring activities are carried out to determine the level of achievement and suitability between the plans set and the results achieved when the monitoring is carried out. Monitoring is also carried out to find out the problems that occur during the activities that have been carried out. Sari et al. (2022) collected data through observation. The researcher used field notes to observe techniques applied by the teachers in the teaching process and interview

teachers. Field Notes are used to make it easier to make short research notes based on what is seen or observed when in the field. Lecturer reports can also be called lecturer monitoring. Monitoring the implementation of learning is a monitoring activity that includes collecting, analyzing, recording, reporting, and using management information about the implementation of learning activities. The data above shows that the meaning used by the teacher in monitoring the implementation of PjBL in the teaching and learning process is almost the same. It just depends on the technique, whether notes per meeting, at each step, or topic. Different techniques but with the same goal, namely monitoring the process of implementing learning activities.

Question number 8. What difficulties were encountered?

Study Program 1: No difficulties

Study Program 2: PjBL often exceeds the time allocation so it is less than optimal

Study Program 3: No difficulties

Study Program 4: Student projects are in the form of products, namely videos, so students must be familiar with the use of digital media

The study results show that the teacher's difficulties in the project-based learning model are the allocation of time needed beyond class hours. Student projects are in the form of products, namely videos, so students must be familiar with digital media. Meng et al. (2023) and Wimolmas (2018) found that the students rated the time teachers gave them for the projects as insufficient, and problems were working in groups. The important thing in implementing PjBL is the teacher's ability to understand and apply the model in learning and the suitability of the choice of model with the characteristics of the material.

Question number 9. What are the strategies for overcoming adversity?

Study Program 1: -

Study Program 2: Find projects that suit your needs and minimize risk

Study Program 3: -

Study Program 4: Advise students by looking for tutorials on using and installing applications for video use

Based on the respondents' data, only 2 out of 4 respondents expressed difficulties and actions that must be taken to overcome difficulties, and the critical point is that teachers can

help students deal with problems. Different locations, different places, different teachers, different students, and different environments must also have different responses and opinions about the implementation of PjBL in learning English, where there are study programs that respond that they have no difficulties in implementing PjBL, as there were several previous studies which also stated the sultanate in implementing PjBL in the teaching and learning process (Arsyad & Arafah, 2020).

No difficulties in implementing PjBL

Most respondents answered that there were no difficulties in implementing PjBL in the lecture process because, at this time, the student-centred learning model itself is a point that educational institutions are continuously pursuing because not only PjBL but also the case method model is one model of student-centred learning. Norawati & Puspitasari, (2022), Bardatillah et al. (2023) found that the teacher's perspective toward Project-based Learning in the teaching and learning process was positive and suggested that teacher education institutions need to urge the implementation of these learning models.

Have difficulties in implementing PjBL

Research related to the difficulties in implementing PjBL by Dewi et al. (2022) showed that students had difficulties learning in Human and Computer Interaction courses through implementing the PjBL model. However, the number of difficulties could have been more significant. The learning difficulties experienced by the students were caused more by an internal factor, namely the low motivation of the students as the result of their low interest in courses that contain programming, and they tended to prefer a multimedia course in line with the results of Mayrita & Boavida (2023) and Herniwati et al. (2023). Using the PjBL paradigm, the students had trouble learning in the Human and Computer Interaction course. The magnitude of the challenges was minimal, nevertheless. The student's primary learning challenges result from an internal component: their low motivation due to their lack of interest in programming classes and their tendency to prefer multimedia courses. Some of the weaknesses of Project Based Learning or Project Based Learning (PjBL) include requiring much time to solve problems, requiring quite a lot of money, and much equipment needed to be provided, and students who have weaknesses in the experiment collecting information data have difficulty. The results showed that the difficulties in the project-based learning model, namely, the allocation of time needed beyond class hours, the availability of tools and materials

is limited, the teacher is still unfamiliar with the syntax of the project-based learning model, and the teacher being unable to determine the project according to the lecture material.

Research results on implementing MBKM program policies for students, lecturers, and educational staff have yet to be maximized (Amin et al., 2021). According to conventional wisdom, two factors contribute to the decline of educational model adoption: 1) a teacher's capacity to comprehend and implement the model in instruction and 2) a need for more alignment between the model and the characteristics of the subject matter. Students actively participate in decision-making, competently manage accountability with their team, and produce high-quality performances and products during ineffective project-based learning experiences (PjBL). While some schools struggle, many of them accomplish this feat. Teachers who began their initial attempts with PjBL may find that their challenges arise in one or more of these three general areas when PjBL units do not produce the desired results. Fortunately, solving these problems and using PjBL to develop more profound and more productive learners is, if not simple, then certainly highly doable. If done successfully, group work directs team members to assist each other in understanding content and completing challenging assignments that develop in-depth knowledge of the problems in PjBL group dynamics.

When some pupils perform well, issues arise. Teams collaborate rather than compete. This can occur when one or more pupils are unwilling to complete the assignment. In other instances, it occurs because one or two team members want other members to refrain from participating out of concern that their grades will suffer due to the efforts of peers they believe to possess inferior skills. Make all gradable assignments individual assignments; do not give any grades to group work. By removing judgment from the situation, all students are encouraged to engage and may concentrate on their work without being concerned about how their peers' efforts could affect their marks. Teams collaborate to gather information and finish activities to increase mutual understanding. Students use the outcomes of their group projects to complete their exams. Each student must ultimately show what they know and do not know. Three methods can help students collaborate productively: Create rules outlining duties and responsibilities. Give each role's requirements and a logistical checklist. Teach students how to work together. Omitting inaccurate data is another justification for not having a group value. With group grades, pupils who put in little effort or do not take part could get a better grade than they merit based on their performance. Such inflation rates mask conceptual learning deficits. Since teachers need more accurate information to support student growth, students struggle later on with increasingly complex skills due to lacking foundational knowledge.

Additionally, students who produce excellent work may receive low grades due to the efforts of other team members, which causes teachers to focus on learning gaps that do not exist.

CONCLUSION

This study aimed to examine the perceptions and experiences of English teachers regarding adopting project-based learning (PjBL) in their teaching, focusing on the challenges they encounter in implementing this approach. The research findings indicate that English teachers positively perceive PjBL and are eager to integrate it into their teaching. However, they need help finding resources for students and running out of time to complete projects. The novelty of this research lies in its focus on the perspective of English teachers and their experiences with PjBL, as well as the difficulties they encounter when implementing this approach.

The study emphasizes the importance of understanding the concept of PjBL, as it has been implemented in various educational settings but only sometimes adequately understood or executed. Previous research on PjBL has focused on its implementation in different contexts, such as English language classes and the impact on students' writing skills. This study adds to the existing body of knowledge by explicitly addressing the challenges teachers face in implementing PjBL and suggesting potential solutions.

The research gap is particularly relevant in the context of PjBL implementation in higher education, where the demand for performance indicators and the need to adapt to student-centred learning requires a more comprehensive understanding of the challenges and opportunities associated with PjBL. The study suggests that more significant investigation is needed to overcome the challenges of PjBL adoption, particularly in the teaching of English.

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Intercultural Awareness Through Indonesian Gastronomy with European Flavours in The Midst of Plurilingualism Political Framework

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ABSTRACT

In the midst of a multicultural society, cultivating intercultural awareness is a part of the political framework of plurilingualism, as European linguistic policy is based on a multilingual phenomenon. Plurilingualism is a renewal of the individual's ability to communicate on paralinguistic and paratextual aspects and develop intercultural skills, likely their cultural roots. This political hegemony unwittingly developed massively before the infiltration of French language in Indonesia through flavour contact in the form of gastro diplomacy. Starting with the European cookery heritage in Indonesia, this study aims to explore the presence of European flavours in culinary development to set up the attitudes of respect and understanding of the uniqueness of language culture based on French language learners. In addition to intercultural communication skills, this term contains nationalism as a political goal of plurilingualism, which ideally can eliminate cultural contestation. Therefore, the research methods are document studies, observations, and questionnaires, which aim to explore the existence of intercultural flavours as a form of cultural contact, authenticate cultural knowledge, build intercultural awareness, and diplomatic efforts from French language didactic. The result is a significant change, increasing interest in learning French, and also the development of national identity through knowledge, skills and behaviour as a part of intercultural awareness with authentic language materials.

Keywords: document studies; gastronomy; intercultural; plurilingualism; French language.

INTRODUCTION

The distinction between multilingualism and plurilingualism in European linguistic politics started with the multiculturalism phenomenon. Multilingualism depicts the use of various languages by individuals, groups, or communities (regional, national, and state). Meanwhile, plurilingualism refers to the individual communicative capacity, including paralinguistic and paratextual aspects. In addition, plurilingualism emphasizes intercultural capabilities,

nationalism, and linguistic democracy around language pluralism. Then (Mahriyuni, 2020) explains plurilingualism as a political view that categorizes the language as part of the culture. Therefore, this terminology encourages language mastery, including intercultural communication, verbal and non-verbal communication, paralinguistic (body language, use of onomatopoeia, prosody), and para textual (illustration and typography).

Plurilinguism places language as part of the culture and considers intercultural skills. (Andriani et al., 2022) The Common European Framework of Language (CEFR) is described *as* a didactic frame that does not place language totally as a science of structure and grammar but becomes an individual instrument. Implicitly, this reference describes knowledge *(savoir)*, skills (*savoir-faire*), and personality (*savoir-être*) preferred for language and culture targets. In addition, general knowledge of sociocultural aspects includes (a) daily life, (b) living conditions, (c) interpersonal relationships, (d) values, beliefs, and behaviour, (e) body language, (f) manners, and (g) ritual becomes the focus of plurilingualism. This ideology aims to fulfil the speaker's ability toward language skills and cultural mastery that can direct them to correctly (*correct*) and naturally (*natural*).

Developing intercultural competence is absolute if it refers to the goal of plurilingualism as a linguistic ideology. Based on Hirsch's term (Liska Afriani, 2019) regarding intercultural literacy as the basis of language teaching, learners should be prepared to be knowledgeable before learning. (Ilie, 2019) explain that language issues are becoming a considerable source of conflict and inefficiency in the increasingly diverse workforce worldwide. Intercultural communication competence refers to the active possession by individuals of qualities that contribute to effective intercultural communication, with primary terms: knowledge, skill, and attitude. She also describes the intercultural competence model recognized as intercultural sensitivity, intercultural awareness, and intercultural adroitness. So, Intercultural awareness guides one's understanding of cultural variation and being aware of one's own cultural identity.

One's own cultural identity can be seen in food culture. In this term, there is a distinctive identification in understanding community. (INTAN et al., 2020) pointed the people to say (the language) and the people to eat (the gastronomy) become of cultural identity. For example, in the Eastern cultural paradigm, food is placed differently from the religious and social systems.

Meanwhile, the food culture in the West has become one of the identities and heritage well-known worldwide. Food is not only a dish but also a high level of magic, a symbol, rules,

and representations of taking the meal and the involvement of people in its production. Therefore, similar to language implantation, Western culture is depicted through its food culture, which enriches the cuisine of its country, the same as in Indonesia.

The internalization of European flavours in the midst of Indonesian society is proof of the intercultural implantation. Then, it indirectly creates intercultural awareness and merges into *Bhineka Tunggal Ika* as an Indonesian slogan. In line with this statement, the representation of plurilingualism was reflected before European colonialism and also the implantation of European languages, likely English, French, Spanish, Dutch, and Italian, with those values of civilization and distinguish humans from other creatures (Liando & Tatipang, 2022). According to (Dadang, 2006), French is the second foreign language used by Indonesians to increase the productivity of technology, science and cultural projects. Meanwhile, teaching French is a challenge because Indonesia is not a Francophone, but a Francophile country, which means that people only know this culture from Western colonialism, which is currently no longer a lifestyle for Indonesian people.

As a consequence, the existence of learning material plays a vital role because one of the main goals is to master the subject matter (Septiana et al., 2021) to direct the student get on: knowledge, skill, and also personality likely on plurilingualism hegemony with cultural conventions. Another result shows French learners' weak adaptive and adoptive abilities, leading to stereotypes and counter-European cultural conventions. Therefore, the problems in this research focused on how to identify various European gastronomy as a root of intercultural dishes, how to authenticate learning cultural knowledge in building intercultural awareness, and how to implement plurilingualism using European gastronomy as a French learning material.

MATERIALS AND METHOD

This research concerns intercultural awareness through European cuisine within the political framework of plurilingualism. It is also categorized as qualitative research. (Sugiyono, 2018) describes that this research is part of post-positivism, which is used to examine the condition of objects naturally. In addition, this research is an instrument for analyzing social phenomena through purposive, snowball, and triangulation (combined) data sampling and inductive/qualitative data analysis. Meanwhile, the results generally emphasize the

generalization of meaning based on the existing data. Therefore, categorization is used as the first step in this study.

Based on this qualification, the methods chosen are document studies, observation, and digital questionnaires to obtain, collect, and describe all data. It also aligns with (Walliman, 2021) opinion that qualitative data cannot be accurately measured and counted, and are generally expressed in words rather than numbers. Document studies are the first used to find European gastronomy and intercultural food data, descriptions, or histories. Then, observation was used to observe the responses and reactions of intercultural awareness of French language learners related to intercultural food knowledge. Finally, a digital questionnaire with 40 respondents was used to measure the. It was to capture the data of intercultural awareness through European contact to build knowledge, skills, and attitudes with cultural conventions.

RESULTS & DISCUSSION

Multilingualism, which is sourced from multiculturalism, is just an opinion. However, the linguistic concept is still developing monolinguals. It is clearly illustrated globally, especially in *lingua franka* after colonialism. Nowadays, post-colonialism is not only found in science, history, literature, and politics but also in the approach to the culture and identity of both countries that were colonized by colonial power (Nugroho, 2020). As a result, domination of specific social stratification occurs from the capital: (a) social, (b) economic, (c) cultural, and (d) symbolic (Bourdieu,1979). Thus, capital accumulation and culture become the baseline for social stratification. One distinctive indicator of the group in cultural capital can be measured in food, language, and appearance. In the dominant class, consumption tends to satisfy rather than meet primary needs. Therefore, identification at this level determines the relationship between food and language.

Based on multilingualism as a linguistic condition in a particular region provides monopoly opportunities for one language and results in class domination. Plurilingualism is a corpus of language proficiency. It can be a reference for a disputed conceptual distinction. According to (Juillard, 2021), the difference between the two terms is seen from the semantic aspect. Multilingualism is a condition of the existence of many languages in a society, nation, or country. Then, plurilingualism is an individual's competence in language by fulfilling linguistic conventions and cultural contexts. In detail, as an expert, Tremblay also summarized those terms in the following table:

Table 1. The Distinction between Multilingualism and Plurilinguism (Tremblay, 2015)

No.	Aspect	Multilingualism	Plurilinguism
1	Semantics	Communal	Individual
2	Tradition	Anglo-Saxon	Francophone
3	Language	Knowledge	Ability
4	Culture	Cross-cultural	Intercultural
5	Etymology	Kingdom	Union
6	Geopolitics	Unification	Diversification
7	Usage	Service Language	Cultural Language
8	Power	Domination	Equality

The demarcation between multilingualism and plurilingualism at the semantic level determines that the two terms differ. On one side, the existence of many languages in a region and the degree of individual language ability. It can be assumed that the main distinction concerns groups and personal competencies. The following understanding concerns the origins of multilingualism, which is full of history and royal traditions in developing their power. Meanwhile, plurilingualism is rooted in francophone hegemony that equality and diversity lead to intercultural understanding. By referring to each lingual and cultural convention, this terminology is significant for individual competence in many languages. Therefore, cultural language means have the same degree and become part of human rights.

If multilingualism is the linguistic heterogeneity of groups, nations, and countries, then plurilingualism is the renewal of linguistic competence order, which applies to multicultural-based countries. The Indonesian people recognize the existence of foreign languages that are popular among the community based on one way to show a particular class, especially languages from the dominant culture. (Cholsy, 2016) prove the popularity of foreign languages as a communicative instrument and as a habitus with power, domination, and hegemony tendencies. (Karman, 2017) also mentions that language is an ideological material and complex communication. It is not only a material exchange but also a symbolic power. As a result, regulations are also applied to linguistic education with its usefulness as (Stein-Smith, 2017)

said that foreign language skills have long been associated with cognitive, career, cultural, and personal benefits. Therefore, there is a need for a review from the didactic side.

Based on the European language didactic renewal of the Common European Framework of Reference for Languages (CEFR) describing language ability, Indonesia must apply the same references in language regulation (Savski, 2002). This model aims to develop the knowledge, skills, and attitudes appropriate to the language context and the cultural convention. So the speakers can communicate correctly and naturally. The following table is a simple explanation of these linguistic didactic references used in thirty languages:

Table 2. Language Matrix Based on the Common European Framework of Reference for Language (North, 2006)

Level	Language	Orientation
A1	Beginner Speaker (Introduction)	Basic communicative skills
A2	Beginner Speaker (Intermediate)	Basic communication troubleshooting
B1	Advanced Speaker (Threshold)	Open communication
B2	Advanced Speaker (Advanced)	Sociolinguistic and pragmatic-based communication
C1	Experienced Speaker (Independent)	Fluent communication based on illocutionary and perlocutionary
C2	Experienced Speaker (mastery)	Communication equivalent to native speakers

In this matrix, the uniqueness of plurilingualism is reflected in speakers' degree of knowledge, skill, and attitude toward cultural differences. Each level also describes intercultural values, such as (a) knowledge for cultural comparison, and (b) sociocultural aspects: daily life, conditions, interpersonal relationships, values, beliefs, behaviour, body language, etiquette, and ritual. Thus, construction not only contains lingual elements but also builds intercultural skills, especially intercultural awareness. (Kertamuda,2011) states that intercultural awareness is the key to developing intercultural communication so that people can

look around and be aware of cultural values and other cultural habits. In addition,(Wunderle, 2006) also explains five levels of cultural awareness in language acquisition: (a) data and information, (b) cultural considerations, (c) cultural knowledge, (d) cultural understanding, and (e) cultural competence.

Figure 1. The Pyramid of Cultural Awareness in the Concept of (Wunderle, 2006)
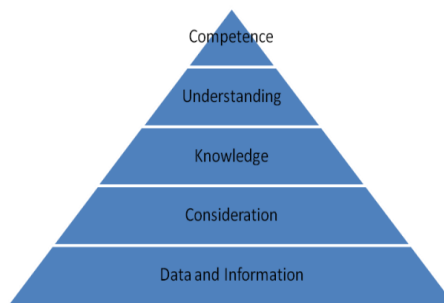
The relationship between cultural awareness and language acquisition resulted in indicators of knowledge and comparison. In this case, cultural food can be taken as a tangible example because food culture is a part of a cultural entity that needs to be understood and adopted. However, the level of cultural awareness of language users certainly varies. It is based on different taste experiences and affects cognition and the emergence of perceptions. As a real example of the responses and reactions of French learners when dealing with French food, there is a variety of responses which are closely correlated with knowledge and cultural background, such as habits, beliefs, social class, economy, education, and experience. Even though French food is a daily topic in the process of learning material. (Nair, n.d.) Explain two significant factors contributing to French hegemony still alive in gastronomy as a part of modern colonialism: its role in culinary education and culinary review.

Consequently, French language learners should find the data and information related to the tableware, schedules, and the characteristics of each, such as breakfast, lunch, and dinner. Then, they are directed to be directly involved in French-style eating habits and food culture, including how to shop, process, arrange and eat. Through direct involvement, learners gain knowledge as a basis for consideration, which cognition leads to cultural comparisons. The comparison moves from their cultural background to a memorable new experience and perceptions that become the basis of understanding, accepting, adopting, rejecting, or avoiding. Here is the cultivating cultural awareness of French flavours:

Figure 2. Cultivating Cultural Awareness in French using Gastro diplomacy according to the Pyramid of Cultural Awareness from Wunderle (2006)

The relevance of cultivating cultural awareness through French food on intercultural communication as it becomes dominant. Through the series of activities, the degrees of cultural awareness focused on the availability of real social and cultural contacts and the support of the environment to develop cultural awareness. For example, the capacity to develop intercultural awareness of French learning through French gastronomy leads to the development of national identity. According to (Utami, 2018), food is apart from being a biological need, and it's also a social and cultural need for humans in a community or society. How selected and consumed depends on the social or cultural form until the meaning of their creation. Food globalization is clearly recorded through colonialism, in which historically, meals and processing have been exchanged within the colonial movement and manifest themselves in cultural food(Kellner, 2004).

As a French language material, gastronomy contains knowledge, experience, authenticity, cultural skill, and national identity cultivation. If there are contradictory elements, there is a possibility of culture shock or even strong rejection as a form of reaction. As an alternative for beginners, the introduction of French food can be started from intercultural gastronomy, which has various advantages in supporting the success of learning French, including: (1) Authentication of foreign material, (2) Authentication of French manners, (3) Closely for students, (4) Strengthening of cultural history repertoire, (5) Authentication of cultural historical heritage, (6) Realization of orientation, (7) Affordability of teaching materials, (8) Intercultural element, (9) Awareness stimulation, and (10) Development of national identity. Herewith, I have attached the data on intercultural foods in Indonesia:

Table 3. Representation of Several Intercultural Gastronomy (Anggraeni, 2015)

No.	Original	Intercultural Gastronomy	History
1.	*Choux*	Sus	It was first discovered in 1533 ago. At that time, a beautiful princess from Italy, Catherine de Medici, decided to leave her hometown to marry King Henry II of France. Catherine brought all court members, including the chefs, to live in France. Several years later, in 1540, a chief cook named *Panterelli* succeeded in creating a pasta dough that he also used to make cakes.
			Initially, he called the dough *pâte à panterelli*. However, this name did not last long until it was finally called *pate à choux*. Over time, a chef from France, Marie-Antoine Carema, took the initiative to perfect the recipe.
2.	*Soupe*	Sup	Soup comes from France, which means soaking it with bread as a base.
3.	*Biefsuk*	Bestik	It is derived from France and contains the essential ingredients of roasted red meat with different maturity levels.
4.	*Fricandeau*	Perkedel	Made from potatoes and fried ground beef originating from France.
5.	*Croquette*	Kroket	Croquettes are a French recipe originally. The Palace chef cooked this snack, and became King Louis XIV's favourite food around 1691.
6.	*Roinsolles*	Risol	Risoles became known in the 13th century. At that time, this food was just pancakes, which were fried in a frying pan using butter or beef/lard fat. In subsequent developments, this food was then filled with minced meat. In French culinary terms, the verb rissoler means to make chocolate. A rissole is always wrapped in bubble pastry or similar, usually fried, but sometimes baked in the oven. The taste of rissole can be salty or sweet. The sweet taste is obtained by sprinkling it with powdered sugar and complementing it with fruit sauce.
7.	*Tarte*	Tar	According to its origin, Tar is a baked food with the basic ingredients of pastry and filled with something sweet or savoury, but

the top is not covered or covered with pastry. Modern tar fillings are usually fruit-based, sometimes with custard. Meanwhile, tartlets are small, such as egg tarts (egg tart). Tarte can be translated into tar or pai because both are the same. One of the tarts that are a source of pride in France is tarte tatin. The cake is named after the family names of two sisters, Stephanie and Caroline Tatin, who ran a restaurant in the Sologne area of France towards the end of the 19th century.

In Indonesia, the existence of intercultural food began with Western flavours and continued through the history of colonialism in the 16th century. Apart from vegetables, European flavours are known as "*elite*" food. Then, food mimicry appeared as a form of indigent resistance to be equal with the "*elite*", in which these foods were identical to the dishes of the aristocrats or indigents close to the colonialists. From domestic to industrial scope, it is not spared to present it. Variants continue to be modified in appearance, taste, and ingredients. With pride, these culinary delights contribute to the identity of the Indonesian people who love intercultural gastronomy. Even so, its presence is full of the nature of the archipelago(Fadly,2016). In addition, the modernization of European culinary arts through industry also encourages the habitus of elite, exclusive, antique, and identical tastes. Here is the following data on European food mimicry that enriches intercultural gastronomy:

Table 4. Several Food Mimicry as an Intercultural Gastronomy (Utami, 2018)

No.	Name	Origin	Modification
1.	Salad Solo	*Steak*	▪ sweet and watery, ▪ A combination of beef steak, salad, and soup.
2.	Rolade	*Rolade*	▪ Raw material other than meat, ▪ Use cassava leaves and tofu, ▪ The shape does not resemble the original, ▪ Chilly as an principale condiment.
3.	Sosis solo	*Roinsolles*	▪ Same with Roinsolles,

			▪ Use only chiken ragout,
			▪ Chilly as an principale condiment.
4.	Dadar Gulung	Roinsolles	▪ Similar to Roinsolle but sweet,
			▪ Coconut meat and palm sugar are the principal ragout,
			▪ Natural food colouring from tropical leaves, likely: Pandan and Suji,
			▪ Palm sugar as the sauce.
5.	Leker	Crêpe	▪ Similar to *Crêpe,*
			▪ Different folding,
			▪ Use of tropical fruits and also tropical peanuts for the topping,
			▪ Palm sugar as a condiment.

Based on the authentication of learning materials, likely mimicry food, they are directing the learners bringing closer and simplifying the benefits of language learning in their own life. In addition, the emergence of intercultural awareness among speakers is naturally evidence of the application of plurilingualism, which leads to love for their national culture. Finally, positive responses and reactions were obtained in learning French through this gastronomy topic, proving that not all French tastes are opposite. It is demonstrated through data taken from forty respondents of French learners throughout 2023, with the following data:

Figure 3. Awareness of French Gastronomy among the French Learners in Universitas Jenderal Soedirman on 2023
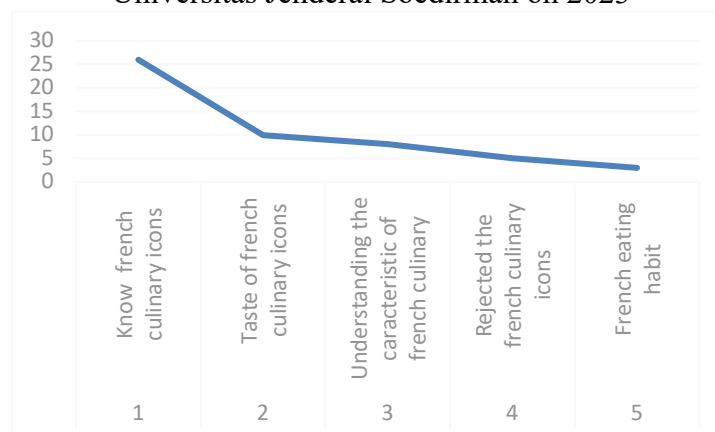
The data was taken from several initial questions to explore students' knowledge about French gastronomic icons in-depth, including types, ingredients, procedures, timetable,

flavours, and their relation with sociocultural rituals. The next question is focused on exploring student responses and reactions to various French dishes that are different, or even tend to be the opposite of the Indonesian gastronomy, such as bread as a fundamental, wine as an appetizer, cheese as a companion, serving material, or dessert, E*scargot* and *Fois Gras* as prestigious dishes, pork consumption, serving method, food portions, meal order, etc. And the results showed a negative response, especially to wine, *Escargot*, or pork. They immediately chose not to develop their knowledge and skills based on their cultural understanding of those deemed incompatible with Indonesian culture, such as the prohibition of wine and pork, and the controversial *Escargot* and *Fois Gras*. Finally, the response is weak at the level of French style, which is a record of low intercultural awareness in the context of implementing a culture of eating through the significance of consumption, which is not just about pleasure but more on a balanced model consumption to meet the body's nutritional intake including selection of food ingredients, processing, and serving.

On the other hand, the learners have different responses and reactions through an intercultural gastronomy, which begins with questions about Indonesian dishes: T*ar, Sus, Rolade, Risol, Krepe, etc*. Correctly, the questions can be answered through icons, pictures, or French vocabulary. They are also able to identify types of food, reveal taste experiences, relationships, expectations, and fantasies between food and certain events, and realize that these foods are a part of daily consumption. In this case, there is no response or reaction to the controversy related to the way of life of the Indonesian people, who also admit that its existence is a form of intercultural dialogue and builds Indonesian national identity. Finally, regarding intercultural awareness, there is a change in mindset at the consumption level which refers to the original consumption pattern: when to consume, consumption procedures, and taste acceptance. The data on intercultural awareness through intercultural gastronomy are presented in the following chart:

Figure 4. Intercultural Gastronomy Awareness among the French Language Learners in Universitas Jenderal Soedirman in 2023
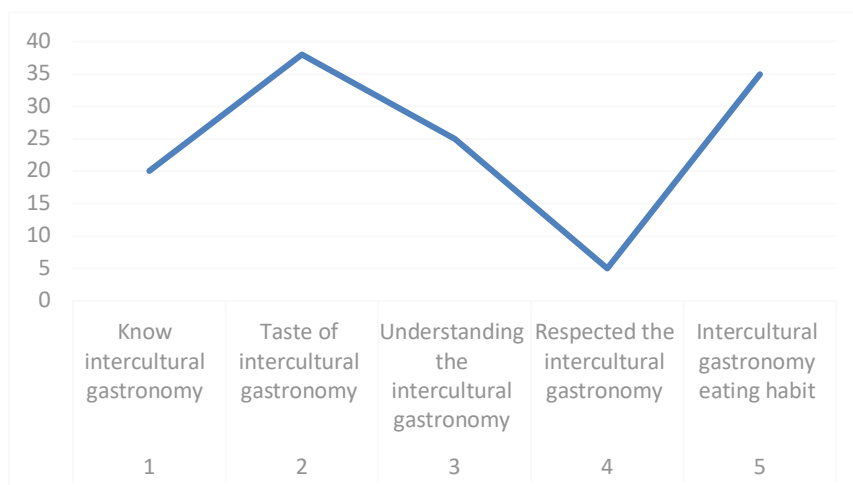
In addition to building intercultural awareness, learning French through gastronomic topics develops their knowledge horizon of real events that occurred in France. One of the things that can be obtained from plurilingualism is the stimulation of national pride, which is expressed by speakers of languages to love their culture through the lens of their love for the culture being studied. With regard to gastronomy, France has grounded its gastronomy as an element of world hegemony through cultural diplomacy. In that country, natives, immigrants, and tourists are treated to a variety of culinary festivals that can be found throughout the year, as well as throughout France. As a main topic of language learning, food is presented as authentically as possible following the linguistic and cultural standards of the Common European Framework of Reference for Languages (CEFR), such as:

Table 5. Gastro Diplomacy on French Textbook

No.	Textbook Cover	Source
1.		Tendances A2 - Méthode de français (languages-direct.com)
2.		Get Started in French (teachyourself.com)

3.		Amazon.com: Rencontres en français B1: Französisch für Fortgeschrittene. Kurs- und Übungsbuch + MP3-CD: 9783125296497: Books
4.		Recherche (cle-international.com)
5.		Intro - Niveau A1.1 - Livre de l'élève + CD audio - Livre de l'élève (cle-international.com)
6.		Cafe Creme Methode de Francais 9782011550163	europeanbook.com
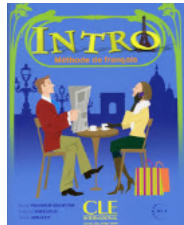
From the latest French textbooks, it is found that the mission of learning French is to orient students not only to understand the language but also to make French culture a part of identity, especially for food heritage. It is the natural way to build a speaker's identity through gastro diplomacy, which was originally displayed visually in language textbooks. In appearance, language competence is also adjusted through daily topics in accordance with the reference, for example: on beginners, apart from knowing and being able to say correctly the types of French food, the material is related to activities such as ordering, buying, selling, making, and also expressing their preferences. In this case, the learner must have linguistic competencies related to these topics, which are used in daily life. Meanwhile, a similar topic was found in the textbook, such as annual French festivals, which is digitally recorded in the following table:

Table 6. Annual French Food Festival (Olivier, 2022)

Festival	Date	Purpose
Fête de la Gastronomie	24-25 September 2022	French culinary celebration as part of UNESCO's version of intangible heritage,
Salon du Chocolat	28 October-1 November 2022	Chocolate and cake exhibition participated by chocolate craftsmen from more than 60 countries, and it is aimed at chocolate fans,
Les Habits de Lumière	9-11 December 2022	Wine or vin exhibitions as a French lifestyle,
Fête de la truffle	15-16 January 2022	An annual celebration organized by the Sarlat region to honour the black *Truffle Perigord* as a symbolic food,
La Percée du Vin Jaune	2-3 April 2022	Green wine fairs and celebrations,
La Trace du Fromage	March 13, 2022	Exhibition and celebration of cheese as an iconic food and particular export commodity,
Fête de la Fraise	May 8, 2022	Exhibition of sweet strawberry cakes.
Goût de France	March 31, 2022	French culinary campaign around the world.

The data can be categorized as cultural literacy and supports cultural awareness. In the early stages, the presence of a culinary festival has not only a mission to increase knowledge but also to hegemony. French culture lovers are directed to have the same concept and behaviour as the French, who use wine, bread, and cheese as their way of life. In the cultural awareness context, this hegemony can be a reactionary opposition, where one side is accepted, and the other is rejected. Those are sourced from the sociocultural readiness of cultural connoisseurs. For example, the adaptation of French speakers from Europe certainly moves positively in line with the traditions offered. At the same time, the adverse reaction comes from the speakers outside the Francophone, or even contra, on its sociocultural aspect, as found in speakers when talking about wine and pork. Therefore, the implementation of cultural awareness is relative. It may develop but also slow down. Those data become the basis for the level of intercultural awareness based on French food. Then, it can carry the capacity to be

successfully implemented. Furthermore, digital data was found about Indonesian cuisine promotions using the French:

Table 7.   Data of Indonesian Gastronomy Promotion with French on Media in 2023

No.	Event	Source
1.		Indonesia kembali ikut dalam pameran gastronomi internasional Prancis - ANTARA News
2.		https://www.google.co.id/url?sa=i&url=https%3A%2F%2Fwww.facebook.
3.		Festival Culinaire Indonésien - 3è édition ~ PPI LYON
4.		INDONESIA, NEGARA KEHORMATAN DI VILLAGE INTERNATIONAL DE LA GASTRONOMIE 2022 – TOURISM FOR US
5.		JOURNÉE CULINAIRE INDONÉSIENNE 2023 (kemlu.go.id)

Based on social media, the data was found that different responses and reactions were revealed, which indicated the successful implementation of plurilingualism in French implantation in Indonesia. In this case, knowledge, skills, and personality through language implantation are clearly defined, which is the goal of the development of communicative skills correctly and naturally. And the end of plurilingualism mission reflected in French expression

to show: (1) language knowledge in daily life, (2) expression of language, (3) cultural skills, (4) visualization of language and culture, (5) culture awareness, (6) authentication of flavours, (7) comparison of intercultural tastes, (8) nationalism, (9) tolerance, and (10) integration on the global community.

CONCLUSION

The plurilingualism refers to the individuals' capacity to communicate in a paralinguistic, paratextual, and intercultural manner. In this case, reel competence concerns knowledge, skill, and behaviour to form the essential communication correctly and naturally with the language and cultural convention. Understanding other cultures is one way to increase intercultural communication and encourage intercultural awareness. Using European flavours as language material, likely in French didactics, can avoid cultural shock in adapting to other cultures and develop intercultural understanding, national identity, cultural transfer, and diplomacy efforts. Moreover, this material can redefine the foreign language mission, which is not pointed to social class identification but must improve the individual quality toward the global position. Finally, through intercultural gastronomy, awareness of European flavours becomes a plurilingualism model for French language learning.

ACKNOWLEDGEMENT

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A Syntactic Analysis of Constituent Structure in Sentences Written by EFL Students

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ABSTRACT

This research aims to determine which student uses the most dominant conjunction, what students use the most difficult conjunction and why they have difficulty using correlative and coordinating conjunctions in their sentences. The population of this research was the 4th-semester students of the English education study program at Tadulako University. The sample was selected using a simple random sampling technique, and there were 151 4th-semester students. The researcher used a quantitative description. The data of this research used a test and questionnaire. The results of the data analysis show that (1) the most dominant conjunction used by the students was coordinating conjunction, especially conjunction "and" (2) the most difficult conjunction utilized by the students was correlative conjunction, namely conjunction "both…and", the frequency of conjunction "both…and", (3) there are two factors influencing the students in using coordinating and correlative conjunctions which are internal factor and external factor. The internal factors are: the students rarely improve their knowledge about conjunctions; The students are not interested in the material about conjunctions; The students do not understand the function of conjunctions; The students do not understand about lexical categories. The external factors are: There is no motivation from lecturers or teachers for students to learn the conjunctions; The lecturers or the teachers do not explain clearly the material of conjunctions.

Keywords: conjunctions; constituent; syntax

INTRODUCTION

Writing is one skill that people must master. By writing, people can express and deliver their opinions, feelings, and ideas in words. In writing, rules must be addressed. According to Alipanahi et al. (2014), writing is very important; one of the essential fields of writing is the field of workers, especially business professionals. Writing becomes a difficult skill to master because writing requires the writers to master some aspects, such as punctuation, capitalization, grammar, spelling, and others. Based on research by Riyadi, Sari, and Setiawan (2017), peer-direct feedback

is one method that can be used to overcome writing problems. According to Burhanuddin (2020), grammar is the most important aspect when making a sentence.

Moreover, Debata (2013) also states that with grammar, students can improve their knowledge about writing and help students correct their mistakes in writing. We must know elements when we want to make a sentence, such as words, morphemes, phrases, clauses, and sentences. Through constituent tests, we can identify the class of the words in the sentence.

A combination of words in a sentence that has a relationship with each other is called a constituent or phrase. According to Allen (1972), the constituent is a set of words in a sentence that has to focus on their relation to each other. We need constituent tests to see the relationship between words and identify sentence structure. Thus, it is easier for us to construct a word into a sentence. Ibad, Jamiludin, and Bochari (2014) explain that constituent tests can help students make a sentence or build a sentence form without changing the meaning. With constituent structure, we can determine which word can be combined with other words. We can use many constituent tests to identify the constituent structure, including the coordination test. Coordination is coordinating two elements into one with the same syntactic form. The elements can include words, morphemes, phrases, clauses, and sentences. When we combine words, we need a connector. Lubis (2018) states that conjunction is one part of speech in spoken and written language. According to Herring (2016), a conjunction is a connector used to express the same ideas in a sentence. With conjunction, we can write a complete sentence. We have to write two things separately. However, with the help of conjunctions, we can write two things without having to write them separately. For example:

(1)   Ben likes cats.

(2)   Jim likes cats.

(3)   Jim and Ben like cats.

The conjunction can be used to unite sentences (1) and sentence (2) into a single one. Sentence (3) shows that two sentences from sentences (1) and (2) are combined into one by using the connector "and". Thus, the coordinating conjunctions are connectors that coordinate the elements such as *and, or, but,* and there are also correlative conjunctions such as *either…or, both…and, not only...but also* and *neither…nor*.

After identifying the students' understanding of using conjunctions, the researcher found that there are some of the students were not able to use the coordinating and correlative conjunctions; they combined two elements that do not parallel or do not have the same syntactic form. The use of the incorrect connectors in the sentences usually causes according to Kusumawardhani (2017), the incoherence of the sentences

To connect elements such as phrase with phrase, clause with clause, and sentence with sentence, usually the students have difficulty using conjunctions to connect the elements. There are some factors influencing the students' ability to use the conjunctions. As explained by Ma'shum (2021), two factors influence the students' use of conjunctions. First, the students use incorrect formulas or rules when using conjunctions. Second, the students still have lack of vocabulary. As a result, they are confused about which conjunctions should be used in their sentences. Panggabean (2016) says that there are four factors influencing the students in using conjunctions which are: the students do not understand the material about conjunctions, the students rarely do exercises about conjunctions, the students rarely use conjunctions, and the lecturers do not explain the material about conjunction clearly to the students. According to Lengkoan and Rombepajung (2022) one of problems teachers have in teaching is when circumstances require learning to be done online, that situation makes learning ineffective. In addition, Budiarjo (2017) states there are four factors influencing the students in using conjunctions, which are: first, the students' mother tongue affects the use of their conjunctions; second, the students are afraid to use unfamiliar conjunctions; third, the students are confused to use the conjunctions because there are too many conjunctions; the last, the students do not have motivation to learn.

Therefore, this research aims of determining the use of conjunctions in students' writing because it is essential to combine two elements that have the same category in a sentence. The researcher is interested in discussing this topic to see what the most dominant conjunction is, what students use the most challenging conjunction, and also to see why the students are difficult to use the coordinating and correlative conjunctions.

There are several studies that are almost similar to this study they are the first study was conducted by Adiguna (2014), entitled The Constituent Structure Bearing Trivalent Verbs Concerning to Novel "Special Delivery' by Danielle Steel. The data of this study is taken from novel *special delivery*. The result of this study shows that the constituents usually follow trivalent verbs such as NP, PP, AP, Adv. P, and Adv. L. The findings of this study show that the theory of syntax is successful in analyzing the internal structure of sentences and phrases using tree diagrams.

The second study by Hidayah (2015), entitled Analysis of the syntactic structure of Coordination in Emma by Jane Austen The type of research used in this study is descriptive qualitative. The researcher collected the data by using the documentation method. The steps to

analyse the data are reading, collecting, and numbering the data. The result of this study shows that: 1) there are three constituent elements, which are words, phrases, and clauses. 2) the higher frequent category coordinated is independent clauses which have percentages of 23,33% (14 data). 3) there are two functions of the syntactic structure of coordination in sentence: as predicate and as complement (subjective and objective complement) and there are two functions in phrase: as head and as modifier.

The last study by Winarta, Marantika, and Gunawan (2022), entitled syntactic coordination of compound sentences found in the novel "Hobbit" by J.J.R Tolkien. This study aimed at analysing the types of coordination in compound sentences found in the novel entitled Habbit. This study used a descriptive qualitative method. The result of this study is two types of coordination in compound sentences found in the novel entitled "Habbit".

The similarity between those three studies and this study is that researchers focus on analysing constituents, but there are some differences. The first is the research design. Those three studies used descriptive qualitative research,] while this study used descriptive quantitative. The second is the scope of the research. The scope of the first study is about types of trivalent verbs in English sentences, the second study is about types of constituents and the highest frequency of categories being combined, and the third study focused on types of coordination in compound sentences, while this study focused on constituent using coordination test which is covering the coordinating conjunctions (and, but, *and* or) and correlative conjunctions (both…and, neither…nor, either…or, and not only…but also). The next is the object of the research. The object of those three studies is a novel, while this study used the students' writing. The last is the instrument. The instruments of the research used by the three studies were document while this study used tests and questionnaires. As a result, this study has some novelty compared to the other three studies mentioned above which focus to what the most dominant and difficult conjunction use by the students, and also focus to find out why the students are difficult to use the coordinating and correlative conjunctions.

MATERIALS AND METHOD

This research used descriptive quantitative because it depends on the quantitative descriptive data by using statistical analysis. Kothari (2007:30) states, "Quantitative research is based on the measurement of quantity or amount. It applies to phenomena that can be expressed in terms of quantity". Moreover, this research focuses to the conjunction that the students use in their sentences because conjunction is one of the problem faced by the students in writing. The

subject of this research was the 4th semester students of English education study program consisting of 151 students from six parallel classes.

There are many ways to determine the sample; including the Slovin formula. Nalendra, Rosalinah, Priadi, Subroto, Rahayuningsih, Lestari, Kusamandari, Yuliasari, Astuti, Latumahina, Purnomo, and Zede (2021) explain that the Slovin formula is typically used in large-scale population research. Therefore, the researcher used the Slovin formula to determinethe sample. As a result, the researcher used the Slovin formula:

$$n = \frac{N}{1+Ne^2}$$

Where:

n: the total of sample

N: the total of population

e: margin error

$$n = \frac{243}{1+195 \times 0,005^2}$$

$$n = \frac{243}{1,6075}$$

n = 151,66 because the data will lead the researcher to scientific findings. There are some steps to analyze the data.

1. Analyzing the Test

First, the researcher read the students' answers. Second, the researcher selected the correct answer to separate the valid and invalid data. Third, researcher listed the conjunctions used by the students in their sentences. Fourth, the researcher gave a number to each conjunction to make it easier for the researcher answer research questions number one and two. In the last step, the researcher determined the most dominant conjunction and the most challenging conjunction used by the students in their sentences by using the excel program.

2. Analyzing the Questionnaire

In the first step, the researcher used the SPSS program to test the validity and reliability of the questionnaire. In the second step, the researcher gave a number to each option from the valid questionnaire that the students filled in. In the last step, the researcher calculated the frequency of each item in the questionnaire variable using an excel program.

RESULTS & DISCUSSION

Result

The findings of the data are based on the result of data analysis. The data analysis consists of two parts, which are from the test and questionnaire.

The Analysis of the Data Collected from the Test

In order to find out the most dominant and the most demanding conjunction used by the students, the researcher takes the data from the test.

Figure 1. The Frequency of Conjunctions Used by the Students
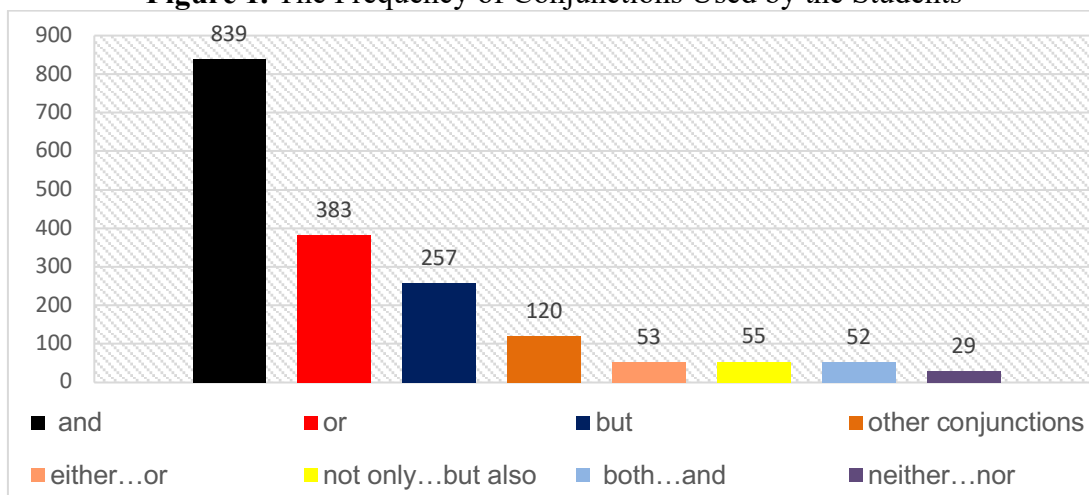
Figure 1 provides specific information about the frequency of the conjunctions used by the students in their sentences. The bars in the chart above are sorted from the most frequently used conjunctions to the least used conjunctions. The highest bar is the conjunction most used by the students, while the lowest bar is the conjunction least used. It can be seen that there are 839 conjunction and used, 383 conjunctions or, 257 conjunctions but, 119 other conjunctions, 55 conjunctions not only…but also, 53 conjunctions either…or, 52 conjunctions both…and, and 29 conjunctions neither…nor. As a result, the researcher can conclude that the most conjunction used by the students is coordinating conjunctions which is conjunction and with a total of 839 conjunctions used.

Figure 2. The Most Difficult Conjunctions Used by the Students
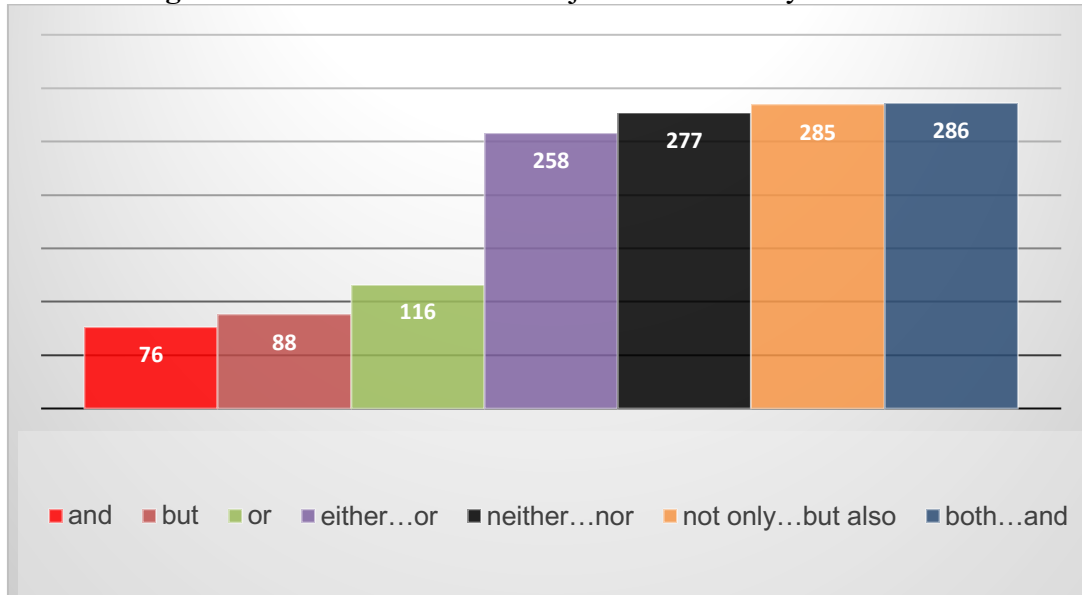
Figure 2 concerns the most challaging conjunction for the students to use in their sentences. The highest bar is the most complicated conjunction, while the lowest bar is the easiest conjunction the students use in their sentences. As we can see, the highest bar is conjunction both…and which only has one difference with conjunction not only…but also. We can also see the lowest bar is conjunction and. Since the conjunction both…and is correlative conjunction and conjunction and is coordinating conjunction, the researcher can conclude that the most confusing conjunction used by the students in their sentences is correlative conjunction which is conjunction both…and with a total of 286. Moreover, since the conjunction is coordinating conjunction, therefore the easiest conjunction for students to use in their sentences is coordinating conjunction, which is a conjunction with a total frequency of 76.

The Analysis of the Data Collected from the Questionnaire

The questionnaire is used to answer the research question which is asking about the reason why the students have difficulty using conjunctions. Therefore, the researcher provides a chart and table about the variables that become the factors influencing the students in using conjunctions below:

Table 1. The Frequency of Students' Answers Based on the Variables

No	Variable	SA	A	D	SD
1	The students do not understand the material about conjunctions	46% (140)	52% (156)	2% (6)	0% (0)
2	The students rarely improve their knowledge about conjunctions.	5% (8)	35% (52)	56% (85)	4% (6)
3	The students are not interested in the material about conjunctions.	24% (72)	48% (144)	26% (78)	2% (8)
4	The students do not understand the function of conjunctions.	22% (99)	67% (302)	10% (45)	1% (7)
5	The students do not understand about class categories of words.	23% (71)	67% (201)	8% (25)	2% (5)
6	The students are afraid to use the unfamiliar conjunctions	18% (81)	69% (315)	12% (53)	1% (4)
7	There is no motivation from lecturers or teachers for students to learn the conjunctions.	46% (280)	49% (297)	4% (25)	0% (2)
8	The lecturers or the teachers do not explain clearly about material of conjunctions	42% (189)	47% (216)	9% (40)	2% (8)

Table 1 illustrates the variables that influence the students in using conjunctions. There are eight variables. The first variable. The students that need help understanding the material about conjunctions. There are two statements in variable one that have passed the validation process. Two statements are positive statements. After identifying the students' answers, the researcher found that almost all of the students have a good understanding of the material conjunctions; as we can see in Table 1, there are only 2% of students do not know the material about conjunctions. It means variable one is not proven to be a factor that influences students' understanding of using conjunctions.

Variable two indicates that students rarely improve their knowledge about conjunctions. There is only one statement valid in variable two, whether students prefer to learn autodidactically or directly explained by the lecturers. This variable has proven to influence have an influence on students in using conjunctions marked by the dominant answer of students, namely not agreeing with autodidactic learning. They prefer to be explained by lecturers; thus, they rarely improve their knowledge.

The third variable is about students needing to be more interested. Two indicators are becoming of the reasons why the students are not interested in learning conjunctions. The first is the number of students in the class is too many and the second is the facilities in the class need to

be improved. This variable is proven to be a factor influencing the students in using conjunctions marked by the answers given by the students who predominantly agree.

Another factor influences the students in using conjunctions is variable four, which is about the students need help understanding the function of conjunctions. Three indicators are supporting this variable. The researcher provides negative statements related to knowledge about the function of conjunctions. Most of the students chose the option to agree even though the statements given were wrong statement. It means their understanding of the function of conjunctions still needs to be improved.

Variable five, which is students do not understand lexical categories, is also becoming the factor influencing the students in using conjunctions. Researcher need to correct the statement regarding the lexical category to the respondents. Most of the respondents agree. This proves that they do not understand the lexical category because almost the respondents answer agree in incorrect statement.

The next variable is variable six which is about the students difficult in using unfamiliar conjunctions. This variable has three statements regarding the unfamiliar conjunctions. Three statements are positive statement. After identifying the students' answers, the researcher found almost all of the students have good understanding about the unfamiliar conjunctions, as we can see in table 1, there are only 14% students afraid in using unfamiliar conjunctions. It means variable six is not proven to be a factor that influences students' understanding in using conjunctions.

The following variable is variable seven which is regarding to no motivation from educators to the students. There are four indicators functioning as statements of motivation that students need from the educators. First, the students prefer that the teachers come on time. Second, the students primarily like it if the teachers provide feedback. Third, the students also demand that the teachers to remember the students' names. Fourth, students want the teachers to provide ice-breaking. From these four statements, almost no students chose to disagree and almost all of the students chose to agree, which means the educators need motivate the students.

The last variable influencing students in using conjunctions is variable eight, which is about the lecturers do not explain the material of conjunctions. Three items support this variable. First, lecturers must review the material at the beginning of the class. Second, lecturers must explain the material directly and its application. Third, the lecturers must explain the material without using full English. Most of the students chose to agree and only a few students chose to disagree.

As a result, from eight variables, the researcher notices only six variables influence the students in using conjunctions. They are: variable 2. The students rarely improve their knowledge about conjunctions, variable 3. The students are not interest in the material about conjunctions, variable 4. The students do not understand the function of conjunctions, variable 5. The students do not understand about lexical categories, variable 7. There is no motivation from lecturers or teachers for students to learn the conjunctions, and variable 8. The lecturers or the teachers do not explain clearly about material of conjunctions.

Discussion

The objective of this research is to find out what the most dominant conjunction is, what the most difficult conjunction is, and why the students find it difficult to use conjunctions in their sentences. Therefore, the researcher presents a discussion of data analysis findings. The researcher only focused on how often the conjunction was used without paying attention to the grammar. In conclusion, the researcher found that the most dominant conjunction utilized by the students in their sentences is coordinating conjunction which is a conjunction and. This finding is also supported by the theory of Quirk et al. (1985). Moreover, this finding was also obtained by researchers Sianturi, Santiya, Panjaitan, and Rambe (2021), Purba, Safnil, and Pulungan (2017). In contrast from Savitri, Setiyono, and Widodo (2021), found the most conjunction used by the students is correlative conjunction, which is conjunction "both…and."

Furthermore, the researcher also found that students' most difficult conjunctions in their sentences are correlative conjunctions which are conjunctions of "both…and." The researcher determined the answer of research question number two by calculating the frequency of the incorrect answers utilized by the students. In contrast to the research conducted by Syafitri, Arasuli, and Sembiring (2017), they found that the difficult conjunction used by the students is coordinating conjunctions. The other research by Savitri et al. (2021) also found conjunction "both…and." is the easiest conjunction in correlative conjunctions. It means this research has the novelty from the other research.

Moreover, the researcher found six factors influencing the students in using conjunctions, which are; 1. The students rarely improve their knowledge about conjunctions: 2. The students are not interested in the material about conjunctions; 3. The students do not understand the function of conjunctions; 4. The students do not understand about lexical categories; 5. There is no motivation from lecturers or teachers for students to learn the conjunctions: and 6. The lecturers or the teachers do not explain clearly the material of conjunctions. Six factors above can be categorized as two factors which are internal and external factor. This finding is also supported by four other researchers, they are Ma'shum (2021), Nurbaidah (2019), Budiarjo (2017) and

Panggabean (2016). They found the factors influencing students' understanding in using conjunction caused by internal and external factors.

CONCLUSSION

After conducting the research and doing the data analysis, the researcher concludes that the most dominant conjunction used by the students is coordinating conjunction, which is conjunction and. The frequency of conjunction "and" used by the students is 839. The students also find it difficult to use conjunctions in their sentences because of two factors; internal and external factors. moreover, this research also shows the most difficult conjunction the students use is correlative conjunctions which is conjunction "both…and." Some factors cause it.

In this research, the researcher limits the scope to only focusing on coordinating conjunction (and, or, but) and correlative conjunction (both…and, either…or, neither…nor, not only…but also). After analyzing the students' answers, the researcher concludes that they still do not understand the use of conjunction, it is proven that many of the students use other conjunctions out of the scope such as subordinating conjunctions.

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Revoicing Attitude of Virginity Test: An Appraisal-based Translation Study on News Discourse

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The virginity test is a long-standing tradition that has been documented in at least 20 countries around the globe (WHO, 2018). Women and girls are frequently subjected to or forced to undergo this test for various reasons. In the Indonesian context, this gynecological examination conducted under the belief to determine if a woman has had vaginal intercourse has to be experienced by female military candidates. In response, the Indonesian army has set to remove this somewhat controversial policy. Through media, this issue was packed in such a way that reflects the media's stance. Accordingly, this research aims to investigate how media take a stance toward this issue and how the translated version delivers it from the perspective of translation studies and appraisal theory using the qualitative method. Appraisal resources identified the data and compared the original text to the Indonesian versions retrieved from the ABC online news portal (Australian and Indonesia-based). This method is conducted to gather and interpret any attitudinal resources in both original and translated texts. It reveals that the translated version, compared to the more neutral-sounded original one, exploits a more clear-cut attitude towards the issue. Various attitudinal lexis including invasive, gender-based, victim and abusive, are chosen to revoice her stance that this practice is groundless. Through its translation, the author articulates her attitude louder. It proves that different target readers influence how the information is packed and constructed. As a re-situated text, translation barely occurs in an empty space.
Keywords: virginity test; appraisal system; translation studies; news discourse

INTRODUCTION

The virginity test has become part of traditions in several countries. Olson (2018) mentioned that it has been documented in at least 20 countries over the globe. Afghanistan, Bangladesh, Egypt, India, Indonesia, Iran, Jordan, Palestine, South Africa, Sri Lanka, Swaziland, Turkey, and Uganda (Olson & García-Moreno, 2017) keep this practice. Women or girls are frequently forced to undergo this test for various reasons. These include a prerequisite for marriage eligibility, institutional requirements, employment eligibility, or women's moral assurance. The virginity test is usually carried out by inspecting the hymen for tears or its size of opening and/or

inserting fingers into the vagina (also known as a 'two-finger' test). A "two-finger" test to measure the vaginal opening's size may be part of the examination in certain circumstances. The goal is to "determine if a woman is a virgin." However, this is predicated on the inaccurate and misleading notion that penile penetration causes discernible, predictable changes in the vaginal introitus, particularly in the hymen's form and appearance (Crosby, Oleng, Volpellier, Mishori, 2020). The techniques are practiced under the belief that the appearance of the female genitalia can indicate a girl's or woman's history of sexual activity. WHO claims that it is baseless to prove whether a woman or girl has had vaginal intercourse or not.

Several researchers have paid attention to the issues of virginity test for women around the globe (Olson & García-Moreno, 2017); (Olson, 2018); (Crosby et al., 2020); (Tampubolon, 2021); (Zayed et al., 2022); (Mayo & Taboada, 2017). The first study revealed that Health practitioners in a variety of settings continue to use virginity testing, even while evaluating patients for sexual assault, despite the lack of evidence of medical utility and significant risks. Updates to medical and other textbooks to reflect current medical knowledge are necessary for health workers to be better informed. Governments must reevaluate their guidelines and work towards outlawing virginity testing. The third study strongly suggested that this invasive test should not be performed because of its danger.

Similarly, Zayed et al. (2022) who highlighted the practice in Egypt, recommended utterly banning the practice of virginity testing in different countries. They claimed it is part of a human rights violation, as prior studies proved. Likewise, (Tampubolon, 2021) criticized that police virginity testing in Indonesia is not essential and makes up discrimination against women's opportunity to become a police officer since there is no correlation between virginity and police duty. To put this in brief, all those researchers agree that virginity testing is disadvantageous, harmful for women, and groundless.

In terms of translation studies, appraisal theory has been recently employed to capture the interpersonal meaning of the text, both the original and the translated versions mainly dealing with language evaluation. For instance, (Chalimah et al., 2018) employed the appraisal theory to describe the negative attitude toward the issue while Asad et al. (2021) revealed that the chosen texts invoked attitude by laying evaluative ground highlighting the current issue. More explicitly, (Jusry & Cahyono, 2021), (Zain & Nababan, 2023) demonstrated how the appraisal contribution illustrates and evaluates the author's attitude and stance by comparing the original text and the translation. Likewise, (Qian, 2012, 2017) exclusively investigated the unfaithful translation as well

as translator's positioning by using appraisal approach cased by the different norms and political contexts.

In Indonesian context, this gynecological examination conducted under the belief to determine if a woman has had vaginal intercourse has to be experienced by female military candidates. Virginity tests are obligatory for female military and national police recruits, typically high school graduates aged between 18 and 20 (McDermott, 2015). As stated by Cochrane (2014), women under policies force subjected to virginity signifies that a girl can protect herself thus, she can protect others which reflects unscientific logic. The test is a compulsory measure for women who are to enlist in the military and is also required for the personnel fiancees (BBC News, 2015). Any military officers about to marry are asked to get a letter of recommendation from their commanders, which is only issued after the fiancees have undergone the test (Human Rights Watch, 2018). This test is executed by inserting a doctor's two fingers (male or female) into a woman's vagina to determine if the hymen is still intact. If it were to be torn with consistent patterns, then it is to be judged that the candidate is accustomed to sexual intercourse (The Guardian, 2015). Regardless of its unscientific and no medical basis, this test remains a prerequisite for moral indicators in the military.

The Indonesian army has set to remove this controversial policy. Taking quite a long time to decide, the Indonesian force finally considered withdrawing this requirement to enroll military forces. General Andika Perkasa, chief of staff of the Indonesian Army (TNI AD), announced that the health test requirements for female cadets would no longer be different to those of their male counterparts (Wibawa, 2021). Thanks to the media, this news rapidly spread out, raising diverse reactions. Accordingly, the research aims to investigate how media take a stance toward this issue and how the translated version delivers it under the perspective of translation studies and appraisal theory. This relatively new framework would provide fresher insight from different views. Two selected texts, both original and translated versions, are compared to seek how stance is manifested through the appraisal system, particularly attitude through its attitudinal resources.

MATERIALS AND METHODS

This study adopts a qualitative method, presenting detailed information about a phenomenon or event (Flick, 2022). Similarly, this research is designed to observe, prove, and explain how the author's stance on the issue of the virginity test is articulated in the original text. Then, it is compared to the translated text to identify the difference or shift in delivering the issue along with the potential reasons. The data were taken from the ABC online news portal https://www.abc.net.au/news/2021-08-05/indonesia-tni-army-armed-forces-end-virginity-

testing/10034 for English text, while the translated version was accessed at https://www.abc.net.au/indonesian/2021-08-05/tni-tidak-lagi-lakukan-tes keperawanan/100353014. The two news texts, in both English and Indonesian versions, discuss the issue of the virginity test in Indonesian military recruitment.

Meanwhile, the data were treated by content analysis as proposed by (Spradley, 2011) which involves domain, taxonomy, component, and culture analysis. This model identified whether texts were included in data or not on the level domain. The data of this research are in the form of attitudinal expression, whether in word, phrasal, and clause level. Then taxonomy analysis was done by classifying based on the subsystem of appraisal including *effect*, *judgment,* and *appreciation,* along with the scaling of the evaluation through *graduation*. Those are linked and interrelated to build a more significant meaning to which social and cultural contexts contribute. The same treatment is also applied to the target text. Both texts were then compared and observed thoroughly to demonstrate the different stances of the author's attitude towards the issue by exploiting two languages.

RESULTS AND DISCUSSION

This section explains the results and provides a discussion of the study. The domain and taxonomy analysis shows that appraisal components are found through effect, appreciation, and graduation. Graduation in terms of modality is also identified, which shows the need to intensify the issue. Below is the distribution of the data.

Table 1. Distribution of appraisal components of both text

In the source text (ST), most expressions are neutral, as the seven data points prove.

Appraisal components	Source Text		Target Text	
	Attitudinal lexis	Stance	Attitudinal Lexis	Stance
Aff; sec; trust	(1) Andy Yentriyani Kepala Komnas Perempuan mengatakan kepada ABC bahwa mereka **menghargai** perubahan yang diusulkan, hal yang sudah diberitakan luas di media lokal.	positive	Andy Yentriyani, head of the National Commission on Violence Against Women (Komnas Perempuan), told ABC that they **"appreciate"** the proposed changes, which have been widely reported in local media.	negative
App; react	(2) TNI sudah melakukan **tes keperawanan** terhadap calon prajurit perempuan selama berpuluh-puluh tahun.	neutral	The Indonesian military has been doing **invasive tests** on female recruits for decades.	negative
Aff; unhapp	(3) "Kami juga mewawancarai mereka yang pernah **mengalami** hal yang sama di tahun 1970-an, 1980-an, sampai tahun 2012, dan 2013."	neutral	"We also interviewed victims who **suffered** the practice in the 1970s, 1980s up to 2012 and 2013."	negative
Grad; force App; val	(4) TNI **tidak pernah** melakukan praktik **tes keperawanan** sebagai bagian dari tes kesehatan.	Up scaling neutral	The armed forces **did not perform virginity tests** as medical tests.	- neutral
Grad; force;	(5) "Pemeriksaan kesehatan terhadap calon prajurit untuk KOWAD **akan** sama dengan tes kesehatan untuk prajurit TNI AD,"	Down scaling	"Health checks on prospective soldiers of the Women's Army Corps **must be** the same as medical examination requirements for male TNI AD soldiers,"	Up scaling
Aff: 2 App: 8 Grad: 2	Positive:1 Neutral: 7 Negative: 2 upscale: 1 Downscale: 1		Positive: 1 Neutral:2 Negative:8 upscale: 1	

Meanwhile, negative expressions are found in two data sets, and positive ones are found in one datum. Regarding graduation, it is identified in two data to either upscale (*tidak pernah*) or downscale the expression (*akan*). In contrast, the target text (TT) demonstrates the different findings. Only one datum consists of a positive expression. Then, the negative expressions take the most findings from eight data sets compared to the ST. Finally, the neutral-sounded one is found in two data sets, and the graduation is identified in one datum to upscale the intention. A more detailed explanation is provided below.

Affect

Regarding appraisal components, affect is concerned with registering positive and negative feelings or emotional reactions, whether happy or sad, confident or anxious, interested or bored (Martin & White, 2005). This research shows the effect in two data sets, which are explained as follows.

Sample 1

ST: *Andy Yentriyani Kepala Komnas Perempuan mengatakan kepada ABC bahwa mereka **menghargai** perubahan yang diusulkan, hal yang sudah diberitakan luas di media lokal.*

TT: Andy Yentriyani, head of the National Commission on Violence Against Women (Komnas Perempuan), told the ABC they **"appreciate"** the proposed changes, which have been widely reported in local media.

This clause informs that Yentriyani, as the head of the National Commission on Violence Against Women, appreciated the government's proposal to remove the virginity test in military enrollment. In the source text, this attitude is positively delivered by the lexis *menghargai*. Here, the author puts trust in the government at least to have a proposal to end this practice. However, the same feeling changes by placing the quotation mark in the lexis "appreciate" to translate *menghargai*. The presence of this mark shows a sort of pessimism or skepticism to what the government stated. Considering the quite long practice in military procedure, the author is not sure that the change would be soon and effectively executed. This causes the positive evaluation in the ST to switch to a negative expression in the TT. Another finding is shown below.

Sample 2

ST: "*Kami juga mewawancarai mereka yang pernah **mengalami hal yang sama** di tahun 1970-an, 1980-an, sampai tahun 2012, dan 2013.*"

TT: "We also interviewed victims who **suffered the practice** in the 1970s, 1980s up to 2012 and 2013."

Indonesian HRW researcher Andreas Harsono interviewed several women who were experiencing this test in this context. Among them is a retired Indonesian policewoman who confessed that she had first undertaken the test in 1965. He added that HRW interviewed those with similar experiences in the subsequent years. In the ST, the author uses the lexis *mengalami hal yang sama,* referring to the virginity test taken by the women. However, in the TT, the expression is replaced by the practice of showing the different evaluations the author wants to show. She tried to show that the women felt unpleasant with the procedure. The lexis *suffer, practice, and victims in the TT show negative evaluations of* this test. She puts them as victims since they indeed suffer to undertake it and leave traumatic experiences throughout their lifetime.

Appreciation

According to (Martin & White, 2005), appreciation involves evaluations of semiotic and natural phenomena according to how they are valued or not in a given field. In general

terms, appreciation can be divided into our 'reactions' to things, their 'compositions, and their 'value'. Samples of appreciation are presented below in this research.

Sample 3

ST: *TNI sudah melakukan **tes keperawanan** terhadap calon prajurit perempuan selama berpuluh-puluh tahun.*

TT: The Indonesian military has been doing **invasive tests** on female recruits for decades.

The term *tes keperawanan* is frequently and consistently mentioned in the ST, referring to the gynecological examination conducted under the belief that it determines a woman or girl has had vaginal intercourse. Regarding the translated version, this term alters *invasive tests, bringing up different effects*. The word *invasive* denotes the meaning of threat or aggressive attack that causes negative and unpleasant feelings. This is used to show that the test violates human rights and is categorized as gender-based violence. The authors tried to speak louder through this diction, calling for immediate action to abolish it. The various yet similar tone is manifested through other terms such as v*irginity testing, gender-based health checks, the so-called 'medical test', unscientific, abusive and discriminatory practice and gynecology test*. Various naming is deliberately attached to tell and convince readers that this test should not have been practiced among women candidates. This negative tone articulates the author's stance toward the issue.

Furthermore, the various naming of TT in translating the term *tes keperawanan* into *gender-based health checks, so-called 'virginity testing', the so-called 'medical test' and gynecology test* proves how the author gives valuation about the test. She thought this test was groundless since there was no scientific basis for the two-finger test to determine women's morality. Even this test for women recruits is painful, embarrassing and traumatic (HRW, 2015). The term 'virginity' itself is not a medical or scientific term (WHO, 2018). Instead it is a more social, cultural and religious construct which reflects gender discrimination among women and girls. The social expectation that girls and women should remain virgins (without having sexual intercourse) is based on the notion that female sexuality has to be kept and preserved until they get married. Through this attitudinal lexis, the author articulates her voice louder to convince the public that this discriminatory test should end.

Graduation

Graduation operates across two axes of scalability: grading according to intensity or amount, prototypicality, and the preciseness by which category boundaries are drawn (Martin & White, 2005; Martin, J.R., & Rose, 2003). In this research, graduation is employed to intensify the issue being brought up, which is the virginity test. To make it clearer, samples are provided as follows.

Sample 4

ST: *TNI **tidak pernah melakukan** praktik tes keperawanan sebagai bagian dari tes kesehatan.*

TT: The armed forces **did not perform** virginity tests as medical tests.

In this context, the Indonesian army claimed that they had never conducted the virginity test as a medical test. Instead, they claimed it was for record-keeping purposes, not moral ones. The lexis *tidak pernah* shows an upscaling tone to emphasize that this practice is not intended as a part of a medical requirement to join the army. Interestingly, the TT does not show the same scale. Instead, despite the similar meaning, the word did not perform here and does not contain the same intensification as that of the ST. As a result, a more neutral tone is delivered in the translated version. Different findings are provided in the sample below.

Sample 5

ST: "*Pemeriksaan kesehatan terhadap calon prajurit untuk KOWAD **akan sama** dengan tes kesehatan untuk prajurit TNI AD,*"

TT: "Health checks on prospective soldiers of the Women's Army Corps **must be the same** as medical examination requirements for male TNI AD soldiers,"

The use of graduation (force) is identified in the datum above. The lexis *akan sama* reveals a low degree of intensity. In contrast, the TT translates it to *must be the same*, employing modality to convey a high degree of intensity. In this way, the author raised the force to emphasize the message. In this context, the speaker is General Andika Perkasa, chief of staff of the TNI AD, announcing that the health test requirements for female cadets will no longer be different from those of their male counterparts. In the ST, the speaker informed the possibility that the test would be equally implemented for both female and male cadets.

Meanwhile, this message is modified in the TT regarding the modal akan (will) being escalated to the modal must, which possesses higher intensity. By doing so, the author tried to pinpoint that the test must be removed so that female cadets take an equal health check and be free from discriminatory procedures. The higher intensity builds up a stronger urge from the author to call for this ending.

Basically, both texts convey the same intention that the virginity test must be ended and removed from the medical requirement for female cadets. However, this is differently manifested. On the one hand, in ST, the attitude is more neutral when selecting a particular lexis. The realization of the most neutral and positive affect and appreciation proves that the author expresses her concern indirectly to accommodate the readers as part of Eastern society. On the other hand, the realization of the attitudinal lexis of TT shows that the author articulates her attitude louder and more clear-cut than the ST's. The appraisal approach in this research contributes to unravelling the author's stance on the issue of the virginity test. This finding enforces the previous studies (Chalimah et al., 2018); (Asad et al., 2021); (Jusry & Cahyono, 2021); (Jusry & Cahyono, 2021); (Cahyono et al., 2021); (Risdianto et al., 2024); (Liu, Q.Y., Ang, L.H., Waheed, M., & Kasim, 2022) that demonstrated how attitudes were evaluated in news discourse. This current study also strengthens the study of (Zain & Nababan, 2023), who stated that translation products should take accounts of the target readers' circumstances. It proves that different target readers and cultures influence how information and opinions are packed and constructed. The English version, assuming the readers are Australian and other international netizens encourages the author to express her attitude more freely and directly rather than subtly and to address the invasive test for women.

CONCLUSION

This study reveals the findings that In conclusion, the two texts present the problem of the virginity test differently for female recruits in the Indonesian military. To convey the author's stance on the matter, the source text is mainly neutral in tone. The chosen attitudinal lexis makes this apparent. This shows the author's attempt to conform with the source culture. The author's preference for using particular dictions over others proves that cultural and ideological aspects intervene in text production. In the Indonesian context, Indonesians frequently communicate indirectly to avoid outright conflicts and maintain harmony in their relationships. The cultural preference for upholding a sense of unity and avoiding embarrassing or upsetting other people is the fundamental cause of this indirectness.

In contrast, the translated version presents the matter boldly and clearly and directly supports the author's position. The assessment component's three attitudinal expressions— graduation, affect, and appreciation—help to express the attitude more clearly. To sum up, the diverse target readers and cultural contexts impact how information and opinions are presented and put together. The English translation empowers the author to convey her viewpoint more openly and directly because it assumes that readers are Australian and other foreign internet users. It confirms that different target readers influence how the information is presented and constructed. As a re-situated text, translation barely occurs in a space.

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Stylistic and Rhetoric Elements on Memes in Education Context: A Critical Discourse Analysis

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ABSTRACT

In this digital age, the presence of internet memes becomes a common way to share information online. People may use different stylistic and rhetoric elements to communicate their ideas and convey a particular meaning. This paper aimed to analyze stylistic and rhetoric elements employed in the selected memes in education context by using Van Dijk Critical Discourse Analysis. The data were forty memes related to education which were collected from four Instagram groups, namely itb.receh, school_life memoriess, 9gag.com, and memeindonesia.real. This research utilized descriptive qualitative method. The result showed that in stylistic, the most dominant dictions used were slang and denotative. The high frequency of using slang is done as a strategy to express a sense of familiarity to audiences and to show portrait of daily basis situation in students' lives, while the use of denotative dictions conveys clear understanding and avoid misinterpretation toward these memes. Furthermore, in rhetoric elements, no metaphor is found in the selected memes while graphics is mostly used in the memes to highlight important parts. It was delivered through the production of words in bigger size, bold, different colour, different type of fonts, words which are crossed out, and the use of emoticon. Graphic provides a visual representation for audiences and these highlighted words help them comprehend messages and values which the writer is trying to deliver.

Keywords: Critical discourse analysis; meme; rhetoric elements; stylistic elements

INTRODUCTION

Internet memes, or memes that emerge in Internet culture, have gained popularity in recent years since social interactions increasingly take place on the internet. Shifman (2014) mentions Internet memes have undoubtedly grown to be powerful yet frequently invisible agents of globalization over the past ten years. They frequently present in the form of images or videos which are shared from person to person in which they are purposefully edited and imitated. Furthermore, they do not come from empty space, they have several intentions, such as conveying opinion and expressing social criticism. Akram et al. (2020) stated Internet memes are frequently

used by those who express their emotions online to promote their views. To add, Humington (2019) explained that the ability of an Internet meme to present information, opinion, and value that is simple to understand and promotes current views and attitudes is another factor that contributes to an Internet meme's ability to go viral.

In education sphere, memes related to education are gaining success among students relying on the number of social media platforms such as Instagram, Facebook, Twitter, Tiktok and so forth. They influence students' daily lives and are regarded as one of reflection ways in education system. The more memes related to education are shared, the more issues would reflect people's perspectives. Dongqiang (2020) mentioned memes can be considered as a valuable bridge and educational relationship between teachers and students, as well as an effective educational medium for students. Today, it is time to start pay more attention on memes since they have plasyed significant role in students' everyday lives.

In conducting this research, Critical Discourse Analysis (CDA) is utilized in order to understand meme related to education. Fairclough and Wodak (1997) mentioned that CDA helps people see things more clearly by examining and evaluating the linguistic form, which is seen as the result of a social interaction. They continued by stating that linguistics forms may always include an ideology that represents a certain social construction. Additionally, Van Dijk (1998) claimed that a text consists of a number of structures that are mutually supportive. This dimension discusses three structures namely macrostructure, superstructure, and microstructure. However, this research focuses on microstructure in stylistic and rhetoric elements.

Stylistic element is about diction or choice of words in writing to create different effect as a result. It examines diction and the writer's style to communicate their ideas. Van Dijk noted that writers make word selections to indicate a specific semantic connotation. Eriyanto (2001) mentioned that word choices chosen by writers present certain ideology, not a spontaneous thing. It shows how writers select one diction from various possible word choices available.

Related to rhetoric element, Van Dijk mentioned it works as stressing method to achieve the objectives effectively, and as strategy to persuade audience's attention to certain side. Rhetoric elements include graphic and metaphor. Eriyanto (2001) defined graphics is the element to highlight what is considered significant. In media discourse, graphics is employed by presenting different writing compared to others, for instance, writing in bigger font, bold, underlined, italic and so forth. Meanwhile, he defined that metaphor works as one way to present something in terms of something else. It may give some colors or aesthetic function to the language use. In other words, metaphor is a type of analogy that briefly contrasts two things.

Several researches have been conducted in meme with education context. Destira, Hidayat, Alek, and Sufyan (2021) examined the similarities and differences between Indonesian students and foreign students in Memes on Instagram through the lens of Critical Discourse Analysis. Dongqiang, de Serio, Malakhov, and Matys (2020) analysed the ways and reasons of using Internet memes in education in various language spaces - Chinese, English, Russian, and Italian. Meanwhile, Ariyoga and Rahyono (2020) examined the ideational meaning and primary message in internet memes regarding the interaction between teachers and students in teaching and learning activities. Comparing to the previous researches, this research would have different finding since it uncovers microstructure elements both stylistic and rhetoric on memes related to education. Therefore, it is expected that other researchers with an interest in the field of Critical Discourse Analysis will consider the findings of this research as references for further research. Also, it can be used to give meme makers the chance to create more new memes in the context of education. In regarding to the explanation above, this research aims to find out the microstructures elements on memes related education, specifically in stylistic and rhetoric elements. For this reason, two research questions were formulated as follow: (1) what are the diction use on the selected memes in the context of education? and (2) what are graphics and metaphors use on the selected memes in the context of education?

MATERIALS AND METHOD

This research employed qualitative research design because the data is ordinarily expressed in qualitative terms. Patton (2002) stated qualitative research as an attempt to understand the unique interactions in a particular situation. The data of this research were texts in the memes related to education. There were forty education memes in total which were collected from ten memes in each Instagram groups. Forty memes which were selected in this research were published in 2022. The data that were chosen during that time are regarded to be accurate in portraying current conditions in the digital age. Instagram groups such as *Itb.receh, school_life memories, 9gag.com,* and *Meme Indonesia* were used as the sources of data because these Instagram groups frequently posted internet meme in many contexts, including the context of education. The research was conducted from January 2023 to March 2023.

The technique which was employed to collect the data is documentation. This technique was used to obtain the documents of data in the form of memes in the education context. After that, the data were analysed by using Van Dijk Critical Discourse Analysis. In that model, microstructure was examined from semantic, syntactic, stylistic and rhetoric elements. However,

this research focuses on stylistic and rhetoric elements. In stylistic, the data were analysed based on the word choice used in the memes. It was also supported by the theory of diction proposed by Putrayasa (2007). Meanwhile, in rhetoric, the data were analysed from metaphors and graphics utilized in the memes. After all the data have been analysed, the conclusion of this research was made. In addition, Cope (2014) explains that the validity or truth value of qualitative research and the transparency of the study's conduct are essential to the relevance and objectivity of the results. In this research, data triangulation was used to check credibility of the findings and conclusion. It referred to collecting the data from more than one source, in this case are several Instagram groups.

RESULTS & DISCUSSION

Stylistic Element in Memes Related to Education

To display the result of stylistic element in this research, diction use was shown in Table 1 as follows:

Table 1. Diction Use in Memes in Education Context

No	Diction	Quantities	Percentages (%)
1	Slang	32	29
2	Denotative	30	27
3	General	18	16
4	Connotative	10	9
5	Specific	9	8
6	Scientific	7	6
7	Synonymous	3	3
8	Jargon	2	2
9	Homophonic	0	0
	Total	**111**	**100**

Table 1 indicates that slang is the most frequently used diction in this research, followed by denotative diction. These diction distributions do not happen without any consideration. They are designed to show certain ideology to readers. Van Dijk mentioned that language users may have recourse to different words to express a given meaning. The use of informal words such as slang and denotative dictions would help readers understand the meaning easily. It is also influenced by the situation of conversation taking place in these memes is mostly in daily basis. Due to the use of informal dictions, these memes convey a sense of familiarity and equality. So, it can be inferred from the memes that the writer sees himself not as the one in a superior position but rather as the same as the audience, the readers. People are influenced effectively by this strategy through language, which reduces their sense of being instructed. Certain dictions are

chosen by meme maker to express humour and entertain readers as well.

Datum 1

Figure 1. The Use of Slang Diction

(Source: Instagram *itb.receh*)

Patrick	: akhirnya lulus smk, **otw** magang ke Jepang
Spongebob	: emang **lu** bisa bahasa Jepang?
Patrick	: bahasa bukanlah masalah karena **gwe** adalah **wibu**
Patrick	: **makkkk**!!!! **Pengen** pulang

Anderson and Trudgill (1990) states slang can make someone's speech active, passionate, and engaging because it makes jokes, shows individuality, and makes speech simple. The first sentence, '*akhirnya lulus smk otw magang ke jepang'*. The word 'otw' is a slang which stands for 'on the way' or *'sedang di jalan'*. This is a textspeak which is typically used to let other people know that the speaker is en route to where she/he is. This slang is frequently used by many people in daily communication both online and face-to-face.

The second sentence is *'emang lu bisa bahasa Jepang?'*'. The word *'lu'* is considered slang which means 'you' or '*kamu*' in Indonesian. Indonesian slangs are not the standard form and they are not used in formal education. However, they function in everyday discourse, usually in informal situation. In this data, instead of using *'kamu'*, the writer used the diction *'lu'* to show that the setting of this conversation is informal one. Specifically, the writer made the context about conversation among friends. It is the same thing happened with the word *'emang'* which are used to represent non-formal situation. '*emang*' comes from the word *'memang'* which means 'indeed'.

The third sentence *'bahasa bukanlah masalah karena gwe adalah wibu'* uses slang *'gwe'* and *'wibu'*. The word *'gwe'* is an Indonesian slang from the standard *'saya'*. It originally comes from Betawi language. The writer does not use the diction '*saya'* to avoid sense of formality and put more distance between speaker and listener. The word choice of '*gwe*' gives sense of

familiarity between the speakers and listeners. Meanwhile, *wibu* is a slang word to express an overly zealous anime fan who is very excited, upfront, and loud about anime. Anime is Japanese animation style, distinguished by blazing graphics and energetic characters. The last sentence '***makkkk****!!!! **Pengen** pulang*" shows the use of non-formal diction *'makkkkk!!''* and *'pengen'*. The use of greeting '*makkkk'* instead of '*mamak'* or *'ibu'* represents a daily conversation context. The writer also chooses the word *'pengen'* which has a standard form *'ingin'*. The strategy of using informal dictions in casual conversation context help readers understand the meaning easily and depict intimate relationship between writer and readers. It is also related to what Leigh (2010) states that memes utilize communication as one of the methods to reproduce themselves.

Datum 2.

Figure 2. The Use of Denotation and General Diction

(Source: Instagram *memeindonesia.real*)

*Murid paling belakang kalo ga **tidur** ya **makan***

Denotation is the term for a word's dictionary definition, or its "literal meaning. Putrayasa (2007) states that denotation has literal meaning without any addition. The dictions 'tidur' and 'makan' in the sentence above show their true meaning. The definition of "sleep" according to Cambridge Dictionary is "being in a condition of rest when your eyes are closed, your body is at rest, and your mind is unconscious.". While the diction "eat" refers to placing or removing food from the mouth, chewing it, and swallowing it. These two dictions are fully stated in their literal meaning. After that, these two words are also considered as general diction as what Putrayasa (2007) mentioned in terms of broad scope of a meaning, the wider a word is, the more general it is.

Datum 3

Figure 3. The Use of Connotative Diction

We all have that
one friend

Tag Them

Who has Ph.D cheating
😂😂😂

(Source: Instagram *School_life memoriess*)

We all have that one friend who has **Ph.D** cheating'.

Connotation is the use of a term to imply an association other than its original meaning. Connotations can be neutral, negative, or positive. Different connotations are frequently used by writers to provide additional levels of meaning to a word, phrase, or sentence. The diction 'Ph.D' in this data is considered as connotative since it signifies an association or second meaning beyond its literal meaning. In this meme, the diction 'Ph.D' may convey the meaning 'high level or very good at', while the literal meaning of Ph.D or Doctor of Philosophy is a high level degree earned after particular time length, culminating in defence of a research dissertation. The word choice 'Ph.D' in this meme aims to give sense of humour. However, the use of connotation is sometimes confusing to those who are not familiar with the diction. As what with Zuckerman's (2015) points that memes are coded messages and therefore can be confusing for various people: members of the audience may have varying abilities and skills to read the 'code'.

Datum 4

Figure 4. The Use of Specific Diction

Temperature of my classroom   Temperature of principal office

(Source: Instagram *School_life memoriess*)

Temperature of my **classroom**, Temperature of **principal office**

Specific words have a narrow scope and meaning. Putrayasa (2007) stated specific words

give clear and precise overview. the narrower the scope, they become more specific. The words 'classroom' and 'principal office' have more specific scope compared with 'school building' which has more general concept. In other words, 'classroom' and 'principal office' describe less broad term and denote specifically what they are. The use of specific words is intended to make it easier for readers to understand the context of the words or events being discussed. In this meme, the word 'classroom' and 'principal office' are used to specify different temperature or conditions in two different rooms which student experienced. Specific words are very useful to describe objects and to strengthen the message conveyed. In this case, it is straightforward to address the issue between two different rooms, they are classroom and principal office.

Datum 5

Figure 5. The Use of Scientific Diction
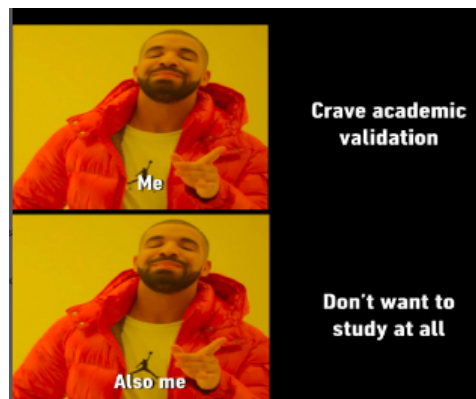
(Source: Instagram *9gag.com*)

Me crave **academic validation**

Putrayasa (2007) defines scientific word is difficult to understand by general public. It is commonly used in scientific writing in which only certain people understand the word. The word 'academic validation' belongs to scientific diction. That words mean a trend where students look for satisfaction in their academic performance, goals, and achievements. It is technical word whose meaning needs to be analyzed further because it cannot be comprehended easily by many people. This diction is used for a study or scientific interest. This word does not appear frequently in informal conversation because people are not familiar with the term. However, this word may come up frequently in scientific writing or in discussion among educated or intellectual ones.

Datum 6

Figure 6. The Use of Synonymous Diction

(Source: Instagram *memeindonesia.real*)

*Ketika guru Mtk lebih milih ngobrol sama anak yang udah **jago** mtk ketimbang ngebantu lo yg kesulitan ngerjain soal*

Putrayasa (2007) defined synonymous word can replace each other but there are some words cannot. Figure 6 shows the use of word *'jago'* which has synonymous meaning with 'good at'. In Kamus Besar Bahasa Indonesia (KBBI), the word '*jago*' means *hebat* which is 'great' or *mahir* which is 'proficient'. The sentence in this meme 'when the math teacher prefers to chat with student who is already good at math rather than helping you who have trouble doing questions' expresses comparison or contradictive treatment from teacher to students in classroom activity. Further, the use of word *'jago'* gives more nuance and emphasis to this meme toward the issue presented.

Datum 7

Figure 7. The Use of Jargon

(Source: Instagram *memeindonesia.real*)

kamu nanyeeaa?

The diction 'kamu nanyeeaa' which is used in this meme is considered as jargon. Jargon is

special word or expression which can only be understood by some people in certain circles. 'kamu nanyeeaa' is a 2022 viral jargon uttered by Alif Cepmek, a young Tiktoker from West Jakarta. 'Kamu nanyeeaa' comes originally from the words 'Apakah kamu bertanya? biar aku kasih tau ya' (Are you asking? so let me tell you). Alif, that Tiktoker, often used this jargon when he started answering questions from netizens. It is now no wonder that this jargon becomes a trend for some people in which they are following his style in uttering it. People use this jargon in their daily lives to make jokes with their friends. It happens the same way with the use of that jargon in this meme. It is utilized to express humour and to entertain readers.

Rhetoric Element in Memes Related to Education

In rhetoric elements, there was no metaphors found in the memes related to education. With the characteristics of its simplicity which commonly has limited text, meme is more connected to graphics. Eriyanto (2001) stated that graphics investigates things which are considered important and highlighted. He also added that graphics can be portrayed by writing that is different from common writing, such as bold, italic, underlined, and words produced with different size. It includes using a caption, raster, graphic, image, or table to illustrate the importance of a news story's message. The visual component has cognitive effects since it closely analyses attention and interest levels and indicates which information is significant and interesting to raise attention. In this element, readers know how and in what way tendency is delivered by analysing the interaction style of the meme makers in creating meme.

After analyzing the data, the result of graphic use in memes related to education is shown as below:

Table 2. Graphics Use in Memes in Education Context

No	Graphics	Quantities	Percentages (%)
1	Words in bigger size	15	44
2	Words in bold	7	20
3	Words in different colour	6	18
4	The use of emoticon	5	15
5	Words in crossing out	1	3
	Total	**34**	**100**

Datum 8

Figure 8. Words in Bold and Bigger Size

(Source: Instagram *itb.receh*)

Figure 8 expresses the graphic strategy of writer to convey the message of the meme by writing the words *"menunda tugas award"* and "You" in bold and bigger font while the rest of the words are not bold and in smaller size. The idea of this meme is task procrastination and this meme intends to express satire related to procrastinating problems. Also, this meme is addressed to readers or those who postpone doing task. It is shown by the use of pronoun "you". Hence, the bold words 'menunda tugas award' and 'you' work to present the idea and the message of the whole parts of this meme. These highlighted words are seen important by the creator so readers will put more attention on those words. It is in line with Eriyanto (2001) that mentioned the element which is differently produced is considered necessary by the communicator.

Datum 9

Figure 9. Words in Crossing Out

(Source: Instagram *memeindonesia.real*)

Meanwhile, figure 9 shows different strategy to highlight important part. It can be seen that the sentence '*seorang siswa harus disiplin'* is crossed out and then it is changed by the sentence '*ada PR yang harus dikerjakan*'. The previous sentence *'gue berangkat sekolah lebih pagi karena gue sadar'* should be properly followed by the crossed sentence '*seorang siswa harus disiplin'*, to show how a student should appropriately do. However, instead of saying it, the meme creator changed it by saying '*ada PR yang harus dikerjakan'*. This meme talks about student's characteristics in terms of going earlier to school for certain reasons. To contrast the idea, the

writer crossed out the words and replace it with new words with different ideas. This graphic strategy helps to present information in concise ways which highlight the idea of students' behaviour. This strategy also makes the message of this meme is easier to understand.

Datum 10

Figure 10. Words in Different Colour and Emoticons

(Source: Instagram *School_life memoriess*)

Furthermore, figure 10 expresses different graphic strategy done by the writer. The sentence 'class is cancelled' and 'I love you' were written in different colours. The sentence 'class is cancelled' was in blue colour and bigger size, while the sentence 'I love you' was written in red. It emphasizes the comparison between these two sentences in which this meme compares the feeling of the words 'class is cancelled' with 'I love you'. The writer used different colours in both words to highlight the important points in this meme. This helped readers to get that point easier and comprehendible. Furthermore, the use of emoticon is also employed in this meme. To add sense of humour in this meme, smile emoticons are exposed in the end of this meme. Anastasia (2019) stated that internet memes are descendants of the emoticons (emotion icons). An emoticon is a symbol that is frequently used online to represent a certain emotion. Its purpose is to prevent misunderstandings in virtual communication, where the absence of visual information may result in message misunderstandings. In many online groups, the smiley is frequently used by the members. All in all, graphic strategy provides a visual representation for readers. Also, these highlighted sentences help readers comprehend the concept which the writer is trying to deliver.

There were several important points which needed to be discussed in this part. The result of this research pointed out that most of the selected education memes used slang and denotative words to convey meanings and purposes. The finding was in line with the study conducted by Syartanti (2021) found that memes used straightforward and informal diction although the study investigated memes in different topic. It was about COVID-19 and focused on humour discourse. Furthermore, the present research showed that the use of informal dictions and slang in conversational contexts facilitates the reader's understanding of the meme. Leigh (2010) states that

one way memes grow themselves is through communication, which is similar to this idea.

Despite the findings above, the present research has limitation in data sources. It was taken only from Instagram which it resulted limited findings. Future researches may reach more data from various sources such as Facebook, Twitter, Tiktok, and other sources related to education memes, so it will result more holistic findings.

CONCLUSION

In Van Dijk model of Critical Discourse Analysis, microstructure focuses on the local meaning of the discourse by analysing several elements, including stylistic, and rhetoric elements of the discourse. In stylistic elements, it revealed that slang was the most used diction, and then it is followed by denotative diction. They aim to make readers engage with meme in everyday context and be able to understand it well. In rhetoric element, there was no metaphor found while several graphics were employed such as production of words in bold, bigger size, various colours, different fonts, and the use of emoticons. They are used to highlight the main point of the memes so readers are able to get the point clearly.

Memes in the context of education reflect people's behaviours and common expressions in the area of education. It is a very appealing area for more investigation. Today, education memes have recently flooded a number of social media platforms. Future researchers can use more resources, such as Twitter, TikTok, Facebook, and so on, to learn more about education memes and digital culture. Further research in this field may explore in macrostructures, superstructures, and social context toward memes in education context.

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Development of *Sparkol VideoScribe* Interactive Video Learning Media Integrated with *Case Method* on Pancasila Material

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ABSTRACT

This study aims to develop an interactive Sparkol VideoScribe learning video integrated with the case method in the Pancasila course, which will enable students to understand the Pancasila material better. The problem is the lack of interactive learning media that students can access, especially when learning Pancasila. This research uses the type of research development (Research and Development) with the 4-D development model with the stages of defining, designing, developing and dissemination. The development stages are integrated in the activities of 1) Integration of Pancasila material, namely the History of Pancasila Formulation, Pancasila as an Ethical System and Pancasila as the Basis for Science and Technology Development; 2) Integrating the material that has been developed into the Sparkol VideoScribe application; 3) Development of Sparkol VideoScribe Interactive Video integrated with Case Method; 4) Preparation of validation instruments and validation of Sparkol VideoScribe Interactive Video Integrated with Case Method by material experts and media experts; 5) Implementing videos that have been developed to students while reflecting and evaluating; 6) Disseminating research products to students. The results of this study are based on the results of material expert validation obtained a result of 85% with the category "Very Valid". In addition, based on the assessment of media experts, the result is 75% with the category "Valid". Based on the assessment results from material and media expert validators, the interactive video learning media Sparkol VideoScribe is suitable for use in the Pancasila learning process.

Keywords: Case Method; Interactive Learning Media; Sparkol VideoScribe

INTRODUCTION

Education in this era is very important for human life. Education is a bridge to improve the quality, especially for the successor of the nation, namely the younger generation. Education as a support to form an innovative generation with an advanced mindset in all aspects of personality, including being ready to welcome the existing revolution. Starting with improving the quality of learning or education. Along with the development of increasingly sophisticated times, humans are now required to interact and utilize information and communication technology. Similarly, in education, learning must have adopted a modern scientific framework to pursue equality with

humans in other parts of the world. Teachers usually consider that the only source of knowledge should be changed by using many sources that can increase student knowledge.

Information and communication technology advances in the 21st century have changed how people work. These changes have led to the formation of new concepts of competencies and skills required. To overcome the challenges of education in the 21st century, schools and teachers must be transformed to facilitate students to have international, multicultural, and interconnected competencies (Noor & Wangid, 2019; Shidiq & Yamtinah, 2019; Triyono, 2017). The advancement of science and technology will make humans constantly innovate to make changes, including using learning media and developing interactive videos. With the innovation in creative and innovative videos, it is hoped that student learning outcomes can improve to produce an intellectual generation output.

Interactive video is a learning media that combines elements of sound, motion, images, text or graphics that are interactive to connect the learning media with its use. The interactive video is equipped with a clear and easy-to-understand Indonesian language voice guide to support the deepening of material for students. One of the important components that must be present in this interactive video is the computer and LCD/projector, which are integrated into learning. In this case, both assist the teacher in showing videos and explaining learning materials (Dewi, 2018). The use of learning media in the form of interactive videos can stimulate the development of students' cognitive, affective, and psychomotor domains.

New teaching methods and media must be developed to add to the traditional teaching paradigm. Learning media is a communication tool used to channel messages and can stimulate students' thoughts, feelings, and abilities to encourage an effective and efficient learning process (Risnawati, Amir, & Sari, 2018). Various types of media with various designs arecombined to help achieve learning objectives, this is called Multimedia. Multimedia is used in a learning environment to help teachers improve students' understanding, knowledge, and confidence, and it encourages them to use multimedia in teaching-learning situations. The interactive features of multimedia also help students learn and remember better. Investigations show that people learn faster and develop more effectively in multimedia (Hamidi, Kharamideh, & Ghorbandordinejad, 2011).

Technology-based interactive learning media can provide students with up-to-date educational information, provide engaging instruction with electronic media, and promote their technological proficiency, all contributing to their professional development (Huang, 2003).

Technology can combine all media elements, such as text, video, animation, images, graphics,and sound, into one presentation, combining all elements with students' learning modalities. This combination can accommodate students' visual, auditory and kinesthetic learningstyles (Risnawati et al., 2018).

Pancasila Education is one of the General Compulsory Courses students in Higher Education must take. This Pancasila course contains material that can be integrated at the praxis level and is relevant to the problem-solving method (*Case Method*). The PancasilaEducation course requires students to understand the values of Pancasila and its implementation in social life. In addition, the Pancasila Education course requires students to solve cases that do not reflect the practice of Pancasila values, and lecturers direct students to be able to make observations of problems that occur in society.

Gill states that case studies are built with discussion methods by presenting real-world example cases coupled with designing questions that can condition students to think critically (HOTS) (Gill, 2012). Based on the results of the study shows that the *case method is* very effective in various materials, which can affect learning outcomes both cognitively (concept understanding), affective and provide broad benefits to learning that can improve better thinking and communication skills (Thomas, O'Connor, Albert, Boutain, & Brandt, 2001); (Asfar, Asfar, Aspikal, & Nurwijaya, 2019); (Purnawirawan, 2019); (Syarafina, Dewi, & Amiyani, 2017).

The case method's hallmark is that team members conduct and resolve the problem-solving process. Its characteristics require including a number of new variables,especially human factors. Therefore, the complexity of the case method comes not only from the scaleof the problem but also from the complex cognitive, psychological, social, and behavioural interactionsbetween group members during the problem-solving process (Lightner, Bober, & Willi, 2010). (Seidel & Godfrey, 2005) agree that there are four main case method characteristics: cognitive, psychomotor, motivational, and affective (interpersonal and attitudinal). Theperformance of the case method is determined by the composition of all team members' four types of dispositions, which becomes complex. Case studies focus on the issues involved in a concrete situation or example, the actions to be taken, lessons to be learnt, and ways to handleor avoid such situations in challenging times.

There is still no learning media for Pancasila Education in the form of *Sparkol VideoScribe , which is integrated with the *case method*. Therefore, innovation in the learning process is needed at this time. In addition, various types of learning using videos have been done,but interactive learning media is still rare. Therefore, this research aims to develop interactive *Sparkol*

VideoScribe video learning media integrated with the *case method*, especiallyon the material of the History of Pancasila Formulation, Pancasila as a System of Ethics and Pancasila as the Basis for the Development of Science and Technology. This research is expectedto be a reference for researchers and teachers who want to innovate in learning media. It can be used as a reference for Pancasila Education learning media. In addition, the products of this research and development can be utilized by students as learning media for Pancasila.

MATERIALS AND METHODS

The method used in this research is the type of development research (*Research and Development*) with the 4-D development model (*Define, Design, Develop, Dissemination*). The stages of this development consist of material development, concept creation and *Sparkol VideoScribe* business, validation of subject matter experts and media experts, implementation, reflection and evaluation, and product improvement. This research was conducted for 6 (six) months, namely June-November 2023, with the results of the research, namely 1) Integration of Pancasila material, namely the History of Pancasila Formulation, Pancasila as an Ethical System and Pancasila as the Basis for Science and Technology Development; 2) Integrating the material that has been developed into the *Sparkol VideoScribe* application; 3) Development of *Sparkol VideoScribe* Interactive Video integrated with *Case Method;* 4) Preparation of validation instruments and validation of *Sparkol VideoScribe* Interactive Video Integrated with *Case Method* by material experts and media experts; 5) Implementing videos that have been developed to students while reflecting and evaluating; 6) Disseminating development products to students.

This goal can be achieved by taking several steps, namely:

1. Developed Pancasila materials, namely the History of Pancasila Formulation, Pancasila as an EthicalSystem, and Pancasila as the Basis for Science and Technology Development.
2. Integrate the developed materials into the *Sparkol VideoScribe* application
3. Developing *Sparkol VideoScribe* Interactive Video integrated with *Case Method*
4. Preparation of validation instruments and validation of *Sparkol VideoScribe* Interactive Video Integrated with *Case Method* by material and media experts.
5. Implement the developed video to students while conducting reflection and evaluation.
6. Disseminate the products developed in the form of interactive *Sparkol VideoScribe* Learning *Videos* to students.

RESULTS & DISCUSSION

The following results are obtained Based on the research and development carried out related to the development of *Sparkol VideoScribe* Interactive Video Integrated Case Method.

1. Material Expert Validation Results

Based on the Material Expert assessment of the *Sparkol VideoScribe* Interactive Video

learning media that has been developed, a material expert validator responsefrom two validators is obtained. The data from the product validation test results are as follows:

$$P = \frac{\sum X}{\sum Xi} \text{ x } 100\%$$

Table 1. Data on Material Expert Validation Results

No.	Name	Position	Total Value	Category
1.	Expert Judgement 1	Professor of UniversitasPendidikan Indonesia	85%	Very Valid
2.	Expert Judgement 2	Lecturer at Universitas Negeri Jakarta	65%	Valid
	Average		**75%**	**Valid**

The result of calculating the average feasibility of *Sparkol VideoScribe* Interactive Video products from the material aspect is 75% with the product qualification "Valid". Suggestions and input from material expert validators on the *Sparkol VideoScribe* Interactive Video, namely:

1. The material narrative emphasizes the ability of C4 (*Hots*) by displaying several critical questions and valid material sources. Teachers related to the development of *Augmented Reality-Based* Panjiasia Books, namely that books can be printed more and disseminated to other PAUD institutions because it is very useful as a teacher's teaching material to introduce Pancasila to early childhood; 2). The material should be more varied; 3) It should be contextualized in everyday life; 4) Before describing the subject matter, at the beginning of each video, it would be better to present an overview of the subchapter or sub-section to be described.

2. Media Expert Validation Results

Based on the results of the Media Expert assessment of the *Sparkol VideoScribe* Interactive Video learning media that has been developed, a media expert validator response from two validators is obtained. The following table contains Data on the material expert validation results.

$$P = \frac{\sum X}{\sum Xi} \text{ x } 100\%$$

Table 2. Data on Material Expert ValidationResults

No.	Name	Position	Total Value	Category
1.	Expert Judgement 1	Professor of Universitas Pendidikan Indonensia	95%	Very Valid
2.	Expert Judgement 2	Lecturer at Universitas Negeri Jakarta	73%	Valid
	Average		**85%**	**Very Valid**

The average calculation of the feasibility of the *Sparkol VideoScribe* Interactive Video product is 85% with the "Very Valid" product qualification. Suggestions and input from media expert validators on *Sparkol VideoScribe* Interactive Video, namely 1) There are some narrativesin the video that are not heard; 2) Video slide transitions are more concerned, mainlyso that the image does not change colour; 3) Video evaluation section so that it is not too fast tochange; 4) The colour is more considered so that it is not rigid.

Based on the results of product validation tests from material expert validators and media experts, the results were "Valid". For the further small-scale implementation of the *Sparkol VideoScribe* Interactive Video given to Semester 1 (One) Civics Study Program studentsof the Faculty of Teacher Training and Education, Palangka Raya University with a total of 45(forty-five) students. After product implementation, students were given a questionnaire with open questions. Based on the results of the questionnaire given to students, students generally responded well. *Sparkol VideoScribe* Interactive Video makes students interested in learning Pancasila material. The development of exciting material and problem-based evaluation also reinforces this.

Sparkol VideoScribe interactive video learning media integrated with *Case Method* aims to increase student interest in learning Pancasila. Pancasila courses are theoretical andmust be bridged with innovative learning media. *Sparkol VideoScribe* interactive learning media integrated with the *case method, supported by attractive designs and colours,* makes students interested in using it in the Pancasila learning process. *Sparkol VideoScribe has a* good effect onthe teaching and learning process. Rofiqoh (2019) stated that *Sparkol Vodeoscribe* is feasibleand appropriate to use as a learning media because the benefits are enormous for students. By using VideoScribe, students' passion for learning can increase because VideoScribe is a mediumthat combines audio and visual.

One of the interactive learning media that uses visual media is learning videos. Interactive digital videos allow students to control computer visualization techniques and collect, analyze and

model two-dimensional motion data. Activities using this technique were developed for students to investigate the concept of a frame of reference in various real-life situations (Escalada & Zollman, 1997). By adopting *Sparkol VideoScribe* as a learning media, wecan create exciting video animations quickly and easily, thus directly or indirectly impactingour role as teachers, such as knowledge, technical, or design (Air, 2014). In addition, accordingto the view, *Sparkol VideoScribe* is a good tool for developing independent learning athome and school.

Sparkol VideoScribe learning media integrated with the *case method can* reduce thegap between theory and practice and can provide a complex and contextual learning experience so that in the case of method learning, case articles will be presented to help students relatethe phenomena that occur and will be discussed in discussion activities based on observations and student perspectives so that students not only memorize content but can also find out the connection between the material taught and the real world situation. Students are expected to be able to develop critical thinking skills, creativity in solving problems, increase student enthusiasm and motivation, the ability to communicate ideas, and the ability to cooperate withfellow group members to create a democratic atmosphere and respect each other's opinions(Anggraeni, 2012); (Wospakrik, Sundari, & Musharyanti, 2020).

CONCLUSION

The development of science and technology greatly impacts all elements of human life, including education. The advancement of science and technology makes humans constantly innovate to make changes, one of which is the use of learning media with the development of interactive videos, *Sparkol VideoScribe*. With the innovation in creative and innovative videos, it is hoped that student learning outcomes can increase to produce intellectual generation output. Based on the results of material expert validation, the results obtained were 85% with the category "Very Valid". In addition, based on the assessment of media experts, the result is 75% with the category "Valid". Based on the assessment results from material and media expert validators, the interactive video learning media *Sparkol VideoScribe* is suitable for use in the Pancasila learning process.

ACKNOWLEDGEMENT

for developing this *Sparkol VideoScribe* interactive media.

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The Implementation of Contextual Teaching and Learning in Student Character Building

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ABSTRACT

The aim of education is not only to improve students' academic performance but also to develop their character. In line with these aims, the author conducted research to describe the teaching strategies of English teachers in building students' character through character education and to examine the effect of contextual teaching and learning on students' character development in the eleventh-grade students of SMK Islam Bojong during the academic year 2021-2022. The author used descriptive qualitative research with purposeful sampling, involving 28 students as the study population. Data were collected using interviews and observation sheets. The data were analyzed using a data triangulation technique. The results showed that contextual teaching and learning can effectively enhance students' character. Contextual teaching and learning also positively impact character building in the eleventh-grade students of SMK Islam Bojong. The author concludes that the contextual teaching and learning strategy is beneficial for integrating character-building into the learning process. It provides students with a valuable learning experience, emphasizing that education is not just about achieving high scores but also about developing good behavior.

Keywords: Character education, Contextual teaching and learning, Character building

INTRODUCTION

Students' character is one of the most important aspects of education. That is why education is not only about transferring knowledge and delivering lessons but also about developing students' character and providing opportunities for students to build their character. On the other hand, there are many issues related to Indonesian students that need to be effectively addressed, such as discipline problems, bullying, violence, crime, drug abuse, and other

unexpected behaviors. These conditions have prompted the Indonesian government to implement programs for strengthening character education.

According to Law No. 87 of 2017, the education program aims to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character values to face the dynamics of change in the future. Briefly, the integration of character-building through teaching and learning activities plays a major role in shaping students' character. The aims of student character building in the 2013 curriculum are to explore the potential of student's emotional and intellectual capabilities, develop good habits in line with religion and culture, instill a sense of leadership and responsibility in students as the next generation of the nation, enhance students' independence, creativity, and regional knowledge, and develop a school environment that is friendly, safe, creative, and conducive to powerful learning.

As part of the Indonesian Ministry of Education's efforts to enhance character education values, the government implemented Curriculum 2013 as the operational standard for schools. Curriculum 2013 includes graduation standards that play a crucial role in education. These standards of graduate competence aim to develop students' good attitudes, personal faith, morality, self-confidence, and responsibility in interacting with their social environment, natural surroundings, and the world and its civilization.

There are 18-character education values in the 2013 curriculum. Student character building in education consists of these 18-character values: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, appreciation of achievement, communicative skills, love of peace, fondness for reading, environmental awareness, social care, and responsibility. By incorporating these 18-character education values into the learning process, students develop ways of thinking, attitudes, and actions that reflect Pancasila, culture, and society, even in small communities such as schools and families. As stated by Amalia (2014), character education, as envisioned by the Minister of Education, Anies Baswedan, is hoped to be realized in students through the learning process, assessment, and learning media.

There are many techniques to convey lesson material and increase student character as well. One of the learning strategies is contextual teaching and learning. Contextual teaching and learning techniques are utilized in teaching English. It emphasizes mastering procedures based on students' interests and studies. Trismayanti (2019) explains that students' motivation for learning

can be increased through a teaching and learning environment that provides students with the freedom to explore and analyze their learning experiences. Selecting learning strategies based on students' interests and competencies will make them more enthusiastic about participating in the learning process. Aminah (Aminah, 2022) said that the implementation of a contextual teaching and learning approach used by teachers to strengthen the character education of elementary school students can provide knowledge, appreciation, and encouragement for students to practice and relate to everyday life because they can experience wisdom and benefits in real life from the learning process. Moreover, education aimed at forming the nation's character in students is the responsibility of all teachers. Therefore, character education must be integrated by every teacher. It is incorrect to say that educating students to have a national character is solely the responsibility of certain subject teachers, such as civics or religious teachers. Although it can be understood that those who are dominant in teaching and learning character education are teachers relevant to character education (Omeri, 2015), all teachers, without exception, must set themselves as authoritative role models for their students, including through English lessons.

Additionally, the contextual teaching and learning method can instill dependency on problem-solving, vital questioning, innovation, and impartiality. Exploring the potential of students based on their experiences needs to be connected to the knowledge they are expected to acquire.

Character

Consistent with Lapsley and Narvaez (2007), character is derived from a Greek phrase meaning "to mark," as in an engraving. One's character is an indelible mark of consistency and predictability. It denotes enduring attributional dispositions in conduct. It points to something deeply rooted in personality, an organizing principle that integrates conduct, attitudes, and values. Furthermore, Dewey and Tufts, as mentioned by Lapsley and Narvaez (2007) state that there has been significant effort to properly define character. It is a framework of energetic tendencies and pursuits that make one open, ready, and directed toward certain aims, and indifferent, cold, and ignorant of others. It consists of tendencies and behaviors that appear in the learning process. Character education is a system of instilling character values, which includes components of knowledge, awareness or will, and actions to carry out these values towards God Almighty,

oneself, others, the environment, and the nation. National character development can be achieved through the development of individual character (Omeri, 2015).

Character is a mix of morals, ethics, and values. Morals focus on the quality of human actions or behavior, determining what actions can be considered good or bad, right or wrong. Ethics provide judgments about good and bad based on the norms of a particular society, while morals emphasize that these concepts are ingrained in human beliefs. Hence, character education is interpreted as value education, moral education, and character development. Its purpose is to develop students' ability to make good or bad decisions, maintain what is good, and embody that goodness in their lives (Omeri, 2015). The students in grade 11 at SMK Islam Bojong come from diverse backgrounds, bringing a variety of individual characters. Some have strong Islamic training, while others do not, making it essential for teachers to have a thorough understanding of their students' characters. The students also need to adapt to their new environment, which requires them to recognize and understand each other's characters to communicate, act, and react effectively.

Character Education

As stated by Sujanto and Uswadin (2019), there are five main values of interrelated character values that the community aims to develop as part of the character education strengthening movement. These values are spirituality, nationalism, independence, cooperation, and integrity. The implementation of these important character values within the school enables students to build a better character through cooperation with parents. The development of students is effectively achieved through integrated activities in both academic and non-academic fields, following the motto of being innovative, accomplished, and individualistic. Moreover, the school formulated various strategies to enhance students' activities, making them enjoyable, challenging, and meaningful (Hasanova, 2021). Teaching and learning at the school have included strategies for developing students' leadership and character education as crucial parts of the learning process.

Personality development has been effectively enforced through collaboration and shared responsibility among the principal, teachers, students, parents, and the community. The school faced challenges related to time management, student success, and engagement. The laboratory school has developed a comprehensive approach to the emotional, intellectual, and moral development of students. Cultivating character education requires cooperation from various parties, with teachers playing a major role in instilling character values in students. The role of the

teacher in shaping student character is crucial, as teachers can serve as role models for students, encouraging them to exhibit good behavior (Purwati & Faiz, 2022). There are several character values emphasized in the learning process in Indonesia, including religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation of achievement, friendship, love of peace, fondness for reading, environmental care, social care, and responsibility. According to (Rohendi, 2019), character education is often summarized in a series of good qualities. Character education is an effort to guide human behavior towards community or environmental well-being. These character traits provide a framework for appreciating the personal values displayed in schools. The focus of character education is on ethical goals, but its practice includes strengthening important stages of students' social development.

The character values outlined in the 2013 curriculum are to be applied in the learning process as part of the standard competencies for student graduation, ensuring that students have proper intellectual and emotional standards. These graduation standards help students recognize the essential aspects of national character building in the learning process. Students do not only acquire knowledge but also develop good qualities that are incorporated into the learning process. Individual success in education relies on students who apply these characteristics in their lives.

There are additional elements that contribute to incorporating character education into the learning process. The government has already implemented character education in the 2013 curriculum. It is necessary to challenge ourselves to expand the learning process and convey character education. Even though not all character values may be fully explored, the study can at least describe the implementation of character education in the learning process. Through learning English, it is possible to effectively impart character education to students.

Contextual Teaching and Learning

In order to avoid misunderstandings about the definition of contextual teaching and learning, it is necessary to explain the meaning of Contextual Teaching and Learning. According to (Johnson, 2007). Contextual Teaching and Learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting the academic subjects with contexts from their daily lives, namely their personal, social, and cultural circumstances. To achieve this goal, the system includes the following eight components: making

meaningful connections, doing meaningful work, conducting self-regulated learning, working collaboratively, thinking critically and creatively, helping individuals grow and develop, achieving high standards, and using authentic assessment. The contextual approach (Contextual Teaching and Learning) is a learning concept that helps teachers link the material being taught with the realities of the students' real world and encourages students to interact between their existing knowledge and its application in everyday life. The essential forms of learning in a contextual approach include linking, experiencing, applying, cooperating, and transferring. The learning process is predominantly student-centered rather than teacher-centered (Noer, 2019).

This contextual teaching and learning method aim to motivate students to understand the meaning of the subject matter they are studying by relating the material to the context of their daily lives, enabling students to acquire knowledge or skills that can be reflectively applied from one problem to another (Kristina, 2019). Similarly, the Ministry of National Education defines contextual teaching and learning as a holistic instructional technique that aims to assist students in understanding the meaning of the subject matter by relating the material to the context of their daily lives, including personal, social, and cultural contexts. This approach ensures that students have knowledge and skills that can be flexibly applied or transferred from one problem or context to another.

As stated by Smith (2010), the characteristics of the Contextual Teaching and Learning classroom can be attributed to the roles and responsibilities of the teacher, student, and methods of assessment. Each of these dimensions will be briefly explained. The subject matter can be delivered using the Contextual Teaching and Learning pedagogical model while also building critical thinking, problem-solving skills, and social skills. However, to use the Contextual Teaching and Learning pedagogical model skillfully, teachers need to think and act in certain ways. For example, there is less direct instruction on the part of the teacher, yet students are provided with a clear set of learning objectives. The teacher's role is to guide, discuss, question, listen, and clarify. To fulfill these roles, the teacher must be actively engaged with students. In using Contextual Teaching and Learning, teachers often need new equipment as well as new skills and sometimes an adjusted or new philosophy of teaching. Teachers interested in implementing Contextual Teaching and Learning should participate in professional development. The student in a Contextual Teaching and Learning classroom plays an active role in his or her own learning. The student's role is to explore, investigate, validate, and discuss the material in the learning process.

With guidance from the instructor, students can make the transition from traditional teaching to teaching using the Contextual Teaching and Learning model.

Contextual teaching and learning involve scholars in active practice within the learning process. There are several steps involved in the learning process using the contextual teaching and learning technique, including planning, application, and evaluation. This approach enables students to understand the learning materials thoroughly because contextual teaching and learning require the knowledge to be related to the nearest real-life environment. It can connect knowledge with society, culture, and daily life experiences. Sutrisna (2021) stated that in English education, the cultivation of character education involves delivering material that combines English and character education in teaching and learning activities. This approach aims to improve students' academic abilities as well as their character. Academic and character development complement each other, allowing students to understand the teaching material while also drawing on the values contained in character education.

As stated by Crawford in Wahyuni (2013), there are five strategies in the implementation of contextual teaching and learning:

1. Relating

   The most powerful element of contextual teaching and learning is relating. By relating the material to the closest environment, students will comprehend the material easily because they have experience in their life about the context discussed.

2. Experiencing

   By using contextual teaching and learning, the teacher is supposed to connect new information to life experiences or main knowledge that students bring to the classroom. It will help the students construct new knowledge with their experiences brought into the classroom.

3. Applying

   It is clear that students can implement the concept when they are engaged in hands-on problem-solving activities. Teachers can also motivate the students to understand the materials by combining their real-life knowledge with suitable exercises.

4. Cooperating

By using contextual teaching and learning, the teacher will separate the students into several groups in the learning process so that they can solve problems collaboratively (Hackarthorn, 2011). Therefore, the teacher must have guidelines to ensure the class works well. The guidelines are divided into five points: structuring independence within student learning groups, having students interact in the learning process, ensuring interaction within groups, holding all students individually accountable for tasks, and ensuring that students work as a function of the group.

5. Transferring

The main purpose of the learning process is to transfer knowledge. In the contextual teaching and learning process, there are several communication purposes as follows: to deliver information, to persuade students to be active, to facilitate discussions, to recommend group solutions, to encourage students to find answers by themselves, to maintain communication among students, and to clarify the learning process and complete tasks.

Contextual teaching and learning can serve as an alternative model for learning English that aims to activate students and aligns with the competency-based curriculum. This method can increase student activity and foster creativity among both students and teachers. Another benefit is that this model provides opportunities for students to become subjects rather than objects of learning, enabling them to truly understand the material being studied and internalize it effectively (Sulistiawati, 2021). Through contextual teaching and learning strategies, the learning process is not solely centered on the teacher providing material using traditional lecture methods. Instead, students are required to think critically, actively participate, and innovate in discussions to solve problems.

MATERIALS AND METHOD

The author conducted descriptive qualitative research using a case study approach. The research was conducted at SMK Islam Bojong during the academic year 2021-2022. The participants were eleventh-grade students from SMK Islam Bojong during the same academic year. The author used purposive sampling, selecting the English teacher and 28 students from the eleventh grade as the subjects of the study. Data were collected using observation and interview lists.

The student observation sheet and interview list were created by the author. The purpose of the student observation sheet is to monitor students' character development during the learning process. Observations were made at SMK Islam Bojong to examine the implementation of contextual teaching and learning in instilling individual values in the students. The focus of English learning was on the students' learning process. The author monitored students' character development, observing how they studied, spoke, and responded to questions during class, how they gave and received lessons, and how they demonstrated traits such as mutual respect, tolerance, communicativeness, independence, democracy, curiosity, discipline, responsibility, nationalism, patriotism, appreciation of achievement, love for peace, social care, creativity, environmental care, and honesty in mastering learning materials. The research data were then analyzed using triangulation strategies, following the stages of data collection, data reduction, data presentation, and drawing conclusions.

RESULTS & DISCUSSION

The teacher has integrated character building into the teaching and learning process in the class, particularly within the English lessons. The teacher prepared the lesson plan, which included planning, acting, and evaluating. Character building has been implemented in the preliminary, core, and closing activities. The integration was particularly evident in the core activities of the teaching and learning process through exploration and confirmation activities. Before presenting the results, the author provided the following foundational data.

Table 1. Character Education

Group	Character Education in number																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A	4	4	3	3	2	2	4	5	4	4	3	3	5	4	3	4	3	4
B	4	3	2	3	4	2	5	5	4	5	3	3	5	5	3	4	3	4
C	5	2	3	3	3	2	3	5	4	4	3	3	5	4	2	4	3	5
D	4	2	2	2	3	2	4	5	4	4	3	3	5	4	2	4	3	5
F	4	2	2	3	2	2	3	5	4	4	3	3	5	4	2	2	4	5

G		5	2	2	3	3	2	4	5	3	4	3	3	5	4	3	2	4	5

Character education includes the following:

1. Religiosity

2. Honesty

3. Tolerance

4. Discipline

5. Hard work

6. Creativity

7. Independence

8. Democracy

9. Curiosity

10. Nationalism

11. Patriotism

12. Achievement appreciation

13. Friendship

14. Love of peace

15. Fondness of reading

16. Environmental care

17. Social care

18. Responsibility.

After collecting the data, the researcher processed it. The data were obtained from learning activities through the implementation of contextual teaching and learning and then classified according to the 18-character education values. The learning process was interpreted and represented accordingly.

Using the observation sheet, the researcher followed the learning process in the class. The learning process began with greeting and praying together. During this time, the students showed obedience in every attitude and behavior while conducting religious activities, being tolerant of others' religious activities, and harmoniously interacting with students of different religions.

The teacher then provided apperceptions to the material. The students showed their effort to learn more about what was being taught, demonstrating their curiosity about the teacher's

explanation. The teacher explained the material on question tags. It was important to provide material that sparked the students' curiosity and enthusiasm. As a result, these characteristics encouraged students to figure out and study by themselves.

The teacher explained the rules of the task and separated the students into groups to create question tags. Once in groups, the students worked together to complete the task. They discussed the material with their group members and demonstrated independence in completing the task by themselves. When they faced difficulties, they helped each other to ensure the task was completed. They showed hard work and creativity in making several sentences. They generated ideas from their minds based on their experiences. They showed their earnest effort to overcome barriers in the learning activity and to complete the task diligently. They were not dependent on other groups when doing the task. When someone didn't know what to do, another group member would explain more about what was being learned, seen, or heard. This demonstrated their willingness to be communicative, friendly, and work well with others.

They loved talking and spent time reading the dictionary when they didn't know the vocabulary. They encouraged each other to produce something advantageous for the group and respected the success of other groups when they completed the task correctly. Being communicative involved demonstrating a willingness to be open and friendly while working in a group. When students participated in group discussions, it indicated good communication skills. This was also evident when solving problems to finish the task. There were two activities in a single task: listening and repeating what the teacher had said. When the teacher communicated well with the students, the students were able to comprehend the material effectively.

They were not only seeking to prevent damage to the group members but also showing generosity. For example, one would lend a pen when another needed to borrow one. Most importantly, they demonstrated sincerity in carrying out tasks and obligations for themselves, society, their surroundings, the nation, and God. They showed responsibility in completing the task as instructed by the teacher.

From the results of the study, the writer can say that the implementation of the contextual teaching and learning method was highly effective in stimulating students' character-building, especially in terms of independence, curiosity, and friendship. This differs from the previous research conducted by Exaputri (2021). She conducted research titled "Building Character Education through Short Stories" to improve students' positive character through short stories in a small scope. She focused on the implementation of the model for building positive character at home, and this model succeeded in building positive student characters through habituation in daily life. In contrast, the writer implemented the research in a school setting, particularly in the learning process.

Additionally, the results of this study differed from other research such as that conducted by Rahayu (2020). Rahayu's research used the "English on Sky" English book and focused on the evaluation of character building through teachers' observations of students' behavior in

class, self-assessments by students, and journal assessments. On the other hand, the researchers implemented the research using the contextual teaching and learning method in the classroom, resulting in more objective observations in a real classroom setting.

The implementation of contextual teaching and learning was effective at SMK Islam Bojong. It significantly contributed to building students' character, particularly in terms of independence, friendship, and curiosity in the learning process.

CONCLUSION

Researchers conclude that the contextual teaching and learning strategy has a positive effect on students' character building. This strategy encourages students to be more active in the learning process. It provides a valuable learning experience for the students because it helps them understand that learning is not just about achieving good scores but also about developing good behavior. It promotes positive thinking and instills good values that people should possess. Teachers can instill character values through contextual teaching and learning in English subjects by choosing learning materials and activities that align with students' abilities and interests.

The effectiveness of character education implementation depends on the student's habits in their daily lives. The writer observed several good characteristics reflected in the learning process facilitated by the teacher using the contextual teaching and learning method, particularly independence, friendship, and curiosity in the learning process.

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Slogans and Posters on Instagram for 2024 Legislative Candidates as Junior High Indonesian Language Learning Media: A Teun van Dijk's Microstructure Study

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ABSTRACT

This study aims to analyze the critical discourse analysis of microstructure aspects contained in the slogans and Instagram posters of legislative candidates in 2024. The data source of this research is based on Hapri Sianturi's Instagram social media for legislative candidates in 2024 (https://www.instagram.com/haprisianturi/) by observing the linguistic aspects of Instagram posts and the language of Instagram captions. This research uses the critical discourse analysis framework of Teun van Dijk's model to explore the microstructure in the slogans and Instagram posts of legislative candidates in 2024. The research used a qualitative approach and listening method with listening and recording techniques for the data collection. Then, interviews and field observations were conducted at SMP Negeri 1 Surakarta and SMP Negeri 4 Surakarta to determine the relevance of teaching media. The results of research and discussion show that the microstructure aspects of the 2024 legislative candidate Hapri Sianturi are complete. Critical discourse analysis research on posters and slogans of legislative candidates is relevant to learning at the 8th-grade junior high school level using the independent curriculum on the material of Advertising Texts, Slogans, and Posters.

Keywords: Critical Discourse Analysis, Legislative Candidates, Poster, Slogan, Teun van Dijk

INTRODUCTION

The development of the digital world today feels so fast and massive that it affects the development of language as one aspect that provides convenience to influence the interlocutor or reader in aspects of social activities and politics. As expressed by Permana et al. (2021), humans can devote every idea of thought, feeling, and desire conveyed to other people as their interlocutors. One example of language development in the political field today that can be felt is the legislative elections. Legislative elections are an essential moment in the democratic life of a

country that adheres to the principles of democracy in politics. In every election, legislative candidates try to get support and votes from the public. One of the communication strategies often used by candidates is using attractive and easy-to-remember slogans (D. N. Sari & Rustono, 2021). These slogans aim to project the candidates' self-image, convey political promises, and convince voters to vote for them. (Nugroho et al., 2022).

However, these slogans often only become campaign tools that attract attention without a deep understanding of their messages, so readers are only trapped in the rhetorical language created by legislative candidates (Chotimah & Sulistyoningsih, 2023). These slogans may include manipulation, empty rhetoric, or even ignoring substantial public interest issues. Therefore, a critical discourse analysis is needed to analyze the slogans of the 2024 legislative candidates. Increased political awareness among the public and advances in information technology today will also affect the elections in 2024. According to Kusnadi dan Annisa (2023), novice voters are interested in political candidates who present their work programs, vision, and mission on social media. This is because, on social media, voters can find out the performance and ability of candidates to pay attention to the community. In this regard, voters also consider legislative candidates' track records and programs before providing their support (Saddhono et al., 2019). The track record includes a track record of service in the community and a digital track record. Social media is one of the important media for political parties and legislative candidates to introduce themselves and communicate their political programs to voters. (Andriana, 2022).

Social media has become an integral part of modern political campaigns. As a platform that allows users to connect with people worldwide, social media is ideal for legislative candidates to promote themselves and deliver their political messages (Alexander & Porter, 2023). In the 2024 legislative campaign, social media will be one of the main tools to introduce themselves to potential voters and build support for candidates. One of the main advantages of using social media as a political campaign tool is more comprehensive access to likely voters (Rita et al., 2023). Platforms such as Facebook, Twitter, Instagram, and YouTube have millions of active users daily, including many potential voters who are curious about legislative candidates and their political positions. By utilizing social media appropriately, legislative candidates can expand their campaign reach and bring their political messages to people they might not otherwise reach through traditional campaign methods. In addition, social media allows legislative candidates to interact directly with potential voters (Riyadi, 2017). Legislative candidates can now hold question-and-answer or fundraising sessions through social media and respond to questions and

concerns from likely voters in real-time. In this way, legislative candidates can build a more personalized connection and trust with potential voters. (Suprihatin et al., 2021).

Critical discourse analysis is a process of deciphering and trying to provide an understanding of the text studied by someone or a group with the specific purpose of getting something obtained. (Putri et al., 2022). So, in a sense, in such a context, it is realized that there are interests that influence the writer and the reader (Saddhono & Rakhmawati, 2018). So, it can be understood that the analysis created is based on the author's interests. In addition, it can also be realized that behind a discourse, some meanings and interests are struggling to influence readers (Agustini & Herdian, 2022). The discourse analysis referred to in the following understanding has an understanding as an effort to reveal an explicit or implied intention of the subject who expresses the idea or statement (Yuniarsih et al., 2023). Teun Van Dijk suggests that critical discourse analysis is used to analyze discourse in aspects of politics, race, gender, social strata, and various matters directly related to the social conditions of society (Luma & Sulistyawati, 2022). Critical discourse analysis aims to provide a fundamental understanding of the intentions behind oral and written speech or utterances in various atmosphere forms (Ginting et al., 2022). Critical discourse analysis can also be carried out on speech forms, symbols, visual forms, and others that represent the intent of the subject's speech (Pramitasari & Clarasida, 2022). Critical discourse analysis in political linguistics is an approach that allows us to look behind the words and try to understand the political goals, group interests, and ideologies contained in political texts. (Pramitasari & Clarasida, 2022). Analyzing the slogans of legislative candidates can reveal their hidden meanings, the power structures behind them, and their intended influence on voters (R. P. Sari et al., 2020). This is important to help the public or readers choose legislative candidates committed to the public interest and able to provide concrete solutions for the community.

According to Inayah (2022), Critical discourse analysis will have a connection and continuity between the discourse and its characters. Meanwhile, Setiawan et al. (2022) emphasized that critical discourse analysis can be a means to discuss society's power, ideological, and social relations. Based on this, Satiya et al. (2022) affirm that discourse is considered a forum for analyzing social elements of society consisting of aspects of power, hegemony, ideology, and social culture. Van Dijk divides it into three structures or three dimensions, namely the text dimension, the social cognition dimension, and the social context dimension (Wahyuni et al., 2021). The text dimension consists of macrostructure, superstructure, and microstructure. This is also the same as the opinion of Ginting et al. (2022), who argue that critical discourse analysis is

divided into three main parts: text, social cognition, and social context. The political discourse used in candidate posters is a form of persuasion discourse (Anggini & Putra, 2022).

Based on the views of several studies that have been conducted related to the critical discourse analysis of Teun van Dijk's model, the author has a novelty in terms of the breadth of aspects and dimensions studied, which are broader in terms of text dimensions, dimensions of social cognition, and dimensions of social context with the research subject of slogans and posters of legislative candidates in 2024 on Instagram social media. The novelty and urgency of this research are not yet apparent in the introduction. The introduction can be delivered briefly, concisely, and clearly, so the substance or presentation must be reduced.

MATERIALS AND METHOD

The study utilized a qualitative research approach based on positivism, as outlined by Abdussamad (2016). In this approach, the researcher serves as the primary instrument, and the analysis is inductive or qualitative. The researcher is the planner, executor, data collector, analyzer, interpreter, and writer of the research results. The data for this study was sourced from Hapri Sianturi's Instagram account, a candidate for the 2024 legislative elections (*https://www.instagram.com/haprisianturi/*). The linguistic aspects of Sianturi's Instagram posts and captions were examined according to Teun van Dijk's microstructure model, which includes semantic elements (setting, details, intent, and presumption), syntax (sentence structure, coherence, and pronouns), stylistics (lexicon), and rhetoric (graphics), each serving a specific purpose. Data was collected using listening, marking, reading, and note-taking techniques. The research began with a literature review of Teun van Dijk's critical discourse analysis model, covering text analysis, social cognition, and social context stages. Additionally, interviews were conducted with teachers and students at SMP Negeri 1 Surakarta and SMP Negeri 4 Surakarta to gather data on learning slogans and posters. This aimed to understand how advertising texts, slogans, and posters are taught and their relevance to the research, ultimately relating to teaching materials for junior high school students.

RESULTS & DISCUSSION
Result

The microstructure dimension is divided into three aspects: semantic aspects, syntax, stylistics, and rhetoric, which have a purpose in each element. Here, the author presents the

microstructure analysis results, which consist of semantic, syntactic, and stylistic elements. Here, the author presents the analysis results based on these aspects of the slogans and posters of legislative candidates for Hapri Sianturi.

a) Semantics (Setting, Detail, Intent, Presumption)

In the following, the author will present the results of the analysis and review of semantic aspects, including the dimensions of setting, details, purpose, and presumption in the slogan of legislative candidate in 2024 Hapri Sianturi.

(1) Setting

The setting in the slogan determines the direction of the legislative candidate's vision and mission in determining the goal if elected as a legislative member. The background of the slogan of legislative candidate Hapri Sianturi is found in the uploaded data and Instagram captions of Hapri Sianturi.

(1) *Let us give them the love, guidance and opportunities they need to develop into a wise, courageous and impactful generation.*

(2) *We must protect and fight for their rights in education and health.*

(3) *Hello everyone! I am Hapri Sianturi, a DPRD Dapil 5 Depok City candidate with a heart full of dedication to serving the people in my beloved region.*

Data (1) and (2) show how the legislative candidate for 2024, Hapri Sianturi, provides an overview and views on the benefits of education for children and the nation. In addition, data (3) also states a view and expresses how Hapri Sianturi's vision as a legislative candidate for DPRD Dapil 5 Depok City is to ensure that every citizen has access to quality education and equitable health.

(2) Detail

Hapri Sianturi controls slogans or information related to the desired vision and mission. Through the element of detail, Hapri Sianturi shows the spirit and direction of his vision and mission of running to become a legislative candidate in 2024 in the form of Instagram posts and captions. The following data can be used as a reference to determine the details of Hapri Sianturi's Instagram upload slogan.

(4) *With education, we can change the world for the better. I want Depok, especially Tapos and Cilodong, to produce young people who can change the world.*

(5) *My vision is to create an inclusive, empowered and forward-looking society. I want to ensure every citizen can access quality education and equitable health services.*

(6) *This is what I stand for. If I am elected, I will improve it. This is my vision and mission. I believe in it. I am committed to it. Thank you!!!*

(7) *I, Hapri Sianturi, am ready to fight to represent your voice and aspirations in the legislature. Let us build a more prosperous, inclusive, and empowered region together!*

(8) *Maximizing the ease of access to health, especially health insurance, is one of my determinations to improve this health service.*

In data (4), (5), (6), (7), and (8), Hapri Sianturi's statement about his desire or vision and mission and the direction of the goal of running for a legislative candidate is to improve education and health problems. It is associated with issues that occur in the community. Based on these data, it can be seen that Hapri Sianturi wants to provide a positive image in describing himself as a legislative candidate in 2024 who focuses on the world of education and health in the community by revealing a fact that has become unrest in the community and expressing promises of fulfillment if elected as a legislative member in 2024.

(3) Intent

The purpose aspect is related to the detail aspect. The purpose aspect will explain the information that benefits the writer directly and clearly. However, harmful information will be disguised or hidden by the author. The intent element in the sentence proposition in the slogan intends to provide convenience to readers regarding the direction of the author's goals, vision, and mission. The intent element focuses on presenting information explicitly and implicitly in the form of slogan expressions or the intentions of the legislative candidates' utterances. The intent element can be shown in the following data findings.

(9) *Hello everyone! I am Hapri Sianturi, a candidate for the Depok City DPRD electoral district 5, with a heart full of dedication to serving the people of my beloved region. My vision is to create an inclusive, empowered and forward-looking society. **I want to ensure every citizen can access quality education and equitable health services**.*

(10) *If I am elected, I will improve it. This is my vision and mission. I believe in it. I am committed to it. Thank you!*

(11) *I believe that health and education are solid foundations for the progress of a nation. I will fight for budget allocations and support innovative programs encouraging*

academic excellence and practical skills. Together, let us make Tapos and Cilodong as qualified cities!!!.

Based on data (9), (10), and (11), the author implicitly and explicitly states the purpose or intention to fight for education and health for the people of Tapos and Cilodong. Data implies that Hapri Sianturi considers or has an opinion about access to education and health, which he deems not high quality and equitable for the community.

Furthermore, Hapri Sianturi displays information implicitly or explicitly in data (10) on problems in the health sector, namely in health insurance services, based on public recognition of differences in services for those who use health insurance cards. The problems that occur in the community connect with the intention of Hapri Sianturi's vision, mission, and direction of purpose in fighting for and improving the system if elected as a legislative member.

In data (11), the author provides information explicitly about the promise of fulfillment if elected as a legislative member in 2024. The promise is based on citizen complaints and problems related to education and health in the community in data (9) and (11), which are explicitly or implicitly about the issue of education and health budget allocations.

(4) Presupposition

The presupposition aspect contains statements that can be believed to be accurate, so they do not need to be asked again. This is almost the same as the purpose of the background aspect, which seeks to support the author's opinion by providing background. However, the presupposition aspect provides a more believable truth. The presumptions in the data of Legislative candidate Hapri Sianturi's slogan on Instagram uploads can be analyzed as follows.

(12) *Technology has become the key to unlocking the door of knowledge for the younger generation. Bringing about change in education by utilizing technology is essential to a smarter and more competitive future.*

Using the words *key* and *door* of knowledge gives the younger generation an impression of the relationship between technology and education. Hapri Sianturi, as the author, assumes that the implementation of technology and education is an inseparable

unity, which is described as a key and a door that needs each other. Therefore, Hapri Sianturi thinks technology is crucial in fostering the younger generation's understanding, creativity, and leadership.

(13) *...Norway has been a journey full of knowledge that I have visited. An easy learning system, free fees, adequate hospital facilities, and low costs are my determination to change @depok, especially @infotaposdepok and @infocilodong, to get quality facilities, both in education and health.*

Data (13) includes presumption aspects stated by the author to the reader concerning Hapri Sianturi's views and assumptions, which state that Norway has an easy learning system, free fees, adequate hospital facilities, and low costs. However, this assumption is only based on one-sided thinking by Hapri Sianturu. It is included in opinion, not necessarily the same thing as what other people think or think.

(14) *By breastfeeding, we provide a solid foundation for our children's growth and development, helping them to become outstanding students.*

The use of the word *foundation* gives a strong and sturdy impression. This is in accordance with Hapri Sianturi's slogan statement that breastfeeding is one of the solid and sturdy foundations for children's growth and development to help them become outstanding students. This is a presumption because the statement is the author's opinion conveyed in the upload of Hapri Sianturi's slogan subtitle on Instagram, which considers that breastfeeding makes students excel. However, this statement does not necessarily follow other people's assumptions regarding breastfeeding being able to become an outstanding child.

(15) *Good morning. Best wishes to all of us. Education is the life of every young generation so that they can participate in building a more advanced country. Let us together contribute to building adequate and quality education services for this nation's next generation. I am Hapri Sianturi. Thank you.*

The word *life* has a fundamental and central assumption, which the author Hapri Sianturi uses to describe the importance of education for the younger generation in building the nation. So, in this case, the author assumes that strengthening quality and adequate education services will make the nation more advanced.

b) Syntax (Sentence Form, Coherence, Pronouns)

In the syntactic aspects of Legislative candidate Hapri Sianturi's slogan, syntactic elements include aspects of sentence form, coherence, and pronouns. The researchers present an analysis of these three elements on Hapri Sianturi's *Instagram* social media, as follows.

(1) Sentence Form

Sentence form is related to the principle of causality, which is a logical way of thinking. The emphasis of sentence form lies in the active-passive or deductive-inductive sentence structure. Then, the element considered necessary is generally placed at the beginning of the sentence. The following is the data from the slogan uploaded to Hapri Sianturi's Instagram.

(16) *We honor the services of heroes who have fought for independence and freedom. On Technology Awakening Day, let us reflect on how advanced technology can be a real effort to strengthen national defense and security.*

(17) *I want Depok, especially Tapos and Cilodong, to give birth to a young generation that can change the world.*

(18) *I will maximize services, especially in education and health.*

(19) *We must fight for their right to be able to study and get proper health services.*

(20) *We can achieve our full individual potential and build a smart, strong and sustainable society toward a brighter future.*

Based on this data, it can be concluded that a person becomes the subject if a sentence has an active form, and vice versa; a person will become the object of the statement if the sentence is passive. The verb respect marks an active form in the data presentation sequence (16).

The same is true with the order of presentation (16), as well as the data of order of presentation (17), (18), (19), and (20). The five data above use the subjects we and I located in the first word. It can be interpreted that Hapri Sianturi wants to emphasize the subject, which is none other than the author and the community as supporters of the vision and mission. The verb want characterizes the active form of presentation order data (17). In this case, the writer plays a role and is involved in the sentence with the reader to create a smart young generation, especially in the Tapos and Cilodong areas.

This is the same as data (18), which uses an active sentence form marked with the verb maximize. In this case, the writer wants to give trust to the reader by using the

word I at the beginning of the first word. Then, in data (19) and (20), it is the same as using the active form marked with the verbs fight for and achieve. Data presentation order (16), (17), (18), (19), and (20) are consistent statements, because the author can place himself as part of the community or reader by constantly emphasizing the active form with the subjects "we" and "I". This gives the impression that the author can be part of the community or reader by constantly emphasizing the active form with the subjects "we" and "I". This gives the impression that Hapri Sianturi wants to place himself among readers or society by carrying the vision, mission, and enthusiasm in respecting, wanting, maximizing, fighting for, and achieving every promise of Hapri Sianturi's fulfillment in campaigning.

(21) *When education and health are prioritized, we create a society that is smart, prosperous, and full of potential.*

In the data presentation sequence (21), a passive sentence form is characterized by the verb prioritized. In this verb, Hapri Sianturi wants to emphasize the subject in the campaign slogan statement, namely, education and health. Therefore, the author makes passive sentences to give prominence to the sentence's subject.

(2) Coherence

Coherence is the relationship between words or sentences in a word. Coherence itself connects two different facts and becomes a new unit of fact by being connected by a conjunction. Coherence also means a harmonious reciprocal relationship between elements in the sentence. In line with this statement, Inayah (2022) argues that coherence is the integration and continuity between units in a text or speech.

The coherence aspects found in Instagram uploads on the 2024 legislative candidate Hapri Sianturi's slogans are the words *because* and *but*. The following data is analyzed based on Hapri Sianturi's Instagram uploads.

(22) *Their rights to education and health must be protected and fought for.* **Because** *the future of this country is in their hands.*

(23) *Health is not merely the absence of disease* **but** *also a state of complete physical, mental, and social well-being.*

(24) *Health is the most valuable investment* **because,** *with it, we can achieve everything in life*

(25) *Public health services are not just about curing but also empowering to prevent. Not just about illness **but** a state of physical, mental, and social well-being.*

(26) *Together, we raise awareness about health and healthy lifestyles **because** prevention is the key to a better quality of life.*

(27) *Health is not just a state of body **but** also a state of mind.*

In the data (23), (25), and (27), the conjunction "but" is used. The purpose of this conjunction is to indicate a contrast to a previous statement. By using "but," the writer, Hapri Sianturi, aims to emphasize the second statement to the readers or the public. This technique is intentionally employed to instill confidence in the statements made by Hapri Sianturi, a candidate for the 2024 legislative elections. Additionally, the author includes the statements in data (23) and (27) to further convince the readers of Sianturi's assertions. Furthermore, the conjunction "because" appears in data (22), (24), (26), and (27). It establishes a causal relationship between the statements presented in the slogan posts of the 2024 legislative candidate, Hapri Sianturi.

(3) Pronouns

In the slogan uploads and campaign videos of the 2024 legislative candidate Hapri Sianturi, some aspects use personal pronouns, namely they, me, and us. The pronoun element is found in Hapri Sianturi's slogans and campaign videos uploaded on Instagram. The following data appears in Hapri Sianturi's campaign video or slogan uploads.

(28) *…I will fight for budget allocations and support innovative programs encouraging academic excellence and practical skills. Together, let us make Tapos and Cilodong as qualified cities!!!.*

(29) *Let us support the in-depth application of technology in education so that our young generation is ready to face future challenges with strong understanding, creativity, and leadership.*

(30) *I think the best investment we can make is to preserve and maintain our health so that we can reach our full potential in life.*

(31) *…They don't get genuine service. Even though they also pay health insurance, they pay the insurance company.*

(32) *I think the best investment we can make is to protect and maintain our health so that we can reach our full potential in life.*

The use of first person plural pronouns "we" in data (28), (29), and (30) shows that the author wants to position himself as equal to the community in fighting for and realizing better education and health for the community. Then, to represent himself or his own opinion and represent the ideas conveyed to the reader and represent the vision and mission achieved, the author uses the first person singular pronoun I, as in data (28), (30), (31), and (32). Then, the use of third-person plural pronouns in data (32) shows the subject or refers to people who do not get unfavorable services by using health insurance cards and those who feel disadvantaged by using health insurance cards.

c) *Stylistics (Lexicon)*

The lexicon aspect signifies the choice of words used by the author over the various possible words available. There are aspects of the lexicon in the Instagram slogan upload of 2024 legislative candidate Hapri Sianturi.

(33) *Good morning. Best wishes to all of us. Education is the life of every young generation so that they can participate in building a more advanced country.*

Data (33) has a lexicon aspect related to personification. Personification itself is a language style that describes inanimate objects as living beings. In this case, the author likens education to life so that the younger generation can participate in building a more advanced country. The use of these words is to attract readers' attention when reading slogans or promises of fulfillment from legislative candidate Hapri Sianturi.

(34) *...I want the city of Depok, especially Tapos and Cilodong, to produce young people who can change the world.*

Data (33) is also the same as data (34), which provides lexicon aspects based on personification, which states that Depok in the Tapos and Cilodong areas can give birth to a young generation that changes the world, the word giving birth being one of the lexicon aspects with personification diction in the use of written speech in Hapri Sianturi's Instagram upload slogan. Then in data (34), some words are hyperbolic or describe something excessively in the sentence of the young generation who can change the world. The phrase "changing the world by the younger generation" shows that the author exaggeratedly describes the younger generation who can change the world.

The author's use of personification and hyperbole language styles is not without reason, which is one of the efforts used by legislative candidates to attract the attention of readers or the public so that the vision and mission or fulfillment of promises can be conveyed to readers interestingly and clearly. In addition, using the lexicon can give a weighty impression to the reader about the enthusiasm and optimism in conveying the vision, mission, and promises that will be fulfilled when campaigning.

(35) *(35) With cheers and laughter, the players clashed in skill and spirit. The wooden table tennis pens lit up like fast-moving stars, creating a breathtaking spectacle. Around the court, the public also got involved in the vibrant atmosphere. They supported and applauded loudly, witnessing the great togetherness on that clear night.*

Then, the data presentation sequence (35) shows how the author can attract readers' attention through Instagram uploads in his subtitle, which responds to activities that occur in the community. In this case, the author tries to convey sentences with beautiful and interesting diction so readers can be carried away by the atmosphere of writing the subtitle and feel how the atmosphere occurs. Based on data (35), there are aspects of simile, personification, hyperbole, and connotative.

(36) *Technology has become the key to unlocking the doors of knowledge for the younger generation. Bringing about change in education by utilizing technology is an essential step toward a smarter and more competitive future.*

d) Rhetorical (Graphic)

Figure 1. Campaign Poster and Slogan for 2024 Legislative Candidate Hapri Sianturi, S.T. (Gerindra Political Party)

Graphic Elements are elements that the writer uses to check what is emphasized. The writing of graphic elements is made different from the writing of other sentences to attract the

reader's attention. In this element, there will be aspects that are highlighted or emphasized by the author that can be observed from the text (Saptaningsih et al., 2023). The use of capital letters, bold letters, and images that support the meaning of a sentence is one aspect that attracts readers to know the meaning of the slogan the legislative candidate conveys. This can be seen from the data in the slogan upload on Hapri Sianturi's Instagram as follows.

(37) *Thank you for the support that the community has given. I will do my best so that Depok, especially Tapos and Cilodong, will be developed. Prabowo president!!!! Hapri is elected!!!*

In the data presentation order (38), the author uses an exclamation point at the end of the sentence: "Prabowo president!!!! Hapri was elected!!!". The sentence shows support and enthusiasm for becoming a people's representative as a legislative candidate in 2024. The word "Prabowo president!!!!" shows that Hapri Sianturi supports Prabowo as president, and this is based on the political party that oversees and supports Hapri Sianturi as a legislative candidate in 2024.

Figure 2. The Learning Process of Advertising Texts, Slogans, and Posters in Grade VIII Using Slogans and Posters for Legislative Candidates in 2024

Based on the interview results, it can be concluded that the slogan texts on the 2024 legislative candidates' posters, uploaded on each candidate's Instagram, can be used as a learning medium for writing advertising texts, slogans, and posters. The text, social context, and social cognition dimensions of these posters and slogans are relevant to the independent curriculum in Indonesian language learning, which emphasizes language skills such as listening, speaking, reading, and writing. The slogans and posters of the legislative candidates have several advantages: they capture students' attention and motivate them to understand the linguistic aspects present in

the posters. This is due to the posters' images, attractive colors, and engaging sentences inviting readers to understand the candidates' promises, vision, and mission. With these advantages, educators can use the 2024 legislative candidates' posters as learning tools. The posters' contents include persuasive or declarative texts that can serve as effective teaching materials for writing advertising texts, slogans, and signs. These materials are interesting and relevant to Indonesia's current political dynamics, helping students engage with and comprehend the learning material presented by their teachers.

Discussion

In this study, Teun van Dijk's model of critical discourse analysis is divided into three dimensions: text, social cognition, and social context. These dimensions shape the slogans and posters of 2024 legislative candidates, as discussed in the analysis. The text dimension involves the macrostructure, superstructure, and microstructure. The macrostructure focuses on the themes of hope, vision, mission, and promises made by the candidates. The texts are organized sequentially at the superstructure level, starting with introductory slogans or jargon, followed by core messages of hopes and promises, concluding with the candidates' identities and summaries of their commitments. The microstructure includes linguistic aspects such as semantics, syntax, style, and rhetoric. Semantically, the slogans and posters are designed to clearly convey settings, details, purposes, and assumptions.

The candidate's knowledge, opinions, attitudes, and ideologies influence the discourse in the social cognition dimension. The creation of slogans and posters relies on the authors' deep understanding of societal issues, ensuring that the messages are not just claims but also contain substantial information. Opinions should be structured to garner broad support, and a thorough grasp of political ideology helps to articulate the candidates' values and visions. Ideological symbols and phrases can enhance the candidates' political identities. The social context dimension, involving power and access, is crucial in shaping perceptions and influencing the audience. Understanding these aspects provides a comprehensive view of how candidates can effectively gain support and influence readers.

CONCLUSION

The results of research and discussion show that the microstructure aspects of the 2024 legislative candidate Hapri Sianturi consist of semantic aspects consisting of background, details, purpose, and presumption. Furthermore, the syntactic aspect includes sentence form, coherence, and pronouns. The microstructure consists of stylistics (lexicon) and rhetoric (graphics). Based on

the results of microstructure research on slogans and posters of legislative candidates in 2024, Hapri Sianturi has used a complete structure in accordance with Teun van Dijk's critical discourse model consisting of vision and mission, intentions, and expectations conveyed by legislative candidates to readers to influence and attract readers' attention. Then, the sentence proportions in Hapri Sianturi's slogan provide convenience to readers about the direction of the author's goals, vision, and mission. In some aspects, legislative candidates convey messages and goals to run for legislative candidates in 2024 explicitly and implicitly. Based on the results and discussion, it can be concluded that educators can utilize posters of legislative candidates in 2024; the contents of the posters contain slogan texts containing persuasive text or declarative text so that they can become learning media for writing advertising texts, slogans, and posters that are interesting and relevant to the current political dynamics of Indonesia so that students are interested and understand the learning material delivered by the teacher. The advantages that exist in the use of posters of legislative candidates in 2024 as learning media today are relevant learning and can add to the attractiveness of students because they can know by using the social media they have.

ACKNOWLEDGEMENT

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The Significance of Holistic Spirituality in Sunan Kalijaga's *Kidung Rumekso Ing Wengi*

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ABSTRACT

This research aims to explain the holistic spirituality of Kidung Rumekso ing Wengi by Sunan Kalijaga. In addition to being used in various situations to pray, the song needs to be studied for the sake of cultural preservation, historical understanding, literary wealth, identity, and local pride. This study is qualitative. The data used in this study consisted of documents and interviews. Data was collected through interviews and document analysis. The data validation technique uses triangulation of theory and method, while the data analysis technique uses Miles and Hubermann's interactive model and Roland Barthes' markers. Based on interviews with sources and literature studies, Kidung Rumeksa ing Wengi is a counter-acceptance mantra taught by Sunan Kalijaga to his followers. Until now, there are still people who have developed hymns and the practice of hymns as a medium of prayer by paying attention to aspects of tolerance. There are various values, such as the ethics of vigilance, returning to Allah, the ethics of prayer, and self-control.

Keywords: song, holistic spirituality, significance

INTRODUCTION

Indonesian cultures provide color, diversity, and wealth to the nation. One culture that has a separate color from the treasures of oral literature is Javanese culture. One of the oral literatures is a song in Javanese terms or a more sacred term called *kidung*, which has certain local wisdom. Songs are the result of culture formed through behavior, stories, and performances in which they contain noble moral values (Putra, 2015:1). In addition to oral literature in the form of songs, there is also oral literature related to Islamic teachings. The oral literature of Balada Jawa contains Islamic teachings along with their strengths and characteristics, namely the characteristics of the prophet. Good literature comes from history and philosophy (Taum, 2011).

Kidung Rumekso ing Wengi was made to be sung with *Pupuh Dhandhanggula* (Javanese song). The song is intended to be a form of prayer sung at night. Nighttime is used

to reach a silent, sacred, and mystical level, which leads to contemplation and self-reflection. The prayer request delivered through the *kidung* illustrates that there was a role model for the spread of religion, especially Islam in the past. This is reinforced by research conducted by Aryanto (2021) that the *kidung* encourages humans to always get closer to God Almighty to avoid curses and disasters.

Kidung Rumekso ing Wengi in which several prophets (who have not embraced Islam because they were present before the Prophet Muhammad PBUH) are mentioned complete with their supernatural powers. Democratic attitudes and tolerance taught through the hymn must be explored further to determine holistic religious values. In the tradition of chanting, the values of Islamic teachings are carried out through language easily understood by speakers. The hymn is a form of prayer to God Almighty, and *Kidung Rumekso ing Wengi* is a sacred poem of praise in poetic form often referred to as a mantra. Usually, the *kidung* is accompanied by a gamelan during the chanting process. However, it is not uncommon for this *kidung* to be used in private rituals at night without gamelan accompaniment.

Songs that contain high teaching values must be created, preserved, and rewritten (Saroni, 2020). Sunan Kalijaga created songs with high teaching values. In his creation, he saw the situation at that time that there needed to be the same perception of worshiping the Almighty. At that time, people could not be forced to embrace Islam according to their pure faith in Arabic. Sunan Kalijaga conducted cultural acculturation to facilitate mediation between what the Javanese wanted and the teachings of Islam and the truth of life. According to Fallah and Sumaryanto (2023) the songs created by Sunan Kalijaga contain many Javanese aesthetic symbols. The song can evoke magical power when accompanied by mystical practices (Basuki, 2020).

The Javanese people, who at that time still practiced animism and dynamism, embracing Hindu-Buddhist teachings, were seen by Sunan Kalijaga as an opportunity to introduce Islamic teachings without leaving their "*jaja*". The song was titled *Kidung Rumekso ing Wengi* and contains detailed philosophical-theological teachings. The song is a Javanese way of praying at that time for forgiveness and protection from Allah Swt. in the high Javanese language and involves miracles given by Allah to the Apostles, Prophets, and their companions. In this case, Sunan Kalijaga not only composed a *kidung* for prayer but also provided complete knowledge with privileges to mankind, especially to the (new) adherents of Islam.

Sunan Kalijaga believed that by using a language that is easily understood by the people singing the song, the values of Islam, the love of Islam, and also the sense of praying

to Allah become solemn. This would certainly motivate Muslims to learn more about Islam as a *rahmatan lil 'alamin*. However, it turns out that the teachings of this *kidung* are still practiced by some people, especially Javanese people, who understand the concept of *kidung*. In wedding ceremonies, circumcisions, and rituals, this *kidung* is still commonly sung by *Kiyayi*, who adheres to *Kejawen* Islamic teachings. The sacredness of local traditional songs illustrates the harmony of nature and culture (Mardianto et al., 2022). This cultural product, in the form of a *kidung*, requires an analytical knife related to culture. Looking at this from the point of view of literary anthropology can provide an overview of cultured human work that exists in real life and is practiced by some people.

Tracing Koentjaraningrat's concept of the seven elements of culture, this *kidung* can be grouped into religious systems and religious ceremonies, art, knowledge systems, and language. Aside from being a cultural product, literature also discusses deeply cultured humans, which is the imaginative realm of the writer. Sunan Kalijaga's teachings proved to make people switch from old teachings to the teachings of Islam (Nasif & Wilujeng, 2018). Thus, anthropology and literature have a close relationship (Khotimah, 2016). Another explanation given by (Muqtafi 2015) is that literary anthropology is one of several methods of analyzing and understanding literary works in relation to culture.

This is also reinforced by the explanation (Djirong, 2014) that literary anthropology (considered) is a literary study or theory that examines the ties between literature and culture, especially to pay attention to how literature is used daily as a tool in socializing actions. Endraswara (in Muqtafi, 2015) also states that literary anthropology is included in the archetypal approach, which is the study of literary works that emphasize the cultural heritage of the past. Cultural heritage is reflected in both classic and modern literary works. Sunan Kalijaga's own work as a propagator of Islam presents an acculturation of teachings to reach a consensus in carrying out sharia religious law into an interesting way. Sunan Kalijaga offered moral commitment in the form of certain social utilities to gain integrity and lead to the acceptance of Islamic teachings without any accompanying socio-cultural conflicts. This cultural acculturation was carried out through propaganda with cultural media so that it could be accepted by all parties (Al-Amri & Haramain, 2020).

Holistic spirituality in *Kidung Rumekso ing Wengi* needs to be explored in the context of globalization. This is because the sacredness of *kidung* can now only be found at certain times, such as at weddings and traditional ceremonies (Mahardika, 2023). The younger generation is expected to be able to channel knowledge in the *kidung* community, which has noble values both linguistically and in the implementation of life values.

MATERIALS AND METHOD

This research was based on qualitative methods, with data and descriptions using words. The description of the object of research is seen in the phenomena that occur in society. Content analysis of ballad texts and interviews with various parties were conducted to collect data in this study. This research was based on qualitative methods, with data and descriptions using words. The description of the object of research is seen in the phenomena that occur in society. Content analysis of ballad texts and interviews with various parties were conducted during the data collection process in this study. In qualitative research, the researcher is the key instrument, but tries to maintain objectivity and minimize interpretation bias by applying data analysis from hermeneutic theory. These data were grouped into three types based on the results of the content analysis of the text *kidung* rumeksa ing wengi, interview recordings, and interview transcripts. The qualitative approach was chosen because the object of the research is clearer if it is explained using words, sentences, and discourse according to its meaning.

The object of this research is the text of *Kidung Rumekso Ing Wengi* by Sunan Kalijaga and the results of interviews with Ballad experts. Data collection techniques included literature studies, listening and note-taking, and interviews with *kidung* singers, religious scholars, and literature scholars. interviews with chanters, religious experts, and experts from literature. Data validation techniques used were data triangulation and theoretical triangulation. The results were then reviewed by informants in the form of data objectivity. The data analysis technique used semiotic reading. The theories and methods of triangulation were used in the research validation process. The theories used for triangulation include those of oral literature, ballads, literary anthropology, and semiology. The data analysis technique used in this research is Roland Barthes's semiotic model with a signifier and signified scheme.

Nathaniel dan Sannie (2000) stated that the concept or theory proposed by Roland Barthes contains the idea of regularity signification consisting of myth, denotation, and connotation. Although the connotation is the original nature of the sign, in carrying out its function, the reader's activeness is required. Furthermore, Roland Barthes clearly explained the second level of the meaning system. This level is built on pre-existing meanings or systems. For example, the second level of meaning is evident in literary texts built from the first level of language. The following is a schematic drawing of Roland Barthes' myth system.

Figure 1. Roland Barthes's Myth Scheme

1. *Signifier 2.* Signified		linguistics
1. Denotative sign		
1. CONOTATIVE	II. CONOTATIVE SIGNS	
III. SIGNS _		

RESULTS & DISCUSSION

Cultural diversity in communities that preserve oral traditions is closely related to oral literature (Badrih, 2018). Oral literature is one of several parts of culture that illustrates society, with its ability and intelligence in maintaining customs, beliefs, and language. Oral literature emerges in the traditions of people who maintain and preserve various aspects of life (Badrih, 2018). Folklore, ceremonies, rhymes, folk dances, mantras, and folk songs (kèjhung) are examples of oral literature that still exist today. Oral literature in the explanation (Anton, 2015) is a cultural wealth, especially literature, and becomes a form of literary appreciation because oral literature has instructed community members towards appreciation and the process of understanding ideas on the basis of practices that have become a centuries-old tradition. Daud and Luji (2022) explain that the basic structure of an oral story consists of an opening, body, and closing. In addition, the number of stanzas and lines is considered, with each stanza beginning with an introduction and ending with a meaningful connection. In addition, the Javanese insight that still thrives in the culture that exists in Java through the arts is also considered (Milah and Abdillah, 2023).

The oral literature of *Kidung Rumekso ing Wengi* was used by Sunan Kalijaga as a medium of *da'wah* (preaching). Sunan Kalijaga's *da'wah* was accepted by the congregation without major wars like those that occurred in European and African countries (Yanto & Sulistyani, 2023). Thus, the figure of Sunan Kalijaga as a statesman, cultural figure, and preacher (*wali*) is unquestionable in Indonesian historical literacy. In relation to this, the da'wah carried out by Sunan Kalijaga as one of the Walisongo was still around the realm of theology of monotheism (Yazid & Atikurrahman, 2023).

Oral literature includes folk literary expressions in culture that are spread by word-of-mouth. Oral literature is instrumental and influential in the process of introducing culture because it is included in the identity of an ethnic group. In addition, oral literature also has a function as a strengthener of the sense of Indonesianness, in this dimension, Indonesian oral literature, includes its parts in the form of cultural glory (Verlinda, 2020). The study of oral literature is approached

with literary anthropology because it can show aesthetic aspects, the affinity of the discourse analysis model, and the reciprocal relationship between literary works and cultural values at the time it was delivered by Apriyani (2021). The cultural values obtained from *Kidung Rumekso ing Wengi* at the time of Sunan Kalijaga include the system, religion/belief, and art at that time. This is in accordance with two points from Sudikan's explanation (in Hidayah, 2018) that anthropological aspects in the literature include knowledge systems, customs, life tool systems and technology, kinship systems, arts, livelihoods, belief systems, and religion. Based on the understanding conveyed by Koentjaraningrat (Maulidiah et al., 2018), it contains three forms of culture: (1) cultural form as a complex of ideas, ideas, norms, rules, values, etc.; (2) cultural form as a complex of patterned activities and actions of humans in society; and (3) cultural form as an object of man-made objects.

In this case, *Kidung Rumekso ing Wengi* is interpreted as a form of culture that contains ideas and values of human work in the form of Javanese ways of praying when it. *Kidung* is interpreted as a poem in Javanese or a work of folk literature that is a romantic tale of solace. It is in the form of a song, so that it can be sung (Rosidi, 2011). Furthermore, Ahmad Chodjim (2003) says that *Kidung Rumekso ing Wengi* is a prayer that the person who reads it must understand its meaning and understand what is said accompanied by high confidence that the prayer will be answered by the Highest. "Furthermore (Daud & Luji, 2022) explains that prayer songs symbolize the acknowledgement that God is in charge of the universe, human error, and watches over people through every season of life." In line with this opinion, Anshari (2024) explained that by utilizing music as a means to achieve spiritual attainment, one can gain a greater depth of experience and experience meaningful transformation in their spiritual journey. Local songs can also be used to socialize the concept of local wisdom values through academic and community education (Irmawati, 2020).

Thus, Sunan Kalijaga offered prayers for the Javanese people to seek protection from the Creator. The song consisted of nine pragmatic stanzas accompanied by functions and behaviors. The first part consists of five stanzas that can be practiced at night, and the second and fourth contain mandatory behavioral instructions that indicate the efficacy or procedures that can be performed for the person reciting the first part of the *kidung*. This *kidung*, which is a mantra, is also known as *Kidung Wedha* and was written by Sunan Kalijaga. This is because mantras are believed to bring magical/supernatural powers to use for healing and protection (Chodjim in Sidiq, 2018). *Kidung Rumekso ing Wengi* contains detailed philosophical theological teachings. Sunan Kalijaga's *Kidung Rumekso ing Wengi* is sung with *Pupuh Dhandhanggula*. According to Clifford

Geertz (2013), the *Dhandhanggula* form requires 10 lines; the first line must contain 10 syllables and have a final vowel or final syllable, and the second line must have 10 syllables and end with a sound. Widodo (2012) states that this song is also called *Kidung Mantrawedha* and is still often sung by Javanese people. The *mantrawedha* song consisted of nine stanzas with a total of 90 lines. The mantra most widely known by the Javanese people is stanza 1, which contains a request for protection at night from all dangers and calamities.

This song is also called *sarira ayu*, sung at 12 o'clock or 1 o'clock, according to interviews conducted with the singers, one of whom is Ki Purbo, who still carries out this cultural heritage; when it is chanted, it is witnessed by angels and angels of the prophets who have united in each human being. *Kidung Sarira Ayu* is a type of *macapat* song that contains mantras to ward off evil. However, for every person, the main thing in prayer is believing. Sidiq (2008) stated that this song is believed to carry magical powers useful for protection and healing. The positive energy that can be absorbed by the Javanese version of the counter-conversion prayer, created by Sunan Kalijaga, relates to the listener, asking for something that is a necessity to understand what is being asked. Names and friends are called Sunan Kalijaga, with their respective qualifications.

Although this hymn was previously used to pray by singing, its meaning is profound and worth studying. As a cultural heritage, the study of the meaning of *kidung* produces an understanding of moral teachings and the concept of wholeness in religious attitudes by imitating the prophets, apostles, and their companions for human survival today. The culture that learners want to learn and their backgrounds, who also understand the teachings of Islam, understand the history of Islam. The following is a discussion of *Kidung Rumekso ing Wengi* (songs made at night): As a mantra chanted at night, it has magical and suggestive powers. Understanding the *kidung* can be applied as a concept for introspection, self-correction, reflection, and contemplation at night.

This song can also be linked to the intertextuality of Surah Al Falaq verses 1—5 which means: Say: "I seek refuge in Allah who controls the dawn (dawn). the knot (rope), and from the evil of the envious when he is envious." (The one who makes strong is safe and free from all diseases, Freed from all calamities, Jinn and devils do not even want to, All kinds of magic do not dare, Especially evil deeds, Magic is dispelled, Fire becomes water, Thieves stay away from me, All dangers will vanish, All diseases return to their original place, All pests flee with expressions of love, All weapons fail, Like cotton falling on iron, All poisons become tasteless, Beasts become tame, Magic trees, Haunted lands, Hedgehog holes, People's caves, Sloping lands, And peacock nests, Enclosures of all rhinos)Far from all dangers of disease, something everyone in that part of the world wants. All kinds of magic can be dispelled, and fire is a symbol of anger turning into

water, which is a symbol of flexibility, can turn into other forms such as steam and ice without losing its substance, can move anywhere, is a symbol of strength, can break even hard rock with a drop, always moving dynamically, and never afraid of anything. Sloping land symbolizes mountains and the danger of landslides, while haunted land symbolizes earthquakes.

Hedgehogs, peacocks, and rhinos are interpreted as predatory animals and destroyers of vegetation; caves, in this case, are understood as hiding places for people with bad intentions. As a way for people to weaken all dangers with love for God's fellow creatures, wild animals become tame with compassion. In a real context, the magical tree can also be interpreted as a manifestation of living things that actually need each other with humans. In this case, it can actually be interpreted that humans pay attention to balance, including the balance of ecosystems and habitats of other creatures. Not indulging in greed, realizing that he is not the only creation of God. Maintaining the survival of other living organisms (e.g., plants and animals) can eliminate pests and diseases. (Though the rocks and seas dry up, In the end all are safe, For his body is safe surrounded by angels, Who are guarded by angels, And all the apostles, In God's protection) Drying up the rocks and seas is interpreted as a prolonged drought. The manifestation of goodness comes from the supernatural and is based on trust.

When Prophet Joseph was eaten by a tiger and his brother, he did not believe it, while Prophet David did have a beautiful voice that influenced spells, which had suggestive power, and from this learn not to speak badly. (Prophet Ibrahim as my life) The birth of the Prophet Ibrahim caused the idols and buildings of Namrud's kingdom to collapse suddenly, even when the king's crown fell instantly. Prophet Ibrahim received a miracle that his body could not be burned even though it had been repeatedly.

He could also draw honey from his fingers and bring the dead back to life. Prophet Ibrahim could extract suus from his thumb and turn sand into food. Kaaba was built by him for the first time. He patiently obeyed Allah's command to slaughter his son (Ishmael) and then replaced the lamb part with Allah's permission to appear in the history of the Muslim holiday, namely Eid al-Adha. Prophet Ibrahim had a high spirit of life and proselytization, as well as a deep vitality of seeking truth. (Prophet Sulaiman being my supernatural power) The richest prophet of all time who was known to be able to talk to animals and conquer the wind. He is also known to be able to subdue animals, humans, jinns, and wind. He could also move the throne of Queen Balqis. (Prophet Joseph became like me) The handsome prophet who melted Zulaikha was later slandered for raping her. Based on this, it can be inferred that beauty is also a disaster for a person. He is also a qualified dream interpreter. The things that can be exemplified by Prophet Yusuf are his

forgiving nature, enthusiasm for seeking knowledge, and spreading endless kindness. (Prophet Idris became my hair) Hair serves to protect the brain, in this case symbolizing the expertise that comes from the brain or thinking. Idris was a technician, the first scientist with the knowledge that protects our lives. He had the miracle of being the first prophet to know how to read and write, was a smart and knowledge-seeking person, and was the first human to make clothes (Ali is my skin, Abu Bakr is my blood and Umar is my flesh, while Usman is my bone) The four caliphs absorbed the religious ethos of their diversity to form a body to support a healthy spirit. The composition of the human body consists of skin, flesh, bones, and blood. Without these four, humans would not be able to live, and the construction of the goodness of each caliph must be pursued to realize a holistic framework of life. Ash Bakar As Shidiq was the first to embrace Islam and donated all his wealth for the propagation of the prophet Muhammad. Umar Bin Khattab was the first to openly embrace Islam, was appointed judge, took the initiative to compile the Qur'anic musaf, was Amirul Mukminin, appointed advisor to Abu Bakr, started the Islamic calendar, and introduced the baitul maal. Ustman bin Affan, who was known to be humble and honest, was a generous treasurer. His services included the establishment of sea power and the expansion of the Grand and Aqsa mosques. Ali bin Abi Talib is a simple personality who has demonstrated his intelligence derived from the Quran. (My marrow is Fatimah, and Siti Aminah is my bodily strength) The very noble Fatimah was the life support or power while Siti Aminah was physically the birth support of Muhammad saw. (Later Prophet Job is in my intestines) Prophet Job is a resilient human being with trials in the form of extraordinary illness (leprosy and leprosy) and the calamity of being very rich to very poor. (Noah in my heart, Jonah in my muscles) The prophet who preached for 900 years and did not give up, was given the miracle of the ark and was safe from the catastrophe of the flood. Prophet Jonah had the incredible strength to survive in the belly of the fish, the strength of the physical manifestation of muscles. (My eyes are Prophet Muhammad; my face is Apostle) Muhammad is an end-time prophet who understands what is right and wrong and serves as a guide to mankind. The concepts of Muhammad as a prophet and Muhammad as an apostle are different. As an Apostle he was, on a higher level than humans, able to communicate directly with God and everything came from within under the protection of Adam and Eve. (So complete are all apostles, Who become one body) In the end when humans can absorb and imitate nature then the characteristics that have been described become the ultimate human physically and mentally.

This song can be applied by first interpreting it in Indonesia. It is very interesting to see foreigners who are interested in Javanese culture and songs as a legacy of their ancestors and

become their tourist destinations. This supports the research conducted by Rahmawati et al. (2013) who found that Javanese culture is the largest tourist and student attraction in Yogyakarta.

The values contained in these songs can be learned by students and can be related to their home countries: ethics for prayer. Praying should be performed at night, asking God to avoid physical dangers, disturbances, and disasters. Protection starts with spreading compassion to fellow creatures of God and paying attention to the harmony of life. From there, interference from animals, humans, and animals can be avoided, and destructive magical powers can be overcome in the form of witchcraft, witchcraft, demons, and teluh. Beware of ethics In Islamic teachings, there is an ideology called Ahlussuy wal Jama'ah, which is a procedure for praying to God through the intercession of saints, close, and so-called lovers of God. The song teaches that to reach the light or nur must be wasilah to the prophets and companions by mentioning the privileges and the power of effort possessed by the prophets and apostles even though they have died in the world, the power bestowed by God will not be destroyed. God determined the power of Jru for his people.

The concept of self-control, restraint of desire not to harm others, including restraint against lust (riyadhah), the method is to reduce drinking, eating, and sleeping. A human being with a clean heart will be close to the light, the light of God, so that his life is spared from the calamities of calamities and curses and wishes will be easily granted, which is also in accordance with the concept that the cause of prayers difficult to be granted is the number of sins that are still borne by prayer. This restraint is intended so that humans do not damage other humans, animals, or plants.

Other living creatures of God also have the right to live together in an ecosystem to form harmony. From God will return to God Hablum minallah or maintain a relationship with God, or the Javanese concept believes Sangkan paraning dumadi, in which God is defined as the origin and purpose of all the creation of the universe (Hariwijaya, 2004). This concept also inspires that man is only limited to mampir ke Ngombe; everything in the world will be left behind, only himself, and his deeds. Humans should not be greedy, think of themselves, or desperately pursue the world, even forgetting the essence of human creation alone. This also implies that man should not selfishly destroy nature, because in fact he only stops on the way; when people stop by, he only takes as much as is needed on the way. Not to take everything because by analogy, he would not be strong enough to carry that burden. The things taken up in this world must be connected to come to the god of light. Not even burdensome, burdensome, until he is lulled by the beauty of this temporary world.

CONCLUSION

Based on the explanation above, it can be concluded that *Kidung Rumekso ing Wengi* consists of 10 stanzas, one to six of which are sung or chanted, while stanzas 7 to 10 function as rituals or internal implementation instructions. *Kidung Rumekso ing Wengi* by Sunan Kalijaga is sung with *Pupuh Dhandhanggula*. This song is also called Sarira Ayu, sung at 12 or 1 o'clock, according to interviews conducted with ballad singers, one of whom is Ki Purbo, who still performs this cultural heritage; when it is chanted, it will be witnessed by angels of the prophets who unite in every human being. Understanding the kidney can be applied as a concept for introspection, self-correction, and contemplation at night.

This song can also be linked to the intertextuality of Surah Al Falaq verses 1-5. The Prophet Isa was Ruhullah, who was born without a father to Maryam. In QS as-Shaf/61:4Prophet, Isa was given a revelation to announce the coming of a messenger named Ahmad/prophet Muhammad who would one day complete the teachings of Allah. The song describes the greatness and miracles that God gave to his prophets and messengers. Ultimately, when humans can absorb and imitate the qualities that have been described, they become the main human beings physically and mentally. Based on the results of interviews with ballad performers and figures of historians and humanists, as well as the analysis of the results of the meaning of the ballad obtained, the 7th stanza is the practice of *kidung*. The 7th to 10th stanzas (four stanzas) contained procedures for performing mandatory practices before practicing hymns. In essence, *Kidung Rumekso ing Wengi* represents the community's concern for the local wisdom. The people who sing this *kidung* based on information consist of approximately 11 people who are divided into Islamic, Hinduistic, and Javanese Christian beliefs. They both believe that, in addition to using only religious customs, such as Islamic readings, *al barjan*, and *yasin tahlil*, this *kidung* can be sung together with the intention of expelling all kinds of diseases.

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Investigating Factors Leading to Develop Academic Dishonesty and Cheating Behaviors During Board Examinations in Balochistan, Pakistan

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Article History:	
First Received: 15/12/2023 Final Revision: 21/01/2024 Available online: 30/06/2024	**ABSTRACT** *This study investigates the pervasive issue of academic dishonesty and cheating behaviors during board examinations in Balochistan, highlighting diverse contributing factors and underscoring the pivotal role of exams in shaping academic paths. The study adopted a quantitative approach, 200 student responses collected through nonprobability random sampling. Using the rational choice theory, this study fills a research gap and advances understanding of academic dishonesty by offering insightful information. Empirical data analysis was utilized to conclude. The research reveals a high incidence of cheating from students with various causes, including the fear of failure, societal expectations, and peer pressure associated with examinations. Notably, stress and anxiety emerge as key predictors of academic dishonesty. Students, facing intense academic pressures, often turn to unethical practices as a coping mechanism. The study underscores the inadvertent encouragement of cheating within the education system, driven by an excessive focus on exam results as the primary measure of success. The findings contribute valuable insights to the academic integrity discourse, advocating for comprehensive strategies to foster a healthier educational system in Balochistan. Recommendations include addressing root causes, promoting a supportive learning environment, fostering open dialogue, and promoting a broader definition of success. formative assessments, post-exam feedback, parental collaboration, and workshops on academic integrity are proposed to create a more supportive and ethical learning environment, enforcing academic honor codes, strict exam monitoring, and efforts to mitigate cheating should extend beyond punitive measures and implement initiatives to reshape perceptions of success, ultimately cultivating a culture of honesty and integrity in education.*

Keywords: Academic dishonesty, Cheating behavior, Education, Students, Stress |

INTRODUCTION

Academic cheating is a widespread issue that involves a variety of deceptive practices, such as copy-paste writing, fabricating content, and using unauthorized study materials. Such practices jeopardize academic honesty codes, additionally undermining the credibility of academic institutions (Ghimire et al., 2023; Janke et al., 2021). Examining the ethical magnitudes, it is clear that cheating in academic activities is disrupting fair conduct (Vučković et al., 2020). Ethical misconduct in education is a massive problem and requires a comprehensive determination from the outset to understand its root causes, and the consequences it entails. Academic cheating is a global phenomenon impacting educational institutions at all levels of study, with a concerning rise in examinations (Dendir & Maxwell, 2020; Mutongoza, 2021). The adverse effects of cheating behaviors have negative repercussions that go beyond the immediate academic moral and professional standards. The swaying spectrums of academic pressure, a lack of ethical education, cultural norms, and societal expectations are the factors encouraging cheating behaviors (Iqbal et al., 2021; Rahman et al., 2023). In Pakistan, academic cheating is a pervasive and deeply ingrained problem, a matter of great concern. Students' dishonest behavior in exams has become very severe, particularly when learning abilities are assessed at 9th 10th, 11th, and 12th-grade board examinations (Arab & Orfan, 2023; Nazir & Aslam, 2010). Cheating in examinations, especially in board exams, has become a regular practice, particularly in Balochistan. Common cheating practices include leaking question papers, carrying copied material into exam halls, providing cheating material by the helpers gathered outside the exam hall, using mobile phones for cheating, and hiring someone to take an exam in the place of the original student (Krou et al., 2021). The failure of the educational system is attributed to the rampant cheating in examinations, students habitually cheat to avoid failure (Iqbal et al., 2021).

Extensive cheating has serious negative effects on students' learning and development as well as their ability to engage in personal, moral, and intellectual growth. Massive academic dishonesty is still a huge problem at schools and colleges, which has detrimental effects on the effectiveness and standard of the province's educational institutions. Academic cheating is a complex issue that compromises the integrity and standard of education, impacting not only the individual but also the larger community. Effectively addressing this issue is vital to restoring reliability and enhancing the educational landscape in Balochistan (Aslam et al., 2021). The problem of academic cheating is part of a larger issue that goes beyond regional boundaries. It

draws attention to structural issues in Pakistan's educational system and may have global implications.

This study in Balochistan looks into the incentives and factors causing dishonest behavior in order to identify the elements of academic cheating in board exams. The nature of cheating, including copy-and-paste writing and the use of unapproved materials, is methodically examined. The study examines structural problems in the educational system while evaluating the far-reaching effects on educational institutions. The study ends with actionable suggestions for institutions and legislators on how to reduce academic dishonesty. This study sheds light on the culture of academic cheating in Balochistan by investigating the factors that increase dishonest behavior of students at the school and college level examinations which has reduced human resource efficiency and resulted in less potential in the region. Therefore, it is very important to explore the factors contributing to academic cheating in exams and suggest a course of action to mitigate its menace. This is a case study research expected to contribute towards a better understanding of the ethical decisions of students helping the academicians to formulate policies to refrain from this behavior. The study aims to bridge existing gaps in the literature and provide insightful information for the comprehension and mitigation of this widespread problem. Academic cheating is a widespread problem in Balochistan, and this research is significant because it has the potential to inform interventions, policies, and practices that can effectively address this issue. Through deciphering the complex network of variables leading to academic fraud, the research seeks to offer insightful suggestions suited to the particular difficulties encountered in Balochistan. The study's findings will help educators, administrators, and policymakers in Balochistan and other areas with comparable issues put policies in place that discourage academic dishonesty and foster an environment of justice and integrity in the classroom. It is anticipated that the results will add significant knowledge to the corpus of literature already available on academic dishonesty, especially in the context of crucial board exams. The study aims to bridge existing gaps in the literature and provide insightful information for the comprehension and mitigation of this widespread problem.

MATERIALS AND METHODS

First, there is a summary of the literature that is pertinent to our study and that also addresses the identification and comprehension of dishonest behaviors. Its social and personal causes and consequences, and the part that institutions, teachers, and students play in discouraging and eliminating it. An examination measures an applicant's knowledge of a subject in a particular field of study by having them answer questions or complete practical exercises. It is a formal test

of their aptitude or knowledge in that subject. Since exams are meant to impartially evaluate a student's academic performance, they are vital to a student's academic experience in any educational setting (Newton & Essex, 2023). Exam results have an impact on a student's future development. Examination results influence a student's future progress and employment opportunities (Aslam et al., 2021). There are a variety of reasons why students cheat on exams, and it's important to recognize that each person has a different motivation. A common and potent emotion that has a big impact on a student's academic performance is fear of failure in exams which has far-reaching effects on a student (Chirumamilla et al., 2020).

Pupils might be afraid of the observable repercussions of failing, like scolding, losing privileges, or having their academic record harmed. These outcomes may feed a vicious cycle of avoidance and fear. Students may cheat out of fear of unfavorable outcomes, like parental disapproval or harm to their academic record (Dyer et al., 2020). The perceived risks of being caught cheating may not be as great as the perceived severity of these consequences. Students may be unaware of the long-term effects of cheating or the significance of maintaining academic integrity. Incidents of cheating in academic settings may be caused by a lack of instruction on ethical behavior. When people have unrealistic expectations of themselves, whether from within or as a result of outside influences, they may become more fearful of failing. Unrealistic expectations may lead to ongoing stress (Chirumamilla et al., 2020).

Cheating is a major issue that affects people all over the world and has detrimental effects on organizations, individuals, and society as a whole. It is defined as purposefully engaging in prohibited activities to obtain an unfair advantage in an academic setting. Examples of these activities include plagiarism, cheating on tests, and copying the assignments or homework of others (Zhao et al., 2022). The manifestation of cheating practices is influenced by cultural norms and societal expectations, which place emphasis on examination results and promote a competitive academic environment. The worldwide problem of ethical education receiving insufficient attention causes academic dishonesty to become more commonplace. Academic dishonesty affects people's ethical and professional standards and has an impact on international professional norms in addition to having an impact on education (Zhao et al., 2023).

The problem of cheating with technology is pervasive and calls for coordinated efforts across national borders. The legitimacy of credentials and the general standard of education are compromised when academic dishonesty is not adequately addressed, which has a wide-ranging effect on the effectiveness and caliber of education. Cheating is a common occurrence that occurs

in most aspects of our lives. It is present in everyday concerns related to education, and even every aspect of our lives (Odongo et al., 2021).

Grades as a validation of effort

Students in fiercely competitive educational environments face a great deal of pressure to perform well. This feeds the fear of failing and the need to outperform their peers. This belief causes anxiety about being judged, especially in settings where grades are seen as the main indicator of a person's intelligence and ability (McManus et al., 2020). Some students turn to cheating as a perceived quick route to success and a means of preserving and raising their status because they feel pressured to live up to these expectations. Because higher grades are frequently associated with success and self-worth, the emphasis on grades also contributes to a culture that views academic achievement as highly valued (Daumiller & Janke, 2020).

H1: Grades serve as an important factor to develop cheating behavior among student during board exams

Parental and societal expectations

Students often face enormous academic pressure due to parental, societal, and family expectations, unfavorable outcomes, afraid of failure, and repeatedly linking success to fulfilling career prospects (Maeda, 2019). The fear of not achieving high grades brings disappointment, which is essential for scholarships and career success drives a mindset to justify the situation by any means (Samir et al., 2021). Academic achievements' key objective is tied to securing scholarships in prestigious universities and securing good jobs in the related field (Wenzel & Reinhard, 2020). Students feel extreme pressure to perform better academically to achieve desired goals. The fear of failure, intensified by expectations, leads some students to resort to cheating as a means to meet these high expectations (Forkuor et al., 2019). Anxiety related to exams worsens to put mental pressure on maintaining all these standards (Daumiller & Janke, 2020).

H2: Parental pressure serves as an underlying factor to develop cheating behavior among student during board exams

Fear of failure

Anxiety and trepidation are caused by the fear of failing, which is an emotional reaction to the expectation of not meeting one's own or other people's expectations. Students who perceive cheating as a shortcut to success, have comparatively less thinking about consequences (Farahat, 2022). Cheating behavior is influenced by peer pressure, social pressure, and the fear of disappointing others. Some students are motivated to cheat because it seems like a less harmful option than failing. Exam anxiety is heightened by the high stakes involved in terms of prospects and academic standing. To lessen the effects of the fear of failing, one must be self-aware, develop

healthy coping strategies, accept failure as an important part of learning, and cultivate resilience (Noorbehbahani et al., 2022).

H3: Fear of failure serves as an underlying factor among students behind indulging in academic dishonesty during board exams

Theoretical framework

Throughout the past ten years, the rational choice theory has been applied in numerous social sciences and related fields. Although this has become more well-known in disciplines like political science and education, acceptance of it in sociology has encountered opposition. The use of rational choice mechanisms in research by sociologists is frequently unintentional, even in the absence of specialized departments or job postings (Hechter & Kanazawa, 1997). According to this theory, a lot of human behaviors and attitudes are picked up through observational learning. This account implies that even when a behavior deviates from social norms, a person is more likely to participate in it themselves if they observe important people in their community engaging in it and reaping the benefits.

Therefore, this theory suggests that students who witness their peers cheating in class will be more likely to cheat as well. Misunderstandings underlie the criticism of rational choice theory in sociology, especially about its underlying presumption that people always consider the expected consequences of their choices. It is more interested in societal results than personal choices. It emphasizes that frequently gives priority to social structural determinants because of methodological considerations, acknowledging criticisms about motivational assumptions (Green, 2002). The rational choice theory is a framework that presupposes people weigh the advantages of various options before selecting the one that will maximize their utility. When it comes to cheating, rational choice theory indicates that students cheat in examinations, because they believe the advantages of doing so exceed the possible advantages in the future. According to rational choice theory, students are aware costs and benefits of their options before making decisions (Scott, 2000).

When it comes to cheating, students consider the possible advantages like better grades, success, and personal gain against the possible disadvantages like the possibility of being discovered, negative effects on one's reputation, and consequences in the workplace or school. The significance of perceived probabilities in decision-making is emphasized by rational choice theory (Tversky & Kahneman, 1989). Students who think there is little chance of being caught cheating might be more likely to commit the act. On the other hand, a greater perceived likelihood of detection could serve as a disincentive. The rational choice theory recognizes that people have

opportunities and limitations when making decisions. Academic environments can have limitations such as exam difficulty, time constraints, or inadequate preparation. One could view cheating as a chance to get over these limitations and succeed. Rational choice theory acknowledges that decision-making is influenced by social norms and the larger social context (Tibbetts & Myers, 1999).

This theory holds that people use strategies to defend breaking social norms to preserve a positive view of themselves. Students use peer pressure to excuse their cheating when they witness it occurring. It should be highlighted, though, that putting aside moral concerns does not imply that people are giving up on moral values like honesty and integrity. Assert that a person's objectives, competence beliefs, and perceptions of the costs of cheating all have an impact on their decision to cheat. When it comes to cheating, students might take into account the accepted standards in their workplace or educational setting. Their decision-making about cheating may be influenced if they feel there is a tolerance for it and they think others are acting similarly. According to rational choice theory, there may be a deterrent effect if the perceived costs of cheating are raised. Organizations that successfully communicate and implement sanctions for academic dishonesty have the potential to impact people's choices by moderating the perceived costs (Cochran et al., 1999).

The rational choice theory adds valuable insights to the study of academic dishonesty in Baluchistan's board exams. This theory is popular in political science and education, offers a prism through which to view how students make decisions about cheating. It advises students to balance possible disadvantages (such as detection risk) against perceived benefits (such as higher grades). Consistent with the aim of the research, the theory underscores the significance of observational learning and social influences, stressing the influence of cultural and societal elements on deceitful conduct. It also acknowledges the impact of structural problems, policies, and testing procedures within the educational system. The study's examination of motivations, decision-making, and contextual factors in the unique educational environment of Balochistan is improved by the application of rational choice theory.

This research study aims to explore academic dishonesty and cheating behaviors during board examinations, therefore objectives are developed for meaningful research work. Therefore, a feasible research plan is essentially chalked out. The descriptive survey methodology was used in this study (Brierley, 2017; Creswell, 2014; Creswell & Creswell, 2017). A survey study offers a quantitative narrative of attitudes and opinions to understand a social issue and involves a sample population for research. Based on sample results, the researcher extrapolates conclusions to the entire population. A systematic method was created to address research inquiries, planned practice,

solve problems, and produce evidence, placing a strong emphasis on methodical data collection, analysis, and consistency, a descriptive survey design aimed at understanding social attitudes in society (Creswell & Clark, 2017; Rutberg & Bouikidis, 2018).

Data collection and analysis

Primary data was collected from students who remain involved in board examinations using close-ended. The data collection was carried out from 3rd March 2023 to 30th March 2023 for 9th and 10th examinations and 13th May 2023 to 6th June for 11th and 12th annual examinations. The data was perceptively analyzed using Excel and Statistical Package for Social Science (SPSS) to find the results of the study (Creswell, 2014).

Population

The simple probability sampling random method was used to collect data. Students' participation in this study was voluntary. 227 questionnaires were filled out and received online. However, 27 questionnaires were filled out incompletely, so excluded from the study. 200 questionnaires were coded and entered by using the SPSS for analysis.

Reliability

Table 1: Reliability Statistics of Questionnaire for Students

Cronbrash's Alpha N of Items	N of Items
0.84	200

The reliability of the responses was tested using Cronbach's alpha. Normally, α should be between 0.7 – 0.9 (Bonett & Wright, 2015). Cronbach alpha was 0.84 indicating a valid and reliable scale.

RESULTS & DISCUSSION

Table 1 portrays the demographic evidence of participants such as gender, age, and qualification. Gender, age, and qualification variables help to ascertain the ratio of respondents. A total of 200 students from various universities in Balochistan were participants in this study. Around 55% (110) were male participants and 45% (90) were females. The most imperative variable of this study is age, 25% (50) students belonged to the 21-25 years' category, 40% (80) students 26-30 years age group and 35% (70) were 31 and above age category. Education has a pivotal share in establishing the respondent approach. The majority 45% of students are undergraduate, 35% graduate, and 20% are Masters students.

**Table 2.** Demographic characteristics of students

Gender	Frequency	%
Male	110	55%
Female	90	45%

Others	0	---
Age (Years)		
21-25	80	40%
26-30	70	35%
31 and above	50	25%
Qualification		
Undergraduate	90	45%
Graduate	70	35%
Masters	40	20%

Results in Table 2 showed that the majority, 45% of respondents agreed, and 16% of respondents strongly agreed with the statement that they feel pressure to not perform well in examinations. 63% of respondents consider that the current education system encourages cheating behaviors. Additionally, 41% of respondents agreed and 17% strongly agreed with the statement that societal expectations contribute to cheating in exams to bring better grades.

**Table 3.** Frequency statistic for students' responses

S. N	Statements	SD	D	N	A	SA
1	I feel pressure to outperform in exams.	14%	10%	15%	45%	16%
2	In my opinion, the current education system encourages cheating.	10%	16%	11%	21%	42%
3	Societal expectations contribute to the frequency of cheating for better grades.	9%	14%	19%	17%	41%
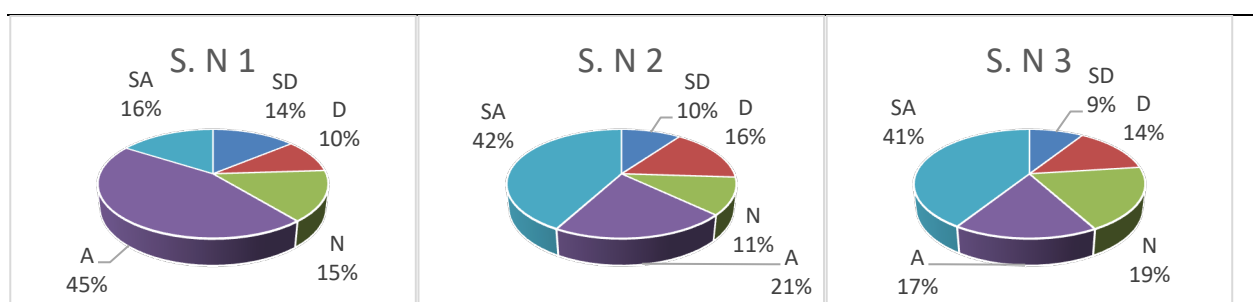
Results in Table 3 showed that 42% of respondents have a neutral opinion that academic achievement has a significant value. 54% of respondents gave neutral responses regarding they did cheating due to stress concerns associated with the competitive environment. Moreover, 37% of respondents agreed and 23% strongly agreed that the education system places a significant emphasis on exam results to measure success.

**Table 4.** Frequency statistic for students' responses

S. N	Statements	SD	D	N	A	SA
4	I believe academic achievement holds a significant value.	18%	10%	42%	13%	17%
5	I have cheated due to stress concerns associated with the competitive environment.	13%	13%	54%	33%	13%
6	The education system places a significant emphasis on exam results to measure success.	4%	13%	23%	37%	23%
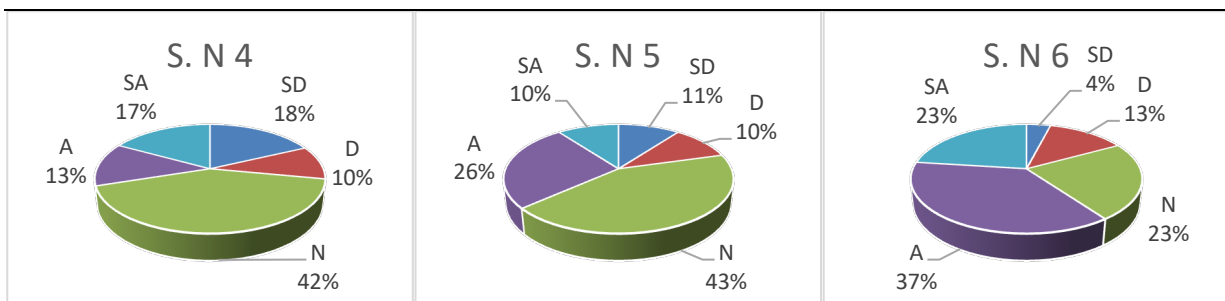
Results in Table 4 showed that 40% of respondents have a neutral opinion that they cheated based on the perception of insufficient support from teachers. 33% of respondents strongly agreed and 17% agreed that they cheated out of fear of failing an exam. Moreover, 32% of respondents strongly agreed and 15% agreed with the statement that they cheated in exams due to limited opportunities for higher grades.

**Table 5.** Frequency statistic for students' responses

S. N	Statements	SD	D	N	A	SA
7	I cheated based on the perception of insufficient support from teachers.	15%	12%	40%	13%	20%
8	I have cheated out of fear of failing an exam.	9%	27%	14%	33%	17%
9	I have cheated in exams due to limited opportunities for higher grades.	11%	28%	14%	32%	15%
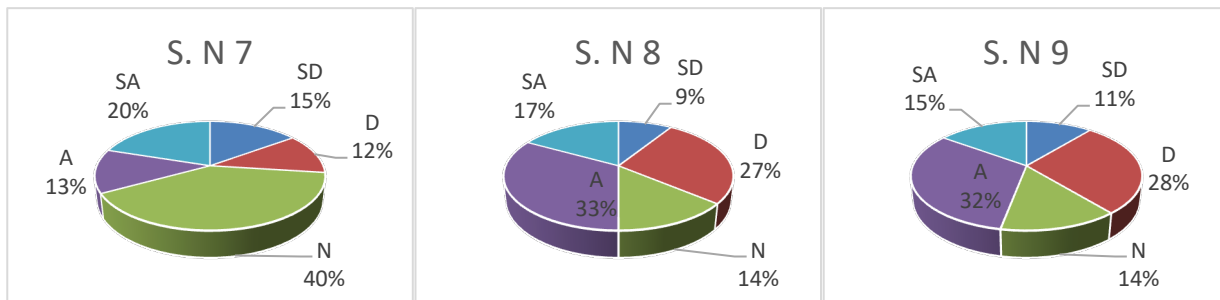
Results in Table 5 showed that 38% of respondents disagreed and 9% strongly disagreed that they cheated intending to improve their chances of getting into a preferred educational institution. 33% of respondents strongly agreed and 12% agreed that they were involved in cheating to meet parents' expectations with results. Moreover, 30% of respondents strongly agreed and 18% agreed with the statement that they fear not meeting academic expectations, and have cheated on exams.

Table 6. Frequency statistic for students' responses

S. N	Statements	SD	D	N	A	SA
10	I cheated intending to improve my chances of getting into a preferred educational institution.	9%	38%	11%	29%	13%
11	I cheated to meet my parents' expectations with my results.	13%	27%	15%	33%	12%
12	I fear not meeting academic expectations, and have cheated on exams.	14%	29%	9%	30%	18%
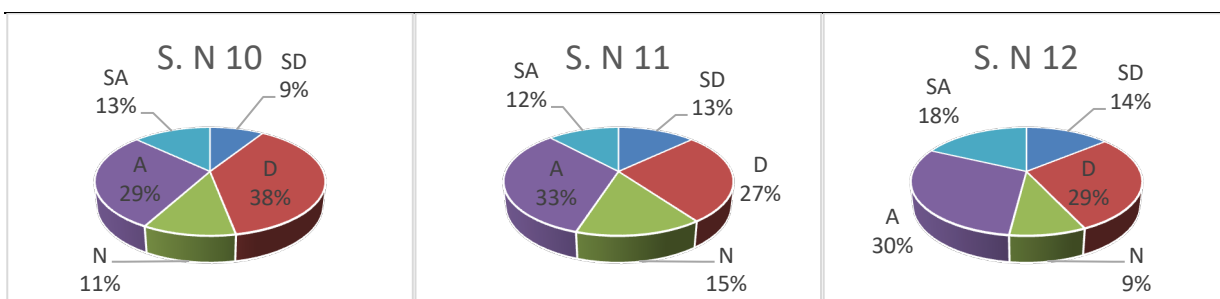
The study aimed to investigate academic dishonesty and cheating behaviors during board examinations in Balochistan. The results of the study are related to rational choice theory, which postulates that people make decisions about their actions, including cheating, after carefully weighing the advantages and disadvantages of each option. When students feel that the advantages of cheating such as getting better grades and meeting social expectations outweigh the possible drawbacks of being discovered and having their reputation damaged, they view cheating as a

reasonable decision that will relieve stress, anxiety, and fear of failing (Brooks & Schweitzer, 2011; Eshet, 2023). Examinations are an essential instrument for evaluating students' academic performance, deciding who gets promoted, and forecasting future academic and professional abilities. That inspires pupils and supports educators in assessing their effectiveness (Eshet, 2023). The findings revealed that students are involved in cheating behaviors due to various reasons. Failure in exams, stress, and anxiety, not being able to bring the expected results from family and society. Better grades are crucial for accomplishment in college and university and finding employment. Academic success is important in competitive admissions processes because it affects the selection process and grants access to merit-based scholarships. Higher grades improve employability and provide access to a wider range of opportunities in the job market. The pressure to succeed, societal expectations, economic mobility, and personal fulfillment all play a role in driving students to improve their grades. According to Zhao et al., (2023), cheating in exams is one of the key factors associated with students which is hurting education. Academic dishonesty and cheating is a major issue that has detrimental effects on the education system. It is described as purposefully engaging in prohibited activities to obtain an unfair advantage in a learning environment (Ali et al., 2021) These factors ultimately cause students to cheat on exams (Al Shbail et al., 2022). According to Anderman & Koenka (2017), competence plays a crucial role in students' involvement in cheating behaviors. Students cheat if they observe it as a common activity, feeling a competitive disadvantage if they curtail it and assuming low consequences to avoid it (Ghimire et al., 2023). Academic dishonesty, intentional cheating, and fabrication for better grades are encompassed in this context (Choo & Tan, 2023). Academic dishonesty as a norm is a momentous risk factor, as those who see it as acceptable are less likely to experience destructive self-image effects, thus promoting continued engagement (Perkins, 2023; Yu et al., 2023)

H1: is supported due to sufficient results.

The findings revealed that students aim to cheat in exams due to these factors including parental expectations, fear of failure, peer pressure, social pressure, academic pressure, and limited opportunities for higher grades forcing them to academic dishonesty. The education system, emphasizing exam results as the measure of success, unintentionally encourages cheating. Due to several external and internal expectations, students' academic lives are stressful (Ghimire et al., 2023). Different academic stress sources: fear of failure, personal inadequacy, inappropriate study facilities, and difficulties related to teacher communications, and relationships with teachers. Anxiety encompasses the unpleasant and aversive emotions of stress, worry, and fear (Brooks & Schweitzer, 2011). H2: is supported due to sufficient results.

Students experience psychological stress and anxiety during board exams due to their fear of failing, which has a variety of detrimental effects. Students turn to academic dishonesty, seeing it as a shortcut to success, to deal with this fear and maintain their self-esteem. Peer comparison and competition exacerbate the fear, pushing students to cheat to meet expectations from outside sources (Zhao et al., 2022). The educational system fosters the perceived necessity for dishonest practices. Students' fear of failing is a strong motivator for them to commit academic dishonesty during board exams.

According to Abdelrahim, (2021), stress and anxiety are factors that enable students to rationalize their unethical behavior in online classes and cheating on exams. Examination stresses highlighting the psychological effects and putting more pressure on a student who is already having a tough time. Behavioral intentions to cheat are influenced by some factors, including opportunities, pressures, justifications, social norms, and social trust. Students cheated on exams because they were stressed and worried about their grades worsening. Anxiety is positively related to unethical behavior, and stress has increased cheating behaviors (Brooks & Schweitzer, 2011). Additionally, the results from the students show that they tended to cheat more on exams. This is a concerning phenomenon because academic learning during a student's academic career and the ethical contributions made to the job market after graduation are both negatively impacted by cheating (Amzalag et al., 2021). According to Muhammad et al., (2020), academic dishonesty is characterized as unethical behavior in an academic setting. The development of positive values like honesty, fairness, and significant learning progress is prevented by this inappropriate behavior, which is when students act to gain an unfair academic advantage for themselves. It is also linked to other negative behaviors that have consequences that go beyond academia (Krou et al., 2021). According to Malik et al., (2023), perceptions of cheating were found to be sensitive to stress and anxiety. According to Mukasa et al., (2023), academic integrity refers to a commitment to the fundamental values of honesty, trust, fairness, respect, responsibility, and courage. H3: is supported due to sufficient results.

CONCLUSION

In conclusion, the study delved into the pervasive issue of factors causing cheating behaviors during board examinations in Balochistan, recognizing the pivotal role exams play in shaping students' academic paths. Factors leading to academic dishonesty during board examinations in Balochistan consist of exam pressure, prioritizing grades over morality, a lack of moral education, societal norms that exalt academic achievement, insufficient support and preparation, peer pressure, perceived systemic injustices, and insufficient deterrents. These

elements work together to produce a complicated atmosphere where cheating is accepted as a legitimate strategy for success. The results highlighted the high frequency of cheating that is a sign of larger problems with curriculum development and testing procedures, which are indicative of structural weaknesses in the educational system. The fear of failing, social norms, societal expectations, peer pressure, and stress of examinations were found contributing factors to academic dishonesty and cheating behaviors. Academic dishonesty is significantly predicted by anxiety, and students turn to unethical behaviors. The study highlighted how the educational system unintentionally promotes cheating because it places too much focus on test scores as a yardstick of achievement, which creates a climate to encourages dishonest behavior. The study emphasized the imperative to address the root causes of academic dishonesty and advocated for the promotion of a more supportive and ethical learning environment. To reduce cheating practices temptation, and promote academic reliability a comprehensive approach that includes a reevaluation of assessment techniques, an open dialogue, and a broader definition of success is essential to combating academic dishonesty. Introducing students to exam formats through regular formative assessments. Post-exam feedback via polls to address particular issues, incorporating moral and religious education to instill values like honesty and self-effacement. Nurturing collaboration between parents and educators for unswerving guidance, and conducting interactive workshops on academic integrity. In addition, this strategy calls for educating parents, incorporating ethics into the curriculum, and cultivating an environment where the well-being of the students comes first. Enforcing academic honor codes, monitoring exams strictly, and educating students about the repercussions of cheating all help to foster an environment that values integrity and holistic development. A comprehensive strategy is needed to address this problem, one that incorporates encouraging a more expansive definition of success, honest dialogue, reassessing evaluation techniques, parent education, and ethics education.

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