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## Focus and Scope

**Jurnal Ilmiah Lingua Idea** which is published twice a year (every June and December), is a double blind peer-reviewed publication consists of research-based and review articles, fresh ideas about language, literature, cultural studies, and its teaching methodology, which have never been published before.

The journal covers all aspect relating to linguistics including:

1. Macro-linguistics;
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## Lexical and Phonological Variation of Limb Terms in Cikoneng Lampung Language

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**Abstract:** Lampung Cikoneng as a language outside its original area experiences language contact with other nearby languages, namely Sundanese and Javanese Cikoneng, Banten Province. Through dialectological studies, this study aimed to describe the form of variation in the Lampung Cikoneng language in terms of limb terminology, both lexical and phonological variations, and to visualize the linguistic conditions in Cikoneng Village with a language map. The research used the qualitative method. Data collection was done by interviewing 30 informants with 15 observation points. The research instrument was a questionnaire totaling 52 limb vocabularies. The results showed that Cikoneng Lampung language: variation with one lexical form (13.40%), variation with one lexical form but with phonological distinction (27%), and lexical variation with 2-7 lexical forms (59.60%). The Lampung Cikoneng language has been influenced by the Javanese and Sundanese. This can be seen based on the comparison results with Lampung dialects A and O, which tend to show lexical differences. Dialect phenomena occur in some areas, where language differences do not have clear boundaries, but change gradually, reflecting the multilingual society that exists in Cikoneng Village. Based on the results of language mapping using isogloss files, Cikoneng Village is a language use area this is divided into 3 use areas, namely Lampung, Sundanese, and Javanese language use area. The Lampung language use area is more dominant than the 15 observation points, between observation points number 1-5 and 7, 8, and 10-13 are Lampung language use areas, while on the outskirts of observation points number 6 and 9, 14 and 15 are Sundanese and Javanese. The findings of this study have broad implications in minority language preservation, understanding the impact of language contact on lexical variation, multilingual education development, linguistic policy planning, as well as multicultural awareness raising in multilingual areas such as Banten.

**Keywords:** Lampung Cikoneng; dialectology; lexical variation; phonological variation; language mapping

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## Introduction

The Lampung community in Banten Province is known as the Cikoneng Lampung Community. Banten Province is administratively divided into four regencies and four cities (Badan Pusat Statistik Provinsi Banten, 2023). The Cikoneng Lampung Community is located in the Cikoneng Village area in Serang Regency, Banten Province, Indonesia (Badan Pusat Statistik Kabupaten Serang, 2023). The Lampung language spoken by the Cikoneng Lampung Community is known as the Cikoneng Lampung language. Cikoneng Village as a language-using area has three language speakers, namely Lampung, Sundanese, and Cikoneng Javanese. Lampung, Sundanese, and Javanese Cikoneng people often communicate so that gradually there will be language changes in the Lampung language in Cikoneng. Cikoneng Lampung language as a language that is outside its original area will experience differences from the Lampung language in Lampung Province which will form dialects of the Cikoneng Lampung language. Dialect is another form of language used by the community and social groups (Isnaeni & Lauder, 2021). Cultural interaction, density and use of the same area have occurred between Lampungese, Sundanese and Javanese communities in Cikoneng Village (Wulandari et al., 2023, 2024).

Cikoneng Lampung language can be studied through a branch of linguistics that studies dialects called dialectology. Dialectology studies the geography of dialects or regional dialects, social dialects, and temporal dialects (Lauder, 2002b). In this study, the Cikoneng Lampung language will be analyzed as both a regional and social dialect, as its variations are influenced by both regional and social factors. Social factors that influence language use are age factors. The age factor is based on adults and children (Rumalean, 2020).

In addition, the lexical variation of Lampung Cikoneng will also be compared with the Lampung language in Lampung Province as the language in the area of origin. Lampung language in Lampung Province consists of Lampung dialect A and dialect O (Septianingtias, 2012). Lexical variations in Lampung language in Lampung have been studied by (Septianingtias et al., 2024). Based on the results of his research, 200 glosses obtained a total of 93 lexical variations. The number of lexical variations is influenced by language contact in the transmigrant community area. Factors that contribute to forming lexical variations are environmental influences, language contact, lexical diffusion, and dialectal differences. Therefore, the Cikoneng Lampung language as a language that is outside its native region can also form various lexical variations due to the geographical factor of the Lampung language which is outside Lampung Province and language contact with Javanese and Sundanese Banten in Cikoneng Village (Septianingtias et al., 2024; Wulandari et al., 2024). The novelty in this research is that through dialectological studies, it is expected to identify the forms of lexical and phonological of Lampung Cikoneng language and its changes that may have shown differences with Lampung A and O dialects in Lampung Province.

Previous research related to the Lampung Cikoneng language has been conducted. In 2017, the research found the fact that Cikoneng Lampung speakers are a multilingual community (Gunawan, 2017). The Lampung Cikoneng community is a minority group living among Banten Javanese and Sundanese speakers (Syafrizal & Gunawan, 2018). Cikoneng Lampung speakers are also proficient in Javanese and Sundanese Banten. Furthermore, in 2017 there was dialectological research that mapped languages throughout Banten Province in the form of a

table of survey results of language speaker recognition, which found the existence of Lampung language speaking groups in Cikoneng Village, Serang Regency, Banten Province (Humaeni et al., 2017). Other research on Cikoneng Lampung language has also been conducted with a sociolinguistic approach, such as language preservation where Cikoneng Lampung language still survives (Syafrizal & Gunawan, 2018) and other research on Cikoneng Lampung language innovation where it was found that Cikoneng Lampung language innovation had occurred against Cikoneng Sundanese language (Liswati et al., 2014). Then, in another study on the recognition of the Cikoneng Lampung community, it was found that Cikoneng Lampung speakers still knew the history and culture of Lampung, even though the Cikoneng Lampung community was outside their home region (Wulandari et al., 2022). Furthermore, based on research on the history of Sumur Agung which is related to the history of Salatuhur village in Cikoneng Village, it is the origin of the historical background owned by the Cikoneng Lampung community which continues to be preserved until now (Wulandari et al., 2023). Lampung language in Lampung Province also has different language variations, namely Lampung language dialect A (Api) and Lampung language dialect O (Nyow) (Isnaeni, 2022; Isnaeni & Lauder, 2021; Masitoh et al., 2023; Roveneldo, 2017; Septianingtias et al., 2024; Udin et al., 1998).

Geographically, Cikoneng Lampung language variation is influenced by other regional languages or regional proximity. Language change can cause lexical variation, which leads to lexical innovation and spread (Septianingtias et al., 2024). Word meaning can be divided into two types, namely lexical meaning and grammatical meaning. Lexical meaning refers to the literal meaning of words (Bloomfield, 1995). In contrast, grammatical meaning is the meaning that develops according to the cultural and social context. The term lexicon is used to denote lexical meaning. The term lexicon is also used to describe lexical variation, such as the lexicon 'eat' in Gorom which has three forms: [ga], [makan], and [makan] (Rumalean, 2020).

Based on previous studies by Wulandari et al. (2022, 2023, 2024) that have been conducted on the Cikoneng Lampung language as a language outside its native area, it can be seen that the Cikoneng Lampung language still survives and Cikoneng Lampung people still recognize history and culture as the root of their identity. However, as a language that is outside its original area where they have been in Cikoneng Village for generations, research is needed on the form of lexical and phonological variations in Cikoneng Lampung language, especially lexical and phonological variations of limb terms, which may have changed with Lampung language in Lampung Province. Therefore, through dialectological studies, this research aims to obtain a description of the lexical and phonological of Lampung Cikoneng language. The research questions are (1) how is the lexical and phonological of Lampung Cikoneng language based on limb vocabulary data? and (2) how is the distribution of lexical variation of limb terms in the Cikoneng Lampung language based on isogloss map.

## Methods

### *Data*

This study uses primary data in the form of 52 limbs vocabulary in Lampung Cikoneng language, as well as secondary data in the form of 52 limbs vocabulary from the search results in Lampung Language Dictionary Dialect A and O. Variations in Lampung Cikoneng language are also compared with Sundanese and Javanese in Cikoneng Village.

#### *Data Sources*

The data source of this research is the native speakers of the Lampung Cikoneng language who have lived and settled from generation to generation in Cikoneng Village, Anyer District, Banten Province. The criteria for the informants in this study were based on the NORM criteria (nonmobile, old, rural, and male) (Trudgill, 2014), but the criteria were modified according to the needs of the research. The informants were aged around 40-60 years old. In addition, this study did not only involve male informants but also involved female informants because the existence of men and women according to Indonesian culture does not doubt the local language skills of women. The total number of informants in this study amounted to 30 informants (100%) which based on gender variables amounted to 50% male and 50% female. Informants must also have physical health (Lauder, 2002) . Physical health is related to clear articulation and voice, and not senile. Each observation point consists of one informant.

#### *Data Collection Technique*

This study used direct observation techniques in the field, interview techniques supported by recording techniques and note-taking techniques. The data in the form of 52 vocabularies in the Lampung Cikoneng language were recorded in a questionnaire table (Lauder, 2002).

#### *Research Instrument*

The research instrument was a vocabulary list table consisting of 52 limb vocabularies (Lauder, 2002). The vocabulary of body parts used as the instrument of this study includes the following eyebrows, white part of nails, shoulders, calves, lips, pubic hair, eyelashes, sideburns, chest, chin, forehead, molars, incisors, overgrown teeth, teeth that stick out, thumbs, beards, fingers, ring fingers, finger, middle finger, little finger, male genitalia, female genitalia, sweat, oesophagus, armpit, palate, arm, ankle, brain, thigh, buttock, lung, wrist, waist, hip, cheek, shoulder, rib, elbow, nape, body, shin, heel, crown, and tendon.

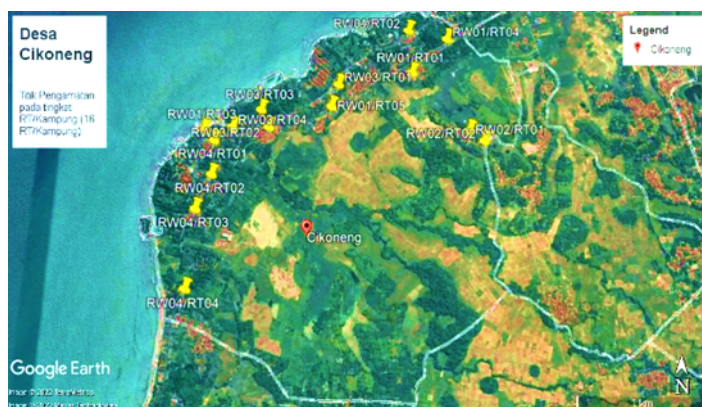
#### *Observation Area*

This research was conducted in Cikoneng Village which included 15 observation points. The observation points in this study are (1) Salatuhur Village, (2) Bojong Village, (3) Tegal Unga Village, (4) Tegal Doh Village, (5) Kampung Baru, (6) Cibarua Village, (7) ABM Plot Village, (8) Karangjetak Village, (9) Sepur Umbul Village, (10) Cikoneng Village, (11) Cinanggung Village, (12) Warung Village, (13) Batu Gempur Village, (14) Samboja Village, and (15) Mulya Ulung Village.

#### **Figure 1**

*Cikoneng Village Map based on Google Maps (2022)*





source: Google Earth

Based on the Cikoneng Village map in Figure 1, it can be seen that the Cikoneng Village area is directly adjacent to the Java Sea, and the location of residential areas is along the Anyer Highway, most of the Cikoneng Village land is rice fields and fields.

#### *Data Analysis*

Data analysis in this study used a qualitative descriptive method (Moleong, 2002). The qualitative descriptive method can be used to explain Cikoneng Lampung's language variation in the form of lexical variation. The data was analyzed using the commensurate and comparative linking techniques of all the answers from the informants in the 15 observation points. For example, answers in vocabulary from observation point 1 were compared with observation points 2-15. Vocabulary with the same lexical form will be grouped into groups of 1 etyma. Vocabulary with two different lexical forms will be grouped into the number 2 etyma group. So, the difference in etyma is seen based on lexical differences where the vocabulary forms are completely different. Then, when lexically similar and phonologically different vocabulary words are grouped into the same etyma group but still differentiated in the symbolization. Therefore, there will be a group of etymes with different number of symbols, for example, group of 1 etyma with 1 symbol which means all symbols are the same at observation points 1-15; group of 1 etyma with 2 symbols which means there are two different symbols between observation points 1-15. After all can be grouped, the next stage is the interpretation of the data based on the form of lexical and phonological variations in each vocabulary to the explanation of the causes of the differences in the forms of etyma in the vocabulary of limbs in Lampung Cikoneng. In addition, to support data interpretation, the lexical and phonological form of Lampung Cikoneng was also compared with Lampung language dialect A and dialect O from Lampung Province.

#### *Sources*

The data source of this research is the native speakers of the Lampung Cikoneng language who have lived and settled from generation to generation in Cikoneng Village, Anyer District, Banten Province. The criteria for the informants in this study were based on the NORM criteria (nonmobile, old, rural, and male) (Trudgill, 2014), but the criteria were modified according to

the needs of the research. The informants were aged around 40-60 years old. In addition, this study did not only involve male informants but also involved female informants because the existence of men and women according to Indonesian culture does not doubt the local language skills of women. The total number of informants in this study amounted to 30 informants (100%) which based on gender variables amounted to 50% male and 50% female. Informants must also have physical health (Lauder, 2002) . Physical health is related to clear articulation and voice, and not senile. Each observation point consists of one informant.

## **Result & Discussion**

### *Result*

Lampung speakers come from Lampung Province on Sumatera Island to Banten Province on Java Island. The names of the villages based on the sequence of research point numbers from number 1 to 15 in order, namely Bojong, Batu Gempur, Mulya Ulung, Warung, Cikoneng, ABM Plot, Kampung Baru, Tegal Doh, Cibaru, Tegal Ungga, Salatuhur, Samboja, Sepur Umbul, Cinanggung, and Karangjetak. Based on the results of observations, interviews, and the distribution of 52 limbs vocabularies from 15 observation points, it can be seen that Cikoneng Village does not only have one language speaker, but there are 3 language speakers, namely Lampung, Javanese, and Sundanese speakers so that language contact occurs in the Cikoneng Village. The existence of language contact causes lexical variations in the Lampung language in Cikoneng Village. The lexical variation of the Cikoneng Lampung language in this study is investigated based on the geographical location of the language and also compared with the Lampung language in its original region, namely Lampung Province.

### *Lexical Variation of Limb Terms in Lampung Cikoneng Language*

The results of observations and interviews with the community in Cikoneng Village found that from 15 observation points, there are several villages in which there are no Lampung language speakers because the majority speak Sundanese or Javanese Cikoneng, such as ABM Plot Village, Cibaru, Sepur Umbul, Cinanggung, and Karangjetak. Cikoneng Lampung speakers are found in Bojong (TP1), Batu Gempur (TP2), Mulya Ulung (TP3), Warung (TP4), Cikoneng (TP5), Kampung Baru (TP7), Tegal Doh (TP8), Tegal Ungga (TP10), Salatuhur (TP11), and Samboja (TP12). Cikoneng Lampung language is divided into 3 main forms, namely language variation with one lexical form of 13.40%, variation with one lexical form, but with a phonological differentiator of 27%, and lexical variation with 2-7 variants of lexical forms of 59.60%.

### *Cikoneng Lampung Variation with One Lexical Form*

The glosses of Lampung Cikoneng with the same lexical form between observation points are “bahu” to [bahu], “gum” to [gusi], “armpit” to [kɛlək], “mustache” to [kumis], “toothless” to [ɔmpɔŋ], “pelipis” to [pəlipsis], and “badan” to [badan]. The same lexical form in all observation points of the Lampung language usage area amounted to 7 gloss (13.4%) out of 52 glosses. The

consistency of these 7 glosses may indicate that these words are more standardized or less affected by dialectal or other language variations that cause lexical differences.

Glosses such as “shoulder”, “gum”, “armpit”, “mustache”, “toothless”, “temple”, and “body” indicate that in some aspects, there are similarities in lexical usage between regions which may reflect aspects of uniform culture, environment, and communication needs. The consistency in the use of the same terms in the gloss “shoulder”, “gum”, “armpit”, “mustache”, “toothless”, “temple”, and “body” may be due to the meaning of these terms which have vital and common functions of body parts and thus have a greater possibility of having uniform terms at various observation points. Based on the observation, only the gloss “armpit” is called [kɛlək] in Lampung Cikoneng, while the gloss “shoulder”, “gum”, “armpit”, “mustache”, “toothless”, “temple”, and “body” in Lampung Cikoneng are the same as their lexical forms in Indonesian, namely “shoulder” [bahu], “gum” [gusi], “mustache” [kumis], “toothless” [ɔmpɔŋ], “temples” [pəlipsis], and “body” [badan].

If the variation of the Cikoneng Lampung language in the form of one etymon is compared with the Lampung language in Lampung Province, namely Lampung language dialect A and dialect O, it can be seen in the following table 1.

**Table 1**  
*Comparison of One Lexical Variation with Lampung Dialect A and O*

Glosses	Cikoneng Lampung Language	A Dialect Lampung	O Dialect Lampung
Shoulder	<i>Bahu</i>	<i>Lajaŋ</i>	<i>lajaŋ</i>
Gum	<i>Gusi</i>	<i>pəsian</i>	<i>pəsian</i>
Armpits	<i>kɛlək</i>	<i>bahhanpah</i>	<i>bahhanpuh</i>
Mustache	<i>Kumis</i>	<i>komes</i>	<i>komes</i>
Toothless	<i>ɔmpɔŋ</i>	<i>xagoh</i>	<i>xaguŋ</i>
Temples	<i>pəlipsis</i>	<i>pəlipsis</i>	<i>pələpīs</i>
Body	<i>Badan</i>	<i>badan</i>	<i>dirəj</i>

Based on the comparison table between Lampung Cikoneng, Lampung dialect A, and Lampung dialect O, shows that some words have similarities between Lampung Cikoneng and both Lampung dialects (A and O), for example, the words “gum,” “mustache,” and “temple,” which have the same or very similar forms in all three varieties of Lampung. There are differences in some words, such as the word “bahu” which is the same in Cikoneng but changes to [lajaŋ] in both A and O dialects. There are phonetic variations in some words, for example, “toothless” which is changed to [xagoh] in dialect A and [xaguŋ] in dialect O, and “armpit” which is changed to [bahhanpuh] in dialect O and [bahhanpah] in dialect A. The differences between dialect A and dialect O are generally phonetic or in word endings, but still show significant similarities. Although there are variations between the three languages or dialects, in general,

there are many vocabulary similarities, with differences tending to be in pronunciation or word endings.

### *Phonological Variation*

In addition to showing the similarity of lexical form variations at all observation points in 7 glosses, the Cikoneng Lampung language also displays phonological variations in several glosses. Out of 52 glosses, 14 glosses (26.9%) display phonological variation, including the glosses of "eyebrow" to *[ales]*, *[alis]*, and *[alis]*, but in A & O dialect *[kakəniŋ]*; the glosses of "calf" to *[bātis]* and *[bātes]* but in A *[bitex]* & O dialect *[bintox]*; "lip" glosses become *[biber]* and *[bibir]* but in A *[bibix]* & O dialect *[bibex]*; 'eyelash' glosses become *[bulu mato]* same with O dialect and *[bulu mata]* same with A dialect; 'chest' glosses become *[dado]* same with O dialect and *[dada]* same with A dialect; 'chin' glosses become *[dagu]* and *[daku]* but in A & O dialect *[dagəu]*; 'beard' glosses become *[fəŋgot]* and *[fəŋgut]* but in A & O dialect *[jaŋguk]*; "thigh" glosses become *[pahə]* same with O dialect and *[paha]* same with A dialect; 'elbow' glosses become *[siko]*, *[elbow]*, *[sikut]*, *[sikut]*, and *[sikuʔ]* but in A *[cuxaŋ]* & O dialect *[sikkul]*; 'forefinger' glosses become *[təluŋfuk]*, *[tluŋfuk]*, *[pənuŋfu]* but in A & O dialect *[culuk]*; "heel" glosses become *[tumit]* and *[tuwot]* but in A *[taxa]* & O dialect *[taxo]*; 'leg' glosses become *[tuŋko]* and *[tuŋkaj]* but in A & O dialect *[tukkaj]*; 'crown' glosses become *[ubun-ubun]* but in A & O dialect, *[bunbunan]*, and *[əmbun-əmbun]* in A *[kedak]* & O dialect *[bubun]*; 'vein' glosses become *[urat]* and *[ujaʔ]* but in A *[oxak]* & O dialect *[ojak]*.

Based on 52 glosses, 14 glosses (26.9%) showed phonological variation. This indicates that about a quarter of the glosses analyzed have different pronunciation forms at various observation points. This reflects the flexibility and adaptation of the language to social, and geographical conditions, and interaction with other languages, Javanese and Sundanese Cikoneng.

Phonologically, Glos "eyebrow" which has variations of *[ales]*, *[alis]*, and *[alis]*; Glos "calf" becomes *[bātis]* and *[bātes]*; Glos "lip" becomes *[biber]* and *[lip]*; in Cikoneng Lampung language shows the existence of vowel variation in the pronunciation of the second vowel. This variation shows changes in the vowels of *[ɛ]*, *[i]*, and *[ɪ]* which can be interpreted as an indication of phonological shifts between speakers or dialect groups. The low middle vowel *[ɛ]* is used in the forms *[ales]*, *[bātes]*, and *[biber]*. The vowel *[ɛ]* is an allophone of the front high vowel. This variation can result from phonological adaptation to different linguistic environments or articulatory shifts caused by factors such as interaction with speakers of other dialects or languages. The high front vowel *[i]* used in the forms *[alis]*, *[bātis]*, and *[bibir]* in this variation is the most common form in Indonesian, so this variation may reflect a standard or more dominant national language influence. This could indicate a tendency towards uniformity among speakers or an influence from formal education. The short high front vowel *[ɪ]* in the form *[alis]* indicates variation that may be more localized or may result from the influence of a particular phonological environment. Differences in vowel sounds can also be indicative of ongoing language change. For example, the variations *[ales]* and *[alis]*, *[bātes]*, as well as *[biber]* may represent older forms or new forms in development.



Here is a phonologically in-depth analysis of the gloss "eyelashes" which has two variations: *[bulu mato]* and *[bulu mata]* in Cikoneng Lampung. Furthermore, phonologically, the glosses "eyelashes" which have the variations *[bulu mato]* and *[bulu mata]* lie in the difference in the final vowels of the forms *[mato]* and *[mata]*. The rounded middle-back vowel [o] and the low middle vowel [a] represent two different pronunciations. It also occurs in the glosses "chest" to *[dado]* and *[dada]*; glosses "leg" to *[tuŋko]* and *[tuŋkaj]*; and glosses "thigh" to *[paho]* and *[paha]*. The use of the rounded middle-back vowel [o] at the end of words reflects a phonological tendency typical of the Cikoneng Lampung region or community. The use of the low middle vowel [a] is the more common form in Indonesian and may reflect more of a widely recognized pronunciation standard. This variation could show the influence of the more dominant Indonesian or national language in formal or educational communication. It could also reflect contextual differences in language use. For example, *[bulu mato]* may be used more frequently in informal contexts or everyday interactions, whereas *[bulu mata]* may be more common in formal situations or more standardized communication.

The next phonological variation, on the gloss "chin" which has variations of *[dagu]* and *[daku]* in the Cikoneng Lampung language reveals changes and variations in medial consonants. The consonant sound [g] in *[dagu]* changes to [k] in *[daku]*. Both sounds are velar consonants, but [k] is a voiceless letup consonant, while [g] is a voiced letup consonant. The change from [g] to [k] indicates the influence of local dialect or regional variation. Voiced consonants tend to be more easily influenced by the phonological environment, and the change to voiceless consonants could be the result of an assimilation process or influence from another language.

Phonological variation in the gloss "beard" which has variations *[fɛŋgot]* and *[faŋgut]* in the Cikoneng Lampung language reveals differences in vowel usage. The main difference between *[fɛŋgot]* and *[faŋgut]* lies in the first vowel used after the voiced palatal affricate consonant [ʃ]. This variation shows the difference between the closed mid-front vowel [e] and the low front vowel [a]. The form *[fɛŋgot]* uses a closed mid-front vowel [e], which is followed by a velar nasal consonant [ŋ], a voiced velar letup consonant [g], and ends with a rounded back vowel [o]. The use of the vowel [e] could reflect phonological influences from the environment or a more formal pronunciation in certain contexts. Meanwhile, the form *[faŋgut]* uses a low front vowel [a] used after [ʃ], followed by the same consonants as in the form *[fɛŋgot]*. The vowel [a] gives a more open tone and could be indicative of a more casual or local variation in pronunciation. Differences in the first vowel could reflect articulatory variation arising from differences in the phonological environment. The vowel [e] may affect a narrower pronunciation, while [a] gives a broader and more open impression.

Phonological variation in the gloss "elbow" which has the variations *[siko]*, *[siku]*, *[sikut]*, *[sikut]*, and *[sikuʔ]* in the Cikoneng Lampung language reveals the main difference in this variation lies in the final vowel that changes as well as the addition of different final consonants. The vowel [u] can change to [o], and there is the addition of the consonant [t] or glottal stop [ʔ]. In the forms *[siku]* and *[siko]*, the rounded back vowel [u] changes to the rounded mid-back vowel [o]. This change indicates phonological variation which may be influenced by

geographical or dialectal factors. The vowel [o] gives a more open feel compared to [u]. The form [siku] using the rounded back vowel [u] is common in Indonesian. The form [sikut] has the addition of a voiceless letup consonant [t] at the end of the word signalling a change in phonological structure. The consonant [t] adds a beat or closure that is not present in the other forms. The use of this final consonant could be a phonological adaptation or dialectal variation. The form [sikuʔ], using the glottal stop [ʔ] at the end of the word shows emphasis or closure at the end of the pronunciation. This glottal stop could appear as a result of a local pronunciation habit or an indication of a stronger emphasis at the end of the word.

The gloss “forefinger” which has variations [təluŋfuk], [tluŋfuk], and [pənuŋfu] in Cikoneng Lampung shows changes and variations in word structure, particularly in syllable patterns and certain phoneme changes. The first difference between [təluŋfuk] and [tluŋfuk] lies in the reduction of the schwa vowel [ə] in the first syllable. The loss of this vowel makes the syllable shorter and faster sounding. The [pənuŋfu] variation displays more significant changes with the replacement of the initial consonant from [t] to [p] and the omission of the final syllable. These consonantal changes may indicate dialectal variation or emerging phonological adaptations in the language. The form [tluŋfuk] shows a contraction in pronunciation by combining the consonants [t] and [l] into one syllable. This is an example of consonant merging that is common in languages undergoing rapid phonological change. The change from [təluŋfuk] to [pənuŋfu] also changes the syllable pattern from three to two, suggesting further adaptation and possibly reflecting differences in colloquial or formal language use. The loss of vowels and the merging of consonants are examples of the assimilation and contraction processes that occur in language. These often occur in contexts where speed of pronunciation and efficiency are important.

The “heel” gloss which has [tumit] and [tuwot] variations in Cikoneng Lampung lies in the change of the middle and final vowels from [i] to [o], as well as the replacement of the final consonant from [t] to [w]. This form uses a more common word structure in Indonesian with a high front vowel [i] and a voiceless letup consonant [t] at the end of the word. In the form [tuwot], the high back vowel [u] is followed by a mid-vowel change from [i] to a rounded mid-back vowel [o], and the final consonant changes from a voiceless letup [t] to a semivowel [w], which results in an emphasis on the rounded sound. These changes signal a shift in articulation that may reflect local adaptation or dialectal influence.

The gloss “fontanel” which has the variations [ubun-ubun], [bunbunan], and [əmbun-əmbun] in the Cikoneng Lampung language reveals phoneme changes and variations in word structure. The form [ubun-ubun] is the standard form and is probably closest to the original or standard form of the gloss. The rounded back vowel [u] and velar nasal [ŋ] are preserved in this form, providing consistency in pronunciation. The form [bunbunan] changes from a rounded back vowel [u] to a rounded back vowel [u] and the repetition of [ŋ] at the end of the word to [nan]. The use of [b] in place of [u] at the beginning of the syllable shows a significant phonological change. The addition of [ŋ] indicates a reduplication process that may be used to strengthen meaning or conform to local phonological patterns. The form [əmbun-əmbun] shows a change from a rounded back vowel [u] to a mid vowel [ə], as well as the addition of a nasal bilabial

consonant [m] at the beginning of the syllable. The use of [ə] may reflect phonological influences from dialect or variations in broader pronunciation. The addition of [ə] and [m] gives a different phonetic feel compared to the other forms.

The “vein” gloss which has [urat] and [ujaʔ] variations in Cikoneng Lampung shows, that the [urat] form uses a rounded back vowel [u], followed by a consonant [r], a mid vowel [a], and a voiceless lupus consonant [t] at the end. In the form [ujaʔ], the consonant [r] in [urat] is changed to [j] and the final consonant [t] is replaced by the glottal stop [ʔ]. The glottal stop [ʔ] indicates a closure at the end of a word that provides emphasis or a change in the way of final pronunciation. Based on the analysis of 52 glosses, it was found that 14 glosses (26.9%) showed phonological variation, reflecting the flexibility of the language in response to social, and geographical conditions and interaction with other languages such as Javanese and Sundanese.

These phonological variations include vowel changes such as in the glosses “eyebrow” of Lampung Cikoneng becomes ([ales], [eyebrow], [alis]) and “lip” of Lampung Cikoneng becomes ([biber], [lip]), which shows a mid vowel shift; final vowel differences in Cikoneng Lampung “eyelashes” to ([bulu mato], [bulu mata]) and Cikoneng Lampung “chest” to ([dado], [dada]); as well as consonant changes such as in Cikoneng Lampung “chin” to ([dagu], [daku]) and Cikoneng Lampung “elbow” to ([siko], [elbow], [elbow], [sikuʔ]). These variations include vowel changes, consonants, and phoneme additions, signalling local phonological adaptation and dialectal influence. Changes in word structure, such as in the gloss “fontanel” of Lampung Cikoneng becomes ([ubun-ubun], [bunbunan], [əmbun-əmbun]) and “forefinger” of Lampung Cikoneng becomes ([təluŋfuk], [tluŋfuk], [pənuŋfu]), shows phonological shifts that may be caused by dialectal factors or influences from other languages, as well as phonological reduplication and assimilation processes that are reflective of language use in everyday or formal contexts.

## Discussion

This research found that Cikoneng Lampung speakers are located not only in four villages, as has been done in this research, based on 15 observation points. Therefore, the area of use of the Cikoneng Lampung language has exceeded four villages, although, among these villages, Lampung speakers live and coexist with Cikoneng Javanese and Sundanese speakers. This research was conducted by Humaeni et al. (2017). The results of a survey of language users throughout Banten Province were produced. The results of Humaeni et al. (2017) show that there are not only Javanese and Sundanese Banten speakers but also Lampung speakers in Banten Province. Although both were conducted through dialectological studies, what is different in this study from the research of Humaeni et al. (2017) is that this study explained more specifically the conditions and linguistic situation of the Cikoneng Lampung language. There are different findings, namely, the Cikoneng Lampung language is also spoken in other villages.

The existence of a positive attitude towards the Lampung language has also been explained in the results of research, which explains that a positive attitude towards the Lampung language is not only carried out by Lampung speakers but also by Javanese and Sundanese speakers

towards Cikoneng Lampung language (Syafrizal & Gunawan, 2018). Research conducted by Syafrizal & Gunawan (2018) showed that internal factors affecting the maintenance of Lampung language in Cikoneng, such as the continuity of Cikoneng Lampung language maintenance, the loyalty of Cikoneng Lampung language users, the active role of the Cikoneng young generation and educational and cultural institutions, and external factors, such as the positive attitude of Cikoneng Sundanese and Javanese young generation towards Lampung language speakers, Cikoneng Lampung community as an open society. This study proves that the Cikoneng Lampung language still survives, although based on lexical variation, there is a 69.23% similarity in its vocabulary with Indonesian (standard).

The research conducted by Liswati et al. (2014) is research with sociolinguistic studies, while this research is a dialectological study. Based on the results obtained in the research of Liswati et al. (2014) have found the existence of external and internal forms of innovation in the Lampung Cikoneng language which innovates the Banten Sundanese language. Meanwhile, in this study with dialectological studies, the results of the description of lexical and phonological variations of limb terms in the Lampung Cikoneng language can also be described in the form of a language map. The language map in this study can be seen in the form of an isogloss file map so that the visualization of the area of use of the Lampung Cikoneng language can be known more clearly.

#### *Distribution of Lexical Variation of Limb Terms*

The distribution of lexical variation of limb terms in the Cikoneng Lampung language is depicted in the form of an isogloss file map as follows. In dialectological studies, the isogloss file map as shown above is a tool to analyze dialect variation in a region. The isogloss file map shows the set of isogloss files at 15 observation points. Based on the map, it can be seen that there is a high probability of representing the area using different language variations in Cikoneng Village. Each observation point marks differences in aspects of the language such as phonology (sound) and lexical.

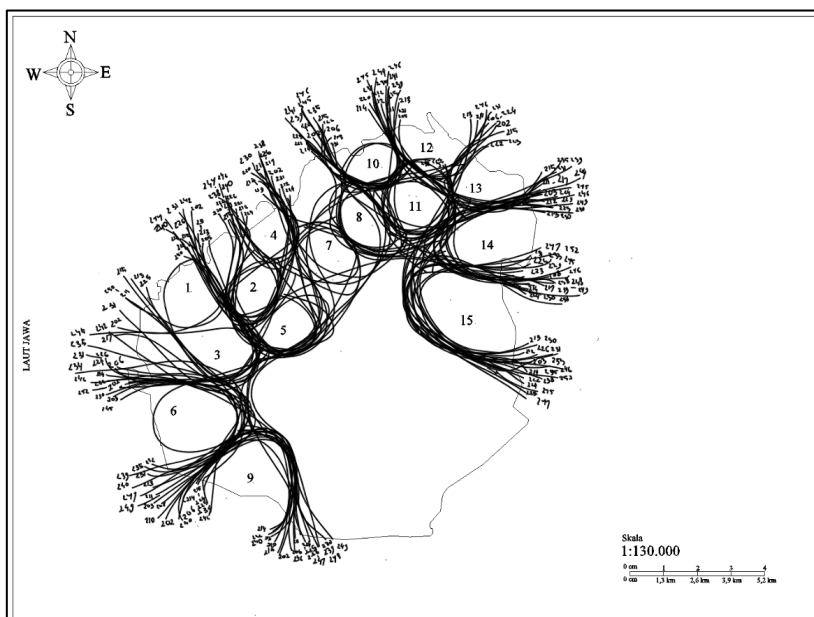
The isogloss lines shown on the isogloss file map are the boundaries of the language use areas that reveal the language phenomena that exist in Cikoneng Village. For example, on one side of the isogloss at observation point number 1 people may use a certain form of words, while on the other side, such as at observation points number 2, 3, 4, and others they use different forms. Thick bundles of isoglosses in some places indicate more significant language differences. The more isoglosses gathered in one area, the greater the dialectal differences in that region.

Areas in the centre (e.g., areas numbered 7, 8, 10, 11) have thicker isogloss bundles that show more significant differences in lexical forms than the peripheral areas (e.g., areas 6 or 9). Peripheral areas such as those bordering the Java Sea may have dialectal influences derived from interactions with different language groups or may show coastal dialectal variation of the West Coast of Banten.

#### **Figure 2**

##### *Isogloss File Map of Limb Terms*





source: author

Based on the pattern of isogloss lines seen, it can be seen that there are symptoms of a dialect continuum, i.e. areas where dialectal differences do not have clear boundaries, but change gradually. This is a common phenomenon in dialectological studies, especially in multilingual or multicultural societies. It is known that in Cikoneng Village there is a mixture of speakers between Cikoneng Lampung speakers, Javanese and Banten Sundanese. The Lampung Cikoneng community is a multilingual community that can also speak Javanese and Sundanese Banten, as well as Indonesian. For example, adjacent areas (such as areas 4 and 5) may show gradual linguistic variation, where dialects on the border of the two areas influence each other and have no clear boundaries.

The branching and spreading isogloss lines in some areas indicate that they may be transitional areas where two or more dialects meet and influence each other. This is often the case in areas where geographically or demographically different groups of people speaking different dialects meet. Overall, from a dialectological perspective, the isogloss file map shows dialects or variations of the Cikoneng Lampung language spread across Cikoneng Village, Serang Regency, Banten Province, with isogloss files as markers of linguistic difference.

## Conclusion

Based on the results of data analysis and discussion, the Lampung language in Cikoneng Village is the Lampung language that has been influenced by Sundanese and Javanese Cikoneng, Banten, especially in the use of body member terms. Based on the isogloss map showing dialectal variation in 15 observation points, three main forms of language variation were found: variation with one lexical form (13.40%), variation with one lexical form but with phonological distinction

(27%), and lexical variation with 2-7 lexical forms (59.60%). The isogloss map also reveals significant differences in phonology and lexicon in the area using observation points number 1-5 and 7, 8, and 10-13, while in the periphery of observation points number 6 and 9, 14 and 15 tend to have thicker isogloss file lines indicating differences in language use, such as Sundanese and Javanese Cikoneng. Continuous dialect phenomena occur in some areas, where language differences do not have clear boundaries, but change gradually, reflecting the multilingual society that exists in Cikoneng Village.

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### **Author Contribution Statement**

**Linda:** Conceptualization and Research Design; Data Curation and Investigation; Methodology; Project Administration; Writing - Original Draft; Writing - Review & Editing. **Sri:** Review & Editing; Validation. **Multamia:** Review & Editing; Validation. **Alie:** Writing - Review & Editing.

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# The Effect of Ability and Agility on Competitive Advantage: Its Implications on the Competitiveness of Grade XI Students of Vocational High Schools

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**Abstract:** This study aims to determine how much influence capability and agility have on competitiveness mediated by competitive advantage in students of State Vocational High School (SMK) 4 Cilegon. This study uses a descriptive causality design with quantitative methodology. The sample used is adjusted to the analysis method using the Structural Equation Model (SEM) of 190 respondents. Data collection techniques are primary data and secondary data. Data collection techniques are primary data and secondary data. Primary data is obtained through survey methods, secondary data is obtained through documentation. The analysis techniques used are descriptive statistics, inferential statistical analysis, validity and reliability tests, evaluation of reflective measurement models (outer models), evaluation of structural models (inner models), and evaluation of the goodness and suitability of the model. The results of this study indicate that the coefficient value of the Capability path to Competitiveness through Competitive Advantage is 0.144 positive value, with at statistics of  $3.299 > 1.96$  and a P Value of  $0.001 < 0.05$ , so that it proves that Competitive Advantage is able to mediate the influence of Capability on Competitiveness. The coefficient value of the Agility path to Competitiveness through Competitive Advantage is 0.190 positive value, with at statistics of  $3.801 > 1.96$  and a P Value of  $0.000 < 0.05$  so that it proves that Competitive Advantage is able to mediate the influence of Agility on Competitiveness. So, to increase competitiveness can be done through competitive advantage through agility.

**Keywords:** Capability; Agility; Competitive Advantage; Competitiveness

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## Introduction

Vocational High Schools (SMK) have an important role in preparing the younger generation



to face the challenges of globalization. Globalization has significantly changed the economic and industrial landscape. Competition is no longer limited to the local or national level, but transcends national borders. One measure of the success of vocational high schools (SMK) is the competitiveness of student graduates in entering the job market or continuing their education or school to a higher level. Competitiveness refers to the ability to win competition in a dynamic business environment. (Gyemang & Emeagwali, 2020). This puts additional pressure on vocational school graduates to have skills and knowledge that are relevant to the needs of the global labor market. Realizing the formation of such a human being requires a process that must support the growth and development of children in terms of cognitive, affective, psychomotor, and motoric. (Law of the Republic of Indonesia Number 20 of 2003, nd).

Based on records from the Central Statistics Agency (BPS), the number of Working Age Population (PUK) as of February 2024 was 214 million people or an increase of 2.41 million people from February 2023. From there, the number of the workforce was 149.38 million or an increase of 2.76 million and the non-workforce was 64.64 million or a decrease of 350 thousand people. (Revo M, 2024). Acting Head of BPS Amalia Adininggar Widyasanti said that from the workforce, not all were absorbed in the labor market, so there were 7.20 million unemployed people. But compared to last year in February 2024 the number of unemployed decreased by 0.79 million people or decreased by 9.89%.

The Open Unemployment Rate (TPT) is a measure used in the economy to show the proportion of the workforce that is unemployed and actively looking for work. By gender, the male TPT decreased quite significantly from 5.83% in February 2023 to 4.96% in February 2024. This figure is much better than the female TPT which only fell by 0.26 percentage points in the same period. The TPT by age group also shows that the unemployment rate, especially in the productive age group (25-59 years), is decreasing from 3.95% in February 2023 to 3.08% in February 2024 (Revo M, 2024).

The unemployment rate in Indonesia in the last five years has experienced significant fluctuations from 2020 to January 2024. In January 2020, the unemployment rate was at 4.94%, but increased sharply to 7.07% in July 2020, influenced by the impact of the Covid-19 pandemic which caused many businesses to close and workers to be laid off. In January 2021, this figure dropped slightly to 6.26%, and increased slightly to 6.49% in July 2021. The decline in the unemployment rate in Indonesia continued in January 2022 with an unemployment rate of 5.83%, then increased slightly to 5.86% in July 2022. In January 2023, the unemployment rate dropped again to 5.45%, and continued to decline to 5.32% in July 2023. Finally, in January 2024, the unemployment rate reached 4.82%, indicating continued economic recovery and the success of various recovery and job creation programs pursued by the government.

When viewed based on the highest education completed by the workforce, the largest number of unemployed people come from Senior High Schools (SMA) and Vocational High Schools (SMK). It is quite pathetic considering that it is the workforce that has a fairly high education. The TPT of SMK graduates is still the highest compared to graduates of other levels of education, which is 8.62% and in second place is the TPT of SMA graduates of 6.73%. Meanwhile, the lowest TPT is Elementary School Education and below, which is 2.38% (Revo M,

2024).

The Open Unemployment Rate (TPT) in Banten Province in the period 2019 to 2024, there is a significant disparity between regions. Serang Regency recorded the highest unemployment rate, reaching 15% of the total workforce in the region. Following in second place is Cilegon City with a TPT of 14%, indicating that the unemployment problem is also quite serious in this region. Pandeglang Regency and Tangerang Regency have relatively the same unemployment rate, namely 13% of the total workforce. Meanwhile, Serang City and Lebak Regency are at a slightly lower level with a TPT of 12%. On the other hand, Tangerang City recorded 11% and South Tangerang City recorded the lowest unemployment rate in Banten Province at 10% of the total workforce. This data indicates the need for comprehensive efforts to address the disparity in unemployment rates between regions in Banten, especially by increasing the competitiveness and skills of the workforce in areas with high TPT.

The Open Unemployment Rate (TPT) data in Cilegon City in the period 2019 to 2024, we can see quite significant fluctuations from year to year. In 2019, the TPT in Cilegon City was recorded at 9.68%, a figure that is still considered moderate. However, the situation began to worsen in 2020, where the TPT jumped sharply to 12.69%, most likely influenced by the impact of the COVID-19 pandemic that hit the global economy. Fortunately, the figure began to decline in 2021, although it was still quite high at 10.13%. The improvement in the situation continued in 2022 and 2023, with the TPT reaching 8.1% and 7.25% respectively. This downward trend is certainly encouraging and shows consistent efforts to overcome the unemployment problem in Cilegon City. However, the TPT figure above 7% is still quite high, so strategic steps are needed to continue to reduce this figure so that economic growth and community welfare can be maximized.

Vocational High School (SMK) is one form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP, MTs, or other equivalent forms. Schools at the level of education and type of vocational can be called SMK or Madrasah Aliyah Kejuruan (MAK), or other equivalent forms. (Law of the Republic of Indonesia Number 20 of 2003, nd). Vocational High School is one part of the national education system in Indonesia that plays a role in preparing and developing Human Resources (HR). Vocational High School graduates are expected to be able to compete in the world of work with the competencies they have. (Saviraningsih et al., 2022).

Vocational High Schools (SMK) have diverse expertise competencies and are divided into different main subjects with a curriculum designed in such a way as to adapt to the development of the times with a composition of 40% theory and 60% practice in order to prepare graduates who are ready to work and competent in their fields. Known as an industrial city, SMK graduates in Cilegon City have the advantage of various expertise programs that reflect the needs of dynamic and diverse industries such as expertise programs in Mechanical Engineering, Electrical Engineering, Chemical Engineering, Computer and Network Engineering, Culinary Arts, Fashion Design, Office Management, Merchant Ship Nautical, Merchant Ship Engineering and others. Students are intensively trained in their chosen field of expertise through a

curriculum designed to combine theory and practice, including real work experience through internships and field/industrial work practices. As a result, they not only gain technical skills but also prepare themselves to adapt to the real work environment. With these various expertise options, SMK graduates in Cilegon City are able to meet the needs of local and international workers, thus making a significant contribution to the development of industry and the regional economy.

In this context, SMKN 4 Cilegon is an interesting school to study because it has unique expertise competencies that are relevant to Indonesia's maritime potential as the largest archipelagic country in the world. SMKN 4 Cilegon offers expertise programs in Merchant Ship Nautical (NKN), Merchant Ship Engineering (TKN), Industrial Mechanical Engineering (TMI) and Office Management and Business Services (MPLB) which are in line with the needs of the maritime and logistics industry in Cilegon City. The strategic geographical location of SMKN 4 Cilegon near Merak Bakau Port and Indah Kiat Port are the main ports in Indonesia that have high maritime activity, providing benefits for students to gain practical experience and direct access to the industry. In addition, the large number of shipping companies around this area should be a great potential for graduates to be absorbed by the industry. However, the reality shows that many graduates have not been optimally absorbed.

The last three years, it shows that student absorption in the industrial world is still low, so many students have not found jobs that match their expertise. From the results of the interview with the Head of BKK at SMK Negeri 4 Cilegon City, it was obtained information that the average waiting time for SMK students after graduating to get a job is between six to twelve months, some even take up to two years to get a permanent job. One of the main factors for the large number of SMK graduates who are unemployed is because of the low competitiveness of human resources and the ongoing mismatch between the competencies of SMK graduates and the needs of industry/workplace as well as increasingly tight competition in the local job market.

The results of a tracer study from SMKN 4 Cilegon for three years, from 2021 to 2023, focusing on four categories of alumni status, namely working, entrepreneurship, continuing education, and not yet working. In 2021, there were 41 alumni who were working, which then increased significantly to 55 alumni in 2022, but decreased again to 30 alumni in 2023. The entrepreneurial category showed an increase from 24 alumni in 2021 to 32 alumni in 2022, and slightly decreased to 23 alumni in 2023. For the continuing education category, there was an increase from 10 alumni in 2021 to 19 alumni in 2022, but then decreased to 14 alumni in 2023. Meanwhile, the number of alumni who were not working in 2021 was 25 alumni, then decreased in 2022 to 19 alumni, and decreased again to 16 alumni in 2023. Overall, this graph shows fluctuations in the status of SMKN 4 Cilegon alumni over the past three years, with varying trends in each category. The increase in the number of alumni working and continuing their education in 2022 was followed by a decline in 2023, while the self-employed and unemployed categories showed a more stable trend after the initial increase.

Further research by Paradise & Kuncoro (2021) to find out whether there is a relationship between learning agility and career exploration in millennial employees. In this case, career exploration is competitiveness. Learning agility refers to a person's speed, flexibility, and ability

to learn from experience and apply that learning in new situations. While career exploration is an individual's proactive process in gathering information related to career opportunities and evaluating their interests and abilities. This study concludes that learning agility plays an important role in millennial employees' career exploration. Learning agility can help millennial employees to be more adaptive in facing changes in the dynamic work environment and evolving career demands.

From the previous explanation of the problem background, the competitiveness of graduates of state Vocational High Schools (SMK) in Cilegon City can be formulated as follows:

1. How does Capability directly influence the Competitive Advantage of students at State Vocational High School 4, Cilegon City?
2. How does Capability directly influence the Competitiveness of students at State Vocational High School 4, Cilegon City?
3. How does Agility directly influence the Competitive Advantage of students at State Vocational High School 4, Cilegon City?
4. How does Agility directly influence the Competitiveness of students at State Vocational High School 4, Cilegon City?
5. How does Competitive Advantage directly influence the Competitiveness of students at State Vocational High School 4, Cilegon City?
6. How does Capability have an indirect effect on Competitiveness with the intervening variable Competitive Advantage of students at State Vocational High School 4, Cilegon City?
7. How does Agility have an indirect effect on Competitiveness with the intervening variable of Competitive Advantage of State Vocational High School Students in Cilegon City?

### ***The Influence of Capability on Competitive Advantage***

Capabilities have a significant impact on competitive advantage (Cadden et al., 2023). Capabilities, which include the skills, knowledge, and resources possessed by an organization, play a crucial role in determining how well the organization can compete in the market. Capabilities are not just about having adequate resources, but also about how the organization manages and utilizes those resources to create unique added value that is difficult for competitors to imitate.

In line with this research (Malibari & Bajaba, 2022) explains that capabilities have a positive influence on competitive advantage. One of the main aspects of capabilities is the organization's ability to innovate. Innovation allows organizations to develop new products and services that meet evolving customer needs. Organizations with strong innovation capabilities tend to be more able to create competitive advantages because they can offer better and faster solutions than competitors. In addition, innovation capabilities also help organizations adapt to market and technological changes, keeping them relevant and competitive in the long term.

Capabilities have a significant impact on competitive advantage (Alghamdi & Agag, 2024). Strong capabilities enable organizations to develop and utilize their resources optimally, creating unique value that is difficult for competitors to imitate. Sustainable competitive advantage often comes from capabilities that are continuously developed and adapted to dynamic market needs. Therefore, investment in developing internal capabilities, such as innovation, operations, and human resources, is a crucial strategy for organizations that want to maintain their competitive position in the long term.

### ***The Influence of Agility on Competitive Advantage***

Agility has a significant impact on competitive advantage (Barros et al., 2024). Agility is the ability to adapt and respond quickly to changes and challenges. With high agility, SMK (Vocational High School) students are able to compete and adapt to rapid environmental changes, having agility is very important in the ever-evolving world of education and in the dynamic job market. Agility helps SMK students to develop competitive advantages that will set them apart from their peers. In the context of education, agility includes the ability to learn new things, adapt to the latest technology, and develop skills that are relevant to industry needs.

Mata et al., (2023) One way agility affects the competitive advantage of vocational high school students is through their ability to adapt to changing curricula and new technologies. Agile students can quickly learn and master new software, technical tools, and work methods relevant to their vocational field. For example, in the field of informatics engineering, students who are able to master the latest programming languages or popular software development platforms will have a competitive advantage when entering the workforce. Adapting quickly to these changes allows them to remain relevant and valuable to potential employers.

Overall, agility has a significant impact on the competitive advantage of vocational high school students. With the ability to adapt, develop soft skills, respond to industry changes, and commit to lifelong learning, vocational high school students can increase their competitiveness in the job market. This not only helps them get good jobs but also ensures that they can grow and succeed in their future careers. (Clauss et al., 2021).

### ***The Influence of Capability on Competitiveness***

Capabilities have a significant impact on their competitiveness in education and career. First, academic capabilities, such as abilities in mathematics, science, and language, are important foundations for academic success. Students who have strong capabilities in these areas tend to achieve better results in academic exams and assessments, opening doors to further opportunities in higher education and careers. (Din et al., 2024).

Rehman et al. (2024) explains that capability can have a positive effect on students' competitiveness, critical and analytical thinking skills are an integral part of students' capabilities that affect their competitiveness. Students who are able to construct arguments, evaluate information critically, and make decisions based on solid evidence tend to be better prepared to face intellectual challenges in the future. This ability also plays a role in preparing students to contribute effectively in various social and professional contexts.

Alshawawreh et al. (2024) explains that social-emotional capabilities such as the ability to communicate, work in teams, and manage emotions have a significant impact on student competitiveness. Students who have the ability to interact well with others, show empathy, and build positive relationships tend to be more successful in collaborative and multicultural work environments.

Buranasiri et al. (2024) explains that digital and technological capabilities are increasingly becoming a determining factor in students' competitiveness in this digital era. The ability to use technology effectively, understand basic programming principles, and adapt quickly to new technological developments allows students to compete in an increasingly digitally connected job market.

### ***The Influence of Agility on Competitiveness***

Agility or agility, has a significant influence on students' competitiveness in various aspects of education and career. First, agility in an academic context allows students to adapt quickly to changes in curriculum and teaching methods. (Kovshov et al., 2024). In the dynamic world of education, the ability to adapt to various learning approaches, such as online or hybrid learning, gives students an edge in keeping up with modern education developments. This agility helps students stay competitive and excel in an ever-evolving learning environment.

Mahrinasari et al. (2024) explains that Agility helps students develop critical thinking and problem-solving skills needed to face complex challenges. Agile students are able to think flexibly, find creative solutions, and adapt to new situations. These abilities are essential in the workplace, which often requires innovative approaches and out-of-the-box solutions. Thus, agility helps students to be better prepared for job demands and increase their competitiveness in the job market.

Cao et al. (2024) explains that agility has a significant effect on student competitiveness because in a social-emotional context, agility allows students to interact effectively with various groups of people and adapt to changing social dynamics. Students who have social agility are able to build strong relationships, work together in diverse teams, and manage conflict well. This ability is especially important in a multicultural and collaborative work environment, where the ability to adapt to various social situations increases individual competitiveness.

Based on this, it can be concluded that agility has a significant effect on competitiveness, developing agility in students is the key to increasing their competitiveness in a rapidly changing and challenging world. Education that focuses on developing agility will help students become adaptive, innovative individuals who are ready to face the future with confidence and competence.

### ***The Influence of Competitive Advantage on Competitiveness***

Competitive advantage has a significant impact on student competitiveness (Yao et al., 2024), affecting their ability to succeed in academic and professional settings. First, competitive

advantage in students often arises from superior academic ability. Students who have a deep understanding and good skills in a particular subject area tend to be more successful in academic exams and competitions. This advantage gives them access to better educational opportunities, such as scholarships and admission to top educational institutions, which in turn increases their competitiveness in pursuing their dream careers.

Kazemi & Soltani (2024) explains that competitive advantage has a positive effect on student competitiveness. Competitive advantage can also come from non-academic skills such as interpersonal skills, leadership, and time management. Students who excel at communicating, working in teams, and managing their time efficiently tend to be better able to balance multiple academic and extracurricular responsibilities. These skills not only help them in the school environment, but also make them more attractive to universities and future employers.

Abdelfattah et al. (2024) explains that competitive advantage significantly affects competitiveness. Innovation and creativity are other aspects of competitive advantage that contribute to students' competitiveness. Students who are able to think out-of-the-box and develop creative solutions to complex problems often excel in school projects and extracurricular activities. This ability not only helps them gain recognition and awards, but also equips them with skills that are highly valued in the professional world, especially in fast-growing industries such as technology and the arts.

### **Framework**

Based on the description of the problem, theoretical basis and relevant previous research, the research on Capability with exogenous variables of Capability, Agility with intervening variables of Competitive Advantage towards Competitiveness of Students of State Vocational High School (SMK) 4 Cilegon can be described with an empirical model of the framework of thought as in Figure 1 below.

Based on the empirical model of the framework of thought, the research hypothesis can be explained as follows:

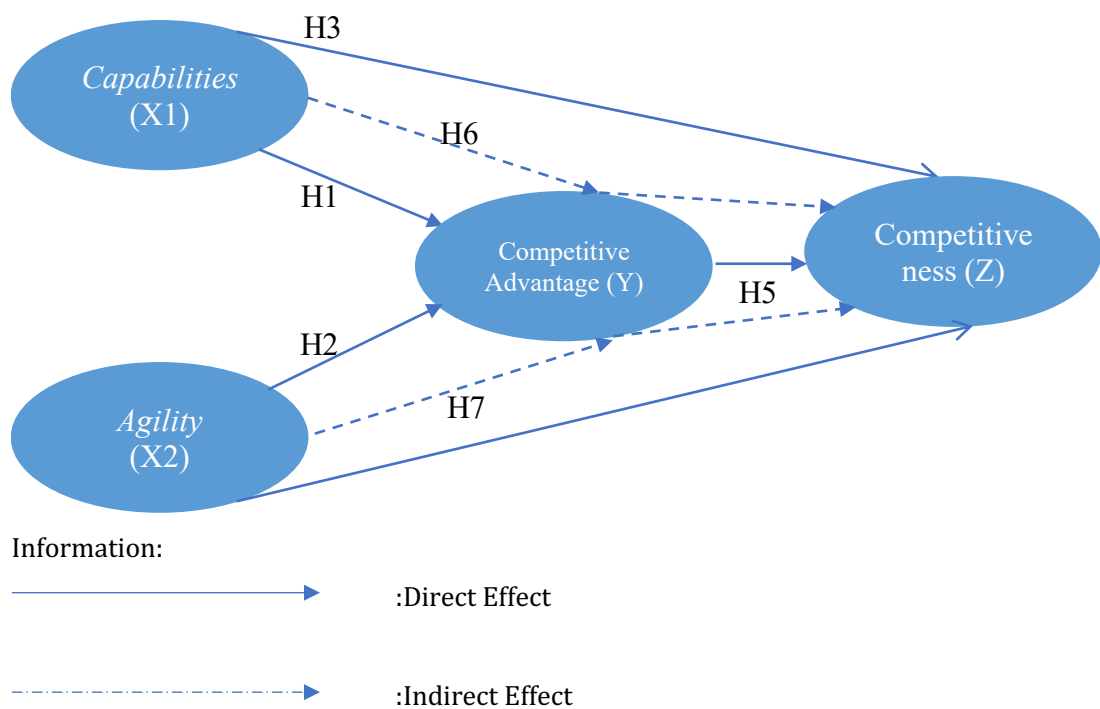
1. It is suspected that there is direct influence of Capability on Competitive Advantage of students of State Vocational High School 4, Cilegon City.
2. It is suspected that there is a direct influence of Capability on the Competitiveness of students at State Vocational School 4, Cilegon City.
3. It is suspected that there is a direct influence of Agility on the Competitive Advantage of students at State Vocational School 4, Cilegon City.
4. It is suspected that there is a direct influence of Agility on the Competitiveness of students at State Vocational School 4, Cilegon City.
5. It is suspected that there is a direct influence of Competitive Advantage on the Competitiveness of students at State Vocational School 4, Cilegon City.
6. It is suspected that there is an indirect influence of Capability on Competitiveness with the intervening variable of Competitive Advantage of students of State Vocational High



School 4, Cilegon City.

7. It is suspected that there is an indirect influence of Agility on Competitiveness with the intervening variable of Competitive Advantage of State Vocational High School students in Cilegon City.

**Figure 1**  
*Empirical Model of Thinking Framework*



## Methods

### Research Time

The research lasted for four months, starting from April 1, 2024 to July 31, 2024.

### Approach

In line with the research objectives mentioned earlier. This study uses a descriptive causality design with quantitative methodology. This study uses descriptive techniques. Descriptive research often uses data or samples obtained in their natural state without any analysis or conclusions to describe or provide an overview of the subject being studied (Diantoro et al., 2022). Based on The type of analysis of this research can be called verification research, namely research that attempts to verify the influence between one variable and another variable and to verify the exogenous variable factors that influence endogenous

variables.(Ashley et al., 2024). Variance based structural equation modeling(VB-SEM) is used as a data analysis technique through the SmartPLS program.The first test performed is the model suitability, often referred to as goodness of fit (GoF), which measures the gap between the actual values and the model's predicted values. The purpose of the GoF test is to evaluate how well the observational data fits the research model.The GoF test consists of 3 stages, namely 1) outer model analysis or measurement model; 2) inner model analysis or structural model, and; 3) significance test or hypothesis testing. In accordance with statistical assumptions, PLS is categorized as a non-parametric analysis. PLS does not require a minimum sample because it uses a variance basis with a relatively small sample range of 30-100 samples, but it would be better with more samples.(Wang et al., 2024).

### ***Population and Sample***

Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by research to be studied and then conclusions drawn (Sugiono, 2019:126). Population can also be interpreted as the totality of each element to be studied that has the same characteristics, it can be an individual from a group, an event, or something to be studied (Handayani, 2020).

The population of this study was all students of SMK 4 Cilegon, which can be seen in table 1 below:

**Table 1**  
*Research Population*

No	Class	Amount		Total
		Man	Woman	
1	X	84	61	145
2	XI	51	45	96
3	XII	84	25	109
Total		219	131	350

Source: research data processing results

A sample is a portion of a population and its characteristics. A sample is a portion of a population that is the source of data for a study, where the sample is a portion of the number of characteristics possessed by the population. The sample in this study is a portion of the population mentioned above.(Rautiainen et al., 2024).

The sample size used in this study is adjusted to the analysis method used, namely the Structural Equation Model (SEM). In determining the number of samples using the Hair method (1998) with analysis using SEM, the number of samples needed is at least five to ten times the number of dimensions. The number of indicators in this study is 38, so a minimum of 38 x 5 or 190 samples is needed with a maximum sample of 35 x 10 or 350 samples. While in testing using

this SEM model, the research sample is adjusted to the proposed criteria. With the Maximum Likelihood Estimation (MLE) technique with a good sample size range between 100-200 samples. Thus, the expected number of samples is a minimum of 100 and a maximum of 200 samples. Therefore, in this study a sample size of 190 was used. An example of how to calculate the number of samples taken from each class: Class X total population 145 students, percentage  $145/350 \times 100\% = 42\%$ . Number of samples  $42\% \times 190 = 79$  samples. The same method is used for Class XI and Class XII.

**Table 2***Research Sample*

No	Class	Amount		Total	Percentage	Sample
		Man	Woman			
1	X	84	61	145	42%	79
2	XI	51	45	96	27%	52
3	XII	84	25	109	31%	59
Total		219	131	350	100%	190

Source: research data processing results

### ***Data collection technique***

The data collection technique in this study consists of 2 data sources, namely:

1. Primary Data, is information obtained from the object being studied, or data collected directly from the source (respondent), the results of the data obtained can be in the form of interview results, survey results or questionnaire results. In this case, primary data was obtained from giving questionnaires to the research sample, namely students of SMK 4 Cilegon.
2. Secondary data, data obtained from other sources that already exist, such as from documentation data in the form of literature, including books, journals, proceedings, books, data from government institution documents, etc.(Rautiainen et al., 2024). Data from the document is not used for hypothesis testing but is used more as support and discussion material.

### ***Data Analysis Techniques***

The method used by researchers in analyzing data in this thesis uses a data analysis tool, namely PLS (Partial Least Squares). This PLS data analysis tool is used because it has many advantages, so it is not based on assumptions. The data used does not need to be multivariate normal distribution, and The number of research samples does not have to be large. By using this PLS analysis tool, researchers can determine the value of latent variables, so that the purpose of explaining the existence or absence of a relationship between latent variables is easier. This

study uses the SEM (structural equation modeling) technique, with two exogenous variables, one dependent variable intervening, and 1 endogenous variable (Ramadhanty et al., 2024).

## Results

### Convergent Validity

For testing convergent validity in this study it can be seen from the value *Average Variance Extracted (AVE)* as follows:

**Table 3**  
*Average Variance Extracted (AVE)*

Latent Variables	Average Variance Extracted(AVE)	Note
Agility(X2)	0.621	Valid
Capabilities(X1)	0.553	Valid
Competitiveness (Z)	0.623	Valid
Competitive Advantage (Y)	0.594	Valid

Source: Smart PLS Output Results (2024)

Based on the table above, the values obtained are: *Average Variance Extracted (AVE)* variable *Agility (X2)* is 0.621, *Capabilities (X1)* is 0.553, *Competitiveness (Z)* is 0.623, and *Competitive Advantage (Y)* is 0.594, the value is greater than 0.5, so it can be concluded that the AVE value above has met the criteria for good validity so that the evaluation process can be carried out in the next stage.

### Internal Consistency Reliability

For testing *Internal consistency reliability* can be seen from the value *Cronbach's Alpha*, *Rho A*, *Composite Reliability (CR)*.

**Table 4**  
*Mark Cronbach's Alpha, Rho A, Composite Reliability (CR)*

Latent Variables	Cronbach's Alpha	rho_A	Composite Reliability	Note
Agility (X2)	0.932	0.933	0.942	Reliable
Capability (X1)	0.884	0.886	0.908	Reliable
Competitiveness (Z)	0.932	0.934	0.943	Reliable
Competitive Advantage (Y)	0.924	0.925	0.936	Reliable

Source: SmartPLS Output Results (2024)

In the table above, the values obtained are: *Cronbach's Alpha*, *Rho A*, *Composite Reliability (CR)* is greater than 0.7 so it can be concluded that the value *Cronbach's Alpha*, *Rho A*, *Composite Reliability (CR)* above has met the criteria for good reliability so that the evaluation process can be carried out at the next stage.

### Discriminant Validity

Testing *Discriminant Validity of Fornel -Lacker Criterion*, *cross loadings*, *Heterotrait Monotrait Ratio (HTMT)*.

**Table 5***Fornell-Lacker Criterion*

<i>Fornell-Larcker Criterion</i>	<i>Agility(X2)</i>	<i>Capabilities(X1)</i>	<i>Competitiveness (Z)</i>	<i>Competitive Advantage (Y)</i>
Agility (X2)	<b>0.788</b>			
Capability (X1)	0.748	<b>0.744</b>		
Competitiveness (Z)	0.780	0.729	<b>0.789</b>	
Competitive Advantage (Y)	0.767	0.738	0.788	<b>0.771</b>

Source: SmartPLS Output Results (2024)

Based on the data above, the AVE root correlation value of the latent variable Agility (X2) is greater than other latent variables. For Capability (X1) the AVE root correlation value is greater than other latent variables. Then, the AVE root correlation value of the Competitiveness (Z) variable is greater than other latent variables, and Competitive Advantage (Y) the AVE root correlation value is greater than other latent variables, so it can be concluded that the Agility (X2), Capability (X1), Competitiveness (Z), Competitive Advantage (Y) variables have met the validity standards.

The indicator value of AG1 – AG10 of the latent variable Agility (X2) is greater than the indicator value of other latent variables. For Capability (X1) the indicator value of CA1 – CA8 is greater than other latent variables. Then, the indicator value of DS1 – DS10 of the Competitiveness (Z) variable is greater than other latent variables, and Competitive Advantage (Y) the indicator value of KK1 – KK10 is greater than other latent variables, so it can be concluded that the cross loadings test of the Agility (X2), Capability (X1), Competitiveness (Z), Competitive Advantage (Y) variables has met the validity standards.

**Table 6***Mark Heterotrait Monotrait Ratio (HTMT)*

<i>Fornell-Larcker Criterion</i>	<i>Agility(X2)</i>	<i>Capabilities(X1)</i>	<i>Competitiveness (Z)</i>	<i>Competitive Advantage (Y)</i>
Agility (X2)	<b>0.788</b>			
Capability (X1)	0.748	<b>0.744</b>		
Competitiveness (Z)	0.780	0.729	<b>0.789</b>	
Competitive Advantage (Y)	0.767	0.738	0.788	<b>0.771</b>

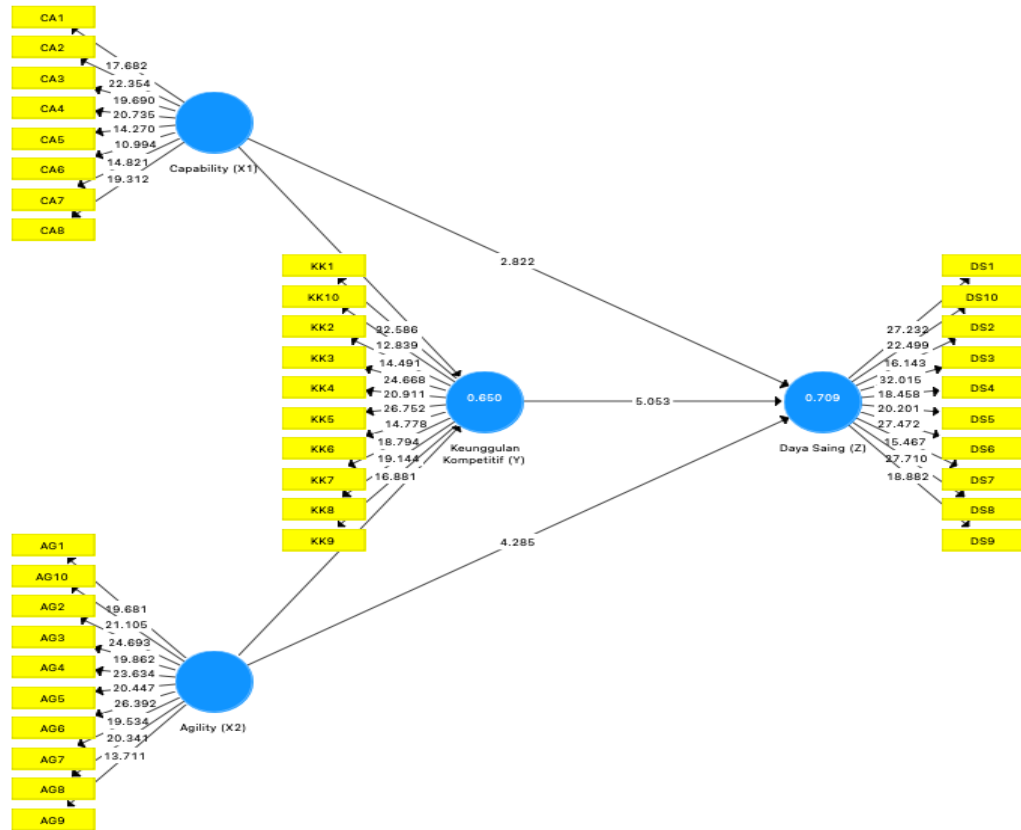
Source: SmartPLS Output Results (2024)

Based on the data above, the HTMT Capability (X1), Competitiveness (Z), Competitive Advantage (Y) values are less than 0.9. So it can be concluded that all HTMT values of the variables above have met the criteria for good validity.

## Hypothesis Testing

Figure 2

ResultsOutput Run Bootstrapping SmartPLS V.3.2.9



Source: SmartPLS Output Results (2024)

The Inner VIF data above for the variables Agility (X2), Capability (X1), and Competitive Advantage (Y) in the structural model that influences satisfaction is below 5. So it can be concluded that the Inner VIF Values do not experience multicollinearity between variables.

## Direct Effect Hypothesis Testing

Based on the table 7 below, the results of the hypothesis testing are as follows:

**H1 :The direct influence of Capability on Competitive Advantage of Students of State Vocational High School 4, Cilegon City.**

Based on the results of hypothesis testing on SmartPLS data processing which can be seen in the table above, the coefficient value of the Capability path (X1) to Competitive Advantage (Y) is 0.371 positive value, with t statistic of 4.221 > 1.96 and P Value of 0.000 < 0.05 which can be interpreted that Capability has a positive and significant effect on Competitive Advantage.

**H2: Direct influence of Capability on Competitiveness of Students of State Vocational High School 4, Cilegon City.**

Based on the results of hypothesis testing on SmartPLS data processing which can be seen in the table above, the coefficient value of the Capability path (X1) to Competitiveness (Z) is 0.186 positive value, with a t statistic of  $2,822 > 1.96$  and P Value of  $0.005 < 0.05$  which can be interpreted that Capability has a positive and significant effect on Competitiveness.

**H3: Direct influence of Agility on Competitive Advantage of students of State Vocational High School 4, Cilegon City.**

Based on the results of hypothesis testing on SmartPLS data processing which can be seen in the table above, the value of the Agility path coefficient (X2) towards Competitive Advantage (Y) is 0.490 positive value, with t statistic of  $5.194 > 1.96$  and P Value of  $0.000 < 0.05$  which can be interpreted that Agility has a positive and significant effect on Competitive Advantage.

**H4: Direct influence of Agility on the Competitiveness of students of State Vocational High School 4, Cilegon City.**

Based on the results of hypothesis testing on SmartPLS data processing which can be seen in the table above, the value of the Agility path coefficient (X2) towards Competitiveness (Z) is 0.343 positive value, with a t statistic of  $4,285 > 1.96$  and P Value of  $0.000 < 0.05$  which can be interpreted that Agility has a positive and significant effect on Competitiveness.

**Table 7**

Direct Effect Hypothesis Testing

<i>Mean, STDEV, T-Values, P-Values</i>	<i>Original Sample(O)</i>	<i>Sample Mean(M)</i>	<i>Standard Deviation(STDEV)</i>	<i>T Statistics ( O/STDEV )</i>	<i>P Values</i>	<i>Hypothesis</i>
Agility (X2) -> Competitiveness (Z)	0.343 Positive Values	0.341	0.080	4,285 >1.96	0,000 <0.05	Accepted
Agility (X2) -> Competitive Advantage (Y)	0.490 Positive Values	0.489	0.094	5,194 >1.96	0,000 <0.05	Accepted
Capability (X1) -> Competitiveness (Z)	0.186 Positive Values	0.186	0.066	2,822 >1.96	0.005 <0.05	Accepted
Capability (X1) -> Competitive Advantage (Y)	0.371 Positive Values	0.369	0.088	4,221 >1.96	0,000 <0.05	Accepted
Competitive Advantage (Y) -> Competitiveness (Z)	0.388 Positive Values	0.393	0.077	5,053 >1.96	0,000 <0.05	Accepted

Source: SmartPLS Output Results (2024)

**H5: Direct influence of Competitive Advantage on the Competitiveness of students of State Vocational High School 4, Cilegon City.**



Based on the results of hypothesis testing on SmartPLS data processing which can be seen in the table above, the path coefficient value of Competitive Advantage (Y) towards Competitiveness (Z) is 0.388 positive value, with a t statistic of 5.053 > 1.96 and P Value of 0.000 < 0.05 which can be interpreted that Competitive Advantage has a positive and significant effect on Competitiveness.

### Indirect Effect Hypothesis Testing

**Table 8**

Indirect Effect Hypothesis Testing

<i>Confidence Intervals</i>	<i>Original Sample(O)</i>	<i>Sample Mean(M)</i>	<i>2.5%</i>	<i>97.5%</i>
Capabilities(X1) -> Competitive Advantage (Y)	0.371	0.369	0.191	0.540
Competitive Advantage (Y) -> Competitiveness (Z)	0.388	0.393	0.225	0.532

Source: SmartPLS Output Results (2024)

Based on the table above, the results of the hypothesis testing are as follows:

#### **H6: Indirect influence of Capability on Competitiveness with the intervening variable of Competitive Advantage of students of State Vocational High School 4, Cilegon City.**

The path coefficient value of Capability (X1) towards Competitiveness (Z) through Competitive Advantage is 0.144 positive value, with t statistic of 3.167 > 1.96 and P Value of 0.002 < 0.05 which can be interpreted that Capability has a positive and significant effect on Competitiveness through Competitive Advantage.

#### **H7: Indirect influence of Agility on Competitiveness with the intervening variable of Competitive Advantage of State Vocational High School Students in Cilegon City.**

The path coefficient value of Agility (X2) towards Competitiveness (Z) through Competitive Advantage is 0.190 positive value, with t statistic of 3.781 > 1.96 and P Value of 0.000 < 0.05 which can be interpreted that Agility has a positive and significant effect on Competitiveness through Competitive Advantage.

### Discussion

#### **The Direct Influence of Capability on Students Competitive Advantage**

The test results show that the value beta coefficient of Capability (X1) on Competitive Advantage (Y) is 0.371, with a t statistic of 4.221. From these results, the t-statistic is obtained > 1.96 and the P Value is 0.000 < 0.05, which can be interpreted that Capability has a positive and significant effect on Competitive Advantage. This can be interpreted that Capability does have a significant positive effect on Competitive Advantage.

The findings of this study are in line with previous research conducted by Cadden et al. (2023), in the Journal of Business Research journal found that Capability has a positive influence on competitive advantage, especially in the context of the use of big data and marketing analytics in small and medium enterprises (SMEs). However, the main difference with this study is that the sample used by Cadden et al. focused on companies, while this study took samples from vocational high school students. This study adds to the existing literature by providing empirical

evidence in the context of vocational high school students in Indonesia, which has not been widely explored in previous studies.

Based on these results, researchers can conclude that The results of this study underline the importance of capability development as a key factor in strengthening the competitive advantage of students at SMK Negeri 4 Cilegon, which in turn will support them in achieving success in both education and career in the future.

#### **The direct influence of Capability on the Competitiveness of Students of State Vocational High School 4, Cilegon City.**

The test results show that the value beta coefficient of Capability (X1) on Competitiveness (Z) is 0.186, with t statistic of 2.822. From this result, t-statistic > 1.96 and P Value of 0.005 < 0.05 are obtained, which can be interpreted that Capability has a positive and significant effect on Competitiveness. This can be interpreted that Capability does have a positive effect on Competitiveness, supporting this hypothesis.

The findings of this study are in line with previous research conducted by Din et al. (2024) who found that capability individuals have a significant impact on their competitiveness in education and career. Although Din et al.'s research focuses on the manufacturing industry, these findings suggest that developing individual capabilities is essential to improving competitiveness, which is also relevant in the context of education at SMK Negeri 4 Cilegon.

This finding also adds to the existing literature and strengthens the importance of developing students' capabilities at SMK Negeri 4 Cilegon as a primary strategy to increase their competitiveness, both in the local context and in competition in the wider job market.

#### **The direct influence of Agility on the Competitive Advantage of Students of State Vocational High School 4, Cilegon City.**

The test results show that the value beta coefficient of Agility (X2) on Competitive Advantage (Y) is 0.490, with t statistic of 5.194. From this result, t-statistic > 1.96 and P Value of 0.000 < 0.05 are obtained, which can be interpreted that Agility has a positive and significant effect on Competitive Advantage. This can be interpreted that Agility does have a positive effect on Competitive Advantage, supporting this hypothesis.

These findings are in line with previous studies that also identified the importance of Agility in creating competitive advantage. For example, Barros et al. (2024) in their study of agile software development projects found that Agility significantly influenced competitive advantage through critical human-related factors. Meanwhile, Mata et al. (2023) showed that one way Agility influences the competitive advantage of vocational high school students is through the ability to adapt to changing curricula and new technologies, which are important factors in the world of education.

Researchers can conclude that with the ability to adapt and respond to change quickly, students of SMK Negeri 4 Cilegon can develop sustainable competitive advantages, better preparing individuals for challenges in the world of work and further education.

### **The direct influence of Agility on the Competitiveness of Students of State Vocational High School 4, Cilegon City.**

The test results show that the value beta coefficient Agility (X2) to Competitiveness (Z) as big as 0.343, with a t statistic of 4.285. From these results, the t-statistic is obtained  $> 1.96$  and the P Value is  $0.000 < 0.05$ , which can be interpreted that Agility has a positive and significant effect on Competitiveness. This can be interpreted that Agility does have a positive effect on Competitiveness, supporting this hypothesis.

The findings of this study are in line with previous research conducted by García et al. (2024) who concluded that the ability to learn independently and manage oneself is an important part of capability that has an impact on competitiveness. This study shows that dynamic capability, which includes the Agility aspect, plays a crucial role in competitiveness.

Thus, researchers can conclude that strengthening Agility among students of SMK Negeri 4 Cilegon can be considered as a strategic step in improving student competitiveness. School programs and policies that focus on developing Agility can provide significant benefits in student competition in the industrial world.

### **The direct influence of competitive advantage on the competitiveness of students of State Vocational High School 4, Cilegon City.**

The test results show that the value beta coefficient Competitive Advantage (Y) against Competitiveness (Z) as big as 0.388, with a t statistic of 5.053. From these results, the t-statistic is obtained  $> 1.96$  and the P Value is  $0.000 < 0.05$ , which can be interpreted that Competitive Advantage has a positive and significant effect on Competitiveness. This can be interpreted that Competitive Advantage does have a positive effect on Competitiveness, supporting this hypothesis.

The findings of this study are in line with previous research conducted by Yao et al. (2024) who found that Competitive Advantage has a significant impact on competitiveness. Although this study focuses on port competitiveness, the findings underline the importance of Competitive Advantage in enhancing competitiveness, which is also relevant to the context of education in vocational schools.

Based on this, the researcher can conclude that the results of this study indicate that there is a strengthening of the Competitive Advantage of SMK Negeri 4 Cilegon students which is a strategic step to increase Competitiveness. Therefore, the implementation of school programs and policies that focus on developing Competitive Advantage can have a positive impact on students' abilities in facing challenges in the world of work.

### **Indirect influence of Capability on Competitiveness with intervening variable Competitive Advantage of students of State Vocational High School 4, Cilegon City.**

The test results show that the value beta coefficient of Capability (X1) against Competitiveness (Z) through Competitive Advantage (Y) of 0.144, with a t statistic of 3.167. From these results, the t-statistic is obtained  $> 1.96$  and the P Value is  $0.002 < 0.05$ , which can be interpreted that Capability has a positive and significant effect on Competitiveness

through Competitive Advantage. This can be interpreted that Capability does have a positive effect on Competitiveness through Competitive Advantage, supporting this hypothesis.

Referring to the results of direct influence, it can be seen that Capability influences Competitiveness both directly and indirectly through the mediator variable, namely Competitive Advantage. This means that although Capability has a direct influence on Competitiveness, the influence is strengthened and mediated through Competitive Advantage.

#### **Indirect influence of Agility on Competitiveness with intervening variable Competitive Advantage of State Vocational High School Students in Cilegon City.**

The test results show that the value beta coefficient of Agility (X2) on Competitiveness (Z) through Competitive Advantage (Y) is 0.190, with t statistic of 3.781. From this result,  $t\text{-statistic} > 1.96$  and P Value of  $0.000 < 0.05$  are obtained, which can be interpreted that Agility has a positive and significant effect on Competitiveness through Competitive Advantage. This can be interpreted that Agility does have a positive effect on Competitiveness through Competitive Advantage, supporting this hypothesis.

Based on these results, it can be seen that Agility affects Competitiveness both directly and indirectly through the mediator variable, namely Competitive Advantage. This means that although Agility directly contributes to Competitiveness, the influence is strengthened and mediated through Competitive Advantage. This shows that Competitive Advantage plays an important role in linking Agility to Competitiveness (Yao et al., 2024).

#### **Conclusion**

Based on the results of the analysis both descriptively using descriptive analysis and inferentially using SEM-PLS on the empirical research model involving 190 students at SMK Negeri 4 Cilegon to determine whether capability, agility and competitive advantage can contribute to increasing competitiveness. Based on the research findings and discussions discussed in the previous chapter, it can be concluded that the results of the first hypothesis test show that the capability variable has an effect on competitive advantage; the results of testing the second hypothesis show that the capability variable has an effect on competitiveness; the results of testing the third hypothesis show that the agility variable has an effect on competitive advantage; the results of testing the fourth hypothesis show that the agility variable has an effect on competitiveness; the results of testing the fifth hypothesis show that the competitive advantage variable has an effect on competitiveness; the results of testing the sixth hypothesis show that the competitive advantage variable can mediate the effect of capability on competitiveness positively and significantly; and the results of testing the seventh hypothesis show that the competitive advantage variable can mediate the effect of agility on competitiveness positively and significantly.

#### **Author Contribution Statement**

**Windi:** Conceptualization and Research Design; Observation; Methodology; Writing - Original Draft; Writing - Review & Editing. **Uli:** Review & Editing; Validation. **Yolla:** Review & Editing; Validation

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## Investigating Familial Influence on Stuttering: A Descriptive Case Study in South Tangerang, Indonesia

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**Abstract:** A unique case of stuttering was found in South Tangerang, involving an entire family—both parents and their children—all exhibiting this kind of speech disorder. This study aims to investigate the nature and variation of stuttering experienced by each family member, with a focus on the structural placement of speech disfluencies, the situational conditions under which stuttering occurs, and the potential underlying causes. Employing a qualitative-descriptive research design, data were collected through interviews, direct observation, and stimulus-response techniques. The analysis was conducted through three linguistic lenses: structural (examining the linguistic form and placement of stuttering), cognitive (considering the influence of communicative context and processing load), and psycholinguistic (exploring internal and external causal factors). The findings reveal significant variation in the manifestation of stuttering among family members, with disfluencies occurring at different positions within utterances, affecting their sounds production, such as: 1). losing of several phonemes like /c/, /a/, and /m/; 2). repetitions, and 3). phonemes displacements. In addition, cognitive analysis showed that stuttering is triggered under varying communicative conditions. These findings suggest that both environmental and familial factors may play a significant role in the development and persistence of stuttering. This research contributes to the broader field of stuttering studies by offering new insight into hereditary and contextual influences on speech disorders within the Indonesian cultural and linguistic setting.

**Keywords:** phonology, sound production, speech disorder, stuttering

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## Introduction

Normally, the process of preparing words for speech production is fast and precise (Levelt et al., 1999) but in several cases, some people are often faced with various forms of language failure, each with its own characteristics. These failures can range from complex to mild, one of which is a language disorder known as stuttering. Stuttering is a speech disorder in which the flow of speech is unintentionally disrupted by repetitions and prolongations of sounds, syllables, words, or phrases, as well as unconscious pauses or blocks that result in failed sound production. This aligns with (Bailey et al., 2017) that explained stuttering as a speech condition that impairs fluency. According to (Chaer, 2009) and (Dardjowidjojo, 2005), stuttering causes speech disruptions such as abrupt pauses, repetition of the first syllable, or hesitation; yet, the speaker can only finish the phrase after overcoming these disturbances. These statements are influential as the basic foundation to this research.

Stuttering has been associated with malfunctional brain, differences in brain anatomy, or condition due to genetic causes (Perez & Stoeckle, 2016). Stuttering in some cases can also be associated with worsened quality of life in adults (Corcoran & Stewart, 1998). In communication, stuttering is one of the rhythm and fluency disorders (dysrhythmia) in speech patterns (Daulay et al., 2021). The phenomenon discussed in this research is an anomaly. Typically, stuttering only occurs in one or two individuals within a family, but this case is different because the stuttering is experienced by several individuals simultaneously. Based on this situation, the researchers assume that there must be a cause behind the occurrence of this phenomenon. Therefore, through this study, that cause will be investigated.

Stuttering, as a form of speech disorder, can be identified as the interruption of speech at certain points, causing the utterance to be disrupted or hindered (Yairi & Ambrose, 2013). This causes the listener to be unable to accept the units of speech (Stojanovik et al., 2023; Perkins, 1990). According to several experts, stuttering often improves or even disappears in adulthood due to cognitive development. However, there are also cases where stuttering does not improve or disappear, and even into adulthood, an individual may experience permanent stuttering. This is in line with the findings of researchers, who have observed a phenomenon where stuttering occurs in an adult individual, and more interestingly, stuttering appears to be present in a family consisting of the father, mother, and both of their children.

Yairi et al (1996) mentioned that there is evidence showing the link between genetics and stuttering. A study of twins, nearly 70 percent of the variance in stuttering was attributable to genetics, with the remainder attributable to environmental influences. It demonstrated that stuttering does occur within families. According to the twin study, environmental variables account for the remaining variance in stuttering, whereas genetics accounts for almost 70% of the variation. Another research conducted by (Ambrose et al., 1993) showed that there is a possible connection between genetic and stuttering.

Additionally, he pointed out that stuttering can be brought on by a variety of things, including familial stress, strict parenting, a lack of freedom to express one's thoughts, or neurological damage to the hemispheres of the brain. According to Baihaqi (2016), stuttering is a speech production failure brought on by abnormalities in the brain's Broca's region. Since stuttering is not correlated with intelligence, its severity might change throughout time, getting

better or worse. Some cases show that stuttering takes on moderate to severe form in early childhood (Ambrose et al., 1993). Some experts call this issue as a kind of speech disorder. According to Lanier (2010) and Prayascitta (2008), stuttering is a speech impairment characterised by hesitancy when pronouncing words. He goes on to explain that this hesitation occurs when the speaker temporarily lacks the ability to articulate their ideas, which results in suppressed or repeated sounds until they are temporarily unable to communicate. This condition is often accompanied by muscle spasms in the neck and diaphragm due to imperfections in the speech muscles. Once the spasms subside or are managed, the speaker can resume speaking, although the spasms may reoccur.

The neurological and psychological aspects of stuttering have received much of the attention in previous research, with little focus on the importance of environmental factors, especially in familial contexts. Furthermore, there aren't many studies conducted in Indonesia in this field. By seeing this gap, the researchers want to explain the issue in terms of Indonesia settings. However, few studies have explored how familial dynamics and home environments contribute to the manifestation and severity of stuttering. This study uniquely investigates the relationship between home environment and stuttering, focusing on the impact of family interactions on the onset and progression of stuttering.

Based on the explanation above, the researchers try to determine that the symptoms of stuttering in an individual have several criteria, and the factors causing the stuttering are varied, including psychological, cognitive, and environmental factors. Additionally, those who stutter cannot be classified based on age, gender, or environmental background. This aligns with the findings of Guitar and Peters (1980), who reported that approximately 5 % of children in the United States experience stuttering, with children typically showing signs of speech disfluency between 18 months and 3 years of age. Although it is most prevalent between the ages of three and five, mild stuttering is typically seen between the ages of 18 months and seven. In contrast, older children—especially those around the age of seven—tend to have more severe stuttering. Stuttering is a modest kind of dysphasia, according to Chaer (2003), who also discusses the severity of stuttering. People who suffer from these symptoms exhibit traits including having trouble managing their speech, repeating words, and pausing abruptly when speaking. According to Teeson et al. (2003), knowledge about stuttering has changed over time. A system based on behavioral observations was developed as a result of their contributions to this subject. Stuttering is classified by this linguistic data as a speech mechanism that involves excessive behavior, stuck postures, and repetitive movements.

Individuals exhibiting symptoms of stuttering are often confronted with a range of challenges, encompassing both social difficulties and mental health concerns. Psychological issues such as low self-esteem, anxiety, and depression frequently emerge among those affected by stuttering. These issues are largely attributed to communication barriers encountered in various social contexts, including the workplace, educational institutions, and peer environments. This study aims to classify the manifestations of stuttering among individual

family members and to provide a detailed examination of the underlying factors contributing to the widespread occurrence of stuttering symptoms within a single familial unit.

### ***Theoretical Background***

In this section, the discussion on the characteristics of stuttering includes various definitions and descriptions of the symptoms that emerge in individuals who experience stuttering. Generally, stuttering is divided into two types: developmental stuttering and neurogenic stuttering. In line with this, Dewi & Putri (2022) explains that developmental stuttering refers to stuttering symptoms that occur during the speech development stage of a child, when the child is learning to speak. In addition to stuttering resulting from the learning process, developmental stuttering is often also caused by genetic factors, which has led to research findings showing a consistent pattern of stuttering occurring within families. On the other hand, neurogenic stuttering is a form of stuttering caused by brain injury, which may result from conditions such as stroke, head trauma, or other types of brain injuries. The symptoms of these two types of stuttering differ because the damage in neurogenic stuttering is more severe, as it involves significant impairment of the brain's hemispheres.

Differentiating stuttering can be done by looking at its signs. For instance, stuttering can include significant pauses at the start of a speech, repeating sounds in syllables, or elongating sounds in words. These three characteristics are frequently seen in stutterers. One of these symptoms may be present in a person, or all three may manifest at the same time. For example, someone may stretch the sound "maaaaaaaa," then "maaaaaaa-ma-ma," and then hesitate for a long time as they find it difficult to enunciate.

Another way to classify stuttering is by when the symptoms first appear. Stuttering that starts between the ages of two and six, for instance, is frequently seen as normal and not a speech issue. According to Prins & Ingham (1983), children are still developing the linguistic abilities necessary to communicate their ideas at this age. But when a youngster enters school age, issues start to occur. Stuttering or disfluencies are thus viewed as a language disability, which can result in social problems including peer bullying and scholastic challenges. Numerous cases show that stuttering youngsters may experience a decline in confidence, which impacts their social relationships and frequently results in social disengagement. If stuttering continues into adolescence and maturity, the problem becomes more complicated. At this point, it might be difficult for stutterers to build their sense of self and identity.

According to Fahmi & Rosidin (2022), stuttering can be classified as either acquired or developmental. This is in line with other experts' opinions, which state that children under the age of five are more likely to experience developmental stuttering. On the other hand, acquired stuttering is permanent and usually affects adults or older people. It is frequently brought on by developing neurological illnesses or brain injuries like strokes. Psychological and emotional trauma or the use of specific drugs can also cause acquired stuttering.

There is differences in brain hemispheres between individuals who stutter and those who do not (Wingate, 1964) When the right hemisphere of the brain does motor programming for language units and both hemispheres process incoming information, stuttering may result. This situation shows the lack of brain's capacity to control linguistic segmentation in particular situations, such as semantic and syntactic processing (Fox & Hampton, 2008). In certain

stutterers, it might suggest the significance of language segmentation linked to motor programming. This problem could be difficult to manage and could be accompanied by other behaviours and unpleasant feelings like annoyance, humiliation, or anxiety.

### ***The factors of Stuttering***

Numerous experts have examined the elements that lead to a person developing stuttering. Each of these points of view might support the others or possibly run counter to the proposed theories. For example, some argue that cognitive development influences language development, while others contend that contextual factors impact language proficiency or that the appropriateness and intensity of stimuli determine linguistic aptitude. For instance, the time a child learns their first language has an impact on their language development, according to Ariyana (2019). Environmental elements pertaining to the child's growth is also impactful. These two elements define a child's cognitive capacity for language acquisition, whether it can be by visual, auditory, or audiovisual means.

Related to this, it can be outlined that the causes of stuttering may result from both internal and external factors. In terms of internal factors, stuttering may begin due to a genetic predisposition inherited from both parents. On the other hand, external factors can arise from dysfunctional parenting, especially when there is disharmony between the parents during the child's developmental phase.

Fahmi & Rosidin (2022) explains that speech disorders, such as stuttering, can be caused by several factors, including the conditions related to the situation during speaking, genetic factors related to the parents, external factors due to long-term use of certain medications, and nerve disorders that are related to speech ability (neurogenic). In line with this, Ingham (2003) explains that functional brain imaging research over the last 10–15 years has consistently shown that the speech of adults who stutter is associated with unusual brain activity. While findings are sometimes quite divergent. Additionally, Namasivayam & van Lieshout (2008) state that although it is widely believed to be caused by a deficit in neural processing for speech, this is influenced by linguistic and environmental factors.

Neurogenic reasons stemming from brain damage can induce stuttering. According to this study, stuttering can be distinguished from stroke patients' tendency in repeating words. The repeated words of stutterers nevertheless have significance in every syllable. This case may cause distinct kinds of disfluencies in people with neurogenic stuttering, and some characteristics are evident in all of them (Van Borsel & Taillieu, 2001).

### ***Treatments for Stuttering Symptoms***

Stuttering is something that many people with the case try to get over. This is due to the barriers in communication and the negative stereotypes associated with people who stutter. This aligns with Fidhzalidar's (Winter & Perek, 2023) view that these barriers are often worsened by the lingering negative perceptions of society towards people with stuttering. In line with that, some studies related to public awareness of stuttering was conducted by experts (Abdalla & St. Louis, 2012., Chu et al, 2022., and Ma et al, 2024). As a result, persons with stuttering disorders often lack of self-confidence and self-esteem. When someone speaks, it's

not just the speech organs and words that need to be prepared, but more than that — the person must be mentally, emotionally, and psycho-motorically ready, so that their pronunciation is fluent and accurate in word choice.

There are various methods and approaches for addressing this condition. One of the most used methods is speech therapy, specifically designed to address speech disorders like stuttering. Another approach is psychological treatment. The therapy under this method focuses on emotional maturation, helping individuals feel more comfortable when communicating. Both of these therapies have proven successful in addressing language and stuttering issues.

## Methods

### Research Design

This study employs a qualitative-descriptive research design to explore the phenomenon of stuttering. This approach enables a more comprehensive and nuanced analysis. The research seeks to address the following questions: *How is stuttering manifested among the five family members?* and *To what extent do familial and environmental factors influence this condition?*

The data were obtained through the researcher's focused observation of the speech processes occurring within the family. The observation process was reinforced by record techniques and verbal interactions conducted by the researchers. In line with this, Moleong (2017) explains that the descriptive method contains data, such as reports, that include citations to provide detailed presentation which may come from interview transcripts, field notes, photos, videotapes, personal documents, notes or memos, and other official documents. By adapting one of the data collection methods used by Manshur & Zaidatul, (2021), namely recording technique, the data in this study are valid as it aligns with the natural findings in the field.

Additionally, this study's data collection and analysis techniques involved the medical records held by each research subject. These medical records contain information related to the subjects' history of medication use or any medical treatments they have undergone. This approach is based on various theories that explain how stuttering may be influenced by multiple factors, one of which is the use of antidepressant medication.

### Research Subject

Subjects of this research are five people of a family. They are having the same condition at this time, which is stuttering. To accommodate the analysis description, we code the subjects with specific criteria: RS is the acronym of *research subject*, RS1 for the father, RS2 for the mother, RS3 for the first child, RS4 for the second child, and RS5 for the third child.

### Research Instruments

To obtain the data, the researcher conducted interviews with the five research subjects. The interview questions were prepared by referring to specific factors such as medical factors and family social interactions as can be seen in the following table:

**Table 1**  
*Research Instrument*

No.	Questions	Answers
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1.	<i>Bisakah Anda ceritakan tentang diri Anda?</i> (Can you tell us about yourself?)	...
2.	<i>Apa aktivitas Anda sehari-hari?</i> (What is your daily routine?)	...
3.	<i>Sejak kapan Anda mengalami kegagapan?</i> (Since when have you experienced stuttering?)	...
4.	<i>Apakah Anda pernah memiliki riwayat medis terkait dengan kegagapan Anda?</i> (Have you ever had a medical record related to your stuttering?)	...
5.	<i>Siapa saja yang tinggal di rumah ini?</i> (Who lives in this house?)	...
6.	<i>Seberapa sering keluarga berkomunikasi satu sama lainnya?</i> (How often does the family communicate with one another?)	...

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### ***Analysis Technique***

The data collected in this research are analysed by phonological approach to see how the phonemes of stuttering sufferers produced. After doing interview, the researchers classified the phonemes according to the anomaly occurrence in every single utterance produced by the research subjects. The anomaly of sounds found in the subjects are clustered in three categories. They are: 1). The losing of phonemes; 2). the repetition; and 3). phonemes displacement. The framework of analysis technique is adapted from Bailey, et al (2017).

### **Results**

The characteristics of stuttering observed in each research subject show similarities. Therefore, in this study, the researcher has established several categories to determine the severity of the stuttering. The first category is the location of the interruption, which can occur at the first word, middle of the sentences, or the last word within a sentence. The second category involves the stops in a syllable of words that has more than one syllable. The third category is the addition of phonemes or speech sounds during a pause when the stuttering happened. These three categories will later be correlated with the interview results regarding the causes and the onset of stuttering symptoms in each research subject. This aligns with the formulation of the research problem outlined in this study, which is related to the characteristics of stuttering and the causes of the stuttering phenomenon in an entire family. The data analysis for each research subject is as follows:

#### **The utterances from Research Subject 1 (RS1):**

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01 : *"pa..pa..pa ling bapak besok ke sini ....llagi"*

02 : *"yang kecil d..ari la...hir ikut sa...ma saya di Rempoa"*

03 : *"harganya 80 ribu, .....ni udah saya ka.....sih yang bagus"*

04 : *"....u...tup jam sembil....an kalo mau pesen dari se..se..se karang, bos"*

05 : *"bahk...annya dikasih kaca, kualitas udah bagus ini."*

From the first category, stuttering in RS1 occurs in all parts of words within the sentences. This means that stuttering happens at every phase of speech, from the beginning, middle, to the end of utterances. Based on the researcher's observations, the most frequent stuttering occurs at the beginning of words. It can be seen in data no. 01, 04, and 05. In the second category, stuttering happens in all positions of the syllables. For example, in data 01, stuttering occurs on the first syllable, such as *"pa..pa..pa.."*. The sound of the first syllable was reduplicated three times. This type of reduplication often occurs in words consisting of two syllables. In the middle of sentence, stuttering happened in word *"la..hir"*. In this case, the research subject has difficulty in placing the /h/ phoneme, which should be in the first syllable.

In the third category, there are several changes of phonemes that occur at the point of sonority, i.e., at the syllable. These changes happen when the subject experiences stuttering. For instance, the word *tutup* (close) is pronounced as *"utup"*, where the consonant /t/ is faded. This condition occurs because of RS1 is stuttering and ends up repeating the word as they attempt to pronounce it. Additionally, a phoneme change in data 05 shows the addition of the phoneme /k/ in the word *bahan* (material), turning it into *"bahkan"*. This happens when the subject reaches the second syllable and stutters, he is spontaneously adding the phoneme /k/ in the middle of the word.

As additional information, RS1 is 52 years old man. He has been experiencing stuttering for more than 15 years. Based on the interview, RS1's stuttering began due to a medication that was consumed regularly in their 30s. The medication was a specific type of antidepressant. It was only after SP1 stopped taking this medication that the stuttering symptoms began to appear. Initially, it only occurred with difficult words that had long syllable counts, but the symptoms progressively worsened. In his case, the stuttering occurred in every form, length, and position of the word.

Based on the analysis, RS1 can be classified as an individual with neurogenic stuttering. This is evidenced by the high frequency of disfluencies occurring at various word positions within a sentence—whether at the beginning, middle, or end. Furthermore, the stuttering behaviour has been exhibited repetitively and consistently for over 20 years. These findings align with the established characteristics of neurogenic stuttering, which typically emerge in individuals of mature age.

Additionally, the researchers observed that the stuttering pattern in RS1 manifests as disfluency characterized by hesitation to continue a word within a given sentence context. This hesitation leads to speech interruptions, and when attempting to resume speech, RS1 appears



to struggle with selecting the appropriate word or seems to be impeded by an internal blocking mechanism.

**The utterances from Research Subject 2 (RS2):**

- 06 : *"airnya ditambahin biar aa.aa. gak panas"*
- 07 : *"Ba.ba.ba paknya belum pulang, paling besok lagi aja kesini"*
- 08 : *"tu bo....ocah gak ada sama sekali tanggung jawabnya"*
- 09 : *" nama saya Marni. "*

From the data above, we can see that there are no big differences between RS1 and RS2. However, the stuttering in RS2 tends to occur less frequently than RS1. In the first and second categories, RS2 experiences stuttering based on word placement and syllable position. As for the third category, RS2 does not show any addition or omission of phonemes during their speech. In data 06, the stuttering occurs in the middle of the sentence, and the repetition happens at the first syllable of a two-syllable word.

An interesting phenomenon is that RS2's stuttering consists of two types: reduplicative stuttering and silent stuttering. Reduplicative stuttering is observed in data 06, while silent stuttering is seen in data 08. Based on the investigation, it is known that RS2 has been stuttering for almost 10 years.

RS2 is identified as an individual with developmental stuttering, characterized by mild disfluencies, primarily occurring at the beginning of sentences. Given RS2's age, these disfluencies align with typical patterns observed during the development of oral and reading fluency. The stuttering mainly manifests as interjections and hesitation, with minimal self-correction. RS2 often omits or substitutes problematic words. Environmental factors appear to significantly influence the frequency and intensity of the stuttering episodes.

**The utterances from Research Subject 3 (RS3):**

- 10 : *"ku....liah di Un...pam pak, ma....suk pagi."*
- 11 : *"terusan ti.....ketnya, kalo bia....sa malah mahal."*
- 12 : *"ambil ke mana pa...k, ini ka....pata u....dah selesa..i."*
- 13 : *"macet te....rus, kagak ada berhentinya."*

Based on the data, it is evident that RS3 has certain characteristics of stuttering. These characteristics are reflected in the type of stuttering that involves pausing or holding back at

specific syllables in speech. This pattern appears consistently across all the data collected from RS3. In the first category, which is based on the word placement in sentence constituent, it can be seen that the research subject experiences stuttering in all positions — at the beginning, middle, and the end of sentences.

The tendency for stuttering in RS3 is more complex compared to the two previous subjects, as seen in the greater number of words affected by stuttering. In one utterance, stuttering can occur in two to three words, as seen in data 10, which consists of seven words, three of which are stuttered. In the second category, which is based on syllable position, stuttering occurs in all parts of the word. For instance, in data 12, stuttering occurs on the first syllable of the word “*udah*”, pronounced as “*u.....dah*”. Stuttering in the middle syllable can be seen in data 14, with the pattern of holding back on the second syllable “*bia..sa*”. Meanwhile, stuttering at the final syllable is seen in data 12, with the final syllable “*..sa...i*” held back in the word *selesai*.

An interesting phenomenon in RS3's stuttering, similar to RS2, is the change in phonemes that occur during stuttering. This can be observed in data number 12, where the phrase “*ambil ke mana pa...k, ini ka...pata u...dah selesai...i*” is produced. The word “*ka...pata*” (which should be *kacamata*) shows the losing of several phonemes — /c/, /a/, and /m/ — which changes it to /p/. Based on the researcher's observation, these losing of phonemes happen due to hesitation in speaking. The research subject shortens several syllables, forming a new word. Based on the findings, RS3 has been stuttering for 8-10 years.

While speaking, RS3 shows other physical symptoms that differ from the other subjects. These include eyes blinking, a reddening face with visible tension, neck muscle twitches, and hands that cannot remain still, often clenching into fists. Based on the literature review conducted by the researcher, such symptoms are commonly found in individuals with stuttering.

Although RS3 is still in adolescence, their stuttering appears relatively severe and varied, indicating characteristics of neurogenic stuttering. Recurrent secondary behaviors further support this classification, with the possibility of a more specific categorization as psychogenic stuttering. This type is often accompanied by physical movements during stuttering episodes.

#### ***The utterances from Research Subject 4 (RS4):***

15 : “*Mah, bu, nya su.. su.. sah amat dipanggil*”

16 : “*... nanti pu ... pu... pu lang sekolah aja, jamal nama anaknya*”

17 : “*kemarin kan udah, bapak do... do... sen Unpam*”?

18 : “*orang gak ada siapa-siapa, pa... pa... da pergi semua*”

Based on the data above, it can be seen that the stuttering occurred in RS4 has reduplication pattern. This repetition occurs on several syllables, repeating one, two, or even three times. The repetition pattern or reduplicative stutter is similar to the data from RS2, which is the mother.

In comparison to the other study participants, RS4 exhibits the least severe stuttering, according to the researcher's findings. Stuttering typically happens in one or two words in a

single utterance, whether it be basic or complex. All of the data, from data 15 to data 18, make this clear. RS4 spoke clearly and even showed that he could control his behavior when he was about to stutter throughout the interview. It's crucial to remember that RS4 has stuttering for the last seven years. When RS4 went back to live with his parents and siblings after attending school for a year or two, the stutter reappeared. At the moment, RS4 is a sophomore in high school. This indicates that the stuttering experienced by RS4 could be influenced by his home environment.

***The utterances from Research Subject 5 (RS5):***

19 : *"nama saya Cipto. Usia saya sebelas ta.. hun"*

20 : *"belakangan ini aja gagapnya, dulu waktu ke..cil enggak"*

21 : *"nanti sama bapak dianter, pulanginya sama temen banyakan, sa..ya baru bisa pulang kalo enggak nanti bapak marah"*

22 : *"... SMP sekolahnya, mundar-mandir gak jelas tiap hari, ma... na sekolahnya jauh."*

Based on the data, it is obvious that RS5 has onset stuttering, evidenced by the slightly shorter stuttering symptoms that occur in each words. The symptoms of RS4 and RS5 stuttering patterns are nearly identical. The component that makes the difference is the syllabic pause. Following examination, it may be shown that stuttering symptoms only appear in words with two syllables, with the stutter in the first syllable.

Additionally, RS5 exhibits a physical indication of facial reddening when exposed to a term that promotes stuttering. This keeps happening over and over. According to the findings of the interview, the participant is unable to provide a detailed recollection of the onset of stuttering symptoms.

RS5 is identified as experiencing developmental stuttering, characterized by non-permanent disfluencies that can be significantly reduced with careful and focused speech. The stuttering primarily manifests as sound prolongation in the middle of sentences without abrupt interruptions. Given RS5's very young age, appropriate evaluation and intervention are crucial. Despite the stuttering, RS5 demonstrates advanced language comprehension and cognitive skills likely relative to their age.

**Conclusion**

In conclusion, the study reveals that each participant demonstrates a unique manifestation of stuttering, shaped by three key factors: the lexical positioning of the disfluency, the syllabic location within the utterance, and the occurrence of phonemic alterations during speech

disruptions. The findings reveal significant variation in the manifestation of stuttering among family members, with disfluencies occurring at different positions within utterances, affecting their sounds production, such as: 1) losing of several phonemes like /c/, /a/, and /m/; 2) repetitions, and 3) phonemes displacements. Moreover, according to environmental observations and supported by medical documentation, it suggests that these speech patterns are most likely influenced by familial environmental conditions and the pharmacological effects of prescribed medications.

These findings contribute to the growing knowledge on the multifactorial nature of stuttering by emphasizing the complex interaction between linguistic structure, individual neurophysiological responses, and external environmental factors. This nuanced understanding may inform more personalized approaches to diagnosis and therapy, particularly in cases where stuttering presents heterogeneously within a single family unit. Future research is recommended to explore the longitudinal development of stuttering in similar familial contexts, as well as to investigate the specific neurocognitive and sociolinguistical aspects that may underpin such variability in stuttering patterns. Additionally, cross-cultural and multilingual studies could further elucidate the extent to which these influencing factors are universal or language-specific

### **Author Contribution Statement**

**Rai:** Conceptualization and Research Design; Data Curation and Investigation; Writing - Original Draft; Editing. **Keni:** Methodology; Writing - Review & Editing; Validation. **Yefa:** Formal Analysis; Writing - Review & Editing.

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## Implementation of the Electronic Information and Transactions Law in Encouraging Responsible and Intelligent Use of Social Media Among Senior High School Students in Palangka Raya

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**Abstract:** This study aims to analyse the level of awareness and application of the Electronic Information and Transactions Law (commonly referred to as the ITE Law) and digital ethics among senior high school students. Employing a qualitative approach with a descriptive research design, the study seeks to gain a comprehensive understanding of how the ITE Law is implemented and how ethical awareness is fostered in students' use of social media. This methodological approach was selected to obtain a holistic and in-depth portrayal of students' attitudes, comprehension, and behaviours concerning social media regulations and digital conduct. The research subjects consist of students and teachers from a senior high school in Palangka Raya, while the object of the study is the application of the ITE Law within the context of cultivating responsible digital behaviour in the school environment. Data collection techniques included in-depth interviews with selected teachers and students, observations of student activities both inside and outside the classroom, and document analysis of relevant materials such as school regulations and socialisation resources related to the ITE Law, particularly those used during school orientation programmes (Introduction to School Environment Program) and guidance counselling sessions. The research instruments comprised interview protocols, observation sheets, and documentation checklists. The data were analysed qualitatively using the interactive model proposed by Miles and Huberman, which encompasses three key stages: data reduction, data display, and conclusion drawing and verification. Through this analytical process, the researcher sought to identify patterns, themes, and meanings within the collected data, which were subsequently presented in the form of descriptive narratives. This approach enabled an exploration of the complex and context-specific social realities surrounding students' legal awareness and ethical considerations in the use of social media.

**Keywords:** high school students' understanding, social media usage ethics, UU ITE

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## Introduction

The rapid advancement of information and communication technology (ICT), particularly the internet, has fundamentally transformed how individuals interact, communicate, and access information. One of the most transformative digital innovations is the emergence of social media, which has become an inseparable part of daily life, especially for younger generations. Social media not only functions as a tool for interpersonal communication but has also evolved into a dynamic virtual public sphere, where self-expression, idea exchange, and public opinion formation take place at a global and accelerated pace. Its interactive and participatory nature allows users, particularly adolescents and students, to engage in global discourse and civic participation within an increasingly complex digital environment.

However, this growing reliance on social media also presents serious challenges, particularly in the realms of ethics and law. A low level of digital literacy, especially among students, has contributed to various forms of misuse in digital spaces. The spread of hoaxes, hate speech, cyberbullying, and inappropriate or harmful content, such as pornography - reflects a lack of understanding of ethical and legal boundaries in online interactions. These behaviors demonstrate not only insufficient digital competencies but also a worrying disconnect between students' online behavior and the ethical and legal standards that should govern their conduct.

To address these challenges, the Indonesian government enacted Law No. 11 of 2008 on Electronic Information and Transactions (ITE Law), later amended by Law No. 19 of 2016. This law provides a comprehensive legal framework aimed at ensuring the safe, fair, and responsible use of digital technologies. It encompasses a wide range of issues, including data protection, privacy, defamation, and cybercrime prevention. Despite its significance, the effectiveness of the ITE Law in shaping student behavior remains limited, primarily due to the lack of awareness among students about its content and implications - let alone the internalization of its values in their daily digital practices.

Scholars and educators have voiced concerns about students' readiness to engage ethically in digital environments. Lewis (2010) argues that while social media provides users the freedom to communicate openly, this freedom must be accompanied by social responsibility. Suseno, as cited in Maulinda & Suyatno (2016), highlights the importance of communication ethics in fostering respectful social interaction in digital settings. Bertens (2013) links ethics with morality, particularly in the context of conflicting opinions that frequently arise on social media. Similarly, Haryatmoko (2007) emphasizes the need to balance the right to self-expression with the responsibility to avoid harming others. James (2009) further suggests that digital ethics education for youth should be grounded in core values such as respect, responsibility, and integrity - values that many students have yet to fully embrace.

Field observations in a public senior high school in Palangka Raya indicate that students still



exhibit limited awareness of digital ethics and the legal consequences of their actions online. A notable case involved the circulation of private student videos via social media, which constituted a serious violation of both ethical norms and the legal provisions outlined in the ITE Law. This incident underscores the urgent need to enhance digital literacy and deepen students' understanding of the legal and ethical principles that should govern their behavior on social media.

Despite the growing urgency of this issue, academic research examining the implementation of the ITE Law in school settings - and its impact on students' ethical conduct in digital spaces - remains limited. This gap presents a strategic opportunity for empirical investigation, especially given the increasing role of schools in shaping students' digital citizenship and civic awareness. Accordingly, this study, titled "Implementation of the Electronic Information and Transactions Law in Encouraging Responsible and Intelligent Use of Social Media Among Senior High School Students in Palangka Raya," aims to assess students' understanding of the ITE Law and evaluate how ethical values are manifested in their digital behavior. The findings are expected to inform the development of more effective educational policies on digital and legal literacy, thereby reinforcing the role of schools in fostering a generation that is not only digitally skilled but also ethically grounded and legally responsible in their use of social media.

## Methods

This study employs a qualitative research approach with a descriptive design to gain an in-depth and comprehensive understanding of the implementation of the Electronic Information and Transactions Law (ITE Law) and students' ethical awareness in the use of social media. A qualitative approach is deemed suitable as it enables the researcher to explore social phenomena within their natural settings, revealing the meanings behind students' behaviors, perceptions, and understanding of legal norms and digital ethics. Rather than focusing on quantifying behaviors, this approach emphasizes the interpretation of experiences, social interactions, and institutional practices within the educational context.

The research subjects consist of students and teachers from a public senior high school in Palangka Raya, selected through purposive sampling based on their involvement in digital literacy and character education programs. The object of this study centers on how the ITE Law is integrated and applied within the school environment, particularly in relation to efforts aimed at fostering ethical, responsible, and intelligent use of social media among students.

Data collection techniques employed in this study include:

1. In-depth interviews with teachers and students to explore their understanding, experiences, and perspectives regarding the ITE Law and digital ethics;
2. Participant observation of student activities inside and outside the classroom, including during digital literacy sessions, school orientation programmes, and character education lessons;

3. Document analysis of school policies, materials school orientation programmes, ITE Law dissemination content, and counselling session records relevant to digital behaviour and ethical guidance.

The research instruments were carefully designed to ensure consistency and depth in the data-gathering process. These instruments include semi-structured interview guides tailored to students and educators, observation sheets for behavioural mapping, and documentation checklists for analysing written materials related to the implementation of digital policies and laws.

Data analysis was conducted using the interactive model developed by Miles and Huberman (1994), which includes three interrelated components:

1. Data reduction, where irrelevant data are filtered, and meaningful patterns are identified;
2. Data display, which involves organising the data into visual or narrative forms to facilitate interpretation;
3. Conclusion drawing and verification, where insights are derived from the data, compared, and validated across multiple sources (triangulation).

This analytic process was iterative and dynamic, enabling the researcher to refine themes, explore emerging categories, and validate interpretations based on empirical findings. Triangulation of sources and methods was applied to enhance the credibility and trustworthiness of the findings. Additionally, reflective field notes and memoing were employed to capture the researcher's analytical thinking and ensure transparency in the interpretation process.

By adopting this qualitative framework, the study seeks not only to document the level of students' awareness regarding the ITE Law but also to interpret the contextual factors such as school culture, teacher guidance, and peer influence that shape their ethical practices in digital spaces. This approach provides nuanced insights into how legal and ethical digital competencies are internalised in the everyday lives of students, thereby contributing to the development of more integrative and effective digital citizenship education.

## Results

### A. Implementation of the Electronic Information and Transactions Law (ITE Law)

Findings from interviews, observations, and document analysis show that the implementation of Law No. 11 of 2008 concerning Electronic Information and Transactions (ITE Law) in a senior high school in Palangka Raya has been conducted through several socialization efforts. However, students' understanding of the ITE Law remains limited, with ongoing digital violations indicating a gap between the information provided and students' actual behavior on social media.

A summary of the key findings is presented below:

Aspect	Findings
Legal Awareness of ITE	Most students reported having heard of the ITE Law; however, their comprehension of its provisions and the specific offences it regulates is still minimal. Many students are unfamiliar with key articles of the law, such as those concerning defamation, hate speech, and the distribution of illegal content. This limited understanding often leads to unintentional violations, as students do not fully grasp the legal consequences of their online actions. Furthermore, the complexity of the law and insufficient educational emphasis contribute to gaps in knowledge, underscoring the need for more targeted and accessible legal literacy programs within the school curriculum.
Socialisation Efforts	The school conducted dissemination activities during the School Orientation Programme and counselling sessions, including inviting law enforcement officers to educate students about the risks of inappropriate social media use. In addition to these efforts, the school also organised workshops and interactive discussions to engage students more actively in understanding the importance of responsible digital behaviour. Teachers incorporated digital ethics topics into their lesson plans to reinforce the message throughout the academic year. Despite these initiatives, the effectiveness of the socialisation programmes was hindered by limited student participation and varying levels of interest, indicating a need for more innovative and relatable approaches to raise awareness effectively among adolescents.
Observed Violations	Several cases of misconduct were identified, including the circulation of private videos, incidents of cyberbullying, and the sharing of inappropriate content via social media.
Preventive Measures	The school has incorporated digital ethics into its code of conduct and reinforces these principles through routine reminders delivered by teachers and during school events.
Student Attitudes	Although some students have demonstrated an awareness of responsible digital behaviour, others continue to engage in risky activities, such as disseminating harmful content without considering the consequences.

### B. Ethical Awareness and Communication Ethics

Students' behavior on social media reflects varied understanding of moral values and legal norms. Many students perceive social media as a private space rather than a public forum with social responsibilities. Field data indicates ethical violations such as sarcasm, offensive language, and misinformation sharing. Several cases were noted, including students anonymously mocking teachers or peers using fake accounts.

Interviews revealed that students from less supervised or lower-education family backgrounds showed more impulsive online behavior. Cultural values emphasizing respect and harmony, though central to Indonesian society, are not fully internalized in students' digital conduct. Furthermore, most ITE Law education remains theoretical and disconnected from students' real-life experiences, reducing its effectiveness.

### C. Challenges to Legal Awareness

Five major challenges were identified:

1. Knowledge-Behavior Gap – Students are aware of rules but often fail to apply them.
2. Lack of Parental Involvement – Minimal digital supervision from families.
3. Insufficient Curriculum Integration – Legal topics are only briefly discussed in orientation sessions.
4. Peer Influence – Students avoid reporting violations due to social pressure.
5. Implementation Weakness – Efforts are fragmented and lack consistent reinforcement.

## Discussion

The results highlight that while schools have made some effort to implement digital literacy and legal awareness programs, these efforts remain fragmented and insufficiently embedded in the curriculum. Most students lack a comprehensive understanding of the ITE Law, which leads to recurring violations. This aligns with findings by Sudibyo (2022) and Tani & Mediatati (2020), who emphasize the inconsistency of digital literacy education and underdeveloped legal awareness among adolescents. Overall, the study indicates that while schools have made efforts to promote digital legal awareness, the results are far from optimal. Many students still perceive social media as a space free from clear rules, leading to frequent instances of inappropriate behaviour. Educational efforts need to be strengthened not only within schools but also at home and in the broader community. A more comprehensive and collaborative approach involving educators, parents, legal authorities, and professionals is required to develop strong legal and ethical digital awareness among students.

Student behaviour on social media reflects their level of understanding regarding moral values, legal norms, and applicable communication ethics in the digital era. Based on field observations and interview data, it was found that most students perceive social media narrowly as a private space for self-expression, rather than as a public forum that demands social and legal responsibility. This perception introduces various risks, ranging from privacy violations to the spread of hate speech. In this regard, communication ethics serves as a critical foundation that must be emphasized. As explained by Haryatmoko (2007), ethical communication considers the rights of others, prioritizes honesty, and avoids manipulation or symbolic violence. In digital spaces, this includes the way students write comments, share information, and interact with other users. In reality, however, many students engage in unethical behaviours such as sarcastic remarks, use of offensive language, and dissemination of unverified information. According to Sari and Utomo (2020), approximately 63% of Indonesian students have shared unverified information, and 47% admitted to posting negative or offensive comments on social media. These statistics indicate a low level of ethical and legal literacy both of which are essential in cultivating a healthy digital culture. Several real-life incidents reflect this lack of ethical awareness in a high school in Palangka Raya. In addition to the unauthorized sharing of private videos, there have been cases where students created fake social media accounts to mock teachers or peers anonymously. These actions not only damage interpersonal relationships within the school environment but may also be classified as cyberbullying, which carries legal implications under Article 45B of the ITE Law regarding defamation or violation of personal dignity.

Furthermore, the findings suggest that social environmental factors strongly influence students' digital behaviour. Interviews with counselling teachers revealed that students from families with low educational backgrounds or minimal digital supervision tend to be more unrestricted and impulsive in their online activity. This aligns with Bronfenbrenner's ecological systems theory, which posits that individual behaviour is influenced by environmental systems—including family, school, and digital communities. Moreover, the role of cultural and religious values in shaping students' ethical awareness cannot be overlooked. In Indonesian society, which upholds collectivist values and norms of politeness, social media should ideally serve as a tool to strengthen social ties - not a platform to spread hate or defame others. However, these cultural values are often not internalized in students' digital practices due to a lack of contextualized approaches in digital ethics education. Unfortunately, most ITE Law socialization materials used in schools remain theoretical and normative, without employing contextual strategies that connect legal knowledge to students' lived digital experiences. As a result, students fail to see the direct relevance between legal education and their everyday interactions online. Kartikawangi (2022) argues that legal education in the digital age must be participatory, case-based, and encourage moral reflection - not limited to rote learning of legal articles. From a pedagogical perspective, schools should integrate digital ethics across multiple subjects - not just during orientation programmes or Civics Education. This integration is crucial

in developing students' critical thinking, moral reasoning, and empathy for others in online interactions.

Several recommended strategies to enhance students' ethical awareness include:

1. Digital legal case simulations: engaging students in analyzing real-life cases such as hoaxes, defamation, or online harassment. This method aims to provide practical understanding of the legal and ethical consequences of violating digital regulations.
2. Application of restorative justice in schools: introducing justice mechanisms that are educational and aimed at restoring social harmony rather than solely punishing offenders. This approach helps students understand the importance of responsibility and constructive correction of mistakes.
3. Collaboration with religious and cultural leaders: working together with local religious and cultural figures to reinforce digital ethical values rooted in local wisdom. This approach integrates social and cultural norms in shaping students' digital character, making it more relevant and widely accepted.

These strategies are expected to foster deeper and sustainable ethical awareness among students in using social media and digital technology responsibly. Equally important is the need for digital literacy training for teachers so that they can serve as role models in ethical digital communication. As stated by UNESCO (2021), educators are key agents in cultivating a responsible and inclusive digital culture.

Several challenges have been identified that hinder the development of legal awareness among students concerning social media use and the implementation of the Electronic Information and Transactions Law (ITE Law):

1. Discrepancy Between Students' Knowledge and Behavior

Although the school has conducted socialization regarding the ITE Law and social media ethics, most students still struggle to apply this knowledge in their daily digital activities. Interview results revealed that students are aware of basic rules, such as the prohibition against distributing private content without permission, but they do not fully realize the legal consequences that may arise from such violations. For example, the case involving the circulation of private videos within the school illustrates behaviors that contradict both legal and ethical standards, despite students having been informed about these regulations.

2. Insufficient Parental Involvement in Digital Supervision

Students generally admit that parental supervision and guidance regarding social media use remain suboptimal. Many parents do not fully understand the legal and ethical risks associated with social media, leading to inadequate oversight. This situation causes students to tend to neglect ethical boundaries when interacting online due to a lack of guidance from their family environment.

3. Suboptimal Integration of Digital Legal Education

The socialization of the ITE Law at a high school in Palangka Raya is still incidental and not well-integrated into the regular learning curriculum. Socialization activities mostly take place at the beginning of the academic year or during school orientation (MPLS), resulting in insufficient reinforcement of students' legal knowledge over time. Additionally, some teachers lack the specialized competence needed to effectively teach legal and digital ethics aspects to students.

#### 4. Social and Cultural Influences within the School on Legal Awareness

In the social and cultural context of a high school in Palangka Raya, peer group norms significantly shape student behavior. Some students admit reluctance to report or reprimand friends who commit ethical violations on social media for fear of being perceived as troublemakers or ostracized. This condition creates an environment where minor violations may be tolerated and potentially escalate into more serious issues.

#### 5. Implications for Education Development and Law Enforcement in Schools

The study's findings confirm that the existing socialization efforts on the ITE Law are insufficient to build profound legal awareness among students. A more holistic approach is necessary, such as incorporating legal and digital ethics material regularly into the curriculum and strengthening extracurricular activities that promote digital responsibility. Furthermore, active involvement from parents and the broader community is essential for comprehensive cultivation of responsible digital behavior.

Collaboration among schools, parents, and law enforcement agencies must be enhanced to provide accurate information, effective supervision, and consistent enforcement of regulations. Teacher training programs are also crucial to improve their ability to deliver ITE Law material and social media ethics in an engaging and understandable manner for students. In this way, the school can become a supportive environment for fostering a digitally literate, legally aware, and ethically responsible younger generation in social media use.

## Conclusion

This study reveals that the implementation of the Electronic Information and Transactions Law (ITE Law) at a high school in Palangka Raya has primarily been carried out through socialisation efforts, such as the School Orientation Programme and counselling sessions. However, students' understanding of the substantive content and legal consequences of the ITE Law remains limited. This is evident from the continued occurrence of violations such as the distribution of private videos, hate speech, and cyberbullying, indicating a clear disconnect between students' legal knowledge and their actual online behaviour. From an ethical perspective, many students exercise their freedom of expression without a sufficient sense of responsibility, reflecting low awareness of digital communication ethics. Although the school has taken preventive measures by incorporating digital ethics into school rules and providing regular reminders, these efforts have not yet yielded optimal results. Additionally, the limited involvement of parents in supervising their children's online activities further hampers the development of students' legal awareness and accountability in the digital environment. Based

on these findings, it is recommended that schools strengthen the integration of legal education and digital ethics into the curriculum through case-based learning and interactive discussions. Collaboration with law enforcement agencies, psychologists, and community leaders should also be expanded to deepen students' understanding of the legal and social consequences of their online behaviour. Parental involvement should be improved through initiatives such as digital parenting seminars or training programs designed to equip parents with the knowledge and skills necessary to guide their children responsibly in navigating the digital world. For future research, an in-depth investigation into the influence of culture, religion, and local values on students' legal awareness in the digital context is recommended. Comparative studies across different schools or regions would also provide broader, more contextualised insights and contribute to the development of more targeted and effective educational interventions.

### **Author Contribution Statement**

**Valentino:** Conceptualization and Research Design; Observation; Writing - Original Draft; Editing. **Firman:** Review & Editing; Validation. **Benget:** Review & Editing.

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## Needs Analysis of Content-Differentiated Digital Teaching Materials in Learning Negotiation Text Writing

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**Abstract:** This study explores the necessity for content-differentiated digital teaching materials in the context of learning to write negotiation texts. The research focuses on conducting a comprehensive needs analysis that considers the demands of the independent curriculum, reviews of prior research literature, classroom learning dynamics, and the specific needs of teachers and students. Employing a qualitative methodological framework, this study integrates quantitative methods as a supplementary approach to analyze data gathered through questionnaires targeting teachers and students. The findings highlight that, based on an in-depth needs analysis encompassing curriculum requirements, prior research, direct classroom observations, and insights from teacher and student perspectives, developing content-differentiated digital teaching materials emerges as a critical necessity. These teaching materials are pivotal for enhancing inclusivity and addressing diverse learning styles and abilities, thereby aligning with contemporary educational priorities. The study underscores the urgency of integrating differentiated digital resources into teaching negotiation text writing to foster more effective and personalized learning experiences

**Keywords:** content differentiation, digital teaching materials, negotiation texts

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## Introduction

The development of digital technology in education provides an excellent opportunity to create more effective and inclusive learning experiences. One innovative approach that can take advantage of these advances is the development of digital teaching materials, especially in Indonesian language learning (Sawitri et al., 2021). However, the facts on the ground show that the available digital teaching materials still need to be improved in quantity and quality. Digital teaching materials often only cover superficial and temporary material, so they cannot meet in-depth learning needs. In the rapidly growing digital era, the need for digital teaching materials focusing on writing negotiation texts is increasingly becoming a primary concern in education. However, the facts on the ground show that digital teaching materials currently have several challenges that must be overcome (Christin et al., 2021). First, they are limited in number, often covering only simple and temporary materials. Secondly, the available digital teaching materials need to be improved in terms of content differentiation, making them less able to accommodate students' diverse needs and learning styles (Kromidha et al., 2021). Technology has opened up tremendous opportunities to create interactive and flexible digital teaching materials (Darmayanti et al., 2022). However, in reality, there are still many obstacles in its development, especially in accommodating the diverse needs of students. One of the materials that require special attention is writing negotiation texts, which demands language mastery and critical thinking, as well as analytical and persuasive communication skills (Rahmawati & Latifah, 2020).

In order to overcome these problems, this research wants to find out more deeply about the need for content-differentiated digital teaching materials in learning to write negotiation texts. This is important because teaching materials that suit the needs and characteristics of students can increase the effectiveness of learning (Muslim & Sumarni, 2023). In addition, the importance of differentiated digital teaching materials in writing negotiation texts needs to be considered. With differentiation, teaching materials can be tailored to different levels of students' abilities, interests, and learning styles, thus enabling a more inclusive and effective learning experience (Jupri, 2022).

The Merdeka Curriculum underscores the urgency of differentiated learning, an approach tailored to the diversity in students' abilities, interests and learning styles (Hidayati et al., 2022). This approach is not a luxury, but a necessity to create a more personalized and relevant learning experience for each individual, enabling students to reach their full potential (Mustikaningrum et al., 2020). However, the reality on the ground shows that available digital teaching materials still need to fulfil these principles of differentiation. Most digital teaching materials used in schools tend to be generic, offering uniform content without regard to variations in difficulty levels, students' backgrounds or their specific needs (Assidik, 2018).

The lack of differentiation in digital teaching materials not only makes learning less engaging but also hampers the effectiveness of achieving educational goals. Higher-ability students often feel unchallenged, while those who need additional support may struggle to grasp the material (Zamzamy, 2021). This widening learning gap not only hinders the full potential of digital technology as a learning tool but also affects the students' learning experience and

outcomes. In addition, the need for more differentiation in digital teaching materials often makes learning less inclusive (Ibrahim & Hassan, 2023). For example, students with visual, auditory or kinesthetic learning styles do not always get a learning experience that suits their needs (Adi, 2020). This contradicts the essence of the Merdeka Curriculum, which aims to provide freedom and opportunities for students to learn according to their individual characteristics (Supriyadi et al., 2022). In other words, the need for differentiated digital teaching materials is not only important, but also urgent to support the achievement of equitable and meaningful learning for all students. This is not just a matter of education, but a matter of social justice (Rohani et al., 2021).

In the context of learning to write negotiation texts, this challenge becomes more complex. Negotiation texts require language mastery, critical thinking, and analytical and persuasive communication skills. Without teaching materials to address students' needs, learning negotiation texts risks becoming rigid and less relevant to students' real lives (Jojo & Sihotang, 2022). Therefore, developing digital teaching materials that can accommodate variations in difficulty levels, learning styles, and student interests is a priority that must be realized immediately. The Merdeka Curriculum emphasizes the importance of differentiated learning, an approach that respects each student's diversity of abilities, interests and learning styles (Vhalery et al., 2022). Differentiated learning aims to create a more personalized and inclusive learning experience, so every student can achieve their best potential. However, the current digital teaching materials still face many obstacles. Most digital teaching materials are generic and have not been able to adjust to differences in ability levels or specific needs of students. This results in the material being less in-depth and unable to reach the entire spectrum of student abilities, making the learning process less effective.

Previous research relevant to this study was conducted by (Batubara et al., 2023) the research produced differentiated teaching materials that are feasible to facilitate students in learning with various learning styles. (Anandari et al., 2019) produced research in the form of Implementation of Indonesian Teaching Materials based on Virtual Tour to Improve Digital Literacy of High School Students (Suprayogi & Pranoto, 2020). In the context of previous research, there has been no research that specifically focuses on content-differentiated digital teaching materials in learning to write negotiation texts (Dini et al., 2023). By conducting literature studies, interviews, observations, and surveys, this study succeeded in clearly illustrating the need and importance of content-differentiated digital teaching materials in learning to write negotiation texts. In addition, the characteristics of teaching materials that suit the needs of teachers and students were also successfully identified through these methods.

The importance of differentiated digital teaching materials in learning to write negotiation texts is not only related to cognitive aspects but also supports a more inclusive learning experience. With teaching materials adapted to students' abilities, interests, and learning styles, the learning process can run more effectively, and students can achieve optimal learning outcomes (Rivanti & Sukmayadi, 2021). In addition, integrating digital teaching materials into learning is also in line with efforts to improve students' digital literacy, which is an essential skill in the modern era. Departing from these needs, this research explores students'

and teachers' needs for content-differentiated digital teaching materials in learning to write negotiation texts (Suprihatin et al., 2021). This research also aims to identify the characteristics of suitable teaching materials, as well as provide practical recommendations for the development of innovative teaching materials that are responsive to learners' needs in the digital era (Wardana et al., 2022).

Thus, the results of this study will not only provide a deeper understanding of the need for differentiated digital teaching materials, but also provide practical benefits for the development of more adaptive and effective teaching materials (Aditya et al., 2022). Parties that can benefit from this research include teachers, students, teaching material developers, and researchers in the field of education. Departing from these conditions, this study seeks to explore the needs of students and teachers for content-differentiated digital teaching materials in learning to write negotiation texts. In addition, this study also aims to identify the characteristics of suitable digital teaching materials and provide recommendations for developing more effective and inclusive teaching materials.

## Methods

This study adopted a mixed-method research approach with the main design using qualitative methods. The qualitative approach is used to analyze data obtained from several data collection techniques, namely needs analysis based on curriculum demands, direct observation in classroom learning, and literature studies related to previous research. Curriculum analysis aims to see how much the existing curriculum supports learning to write negotiation texts and developing differentiated teaching materials. Classroom observation is conducted to gain a direct understanding of the challenges teachers and students face in the learning process, as well as how existing teaching materials play a role in supporting the achievement of learning objectives. In addition, this study also used quantitative methods to support qualitative analysis. Quantitative data was collected through questionnaires given to teachers and students of SMA Negeri 7 Malang class X. This questionnaire was designed to explore their perceptions, experiences, and expectations regarding digital teaching materials in learning to write negotiation texts. The data collected from the questionnaire was then analyzed using descriptive statistics to provide a clear picture of the needs and expectations of students and teachers for more relevant and differentiated teaching materials. This combination of qualitative and quantitative methods allows this study to provide a more comprehensive understanding of the need for developing content-differentiated digital teaching materials. With this approach, this research can not only identify existing needs based on previous theories and literature but also match them with the reality that occurs in the field, both from the perspective of the curriculum, teachers, and students.

## Results

### *Needs Analysis of Differentiated Digital Teaching Materials for Negotiation Text Writing based on Curriculum Demand Analysis*

The development of differentiated digital teaching materials for learning to write negotiation texts is needed now. This is considering its suitability with the demands of the Independent Curriculum. The following are some of the principles in the independent curriculum and their suitability for developing digital teaching materials for writing negotiation texts with differentiated content for writing negotiation texts.

The Merdeka Curriculum emphasizes that literacy and writing skills are the foundation of all fields of study and social goals. Literacy includes language, literacy, and thinking skills for lifelong work and learning. In this context, the ability to write negotiation texts is an integral part of the literacy needed to communicate effectively in social and professional life. The independent curriculum states that literacy skills are developed into listening, reading and viewing, writing, speaking, and presenting learning for various genre-based purposes related to language use in life.

The Merdeka Curriculum uses genre pedagogy as the primary model for learning Indonesian (Anandari et al., 2019). This model consists of four stages: explanation to build context, modelling, mentoring, and independence. This approach supports various types of text and multimodal text (oral, written, visual, audio, audiovisual), which is relevant to developing digital teaching materials. The independent curriculum states that genre pedagogy is the primary model used in Indonesian language learning. This model has four stages: explanation to build context, modelling, guidance, and independence.

In order to accommodate the different ability levels of students, differentiation in teaching materials is essential. Digital teaching materials allow the provision of modules with varying levels of difficulty so that they can meet students' individual needs. This approach is based on the objectives of the Merdeka Curriculum, which emphasizes the development of independent and creative student competencies (Monalisa, 2023). The independent curriculum states that Indonesian subjects are taught to improve students' life skills in managing themselves and the environment and students' awareness and concern for the natural, social and cultural environment. The Merdeka Curriculum emphasizes the importance of digital literacy as part of Indonesian language learning. Using digital teaching materials that include a variety of multimodal resources will teach students critical digital skills and make learning more exciting and compelling. Indonesian subjects foster and develop literacy knowledge and abilities in all communication events that support success in education and the world of work (Baharuddin, 2021).

The development of digital teaching materials should support strengthening Pancasila characteristics, which include critical and creative thinking, independence, and cooperation. Interactive and collaborative teaching materials will help students develop these abilities. The independent curriculum states that fostering and developing Indonesian language skills will form Pancasila personalities who think critically, are independent and creative, work together, and have global diversity.

Based on the analysis above, developing differentiated digital teaching materials for learning to write negotiation texts is urgently needed. This is to the demands of the Merdeka

Curriculum, which emphasizes literacy, the genre pedagogy approach, differentiated learning, digital literacy, and strengthening the character of Pancasila. Developing appropriate digital teaching materials will help students achieve the competencies expected in this curriculum and prepare them to face challenges in the real world.

### ***The Need for Development of Content-Differentiated Digital Teaching Materials for Writing Negotiation Texts Based on Analysis of Literature Studies and Previous Researches***

Based on the literature study and previous research, there are several significant scientific findings related to the need for content-differentiated digital teaching materials in learning to write negotiation texts. Firstly, the main findings indicate an urgent need for digital teaching materials that can be adapted to the needs and learning styles of students. This is consistent with the findings of a number of previous researchers (Ghafara et al., 2023) who emphasised the importance of content differentiation in digital teaching materials to accommodate the diverse needs of students. This finding is scientifically supported by learning differentiation theory (Hidaya, 2020) which emphasises the importance of recognising students' individual differences in the learning process. In addition, the survey results also show that technology integration in digital teaching materials is considered important by respondents, which is in line with recent research trends that highlight the role of technology in improving student engagement and learning outcomes (Iskandar et al., 2020).

Secondly, the findings of this study also highlighted some challenges in the development of content-differentiated digital teaching materials, such as limited resources and technological skills. This is in line with previous research (Ediana et al., 2023) which identified similar constraints in the development of digital teaching materials. This finding suggests the need for greater support in terms of technology training for teachers and adequate resource allocation for the development of quality digital teaching materials. Scientifically, this finding can be explained by the theory of innovation adoption in education (Pratiwi et al., 2020), which highlights the importance of organisational support and individual ability in adopting new technologies.

Overall, the literature review found that research on the development of digital teaching materials for writing negotiation texts is needed in the field to make important contributions to the development of more effective and inclusive teaching materials according to students' needs and preferences. In addition, this finding also contributes to the development of digital learning theory and practice in the field of education.

### ***The Need for Development of Digital Teaching Materials Differentiated Content Writing Negotiation Text Based on Demands in the Classroom***

Based on direct observation of the learning process of writing negotiation texts in an SMA Negeri 7 Malang class, several findings illustrate the need for content-differentiated digital teaching materials. One of the main findings is that most students need more-than-optimal engagement during learning. This is evident from the need for more active student interaction in class discussions and minimal participation in writing activities. Evidence of this observation is that during class discussion sessions, only a tiny percentage of students speak or ask the

teacher questions. Most students are more likely to be passive and sit more still, showing a lack of interest or engagement in the learning material.

In addition, observations of interactions between teachers and students reveal a gap between the content of the teaching materials delivered by teachers and the student's level of understanding. Teachers tend to deliver materials conventionally, such as lectures, without paying attention to students' different needs and interests. Students' response to this unvaried teaching method is also evident in their low level of attention and lack of participation in learning activities.

Another finding is that the teaching methods used by teachers still rely heavily on conventional approaches, such as lectures and direct delivery of materials, without providing opportunities for students to be actively involved in the learning process. Despite attempts to explain the material in detail, this approach has yet to attract most students' attention. Students with different learning styles tend to need more variation in teaching methods. The gap between the content offered and students' understanding is even more pronounced, as there is no effort to adjust the material to a difficulty level that suits individual students' abilities.

Based on these findings, there is a significant need to develop digital teaching materials that are more interesting, interactive, and able to meet students' different needs and learning styles. Differentiated digital teaching materials can provide solutions to increase student engagement by offering materials tailored to their ability levels and interests. Using technology, these teaching materials can present more varied content, use multimedia, and provide opportunities for students to learn independently and interactively. Features such as learning videos, interactive quizzes, and online discussion forums can provide students with a more enjoyable learning experience and encourage them to be more active in learning.

The observation also shows a need for more intensive training for teachers in using learning technology and applying the principle of differentiation in preparing teaching materials. Teachers need to be given more in-depth training on integrating technology into learning and designing digital teaching materials that suit the various needs of students. In addition, schools need to provide adequate technological devices, such as computers and mobile devices, and fast and stable internet access to support the digital-based learning process. With sufficient technological support, the development of effective digital teaching materials will be expanded.

Furthermore, the development of differentiated digital teaching materials aims to increase student engagement and create an inclusive learning experience. Teaching materials tailored to students' needs can help them to understand the material in a way that suits their learning style, be it visual, auditory, or kinesthetic. Thus, students with different abilities and interests can learn optimally without feeling burdened by inappropriate teaching methods.

Overall, the results of this observation provide deep insight into the challenges and needs of learning to write negotiation texts at SMA Negeri 7 Malang. Developing content-differentiated digital teaching materials is crucial to improving learning quality, encouraging active student engagement, and creating a more inclusive and enjoyable learning environment.



Proper support for teachers and students regarding technology training and providing adequate resources will be very influential in realizing more effective and student-needs-based learning.

From these findings, there is an urgent need for digital teaching materials that are more engaging, interactive, and tailored to students' needs and interests. Digital teaching materials that focus on content differentiation can be a solution to increase student's engagement in learning to write negotiation texts. By presenting relevant and exciting content and utilising various interactive and multimedia features, digital teaching materials can increase students' interest and motivation in learning.

The classroom observation results also point to the need for training and support for teachers in developing and implementing quality digital teaching materials. Teachers need to be provided with training on the use of technology in learning and content differentiation strategies to meet individual student needs. In addition, schools need to provide adequate resources, such as access to technology devices and varied digital teaching materials content, to support effective learning implementation.

The results of this observation make an essential contribution to understanding the needs and challenges in developing content-differentiated digital teaching materials for writing negotiation texts. Appropriate support for teachers and students using technology and content differentiation can improve learning effectiveness and help create a more inclusive and competitive learning experience.

#### ***Needs for Development of Digital Teaching Materials Differentiated Content Writing Negotiation Text Based on Student Needs***

Based on the questionnaire survey of teachers, several findings can be explained as follows. The majority of teachers (87.5%) use government-issued textbooks as the primary teaching materials, followed by non-government-issued textbooks (62.5%), modules (62.5%), and Learner Worksheets (LKPD) (43.8%). This shows that government textbooks are still the leading choice in classroom learning. Government textbooks can be a reference and input for developing digital teaching materials with differentiated content for writing negotiation texts. Most teachers (62.5%) use digital teaching materials with frequent frequency. This shows that using technology to learn to write negotiation texts has become a significant part of the learning process. Most teachers (87.5%) have taught negotiation text writing, and most (87.5%) know students' learning styles. However, most of them (68.8%) felt that the teaching materials they used did not fulfil students' learning needs in terms of differentiation. Almost all teachers (93%) felt that teachers need to facilitate students with teaching materials that suit their learning styles, and most (93%) also agreed that teaching materials that suit students' interests can affect students' interest and enthusiasm for learning.

Findings from the questionnaire survey show that most teachers use textbooks as the primary teaching material. However, the need to use digital teaching materials is also quite significant. Despite this, most teachers feel that their digital teaching materials do not fully fulfil students' learning needs regarding content differentiation. This suggests developing more

adaptive and diverse digital teaching materials to accommodate various learning styles and student interests.

In addition, this finding also highlights the importance of teachers' understanding of students' learning styles and the role of teaching materials that match students' interests in increasing students' interest and enthusiasm for learning. Therefore, developing content-differentiated digital teaching materials adapted to students' various needs and preferences is essential in improving the effectiveness of learning to write negotiation texts in the classroom.

Based on interviews with Indonesian language teachers and practitioners of content-differentiated digital teaching materials development, several findings illustrate the needs and expectations for developing digital teaching materials for writing negotiation texts. Findings from interviews with teachers include (1) most teachers stated that they are currently experiencing challenges in presenting negotiation text writing materials excitingly and diversely, (2) one teacher mentioned that the need for differentiated digital teaching materials is critical to accommodate various levels of student abilities and interests, and (3) some teachers also highlighted the importance of using technology in learning as a way to increase student engagement. Findings from interviews with students include (1) the students interviewed revealed that they are more interested in learning using interactive and engaging digital teaching materials, (2) most students also stated that they feel more motivated when learning materials are presented in different forms, such as videos, games, or simulations, and (3) some students highlighted that they want teaching materials that are more tailored to their learning styles so that they can learn more effectively.

These findings show a strong consensus between teachers and students regarding the importance of developing differentiated digital teaching materials for learning to write negotiation texts. Both parties agree that teaching materials that are interesting, interactive, and tailored to students' needs and preferences can improve learning effectiveness. The findings also highlight the importance of collaboration between teachers and materials developers in designing materials that meet curriculum standards and respond to each student's unique needs. By taking into account input from teachers and students, the resulting digital teaching materials will be more responsive to the dynamics of learning in the classroom. They can improve the overall quality of education.

## Conclusion

The above discussion concludes that developing digital teaching materials with differentiated content in learning to write negotiation texts is an urgent need in education. It can be concluded from the needs analysis results based on curriculum demands, needs-based analysis based on direct observation, analysis of literature studies and previous research, and analysis of teacher and student needs. The four results of the needs analysis based on the research focus above all show an urgent need for digital teaching materials that can be adapted

to students' needs and learning styles. This includes different levels of ability, interests and individualised learning preferences.

The findings also emphasise the importance of technology integration in digital teaching materials to improve student engagement and learning outcomes. Using artificial intelligence-based, multimedia and interactive technologies can improve learning effectiveness. Developing digital teaching materials also identified challenges like limited resources and technology skills. Therefore, support regarding teacher technology training and adequate resource allocation is essential. The importance of collaboration between teachers and digital teaching materials developers was emphasized as key to designing teaching materials responsive to students' needs and preferences. Thus, developing content-differentiated digital teaching materials for writing negotiation texts should consider these characteristics. Doing this is expected to create a more effective, inclusive and competitive learning experience for students. The above research results can be the basis for further research on developing content-differentiated digital teaching materials for writing negotiation texts. Digital teaching materials are developed to fill the niche of digital teaching materials that still need to be created and are urgently needed. Developing digital teaching materials is recommended to design and test a learning model that integrates content-differentiated digital teaching materials for writing negotiation texts in a classroom context. This model may include learning strategies specifically designed to utilise the potential of digital teaching materials. In developing the above digital teaching materials, it is also necessary to pay attention to existing barriers, such as limited funds, hardware, software, and technological infrastructure, which may be an obstacle in developing and implementing content-differentiated digital teaching materials. Lack of technological knowledge and skills among teachers may also hinder the effective use of digital teaching materials. Therefore, further research should consider strategies to provide teachers with adequate training and technological support.

### **Author Contribution Statement**

**Author 1:** Conceptualization and Research Design; Data Curation and Investigation; Methodology; Project Administration; Writing - Original Draft; Writing - Review & Editing. **Author 2:** Methodology; Writing - Review & Editing; Validation. **Author 3:** Formal Analysis and Visualization; Writing - Review & Editing. **Author 4:** Validation, Visualization; Writing - Review & Editing.

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## The Influence of Leadership and Discipline on Work Involvement and Its Impact on the Performance of State Elementary School Teachers

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**Abstract:** This research aims to identify factors influencing teacher performance with work involvement as an intervening variable for state elementary school teachers in Cipocok Jaya District, Serang City. This research uses quantitative methods with a correlational approach. The research was conducted at a public elementary school in Cipocok District, Serang City. The research time is June to August 2024. The sampling technique used was proportional random sampling with a sample size of 97 people. Data analysis uses the Structural Equation Modelling (SEM) and Smart PLS approaches. The findings reveal that transformational leadership, discipline, and work engagement positively influence teacher performance. Work involvement has a pseudo-mediation effect between Leadership and Teacher Performance. Leadership can influence teacher performance directly or indirectly by mediating work involvement management.

**Keywords:** performance; transformational leadership; work engagement discipline

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## Introduction

Although Indonesia looks like a big country, it is still considered a developing country. This happens because it turns out that there are still many other nations or countries that are much more advanced than Indonesia (Pratiwi, 2020). For this reason, development is needed in various fields, including the sociocultural, political, economic, religious, legal, and even educational fields. Especially in the field of education, Indonesia is very far behind other

countries or nations. Even for the Southeast Asian region, Indonesia must improve to become a country with a good quality education. Leadership is a supporting factor for improving the performance of his subordinates. According to Kandani (2020), productivity improvement is determined once by a leader. The performance of the people below is greatly influenced by quality leaders who have integrity and high commitment. From this opinion, it is clear that leadership significantly affects a team member's or subordinate's performance (Karlina, 2015).

In education, teacher performance is important in achieving optimal learning goals. Therefore, factors that affect teacher performance need to be considered. Leadership is a crucial factor in creating a conducive and productive work environment. A school principal with good leadership skills can inspire and motivate teachers to perform their duties. In addition, good leadership also allows for harmonious and mutually supportive cooperation among teachers (Tarhid, 2017).

The leadership of elementary school principals is critical in determining the quality of school education. The principal is responsible for administrative management and plays a key role in creating a conducive learning environment, motivating teachers, and facilitating effective curriculum development. However, the low quality of leadership of elementary school principals in many regions is one of the issues that needs serious attention (Rahman et al., 2019). Many primary school principals are appointed to these positions without adequate training in management and leadership. Limited access to training and professional development programs impacts their low competence in managing schools effectively (Buil et al., 2019). School principals often work without adequate support from the education office or local government. Suboptimal supervision results in principals not having the necessary guidance and feedback to improve their performance (Jumriatunnisah & Tamsah, 2016).

School principals are often burdened with heavy administrative tasks, reducing their time and energy to focus on academic development and improving the quality of teaching (Roy Ardiansyah & Saputri, 2020). Many primary schools, especially in remote or underdeveloped areas, face limited resources such as funds, facilities, and teaching materials. This makes it difficult for school principals to implement innovative programs and professional development for teachers (Jumriatunnisah & Tamsah, 2016). Low incentives and rewards for school principals can reduce their motivation to innovate and improve performance. Without a fair and attractive reward system, school principals may feel less motivated to lead their schools (Angelia & Astiti, 2020). Discipline also has an important role in improving teacher performance. When teachers have high discipline, they can carry out their duties well according to the predetermined schedule. Disciplined teachers also tend to have high work involvement and are more focused on teaching (Jubaedah & Mulyanti, 2021). In addition, work involvement is also an important factor that can affect teacher performance. High work involvement can increase teachers' motivation and dedication to their duties. Teachers who feel emotionally and



psychologically involved in their work will commit to achieving optimal learning goals (Sopandi, 2019).

In the context of Serang City, improving the quality of education is one of the top priorities. In these efforts, teacher performance has a significant role. Therefore, it is important to examine the influence of leadership and discipline on teacher work involvement and its impact on the performance of State Elementary School teachers in Serang City. Knowing the factors that affect teacher performance, it is hoped that an effective strategy can be developed to improve the quality of education in Serang City. In addition, the results of this research are also expected to be a reference for school principals and related parties in developing appropriate policies to improve teacher performance and the quality of education in Serang City.

Teachers' involvement in decision-making and various activities in primary schools is important in improving the quality of education and school welfare. However, in many primary schools, teacher involvement in the decision-making process is still relatively low. This phenomenon requires serious attention because it can affect the school climate and teachers' work motivation and ultimately impact student achievement (Priansa, 2014).

Many elementary schools still implement a very hierarchical organizational structure where the school management or the principal makes the main decisions. Teachers often only become policy implementers without being involved in the formulation process. This creates a gap between management and teaching staff, which can reduce teachers' sense of ownership and responsibility for their decisions (Yakup, 2017). Teachers' busy schedules with teaching, administrative, and extracurricular tasks often leave them short of time to be actively involved in the decision-making process. In addition, opportunities to participate in strategic meetings or discussions are also limited, which causes their involvement to be minimal (Damanik, 2019).

Many teachers do not receive adequate training or professional development opportunities to understand the importance of their involvement in school decision-making. Without the proper knowledge and skills, teachers may feel unconfident or incompetent to contribute to the decision-making process (R. Purwanto, 2021). A school culture that does not support the active participation of teachers in decision-making is also a significant barrier. If the school culture does not encourage open communication, collaboration, and appreciation of the contributions of all staff members, teachers are likely to feel reluctant to get involved (Carmona-halty, 2021).

Support from school management is essential to encourage teacher engagement. If school management does not show support and recognition for teachers' initiatives to be involved in the decision-making process, this can reduce teachers' motivation to participate. Lack of clarity regarding roles and responsibilities in the decision-making process can also lead to low teacher involvement. Teachers may feel confused and less motivated to engage without a clear understanding of how they can contribute (Lavy & Ayuob, 2019). These conditions indicate the need for a more inclusive and participatory approach to decision-making in primary schools. By increasing teacher involvement, it is hoped that a more democratic, collaborative, and innovative school environment will be created, which can ultimately improve the quality of education and the welfare of the entire school community (A. Purwanto, Asbari, et al., 2020).

Many previous studies have examined factors influencing work engagement related to discipline and leadership factors, but they still produce findings that differ between studies. *First*, the influence of leadership on teacher performance also obtained significant results (Juniarti et al., 2020; A. Purwanto, Pramono, et al., 2020; Puspita & Putra, 2023; Romadhon & MS, 2021a, 2021b) and insignificant (Maknun et al., 2023; Sartika et al., 2023). *Second*, the relationship between discipline and teacher performance has positive and significant results (Damanik, 2019; Rivai Ahmad, 2021; Rosmawati et al., 2020; Siska, 2017; Sita et al., 2021) and insignificant results (Dewi et al., 2023). *Third*, the relationship between work engagement and teacher performance has positive results (Dini & Kusuma, 2024; Fathurrohman, 2018; Jeffry & Handayani, 2024; A. Purwanto, Pramono, et al., 2020; Wokas et al., 2022) and insignificant results (Gazali et al., 2023).

The existence of this research gap is exciting to make Discipline and Leadership factors that affect Work Engagement. Discipline, Leadership, and Work Involvement are the focus of this study because they play an important role in determining Teacher Performance. Work Engagement is created in several ways, such as Learning plan: Teachers are involved in designing a learning plan that is based on the curriculum and student needs. They think about learning objectives, effective teaching methods, and appropriate assessments. Learning implementation: Teachers are actively involved in teaching in the classroom. They use a variety of teaching strategies, provide clear explanations, facilitate discussions, provide feedback, and motivate and guide students.

Development of learning materials: Teachers are involved in developing learning materials that suit the needs of students. They look for reference materials, create engaging learning content, and create learning activities that activate students. Then, collaboration with fellow teachers: Teachers collaborate with fellow teachers within the teaching team or in a broader context, such as a subject group or school. They share experiences, teaching strategies, and resources to improve the quality of teaching. In addition, involvement with students' parents: Teachers are involved with students' parents to communicate about student development, provide information about learning plans, and get input and support from parents in supporting student development. Self-Evaluation: Teachers engage in self-evaluation to improve the quality of teaching. They reflect on their teaching practices, evaluate their successes and challenges, and look for opportunities for professional development. By being actively involved in the learning process, teachers can create an environment conducive to student learning and produce optimal learning outcomes.

The above study shows that factors, Leadership Discipline, and Work Involvement are considered to have an impact on Teacher Performance but are not consistent, so there is still a research gap; it is still necessary to conduct a more in-depth assessment, especially in the field of Teacher Performance. According to the context above, the author is interested in raising the

title "The Influence of Leadership and Discipline on Work Engagement and Its Impact on the Performance of State Elementary School Teachers in Cipocok Jaya District, Serang City".

Based on the above background, the formulation of the problem that the author will research is:

1. Is there an influence of transformational leadership on the Performance of State Elementary School Teachers in Cipocok Jaya District, Serang City?
2. Is discipline influenced by the performance of public elementary school teachers in Cipocok Jaya District, Serang City?
3. Does transformational leadership influence Work Engagement in State Elementary School Teachers in Cipocok Jaya District, Serang City?
4. Does work engagement influence discipline among state elementary school teachers in Cipocok Jaya District, Serang City?
5. Does Work Involvement Influence the Performance of Public Elementary School Teachers in Cipocok Jaya District, Serang City?
6. Is there an indirect influence of transformational leadership on teacher performance with work involvement as an intervening variable among state elementary school teachers in Cipocok Jaya District, Serang City?
7. Is there an indirect influence of Discipline on Teacher Performance with Work Involvement as an Intervening Variable in Public Elementary School Teachers in Cipocok Jaya District, Serang City?

## Methods

The type of research used in this study is quantitative research. A quantitative research method is a type of research whose specifications are systematic, planned, and structured clearly from the beginning to the creation of the research design. This research was carried out at a state elementary school in Cipocok District, Serang City. The research time is from June to August 2024. Based on the results of calculations with the Slovin formula, in this study, the sample used was 97 State Elementary School Teachers in Cipocok District, Serang City, Banten Province. How to choose a sample for each school according to the number of samples column, the researcher chooses using a rolled random paper containing all the teacher's names, then drawn like a social gathering, then the number that comes out first, as the first sample member, and so on according to the number of research samples per school.

The primary data of this study was obtained from the results of distributing questionnaires to respondents, namely employees at State Elementary School Teachers in Serang City, Banten Province, which were compiled in the form of statements or questions related to the indicators of the research variables including leadership, discipline, work involvement, and teacher performance. Secondary data is a source that does not directly provide data to data collectors. The author obtains this data and information from literature studies, namely by studying literature and from other sources that are related and relevant to the issues being researched.

In this study, inferential analysis was carried out using a variation-based structural equation test or Partial Least Square-Structural Equation Model (PLS-SEM). The use of PLS-SEM is based

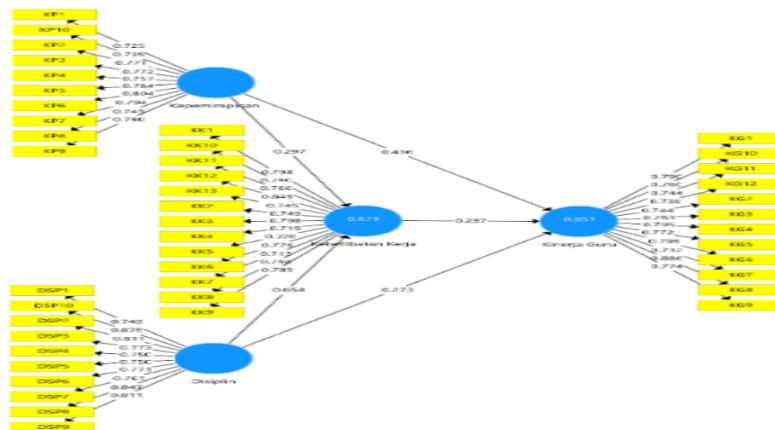
on the reason that the PLS method is the proper method for testing the influence of predicting relationships between variables in a model. In addition, PLS can also be operated on data that is not normally distributed, does not require various assumptions, and can be tested on research models with weak theoretical bases (Ghazali & Latan, 2014). The analysis technique uses SmartPLS software version 3.0, which is run with computer or laptop media. PLS (Partial Least Square) is a variation-based structural equation analysis that can simultaneously test measurement models and structural model tests.

## Results

Based on the relationship between the item score, component score, and the latent variable score or construct score calculated by the SmartPLS program, the validity of the convergence of the measurement model with real reflection is evaluated. The manifest loading factor value for each variable is displayed after the image of the calculation results of the PLS-SEM model.

**Figure 1**

*Run PLS Algorithm First Model*



*Source: Data processed by SmartPLS (2024)*

Based on the figure above, the path equation can be deduced, namely

$$Y = a + b_1 x_1 + b_2$$

$$Y = 0,879 + 0,279 x_1 + 0,654 x_2$$

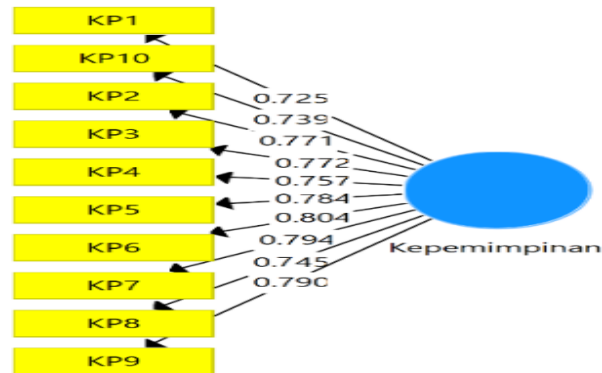
$$Z = a + b_1 x_1 + b_2 + B_3 Y$$

$$Z = 0,851 + 0,436 x_1 + 0,273 x_0,237 Y$$

### Leadership Variables

**Figure 2**

*Leadership Variable Output*



*Source: Data processed by SmartPLS (2024)*

The majority of manifests in the Leadership variable in this study have a loading value greater than 0.60, as seen from the results of data processing with SmartPLS, as seen in Figure 2 above. This shows manifest variables' high validity and convergent validity with a loading value of more than 0.60. Manifest variables should be omitted from the model because they have a low validity level and a loading value of less than 0.60.

### Discipline Variables

**Figure 3**

*Variable Output Discipline*



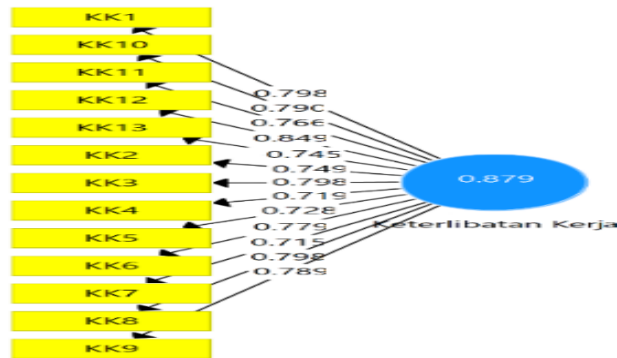
*Source: Data processed by SmartPLS (2024)*

The majority of manifests in the Discipline variable in this study have a loading value greater than 0.60, as seen from the results of data processing with SmartPLS, as seen in Figure 3 above. This shows manifest variables' high validity and convergent validity with a loading value of more than 0.60. Manifest variables should be omitted from the model because they have a low validity level and a loading value of less than 0.60.

### Work Engagement Variables

**Figure 4**

*Work Engagement Variable Output*



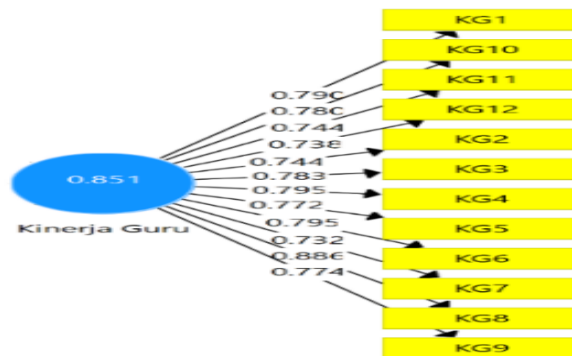
*Source: Data processed by SmartPLS (2024)*

All manifests in the Work Involvement variable in this study have a loading value greater than 0.6, as seen from the results of SmartPLS data processing shown in Figure 4 above. This shows manifest variables' high validity and convergent validity with a loading value of more than 0.60.

### Teacher Performance Variables

**Figure 4**

*Variable Output of Teacher Performance*



*Source: Data processed by SmartPLS (2024)*

### Discussion

The majority of manifests in the performance variable in this study have a loading value greater than 0.60, as can be seen from the results of data processing with SmartPLS, as shown

in Figure 5 above. This shows manifest variables' high validity and convergent validity with a loading value of more than 0.60. Manifest variables should be omitted from the model because they have a low validity level and a loading value of less than 0.60.

The description of the data of the results of this study will present the data of the research results from the questionnaire that was filled out by the respondents and carried out during the data collection in the field. This data collection technique is carried out by distributing questionnaires. The data obtained is raw data that has not been processed, and the researcher manages the data using statistical calculations assisted by the SEM-PLS program. In this study, data collection has been carried out by distributing questionnaires to 97 respondents, using the Stratified Random Sampling technique with a proportional sampling approach. By examining P-values, one can determine the level of significance of hypothesis acceptance. If the P-values are 0.05, the research hypothesis can be considered acceptable.

SmartPLS uses bootstrapping procedures to determine the P value on a model that is reliable and valid and meets the eligibility requirements of the model. In Table 1 below, the bootstrapping results are displayed:

**Table 1**

*Path Coefficients*

	Original Sample (O)	Average Sample (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
Discipline -> Work Engagement	0,386	0,388	0,052	7,482	0,000
Discipline -> Teacher Performance	0,372	0,070	0,109	1,662	0,008
Leadership -> Work Engagement	0,634	0,633	0,048	13,130	0,000
Leadership -> Teacher Performance	0,544	0,539	0,155	3,509	0,000
Work Engagement -> Teacher Performance	0,396	0,410	0,200	1,984	0,048

*Source: Data processed by SmartPLS (2024)*

After the bootstrapping process on the measurement model, the results of hypothesis testing are obtained as follows:

**H1: There is a significant influence of Leadership on Work Engagement**

From the results of the path coefficient obtained between leadership to work engagement of 0.634 with a P-value of  $0.000 < 0.05$ , it is concluded that there is a significant influence between leadership and work engagement. A positive value in the coefficient means that the higher the leadership, the higher the work engagement, and then H1 is accepted. Whether leadership increases work engagement is the first hypothesis tested. The findings of this study show that leadership increases work engagement. This shows that work engagement increases with good leadership quality. On the other hand, work engagement decreases when the quality of leadership decreases. The leadership qualities used need to be improved to maximize work engagement. Therefore, leadership qualities must be given serious attention to increase work engagement. This research is confirmed by several studies conducted by (Lisabella &

Hasmawaty, 2021; Nur, 2017; Nurtjahjani et al., 2020; Purwanto, Pramono, et al., 2020; Sembiring et al., 2015) which stated that leadership can significantly affect work engagement.

***H2: There is a significant influence of Discipline on Work Engagement***

From the results of the path coefficient obtained between discipline and work engagement of 0.386 with a P-value of  $0.000 < 0.05$ , it was concluded that there was a significant influence between discipline and work engagement. A positive value in the coefficient means that the higher the discipline, the better the work engagement, then H2 is accepted. The second hypothesis is being tested: whether discipline significantly affects work engagement. The findings of this study show that discipline increases work engagement. This implies that performance will improve even more if accompanied by good discipline in the school environment. It is undoubtedly clear that the lower the quality of Discipline development, the lower the Work Involvement. To increase work engagement, discipline is an aspect that needs to be improved. School leaders should continuously improve the development of discipline. Without carrying out the process of improving discipline, it will certainly not be able to increase work engagement. This research is confirmed by several studies that have been conducted by (Dewi, 2016; Grace et al., 2023; Oktariana & Mulyanto, 2023; Putri & Kustini, 2021; Yakup, 2017) which explained that discipline can significantly affect work engagement.

***H3: There is a significant influence of Leadership on Teacher Performance***

From the results of the path coefficient obtained between leadership and teacher performance of 0.544 with a P-Value of  $0.000 < 0.05$ , it is concluded that leadership has a significant influence on teacher performance. A positive value in the coefficient means that the higher the quality of leadership, the higher the teacher's performance, and then H3 is accepted. Whether leadership improves teacher performance is the subject of the third hypothesis test. The findings of this study show that leadership can improve teacher performance. The quality of leadership can directly influence the improvement of teacher performance. Leadership has a significant impact on enhancing teacher performance. The higher the quality of leadership, the better the teacher's performance; on the contrary, the lower the quality of leadership, the lower the teacher's performance. When school leaders want to improve teacher performance, the step that needs to be taken is to improve the implementation leadership. So, leadership has an important role in enhancing teacher performance. This research is confirmed by several studies that have been conducted by Juniarti et al., (2020); Pramono, et al., (2020); Puspita & Putra (2023); and Romadhon (2021) which stated that leadership can significantly affect teacher performance.

***H4: There is a significant influence of Discipline on Teacher Performance***

From the results of the path coefficient obtained between discipline and teacher performance of 0.372 with a P-value of  $0.008 < 0.05$ , it is concluded that there is a significant influence between discipline and teacher performance. A positive value in the coefficient means that the higher the discipline, the higher the teacher's performance, then H4 is accepted.



Examining whether discipline improves teacher performance is the fourth hypothesis. The findings of this study show that discipline improves teacher performance. This indicates that teacher performance increases if teachers are encouraged to practice good discipline. Discipline is a work environment around the workplace that will affect behavior and the form of cooperation of employees to achieve common goals in the organization. The better the discipline played by the school environment, the higher the level of teacher performance. The lower the discipline in the school, the lower the level of teacher performance. When leaders want to improve teacher performance, it is necessary to improve the quality of discipline. This research is confirmed by several studies that have been conducted by Damanik (2019); Ahma (2021); Rosmawati et al., (2020); Siska (2017); Sita et al., (2021) which stated that Discipline can significantly affect Teacher Performance.

***H5: There is a significant influence of Work Engagement on Teacher Performance***

From the results of the path coefficient obtained between work engagement and teacher performance of 0.396 with a *P-value* of  $0.048 < 0.05$ , it was concluded that there was a significant influence between work engagement and teacher performance. A positive value in the coefficient means that the better the work engagement, the higher the teacher performance, and then H5 is accepted. Handling work involvement and teacher performance is the fifth hypothesis test topic. The findings of this study show that work engagement affects teacher performance significantly. This indicates a positive relationship between teacher performance in the institution and the level of work engagement. Work involvement is a form of behavior or the result of teachers' work in learning activities, starting from planning lessons, carrying out learning, and evaluating learning as a form of competence each teacher possesses. The higher the work engagement, the higher the teacher performance. The lower the work engagement, the lower the teacher performance in question. When school leaders want to improve teacher performance, what can be done is to increase work engagement. This research is confirmed by several studies that have been conducted by (Dini & Kusuma, 2024; Fathurrohman, 2018; Jeffry & Handayani, 2024; Purwanto, Pramono, et al., 2020; Wokas et al., 2022) which stated that work involvement can significantly affect teacher performance.

***Mediation Test***

The mediation effect test tests how the mediating or connecting variable affects the relationship between the independent and bound variables. This test is run when there is believed to be an intervening variable between the independent and dependent variables. Thus, the influence of independent variables on dependent variables occurs indirectly through the transformation process represented by mediating variables (Jogiyanto, 2014). Several requirements must be met to identify mediation or intervention variables: (a) independent variables must influence intervening variables, and (b) intervening variables must influence dependent variables.

If these two conditions are met, then the influence of the free variable on the bound variable must be less than the sum of the influence of the free variable on the intermediate variable and the influence of the intermediate variable on the bound variable, according to Baron and Kenny in Setyarini (2018). Furthermore, according to Rucker et al. in Yusniyar (2016), two results can

be followed from the results of the mediation test (a) fully mediation, which means that the free variable is not able to affect the bound variable itself in a meaningful way and (b) partial mediation, describes a situation in which an independent variable can affect a bound variable directly, without going through or involving a mediator variable.

Based on the test results described earlier, work engagement was significantly influenced by the independent variables of leadership and discipline, and the variables of work engagement significantly influenced teacher performance. As a result, it can be concluded that to conduct a mediation effect test, the primary influence of the independent variable on the dependent variable must be significant (Baron & Kenney, 1986).

The following table shows the results of the mediation effect hypothesis test:

**Table 2**

*Specific Indirect Effect*

	Original Sample (O)	T Statistics ( O/STDEV )	P Values
Discipline -> Work Engagement -> Teacher Performance	0,153	2,025	0,043
Leadership -> Work Engagement -> Teacher Performance	0,251	1,892	0,039

*Source: Data processed by SmartPLS (2024)*

From the results of the PLS calculation, it was found that leadership had a significant effect on teacher performance through work engagement where the P-Values were  $0.039 < 0.05$  (alpha significance 5%) this means that there was a mediation effect between leadership and work engagement on teacher performance, as well as discipline had a positive effect on teacher performance through work engagement where the P-Values were  $0.043 < 0.05$  (alpha significance 5%) this means that there is a mediation effect between discipline and work involvement on teacher performance. Then, to determine whether this mediation is fully mediating or partially mediating, it can be done by looking at the results of the calculation "Total Effects".

**Table 3**

*Total Effect*

	Original (O)	Sample T	Statistics ( O/STDEV )	P Values
Discipline -> Teacher Performance	0,381	3,901		0,008
Leadership -> Teacher Performance	0,795	11,421		0,000

*Source: Data processed by SmartPLS (2024)*

The relationship between leadership and teacher performance and discipline with teacher performance is still significant with a P-value of  $0.000 < 0.05$  and  $0.008 < 0.05$  (alpha significance

of 5%), by the findings of the total effect analysis using SmartPLS as shown in table 4.20 above. Therefore, it can be concluded that this mediation is only pseudo-or partial (partially mediating), meaning that independent variables can directly affect dependent variables without going through or involving mediator variables (intervening). Full mediating occurs if the relationship between independent and dependent variables is insignificant in the total effect (Abdullah et al., 2024; Hartono & Abdillah, 2014). From the results of the mediation test above, the testing of the intervening variable hypothesis:

***H6: There is a significant influence of Leadership on Teacher Performance through the mediation of Work Engagement***

From the specific indirect effect test, it is known that leadership positively affects teacher performance through work engagement where the P-values are  $0.039 < 0.05$  (alpha significance 5%). The results of the total effects analysis found that the relationship between leadership and teacher performance was still significant, with a P-value of  $0.000 < 0.05$  (alpha significance of 5%). Therefore, it can be concluded that this mediation is only pseudo-or partial (partially mediating), so H6 is accepted.

***H7: There is a significant influence of Discipline on Teacher Performance through the mediation of Work Engagement***

From the specific indirect effect test, it is known that Discipline has a positive effect on teacher performance through work engagement where the P-values are  $0.043 < 0.05$  (alpha significance 5%). The results of the total effects analysis found that the relationship between discipline and teacher performance was still significant, with a P-value of  $0.008 < 0.05$  (alpha significance of 5%). Therefore, it can be concluded that this mediation is only pseudo-or partial (partially mediating), then H7 is accepted.

The sixth hypothesis test is whether leadership affects teacher performance through the mediation of handling work engagement. The findings of this study explain that work involvement has a pseudo-mediating effect on leadership and teacher performance. This shows that leadership can directly affect Teacher Performance or indirectly through the mediation of Work Involvement management.

The seventh hypothesis test is whether discipline affects teacher performance by managing work engagement. The findings of this study show that work involvement has a pseudo-mediating effect on discipline and teacher performance. This proves that discipline can directly affect teacher performance or indirectly through the mediation of work involvement management. The findings of this study also show that the direct influence of discipline on teacher performance is greater than the indirect influence of discipline on teacher performance through the mediation of work engagement management.

## **Conclusion**

The findings in this research have provided evidence that the three factors investigated, namely transformational leadership, discipline, and work engagement, positively influence teacher performance. Teacher performance is directly influenced by the quality of the principal's leadership and discipline rather than the teachers in the school. Leadership and work discipline

increase work management. Thus, it can be understood that performance will improve if accompanied by transformational leadership and good discipline in the school environment. Work involvement as an intervening variable significantly impacts both work engagement and performance of state elementary school teachers in Cipocok Jaya District, Serang City. Work involvement has a pseudo-mediation effect between Leadership and Teacher Performance. Leadership can influence teacher performance directly or indirectly by mediating work involvement management. It is hoped that it can significantly impact the educational process's success in elementary schools. Good teacher performance will improve the quality of education and student learning outcomes. Likewise, work engagement factors have a pseudo-mediation effect between discipline and teacher performance.

#### **Author Contribution Statement**

**Suwarni:** Research Design; Methodology; Writing - Original Draft; Writing - Review & Editing.

**Basrowi:** Methodology; Writing - Review & Editing; Validation. **Khaeruman:** Review & Editing.

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## **Gotong Royong among the Simbatan Wetan Hamlet Community in Magetan during *Bersih Desa* Rituals at *Petirtaan Dewi Sri***

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**Abstract:** This research aims to describe and analyze in depth the culture of *gotong royong* contained in the *bersih desa* rituals at Petirtaan Dewi Sri using folkloric studies. Through descriptive qualitative method, data collection techniques in the form of interviews and documentation and then analyzed by applying the Miles and Huberman interaction analysis model so that the research results obtained that the implementation of *bersih desa* rituals at Petirtaan Dewi Sri starts from the preparation stage, environmental cleaning, *selamatan* to the core activities. The implementation of this *bersih desa* rituals is due to the four forms of *gotong royong* culture carried out by the people of Simbatan Wetan Hamlet, namely physical, material, thought and immaterial *gotong royong*. The attitude of the people of Simbatan Wetan Hamlet who are willing to set aside time, energy and contribute ideas, prayers and materials for the common good shows that the community has a full awareness of respect and concern for each other so as to create harmony between communities and encourage the realization of pluralism.

**Keywords:** *bersih desa*; folklore; *gotong royong*; *petirtaan Dewi Sri*

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## **Introduction**

Culture has a hand in preservation measures. Culture is divided into three main forms, namely: (1) as a complex of ideas, values, norms, and regulations (e.g. customs), (2) as a

complex of activities and patterned actions of humans in society (e.g. human activities when interacting/relating/associating with each other), (3) as objects of human work or can be referred to as physical culture (e.g. temples and batik cloth) (Koentjaraningrat, 1985b). Cultural diversity is not only able to expand the treasure of insight, but also able to enrich the human mindset (Larasati & Rupa, 2023) so that this encourages more effective preservation actions.

As in Javanese culture, rituals have been passed down from generation to generation to commemorate the month of *Sura* in the Javanese calendar or *Muharram* in the Islamic calendar. Rituals are relics that have existed since the time of the Hindu-Buddhist kingdom that have been passed down by ancestors (Kholiq, 2011). At this momentum, the Javanese community held a *selamatan* in the form of a *bersih desa* rituals. This is because Javanese society is synonymous with religious and spiritual traditions. The *bersih desa* rituals is carried out with the aim of expressing gratitude to God for the peace of the village community, giving respect to the ancestors and founders of the village, and asking for protection (*nyuwun wilujeng*) from God so that the life of the village community is more prosperous (Endaswara, 2006). The application of this form of culture shows the legitimacy of the community towards culture. The goal is to create a just, harmonious, and harmonious life order through the cultivation of mutual respect and appreciation. In addition, the form of culture acts as a social force capable of creating a conducive environment through interactions between individuals or groups.

One evidence of the application of the form of community culture is the conception that something can be valuable when humans are able to work together with others based on a strong sense of solidarity. This concept is known as *gotong royong* (Koentjaraningrat, 1985a). *Gotong royong* can be defined as the spirit of togetherness that is realized through concrete actions in everyday life with the aim of achieving a better common life or achieving common goals (Mulyatno, 2022). Referring to this conception, *gotong royong* is an activity carried out together with the same goal and carried out with sincerity (no coercion or arising from a state of consciousness and having a sense of tolerance for each other).

The concept of *gotong royong* has been rooted in the lives of Indonesian people. This is evident from the various mentions of *gotong royong* in various parts of Indonesia. For example, the Special Region of Yogyakarta, Central Java and East Java recognize *gotong royong* with the terms *sambatan* and *gugur gunung*. In West Java, *gotong royong* is known as *liliuran*, in Bali as *ngayah*, and in Sulawesi as *mapalus*. Although the terms differ, the essence of *gotong royong* remains the same.

*Gotong royong* serves as an important element of the community's success in handling various situations and challenges together that concern both public and private interests. The culture of *gotong royong* is also the national identity of the Indonesian nation which has been reflected in the concept of *Ekasila* which has also been the driving force of the Indonesian independence movement. On the basis of the principle of "all for all", Indonesia declared its independence through the spirit of *gotong royong*. Thus, the culture of *gotong royong* is not

something new. Moreover, Sukarno, the first President of the Republic of Indonesia, explained in his speech on June 1, 1945 that read:

*"...Gotong royong is the slaughter of common bones, the squeeze of common sweat, the struggle of common help. The charity of all for the benefit of all, the sweat of all for the happiness of all. Ho-lopis-kuntul-baris for the common good! That is Gotong royong! The principle of Gotong royong between the rich and the not so rich, between the Muslims and the Christians, between the non-Indonesians and the peranakans who became Indonesians..." (Kusuma, 2004)*

The speech delivered by Sukarno regarding *gotong royong* was solely to sensitize the community to have a spirit of togetherness to build the nation through unity in various community differences. The concept of *gotong royong* is also in line with the principle of "Bhinneka Tunggal Ika" which is the motto of the Indonesian nation. In the principle of "Bhinneka Tunggal Ika", differences can be understood as a connection that encourages people to have an attitude of mutual help, respect and respect for each other (Arief, 2023).

The manifestation of *gotong royong* culture can be found in the community living around the Petirtaan Dewi Sri cultural site. This site is located in Simbatan Village, Simbatan Wetan Hamlet, Magetan Regency, East Java Province. The site, formerly known as Sendang Beji, is a cultural heritage area of the Hindu Mataram Kingdom or Ancient Mataram which has been established since the 9th century. Every year, precisely in the month of *Sura* or *Muharram* on Friday *Pahing*, the people of Simbatan Wetan Hamlet carry out a *bersih desa* rituals at Petirtaan Dewi Sri. This tradition is part of a cultural custom that is not only a form of cultural heritage preservation action, but also acts as a medium to internalize the cultural values of *gotong royong* in the social life of the community.

Several previous studies have examined the *bersih desa* rituals at Petirtaan Dewi Sri. For example, Jatmiko (2016) who used historical studies in his research entitled "Tradisi Upacara Bersih Desa Situs Patirthan Dewi Sri di Desa Simbatan Wetan, Kecamatan Nguntoronadi, Kabupaten Magetan (Kajian tentang Kesejarahan dan Fungsi Upacara)". The results showed that the implementation of the *bersih desa* ceremony tradition at Petirtaan Dewi Sri has been carried out since the 15th century in the month of *Sura* or *Muharram* on Friday *Pahing*. In addition, the implementation of the *bersih desa* ceremony tradition is carried out in two stages, namely the preparation and implementation stages. Meanwhile, the function of the *bersih desa* ceremony tradition at the Petirtaan Dewi Sri site includes four functions, namely didactic, entertainment, social, and economic.

Meanwhile, Malawi (2018) conducted research on the *bersih desa* rituals at Petirtaan Dewi Sri using an ethnographic perspective in his research entitled "The Implementation Ceremony "Bersih Desa" a Cultural Study at Simbatan Village, Sub-district of Nguntoronadi, Magetan Regency". The results of this study show that the *bersih desa* ceremony is a custom that is hereditary and has a strong justification both culturally and normatively. This clean village ceremony contains Javanese traditions that are full of mystical and philosophical values that are realized through symbols. Therefore, religious awareness and community beliefs are acculturated as a cultural heritage that contains strong spiritual values so as to instill an

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attitude of togetherness, namely *gotong royong* as a foundation in every social action of the community.

Based on the previous research above, it can be found that the main difference between this research and the research of Jatmiko (2016) and Malawi (2018) lies in the studies used. Both studies used historical and ethnographic studies. Meanwhile, this study uses folklore studies as the main analytical framework. In addition, Jatmiko (2016) research focuses on the history and function of bersih desa in Petirtaan Dewi Sri and Malawi (2018) research explains in general the implementation of bersih desa in Petirtaan Dewi Sri, while this research is more specific to the *gotong royong* culture of the Simbatan Wetan Hamlet community in the implementation of bersih desa in Petirtaan Dewi Sri.

Thus, through the identification of differences and similarities between this research and the two previous studies above, it can be concluded that the novelty of this research lies in the focus of the study on the culture of *gotong royong* of the people of Simbatan Wetan Hamlet which has not been discussed specifically in previous studies. Until now, no research has been found that specifically examines the culture of *gotong royong* of the people of Simbatan Wetan Hamlet in the implementation of bersih desa rituals at Petirtaan Dewi Sri with the umbrella of folklore studies. Based on this, this research can be an interesting social phenomenon to be studied further because it offers a new perspective in seeing the bersih desa rituals not only as a traditional tradition, but also as a social mechanism that can strengthen the value of *gotong royong* between communities. Therefore, this research aims to describe and analyze in depth the culture of *gotong royong* contained in the bersih desa rituals at Petirtaan Dewi Sri.

## Methods

This research uses a qualitative descriptive method in order to get answers to the topic under study. The use of this method is an effort to be able to clarify, identify, and reveal the object of study so as to obtain results regarding the problem being studied. This is in line with the statement (Sugiyono, 2017), namely qualitative research is appropriate when the focus of the problem is still not visible, wants to interpret the meaning of the data that appears, interpret social interactions, interpret people's emotions, develop theories, ensure that the data is valid, and historical research needs development. This research departs from the relationship of the bersih desa rituals at Petirtaan Dewi Sri as a social phenomenon and shaper of the cultural value of *gotong royong* of the local village community. The use of folklore studies as a way to obtain a description of the culture of *gotong royong* in the local village community. The instruments used to collect data in this study consist of the main instrument, namely the researcher himself and auxiliary instruments in the form of means or tools that assist researchers in collecting data. Data collection techniques in this research through interview techniques, and documentation. As a data source, interviews are conducted in accordance with interview guidelines to guide conversations between researchers and informants which aim to collect data on experiences, perceptions and views of informants on the phenomenon under study. There are informant criteria that have been determined as follows: (1) native residents of Simbatan Wetan Hamlet,

Magetan Regency, (2) performers of *bersih desa* rituals at Petirtaan Dewi Sri, and (3) aged 18 years and over. Then, to strengthen the writing in this study, the researchers refer to the documentation guidelines obtained from literatures such as books, scientific articles and credible internet sources, namely video recordings and photos published by the local community and related institutions that review the *bersih desa* rituals at Petirtaan Dewi Sri so that this can be accounted for. All data that has been obtained is then analyzed using an interaction analysis model including data collection, data reduction, data presentation, and conclusion drawing or data verification (Miles, 2014). The following procedures were applied in this research to examine the object of research: (1) collecting data about the *bersih desa* rituals at Petirtaan Dewi Sri, (2) classifying data based on the form of *gotong royong* in the *bersih desa* rituals, (3) analyzing and describing the form of *gotong royong* in the *bersih desa* rituals, and (4) drawing conclusions from the overall research results.

## Results

Petirtaan Dewi Sri (see Figure 1) has an inherent historical and cultural value for the local community. Inside the chamber of the pond there is a statue of Dewi Sri made of andesite stone depicted as a woman with both hands holding a breast that emits a clean spring. The statue is believed by the local community to be the embodiment of Dewi Sri. Dewi Sri is also likened to the Goddess of Rice because the water source flowing from the petirtaan is believed to increase the fertility of the land in the area around the petirtaan. Therefore, Petirtaan Dewi Sri is a symbol of prosperity that is believed by the community to be able to provide benefits for life.

**Figure 1**

*Petirtaan Dewi Sri*



*Source: Personal Documentation (2024)*

There is a *bersih desa* rituals that is routinely carried out when entering the month of *Muharram* or the month of *Sura*, precisely on Friday *Pahing* at Petirtaan Dewi Sri. The purpose of the *bersih desa* rituals was conveyed by Mr. SN as the caretaker of Petirtaan Dewi Sri as follows:

*"The purpose of bersih desa is to continue the heritage of ancestors that has been passed down from generation to generation, as a form of gratitude for all the blessings given by God Almighty, to keep away from danger, to ward off diseases, pagebluk, calamities, disasters, to strengthen social*

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*relations between residents so that they live in peace and harmony." (Interview result, October 13, 2024)*

Based on the expression stated by the informant, it can be understood that the bersih desa rituals at Petirtaan Dewi Sri still survives and is classified as a tradition because it is characterized by repetition or has become a habit carried out by the people of Simbatan Wetan Hamlet which is routinely carried out every year. The reason for the maintenance of this bersih desa rituals was said by Mr. NI as a community leader in Simbatan Wetan Hamlet as follows:

*"The majority of residents here are Muslims, but bersih desa is still carried out as a form of preserving culture. During the Covid-19 pandemic, the bersih desa was also carried out but with a short period of time. There was once a repetition of the bersih desa because there were residents who received directions from dreams that there were parts of the bersih desa rituals stages that had not been fulfilled or were not perfect." (Interview result, October 14, 2024)*

As stated by the informants above, the bersih desa rituals at Petirtaan Dewi Sri can unite traditional beliefs with religious beliefs. This challenge of diversity leads to a sense of tolerance for differences. In this context, inter-religious harmony in the midst of cultural diversity is an important force in building the nation (Radeisyah, 2024). The implementation of all stages in the bersih desa rituals at Petirtaan Dewi Sri is due to the culture of *gotong royong* owned by the people of Simbatan Wetan Hamlet. However, it cannot be denied that there are also people who cannot accept the existence of traditions such as bersih desa rituals because they consider this irrelevant to their beliefs. This is as conveyed by Mrs. PR as a community leader in Simbatan Wetan Hamlet below:

*"Personally, I still carry out the bersih desa because it has been a tradition for generations. But there are also a few residents who don't want to because they think it's not in accordance with their beliefs. Yes, just respect each other." (Interview result, June 6, 2025)*

Although there are differences in views, the consistency of most of the people of Simbatan Wetan Hamlet who are still willing to carry out bersih desa rituals at Petirtaan Dewi Sri indicates how strong the collective values, sense of tolerance and responsibility of the community Simbatan Wetan Hamlet in maintaining customs as part of culture. The attitude of mutual respect in the midst of diversity reflects the Indonesian nation which has the principles of *bhinneka*, pluralism and multiculturalism. This principle gave birth to the culture of *gotong royong*, which has become a way of living together with the aim of reducing each other's burden in a social need (Iman, 2018). In practice, *gotong royong* always requires the participation of others. This participation is an activity carried out voluntarily to help others, such as providing help in the form of objects or help to solve problems (Wadu, 2019).

Even so, the culture of *gotong royong* is basically not limited to physical forms, but there are other forms of gotong royong, such as thought, material, and immaterial. The division of these forms of *gotong royong* is based on the *universal cultural elements* proposed by Koentjaraningrat (1985b) including: (1) religious system and religious ceremonies, (2) social system and organization, (3) knowledge system, (4) language, (5) art, (6) livelihood system, (7) technology and equipment system. In addition, the *form of culture* also proposed by Koentjaraningrat (1985b) contains *ideas* that can be



projected as a form of *gotong royong* of thought, individual *activities* in society can be categorized as a form of physical and immaterial *gotong royong*, while individual *work* can be interpreted as a form of material *gotong royong*.

Moreover, people do *gotong royong* based on several factors, namely: (1) humans do not live in the world alone, but are surrounded by groups, communities, and the universe, (2) humans are aware that their nature in life will always depend on others, (3) humans try to maintain good relations with others because they are based on a spirit of equal equality, and (4) someone who is conforming (not trying to stand out or exceed others in the group because it is based on a spirit of equal height and equal low) (Koentjaraningrat, 1985a). Thus, in social life, humans always need other people, even if only to fulfill certain needs.

This is reinforced by Brunvand's statement (in Danandjaja, J, 1994) which has divided folklore into three genres, namely oral folklore, partially oral folklore, and non-oral folklore. The *bersih desa* rituals at Petirtaan Dewi Sri is included in the partially oral folkloric type because there are oral statements and gestures that are performed and considered to have supernatural meanings that are believed by the local community. Furthermore, (Danandjaja, J, 1994) also explains that one of the characteristics of folklore is that it has a use value in social life. On this basis, the culture of *gotong royong* in the *bersih desa* rituals at Petirtaan Dewi Sri becomes a tangible manifestation of the social value possessed by the people of Simbatan Wetan Hamlet.

Meanwhile, the *bersih desa* rituals at Petirtaan Dewi Sri has four stages of implementation, namely: preparation (forming a committee, discussion, consensus deliberation), clean environment (cleaning and organizing the area around Petirtaan Dewi Sri), *selamatan* (prayer, giving offerings, *tirakatan*), and core activities (slaughtering goats, cooking the results of slaughtering, draining Petirtaan Dewi Sri, cork fishing, Fish Dance performance Gabus, Tayub performance, sowing flowers and yellow rice). Although the stages of the *bersih desa* rituals have been classified into four stages, this division is only categorical to facilitate understanding of the sequence of activities.

## Discussion

### ***Culture of Gotong Royong in the Bersih Desa Rituals at Petirtaan Dewi Sri***

#### *Physical Gotong Royong*

The physical form of *gotong royong* emphasizes an activity that requires human physical activity to achieve a common goal. The World Health Organization (2024) has defined physical activity as any form of body movement that includes skeletal muscles that require energy expenditure. In this case, the form of physical *gotong royong* carried out by the people of Simbatan Wetan Hamlet in the *bersih desa* rituals at Petirtaan Dewi Sri such as the environmental clean-up stage (see Figure 2). This stage is carried out when approaching the D-day of the *bersih desa* rituals, namely on Thursday, which starts in the morning. At this stage, physical *gotong royong* can be seen through the activities of the local community who jointly clean and organize the area around Petirtaan Dewi Sri for the implementation of the *bersih desa* rituals, such as cleaning roads, ditches and fences, installing pumps for draining the petirtaan, installing *terop*, sound system, and preparing mats, chairs, tables, gamelan and needs for

*selametan*. As stated by Taufiq (2016), the maintenance and preservation of the environment is not only the responsibility of individuals, but can also be realized through a form of cooperation by helping each other when encountering environmental problems so that cooperation activities in the form of *gotong royong* become noble values that can be developed in community life.

**Figure 2**

*Stages of Environmental Cleanup*



Source: Youtube.com/Wanajaya Channel (2022)

Meanwhile, a form of physical *gotong royong* is also shown at the end of the *selametan* stage, namely *tirakatan* activities by the local community. This form of *tirakatan* activity was explained by Mr. NI as a community leader in Simbatan Wetan Hamlet as follows:

"...the *tirakatan* activity is carried out by the men with *jagongan* as well as *melekan* until morning." (Interview result, October 14, 2024)

Furthermore, *jagongan* comes from the word *jagong* which literally means sitting. *Jagongan* is an activity of sitting in a *sila* position (both legs folded crossed inward) with interaction between communities. Meanwhile, *melekan* comes from the Javanese command verb *melek* which means open your eyes. *Melekan* is an activity of staying up late or keeping watch (not sleeping) all night. Villagers generally do *jagongan* and *melekan* the day before the *hajatan*. The *selametan* stage takes place on Thursday night until Friday at dawn. In this context, the *selametan* stage, namely *tirakatan*, is included in the physical form of *gotong royong* because it involves community participation to stay awake all night. The existence of this *selametan* activity acts as a symbol of togetherness that can strengthen social relations between communities. In addition, the purpose of *selametan* activities is carried out so that each individual does not get disturbed in their lives as explained in the Javanese philosophy of "Memayu Hayuning Bawana", namely freedom from fear, poverty, hunger, deprivation and peace (Gauthama, 2003).

Furthermore, the core activities of the *bersih desa* rituals also show a form of physical *gotong royong*. Core activities are activities carried out on the day of implementation, namely on Friday *Pahing*, which starts from morning to evening. The core activities consist of goat slaughtering activities, cooking the results of slaughtering, draining Dewi Sri's Petirtaan, Gabus Fish Dance performances, Tayub performances, and ending with sowing flowers and yellow rice.

In the goat slaughtering activity, the head of the goat is planted in the Petirtaan Dewi Sri area as an offering to *danyang*, while the meat is cooked for consumption by the local community involved in draining Petirtaan Dewi Sri. Furthermore, the draining of Petirtaan Dewi Sri is carried out as a form of cultural heritage maintenance. After the draining process is complete, the cork fish catching activity is carried out. The cork fish is moved to a temporary shelter because it will be used as the main substance in the Cork Fish Dance which makes it an important element in the *bersih desa* rituals at Petirtaan Dewi Sri. This also characterizes or distinguishes the *bersih desa* rituals at Petirtaan Dewi Sri from *bersih desa* rituals in other locations.

**Figure 3**

*Cork Fish Dance*



Source: *Youtube.com/DS Photoofficial (2023a)*

Furthermore, the Fish Cork Dance performance (see Figure 3) is performed by the local village elders. The performance is the culminating activity of the *bersih desa* rituals. This is because the cork fish is believed by the local community to be a servant who accompanies Dewi Sri. The purpose of the Cork Fish Dance in the series of *bersih desa* rituals activities at Petirtaan Dewi Sri is explained by Mr. SN as the caretaker of Petirtaan Dewi Sri as follows:

*"The purpose of the Cork Fish Dance is to honor the spirit of the cork fish because the cork fish is an animal that once accompanied Dewi Sri while in Petirtaan so that this cork fish helped keep the people safe." (Interview result, October 13, 2024)*

After the dance, the cork fish is immediately returned to the petirtaan because the existence of this cork fish is sacred by the local community. Therefore, the fish should not be taken or treated carelessly. The activity continued with the Tayub performance. An explanation of the Tayub performance was given by Mr. SN as the caretaker of Petirtaan Dewi Sri as follows:

*"Tayub performances are played by an obligatory song called Rujak Jeruk, then followed by other songs such as Nyidam Sari, Prau Layar, Sambel Kemangi, Caping Gunung, Wuyung, and Pepeling" (Interview result, October 13, 2024).*

Furthermore, regarding the last stage in the core activities, namely the sowing of flowers and yellow rice, Mr. SN as the caretaker of Petirtaan Dewi Sri explained as follows:

*"The purpose of sowing flowers and yellow rice is to feed the cork fish that can protect people from disasters." (Interview result, October 13, 2024)*

The activities carried out by the people of Simbatan Wetan Hamlet in a series of bersih desa rituals at Petirtaan Dewi Sri show that the value of solidarity and cooperation between communities can be closely intertwined as seen from social interactions regardless of background, position, and social status between communities. This is certainly in line with the motto of the Indonesian nation, namely "Bhinneka Tunggal Ika" which means different but still one. This motto has the essence as a unifying tool for diverse communities. Thus, the form of physical *gotong royong* in the bersih desa rituals at Petirtaan Dewi Sri is able to create a sense of empathy, compatibility, and the desire to help each other among the community.

### **Material Gotong Royong**

Material is anything that has a physical form and can be seen (Saputri, 2022). The form of material *gotong royong* can be in the form of a contribution, such as money or goods to help meet common needs. In this regard, the cost of meeting the needs in a series of bersih desa rituals processions is obtained from voluntary contributions from the local community which are well coordinated by the committee to each Neighborhood Association in Simbatan Wetan Hamlet. As the following excerpt from an interview with Mrs. PR as a community leader in Simbatan Wetan Hamlet:

*"Each neighborhood has its own nominal voluntary contribution that will be fulfilled by the residents in the neighborhood so that the residents also do not feel objections. Apart from voluntary contributions from residents, bersih desa is also assisted by funds from the village and related agencies." (Interview result, October 14, 2024)*

From the excerpt of the interview, the meaning of funds from the village is from the Simbatan Village Government, while the relevant agency in question is the Magetan Regency Culture and Tourism Office. The funds obtained from voluntary contributions from the people of Simbatan Wetan Hamlet, the Simbatan Village Government and the Magetan Regency Culture and Tourism Office will determine whether or not the implementation of the bersih desa rituals is lively. However, regardless of the nominal amount of funds obtained, if it is not supported by the spirit of *gotong royong* during the implementation of the bersih desa rituals, of course this activity will not run optimally. This is in accordance with the Javanese proverb "Nalika Rekasa Dipikul Bareng-bareng" which is not just a symbol of identity, but has a broad meaning in the order of community life (Derung, 2019). The proverb reflects a sense of solidarity through a spirit of togetherness that can be the main support for the continuity of the bersih desa rituals at Petirtaan Dewi Sri.

Another form of material *gotong royong* is food donations. However, material and physical forms of *gotong royong* cannot be rigidly separated because they contain physical and symbolic elements at the same time. This food donation is given by the community to the community during the environmental cleanup stage and the *selamatan* stage, namely during the *tirakatan* activity. This was explained by Mr. SN as the caretaker of Petirtaan Dewi Sri as follows:

*"There are residents who donate food to be eaten together at breakfast before cleaning the environment and during the tirakatan night." (Interview result, October 13, 2024)*

According to Lickona (2008) social sensitivity can take the form of sharing with others, helping others, and respecting others who have different conditions. Thus, the availability of the people of Simbatan Wetan Hamlet to set aside a little of their wealth to support the implementation of the bersih desa ritual has reflected the condition of a community that has social sensitivity.

### ***Gotong Royong of Thought***

Thinking can be defined as a collection of interrelated ideas or a conscious effort to reorder experiences and behaviors carried out in a planned manner (Mugiyono, 2013). In this regard, the form of *gotong royong* of thought is derived from contributions in the form of ideas, ideas, the results of human thought as an effort to achieve common goals. This form of *gotong royong* of thought leads to *collective-rational mental products*. In this context, the preparation stage is included in the form of *gotong royong* of thought. Activities in this preparation stage, such as the formation of committee management, discussion and consensus.

The main thing that marks the preparation stage is to form the management of the bersih desa rituals committee, as said by Mr. SN as the caretaker of Petirtaan Dewi Sri below:

*"The formation of the bersih desa committee is based on the consensus of local residents. Residents who are elected to the committee do not receive any rewards. The elected committee has a role according to their capacity and ability. The role of the committee will be to discuss, consider suggestions and input from other residents and make decisions about the clean village. This committee also decides who the sinden, waranggono, and dancers are who perform at the bersih desa." (Interview result, October 14, 2024)*

The results of the interview show that the management of the bersih desa rituals committee will discuss the preparation for the implementation of the bersih desa rituals. The purpose of the formation of management, as explained by (Mahmud, 2021), is to achieve maximum results with minimum effort through integrated management of resources, such as: man, material, money, machine, method. Therefore, the stage of forming committee management cannot be underestimated because it has become a crucial part that must be done, in other words, the formation of committee management is the key to the successful implementation of bersih desa ritual because it is the basis for collective activities, namely discussion and deliberation of consensus. In addition, the discussion and deliberation of consensus in the preparation stage is in line with the implementation of the principle of *gotong royong* launched by Sukarno (Dewantara, 2017). These things are a manifestation of the *gotong royong* culture because they contain the value of togetherness which is realized through actions that are in accordance with the principle of prioritizing common interests.

All activities in this preparation stage will certainly encounter a difference, both in terms of differences in opinion and principles between communities. However, this did not dampen the sense of tolerance possessed by the people of Simbatan Wetan Hamlet. As stated by (Saksono, 2012) that Javanese people actually have an attitude of *tepa slira* or tolerance, although disagreement will still arise, it must be conveyed with care so as not to offend others and avoid open conflict because what is said is not the most important thing, but how, who, and when to deliver it.

### ***Immaterial Gotong Royong***

In contrast to material forms of *gotong royong*, there are also immaterial forms of *gotong royong*. Immaterial is anything that is abstract and has no physical form (Saputri, 2022). Furthermore, immaterial is a kindness or help that is intangible or invisible physically that cannot be touched or cannot be seen with the naked eye. Immaterial *gotong royong* lead to *spiritual and symbolic support*. Related to that, the form of immaterial *gotong royong* carried out by the people of Simbatan Wetan Hamlet in the bersih desa rituals at Petirtaan Dewi Sri is an activity related to prayer. In essence, *gotong royong* is not only a social action, but also an expression of symbolic values and local cosmology. The stage of *selamatan* becomes a tradition related to the sanctification of relationships in space through celebration and cleansing of boundaries to one of the basic territorial units of the Javanese social structure (Geertz, 2014).

*Selamatan* activities in the bersih desa rituals at Petirtaan Dewi Sri include prayers, offerings, and *tirakatan*. The giving of offerings (see Figure 4) is as explained by Mr. SN as the caretaker of Petirtaan Dewi Sri as follows:

"The bersih desa offerings will be served in front of the stage, containing: (1) goat's head and leg; (2) *ingkung* and chicken eggs; (3) bananas; (4) savory rice; (5) *golong* rice; (6) red porridge; (7) *brokohan* rice; (8) *kluwih* vegetables; (9) fragrant oil; (10) *menyan*; (11) *setaman* flower; (12) rose flower; (13) *kenanga* flower; (14) jasmine flower; (15) *kantil* flower; (16) *telon* flower; (17) sugar cane; (18) powder, glass, comb, hairpin; (19) *sprite* bottle; (20) *klobot* cigarette." (Interview result, October 13, 2024)

**Figure 4**  
*Giving offerings*



Source: [Youtube.com/Rahmad GSR Magetan](https://www.youtube.com/RahmadGSRMagetan) (2023b)

The reason for giving offerings above can be strengthened by Saksono's statment (2012) that Javanese people have a strong belief in places that are considered sacred, including places that are believed to be *wingit* or haunted. Therefore, in order to obtain safety, the *wingit* or haunted places are given offerings.

In line with this belief, the people of Simbatan Wetan Hamlet voluntarily provide all forms of *gotong royong*, such as physical, material, thought, and immaterial forms of *gotong royong*. Based on this, the running of the *selamatan* stage in the bersih desa rituals at Petirtaan Dewi Sri is based on social awareness and a sense of responsibility owned by the community. This certainly needs to be

maintained and preserved because it becomes social capital to strengthen the sense of social solidarity among fellow community members.

Thus, all elements of the Simbatan Wetan Hamlet community are involved in the series of *bersih desa* rituals. In fact, people from outside the hamlet are also allowed to visit Petirtaan Dewi Sri to witness or even find other needs related to their beliefs, such as taking water from the petirtaan during the *bersih desa* rituals. The *bersih desa* rituals at Petirtaan Dewi Sri is not only a form of cultural preservation, but also serves as a means of meeting that can strengthen social relations. The presence of people from various backgrounds shows that this tradition has an important role in uniting diversity and strengthening the values of pluralism in social life. Moreover, every individual will be treated equally so that no individual will feel different, inferior or have the desire to isolate themselves from other individuals (Geertz, 2014).

The four forms of *gotong royong*, namely physical, material, thought and immaterial, carried out by the people of Simbatan Wetan Hamlet are forms of *social capital* that are multi-layered and intersect with each other. The understanding of this form of *gotong royong* shows that ritual practices such as *bersih desa* are not only preservation efforts, but social spaces that bring together the rational, spiritual, material, and emotional dimensions of the community, so that the attitude of the people of Simbatan Wetan Hamlet who are willing to set aside time, energy, and contribute ideas, prayers, and materials for the common good shows that the community has full awareness of the sense of respect and care among each other. This can create harmony in all differences that can encourage the realization of diversity or pluralism (Suparlan, 2002). Basically, the culture of *gotong royong* is a form of traditional cooperation based on a sense of feeling, being together, and needing each other as part of a community bond. By actively participating in *gotong royong* activities, villagers will feel part of their community or mark themselves as members of the village community (Soekanto, 2013).

The *bersih desa* rituals at Petirtaan Dewi Sri is included in the type of Javanese folklore that can be used to strengthen the national identity and personality of the Indonesian people. According to Bascom (in Danandjaja, J, 1994), folklore has four main functions, namely: (1) as a projection system, which is a means to reflect the aspirations of a collective, (2) as a means of legitimizing cultural institutions and institutions, (3) as a pedagogical device that plays a role in the process of child education, and (4) as a means of monitoring and enforcing social norms to remain obeyed by collective members. Traditional ceremonies or rituals are part of the folklore that has a function for the social life of the supporting community. Santosa (Rostiyati, 1995) argues that traditional ceremonies or rituals in society carry out social functions which include social control, social media, social standards, and social alignment.

The folkloric function of the *bersih desa* rituals at Petirtaan Dewi Sri acts as a means of preserving the cultural values of *gotong royong* of the people of Simbatan Wetan Hamlet, Magetan Regency. This function is in line with the main function of folklore according to Bascom (in Danandjaja, J, 1994) which states that folklore can act as a means of social control that plays a role in enforcing and supervising so that the norms that apply in society are always obeyed by its collective members. The *bersih desa* rituals at Petirtaan Dewi Sri is also in line with all the social functions proposed by Santosa (in Rostiyati, 1995). Of course, this requires real and programmed collective attitudes and actions from the local community. The spirit of pluralism

owned by the people of Simbatan Wetan Hamlet, which is shown through the culture of *gotong royong* when conducting bersih desa rituals, makes this area able to escape polemics related to diversity. This concept allows people to help and support each other without differentiating ethnicity, religion, or race. Through *gotong royong*, differences can be appreciated, collaboration can be strengthened, and tolerance can be realized

## Conclusion

Theoretically, this research strengthens the relevance of folklore studies to the culture of *gotong royong* as an expression of social values in Javanese society, as reflected in various forms of physical, material, thought and immaterial *gotong royong* during the implementation of the bersih desa rituals at Petirtaan Dewi Sri. Methodologically, the use of descriptive qualitative methods with data collection techniques through in-depth interviews and documentation, and analyzed using the Miles and Huberman interaction analysis model, proved effective in showing the relationship between the practice of bersih desa rituals at Petirtaan Dewi Sri with the manifestation of the culture of *gotong royong* of the people of Simbatan Wetan Hamlet through grouping data based on forms of *gotong royong*, describing the role of each form of *gotong royong*, as well as drawing a reflective conclusion that the consistency of the Simbatan Wetan Hamlet community in carrying out the bersih desa rituals at Petirtaan Dewi Sri, which consists of the stages of preparation, environmental cleaning, selamatan to the core activities, reflects how strong collective values, a sense of tolerance and community responsibility in maintaining customs as part of culture while reflecting the Indonesian nation which has the principles of *bhinneka*, pluralism and multiculturalism. Thus, practically, this research can be used by local governments and cultural institutions to design local tradition conservation programs based on social values, especially *gotong royong*, and develop the potential for educational cultural tourism oriented towards strengthening local identity and advancing national culture.

## Author Contribution Statement

**Eksanti:** Conceptualization and Research Design; Data Curation and Investigation; Methodology; Project Administration; Writing - Original Draft; Writing - Review & Editing.  
**Sony:** Methodology; Writing - Review & Editing; Validation

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## The Influence of Standards and Contextual Approach on Civics Achievement with Learning Motivation Mediation

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**Abstract:** In order to build a conducive learning atmosphere and support learning effectiveness, a strategy is needed to utilize appropriate and relevant teaching materials. One of the steps that can be taken is to choose a contextual-based teaching material PAKEM learning model. The PAKEM learning model and contextual approach are considered to be able to accommodate learning that is in line with the expected learning objectives. This study used public elementary schools located in Carenang District as samples. The research data were 16 schools with a total sample of 165 samples. The data used in this study consists of primary data obtained through questionnaires, observations, and documentation, as well as quantitative data that is cross-sectional in nature with measurements using a Likert scale. The data was analyzed using the inferential method with the Warp PLS application version 8.0. The results of the study showed that the PAKEM model and contextual approach influenced learning achievement and motivation, and learning motivation mediated the influence of both on learning achievement.

**Keywords:** Contextual Approach; Learning Achievement; Learning Motivation; PAKEM Model

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## Introduction

The development of science and technology (IPTEK) in the era of globalization is currently experiencing rapid growth. Therefore, every individual must prepare themselves to face the challenges that exist so as not to fall far behind countries that are already more developed and developed. Learning achievement is a benchmark used to measure the success of the teaching and learning process (Indah & Marina, 2020). However, the high and low learning achievement of students is not only influenced by the teaching process, but also by other factors that can affect students' ability to learn (Hasanah, 2020).

In addition, good learning achievement can also reflect students' commitment and motivation in learning. Students who are highly motivated and disciplined will always be serious in learning and diligently study the subject matter obtained from school so that they get high learning achievement (Lidia & Sri, 2020). When students are motivated in learning activities, this will affect their behavior changes for the better and improve learning achievement Giawa et al., (2020) . On the other hand, if there is no change in energy in students and they are not stimulated to do something, then they tend not to have a learning goal or need. Therefore, motivation is a key factor that needs to be considered and developed by teachers and students themselves to ensure the achievement of the expected learning goals (Elis, 2021) .

From the research of Triningsih et al., (2024), the implementation of the PAKEM model to create superior schools can be concluded that the PAKEM learning model is carried out in various ways such as discussions, students are given opportunities for students to express their opinions, group assignments, interactive communication between teachers and students and between students, motivation, and the use of diverse media.

In the learning process, teachers strive to choose models that can relate the material taught to the students' real-world situations. The purpose of this approach is to encourage students to be able to make connections between their learning experiences and their application in daily life. This concept is the basis for the development of *the Contextual Teaching and Learning* (CTL) model (Rensi, 2021). By connecting the material taught with students' real-world situations, teachers can create more effective, relevant, and meaningful learning for students (Sukerta, 2022). The contextual approach is expected to foster a strong interest in learning so that students are always motivated to learn and understand the subject matter in a real-life context.

According to Kartono (2021), Civic Education ( PKn ) learning in schools has the main goal of ensuring that students master the competency standards that have been set. The results of learning evaluations often show that the average class score for PKn lessons tends to be lower compared to other subjects. The low learning outcomes of the students may be caused by several factors, one of which is the use of teaching techniques or less effective learning methods. , students will be more involved and motivated in learning civic education, and be able to apply the values learned in real-life contexts (Martati et al., 2023) .

This study identifies several problems related to the low learning achievement of Civic Education ( PKn ) in Elementary Schools (SD), namely from a learning model that is less varied and teacher-centered. A monotonous learning model that does not actively involve students can cause boredom and lower student motivation to learn. In addition, the learning material is less contextual and irrelevant to students' lives. Civic Education materials are abstract and not connected to students' real lives, so it can make it difficult for students to understand and apply the values of civic education in daily life. As well as the lack of student motivation to learn. Low student motivation to learn can be caused by various factors, such as lack of interest in Civic Education subjects, fear of failure, and lack of support from parents and teachers.

## ***Pakem model on learning achievement***

The results of Muharna & Syarif (2023) this study analyzes the application of the active, creative, effective, and enjoyable learning model (PAKEM) in an effort to improve student learning outcomes. The study was conducted through two cycles and analyzed using simple linear regression. The results of the analysis showed a significant increase in student learning outcomes after the implementation of the PAKEM learning model. Research results from Manurung & Halim (2021) showed that the PAKEM learning model approach is one of the effective strategies to improve student learning achievement. The results of the research presented the Active, Creative, Effective and Fun Learning Model approach is one of the efforts that can be used to improve learning achievement.

#### ***Contextual approach to learning achievement***

The results of the research by Yunus et al. (2022) which analyzes the effect of implementing the Contextual Teaching and Learning (CTL) learning method on student learning outcomes. The instruments used were questionnaires and student test results which were analyzed using simple linear regression with the help of SPSS software version 2020. The results of the analysis show that there is a significant effect of implementing the CTL learning model on improving student learning outcomes. The results of the study by Syam et al. (2020) which analyzed the influence of the contextual approach on learning outcomes were reviewed from the learning habits of the participants selected using the simple random sampling technique analyzed with inferential analysis, the results were obtained that the contextual approach had an effect on students' mathematics learning outcomes, but there was no interaction between the contextual approach and mathematics learning outcomes. learning students.

#### ***PAKEM model on learning motivation***

Research by Martinus & Emjosupa (2022) who analyzed the application of the PAKEM learning method (Active, Creative, Effective, and Enjoyable Learning) in increasing student learning motivation found that there was a significant increase in student motivation in participating in learning (PAK) after the method was applied. A study by Muhaimin & Surawan (2020) stated that learning mathematics by implementing active, creative, effective and enjoyable learning strategies (PAKEM) can significantly increase students' learning motivation. The results of the research by Maknun & Kuntjoro (2020) which analyzes the influence of the active, creative, effective, and enjoyable learning model (PAKEM) on student motivation and learning outcomes. Through an approach that emphasizes the active involvement of students in the learning process, the PAKEM model has been proven to be able to create a more interesting and enjoyable learning atmosphere.

#### ***Contextual approach to learning motivation***

The results of Sasior & Rabia's (2023) research which analyzed the influence of practice-based contextual learning in supporting student learning motivation found that practice-based contextual learning was proven to have a significant influence on student learning motivation. Research by Ahmad et al. (2023) which analyzed the development of learning motivation of elementary school students through contextual learning found that contextual learning has a significant influence on student learning motivation, so that the development of student learning motivation through contextual learning is effective. Research by Kahfi et al. (2021) which analyzed the effectiveness of contextual learning using audiovisual media in increasing student motivation and achievement in integrated social studies learning found that the use of contextual approaches assisted by audiovisual media was more effective than conventional methods in improving student learning achievement.

#### ***Learning achievement on learning motivation***

Research from Ikhsan (2022) This study analyzes efforts to improve learning achievement through the application of active, creative, effective, and enjoyable learning models (PAKEM). The results of the study indicate that the PAKEM learning model has a positive

influence on improving student learning achievement, which can be seen from the increasing level of learning completion in each learning cycle. The results of Salmiah et al. (2021) stated that there is a significant positive influence between extrinsic learning motivation and student learning achievement. The object of the study includes extrinsic learning motivation and learning achievement, with data collected through questionnaires and documentation, then analyzed using simple linear regression.

## Methods

This study uses an associative quantitative approach to test the influence between variables without direct intervention. The analysis technique used is Structural Equation Modeling (SEM) with the help of the WarpPLS 8.0 application, to test the complex relationship model simultaneously. The research sample consisted of 165 respondents from 16 Elementary Schools in Carenang District, Serang Regency, according to the provisions of at least 5 times the number of indicators (33 indicators). Data were collected through a 5-point Likert-scale closed questionnaire for one month. This study examines the effect of the PAKEM model and contextual approach (independent variables) on student learning achievement (dependent variables) through learning motivation (mediating variables). The analysis was carried out through outer and inner model testing to test the hypothesis, with the results of the data that had been grouped and ready to be analyzed descriptively.

## Result

### *Validity and reliability*

The validity test for each indicator of this research model is strengthened by the Average Variance Extracted (AVE) value, which shows that the variance of each indicator in the latent variable is greater than the variance caused by measurement error. This is reflected in the AVE value which is greater than 0.50, as can be seen in the following table:

**Table 1**  
*Average Variance Extracts (AVE)*

Based on the results of the validity test based on Average Variance Extracted (AVE), it is			known that the value for the PAKEM model 0.610, the contextual approach is
AVE is	<b>Variable</b>	<b>Average Variance Extracts (AVE)</b>	
	PAKEM Models	0.610	
	Contextual Approach	0.605	
	Learning Achievement	0.501	
	Learning Motivation	0.510	

0.605, learning achievement is 0.501, and learning motivation is 0.510. Because all AVE values are above the recommended minimum threshold, which is 0.5, it can be concluded that the four variables have met the validity requirements based on AVE. Thus, based on the outer loading and AVE values, all variables in this study have met the convergent validity criteria.

Composite Reliability is used to test the reliability value of an indicator on a variable. A variable is said to meet the composite reliability criteria if it has a value greater than 0.7. The composite reliability value for each variable can be seen in the following table:

**Table 2**

*Composite Reliability Value*

Variable	Composite Reliability Value
PAKEM Models	0.925
Contextual Approach	0.938
Learning Achievement	0.881
Learning Motivation	0.829

The table shows that *the composite reliability value* has met the requirements, which is  $>0.7$ . The reliability of each latent variable is strengthened by the analysis value of *Cronbach's alpha* where the results of the study obtained each Cronbach's alpha greater than 0.60 which illustrates that each indicator of the latent variable has reliable consistency as seen in the table:

**Table 3***Cronbach's Alpha Values*

Variable	Cronbach's Alpha Values
PAKEM Models	0.905
Contextual Approach	0.926
Learning Achievement	0.841
Learning Motivation	0.758

**Inner model**

The model fit test has a *fit indices and p-value model* that displays 3 *fit indicators*, namely *average variance inflation factor (APC)*, *average R-squares (ARS)*, and *average variance inflation factor (AVIF)* which must be met, namely *the p-value* for APC and ARS must be less than 0.05 or significantly significant. In addition, the AVIF as an indicator of multicollinearity must be more than 5. The goodness of fit in this study is presented in the table:

**Table 4***Goodness of fit*

Model fit and quality indices	Index	P-value	Criteria	Information
Average path coefficients (APC)	0.316	$<0.001$	$<0.05$	Accepted
Average R-Square (ARS)	0.727	$<0.001$	$<0.05$	Accepted
Average Adjusted R-Squared (AARS)	0.719	$<0.001$	$<0.05$	Accepted
Average Block Variance (AVIF)	4.267	$\leq 5$ . Ideally $\leq 3.3$		Accepted



<i>Average full collinearity VIF (AFVIF)</i>	3.417	$\leq 5$ . Ideally $\leq 3.3$	Accepted
<i>Tenenhaus GoF (GOF)</i>	0.707	Small $\geq 0.1$ ; medium $\geq 0.25$ ; large $\geq 0.36$	Large

In this study, the R-Square ( $R^2$ ) value for the learning achievement variable was 0.727, which indicates that the model has good quality or strong goodness of fit, because the  $R^2$  value exceeds the threshold of 0.67. This indicates that 72.7% of the variation in learning achievement can be explained by the independent variables studied, while the remaining 27.3% is influenced by other factors outside this research model.

**Table 5**  
*R Square*

<i>R-Square Coefficients</i>					
MP	PK	PB	MB	MP*MB	PK*MB
0.727					

The effect size ( $f^2$ ) or partial F-test<sup>2</sup> test is used to determine the proportion of independent variables to dependent variables. Effect Size ( $f^2$ ),  $\geq 0.02$ ;  $\geq 0.15$  and  $\geq 0.35$  (small, medium and large). This test obtained an effect size ( $f^2$ ) value of 0.400 for the PAKEM model on learning achievement classified as large as  $0.400 \geq 0.35$ . The variables of the contextual approach to learning achievement are classified into a large category with a value of 0.332 or  $\geq 0.35$ . The learning motivation variable moderating the PAKEM model in terms of learning achievement is classified as medium category  $0.080 \geq 0.022$ . The variable of learning motivation moderating the contextual approach to learning achievement is classified as a small category  $0.074 \geq 0.022$ .

**Table 6**  
*Effect size ( $f^2$ )*

	MP	PK	P	M	MP*M	PK*M
			B	B	B	B
MP						
PK						
PB	0.40	0.33			0.080	0.074
	0	2				
MB						
MP*M						
B						

PK\*M

B

Discussion

Figure 2  
Path Diagram

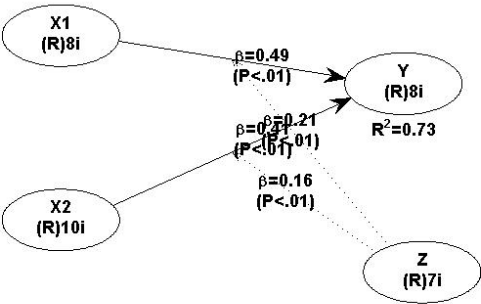


Table 7  
Path Coefficients

Path Coefficients									
	MP	PK	P	M	MB*M	MB*P			
			B	B	P		K		
MP									
PK									
PB	0.49	0.40				0.207	0.162		
	0	6							
MB									
MB*M									
P									
MB*P									
K									

<i>P-Values</i>													
		MP		PK		P		M		MB*		MB*P	
				B		B		MP				K	
MP													
HPK													
PB		<0.0		<0.0							0.001		0.009
01			01										
MB													
MB*													
MP													
MB*P													
K													

The results of the first hypothesis test show that the PAKEM Model has a significant positive influence on Learning Achievement, meaning that hypothesis 1 (H1) is accepted. These results are in line with the results of research by Muharna & Syarif (2023), Mujadilah et al. (2023 ), Manurung & Halim (2021 ), Sari (2021) and Kaban et al. (2021). The results of hypothesis testing that show that the PAKEM Model (Active, Creative, Effective, and Fun Learning) has a significant influence on Learning Achievement emphasizes the importance of innovative learning approaches in improving students' academic achievement. The PAKEM model, with its focus on creating a dynamic, interactive, and student-centered learning environment, has been proven to be able to effectively improve learning achievement.

The results of the second hypothesis test show that Contextual Approaches have a significant influence on Learning Achievement, meaning that hypothesis 2 (H2) is accepted. These results are in line with the results of the research of Ayyubi et al. (2024 ), Napitupulu et al. (2023 ), Yunus et al. (2022 ), Hikam & Karima (2020) and Syam et al. (2020). The results of the second hypothesis test, which shows that the Contextual Approach has a significant influence on Learning Achievement, emphasizes the importance of learning methods that connect academic materials with real-life contexts in improving students' academic achievement. The contextual approach, which emphasizes the relevance and practical application of what is learned, has been shown to have a strong positive impact on student learning achievement.

The results of the third hypothesis test show that the PAKEM Model has a significant influence on Learning Motivation, meaning that hypothesis 3 (H3) is accepted. This result is in line with the results of previous relevant studies such as the results of Natali & Pujiono (2022 ), Martinus & Emjosupa (2022), Ramdania et al. (2020 ), Muhaimin & Surawan (2020) and Maknun & Kuntjoro (2020) . The results of the third hypothesis test, which shows that the PAKEM Model (Active, Creative, Effective, and Fun Learning) has a significant influence on Learning Motivation, emphasizing the importance of an innovative and student-centered approach to learning in increasing students' internal drive to learn. The PAKEM model, with its focus on creating a

dynamic and interactive learning environment, has been proven to be able to effectively generate and maintain students' motivation to learn. By applying PAKEM principles, educators can arouse students' natural interest in learning, encourage active participation, and create a more meaningful and fulfilling educational experience.

The results of the fourth hypothesis test show that the Contextual Approach has a significant influence on Learning Motivation, meaning that hypothesis 4 (H4) is accepted. These results are in line with the results of relevant previous studies such as Sasior & Rabia (2023), Ahmad et al. (2023), Nurdayanti et al. (2023), Kahfi et al. (2021), and Ritonga et al. (2020). The results of the fourth hypothesis test that shows the significant influence of the Contextual Approach on Learning Motivation emphasizes the importance of learning methods that connect academic materials with students' real-life contexts. The contextual approach, which emphasizes the relevance and practical application of what is learned, has been shown to have a strong positive impact on students' motivation to learn.

The results of the fifth hypothesis test show that Learning Achievement has a significant influence on Learning Motivation, meaning that hypothesis 5 (H5) is accepted. These results are in line with Elawati et al. (2023), Ikhsan (2022), Jauhari (2022), Salmiah et al. (2021), and Sidabutar et al. (2020). Learning achievement has a significant and complex influence on students' motivation to learn, creating a dynamic relationship that reinforces each other. When a student achieves good academic achievement, this can be a strong catalyst to increase his or her motivation to learn in the future. Academic success provides a deep sense of satisfaction and accomplishment, which in turn can increase students' confidence in their academic abilities. Additionally, it is important to recognize and celebrate various forms of achievement, not just academic ones.

The PAKEM model (Active, Creative, Effective, and Fun Learning) has shown a significant influence on student learning achievement, with learning motivation playing a role as a very important mediator variable in this relationship, meaning hypothesis 6 (H6) is accepted. PAKEM, as an innovative learning approach, aims to create a dynamic, interactive, and student-centered learning environment. This model not only facilitates a more in-depth and meaningful learning process, but also plays an important role in increasing students' intrinsic motivation to learn. By understanding and using the relationship between the PAKEM model, learning motivation, and learning achievement, educators can design more effective learning strategies.

The contextual approach to learning has shown significant potential in influencing student learning achievement, with learning motivation acting as a mediator variable, meaning that hypothesis 7 (H7) is accepted. Contextual learning methods that emphasize connecting subject matter with real-world situations and students' personal experiences, not only facilitate a deeper understanding but also stimulate students' intrinsic motivation to learn. When students can see the direct reflection of what they are learning with their daily lives or future aspirations, they tend to be more engaged and motivated in the learning process.

## Conclusion

The application of the PAKEM model and contextual approach can improve students' learning achievement and learning motivation. This study explores how the PAKEM model and contextual approach affect important aspects of student learning achievement and learning motivation in civic education subjects. Data analysis yields in-depth findings:

First, it was determined that there was a significant positive influence on the PAKEM model and the contextual approach to learning achievement. The PAKEM model, with its focus on creating a dynamic, interactive, and student-centered learning environment, has been proven to be able to effectively improve learning achievement. The contextual approach, which emphasizes the relevance and practical application of what is learned, has been shown to have

a strong positive impact on student learning achievement. Second, there is a significant positive influence on the PAKEM model and the contextual approach to learning motivation. The application of PAKEM principles can increase learning motivation, not only that, by creating a learning environment that connects theory with practice, abstraction with reality, and knowledge with experience can increase students' learning motivation, encourage deeper engagement with the subject matter, and ultimately improve overall learning outcomes. Third, there is a significant positive influence on learning achievement on learning motivation, creating a dynamic relationship that reinforces each other. Learning achievement can provide a deep sense of satisfaction and accomplishment, which in turn can boost students' confidence. The PAKEM model and contextual approach to learning have shown a significant influence on student learning achievement, with learning motivation playing a role as a mediator variable.

The implication of this study is as a reference and reference for future researchers. In addition, it is a research and development of more effective learning methods and strategies in the process of reminding students of learning achievement. So the researcher suggests for future research to be able to conduct empirical testing of indicators that have not been tested in this research model, it is also hoped that the next research will expand the research locus with a larger number of samples so that the results obtained will be able to be generalized for a wider area coverage. Then it is hoped that the school can implement and develop this learning model, because the results show that the application of the PAKEM model and contextual approach in learning Civic Education can increase student achievement and learning motivation.

### **Author Contribution Statement**

**Kamsin:** Research Design; Methodology; Writing - Original Draft; Writing - Review & Editing.  
**Uli:** Methodology; Writing - Review & Editing; Validation. **Yolla:** Review & Editing.

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## Ideological Perspectives of Junior and Senior Academics on Factors Behind Yemeni Arabic-Speaking Student-Teachers' English Deficiencies: A Critical Discourse Analysis

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**Abstract:** Despite the strong emphasis that Non-Native English-speaking teachers place on English language proficiency, this study reveals that English language teachers graduating from public universities in an Arab country often lack essential communication skills due to gaps in their training. Using a Critical Discourse Analysis approach, this research draws on data from two sources to critically examine the inadequate English proficiency among student-teachers through an ideological lens. The findings highlight how differing ideological influences shaped various factors affecting the STs' language competence. After all, these ideological forces have significant implications for the development of STs' linguistic abilities.

**Keywords:** Critical Discourse Analysis; English Language Competency; English Teaching; Ideologies

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### Introduction

English has advanced to become the dominant lingua franca and language of globalization during the past 60 years. It is the most potent linking and unifying language globally, combining linguistic, technological, economic, and cultural elements (Sonntag, 2009). This was described as an "ideological fraud" by Macedo et al. (2015), an "expansion of an empire," and resetting the

"political map" by Ignatieff (2003). Phillipson (2016) connected Anglo-American cooperation to advance political, economic, and cultural interests and the development and legitimization of English.

Language proficiency in English is essential for social and economic growth, particularly in developing countries (Casale & Posel, 2011). English has established itself as the language that is most widely used and valued in the intellectual community, in addition to becoming the world's first international language, the language of greater communication, the official language, and the dominant and default language of international communication. In addition, English has become the world's first international language.

English Language Teaching (ELT) is a crucial part of the ideologies driving the spread of English today (Pennycook & Candlin, 2017; Phillipson, 2016). ELT is seen as cementing English's hegemony as the capitalist neo-imperial language (Zaidi et al., 2018; Phillipson, 2016), commercializing and corporatizing ELT (Phillipson, 2016), and contributing to the exercise of power by the Anglo- (Phillipson, 2016). High-ranking persons were seen as "cheerleaders" of worldwide English legitimization and supremacy (Phillipson, 2016).

To assist individuals in improving their English conversational abilities, governments all around the world changed their ELT programs. The shift brought about the introduction of the ground-breaking, well-liked, and widely used Communicative Language Teaching (CLT) method, which emerged in opposition to the long-dominant conventional techniques that were condemned for their shortcomings in producing proficient language users.

Northrup (2013) noted that the global financial crisis of 2008 and its effect on global/local labour markets played a significant role in driving changes in English education policy in Yemen and all Arab countries. Arab countries have embarked on an ambitious project over the last two decades to encourage mass literacy in English (Le Ha & Barnawi, 2015). In 2004, when the Yemeni Ministry of Education agreed to make English available as early as 7th grade in primary school, there was a noticeable change. The Ministry of Education (MoE) launched a project to incorporate English as a core theme in the 7th grade of primary school and increase English high school education. In 2005, MoE sponsored comprehensive first-year English programs at all universities to help improve linguistic and communicative skills for Yemeni first-year college/university students. Some programs for English education, English for practical use and English for scholarly purposes were launched by the Ministry of Education in 2010. In this regard, the Government of Yemen has invested millions of dollars in funding projects to open partnerships with foreign institutions and training providers to allow Yemeni public institutions to become more active globally (Kazmi, 1997; Le Ha & Barnawi, 2015; Ahmed & Pawar, 2018).

In this Arab country, the Education Directorate General focuses on Islamic law and culture. Curriculum, pedagogy, and activities are religiously-based. Yemeni boys and girls are educated separately from preschool through graduation. Yemeni students spend six years in primary education before moving on to government regions (Ahmed & Pawar, 2018). In response to foreign researchers, the Yemeni Ministry of Education asserts that Arabic is taught in public schools. Despite later failures, Yemen's early education system was founded on Egyptian

traditions. Yemen adopted Egypt's education system. Egypt was a French colony; the French school system influenced Egypt's educational structure. Yemeni classes taught English, and other Arab nations added French (Fareh, 2010). In the 1960s, teacher and college shortages hampered education systems. Both countries needed Middle Eastern and Indian English teachers. Yemen created universities in Aden and Sanaa in the 1970s to train teachers and provide scientific and art education (Ahmed & Pawar, 2018). In the early 1960s, Arabic professors from nearby nations taught English due to a scarcity of Yemeni teachers. Traditional Islamic beliefs encourage Muslims to study various languages (not necessarily English) to propagate the faith, although the major motivation for integrating English in the region is unknown. This uncertainty may have developed because language education policy studies address global discrepancies or preferences. Two languages dominate economic, political, and ideological viewpoints. There is little study on particular communities' religious interests in the national adoption of a specific language. Yemen's crucial location on the world economic map began with oil production. Thus, the introduction of English in Yemen may have disseminated Islamic religion among non-Arab speakers in the same way as other languages employed in the Islamic Madrasah system, in which Muslim professors sit in a circle and teach Islamic subjects. Today's strategic globalization of English (as the official and most dominant language of the world's military, NATO, and the economy) may have changed Yemen's priorities in English education, i.e., English has become more than a language for spreading Islamic creeds (Appadurai, 1990 & Block, 2008).

The Imam regime shut off schooling for its subjects before the 1940s English education movement. Since the 1960s, teacher shortages have plagued education institutions. Arab and Indian professors teach English and other courses in both nations. From the fifth year of unification, South Yemen made English a compulsory subject for eight years before the last year of high school. It was taught in seventh grade, six years before the final year of secondary school. The two nations' education systems merged in the 1990s. Starting in seventh grade, English was a required subject for six years. Despite the 1994 civil war and South Yemen's unsuccessful independence bid, North Yemen maintained a stable educational system. The Yemen Ministry of Education established Crescent English in the 1990s, giving equal space to four language skills (Ahmed & Pawar, 2018). Fareh (2010) & Khan (2012) indicated that learning English in Yemen and other Arab nations is difficult due to substandard teaching and conventional techniques, inadequate class size, low motivation, and minimal teaching resources.

It could be difficult to learn English as a second language. According to Cullen (1994), in order to create their own CLT materials and choose from a variety of existing resources to stimulate their students' interests, instructors must be fluent in English. Teachers must correctly and fluently communicate the target language (Al-Mutawa & Kailani, 1989; Frazier & Phillabaum, 2012). Skehan et al. (1996), According to studies by Nel & Muller (2010) and Richards (2010), Non-Native English Speaking Teachers (NNESTs) who are not fluent in the language are unable to broaden their students' linguistic horizons by just teaching to the curriculum.

Among the best NNEST qualities is fluency in English, which has been highlighted as an issue in the literature (Sulistiyo et al., 2019; Schmidt & Richards, 2010; ÇETİNAVCI & Yavuz, 2010; Bilton & Fahmy, 1992; Al-Mekhlafi, 2007; Nakata, 2010; Shin, 2008; Frazier & Phillabaum, 2012; Low et al., 2014; Lee, 2004; Alqahtani, 2018; Richards, 2010). Teachers who lacked these abilities were considered incompetent and unqualified (Richards, 2008). NNESTs were expected to perform successfully inside, and beyond the classroom (Shin, 2008; Nel & Muller, 2010; Murdoch, 1994; Fahmy & Bilton, 1992; Al-Mekhlafi, 2007), so they may meet their students' learning requirements, desires, and interests and favourably impact their learning (Shin, 2008; Lee, 2004; Nel & Muller, 2010; Al-Darwish, 2006). This is key to the NNEST's professionalism (Richards, 2010; Nakata, 2010), and public accountability (Lee, 2004; Shin, 2008). ELT pre-service education was criticized for failing to prepare NNESTs with the required abilities and tools to use the target language (Salihoglu, 2012; Peacock, 2009; Pasternak & Bailey, 2004; Kömür, 2010; de Lima, 2001; Coskun & Daloglu, 2010; ÇETİNAVCI & Yavuz, 2010; Al-Mekhlafi, 2007).

A literature search revealed the many ways in which ELT teacher educators around the world helped their NNESTs. Some of these methods include giving NNESTs feedback on their grammar, coherence, and comprehensibility in their writing assignments (Frazier & Phillabaum, 2012) and giving NNESTs feedback on their speaking in general (Mahboob, 2010; Shin, 2008; Frazier & Phillabaum, 2012; Robertson, 2020; Nakata, 2010).

Regardless of these activities and assignments in courses already taught to NNESTs, no one in Yemen speaks English except those who learned it in the last three years of primary and secondary school or in private language schools. Because the British inhabited the south of Yemen for 130 years, older people can speak it well, and a large portion of the population is multilingual. During this time, the colony taught in English. Therefore, individuals had grasped its language functions. People in the south are bilingual in terms of English styles and levels. Spolsky (1998) defined a bilingual as someone with functional second-language skills (Al Shabibi & Silvennoinen, 2018; Spolsky, 1998). English is taught in elementary schools beginning in seventh grade. Private schools teach English differently. It's taught in all stages, from kindergarten through high school, with a distinct period. Yemen's private sector promotes and develops learning. The benefits of this contribution have been evident in school quality, and the proliferation of English-teaching institutes in most Yemeni cities has facilitated English acquisition. People in Yemen are more aware of the necessity to learn English to exchange information and engage with groups worldwide. Thus, English has become more of a life skill than an academic requirement. Certain scientific faculties, such as medicine, engineering, and other technological and technical faculties, use English as a teaching medium; lecturers occasionally move between Arabic and English, utilizing Arabic with some English terms and idioms.

The educational situation in Yemen about English language teaching and learning will be more clearly recognized when examining and evaluating prominent academics' views on the causes of Yemeni Arabic-speaking student-teachers' bad English. Ideologies are conceptual frameworks that distinct socioeconomic classes and groups use to understand the society in this

context (Hall, 1996). Building on Hall's concept, Van Dijk (1998) asserted that ideologies serve as the foundation for the social representations that group members share. Ideologies, according to Van Dijk (1998), impact group members' acceptance of "good" and "bad," determine how they perceive the world, and frequently advance their "material" and "symbolic" interests. This ideological inconsistency causes inequality, abuse between socially formed and positioned groups locally and/or globally, power play, competition, struggle, and conflict. It also results in domination and control by one group over another. To empower dominated groups, build solidarity, coordinate the fight, and maintain opposition, dominant and dominated groups socially generate and replicate ideas. According to Van Dijk (1998), social actors may belong to multiple social groups, each with a distinct ideology. This could lead to conflicts when deciding how to speak or act in a given situation where, depending on the circumstance, one identity and, consequently, one ideology may be more relevant and significant.

Moreover, Van Dijk (1998) indicated that ideologies have many different forms and manifest in a variety of contexts. They highlight the struggle for public speech and incorporate symbols, rituals, and discourse. He maintained that ideology and discourse had a profound and important link. He argued that the social and cognitive aspects of language use and social activity should be considered while conducting discourse analysis. The "common ground" of all conversation and interpersonal contact is created by sociocultural knowledge and other widely held beliefs. Van Dijk (1998) explored the influential role of the mind in influencing and being influenced by discursive social practices in context and underlined the importance of manipulation by dominant groups, who have particular authority over and access to information to manage or control the public's mind. In order to further the interests of those in authority, a consensus must be created, and the dominant groups must be persuaded that their beliefs are legitimate. The dominant groups use manipulative speech to prevent unity, create divisions among the non-dominant groups, and marginalize or discredit them in society at large or even inside their own organizations since their opinions are in opposition to those of the majority of other elites. Being manipulated is a communication and social activity that is not just used by elites (Van Dijk, 1998, 2006). It can best be articulated in language, which gets power from the use of powerful people who are accountable for inequality and have the capacity to improve circumstances (Wodak, 2002). Manipulation that incorporates organizations that are both dominant and dominated, as well as institutions and their patrons, is bad. According to Van Dijk (2006), manipulation goes against social standards and entails the misuse of authority. .. and suggests using language to wield illicit influence; manipulators persuade others to think or act in ways that are detrimental to the interests of the manipulated. Manipulation is a cognitive process that influences people's information, beliefs, and ideologies to influence their behaviour. Public discourse is manipulated because it is under the authority of strong elites. The manipulation of this study has implications for ELT teacher education, policy, and planning.

Culturalism/colonialism in this study favours the dominant culture over the weak. Hegemony is fostered by rhetoric and attitudes. Since the minority dominating group occupies the system's centre and attempts to manipulate and force social institutions and less powerful and/or defenceless groups to support its values, manipulation is crucial in this ideology. In this

worldview, social roles and cultural spaces occupied by members of a group in a significant institution like the university under investigation are tied to power. Acculturation of the colonial group is crucial to the colonizing group. This philosophy is a form of colonization and mind control that is just as successful as physical conquest. As it does in the context of ELT student teaching, cultural imperialism legitimizes, protects, and oppresses particular groups, types of knowledge, and traditions within the imperial power. The theory behind this study contends that Western civilizations are better than those of the developing world. Al-Issa (2006) bemoaned the Arab government's reliance on foreign governments to create and execute its policies. He advised increasing both physical and human resources to decrease this reliance.

The individualist, competitive, and libertarian values that are emphasized by the economic, rationalism, and neoliberalism ideologies are in opposition to equality and cooperation (Stokes, 2014). Stokes describes it as a serious political statement that addresses fundamental ideas. Neoliberalism, rationalism, and economic ideology oppose collective authority. Members of this group, who saw themselves as elites in this research due to their high levels of education and expertise, work hard to break away from the dominance of the dominant group, which is thought to lead to inefficiencies and impede the development of ELT STs' language competence. The dominant group's members are specialists who are often motivated by self-interest to adopt a change to increase output and maintenance (Stokes, 2014). They argue, bargain, and discuss to their areas of strength and skill. They accomplish this by attempting to seem like rational agents and defending the value of their epistemology by employing scientific reasoning. Stokes contends that rather than being founded on actual observation and testing, their arguments are "based on a priori procedure or deduction from abstract general principles or self-evident assumptions." Supporters of neoliberalism, rationalism and economic ideology see all members of the organization as actively involved in formulating policies and bringing positive unorthodox change to the system. Furthermore, they reject the supremacy, dominance, control, and power of their rivals, the proponents of culturalist and colonial ideologies, and see them as outsiders and opponents who, because of their rigidity and distortions, should be less involved in assisting STs in acquiring their target language proficiency. Holders of neoliberalism, rationalism and economic ideologies want to play a more significant and influential role in how this crucial aspect of ELT STs' preparation and education is thought of and implemented, which causes conflict at the micro- and macro-structural levels as well as a struggle for power and cultural space.

## Methods

### *Design*

In this study, the perspectives of senior academic members on the English language capacity of ELT STs are analyzed in terms of how they are transmitted in their discourses. Hegemonic ideologies, in the form in which they appear in the discourses of some of the agents in this research, should not be considered objective. Because intellectuals, the privileged, and a highly placed class of elites, such as some of those chosen to participate in this study, do not think

similarly due to their varied knowledge and experiences, the manipulated will be questioned and challenged, making them more vulnerable and less resistant to manipulation. This is because the manipulated will be more susceptible to being manipulated and less resistant to being manipulated (Van Dijk, 2006).

The present ideological climate of the ELT setting was taken into consideration while determining whether or not this research technique was suitable (A. S. M. Al-Issa, 2015). This is the first research I am aware of investigating this issue from these perspectives. The problem-oriented and interpretative strategy is the one that will serve you best in achieving this objective. The explanatory CDA technique demonstrates that manipulation is one of CDA's basic notions. This is since CDA reveals ideology, which is expressed via language through a wide variety of social organizations (Wodak, 2002; Van Dijk, 2006). According to the statements made in the article, the CDA is a trustworthy analytical instrument for literacy praxis in language education that may be used to pursue sociolinguistic analyses in order to bring "change" and "well-being" to ELT STs (A. S. M. Al-Issa, 2015). This study investigates how cultural, economic, historical, and political factors influence the formation and implementation of policy in order to improve classroom instruction, empower STs, increase their learning and teaching efficacy, and humanize scholarship. Other goals of the study include: empowering STs, enriching their learning and teaching efficacy, and humanizing scholarship. Studies that critically analyzed speech as being formed by a certain worldview and the broader universe of social positions and processes were found to be deficient in ELT research (A. S. M. Al-Issa, 2015). (Bourdieu, 1991). This is true in spite of the significant social and political shifts that took place in 2011 as a direct result of the educational system's social, cognitive, and discursive manipulation (Van Dijk, 2006) and the denial of the freedom of the people to generate information, challenge it, and innovate. These shifts were brought about due to the educational system's manipulation of social cognition and discourse (A. S. M. Al-Issa, 2015). The Arab Spring of 2011 enabled society to regain its voice and assisted it in escaping a significant portion of the context and rhetorical inactivity it had been mired in. It is vital to analyze the factors impacting ELT STs' language ability from a macro-level viewpoint and outside of the classroom to facilitate the development of new theories within the framework of the nation's English language teaching (ELT). To accomplish this, it is necessary to utilize procedures that are "non-conventional," "researching up," and "sensitive research" (Cohen et al., 2007) in a manner that allows one to appreciate the influence of significant, powerful stakeholders such as those who were picked for this study.

### ***Participants***

The Language Center (LC), the Department of English Language (DEL), the College of Education, and the College of Arts and Languages were four highly trained and experienced local ELT academic members representing prominent academic positions at Sana'a university in Yemen. Even though each agent had a distinct place in the organizational hierarchy and possessed a unique amount of authority, they all agreed to carry out interviews (Van Dijk, 1998).

Agent #1 is a distinguished College of Education decision-maker, associate professor, and senior government figure. Agent #2 is a teaching assistant who also oversees student instructors. Agent #3 is a field-based student teacher supervisor and an assistant professor of applied linguistics who teaches ELT STs in the College of Arts and Social Sciences. Agent #4 is a member of the university's Academic Council, an associate professor of ELT at the College of Education, and a state representative. It was challenging for us to approach a group of elites or specialists because of the sociological and sociopolitical components of the problem (Kaiser, 2009; Van Dijk, 2001). A "debunking theme" (Berger, 1971) and necessary distance are needed in this situation. To strengthen the validity and trustworthiness of the study (Saunders, 2007; Appleby, 2013). Second, we sought to go beyond a cursory comprehension of social reality and challenge the four agents' traditional explanations of social reality and social institutions (Berger, 1971). To do this, we sought to be insiders and close enough to the four actors' perspectives and experiences while acting like outsiders and strangers to thwart and confront our prejudicial views, beliefs, assumptions, and theoretical orientations and observe things critically (Drake & Heath, 2010; Appleby, 2013). We didn't want to accept the agents' assumptions and points of view or be misled by their explanation of the situation (Andersen et al., 2014). In sociology, things are not always as they seem, and unexpected conclusions frequently occur (Berger, 1971). We were therefore more urged to refute theories that have an influence on STs' English language abilities.

### ***Instrument***

Every participant was subjected to a semi-structured interview. The interviews consisted of three major questions influenced by several pieces of literature on English language learning and acquisition (see Appendix 1). The interview questions were sent to a panel of industry experts with the purpose of improving the quality, dependability, and validity of the questions. The panel reviewed the questions and provided constructive feedback on some of the topics discussed when it was relevant.

### ***Procedures***

Before conducting interviews, the researcher informed the four agents about the study's objectives and method and got their verbal agreement. All agents were honest and answered all queries. They all applauded the researcher's efforts, underlined the issue's significance, enjoyed being questioned, and thought their replies would expand the study's findings and benefit the field. This gave the researcher the impression that they sought to acknowledge their efforts and aid others by disclosing their data (Kaiser, 2009). The interviews were in English. The length of interviews varied by informant's ideology, "field of force," "cultural identities," and "culture capital" (Bourdieu, 1991). all interviews were voice-recorded and transcribed. Each agent interview was on a particular day.

### ***Results***

To complete the research project, raw data were triangulated using semi-structured interviews with four different agents and relevant previous research. The researcher went beyond a simple descriptive examination of the texts in light of the ideologically charged context



to conduct a detailed, rigorous, and yet transparent analysis of the conversation. The goal was to zero in on the essential intents of the discourse. To capture elements of social realities and functions of discourse while allowing for emergent aspects of data analysis and researcher' interpretations based on their values and interests, the researcher adopted Greckhamer & Cilesiz's (2014) interrelated framework for systematic analysis of discourse building blocks, which constructs reality. This was done so that reality might be constructed by encapsulating aspects of social realities and the functions of language.

For the data, the researcher created a four-column table. The researcher provided raw data collected from the context in the first column. Then, in the second column, the researcher used pertinent literary works to reinforce the viewpoint the researcher was trying to confront. The researcher outlined the topic discussed in the third column by highlighting its essential characteristics. The researcher listed the philosophy mentioned in the previous three columns in the fourth column. The two conflicting philosophies of colonialism/culturalism and economic/rationalism/neoliberalism are represented below.

<b>Data collected from the Context</b>	<b>Reference</b>	<b>Core concerned</b>	<b>Ideology</b>
Lack of teaching tools and textbooks	(Sergon, 2011)	Critique of resource scarcity and Ministry's role	Colonial/Culturalist
Emphasis on writing over speaking due to teacher limitations	(Stokes, 2014)	Curriculum and teacher skill gaps in ELT	Neoliberal/Economic

## Discussion

### *Culturalist/colonialist ideology*

Agent #1 first blamed families, then other agents and agencies. He used guilt to urge families to show more significant concern for their children's ELT education by establishing a suitable English language environment, which may motivate schools.

Certainly! A lot of homeschooling occurs. If 'home' education is lacking, formal schooling will too. Actually... some parents want the school system to manage the entire educational endeavor in more or less 180 days, 6 hours daily. It can't be done. The child needs counseling before entering school, during holidays and breaks, and if he wants higher education, the parents may be asked to offer financial assistance. The level of family support affects learning overall. Language acquisition is like a sponge for children. They require exposure. If English isn't the dominant language, speak it as often as possible. But you have to show your child media. Movies with subtitles are lovely for this.

Agent's 1 cognitive biases make him prefer English over Arabic and another indigenous language with a longer history. He talks about "overt" and "explicit" status, acquisition, and prestige planning in families as part of their "micro-level" family language policy (King et al.,

2008). The influence of linguistic ideology on language policy and education was highlighted by King et al. (2008). Since many parents and families have different effect beliefs and are significant agents of socialization, transmitters of cultural norms and traditions, and preservers of ethnic identities, Agent 1 is making an incorrect assumption and a fundamental attribution error. King et al. (2008) argued that the ways in which families use and learn languages are indicative of broader cultural shifts.

Yemen is one of the Arabic-speaking countries where Arabic is the official language and medium of education. Yemen is a diglossic community where MSA and YA coexist (Ferguson, 1959). MSA is spoken in official settings, such as education, media, and religious sermons. YA is used in day-to-day communication. Classical Arabic and MSA are sacred because they are closely related to the Holy Qur'an. Officially, Arabic is utilized. Literacy, newspapers, media, and other written works use it. No one speaks English save those who went to school to learn it. Soto et al. (1999) claimed that a strong home foundation helps children's second language learning since home languages and home cultures are at the center of family communication. In their discussion of parenting and development, King et al. (2008) highlighted the importance of parents' ideologies. Access to and exposure to the English language have never been easier due to the proliferation of media platforms such as free-to-air and encrypted satellite TV channels, the Internet, smart mobile phones, and social media (Leis et al., 2018; A. Al-Issa, 2006). This is especially true as the next generation, the digital natives, come of age online.

Agent 1 displayed cognitive bias by blaming school instructors for not implementing the BES policy. He shamed and insulted instructors to make them feel inadequate. True, it mostly depends on their experience and linguistic skills. Unless they speak another language, native speakers may not comprehend why outsiders make mistakes. A foreign language speaker's pronunciation and accent vary, and some make many blunders. Will you allow it? I suggest a native speaker for intermediate English. However, foreigners may do for beginners.

Fareh (2010) & Khan (2012) concluded that the Ministry of Education lacked understanding regarding the large number of students enrolled in the Foundation English Language Program at public and private institutions. The Ministry of Education has minimal expectations for students learning. Sergon (2011) ascribed the problem's complexity to the Ministry of Education's policies.

Agent #1 praised BES's course. He utilized humiliation and hyperbole to blame teachers for the problem.

The curriculum isn't fully implemented, and most of the material is poorly created. Even though ESL and EFL are similar, there's a considerable gap between them, which makes adapting content challenging. ESL assumes students have more access to the language (both proficiency and materials), yet EFL students may not grasp the same stuff. Training is another concern. Many EFL teachers aren't equipped to teach the new curriculum. EFL teachers have minimal or no training, thus, they don't always know how to teach English well. Both students and teachers might suffer from a lack of training.

In recent decades, there has been a rise in the integration of skills. Reading, for instance, is considered by those who develop curricula and classes to be one of two or more related talents. EFL teachers have the opportunity to incorporate any relevant language abilities into the classroom if they focus less on the forms of the language and more on what their students can accomplish with it. According to and Brown (2000), integrated-skill courses inspire students to learn English as a foreign language, leading to a stronger recall of concepts learned in speaking, listening, reading, and writing. The Southern State Authorities interpreted the outbreak of civil war in 1994 as the end of the unification deal; however, victorious North Yemen was able to maintain the country with a single education system forcibly. This was despite the fact that the new country had political issues from its formation and, subsequently, a civil war in 1994. The Ministry of Education in Yemen launched a new series of English lessons in the nineteen-nineties under the name "Crescent English course for Yemen." All four linguistic abilities are given equal weight in these communicatively-focused classes. Most educators are ill-equipped to teach the new material presented in the book (Crescent English course for Yemen). Therefore, teachers must attend continuing seminars to learn about new material and cultivate an encouraging environment for students to study. Ahmed (2018) held the Ministry of Education accountable for producing an irrelevant, unrealistic, and uninteresting syllabus. Almusawi et al. (2019) and Sergon (2011) additionally found that teachers in the local ELT context did not have sufficient time, while meantime had end-less tasks "... to try and meet the constantly changing Ministry goals.

Agent #1 commits cognitive biases, attribution errors, and incorrect beliefs regarding teachers' attitudes and professionalism. Malle et al. (2014) indicated that false assumptions lead to more significant blame than genuine beliefs.

As mentioned earlier, the current textbooks prescribed for these Basic and Secondary schools are communicative-based courses in which all skills are given equal space. Unfortunately, written skills are usually overemphasized at the expense of oral ones, which affects the learning and teaching process as a whole. This is due to instructors' low competency and inadequate awareness of communicative language education. EFL teachers may have a certificate or bachelor's degree in English, but they lack spoken English teaching skills and communicative language knowledge. They favor older procedures since they're easy to run.

A teacher must be patient in order to teach EFL. There is no English language environment in Yemen. English is not a serious topic in our country. It is taken lightly by both students and Yemeni teachers. Students are not taught English properly in their schools for various reasons, both inside and outside the classroom. Many English school instructors lack communicative competency and minimal experience teaching communicatively.

Furthermore, the English curriculum is just a communicative-based course that is confined to grammatical and lexical competency. On the other hand, while most EFL instructors have a certificate or bachelor's degree in English, they lack competency in teaching spoken English and are not well-versed in communicative language instruction. They typically prefer conventional

teaching methods in their classrooms since they are easier to manage. This is because many English teaching programs offered by Yemeni education institutes do not adequately train student-teachers to be competent and qualified English instructors. This lack of competency on the part of the instructors will subsequently be reflected in their teaching in these primary and secondary institutions, posing a barrier to language learning and student progress.

Agent #1 devised us vs them to avoid accountability. He is trying to differentiate between the communicative-based knowledge specified for Basic and Secondary schools and EFL instructors' limited experience teaching it. De Lima, (2001) and Morain (1990) stated that all ELT pre-service courses assist STs in improving their English language skills. Lack of knowledge and effort extended to course preparation, which he found lacking in Yemeni schools.

Freeman et al. (2015) were among those who questioned the usefulness of vaguely defined language requirements in the classroom. The authors argued in favor of English-for-Teaching, a constrained variety of English for Specific Purposes that prepares teachers to instruct English as a Second Language (ESL) in public schools in order to better facilitate the linguistic growth and curricular implementation of their students. The concept, as stated by Freeman et al. (2015), has significant ramifications for developing and verifying teacher education programs and ensuring they are in line with international standards. A. Al-Issa (2006) argued that since 1970, this Arab country has been reliant on foreign universities for its academic needs due to a lack of trained labor and physical resources. Using deceptive practices, foreign powers have influenced institutions like the one under scrutiny to conform to their cultural norms.

Agent 1 blamed the MoE for STs' linguistic inadequacy. He posed as a victim to obtain sympathy and cooperation.

I see... funds affect student performance. Sure... lack of financing leads to higher class sizes, less technology, and less curricular resources. The more learners a teacher has, the less personalized attention they can give.

Most schools have a scarcity or lack of instructional tools. Language laboratories are not provided in any of the city's main schools. Most of these schools lack the required aural and visual teaching tools for language instruction, such as cassettes, recorders, computers, projectors, etc.

At the same time, teachers do not attempt to give visuals or drawings that may aid in teaching vocabulary and grammar. They rely mostly on conventional ways of teaching through the excessive use of the mother language (Arabic). The textbooks recommended for English instruction in these institutions are not supplied to each student, and in many schools, two or more students are frequently asked to share the same textbook. A situation in which teachers exclusively utilize chalk and boards to teach English is regarded as an obstacle to English language instruction in Yemeni schools. Furthermore, the number of pupils grows yearly, yet educational infrastructure does not keep pace. According to Agent1's statement, the number of pupils in each classroom can exceed 50. Such packed courses are a significant difficulty for EFL

teachers since they have challenges with class control and find it difficult to achieve communicatively.

These issues appear not limited to English language education in this governorate's schools but may be generalized to many schools around the country and some other similar situations.

Some comparable studies conducted in various circumstances where English is taught as a foreign or second language came to somewhat similar results about the difficulties of teaching English (Kalia, 2017; Fatiloro, 2015; Fareh, 2010).

Agent #4 employed a deceptive method to study the situation. He felt STs would benefit from the ELT program by commenting... Yes, to a significant extent. However, he emphasized that... Students might benefit from extra English classes, although that would be challenging, given time restrictions.

Agent #4 is assigned to the Ministry of Education and its official offices in the capitals of governorates, each with its individual tasks and responsibilities. Holding multiple identities and ideologies led to discursive conflict. He employed three sorts of positive reinforcement to manage the circumstance.

The first was regarding the mainly acceptable efficiency of MoE's ELT initiatives. In the second, he superficially sympathized with the STs. In the end, he apologized on behalf of the Academic centres at MoE for not extending the time given for language development classes.

Being the most exclusive, prominent, powerful, and influential of all three, Agent 4 agreed with the Academic Centres at MoE. The 6-year degree plan barely covers 3-4 credit hours per week for ELT needs, especially in rural nations where EFL teachers are few. This distribution of classes and hours shows a lack of balance, which might damage STs' language competence (Peacock, 2009). A. S. Al-Issa & Al-Bulushi (2012) showed absence of time in an EFL environment contributed to poor English language learning and acquisition.

Agent #4 is aware of the need for additional formal ELT time for STs. In Bourdieu's (1991) terms, while "demand" for optimal language exposure is high, "supply" is low due to "production monopoly" and "distribution restrictions" exercised by Agent #4 as a powerfully dominant figure taking control of and representing the powerless majority, but imposing restrictions on the quantity of English language knowledge presented to STs. Agent #4, authorized to oversee a vital operation component, denies STs their right.

### ***Economic/rationalism/neoliberalism ideologies***

Agent 2 pushed for a more important position in the STs' linguistic development and implicitly negotiated and struggled for it in the knowledge and power hierarchy. He indirectly criticized the professors. He criticized instructors for failing to increase their pupils' language proficiency during the previous four decades, putting more emphasis on grades than learning, and assuming that high grades signify effective learning. The authoritative, strictly controlled, and regulated ELT system, which prioritized official knowledge, picky traditions, and intriguing knowledge, was opposed Ahmed (2018) and A. S. M. Al-Issa (2015). A. S. M. Al-Issa (2015)

claimed that this resulted in top-down curriculum implementation, limited teachers' use of creative and innovative teaching methods, encouraged teaching for exams and memorization, sanctioned exams as the only accepted metric for determining academic success, and widened the gap between policy and practice. He used shame manipulation and guilt-tripping to make instructors feel guilty and submissive.

Agent 2 made an effort to seem reasonable by contrasting the poor performance of school instructors with university instruction. He wants more space and power to provide STs instruction on how to improve their language abilities because he is a trainer with special understanding. He used to shame and guilt-tripping to put the blame on the professors.

Many students view language as a test topic rather than as a skill to be learned, especially in language skills programs. This is probably because of how pre-university coursework and tests are set up. Only a qualified, experienced teacher can offer assistance at this time. Many study ELT for a future career rather than because they find it interesting. This agent misunderstood the STs' attitudes regarding becoming English teachers, which was a critical attribution error. The agent's statement refuted the findings of Fahmy & Bilton (1992) about STs' perceptions of English and ELT as a profession. Hussein & Elttayef (2016) found that instructional technology enhanced discourse competence, which is the collection, reorganization, and arrangement of words, structures, sentences, and utterances to achieve a cohesive, cohesion, and meaningful spoken or written text in order to avoid needless repetition and to place each signal in its proper location. This technology was used by the researchers to enhance instructional strategies.

Regarding timetable and classes, yes, but many students struggle with communication and language skills. Therefore, the program's elements are sound. The same program has in the past and currently somewhat prepares language teachers. Given that Ministry of Education grads aren't as stellar these days, perhaps the quality of the college's intake has altered recently. I can only depend on my observations and those of my other teachers. I believe course instructors need to make adjustments due to the quality gap. Although the basics are essential, there are issues with how they are taught realistically and how much students take advantage of learning opportunities in classes. This agent was more focused on developing the practical knowledge of STs because he was a teacher trainer. The blame is placed on faculty members and the implication that they must teach STs to mask a rejection of the power, domination, and authority of those in charge of conceptualizing and carrying out ST-teaching. This blame lacked concrete evidence and was abstract and ambiguous.

Agent 2 then offered some very divisive professional-based suggestions on how to help the STs advance their language skills. All of these ideas are centred around the STs using English. He said that developing a drama-based course for student teachers may be a good idea, especially if sociolinguistics and pragmatics instructors were included in the system's instruction. This was done specifically to help STs create and produce different theatrical pieces! Vachova (2012) outlined several possible disadvantages of using theatre in ELT instruction. Students feelings of collaboration, communication abilities, and self-assurance in their English-language skills all grow as a result of using theatre as a technique for English instruction. When taking part in dramatic practice, students have the chance to play around with language, make mistakes, and

even learn how to improvise if they forget a word or phrase. It is normal to anticipate that not every student will be eager to participate in front of their peers. This is especially true in a place that is important to Muslims and Arabs culturally, where such action is typically discouraged.

Agent 2 attempted to seem reasonable. He suggested enrolling STs in topical workshops or courses to improve their language abilities and prepare them to use and teach languages professionally. The English language workshops are hands-on, interactive, practical courses that help students become more fluent in the language. The linguistic difficulties of the students are highlighted. A new emphasis on professionalism may mean that the curriculum offers students the opportunity to participate in several seminars. In the context of the subject, these seminars or courses could aid students in developing specific language abilities or regions. A workshop could concentrate on instructive games that show participants how to modify their communication, cut down on conversation, offer clear directions, etc. To learn the more diversified language that can be passive owing to avoidance strategies, these activities challenge students to use their already learned language in unconventional or regular ways.

In order to enable EFL school instructors to brush up on their English and learn about current trends in language teaching, Ahmed (2018) claimed that they are hosting seminars and training. These instruction and seminar courses must be delivered by native English speakers who are also national specialists in ELT. They should employ communicative language approaches in their English classrooms, such as role-playing, group projects, pair projects, and cooperative learning. In addition to the aforementioned, ELTSTs in Yemen must be improved by providing the appropriate audio and visual teaching tools and resources, such as cassettes, recorders, projectors, computers, textbooks, and language labs.

Agent 2 used the term "professionalism," which refers to teachers' service ethics and morality, commitment to special knowledge development, and making judgments, in an effort to highlight the lack of effort and incompetence of those school staff members' teaching as well as the failure to give the ELT STs the tools they needed to transform them into proficient users of the target language.

The LC has sufficient tools, infrastructure, and resources. Students' English reading, writing, speaking, presenting, study, and vocabulary abilities are all improved through the LC's Tutorial Center. The Student Support Unit at the LC promotes independent and practical learning. With individualized attention, the program aims to advance children's linguistic and intellectual development (one of the YMoE goals, 2010). Students will develop language learning techniques and make good use of resources.

A centre for extracurricular activities is located in the LC (ECA). Aiming to engage and capture students' talents in various activities with specific goals and a timetable for completion, these centres were established to encourage student and teacher engagement in clubs outside of the classroom (Zhou, 2018; YMoE goals, 2010). The facility fosters pupils' creativity and self-assurance.

Agent 3 used deception to get his point through. He used guilt-tripping to demonstrate that instructors who were involved in conceptualizing and putting the program into practice cared

about their own financial objectives, which resulted in power abuse. He also used language to denigrate rivalries and power conflicts among the students. He also attributed the lack of expertise to the EFL instructors. He supported requiring non-English major teachers who teach English in some schools to enrol in English language education courses in order to fulfil certification criteria.

The others are implementers, including curriculum designers, policymakers, planners, and education ministry representatives. Their duties thus include forcing teachers to teach English as an integrated skill that emphasizes all skills and making English a required topic in the curriculum starting in the first grade of elementary school. Never leave it up to the school staff. This group of educators is not uniform. They are made up of theoretical linguists who want to maintain their jobs by instructing students on useless linguistics concepts in real-world situations. They are a group of literature students who wish to work as many hours as possible to maintain their employment. They are made up of Methodologists who concentrate more on teaching Methodologies History than on their students' linguistic requirements and the right and fluent use of language in the context of a professional classroom. They ought to be forbidden. The agent made a mistake in attribution due to cognitive biases. Some schools with language labs or centers opened their doors just over ten years ago. As a result, they employed instructors with various academic backgrounds, skill levels, and competencies from both inside and outside Yemen. It was believed that including them on technical committees across the organization would strengthen those committees, and help them get an international reputation.

To seem more reasonable, Agent 3 clarified what he meant when he said that theoretical linguistics didn't apply to STs in the Yemeni English curriculum. He persisted in utilizing the linguistic proficiency of STs to exert dominance, control, and influence over the creation and implementation of programs. He accused non-Applied Linguists of using English Language Literature to advance their goals and interests. Competent authorities must review the courses with an emphasis on the needs of the students. Several studies have shown that literature affects the ability to speak a foreign language (Yildirim, 2012; Van, 2009; Khatib et al., 2012; Cruz, 2010). Literature exposes students to real-world materials, broadens their linguistic repertoire, develops communicative language proficiency (CLP), enhances cultural understanding of the target language, stimulates critical thinking, and appeals to the imagination.

Agent #3 made an effort to seem more rational by emphasizing the importance of reading and writing and the lack of worth of the program's theoretical components. There is a demand for short stories, writing, and reading. According to Pasternak & Bailey (2004), the concept of CLP was linked to knowledge of the target language and demonstration of the ability to do things using that knowledge in various contexts governed by different interactional conventions, functions, and rules. In this instance, Agent #3 compartmentalized the language and prioritized two skills over the other four, which was against the concept (Bachman & Palmer, 1996). Additionally, this representative's remarks were at odds with those of Fahmy & Bilton (1992), who found that ELT STs lacked confidence in their capacity for oral English communication. This fact dramatically impacts their choice of instructional resources and approaches and their ability to act as language models in the classroom. Agent #3 served as the slave this time, which was an interesting difference. By claiming to be seeking to assist the STs in learning English, he



attempted to mask his objectives. He discussed a different sort of curriculum and adopted a more radical strategy than those mentioned before. He said that the current situation might be remedied by modifying the ELT degree plan curriculum and adding more ELT practitioners and professionals. Switch up the lessons. Professionals in ELT, Applied Linguistics, and school educators must complete it. They ought to be questioned about what is effective and ineffective, what was a waste of time in school, and what aided them in their careers. Agent #3, an expert Applied Linguist, was more concerned with language usage. He wants a more significant role in organizing and managing the ELT program. Tests or observations did not support his claim since he sought to effect change in a non-traditional manner with the aid of educators or ELT practitioners working in schools. This agent is simplifying this framework and knowledge base and restricting the categories to practical grounds, even though the pertinent literature Fandiño (2013) showed that the design of ELT programs around the world is complicated and involves more than one entity to ensure that STs get as complete a professional knowledge base as possible. He flatly declined any parts academics may have played from fields other than Applied Linguistics.

## **Conclusion**

This CDA-driven study examined and documented leading academics in ELT's theories on the variables influencing STs' proficiency in the English language. Language competency in ELT STs is badly impacted by the competition for space and the creation, replication, validity, and monopoly of cultural, intellectual, linguistic, economic, and political capital. All agents created misleading discourses, cognitive biases, and subjective social realities to avoid accepting responsibility. The many paradigms and sub-paradigms of manipulation and blame reflected the ideologically restricted and contentious environment. This study demonstrated how manipulation and finger-pointing impact ELT policy and planning. We believe this study is an essential contribution to the body of knowledge about the language proficiency of EFL/ESL STs and the impact of teacher education on linguistic planning and policy, despite the small sample size that restricts generalizability. An extensive quantitative analysis could be able to explain the phenomenon. To aid STs in developing their language skills, this study's discourses need to be considered.

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## Language Production in A Parkinson's Disease Patient in Banjarnegara: A Psycholinguistic Analysis

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**Abstract:** Parkinson's Disease (PD) is a condition caused by damage to the nervous system, which impacts speech functions and is marked by slow movement and speech (bradykinesia). This condition relates to the brain's ability to process speech functions and linguistic information. Parkinson's affects both motor and cognitive abilities, which are integral to speech production and linguistic processing. The research was conducted in Banjarnegara on a 70-year-old patient suffering from Parkinson's Disease. This study employs a qualitative descriptive method, followed by field observations and interviews using audiovisual recording and note-taking techniques. The aim is to analyze the language production produced by a Parkinson's patient as an initial step to identify what language disorders appear. So it is hoped that the results of this identification can be used to follow up on what stage of speech therapy should be given. The data is in the form of language production, consisting of speech in the form of words and sentences. The results of the study found that a Parkinson's patient experienced a decrease in cognitive abilities, which was indicated by difficulty in producing speech when answering questions. Patients try to remember by repeating the words "what is that", "anu", "what is it" at the beginning and in the middle of each utterance. In addition, the speech is not perfectly structured in its syntax, so it requires careful attention to what is conveyed. For example, "So if I think it's stiff, my legs feel tight, my hands trembled too. So I can't, I can't think anymore. Maybe it's the brain's nerves, yes, it's the brain's nerves". The results of the study showed that language production in a Parkinson's patient experienced a decrease in cognitive ability in the process of uttering words and sentences. However, there has been no decrease in pronunciation in the form of phonological phonemes.

**Keywords:** Language production; Parkinson's; Psycholinguistics; Syntax

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## Introduction

Language as a means of communication has an important role in conveying information from the speaker as the information provider to the listener who is the recipient of the information (Zulfa et al., 2023). It is related to humans as social beings who use communication to interact and socialize with other humans. Therefore, humans are born with language skills through the system they have. Humans are born with a language ability device called LAD (Language Acquisition Device), which is later related to language production skills (Nurharyani & Nugroho, 2020), (Nurharyani et al., 2022). Language is a complex communication process requiring the functioning of various organs influencing speech mechanisms, thinking, and language production, as well as mental modalities revealed during speech (Indah, 2017). Language production is also used to express ideas and human emotions, involving the brain, particularly the left hemisphere, which plays a dominant role in language production. In contrast, the right hemisphere is involved in emotional expression. Apart from the hemispheres, there is also an essential part of the cerebrum called the cortex. The cortex and hemispheres are parts of the brain, but have different functions. The hemispheres are parts of the brain that are divided into two, namely the right brain and the left brain, while the cortex is the outermost layer of the brain that functions to regulate high-level cognitive abilities, namely the ability to think, speak, reason, memory, and problem-solving. The description explains that the cortex is responsible for controlling human speech or speech organs, including the tongue, jaw, lips, teeth, and vocal cords (Anisah, 2019).

These parts of the brain are related to how humans are able to produce language (Anisah, 2019). Language production is optimal when brain and nerve functions are intact. In normal human conditions, the language produced can be understood through its linguistic structure; however, this is different when language production is seen in patients who experience a decline in brain and nervous system function, one of these patients is someone who suffers from Parkinson's. Parkinson's Disease, first described by James Parkinson in 1817. This disease is a chronic, progressive disease, and has typical motor symptoms in the form of tremors, bradykinesia, rigidity, and postural instability, and usually occurs at the age of 65 to 70 years (Suharti, 2020), (Zein, 2023). Other symptoms that appear related to non-motor symptoms include decreased cognitive abilities (Zein, 2023). Parkinson's is a disease related to the nervous system, which is indicated by the use of less than optimal nervous system functions. The symptoms that appear are not only in the nervous system that does not work optimally, but also cause mental and psychiatric disorders such as depression and anxiety. If that happens, it will have a negative impact on the production of language or speech produced by Parkinson's sufferers (Alia et al., 2022).

Related to the explanation above, language production is also related to the ability to perceive speech. If the perception of speech is not optimal, it will impact language production. Language production that is not optimal can affect how other people or speech partners perceive speech. Conversely, if there is a disturbance in the ability of cognitive function regarding perceiving speech, it will have an impact on speech production. The point is that the ability to produce language affects how humans convey messages and affects how partners receive or

perceive and understand the speech (Anisah, 2019). Cognitive functions, including thinking, remembering, learning, and using language, are conscious mental activities (Pradnyaning et al., 2020). Cognitive impairment in PD is categorized into mild cognitive impairment (PD-MCI) and severe cognitive impairment (Parkinson's Disease Dementia, PDD). Therefore, it is necessary to conduct an analysis of language production in Parkinson's sufferers, as one of the initial steps in identifying language symptoms that appear and have the potential to become language disorders.

This study aims to describe the language production of a Parkinson's patient in Banjarnegara through his utterances. The subject of this study was a 70-year-old Parkinson's patient who had been medically diagnosed with Parkinson's for 8 years. This study took place in Banjarnegara because the researcher received recommendations from neurologists. A Parkinson's patient in Banjarnegara was recorded as one patient, although it is possible that those who are not medically recorded may appear; however, tracing patients requires time and a definite medical diagnosis. Based on this condition, the researcher identified symptoms of speech changes experienced by Parkinson's patient that varied, for example, speaking in a soft tone, speaking too fast, or hesitating before speaking. However, this study focused on language production in lingual units in the form of words and sentences. The data produced is used as a reference for speech therapy treatment given to patients through the occupational stage first. Utterances are analyzed using psycholinguistic, syntactic, and semantic approaches.

## Methods

The method in this study uses a qualitative descriptive method with the aim of describing the existing facts and focusing on the meaning, description of clarification, and placement of data in its context in the form of words. The study was conducted through direct observation using interview techniques and face-to-face conversation techniques. Audiovisual recording techniques were used during the interview process. Then the language production obtained from Parkinson's sufferers was transcribed in writing. This transcript was then analyzed using the Psycholinguistic theory approach, syntax, and semantics to determine the correlation between words or sentences that appear with the intent or purpose of the conversation.

The data collection technique used in this study is the listening technique, by directly listening to the speech produced by the patient. Listening was done through field observation with direct interviews with research subjects. In addition to listening, this study also used a recording technique to record the speech production of Parkinson's patient. Then continued with the note-taking technique to record all transcription results.

The data sources in this study are primary data and secondary data. Primary data in this study are in the form of utterances produced or produced by Parkinson's sufferers in Banjarnegara, which are transcribed in the form of words and sentences. Secondary data used in this study are theoretical books and scientific journals. The study focuses on the utterances produced by a 70-year-old Parkinson's sufferer in the form of words and sentences. The research



subject has been diagnosed with Parkinson's for 8 (eight) years, as evidenced by the medical records of a neurologist and an internist. The data analysis technique is to observe and analyze the results of language production both during the interview and when the transcription is carried out. After that, it is seen how the structure of the words and sentences meets the rules of language, one of which is through the delivery of their meaning. After the data is transcribed, the language production data is consulted with several related parties, namely a neurologist and a speech therapist. The initial diagnostic results given through the results of the language production will be followed up for analysis by a speech therapist, to determine whether the patient needs further action to carry out the speech therapy stage, through the initial stage, the occupational stage. In addition, the language production data and information obtained by researchers were also provided to neurologists for an initial diagnosis of whether the patient needed further treatment related to the ability of the nervous system, especially in the ability to perceive and produce language.

## Results

This study examines language production in Parkinson's patient in Banjarnegara, seen from the syntax and semantic aspects. This study also proves that the role of language in conveying information is one of the most important and primary things in communication. However, due to the emergence of degenerative diseases, Parkinson's, language skills in terms of competence and performance have decreased. The language or speech production obtained was identified as having imperfections in speech. The emergence of tremor and muscle stiffness symptoms in Parkinson's patient affects cognitive abilities, so that the ability to produce language is disrupted and decreases. This was proven in the interview process, a 70-year-old Parkinson's patient in the first 10 minutes was still able to respond to questions well, even though obstacles had arisen when answering questions, namely the frequent use of the words "apa ya, itu mba, apa ya" (what is it, that's mba, what is it). The interview only lasted for 40 minutes because of the patient's condition who was experiencing tremors. This resulted in obstacles in receiving the questions asked. During the interview process, a patient needs time to think and answer questions, which requires calmness and good cognitive abilities. However, in the process, a Parkinson's patient experiences these obstacles which are shown through the speech or language production produced. One of the data points that appears is the following speech:

*"Jadi kalau mikir itu kenceng, kakinya kenceng, tangannya ndredek. Jadi ngga boleh, sudah ngga bisa mikir. Mungkin saraf otak si ya, udah saraf otak."*

The utterance shows an imperfect syntactic structure. The researcher tried to reconfirm the answer given by the patient. It turned out that the meaning intended by the patient was that the patient was not allowed to do high daily physical activities. In addition, it is not allowed to think too hard, which will later result in muscle stiffness and tremors. This shows how the correlation of the nervous system, especially the cortex's ability, which is responsible for the language process, has decreased in function. This is evidenced by several studies and interviews

with related parties, namely neurologists. It was found that humans diagnosed with Parkinson's had nervous system disorders. However, it has not been proven whether the patient has speech disorders or not because of Parkinson's. The disease is rare because in Banjarnegara, only one patient has been found.

This study proves that speech or language production helps to identify the ability of the nervous system, one of which is the left hemisphere, which is responsible for language production. The process of data collection gets the expected results. When tremors appear, it turns out that the patient's cognitive ability when answering experiences a decrease, which ultimately results in the resulting speech finding several words that are repeated. However, the meaning conveyed has not appeared directly and must be reconfirmed. The data obtained can then be used to follow up on whether or not a speech therapy stage is needed. This is confirmed by researchers and consulted with related parties, including speech therapy. In addition, the data in the study showed that there were phonological language disorders in several phonemes that appeared in the language production of Parkinson's sufferers, including the elimination of phonemes. Other results are syllabication disorders in several words that appear, including as [di-a-nu], [n-dak], [a-nu], [se-kre-ri-at], [pen-si-on], [mo-no-lo-gi], [si-lu-li-tis], [se-ku-lin]

## Discussion

Parkinson is a disease related to disorders of the nervous system, and the nervous system is related to movement in the organs of the body. Medically, some symptoms that appear in Parkinson's sufferers include tremors, slow movement, and muscle stiffness. These symptoms apparently indirectly affect the work of the nervous system in the organs of the body, one of which is the speech organ. These symptoms appeared in the subject of this study, which was shown through symptoms of tremors in both hands, especially the left hand. Tremors appeared when sitting and chatting. In addition, Parkinson's sufferers in this study had also experienced slowness in carrying out daily activities, one of which was walking and talking. Muscle stiffness also appeared in sufferers, which resulted in difficulty in moving and speaking. When the research was taking place, tremors and muscle stiffness in sufferers were relapsing, so that during the interview stage, patient experienced difficulties and even showed less than optimal cognitive abilities when perceiving speech and producing speech.

Some symptoms that appear in sufferers have an impact on the emergence of disorders when producing language. This is shown through a decrease in cognitive ability when perceiving speech and a decrease in motor skills when producing speech. The tremors that appear result in obstacles when producing speech. This study revealed that some symptoms that appear in Parkinson's sufferer such as tremors and muscle stiffness result in a decrease in the ability to perceive speech and produce speech. Here are the results of this study.

## 1. Speech Production in Parkinson's Patient

a. *Jadi kalau mikir itu kenceng, kakinya kenceng, tangannya ndredek. Jadi ngga boleh, sudah ngga bisa mikir. Mungkin saraf otak si ya, udah saraf otak.*

"So if I think it's stiff, my legs feel tight, my hands trembled too. So I can't, I can't think anymore. Maybe it's the brain's nerves, yes, it's the brain's nerves."

The utterance shows that PD patient struggle with systematic sentence construction, indicating cognitive decline in concept description and word selection. The repeated use of "so" at the beginning of sentences shows a tendency to repeat initial words, affecting subsequent word choice.

The speech data above shows that speech production in Parkinson's patient does not show good systematic sentence construction. Parkinson's patient experience difficulties in producing speech, including decreased cognitive abilities in describing concepts to be conveyed by selecting words into sentences. The speech production above the selected word is "so". The word "so" is a clause conjunction that should not be used at the beginning of a sentence. The function of conjunction "so" is to connect two ideas that have a cause-effect relationship. Parkinson's patient tends to repeat the conjunction "so" at the beginning of sentences. The usage of the word shows the tendency of Parkinson's patient to repeat the initial words produced, but the initial words produced are not correct. It influences the patient's choice of subsequent words to describe concepts. Apart from that, there are phoneme pronunciation disorders that appear when producing speech, as shown in the Table 1.

Table 1. Analysis of phonemes that do not match words

Speech Vocabulary	Phonetic Transcription	Meaning
<i>ndredek</i>	ndrɛdɛk	trembling
<i>kenceng</i>	kɛncɛN	stiff
<i>ngga</i>	Nga	not

b. *Dari dulu saya rasa ngga ada. Kalau adik saya lah lupa. Itu adik saya juga sakit, tapi ngga Parkinson. Anu.. Zheimer.*

"In the past, I don't think there has been any. My younger sibling is forgetful. My younger sibling is also sick, but not Parkinson's. Um... Zheimer's."

The utterance shows the difficulty in systematic sentence construction, with cognitive decline affecting word selection. The use of "um" indicates difficulty in word choice for conveying information.

The speech data above shows that speech production in Parkinson's patient does not show good systematic sentence construction. Parkinson's patient experience difficulties in producing speech, including decreased cognitive abilities in describing concepts to be conveyed by selecting words into sentences. The speech production above the selected word is "of". The word "of" is a coordinating conjunction that should not be used at the beginning of a sentence. The function of conjunction "of" is to show a logical relationship between the elements being

combined, but the speech produced by Parkinson's patient does not show a rational relationship between sentences. Apart from that, the use of the word "anu" appears, which shows that the sufferer is having difficulty choosing words to convey something. The usage of the word shows the tendency for Parkinson's patient to not be able to choose good initial words to convey concepts. These data show that decreased cognitive speaking abilities influence patient's subsequent choice of words to describe concepts. Apart from that, there are phoneme pronunciation disorders that appear when producing speech, as shown in Table 2.

Table 2. Analysis of phonemes that do not match words

Speech Vocabulary	Phonetic Transcription	Meaning
<i>ngga</i>	Nga	not

The data above shows that there are phoneme deletions and phoneme changes in the word "not". The pronunciation of "ngga" should be pronounced "tidak", apart from that, the data above shows that speech production in Parkinson's patient does not show good systematic sentence construction.

c. *Itu sekali saya terapi, langsung saya bisa jalan normal. Trus saya main di Banjar, padahal masuknya kan jauh udah 100 meter. Itu saya jalan enak saja, ngga pakai tongkat. Lupa ngga bawa tongkat. Lah terus yang kedua kalinya kok tambah kencang, kencang, karena saya ngga boleh mikir.*

"That once I had therapy, I could walk normally. Then I went in Banjar, even though it was far, 100 meters. That I walked easily, without a cane. Forgot to bring a cane. Then the second time it got worse, worse, because I shouldn't think."

The utterance shows the difficulty in systematic sentence construction, with cognitive decline affecting word selection. The use of "that" indicates difficulty in word choice for conveying information.

The speech data above shows that speech production in Parkinson's patient does not show good systematic sentence construction. Parkinson's patient experience difficulties in producing speech, including decreased cognitive abilities in describing concepts to be conveyed by selecting words into sentences. The speech production above the selected word is "that". The word "that" is a demonstrative pronoun. The word "that" is included in the category of demonstrative pronominal pronouns, which function to designate a place or an object. The usage of the word shows the tendency for Parkinson's patient to not be able to choose good initial words to convey concepts. These data show that decreased cognitive speaking abilities influence patient's subsequent choice of words to describe concepts. Apart from that, phoneme pronunciation disorders appear when producing speech, as shown in Table 3.

Table 3. Analysis of phonemes that do not match words

Speech Vocabulary	Phonetic Transcription	Meaning
<i>trus</i>	trUs	then
<i>ngga</i>	Nga	not

The speech data above shows that speech production in Parkinson's patient does not show good systematic sentence construction.

d. *Oh udah berhenti, karena saya terapi 5 kali itu ngga ada bedanya. Yang pertama tok terus sembuh. Palah ini pada dibawa jalan sakit karena kan luka-luka kena tusuk jarum. Kalau gatal saya pegang, pegal gitu. Jadi saya akhirnya ngga usah berobat kayanya yang penting hati saya bahagia. Harus seperti itu.*

"Oh, I stopped because I had therapy 5 times with no difference. Only at the first time I recovered. But this time, walking was painful due to needle wounds. If it itches, I scratch, it hurts. So I finally stopped treatment, it seems that as long as I'm happy. It should be like that."

The utterance shows the difficulty in systematic sentence construction, with cognitive decline affecting word selection. The use of "oh" indicates difficulty in word choice for conveying information.

The speech data above shows that speech production in Parkinson's patient does not show good systematic sentence construction. Parkinson's patient experience difficulties in producing speech, including decreased cognitive abilities in describing concepts to be conveyed by selecting words into sentences. The speech production above the selected word is "oh". The word "oh" is an interjection. The word "oh" is used to express feelings of disappointment, emotion, confidence, etc. It shows the tendency for Parkinson's patient to not to be able to choose good initial words to convey concepts. These data show that decreased cognitive speaking abilities influence patient's subsequent choice of words to describe concepts. Apart from that, phoneme pronunciation disorders appear when producing speech, as shown in Table 4.

Tabel 4. Analysis of phonemes that do not match words

Speech Vocabulary	Phonetic Transcription	Meaning
<i>palah</i>	palah	just
<i>kayanya</i>	kayanya	seem

The speech data above shows that speech production in Parkinson's patient does not show good systematic sentence construction.

e. *Kalau duduk lama itu kenceng, tegang gitu. Lah di rumah sakit kan tadi pakai kursi roda, kakinya ditaruh di tempat kaki. Dia trus begitu kan lama-lama kakinya kenceng- kenceng gitu. Trus dokter dan perawat juga pada tahu saya kaya gini (tangannya gemetar) banter sekali tadi. Kalau mau pulang dulu, kesana dulu. Perawatnya dua-duanya keluar yang rawat di saraf, keluar.*

"If sitting for a long time, it stiffens, tenses. At the hospital, I used a wheelchair, legs on the footrest. It stiffened over time. Then the doctor and nurse knew that I was like this (hands trembling) very fast. If I want to go home, go to the hospital first. Both nurses left, the ones treating the nerves, left."

The utterance shows the difficulty in systematic sentence construction, with cognitive decline affecting word selection. The use of "if" indicates difficulty in word choice for conveying information.

The speech data above shows that speech production in Parkinson's patient does not show good systematic sentence construction. Parkinson's patient experience difficulties in producing speech, including decreased cognitive abilities in describing concepts to be conveyed by selecting words into sentences. The word "if" is a conjunction or conditional conjunction. The word "if" is included in the category of conditional subordinating conjunctions or conjunctions, which function to connect language elements that have a conditional element. The usage of the word shows the tendency for Parkinson's patient to not be able to choose good initial words to convey concepts. These data show that a decrease in cognitive speaking abilities influences patient's subsequent choice of words to describe concepts. Apart from that, phoneme pronunciation disorders appear when producing speech, as shown in Table 5.

Tabel 5. Analysis of phonemes that do not match words

Speech Vocabulary	Phonetic Transcription	Meaning
<i>trus</i>	trUs	then
<i>ngga</i>	Nga	not

The data above shows that speech production in a Parkinson's patient has not shown a good systematic sentence structure.

The language production that appears in the Parkinson's patient above shows that the arrangement of words to express concepts in Parkinson's patient is not in accordance with syntactic rules. The results of the Parkinson's patient language production above show that there is indeed a cognitive decline seen from the choice of vocabulary and sentence production that are not appropriate in expressing concepts. Through the language production data produced, it is indicated that there is an emergence of language disorders in speaking competence, one of which is phoneme disorders. This is evidenced by the speech production in Parkinson's patient, the patient experienced phoneme deletions and irregularities in the pronunciation of syllables in words. The following is a table of phonological disorders that appear, Table 6.

Table 6. Phonological Language Disorders in Parkinson's Patient's Speech

Types of disorder	Utterances
Phoneme deletion	Vocal: [e], [a] Consonant:

	[s], [r]
Phoneme substitution	
Irregularity	Syllables [di-a-nu] [n-dak] [a-nu] [se-kre-ri-at] [pen-si-on] [mo-no-lo-gi] [si-lu-li-tis] [se-ku-lin]

The language production in PD patient shows that word selection for expressing concepts does not follow syntactic rules. The findings indicate a cognitive decline in word choice and sentence production, leading to phoneme articulation disorders, such as phoneme omission and irregular syllable pronunciation.

### Conclusion

Language production data in Parkinson's patient shows that language reflects the functioning of the nervous system and cognitive abilities. The study in Banjarnegara reveals that word selection is suboptimal, affecting sentence production and concept expression. Initial word choice impacts sentence construction, indicating cognitive decline and nervous system impairment.

The data shows the use of conjunctions and interjections at the beginning of sentences, such as "so", "of", "um", "that", "oh", and "if". These words function to connect sentences for coherent structure, but their use at the beginning of sentences in PD patient leads to ambiguity. Phoneme disorders include omission of /e/, /a/, /s/, /r/, and irregular syllable pronunciation, such as [di-a-nu], [n-dak], [a-nu], [se-kre-ri-at], [pen-si-on], [mo-no-lo-gi], [si-lu-li-tis], [se-ku-lin]. These findings will inform subsequent speech therapy interventions after occupational therapy. The study demonstrates the relevance of linguistic theories in medical contexts, particularly in speech therapy for nervous system disorders.

### Author Contribution Statement

**Octaria:** The first author is responsible for coordinating and being responsible for the entire research process, including theoretical and literature studies, compiling research instruments, compiling research methods, compiling research reports and research outputs, and being responsible for data analysis.

**Bivit:** Responsible for the development of research instruments, reviewer of theoretical frameworks and literature, and responsible for conducting interviews with resource persons.

**Nila:** Responsible for operational and research outputs, publication planning, and creating teaching materials

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