EDUCATION CHALLENGES IS THE ERA DISRUPTION 5.0 IN ASEAN

This book is the result of the output of the International Conference of Education and Issues (ICEI) series I from FKIP Universitas Veteran Bangun Nusantara, which takes the theme of ASEAN education challenges in the era of Disruption 5.0. The writings in this book delve deeper into the educational challenges faced by ASEAN in the era of Disruption 5.0. We investigate the impact of technological developments, economic changes, and social transformations that directly impact education systems in the region. In addition, this book also examines various initiatives and solutions carried out by the government, educational institutions, and other stakeholders to overcome this challenge.

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EDUCATION CHALLENGES IS THE ERA DISRUPTION 5.0 IN ASEAN

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Education Challenges is The Era Disruption 5.0 in ASEAN

International Conference of Education and Issues (ICEI) series 1

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International Conference of Education and Issues (ICEI) series 1

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INTRODUCTION

This book is the result of the output of the International Conference of Education and Issues (ICEI) series 1 from FKIP Universitas Veteran Bangun Nusantara, which takes the theme of ASEAN education challenges in the era of Disruption 5.0. The writings in this book delve deeper into the educational challenges faced by ASEAN in the era of Disruption 5.0. We investigate the impact of technological developments, economic changes, and social transformations that directly impact education systems in the region. In addition, this book also examines various initiatives and solutions carried out by the government, educational institutions, and other stakeholders to overcome this challenge.

We hope this book can be a useful guide for readers, including policymakers, educators, and other stakeholders in ASEAN, to understand the complexity of education problems in the era of Disruption 5.0 and provide inspiration in formulating innovative and effective solutions. Education is the key to opening the door to a brighter future, and together, we can overcome challenges and create an education system capable of preparing ASEAN generations for this uncertain future.

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February 2023
Chief Executive of ICEI Series 1

Dr. Muhlis Fajar Wicaksana, M.Pd.

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Indonesia Answers the Challenges of Quality Education in the Era of Society 5.0 with Merdeka Belajar Kampus Merdeka (MBKM)

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ABSTRACT

This paper raises the topic of independent campus learning used by the government of the Republic of Indonesia in meeting the challenges of quality education in the Society 5.0 era. The purpose of this study is to describe the challenges of Education in the Era of Society 5.0 in Indonesia—a descriptive qualitative method with data collection techniques by documentation and review of articles on the same topic. The results showed that Indonesia had anticipated the development of Education with various challenges through the implementation of Merdeka Belajar and Kampus Merdeka (MBKM), which have been stipulated by law.

Keywords: Education Challenge, Independent learning, independent campus, Society Era 5.0

INTRODUCTION

The pandemic conditions have changed all life elements, especially in education (Aprianti & Sugito, 2022; Karim, 2020; Wulandari et al., 2021). Education is one aspect affected by the pandemic, so educational learning in Indonesia was initially conventional (face-to-face in class) and must transform into online learning that can be done without being limited by place and time (Setiawan, 2021; Winata et al., 2021). The pandemic accelerates the transition from Revolution 4.0 to Society 5.0 (Ansori & Sari, 2020).

Indonesia is a developing country that faces various challenges in improving the quality of education (Astini, 2022; Bungawati, 2022). One of the challenges faced is improving the quality of education in the era of Society 5.0. Society 5.0 is an era where technology has become an inseparable part of human life and can be utilized to improve human life (Akbar & Noviani, 2019; Bungawati, 2022; Kurniawan & Aiman, 2020). In Society 5.0, technology is not just used to improve information exchange. However, also improves the overall quality of human life.

Education always strives to create learners who are always updated every time. Not only able to be highly educated but able to become agents of change in small and large scopes. The resulting changes and innovations can make a maximum contribution to the progress of a nation with quality human resources. Therefore, universities are expected to be able to innovate in every learning, namely student-centered learning, to support the achievement of quality graduates who are ready to face the changing times.

Quality education in the era of Society 5.0 is becoming increasingly important because technology and digitalization are changing the way of living and working (Anggreini & Priyojadmiko, 2022). Therefore, in the era of Society 5.0, we must prepare generations to have digital skills, creativity, critical thinking skills, and an empathetic attitude. These soft skills will help adapt to rapid changes and take a role in facing increasingly complex global

challenges (Muchsin, 2021).

The success of a country in facing the era of Society 5.0 is determined by the quality of educators (Anggreini & Priyojadmiko, 2022). Educators have a major role in teaching skills relevant to the Society 5.0 era, such as critical thinking, creativity, cooperation, and problem-solving. Educators help students build a strong foundation to adapt to rapid changes in social and technological environments. In addition, educators play an important role in guiding students to understand having a great influence on future generations.

The Indonesian government launched the Merdeka Belajar Kampus Merdeka (MBKM) program to answer these challenges in 2019. Freedom of learning will create quality education for all Indonesian people (Baharuddin, 2021; Meke et al., 2022). Improving their services and access to basic education is an effort to fulfil or improve infrastructure and technology platforms. This program aims to create innovations in the world of education that can bring Indonesia into the era of Society 5.0 (Riyadi et al., 2022).

Learning at Kampus Merdeka is an essential form of student-centred learning (Kholik et al., 2022; Sintiawati et al., 2022). Learning at Kampus Merdeka provides challenges and opportunities to develop innovation, creativity, capacity, personality and student needs, as well as develop independence in seeking and discovering knowledge through reality and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements (Krishnapatria, 2021). Through the well-designed and implemented Merdeka Belajar program, students' hard ability and delicate expertise will be formed strongly. From the description above, it is clear that the movement of change and the dynamics of scientific progress (the world of education) are very fast, dynamic and innovative. Then, the problem can be formulated as follows. What are the challenges of education in the era of Society 5.0? How are efforts to improve the quality of education in the era of Society 5.0?

Literature Review

Society 5.0

It Centralized human beings and technology as the basis. The purpose of education now is to focus on human development as a creature that has a lot of intelligence, science and ethics supported by current technological development and innovation. Changes that occur at this time will not be able to avoid and force us to adapt to current technology.

The era of Society 5.0 is also known as *a super smart society*, as the name was given during the previous industrial revolution (Anggraini et al., 2021). *Super smart society* emerged because of the rapid development of technology, so fast the occurrence of innovations is accelerating. Society 5.0, launched by Japan, is mainly related to the world of education. Therefore, we need to understand the paradigm of education in Indonesia. Thus, to achieve education, it must involve an educational component—students, educators, curriculum, facilities, learning media, and government.

Merdeka Belajar Kampus Merdeka (MBKM)

The Indonesian government launched the Merdeka Belajar Kampus Merdeka (MBKM) program in 2019. This program aims to provide freedom for students in choosing the courses they want to take. In addition, this program also aims to encourage universities to innovate and create learning models that suit student needs. This program is expected to improve education quality and produce graduates ready to face challenges in the era of Society 5.0 (Yuherman et al., 2021).

Expansion of the curriculum concept as a part with the addition of the need for mutual commitment to agree (among education actors) and the necessary activities (as part of external learning) to achieve certain targets that have been set (Oksari et al., 2022). The concept of the MBKM curriculum is currently being perfected, whose preparation

is handed over to universities that have autonomous rights, in the implementation part, adjusted to the needs and readiness of the universities concerned.

In addition to the MBKM program, Indonesia also presents several innovations in the field of education to answer the challenges in the era of Society 5.0 (Andari et al., 2021). One such innovation is the use of technology in learning. Using technology can make learning more interactive and make students more interested in learning. In addition, the use of technology can also make it easier for students to access learning resources.

Research Methods

This research uses a qualitative approach. The methods used are: Literature study on opportunities and challenges in applying the independent learning curriculum towards the era of Society 5.0. This study aims to describe the challenges of education in the era of Society 5.0 and improve the quality of education in the era of Society 5.0. Data collection techniques are carried out through literature and documentation studies. The reference sources are articles written by experts and have been published in national and international journals and government policies. Analyze data by accessing data, organizing, and sorting articles accordingly, then analyzing by discussing in depthterhadap isu yang diangkat

RESULT AND DISCUSSION

Based on the description of the problem formulation above, the following is the presentation of the results and discussion.

The Challenges of Education in **Society 5.0 through the Use of Technology in Learning**

The use of technology in learning has various positive impacts, including learning that can be more interactive and make students

more interested in learning. In addition, technology can also make it easier for students to access learning resources. Student achievement can also be measured in technology-based learning that is appropriate to be interactive and creative during the learning. The use of technology in learning can also prepare students to work in the era of Society 5.0, which is increasingly sophisticated and complex.

However, the use of technology in learning also has some challenges. One of them is the problem of access and technology skills that still need to be improved in several regions in Indonesia. Not all students have the same access. There are still remote areas in Indonesia with internet networks that are difficult to reach. These challenges can create gaps in learning. Therefore, the government needs to pay attention to this and ensure that technology is accessible to all students in Indonesia.

In addition, not all quality content on technology has good quality. Even though all aspects can be learned in the era of Society 5.0, educators must ensure that information sources and learning materials are positive. In addition to the quality of content needing to be improved, reliance on technology can also reduce students' ability to think critically. Students who often use technology to solve problems tend to concentrate less while learning. This is true compared to students who can solve problems independently. Students who do not rely too much on the use of technology will more easily have a 4C attitude (creativity, critical thinking, communication, and collaboration.

Improving the Quality of Education in the Era of Society 5.0 through Merdeka Belajar Kampus Merdeka (MBKM)

The Merdeka Belajar Kampus Merdeka (MBKM) program provides freedom for students to choose the courses they want to take so that they can choose courses that suit their interests and abilities. This can increase student motivation and improve the education quality in Indonesia. In addition to providing freedom for students in

choosing the courses they want to take, the MBKM program also encourages universities to innovate and create learning models that suit student needs. This program is expected to create graduates ready to work in the era of Society 5.0, which is increasingly complex and sophisticated.

Through the MBKM program, students can take courses from other universities and abroad. This provides an opportunity for students to gain a wider learning experience and knowledge from various disciplines. This program also provides opportunities for universities to collaborate with other universities in developing curricula and creating new programs that are tailored to the needs of the community.

In addition, the MBKM program also supports universities in developing the infrastructure and educational technology needed to support an effective learning process. This support is expected to improve the quality of university learning and create a more innovative learning environment.

However, the implementation of the MBKM program also has several challenges. One of them is improving the quality of teaching in universities. Universities must ensure that lecturers are adequately qualified and can provide effective and innovative teaching. In addition, universities must also ensure that the curriculum provided is appropriate to the needs of students and prepare them for work in the era of Society 5.0.

In addition to providing freedom for students in choosing courses, the MBKM program has innovations to bring universities in Indonesia more connected to universities abroad. The program facilitates student and lecturer exchanges, research collaborations, and cooperation in curriculum development.

In terms of student and lecturer exchanges, the MBKM program provides support for universities in Indonesia to send students and lecturers to universities abroad to study and conduct research. In addition, this program also facilitates universities abroad to send their

students and lecturers to Indonesia to study and collaborate with universities in Indonesia. This exchange of students and lecturers is expected to improve Indonesia's education quality and create a more global academic environment.

In addition to student and lecturer exchanges, the MBKM program also encourages research collaboration between universities in Indonesia and abroad. This program supports universities in Indonesia to collaborate with universities abroad in conducting research and development of science. This research collaboration is expected to improve the ability of universities in Indonesia to produce high-quality research and create innovations.

In addition, the MBKM program also encourages cooperation in curriculum development. This program facilitates universities in Indonesia to collaborate with universities abroad in developing curricula that suit student needs. A curriculum tailored to students' needs can improve the education quality in Indonesia and prepare students to work in the era of Society 5.0.

CONCLUSION

Several actions can be taken in facing the challenges of quality education in the era of Society 5.0 together with the Merdeka Belajar Kampus Merdeka (MBKM) program, including:

1. The Indonesian government must continue to provide support and attention to the MBKM program to succeed and positively impact universities and students in Indonesia.

2. Universities in Indonesia must continue to innovate and create learning models that suit the needs of students' needs and ensure adequate teaching quality.

3. Universities in Indonesia must improve adequate educational infrastructure and technology so that the learning process can run effectively and efficiently.

4. Universities in Indonesia must continue to improve the quality of research and collaboration with universities abroad to create innovations and improve the quality of education globally.

5. Students in Indonesia must make good use of the MBKM program and choose courses that suit their interests and talents to produce graduates ready to face the challenges of the Society 5.0 era.

The results of this research are certainly related by all parties both the government, universities, and students in Indonesia, must work together to create an innovative, quality, and appropriate educational environment following the needs of society in the era of Society 5.0

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Speaking Skills Learning Assessment in The Era Of Society 5.0

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ABSTRACT

Research Objectives: *1) Explain the implementation of the speaking skills learning assessment, which includes aspects of speaking skills assessment conducted by teachers, speaking skills assessment techniques used by teachers, and utilization of assessment results; and 2) Provide recommendations to teachers in implementing assessments of speaking skills learning.*

Methodology: Strategy of research methods through a qualitative descriptive approach. Data were obtained through interviews, document analysis, and observations. The sampling technique is carried out through purposive sampling techniques. Data analysis uses interactive data analysis techniques through the process of data collection, data reduction, data presentation, and conclusions.

Research Results: *1) Implementation of learning assessment of speaking skills conducted by guru through performance techniques. The performance is carried out through one-by-one students speaking in front of their friends. Furthermore, teachers and other students conduct assessments based on existing assessment guidelines (teacher handbooks). The only utilization of assessment results is through the classroom remedial program; 2) The form of recommendation can be done through the teacher giving confidence to students to assess other*

students. The allocation of time for learning the assessment of speaking skills should be increased. The exporting system for the assessment of speaking skills learning needs to be simplified, which among others does not have too many forms to fill in.

Novelty/Originality: The results of this study can provide complete information to the Education and School Office to formulate appropriate policies and strategies to effectively implement the assessment of health and speak in the 2013 Curriculum that has been determined by the Ministry of Education and Culture.

INTRODUCTION

The implementation of the 2013 curriculum raises new problems in schools. There are four major changes to the 2013 curriculum compared to the previous curriculum. Changes to the 2013 curriculum include 1) changes in curriculum concepts, which include a balance between *hard* skills and *soft skills* achieved by students, 2) books used activity-based and thematic integrated,   3) learning processes, and 4) assessment processes.

One of the problems with the 2013 curriculum change is the assessment process. The assessments in the 2013 curriculum are authentic. Based on observations and interviews from several public and private junior high schools that have implemented the 2013 curriculum in Sukoharjo, it is known that teachers' understanding of authentic assessment varies greatly. When asked by researchers, each teacher gave different explanations. Impressed teachers are hesitant when asked to explain the concept of authentic assessment. Based on these different understandings, it is known that teachers still need to get a detailed and detailed explanation according to the explanation in the 2013 curriculum.

In addition to the understanding of authentic assessment that varies among teachers in public and private junior high schools (SMP) in Sukoharjo, teachers also experience problems in the allocation of class hours. These teachers stated that if authentic assessment is truly implemented, the allocation of class hours needs to be increased. Attitude assessments, knowledge assessments, and skill assessments cannot be done at one lesson time. Especially if skill assessment is carried out through performance/practice techniques by looking at student performance. This teacher argues that the allocation of class hours is lacking.

Another problem is that the teacher often ignores aspects of skill assessment. Teachers conduct knowledge assessments more often than assessments of aspects of student skills. In real terms in schools, teachers want to do assessments for aspects of skills, but what is done is an assessment of students' knowledge. The form of assessment that should be done is a skill assessment but what is done is a knowledge assessment. Teachers reasoned that they were more able to make time effective through knowledge assessments than skills assessments.

In addition, before assessing students, teachers are reluctant to check the assessment instrument to be used. Teachers are already comfortable with existing assessment instruments. Assessment instruments are already available in the handbook (package book). Even though the assessment instrument in the handbook is not necessarily correct, Guru needs to check the assessment instrument before use.

Based on the research of Rahmawati & Ertin (2014), several factors are causing the low quality of speech assessment, which includes teachers' lack of knowledge about how to assess students due to poor training. The frequency of face-to-face teachers through assessment training is felt to be very lacking in quantity. In addition, the subject teacher deliberation discussion forum (MGMP) Indonesian is inactive. Teachers were also reluctant to test oral skills or lack confidence in the validity of their assessments. In this case, the teacher

carries a very crucial role, when conducting assessments or after conducting assessments. This can be seen in the instruments used in learning are less varied both in the instruments and abilities to be measured (Lestari: 2019), (Widyawati, Indri, &; Dwi: 2019)

Another finding based on observations in the classroom is that teachers find it difficult to assess according to students' abilities. Based on observations in the implementation of learning in class, it seems that teachers find it difficult to monitor their students. When the assessment process is carried out (through group discussion), the group situation is dominated by one student who is superior to other students. This causes other students with sufficient or less ability not to be monitored by the teacher. Finally, the results achieved through group discussions are less than optimal.

The final grade reporting system also has problems. In the final grade processing system on authentic assessment, teachers feel that the processing of learning values is too complicated and very complex. Gur is always overshadowed by errors when entering values in the programmatic assessment application system. There is a small mistake (entering the grade), and the teacher already feels confused. In addition, the fields for reporting each student's final results are numerous. Whether it is from the aspect of attitude assessment, the aspect of knowledge assessment, and the aspect of skill assessment. This is one of the additional burdens for teachers in public and private junior high schools (SMP) in Sukoharjo.

Based on the initial problems obtained from several teachers, it is considered important to research the implementation of authentic assessment of speaking skills in Indonesian subjects in Junior High School. This research focuses on aspects of skills assessed, assessment techniques used, assessment instruments, and utilization of assessment results.

Methodology

The research method used is qualitative research. This qualitative method is a study method that values the description and explanation of the phenomena investigated using interviews and observations. Cyriaco, Danny, Rivadavio, & Heitor (2017). According to Pratiwi &; Vina (2017), qualitative research methods are research to understand the phenomenon of what is experienced by research subjects using descriptions in the form of words and language based on observations. This research uses descriptive data in the form of written or spoken words of people and actors that can be observed.

The documents analyzed as research data were obtained from learning implementation plan (RPP) documents, assessment documents, and assessment processing documents. Observation is done through observing in class while the teacher is learning. Observations are focused on the implementation of assessments applied by teachers, starting from the assessment rubric used, the implementation of assessments, and the reporting of assessment results. Interviews were conducted with public and private junior high school teachers in Sukoharjo. The teachers selected for the interview were teachers whose schools had implemented the 2013 curriculum. There are 15 teachers from 15 junior high schools, consisting of 10 teachers from public junior high schools and 5 private junior high schools in Sukoharjo. The sampling technique uses a *purposive* sampling technique. Of the 25 public and private junior high schools that have implemented the 2013 curriculum, 15 schools were selected to be used as research samples. Researchers considered these schools because the characteristics and achievements of the schools were almost identical. The guidelines for document analysis, observation/observation, and interviews are as follows.

Table 1

Assessment Document Analysis Guidelines

No.	Document Analysis Criteria	Information
1.	Struktur and components of the lesson plan (RPP)	
2.	Formulation of basic competencies and learning achievement indicators	
3.	Formulation of basic competency learning	
4.	Selection of teaching materials according to the basic competencies to be taught	
5.	Forms of assessment applied to learning	
6.	Reporting of assessments that have been carried out	
7.	Evaluation results after the learning process ends.	

Table 2

Observation Guidelines No.	Observation aspect	Information
1.	Selected learning material	
2.	Mastery of materials	
3.	Use of methods in teaching	
4.	The form of assessment used	
5.	Assessment grid/rubric	
6.	Student involvement in assessment	
7.	Assessment processing in the classroom in learning	

Table 3

Guide Interview Assessment Learning Speaking Skills

No.	Interview Aspects	Information
1.	Assessment forms that are applied	
2.	Good rating measure	
3.	Form of authentic assessment	
4.	Form of assessment aspects of speaking skills	
5.	Strengths and weaknesses of authentic assessment of speaking skills	
6.	The principles of applying the assessment	
7.	Management of student assessments	

RESULT AND DISCUSSION

RESEARCH RESULT

Learning done about explanatory texts. Learning activities begin with the teacher preparing students to learn, through praying, checking student attendance, and the teacher asking whether or not there is an assignment from the previous meeting. Furthermore, the teacher conducts apperception activities by asking questions about the previous materials, namely the structure and rules of the text explaining the theme of natural events. All learners actively participate and foster cheerfulness and anticipation in learning. Teachers are also open to assessing the responses of students who do not understand stringing sentences of explanatory text.

To monitor learning progress during the learning process, teachers use three assessment instruments, namely discipline attitude assessment, spiritual aspect assessment, and skill assessment. When assessing attitudes, teachers conduct assessments during student activities in group discussions. In assessing learning outcomes, teachers conduct final assessments by competencies or learning objectives through student performance.

The implementation of the assessment of speaking skills learning in junior high schools in Sukoharjo mostly applies performance assessment techniques. Almost all public and private junior high schools in Sukoharjo conduct an assessment of aspects of speaking skills by looking at the appearance of their students one by one. There are 75% of junior high schools that apply performance assessments. There are also some schools conducting assessments through student representatives in groups. Performance is represented by the appearance of representatives from each group that have been agreed upon by their friends in one group. The assessment group through representatives of this group is 15%. These schools have given confidence to their students to conduct assessments based on assessment rubrics that have been prepared by teachers. The remaining 10% of junior high schools in Sukoharjo conduct an assessment of aspects of speaking skills through a written test. A written test is conducted at the end of the lesson to evaluate students' understanding of the speaking skills text material.

In addition to performance techniques in seeing students' performances when speaking, there are only two schools that conduct assessments through portfolio techniques. The portfolio technique is carried out only a few times in learning. If you look at the documents in the portfolio, it cannot describe the development of mastery of students' speaking skills. The teacher documents student assignments in the portfolio only twice so that it is felt that the results have not been maximized. Based on these observations, there is one public junior high school and one private junior high school. This public junior high school is located in the northern part of Sukoharjo. As for the private junior high school, it is in the city area.

Utilization of the results of the assessment of learning speaking skills in all junior high schools to conduct remedial. Enrichment programs for students who have grades above average are not carried out by teachers who teach Indonesian. The teachers reasoned that they did not carry out enrichment programs because there was still a lot of

undelivered subject matter. Teachers worry that enrichment will interfere with other learning.

The implementation of each school's remedial program varies. However, the majority carry out the remedial program one week after the assessment evaluation. Teachers conduct remedial programs during school breaks. Students who take part in the remedial program from several classes are collected into one, put in one room, and then continue with the remedial. This remedial question no longer assesses aspects of speaking skills through performance but assesses aspects of students' knowledge of speaking skills material. So this remedial program tends to be done through a test of student knowledge.

Recommendations that can be given to teachers in applying learning assessments of speaking skills can be started with planning assessment techniques in learning. Teachers should prepare a plan as a draft assessment of speaking skills learning which is prepared in the lesson implementation plan. Based on the lesson implementation plan (RPP), the teacher already has an idea of what he will do later after the lesson.

Another form of recommendation that can be given to teachers is that teachers should start giving confidence to their students to be able to assess their peers. Until now, teachers have not been able to trust their students to be able to conduct assessments. The point, the allocation of class hours is felt to be lacking.

Related to teachers giving confidence to students to assess their peers, teachers must be able to compile assessment rubrics that are easy, simple, and can be understood by anyone, including students. Giving trust to students is not easy. From now on teachers should reduce the use of grading rubrics from existing handbooks (textbooks). Moreover, without checking its suitability with the assessment indicators taught, teachers should make adjustments to the instrument first before use but no improvements are made. It is this behavior that the teacher needs to change.

Another form of recommendation that can be given to teachers

is the reporting system for the assessment of learning speaking skills. Teachers should be able to keep up with the world of learning. If the development of current conditions requires us to conduct a complete, complex, and computer-driven assessment of learning speaking skills, a teacher must also be able to carry it out. Teachers must be able to update their insights and knowledge at any time. Thus, once there is a demand for changes in the assessment reporting system, teachers have no difficulty.

DISCUSSION

In the implementation of the assessment of speaking skills learning in junior high schools in Sukoharjo, teachers are reluctant to conduct assessments. Various reasons and considerations of teachers are reluctant to assess aspects of speaking skills. Starting from time constraints, less enthusiastic students, and assessment rubric problems. This is different from what Gibbs & Simpson stated, (2004), assessment has a greater influence on student learning behavior compared to teaching behavior.

The majority of teachers in junior high schools in Sukoharjo carry out speaking skills assessments through performance techniques. Teachers can assess aspects of skills, not only through performance techniques. Each student's activity can be used for assessment of speaking skills. Teachers can apply portfolio techniques. How did Leong &; Seyedeh (2016) do that teachers should give students opportunities for each assignment to speak? The use of some speaking tasks can help students speak and encourage them to take part in speaking activities. Thus, the students little by little are no longer afraid of making mistakes in speaking.

In addition to portfolio techniques, teachers can also assess speaking skills through games or games in speaking activities. As with the results of research conducted by Pavlikova (2019), there are many opportunities to assess speaking skills, not only more challenging and

motivating learners but also add value to the process of teaching speaking skills. Games and monologues are found to be very beneficial for developing students' accuracy in speaking. Meanwhile, monologues can improve students' fluency. So, teachers need to innovate to make assessments through *games* or games, as well as monologues carried out by students.

Authentic assessment does not have to be done at the end of learning, but can also be done during the learning process or continuously repeatedly. Based on the results of Gulikers' (2006) research, authentic assessment is an ongoing or continuous process. Therefore, these authentic assessments must be carried out simultaneously as the learning process progresses. Similarly, for authentic, continuous, and individualized competency-based assessments. Appraisal is a multidimensional performance appraisal process against behavior in real situations (performance behavior such as daily life).

Utilization of assessment results by teachers of Indonesian junior high schools in Sukoharjo to conduct through remedial. Based on the results of research by Wharton, Sumarjono, and Batlolona (2018), remedial teaching programs can reconstruct student learning achievement in other words the effectiveness of remedial teaching programs in achieving mastery learning is a program that is prepared with steps ranging from planning, mobilizing and evaluating remedial teaching programs.

The recommendation that can be given to teachers is that in conducting assessments teachers should focus more on indicators of assessment of speaking skills. Not only some indicators are assessed from all assessment indicators, but all must be done. Not only the fluency of the students' speech but other aspects as well. This is reinforced by the results of Rukmini & Saputri's (2017) research which concluded that the assessment of speaking skills should focus on students' ability to interpret and convey meaning according to authentic purposes in an interactive context. Teachers need to use

authentic assessment assignments as well, for example in classroom settings must also be considered. Teachers must also pay attention to the preparation of students' speaking skills by being given a certain time gap.

In addition, the recommendations given to teachers are related to habituating students to develop speaking activities in daily activities, not only in classroom assessments. The results of research by Rahmawati and Nuraini (2014) remind us that in the implementation of the assessment of speaking skills learning, teachers should familiarize students to speak like the real situation they speak, not burden students to speak in front of the class. This pattern must be changed so that students speak in front of their peers without being burdened with the results of work or assignments to be delivered. Students feel relaxed in presenting their assignments through speaking skills. The assessment of speaking competence must be authentic because speaking is a mechanistic skill so the assessment is carried out based on the results of performance, not answering questions.

In addition, it is further reinforced by Stiggins & Chappuis (2012), which state that involving students in the assessment will encourage students to be honest, responsible, highly tasteful, very understanding of the competencies being learned, skilled in assessing their work, appreciating the work of others, and knowing their progress and learning outcomes. Teachers in conducting assessments should also give responsibility to students to assess each other objectively. Therefore, it does not have to be the teacher who conducts the assessment of the students.

Another recommendation is that teachers must pay more attention to the system of planning, implementing, and assessing learning speaking skills. This is done to overcome the problem of insufficient allocation of lesson hours. According to the results of research conducted by Sintadewi, Sriasih, & Sudiana (2017), there are three teacher solutions to overcoming the obstacles of assessing speaking skills, namely, (1) providing opportunities for students to

prepare themselves in advance for satisfactory performance, (2) making systematic planning and learning together with other teachers, and (3) Provide technical or procedural procedures in the face of the speaking test. This is what teachers pay attention to in the application of assessment, especially aspects of speaking skills.

CONCLUSION

The implementation of the assessment of speaking skills learning in junior high schools in Sukoharjo applies performance techniques. The performance is carried out through the appearance of one-by-one students speaking in front of their friends. There are some schools, where assessment of aspects of speaking skills is carried out by teachers, and there are also some schools implementing assessments between students. The only utilization of assessment results is done through the class remedial program. Based on the results of the research conducted, the form of recommendations that can be given to teachers includes teachers giving confidence to students to assess other students. The allocation of time for learning the assessment of speaking skills should be increased. The reporting system for the assessment of speaking skills learning should be simplified, less complicated, and not too many forms filled in.

LIMITATIONS AND STUDY FORWARD

This research has several limitations, among others, the study was conducted in several junior high schools that implemented the 2013 curriculum in the Sukoharjo area. In addition, only the assessment of skill aspects is discussed, even though there are still more assessments of knowledge aspects and attitude aspects in the 2013 curriculum assessment system. Future research may cover all primary, junior secondary, or high schools, covering aspects of targeting assessment, aspects of attitude assessment, and aspects of assessing student skills, as well as obtaining more comprehensive and

meaningful findings.

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The Role of Power Point Media in Learning Description Text

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ABSTRACT

Learning media is a very important thing to pay attention to because learning media can affect the level of students' understanding of the material presented in class. This writing is based on current problems about how the role of PowerPoint media in learning descriptive text. PowerPoint media. The purpose of this study is to determine the role of PowerPoint media in learning description texts. The approach in this study uses qualitative methods with research types that produce descriptive data and tend to use analysis. This analysis aims a. To find out the role of using PowerPoint media in learning descriptive text. The data collection technique in this study used observation techniques, interview techniques, and document analysis techniques (RPP). While the primary data sources (primary) were Indonesian language teachers and class X students. While additional data sources were from the population and samples. The results of This research are how the role of PowerPoint media in learning descriptive text can improve student learning and facilitate learning. The essence of this paper is to explain how the role of PowerPoint media can be used as a medium for learning descriptive text.

INTRODUCTION

The implementation of the learning process is one of the complex processes that occur in each person throughout his life. The learning process occurs due to the interaction between a person and his environment. One of the signs that a person has learned is the presence of a change in behavior in that person that may be caused by a change in his level of knowledge, skills, or attitudes. The development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the learning process. A teacher should be aware that not all materials can be presented by looking directly around the school, the outdoors, or surveying directly to the site. Learning materials will also not be easily accepted by students if they are only delivered abstractly without touching, using, hearing, feeling, or at least seeing something related to the learning material, Nabila sukma d, Haryadi, Pristiwati (2022: 134)

According to Sutirman (2013:15), media is a component of learning resources or physical vehicles that contain teaching materials that can stimulate students to learn effectively. According to Suranto (2005:18), the media is a means of conveying messages from the communicator to the communicant. According to Sukiman (2012:29), what is meant by media is everything that can be used to channel messages from the sender to the recipient to stimulate thoughts, feelings, attention, and interest, as well as the willingness in such a way how the learning process occurs to achieve learning objectives effectively. So, it can be concluded that learning media is an intermediary to convey information or material to stimulate and support success in a learning process.

According to Isroi (in Sholihin,2010:31) Powerpoint is a presentation application program developed by Microsoft corporation, just like any other presentation processing software, PowerPoint can

position objects of text, graphics, video, sound, and other objects in one or several individual pages called slides. Powerpoint is part of the entire presentation and is the only means of conveying information. Powerpoint can also be the main medium for delivering presentations, for example in product presentations/mini-advertisements, company profiles, and online presentations. This kind of presentation may be accompanied by narration and illustrations of sounds, music, or videos played at the time of the presentation. The biggest advantage of the program is the simple appearance of icons in the creation of presentations.

The use of media that supports the use of technology and creates fun learning is using PowerPoint media as a means of learning description text. In addition, PowerPoint media has the right features to use in learning description texts. Therefore, the author will explain the role of PowerPoint media as a learning medium for the description text. A description text is a series of sentences that describe or describe a person, either based on the experience or knowledge of its speaker (Sumarlam, 2003:21). Another opinion explaining a description or description is a form of writing that seeks to provide details of the object being discussed(Keraf,1981 : 93). Based on this understanding, the description text has a function so that the reader can understand the intention of an object. In the description text, there is an impression of the author based on the results of his observations of an object expressed to the reader with the aim that the reader seems to know and see about the object being discussed.

Based on this description, it was examined the role of PowerPoint media in learning text description .this PowerPoint media is a fun learning media because it uses a learning animation through media and allows students to increase student understanding and make learning fun / interesting. The disadvantage of this media is that it requires a tool such as an LCD Projector and requires a rather long installation. The media is more effective in making preparations in advance before the activity is carried out so make preparations in

advance. The advantage of this PowerPoint medium is that the presentation is interesting and the presentation of the material is interesting, providing fun learning animations.

This study aims to find out how the role of PowerPoint media in learning description texts using PowerPoint media based on current problems about the use of technology in learning can increase student understanding and make learning media fun / interesting, and easy for students to understand.

This research uses a qualitative method because it examines research that is descriptive and tends to use analysis .process and meaning (subject perspective) is more emphasized in qualitative research. the theoretical foundation is used as a guide so that the focus of research is by the facts in the field .qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or quantification methods Other. qualitative research is based on the words "holistic and complicated".

According to Sugiyono (2012: 9) that: "Qualitative research methods are research methods based on the philosophy of postpositivism, intended to examine the conditions of natural objects, (as opposed to experiments) where the researcher is a key instrument, data collection techniques are triangulated (combined), data analysis is qualitatively inductive and qualitative research results emphasize meaning rather than generalization. Qualitative methods are used to obtain in-depth data, data that contains meaning. Qualitative research is research based on the philosophy of postpositivism, used to examine the natural condition of the object,(as opposed to experiments) where the researcher is a key instrument, sampling of data sources is carried out purposive and snowball scarf, the technique of collecting by trilateration (combined), A Data analysis is inductive/qualitative, and the results of qualitative research suppress meaning more than generalizations

Data collection techniques in this study include: 1) observation is used to collect data about description text with PowerPoint media,

2) interviews are used to collect data about description text with PowerPoint media, 3) analysis documents are used to collect data about description text with PowerPoint media.

DISSCUSSION

The learning design using PowerPoint media made by the teacher is still not optimal, in other words, the teacher's preparation in designing learning is not optimal (it is recognized by the teacher himself) and rarely uses learning media, both flip chart media, and media.

Powerpoint at the time of teaching. In addition, the results of learning designs in the form of lesson plans when teaching in class are rarely brought up, so their implementation in the learning process is not as planned. Although the implementation of learning still tends not to be optimal as planned, it is very good in the achievement of learning activities where the teacher has carried out apperceptions as an exploration of past material, Question and answer and student activity have been good and evenly distributed to all students, most students have been involved in the teaching and learning process and should if they can and should not be able to bring books when explaining teaching materials so that in the eyes of students are considered more capable and appear must be confident/confident.

Majid (2008: 22) states that there are several benefits of learning planning in the teaching and learning process, namely: (a) As a guide to the direction of activities in achieving goals. (b) As an archetype in regulating duties and authorities for each element involved in the activity. (c) As a working guideline for each element, both teacher and student elements. (d) As a measure of whether or not a job is effective so that at all times it is known the accuracy and slowness of work are. (e) For data preparation materials so that work balance occurs. (f) To save time, effort, tools, and costs. From the description above, it can be concluded that learning planning by utilizing PowerPoint media in

striving for the competencies to be achieved in teaching a subject, can improve learning according to the needs of students.

The implementation of learning activities takes place by displaying interesting and varied media according to the topic discussed, or the learning design that is made can make learning more interesting, feels more fun, and less stressful, then can build good student awareness by expressing, asking or expressing opinions that are not yet and are already known.

Sudjana dan Rivai, (2010: 2) put forward several reasons why teaching can enhance the learning process of students concerning the function of the media, including: a) Teaching will attract more students' attention so that it can foster learning motivation. b) The teaching material will be clearer in meaning so that it can be better understood by the students.; c) Teaching methods will be more varied; d) Students do more learning activities, because they not only listen to the teacher's description but also do other activities such as observing, doing, demonstrating, and others.

In this research, getting the results of PowerPoint media in learning can increase student activity in learning and encourage students to be more active and creative. Powerpoint media is a program used to create presentation materials and at the same time for presentations. This software application is a presentation program that helps activities in presenting or presenting papers, learning media, and making learning activities more fun/creative In general, PowerPoint media needs to get attention because it is a media that provides many benefits in the learning process in Indonesian subject matter, especially learning text descriptions of class X odd semester students

Several things are the advantages of the learning media used, namely: 1) When used at any time without being limited by time and space, 2) and what's more important is that learning is more fun, 3) the material presented in the media is equipped with interesting images, narration (explanation), sounds, and animations, 4) raises the spirit of learning and does not make students afraid and lazy, 5) providing

opportunities for learners to learn more actively, creatively, and independently does not depend much on the teacher, 6) the details of the study assignment are made in a coherent and clear manner, 7) the presentation of the picture is easy to understand, 8) learning guidance is clearer and more targeted

Based on this presentation, there are several things, one of the things that can be done to improve student learning outcomes in the role of learning description text using PowerPoint media there are three stages, namely:

a. Learning preparation

Teachers compile lesson plans based on the syllabus by writing down the learning steps using the mendia powerpoint, before carrying out the learning teacher conditions the class first so that the learning runs effectively and students can receive the material well.

b. Implementation stage
   1. Early activities
      a. Teacher gives greetings
      b. The teacher conditions the students
      c. Teacher checks student attendance
      d. Preparation using powerpoint
   2. Core Activities
      a. The teacher presents the material in powerpoint
      b. The teacher explains the material
   3. Confirmation activities
      a. The Teacher Gives Time To Ask Questions
      b. Teacher Responds To Students
   4. final activities
      a. The teacher assigns assignments
      b. Teacher evaluates at the end of learning
      c. The teacher provides conclusions on the learning that has been carried out
c. Observation stage

This stage observes and collects student value data to make evaluation materials at the end of learning. Techniques in the

collection are observation techniques, interview techniques, and document analysis techniques (RPP).

d. Stage of observation

In this stage of observation, researchers analyze the process of teaching and learning activities educators do not use PowerPoint .in this case learning becomes boring because the learning process uses the lecture method and makes students bored and some students are dull because the method is unpleasant with the existence of learning methods and using PowerPoint will have a good impact on learning activities because PowerPoint has advantages, namely, learning will be fun, The material presented in the media is equipped with interesting images, narration (explanations), sounds and animations, Raises the spirit of learning and does not make students afraid and lazy, Provides opportunities for students to learn more actively, creatively and independently does not depend much on the teacher, The details of learning tasks are made in a sequence and clear.

e. Interview stage

In this interview stage, researchers asked several questions about the role of using PowerPoint in learning the learner about the role using PowerPoint media, how the role of PowerPoint media and before using PowerPoint media.

KESIMPULAN

Based on the formulation of the problem and the results of research that researchers have conducted on the role of powepoint media in the learning of descriptive texts is in the previous chapter, it can be concluded that: (1) teacher activity in this study shows that there is a significant increase from table 1 and table 2 this can be seen in table 2 has increased this shows that the role of powerpoint media in learning description texts is very beneficial and facilitates in learning activities because it is fun and provides interesting

animations so that students do not get bored quickly. (2) Student activities in this study show an increase from Table 1 and Table 2 This can be seen in Table 2 Experiencing an increase This shows that the role of PowerPoint media in learning description texts is very lah provides benefits and makes it easier for students in learning activities because it is fun and provides interesting animations so that students do not get bored quickly . (3). Student learning outcomes improved which is as significant as from table 1 . This can be seen from the percentage of student activity in table 1 and in table 2 there is an increase. By improving student learning outcomes, it shows that the role of PowerPoint media in learning description texts can improve student learning outcomes so that the learning objectives expected by teachers are achieved, namely achieving good learning quality because they have exceeded the predetermined KKM values.

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Analysis of the Mobilizing Teacher Program as a Teacher's Ongoing Professional Development

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ABSTRACT

Low teacher competence is still a problem that needs to be solved. One of the efforts to improve teacher competence is the driving teacher program launched by the Minister of Education, Research, and Technology. The purpose of this study is to describe the concept and content of the application of driving teachers as a means of continuous professional development. This research uses a qualitative approach. Research informants were selected by purposive sampling techniques. The data collection process is carried out with interviews, documentation studies, and field notes. Data analysis refers to the Miles and Huberman model. The validity of the data is carried out by triangulation techniques. The results showed that the concept of the mobilizing teacher program is directed so that teachers can become leaders, teachers, and mobilizers for other fellow teachers with activities that encourage the formation of a community of practitioners who provide experience in solving learning problems. The driving teacher program is a means of developing teachers' social competencies and can develop professional abilities.

Keywords: Mobilizing teacher programs, professional development, teacher competencies

INTRODUCTION

Teachers are the main actors in facilitating the learning process in the classroom. The implementation of the duties of teachers by the realm and purpose of educating the nation's life is one of the keywords that educating is a very important obligation in realizing the ideals and goals of the nation of education (Rusdarti, Slamet, & Sucihatiningsih, 2018; Safrizal & Yulia, 2022; Suryana, Yulia, & Safrizal, 2021). This is to the vision of education in 2025 which has the achievement that education must be able to realize smart and competitive Indonesian people. Therefore, it is not an exaggeration to say that the future of this country is largely determined by teachers. this is strengthened by the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers that the teaching profession must be respected and developed as a dignified profession.

Teachers are required to have competencies that can be used for professional development. There are at least four teacher competencies that must be possessed, namely adequate pedagogical, professional, social, and personality competencies. These four competencies are expected to be able to improve the quality and ability of teachers as teachers, but the reality on the ground shows different things. The results of observations made related to the professional ability of teachers found that there are still many teachers who choose methods that are not to student characteristics, and teaching styles that still use conventional methods make many problems occur in the classroom. This of course will not only have an impact on student learning outcomes but also on teacher competencies that will continue to weaken.

The observation findings above are corroborated by the release of the results of the competency test (UKG) teachers organized by the Ministry of Education and Culture, whose national average teacher competency test achievement has only reached a score of 53.02 or below the minimum score of the established competency standard, namely 55 (Sugiyarti, Arif, & Mursalin, 2018). The data reinforces

that teacher competencies need to be developed to improve professional competencies. Following up on the shortage of teacher competencies based on UK results, the government has launched a Sustainable Professional Development (PKB) program as an effort to accelerate the improvement of teacher competencies. The principle of implementing the PKB program has been stated based on the policy that the implementation of activities must accommodate the needs of teachers to achieve professional competency standards and/or improve their competencies above the standards (Maiza & Nurhafizah, 2019; Nugraheni & Jailani, 2020; Safrizal, Yulia, & Suryana, 2021; Sri haryati, 2021).

Teachers who have professional competence are expected to be pioneers and movers as well as a source of inspiration for colleagues, able to encourage the growth of a positive culture, become a source of role models, and become a guide for other colleagues in providing solutions related to learning (Furqon, 2019; Furqon, Komariah, Satori, & Suryana, 2018; Prawitasari & Suharto, 2020). Currently, government programs launched to accommodate teacher professionalism according to national standards are formulated in the mobilizing teacher program. This program is expected to be one way to produce aspiring leaders and learning drivers who are in favor of students. Therefore, studies related to teacher mobilization programs as a means of developing teacher professionalism need to be analyzed more deeply. So the purpose of this study is to describe or analyze teacher mobilization programs as a means of continuous professional development for teachers.

Muhadjir Effendi revealed "A child who is not good at mathematics, then it does not mean that he does not have expertise in other fields, this is where the role of the teacher is to be able to direct students to explore their potential and talents because they have uniqueness, so teachers should not be judges for their incompetence" (Muhadjir Effendi, 2018). Based on this rationale, solutions are needed in applying learning that is oriented toward students' interests

and talent potential. This effort can be done by developing that each individual has different interests, potentials, and talents, for that the role of the teacher must be able to coordinate and collaborate these differences with the right strategy. Learn collaboration strategies from all differences to get information from what is learned. The common thread is that learning is creating a diverse classroom by providing opportunities for students to reach content, process ideas, and improve each student's learning outcomes to learn more effectively. Thus, the essence of learning is to facilitate all the differences that students have openly with the needs that will be achieved by students (Suwartiningsih, 2021; Maryam, 2021).

This research uses a qualitative research approach with a type of content analysis. This research is carried out to build knowledge and elaboration of concepts that are studied naturally and as they are so that credible and accountable data are obtained. Informants are selected by purposive sampling based on criteria to obtain informants who can present an overview related to the driving teacher. Data collection was carried out by conducting in-depth interviews related to concepts, driving teachers, and relationships with continuous professional development, as well as analysis carried out by deepening understanding of the driving teacher program through modules and activities. Data analysis was performed concerning miles and Huberman models. The validity of the data is carried out by triangulation and deepening understanding and accuracy related to the driving teacher program document published by the Ministry of Education and Culture (Creswell, 2013; Kawulich, 2004; Miles & Huberman, 1994; Sugiyono, 2018).

DISCUSSION

The Concept of the Mobilizing Teacher Program

Analysis of the concept of the mobilizing teacher as data that has been collected, either through informants or document studies

obtained the concept of the mobilizing teacher leads to three core components, namely a training program to find forerunners of leaders, a program to identify teacher abilities, and a teacher professional skills training program. The explanation of the three points is based on the study of documents and the results of interviews with research informants that the teacher program leads to a training program for the care of prospective teacher leaders as an effort to produce driving teachers in any situation and condition. In addition, the concept of mobilizing teachers is also geared towards training professional skills with an emphasis on 21st-century training procedures presented during the six-month educational program. Teacher mobilization is also training for prospective instructors who will become agents of change in the future and who can make significant improvements impacting the world of education to produce quality and superior output.

Content of the Implementation of the Mobilizing Teacher Program

The mobilizing teacher has content at the training stage for six months, that is, the implementation content is described in a scheme that is the result of an analysis of the collection of procedure data through informants and documentation studies. There are three contents in the mobilizing teacher program, namely 1) Mobilizing teacher mentoring training which is carried out individually. Training is carried out in nine stages. The first stage examines the philosophy of national education and its driving values presented in the module, vision and mission, values, and the role of the driving teacher. The second stage is the provision of provisions relating to the ability and competence to mobilize the community of prospective teacher practitioners who are studying; student-centered learning patterns and social-emotional-based learning. The third phase of the workshop discussion examines social-emotional learning and coaching about school programs that have an impact on students. In the fourth stage,

the mobilizing teacher is equipped with exercises and decision-making patterns as a learning and resource management leader. The fifth stage of debriefing is carried out by reflecting on the competence of the driving teacher by prioritizing management resources. Likewise, the management of programs that have an impact on students, is continued in the sixth stage. The seventh stage is the harvesting of works for the mobilizing teacher, this activity is the evaluation of the activities of the mobilizing teacher program and the display of the results of the driving concrete actions applied in learning. The eighth phase of the workshop examines the vision and actions of schools in favor of students. In the ninth stage, the study is directed at continuous programs related to teacher education. Some of the information obtained from informants, in addition to the content of the training program contained in the mobilizing teacher program is the introduction of appropriate technology that can be used for the online learning process. The content of this training provides an opportunity to encourage teachers to be technologically literate so that they can take advantage of digital technology in any condition and situation. Other things that are done during the implementation of the teacher mentoring program are also directed to approach and meet the competency needs of 21st-century teachers, namely the ability to collaborate with colleagues both in solving learning problems that are beneficial to students, as well as related to the preparation of programs that have an impact on students.

CONCLUSION

The mobilizing teacher program organized by the Ministry of Education and Culture is a means of continuous professional development for teachers in schools. This can be seen from the characteristics of the concept and content of the driving teacher training program activities that provide training and assistance in developing teachers' professional abilities. LPTK felt the need to

consider making the mobilizing teacher program a means to develop sustainable professionalism for teachers.

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Values of Character Education Short Story "*Tukang Pijit Keliling"* In Textbooks Indonesian Junior High School Class VII Published by Erlangga as Attempt Cultivation of National Character in Society

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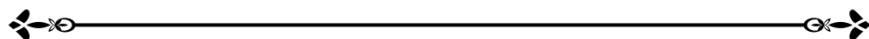
ABSTRACT

This study aims to describe the various values of character education in the short story Tukang Pijit Keliling. The various values of character education that are found are certainly in turn an effort to instill these character education values in students, to become students with character in the nation and society. The research is carried out with qualitative descriptive research with objective analytical education. The data is in the form of utterances from the main characters of short stories, with Miles and Habermas' interactive-dialectical analysis techniques that begin with study, reduction, and verification. The data triangulation used is the theory triangulation. It is necessary to check the validity of the data. The results showed that the values of character education in the short story Tukang Pijit Keliling are the values of character education; (1) creativity, (2) hard work, (3)democracy, (4) religion, (5) tolerance, (6) independence, (7) friendship, (8) environmental care, and (9) social care. This study concludes that the short story Itinerant Masseuse contains very much the values of character education, so it is worthy of being a learning resource for junior high school students. The

various values of character education can be embedded in the soul of students so that they have the character of a nation and society.

Keywords: *Grades, Character Education, Textbooks*

INTRODUCTION

Education as a process of humanizing human beings is related to what is called character. This is in line with the purpose of national education, as stated in the National Education System Law (2008: 7), which is to educate students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Furthermore, Daryanto in (Oktari, 2014: 1) explained that character education needs to be held today, due to the decline in moral quality in Indonesian human life. The vision of character education is to manage and foster children's character so that they have polite, intelligent, and creative personalities. Meanwhile, the mission of character education is to produce superior generations who have intellectual intelligence and positive personalities such as honesty, discipline, creativity, responsibility, never giving up, leadership, faith, and devotion to God Almighty (Kemendiknas, 2010). In line with that, it is clear that character education is very necessary, especially for elementary and middle school students.

The cultivation of character education values can be realized through learning the Indonesian language and literature. One of them is through literary material, namely short stories. The learning expects students to be able to grasp and understand the meaning of short stories, as stated in the Core Competencies and Competency Standards in the 2013 curriculum. According to Tarigan (1986:75) "textbooks serve as a source of information spreading knowledge or socializing imu". Textbooks are one of the learning resources used by students and teachers in the learning process. According to Bacon (Tarigan,

1986:11)," a textbook is a book designed for the author in the classroom, carefully compiled and prepared by experts or experts in the field and equipped with appropriate and harmonious means of learning". Thus real literary work is full of the values of character education. The literary work could have been through textbooks as teaching material in schools.

In Indonesian learning in junior high school, many publishers prepare textbooks that can be used. Both government publications and various private publishers. One of the Indonesian textbooks used in Junior High School (SMP) is a textbook published by Erlangga. This textbook has met the BSNP assessment standards which contain learning materials on language skills and introduction and appreciation of literature such as poetry, short stories, rhymes, and so on. Thus, we can see that the Indonesian textbook published by Erlangga contains complex learning materials and is by the current curriculum. Thus on this occasion, it is necessary to observe the textbook, especially literary material.

In textbooks Indonesian junior high schools published by Erlangga, many literary works are used as learning resources. One of them is a short story, and of the various short stories published, there is one short story that is interesting and full of character values. The short story is titled "Itinerant Masseuse". This short story tells of a traveling masseuse from the village walking in search of his hand massage patient. While he was old and lived in the cottage where the burial equipment was placed. This short story is interesting because, besides the masseuse, the character can also predict fate. This makes people besides massaging also ask about fortune-telling. Paying attention to the theme of this short story, it is interesting to observe, especially in terms of the values of character education, to see what character values are contained in it. This is important for students to instill character values, naturally, it is hoped that they will have a national and social character.

Character is a description of a character or characteristic

possessed by a person from birth, in other words, it has become innate that is difficult to change. According to Lukman (Pangaribuan, W. 2012:2), character is the psychological, character, disposition, Dahlak, or ethical traits that distinguish a person from another. Character is the habits and behaviors in the daily life of an individual or group. Thus the character is a mental character or representation that is reflected through the behavior of daily life that is not the same in each individual.

In line with the nature of the character itself, it can be said that a good character will still give rise to good thoughts, attitudes, and actions in even good situations and bad situations. Situations or circumstances are not so influential in changing the patterns of attitudes, attitudes, and actions of people who have good character. In other words, one's self-exculpatory environment must not be nurtured and embraced to act. Positive thinking, a friendly and unpretentious attitude belong to someone of good character wherever they are (Pangaribuan, W. 2013:2). Therefore, the character is seen as a mindset, attitude, and action for the owner can be seen and recognized based on his attributes. These attributes are indicators that can be more detailed so that they can be measured.

Beberapa other psychological figures such as Susan Brown in (Pangaribuan, W. 2012:5) state that the character has many attributes: (*cheerfulness)*, (citizenship), (*cleanliness*), love (*compassion*), cooperation (*creativity*), *dependence (dependability*), perseverance (*diligence*), justice (*fairness*), generosity (*loyalty)*, patience, *perseverance*, *punctuality*, respect, respect *for the environment*, responsibility, pride, pride School *pride*, *self-control*, *sportsmanship*, tolerance, honesty. Likewise, Sharon (2013:1) states that "Character Education is innate, heart and soul, personality, ethics, behavior, personality, nature, character, temperament, disposition". As for character, it is personality, behavior, nature, character, and character". The opinion of the Language Center of the Ministry of National Education is again reinforced by the opinion of the Curriculum Center

of the Ministry of National Education (2013: 3) that "character is a person's disposition, character, Akilah or personality formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, attitude and action".

Regarding character education, it is also related to cultural issues. Therefore, the government has set the goal of cultural education and the character of the nation through the ministry of education and culture. The objectives of character education (Kemendiknas, 2010:7) are as follows; (1) Develop the potential of the heart/conscience / affective of students as human beings and citizens who have cultural values and national character; (2) Develop commendable habits and behaviors of learners and in line with universal values and religious cultural traditions; (3) Calming the spirit of leadership and responsibility of students as the next generation of the nation; (4) Develop the ability of students to become independent, creative, national-minded human beings and (5) Develop the school life environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and full of strength (dignity).

In addition to the purpose of character education, the government has formulated the function of character education itself, as in (Kemendiknas, 2010:7); (1) Development: Development of learners' potential to become well-behaved individuals; this is for learners who already have attitudes and behaviors that reflect the culture and character of the nation; (2) Improvement: strengthening the work of national education to be responsible for the development of the potential of more dignified learners; and, (3)Filter: to filter out the culture of one's nation and the culture of another nation that is inconsistent with the cultural values of the nation and the dignified character of the nation.

This research includes qualitative descriptive research through literature studies. The approach used in this study is objective. The data in this study is in the form of character education values. The

source of the data in this study is the entire Itinerant Masseuse short story. The data collection technique used in this study is literature research. Data analysis techniques are used analysis techniques from Haberman's, namely flow techniques that start from reduction, verification, and conclusion.

DISCUSSION

The Value of Creative Character Education

Creativity means thinking and doing everything to produce new ways or results of what you already have. The manifestation of the value of creative character education can be seen in the following excerpt.

"Biasanya kami pijat memijat bergantian dengan anggota keluarga di rumah masing-masing, itupun hanya sekedarnya."

The Value of Hard Work Character Education

Hard work is a behavior that shows earnest effort in overcoming various learning barriers and tasks and completing tasks as well as possible. The embodiment of hard-working character education can be seen in the following quote.

"Setiap malam, dengan membawa minyak urut, dia menyusur dari gang ke gang kampong guna menjemput pelanggan. Kakinyaa bagai digerakkan tanah, dia begitu saja melangkah taanpa bantuan tongkat. Tidak pernah menabrak pohon atau jatuh ke sungai. Memang, tanganya kerap meraba-raba udara ketika melangkah, seprti sedang menatap keadaan."

The Value of Democratic Character Education

Democracy is a way of thinking, acting, and acting that equally assesses the rights and obligations of himself and others. The embodiment of the educational value of this character is seen in the

following quote.

"Dia akan berhenti ketika seseorang memanggilnya. Melayani pelanggannya dengan tulus dan sama rata, tanpa pernah memandang suatu apa pun. Serta yang membuat kami semakin hormat, tidak pernah sekali pun dia mematok harga.Dengan biaya murah, bahkan terkadang hanya dengan mengganti sepiring nasi dan the panas, kami bisa mendapatkan kenikmatan pijat yang tiada tara."

The Value of Religious Character Education

Religion is a proper attitude in carrying out the religious teachings he adheres to such as praying, sincerity, obedience to worship, gratitude, tawaqal, taubat, and drawing close to God Almighty. The form of the character value of origins can be seen in the following excerpt:

''Dia selalu mensyukuri mimpi, meskipun percaya mimpi tak akan mengubah apa-apa''.

The Value of Tolerance Character Education

Tolerance is an attitude or action that respects differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves. The educational values of the character of tolerance are found in this quote:

"Dia akan berhenti ketika seseoran memanggilnya. Melayani pelanggannya dengan tulus dan sama rata, tanpa pernah memandang satu apa pun. Serta yang membuat kami semakin hormat, ia tidak pernah sekali memator harga."

The Value of Independent Character Education

Self-reliance is an attitude and behavior that is not easily dependent on other people in completing tasks. An independent

person is a person who is brave, willing to learn, and willing to practice based on his life experiences. He saw, tried, and felt for himself certain things that should have been done. The values of independent character education are found in the following excerpt:

"Setiap malam, dengan membawa minyak urut, dia menyusur dari gang ke gang kampong guna menjemput pelanggannya. Kakinya bagai digerakkan tanah, ida begitu saja melangka tanpa bantuan tongkat. Tidak pernah menabrak pohon atau jatuh ke sungai.

The Value of Friendly/Communicative Character Education

Being friendly/communicative is an act that shows a sense of enjoyment in talking, hanging out, and working with others. The values of friendly/communicative character education are found in the following quote:

"Sebenarnya tidak ada istimewa khusus mengenai keahlian Darko dalam memijat. Standar tukang pijat pada layaknya. Namun, keramahannya yang mengalir menambah daya pikat tersendiri. Kami menemukan ketenangan diwajahnya yang membuat kami senantiasa akrab''

The Value of Character Education Cares for Linkungan

Caring for the environment is an attitude and action that always seeks to prevent damage to the surrounding natural environment, and develops efforts to repair the damage to nature that has occurred. As contained in the following short story excerpt;

"Mencabuti rerumputan liar di permukaan makam, mengumpulkan dedaunan yang berserakan dengan sapu dan lidi lalu membakarnya".

The Value of Social Care Character Education

Social Care is an attitude and action that always wants to help others and communities in need. In essence, humans are social beings who cannot live alone, between humans and each other need each other's help. The social caring character of kampong residents can be seen in this quote:

"Kami lantas menyerahkan supaya ia manginap di masjid saja. Namin ia tolak. Katanya kini masjid sedang berada diujung tanduk. Entahlah siapa, dia lebih memilih tinggal di pemakaman, membersihkan kuburan siapa saja".

Observing the findings of the study showed that the values of character education in the short story *Tukang Pijit Keliling* include nine values of character education. The twelve values include; (1) creativity, (2) hard work, (3) democracy, (4) religion, (5) tolerance, (6) independence, (7)friendship, (8) environmental care, and (9) social care. Meanwhile, the value of character education such as; love of the motherland, peace-loving, emar reading, appreciating achievements, and the spirit of nationality is not found. This is something natural because the theme of the short story Tukang Pijit is community and nation. Therefore, it is hoped that the teacher of Indonesian subject when teaching short story material, must be able to instill all twelve values, the character in the students. So, in turn, the students have a good character in living in society and society.

CONCLUSION

This study concludes that the short story *Itinerant Masseuse* contains very much the values of character education, so it is worthy of being a learning resource for junior high school students. The various values of character education can be embedded in the soul of students so that they have the character of a nation and society. The values of character education enshrined in the short story Itinerant Pijit include; (1) creativity, (2) hard work, (3) democracy, (4)

religion, (5) tolerance, (6) independence, (7) friendship, (8) environmental care, and (9) social care. Therefore, teachers who teach material about the short story, are expected to be able to instill the twelve values of character education when teaching and learning are complicated, or outside the learning process.

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Skills To Write Description Texts Through The Ttw Method (*Think Talk Write)*

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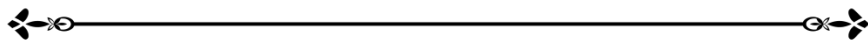
ABSTRACT

Indonesian is a compulsory subject taught in Indonesia, at all levels of education from basic education to higher education. Because Indonesian also plays an important role in human life to master science and technology in Indonesia. Text writing skills Description through the TTW (Think Talk Write) method. The method used in this study is a qualitative approach and focuses on the data analysis process, complementing the comparison of literature reviews from several scientific journals. This research was conducted by searching for journals in various electronic media such as the internet, online journals, and online libraries. The learning process of the think-talk-write model consists of three steps: l (think), speak (talk), and write (write). The 3 steps are 1. Think Students are allowed to think and understand the material and answer questions from the teacher. 2. Talking Students discuss and interact in groups, expressing ideas for solving problems, and 3. Write. In this phase, students are asked to write down the results of problem-solving in their language and thinking their learning outcomes, and the results achieved in group discussions.

Keywords: writing skills, description text, TTW

INTRODUCTION

Indonesian is a compulsory subject taught in Indonesia at all levels of education from basic education to higher education. Because Indonesian also plays an important role in human life to master science and technology Indonesian. Writing is the ability to pour thoughts, ideas, or spoken language into the written language to express a message. In this activity, the process of describing a language occurs to be understood by the reader. In addition, writing is deriving or painting symbols an ng graph that describes a language understood by a person.

Writing is a language skill. Writing means writing down ideas, ideas, opinions, thoughts, or feelings and placing graphic symbols that represent language that others can understand. Writing skills are the ability to indirectly express ideas in writing to inform others. Writing skills do not come naturally, they need to go through the process of learning and practicing. Writing skills rely heavily on language proficiency, language skills in writing, and vocabulary proficiency. Better writing leads to better ideas.

Writing skills are the most complex and critical language skills for the success of the teaching and learning process. Because writing is the ability to express and develop ideas and ideas as a result of the process of listening, speaking, and reading. In general, writing skills need to get serious attention from the level of primary school education, because writing skills are not formed automatically. Seseorang who wants to be skilled in writing requires regular learning and practice, especially in writing essays. Description text is a type of text that contains an element of opinion in it (Febrianti & Thahar, 2020). Proper learning helps students easily understand learning and media that can help students in writing activities. Through writing activities, people can express their thoughts, thoughts, and feelings in writing. (Ahsin, 2016)

The ability to write is one of the four aspects of language. The meaning is The four language skills are inseparable and proportionate.

one of the Learning activities is descriptive writing. Writing descriptions requires accuracy and precision because it has the structure of Creating the correct descriptive text. Descriptive text is one of the functional texts that is quite difficult for learners to learn. A descriptive text is a text that describes parts of a person, something, and a certain place (Wardiman: 2008), therefore students are expected to be able to develop their ability to express meaning and speak in front of the class with easy text and use linguistic variations accurately, eloquently, and in the context in everyday life so that they can interact with each other. (Fidloh, 2007)

According to Shoimin, it was revealed that *Think Talk Write (TTW)* is a learning model to train students' skills to write and emphasize the need for students to communicate the results of their thinking. The steps of the *TTW* model that are applied are the teacher explaining the material and distributing LK students make small notes so that a thought process occurs, students interact with group mates discussing the content of notes from the results of notes (talk), students individually formulate knowledge in the form of writing *(write),* group representatives present the results of group discussions.

TTW learning strategies can create a fun and impressive learning atmosphere, courage, meaningfulness in learning, social, and democratic, and increase student activity in learning to generate interest and participation, as well as improve understanding and memory. Therefore, it is hoped that implementing the TTW learning strategy, it is hoped that it will able to achieve learning success in schools and can be presented as an alternative problem solution to improve student learning outcomes.

The strategy introduced by Huinker and Laughlin is based on thinking, speaking, and writing. The developmental flow of the TTW model begins with students doing self-reflection or dialogue after the reading process, then talking and exchanging ideas with friends before writing. This type of atmosphere works best with heterogeneous groups of 3-5 students. In this group, students are asked to read, take

small notes, explain, listen, share ideas with friends, and express them in writing. (Maharani et al., n.d.)

The Think Talk Write (TTW) model begins with careful planning and implementation of learning activities. In other words, the Activity of Think. The teacher gives the students each group of assignments and the students make small notes. Then discuss Discussion/Talk activities, appropriate answers from the test given by the teacher, and writing activities with friends in the student group. That is, students, write down their answers to the tests given by the teacher, which are agreed upon by their respective groups. (Guru et al., 2021). Problem formulation How are writing skills in learning description texts through the TTW (Think Talk Write) method?

This study aims to determine the skills of writing description texts through the TTW (*Think Talk Write*) method. By using the Think Talk Write (TTW) learning model, students are believed to be able to improve their writing skills in Indonesian. And the expected results for students are:1) Students can adjust the title, carefully development of ideas, and many supporting facts according to the topic of the essay. 2) Students can organize the content according to the main idea, have a clear overall sentence structure, have a logical flow, and have strong coherence. 3) Can build complex and effective grammar. 4) Students can use effective, selective language and choose the right language. 5) Able to master punctuation, and writing style. In addition, through the Think Talk Write learning model, students will get a very interesting and memorable learning experience.

This research uses a qualitative approach and focuses on the process of data analysis, complementing the comparison of literature reviews from several scientific journals. Data collection for this study was carried out by searching for journals in various electronic media such as the internet, online journals, and online libraries. The purpose of a literature review is to ascertain the extent to which the activities carried out are relevant to the problem under study.

Consistent with this, Cresswell (2014) suggests that the literature review should inform the results of previous research conducted about current research, and should aim to link the research to the existing literature. As well as filling in the gaps in previous studies.

Data collection techniques in this study include:

1. The Internet is used to collect data about descriptive texts, and TTW (Think Talk Write) learning methods.
2. Online journal, used to collect data about descriptive texts, TTW (Think Talk Write) learning method.
3. Online library, used to collect data about descriptive text, TTW (Think Talk Write) learning method.

DISCUSSION

The learning model consists of the hypothesis of material design. Model learning is a plan that describes the most common and ecological computational methods that allow students to work together so that change or recovery occurs in it. One of the effective learning models used is the Think Talk Write model. Collaborative learning with TTW strategies invites students to like Indonesian by paying attention to how to learn Indonesian by exploring their thoughts and expressing their thoughts. (Erniati, lindayani, 2022)

This learning begins with reading and thinking about the material (listening, criticizing, alternatives), reading results are communicated through presentations and discussions, and presentation results are summarized in reports. Small group learning using the TTW strategy allows students to start learning by first understanding the problem, then actively participating in group discussions, and finally writing down their learning outcomes in their native language improves. Collaborative learning with TTW strategies is expected to improve the understanding of concepts and student learning outcomes of basic flat wake skills. (Cooperative et al., 2012)

The role of the Think Tank Writes (TTW) model can increase student activity in learning activities, increase student activity in learning activities, and encourage students to be more active and creative. The Think Talk Write (TTW) learning model is a learning model that begins with thinking in the words read and delivering the results through presentations. The TTW learning model emphasizes the need for students to communicate the results of their thinking. The TTW model is careful planning and action related to learning activities through thinking, speaking/discussing, speaking, and writing to achieve the expected competencies. (Adeninawaty et al., 2018)

The Think Talk Write (TTW) learning model has advantages and disadvantages in learning. According to (Maharani et al., n.d.) advantages of the Think Talk Write (TTW) Cooperative Learning Model:

1. Develop meaningful solutions to understand the teaching material.
2. Providing open-ended questions can develop students' critical and creative skills.
3. By interacting and discussing with the group, students will actively involve in learning.
4. Accustom students to think and communicate with friends, teachers, and even with themselves. This can motivate students to be more active. Specifically, it handles mixed-response questions and open tasks.
5. Can help students reflect, organize and test (negotiate, exchange) ideas in group discussion activities.
6. Information can be improved, grouped (read-logged), presented, discussed, and reported.
7. Fewer hours, but when you learn this way, you can meet multiple metrics when you use three core metrics in one lesson.
8. Learning to take notes after reading stimulates thinking before, during, and after reading, expanding knowledge and improving thinking and even writing.

9. Writing helps students express their existing knowledge and ideas.
10. Discussions can facilitate the use and validation of ideas, and discussions can also facilitate understanding.

While the Weaknesses of the Think Talk Write (TTW) Cooperative Learning Model According to Fitria yan quoted (Rikmasari & Kurniati, 2021) are

1. A new learning model in schools so that students are not yet accustomed to learning with step steps on the Think Talk Write model, therefore, tends to be rigid and passive.
2. Difficulties in developing the social environment of students.
3. Teachers must be experts in their fields because teachers who do not master the 3 indicators (Think Talk Write) will have difficulty mastering the lesson.
4. This method is only intended to help students reflect, formulate and test (negotiate, exchange) ideas.
5. This method is quick and effective for teachers who are already used to it, but it can be an obstacle for beginners.

With this TTW method, teacher involvement in the learning process is reduced, the teacher only acts as a facilitator who guides and motivates students to learn independently, and students enjoy discussing with their groups and peers. Teachers as mentors, help each other to solve the problems raised.

The expected result of implementing this idea is the application of the Think Talk Write (TTW) learning model, which is expected:

1. Students can adjust the title, carefully the development of ideas, and many facts of supporters according to the topic of the essay.
2. Students can organize the content according to the main idea, have a clear overall sentence structure, have a logical flow, and have strong cohesion.
3. Students can set the grammar of Komplex effectively.
4. Students can use effective, selective language and choose the right language.

5. Able to master punctuation, and writing style. (Suparlina, 2021).

One of the things that can be done to improve the skills in writing descriptive text is to use the Think Talk Write (TTW) learning model. The Think Talk Write learning model consists of three phases, namely planning, implementation, and observation. Below are the phases of the Think Talk Write model.

1. Planning Phase

To improve students' skills in writing descriptive essays for Indonesian subjects, teachers need to make a plan of instruction that needs to be implemented. Create lesson plans, create subject-related textbooks, create worksheets, and decide on exam formats, and assessments.

1. Communication of learning materials and learning objectives to be achieved.
2. Describes learning techniques using TTW strategies as well as student assignments and activities.
3. Running perceptions.
4. Motivate students to take an active role in learning.
5. Divide students into small groups (3-5 students).

2. Implementation Phase

The steps for implementing the Think Talk Write (TTW) model are:

Activities (Rukayah, 2022)

1. Early Activeness
   a. The teacher gives greetings and conditions the students to be ready to learn.
   b. One of the students is asked to pray before starting the lesson
   c. The teacher checks the student's attendance
   d. The teacher explains the Think Talk Write learning model and conveys the learning objectives

2. Core Activities
   a. Exploration
      1. The teacher explains the description essay material to the students
      2. Teachers hand out student worksheets (LKS) containing tasks that students need to complete. Small clues will appear if needed.
      3. Students listen to the teacher's explanation of the steps to create a descriptive essay.
      4. Students listen to the teacher's explanation of how to write a descriptive essay
      5. Students read LKS assignments and make small notes individually about what they know and don't know about the assignments. When a student takes a quick note, the thought process occurs in the student. Students then try to solve the problem individually. The purpose of this activity is to help students distinguish or integrate the ideas contained in the translated reading material into their language.
      6. Discuss the contents of your notebook with friends in groups and solve problems individually (conversations). In this activity, they use their language and language to convey mathematical ideas in their discussions. The solution to the proposed problem should arise from the discussion. Discussions are effective when there are not too many group members and consist of group members with different skills. This strategy is effective when students are asked to explain, summarize, or reflect, working in heterogeneous groups of up to six students. In other words, the TTW method is effective when students explain, summarize, or reflect in heterogeneous groups of two to six students.
      7. From the results of the discussion, the student individually formulates his knowledge in the form of

answers to questions (including the basics and interrelationships between concepts, methods, and solutions). In this paper, students will share their ideas gained through discussion.

8. A group representative presented the results of a group discussion, and another group was asked to respond. The last learning activity is to consider and draw conclusions about the material studied. Previously, several or one student was selected to represent the group and present their answers, while another group was asked.

b. Final Activities
   1. Students with the guidance of the teacher conclude the learning
   2. Teachers give the motivation to learn again at home to understand better
   3. The teacher ends the lesson

3. Stages of Observation

At the observation stage, data collection is in the form of student assessment results after learning behaviors are carried out. The data collection method is a written test. This test is used to measure the results of descriptive essay writing skills.

Learning skills are changes that occur in students, both regarding cognitive, affective, and psychomotor aspects as a result of learning activities. In addition to improving learning outcomes, TTW learning strategies also increase student activity in learning, for example increasing student curiosity, as seen with students who rarely ask questions become courageous to ask questions and students who do not discuss more often. (Maharani et al., n.d.)

CONCLUSION

The mobilizing teacher program organized by the Ministry of Education and Culture is a means of continuous professional

development for teachers in schools. This can be seen from the characteristics of the concept and content of the driving teacher training program activities that provide training and assistance in developing teachers' professional abilities. LPTK felt the need to consider making the mobilizing teacher program a means to develop sustainable professionalism for teachers.

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Improving Speaking Skills at BIPA A1 Level of SEPAMA Cambodian Grade 7 Students through Spelling Method

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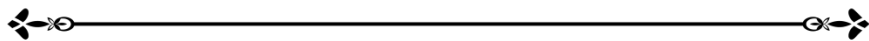
ABSTRACT

SEPAMA is one of the schools in Cambodia that has integration in the learning of its students, namely the integration between the learning of Islamic religious science with the royal science as studied in the schools of Cambodian kingdoms. SEPAMA also provides Indonesian learning for its students as a Foreign Language. This article will review the use of spelling methods to improve the speaking skills of SEPAMA grade 7 students in Cambodia and the obstacles teachers encounter in applying spelling methods in online learning. This research uses qualitative descriptive methods. Data in the form of all information about the process and learning outcomes of BIPA A1 online in grade 7 SEPAMA. The data source used was bipa grade 7 online learning at SEPAMA Cambodia for several days. Data collection techniques with listening, reading, recording, and transcription techniques from zoom videos, images, observation photos, and interviews with teacher informants at SEMPAMA Cambodia. The results showed that students were able to recite

greeting words in the BIPA A1 material, and students were able to greet using Indonesian. BIPA learning at SEPAMA Cambodia also found obstacles, namely signals that are sometimes interrupted and must be interactive with students so that students are willing to practice and feel cared for by the teacher.

Keywords: *Speaking ability, Spelling method, BIPA A1 SEPAMA Material*

INTRODUCTION

Indonesian became one of the most popular languages. Many Indonesian learners from all over the world learn Indonesian either in the learner's home country or in Indonesia. (Esteve-Gibert and Guellaï, 2018; Jingyuan and Isaiah, 2019; Chen, 2022) As a Foreign Language for these learners, learning Indonesian is not an easy thing. The difficulty of mastering Indonesian for Foreign Speakers is one of the differences in accents in each country, including Cambodia.

SEPAMA is one of the schools in Cambodia that has integration in the learning of its students, namely the integration between learning Islamic religious knowledge with royal science as learned in the schools of Cambodian kingdoms. SEPAMA also provides Indonesian learning for its students as a Foreign Language. Because SEPAMA has never been taught Indonesian at all, as a first step, learners will be given BIPA A1 level material which contains simple introductions. Neither the introduction of time nor the names of objects. Through the spelling method where the child introduces the alphabet one by one first and memorizes the sounds, then memorizes the sounds of the alphabet/letter series into a syllable, then a series of two letters, three letters, three letters, but letters until the child can read as a whole.(Andriyanto *et al.*, 2020; Korableva and Gorelova, 2020; Pratiwi *et al.*, 2022).

Practicing spelling in Indonesian needs created in a very fun way that makes it easier for learners to learn and become independent

learners later. The importance of finding effective and efficient ways to learn vocabulary is one of the things that is very difficult to do. In that case, learners need to observe using the media as an intermediary for learning to be fun. One of the media that can be used to attract students' attention is to use power points. (Mediyawati, Lustyantie and Emzir, 2019; Primdahl *et al.*, 2021; Tong, 2022)

Learning to use media is the main choice for spelling learning. learners will find it easier to understand what is spelled so that the pronunciation is correct in addition to these learners gaining new vocabulary. Later students will be led from letters to syllables and into words with the help of the PowerPoint media. Differences in accents and syllables that are sometimes difficult for students to accept being one of the challenges for teachers in teaching students to speak Indonesian.(Hadianto *et al.*, 2021; Lau and Lee, 2021; Mardasari *et al.*, 2022) What's more, students are also taught language skills, namely reading, speaking, listening, and writing. In this article, we will review how to use the spelling method in improving the speaking skills of SEPAMA students in Cambodia and what obstacles teachers encounter in applying spelling methods in online learning for grade 7 students at SEPAMA Cambodia.

Previous research has also been conducted by Mia Fitria Agustina, et al entitled Easy Learning A, B, C, D, E,... Z with its content The teaching of pronunciation using this media has been tested on five students from Vietnam in a series of events Program Based Learning from Institutional Strengthening KUI Unsoeddan three Darmasiswa students from Columbia, India, and Kyrgyzstan. In conclusion, learning using media that has been carried out in two groups of foreign learners studying at BIPA Unsold has proven to be an alternative to language learning that is encouraging. Learners feel more relaxed learning new words because the learning atmosphere is conditioned to be a place for a game of matching words with nouns. Visual learners can see objects that are the target of word matching and kinetic learners are more active by holding and fingering objects

that are used as learning media. In addition, they are also able to recite it well. However, it is necessary to strengthen the next meetings so that the learning process takes place continuously.

This method of research uses descriptive qualitative. Data collection techniques in this study used observation and interviews. This method of delivering Indonesian letter spelling learning for foreign speakers uses a demonstration method with PowerPoint media. (Rahmawati *et al.*, 2019; Amir *et al.*, 2020; Lui *et al.*, 2022) The purpose of using this method is divided into two, namely passive ability and active ability. For passive ability, the expected results can be in the form of being able to recognize the target word when the word is called and being able to recognize the written form of the word so that if the learner reads and in the reading of the word the learner will recognize it, know that the target word has a special meaning that presents the word, be able to recognize the target word in a special context, be able to know the concept of the word which will make it easier for learners to use the word in all contexts, being able to know some words related to the target word, being able to recognize if the target word is being used in the correct context. As for the production function, the method used can make learners able to pronounce the target word correctly, be able to write it correctly, be able to construct speech with the target word, be able to use it in producing speech, be able to use the word in various contexts, can produce words related to the target word, can use words that can generally be produced with the target words, and be able to decide whether the target words are used in the situation. (Agustina and Ardli, no date; Påhlman *et al.* , 2020; Xu *et al.* , 2021) The source of data from this study is bipa grade 7 online learning at SEPAMA Cambodia for several days. The data comes from images, and photos of observations at SEMPAMA Cambodia.

DISCUSSION

Indonesian today has grown rapidly in its teaching. Some countries in the world have also included Indonesian as a Foreign Language subject in their countries. Cambodia's SEPAMA is no exception. These 7th graders at SEPAMA Cambodia have never been taught Indonesian at all. Therefore, at the beginning of learning, teachers provide very simple learning about Indonesian. BIPA has several levels, namely levels A1, A2, B1, B2, C1, and C2. The beginner stage and the initial stage are given the BIPA A1 level.(Beketova *et al.*, 2020; Siripongdee, Pimdee and Tuntiwongwanich, 2020; Bataineh *et al.*, 2021)

BIPA A1 Level Learning using spelling method

Online learning carried out at SEPAMA uses Zoom Meeting media and PowerPoint learning activities started with the teacher giving greetings to students so that students feel comfortable when they first started. SEPAMA students in Cambodia are not familiar with Indonesian, the material given at this meeting is BIPA A1 regarding greetings. In this case, simple statements are given and it is hoped that students will be able to understand what the teacher is teaching.(Andujar, Salaberri-Ramiro and Martínez, 2020; Bouilheres *et al.*, 2020; Ożadowicz, 2020)

The spelling methods are given regarding letter recognition, syllable recognition, syllable pronunciation, word recognition, and word pronunciation. In PowerPoint, various greetings are presented in Indonesian such as a) Selamat Pagi, b) Selamat Siang, c) Selamat Sore, d) Selamat Malam, e) Halo, f) Hai, g) Maaf , h) Terimakasih

The PowerPoint media used by teachers must be made as attractive as possible so that students do not feel bored, especially during the introduction of Indonesian for the first time to SEPAMA students. The teacher explains the meter to be conveyed to the students using Indonesian which is spoken slowly by the teacher

coupled with the use of props, especially hands, and facial mimics, and articulation must be clear so that students can capture what the teacher intended. (Agustina and Ardli, no date; Tao and Feng, 2021)

The teacher exemplifies students in spelling letters into syllables, for example, "Se-la-mat-Pa-gi" then condensed into a word that is condensed into "Selamat Pagi". The difference in accents presented by students and teachers is an obstacle because students have not been accustomed to reciting Indonesian. The teacher recites and then explains the function and meaning of the word that has been spoken by the student. In the PowerPoint media used by the teacher, an illustration of the time in the morning, evening, afternoon, and evening is displayed. The goal is that with the illustration in the form of a picture, students understand the function of what they are learning, and it is used at any time.

Guru needs to interact regularly with students to support learning. Such as often mentioning names so that students feel cared for by the teacher. Students are asked to repeat what the teacher has said and practice it in front of the teacher. The accent found is slightly different because students are still not used to using Indonesian. Students are asked to have a brief dialogue with the greeting material that has been given by the teacher. The learning at SEPAMA is also accompanied by teaching teachers at the school, making it easier for teachers and students to interact with the way SEPAMA teachers translate every word and sentence spoken by BIPA teachers.

Learning at SEPAMA Cambodia was found by students who began to be able to speak using Indonesian after the application of the spelling method. Although the students still spoke a few words, they understood what he meant. Sometimes some students are called and can reply to the greeting given by the teacher appropriately. Spelling is the first step in introducing Cambodian SEPAMA students to Indonesian. Little by little, students understand and respond as learning progresses.

Powerpoint media is also very important in the learning process.

Power points are made as interesting as possible with non-convoluted language. The videos displayed in the PowerPoint make students enthusiastic and help dilute the atmosphere in the classroom. When the lesson was closed, the teacher provoked the students to use Indonesian in saying goodbye. Students respond quickly and precisely to what the teacher wants. The teacher pronounced "Terima Kasih" and students answer it with "Sama-sama".

Constraints in the Learning Process

Online learning requires teachers to always be ready for all conditions. Here teachers must be good at delivering material with these limitations and required to be accustomed to using technology as a learning medium. possibilities can happen beyond our control. As well as signal and device constraints. Teachers must be calm and able to control the situation in the classroom even in the position of online learning. (Darling-Hammond and Hyler, 2020; Lin, Huang, and Ko, 2020; Rahiem, 2020)

Learning at SEPAMA using online seems to be still shy in practicing what teachers ask for. However, when practicing with friends, students seem very active and quick in capturing the material that has been given by the teacher. This online learning is very fun with the features provided in the learning media. however, it is still not fully effective because it does not meet face-to-face with the students at SEPAMA Cambodia.

Teachers have difficulty making jokes so that the atmosphere becomes more relaxed and pleasant. Teachers still haven't found the right learning strategies to apply during the learning process. Teachers have tried to interact with students as much as possible so that the materials provided by the teacher can be conveyed to students well, but students are also still shy. Even though the teacher also opened a question and answer session to the students.

CONCLUSION

Learning BIPA A1 Level at SEPAMA Cambodia online using zoom meetings and PowerPoint learning media is very fun for students. Students at first still look embarrassed – shy when the learning process takes place and finally want to interact with the teacher. Teachers must always pay attention to students by calling their names one by one. Thus students are willing to interact with the teacher. The obstacle encountered during the learning process is an unstable signal. As a result, the voice is less clear when listened to, especially when the practice that prioritizes students' speaking skills suddenly the network is cut off and the practice becomes less optimal.

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Application of *Discovery Learning* Model in Learning Tale Text Class X TM 1 SMK Tunas Bangsa

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ABSTRACT

Learning models are very influential in student learning outcomes. In learning, teachers are required to be more creative in creating situations that can make students learn actively to find their own knowledge. Therefore, this study focused on the application of *the discovery* learning model in learning class X TM 1 saga texts at SMK Tunas Bangsa. The purpose of this study describes the learning process with the discovery learning model to improve the learning outcomes of grade X TM 1 students of SMK Tunas Bangsa and improve the learning outcomes of students in learning saga texts with the discovery learning model. The method used in this study is a qualitative descriptive method with *a discovery learning* approach. The data from the study are about the application of evaluation, obstacles, and *to discovery learning* models. In class X TM1 SMK Tunas Bangsa, the application of *the discovery learning* model has been running based on teaching material modules prepared in accordance with the assessment criteria for independent curriculum teaching materials. Teachers dare to implement learning based on the discovery learning model very well.

Keywords: learning model, *discovery learning*, saga text

Abstract

The learning model is very influential in student learning outcomes. In learning, teachers are required to be more creative in creating situations that can make students learn actively to find their own knowledge. Therefore, this study focused on the application of the discovery learning model in teaching text saga class X TM 1 SMK Tunas Bangsa. The purpose of this research is to describe the learning process with the discovery learning model to improve the learning outcomes of students in class X TM 1 SMK Tunas Bangsa and to improve student learning outcomes in learning saga texts with the discovery learning model. The method used in this study is a qualitative descriptive method with a discovery learning approach. The research data regarding the application of evaluation, and the obstacles to the discovery learning model. In class X TM1 SMK Tunas Bangsa the application of the discovery learning model has been running based on teaching material modules arranged according to the criteria for evaluating independent curriculum teaching materials. Teachers dare to implement learning based on the discovery learning model very well.

INTRODUCTION

The current 2013 curriculum requires students to play an active role in the teaching and learning process so that learning strategies that support the achievement of these goals are needed. Students as learning subjects must play an active role in learning. Student activeness is assessed by their role in learning, such as asking, answering questions, and giving responses. Many components affect the success of the learning process, one of which is the learning model. Teachers who choose the right learning model by adjusting

the learning material to be taught will be able to attract the attention of students to be active in following the learning process and trying to explore various information and develop their potential to achieve learning objectives. Thus, teachers must change the way of teaching that was originally teacher-centered to student-centered learning.

In the Big Indonesian Dictionary (KBBI), hikayat is a literary work of Malay kama literature that contains stories, laws, and genealogies that are fictional, religious, historical, biographical, or a combination of these qualities, read for solace, fighting spirit or just to enliven the party. Reading a story will enrich your horizons and as an example in order to live a good life and fill your life with work that benefits not only yourself but also others. Generally, saga texts contain old literary stories that describe the lives of characters.

Method

This research uses a qualitative descriptive method. The subject of this study is the application and also the obstacles to student learning that have been applied with the learning model of aran discovery learning. The data consists of students' literacy with these learning methods. Data source from grade X TM1 students of SMK Tunas Bangsa. Data collection using observation methods related to the application of discovery learning methods. The purpose of this study was to determine the application of the discovery learning model in learning class X TM 1 saga texts at SMK Tunas Bangsa Tawangsari.

Results and Discussion

Learning outcomes as abilities possessed by students after going through the learning process. Learning outcomes are the culmination of student learning success against predetermined learning goals, student learning outcomes can include cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects.

As mandated by Permendikbud number 3 of 2020 concerning national

standards for higher education independent curriculum, in learning Indonesian the saga text material is contained in the basic competencies (KD) presented in the following table:

Table 1. KD 3.8 and 4.8 Indonesian Class X SMK curriculum merdeka

Basic Competencies	Indicators
3.7 identify the values and content contained in folklore (hikayat) both oral and written	3.7.1 Identifying the main content of the saga 3.7.2 Identify characteristics of folklore or saga. 3.7.3 Identify values in the saga that are still appropriate to life today.
4.7 Retelling the content of folklore/saga heard or read	4.7.1 Rewrite stories that have been read/heard in one's own language in the form of expositional texts, either orally or in writing. 4.7.2 Present the expositional text based on the content and values of the saga that has been prepared.

Learning Outcomes

Students are able to evaluate and create information in the form of ideas, thoughts, feelings, views, directions, or accurate messages from listening to saga texts in the form of stories, as well as speech titles.

Initial Competency

Before studying the Hikayat Text, it is desirable:

1. Students have been able to listen to the Hikayat Text

2. Students are able to understand the contents of the Hikayat Text

Pancasila Student Profile

After studying this material, students are expected to have an attitude that is in accordance with the Pancasila Students Profile, namely Fear of God Almighty, Critical Reasoning, independence, and Creative.

Target Students

1. Students are able to think critically to interpret information from the saga text
2. Learners are able to think critically to express ideas from saga texts

Learning Model

In meetings 1-6, learning is carried out face-to-face with the *Discovery Learning* learning model

CORE COMPETENCIES

A. Learning Objectives

1. After participating in learning activities, students are able to interpret information from the saga text.
2. After participating in learning activities, students are able to express ideas from saga texts.

Meaningful Understanding (learners are expected)

1. After participating in this learning activity, students are expected to have the ability to solve problems critically, creatively, and independently.
2. Students are expected to be able to understand everyday problems related to the text of the saga and be able to take the values contained in it.
3. Students are able to increase their capacity in solving problems, so that he can use it to support his life in the future.
4. Students are able to understand the use of learning media

Lighter Questions
1. Have you ever heard of the text of the saga?
2. What information do you get the most about the text of the saga?

Learning Activities

First meeting (2x45min)

Initial Activity (15min)
1. Learners and teachers pray together to start learning.
2. The teacher conveys the learning objectives to be achieved.
3. Students make agreements with teachers regarding learning activities to be carried out.

4. Students answer lighter questions submitted by the teacher.
    a) Have you ever heard of the text of the saga?
    b) What information do you get the most about the text of the saga?

Core Activities (60min)
1.   Students form groups of 4-5 people.
2.   The teacher explains how to work in a study group, namely reading the necessary learning resources individually (but in a group work situation), followed by discussing to solve problems and preparing reports on the results.
3.   Students identify key data in the problem and formulate what they want to investigate and produce under the guidance of the teacher.
4.   Learners choose the strategies used in solving problems with the guidance of the teacher.
5.   Learners carry out selected research strategies in order to solve problems.
6.   Students check the suitability and adequacy of the results of problem-solving.

7. Learners formulate problem answers on answer sheets and also on plans to be presented

8. Students convey the results of problem-solving and provide opportunities for other groups to respond and give opinions on their presentations

9. Students analyze the problem-solving process that has been carried out under the guidance of the teacher

10. Students reflect on the investigation process and the answers obtained in solving problems.

11. Teachers provide reinforcement of material understanding for learners.

Closing Activity (15 minutes)

Reflection:

1. Are there any constraints on learning activities?

2. How active are students in learning activities?

3. What difficulties can be identified in learning   activities?

4. What is the average achievement level of students in this learning activity?

5. Can all students be considered complete in the implementation of learning?

Closing:

1. Students can ask questions that are not understood by the teacher.

2. Learners communicate the obstacles encountered during the work.

3. Learners receive feedback and motivation from teachers.

4. The teacher reminded me for the activity at the next meeting was a group presentation.

5. The teacher invites students to pray together to close the lesson

Second meeting *(2x45min)*

Initial Activity (15min)
1. Learners and teachers pray together to start learning.   2. Students convey learning outcomes at previous meetings.   3. The teacher conveys the learning objectives to be achieved.   4. Students make agreements with teachers regarding learning activities to be carried out.
Core Activities (60min)
1. Teachers motivate students by conveying the usefulness of learning and applying the values contained in anecdotal texts in everyday life.   2. Teachers form heterogeneous groups.   3. The teacher conveys the problems contained in LKPD 1 to the students.   4. In groups, students are asked to understand the problems in LKPD 1 and find ways to solve them.   5. In groups, students discussed working on LKPD 1.   6. Students are welcome to read and find information needed to solve problems in LKPD 1, either from student books, other references, or from sources on the internet.   7. Students discuss with their groups to solve problems given in LKPD 1 by utilizing various information that has been obtained   8. Students conduct careful examinations to prove whether or not the findings they obtain are true based on solving problems in LKPD 1 by applying these findings to solve other problems.   9. The teacher guides the learners to conclude that they are safe and related to the text of the story.   10. The teacher asks students to apply the results of the conclusions to the practice questions given individually.

Closing Activity (15 minutes)

Reflection:

1. Are there any constraints on learning activities?

2. How active are students in learning activities?

3. What difficulties can be identified in learning activities?

4. What is the average achievement level of students in this learning activity?

5. Can all students be considered complete in the implementation of learning?

Closing:

1. Students can ask questions that are not understood by the teacher.

2. Learners communicate the obstacles encountered during the work.

3. Learners receive feedback and motivation from teachers.

4. The teacher reminded me for the activity at the next meeting was a group presentation.

5. The teacher invites students to pray together to close the lesson

Third Meeting (2x45min)

Initial Activity (15min)

1. Learners and teachers pray together to start learning.
2. Students convey learning outcomes at previous meetings.
3. The teacher conveys the learning objectives to be achieved.
4. Students make agreements with teachers regarding learning activities to be carried out.

Core Activity (60min)
1. Teachers motivate students by conveying the usefulness of learning and applying the values contained in anecdotal texts in everyday life. 2. Teachers form heterogeneous groups. 3. The teacher conveys the problems contained in LKPD2 to the students. 4. In groups, students are asked to understand the problems in LKPD 2 and find ways to solve them 5. In groups, students discuss working on LKPD 2. 6. Students are welcome to read and find information needed to solve problems in LKPD 2, either from student books, other references, or from sources on the internet 7. Students discuss with their groups to solve problems given in LKPD 2 by utilizing various information that has been obtained 8. Students conduct careful examinations to prove whether or not the findings they obtain are true based on solving problems in LKPD 2 by applying these findings to solve other problems. 9. The teacher guides the learners to conclude the understanding related to the saga story. 10. The teacher asks students to apply the results of the conclusions to the practice questions given individually.
Closing Activity (15min)
Reflection: Teachers together with students both individually and in groups reflect on learning outcomes. Closing: 1. Students can ask questions that are not understood by the teacher. 2. Learners communicate the obstacles encountered during the work. 3. Learners receive feedback and motivation from teachers. 4. The teacher reminded me for the activity at the next meeting was

a group presentation.
5. The teacher invites students to pray together to close the lesson

Fourth Meeting (2x45min)

Initial Activity (15min)
1. Learners and teachers pray together to start learning.
2. Students convey learning outcomes at previous meetings.
3. The teacher conveys the learning objectives to be achieved.
4. Students make agreements with teachers regarding learning activities to be carried out.
Core Activity (60min)
1. Teachers motivate students by conveying the usefulness of learning and applying the values contained in the saga story in everyday life.
2. Teachers form heterogeneous groups.
3. The teacher conveys the problems contained in LKPD2 to the students.
4. In groups, students are asked to understand the problems in LKPD 2 and find ways to solve them
5. In groups, students discuss working on LKPD 2.
6. Students are welcome to read and find information needed to solve problems in LKPD 2, either from student books, other references, or from sources on the internet
7. Students discuss with their groups to solve problems given in LKPD 2 by utilizing various information that has been obtained
8. Students conduct careful examinations to prove whether or not the findings they obtain are true based on solving problems in LKPD 2 by applying these findings to solve other problems.
9. The teacher guides the learners to conclude the understanding related to the saga story.
10. The teacher asks students to apply the results of the conclusions to

the practice questions given individually.
Closing Activity (15min)
Reflection: Teachers together with students both individually and in groups reflect on learning outcomes Closing: 1. Students can ask questions that are not understood by the teacher. 2. Learners communicate the obstacles encountered during the work. 3. Learners receive feedback and motivation from teachers. 4. The teacher reminded me for the activity at the next meeting was a group presentation. 5. The teacher invites students to pray together to close the lesson

Fifth Meeting (2x45min)

Initial Activity (15min)
1. Learners and teachers pray together to start learning. 2. Students convey learning outcomes at previous meetings. 3. The teacher conveys the learning objectives to be achieved. 4. Students make agreements with teachers regarding learning activities to be carried out. 5. Students answer lighter questions submitted by the teacher.
Core Activity (60min)
1. Teachers motivate students by conveying the usefulness of learning and applying the values contained in the saga story in everyday life. 2. Teachers form heterogeneous groups. 3. The teacher conveys the problems contained in LKPD2 to the

students.

4. In groups, students are asked to understand the problems in LKPD 2 and find ways to solve them
5. In groups, students discuss working on LKPD 2.
6. Students are welcome to read and find information needed to solve problems in LKPD 2, either from student books, other references, or from sources on the internet
7. Students discuss with their groups to solve problems given in LKPD 2 by utilizing various information that has been obtained
8. Students conduct careful examinations to prove whether or not the findings they obtain are true based on solving problems in LKPD 2 by applying these findings to solve other problems.
9. The teacher guides the learners to conclude the understanding related to the saga story.
10. The teacher asks students to apply the results of the conclusions to the practice questions given individually.

Closing Activity (15min)

Reflection:

Teachers together with students both individually and in groups reflect on learning outcomes

Closing:

1. Students can ask questions that are not understood by the teacher.

2. Learners communicate the obstacles encountered during the work.

3. Learners receive feedback and motivation from teachers.

4. The teacher reminded me for the activity at the next meeting was a group presentation.

5. The teacher invites students to pray together to close the lesson

Sixth Meeting (2x45min)

Initial Activity (15min)
1. Learners and teachers pray together to start learning.
2. Students convey learning outcomes at previous meetings.
3. The teacher conveys the learning objectives to be achieved.
4. Students make agreements with teachers regarding learning activities to be carried out.
Core Activities (60min)
1. The teacher informed that this meeting was used to evaluate and find out the level of learning achievement with the text material of the saga.
2. The teacher gives daily test questions about the saga text in the form of links on Google Forms.
3. In the learning material, students are asked to: a. Do daily test questions with multiple-choice question types   b. Do daily tests until the specified time independently
Closing Activity (15min)
1. The teacher reflects on the activities that have been carried out and provides feedback on the daily evaluations that have been carried out
2. The teacher invites students to pray together to close the lesson

The text of the saga includes the text of the narrative. The elements of the saga text consist of themes, plots, characters, characterizations, messages, and settings. Saga usually uses a mixed plot (from past events to the present and from present to past). Usually in saga texts, there are linguistic rules, in these linguistic rules, many use archaic words and are more dominant in royal backgrounds.

Saga texts use archaic words, which are words that are rarely used in Indonesia or even foreign to the public because Saga has an older age than Indonesia and the language has developed since then.

2. Using multiple conjunctions

The text of the saga uses many conjunctions or connecting words in its sentences

3. Using Majas

In saga stories, many types of majors are found to expand the language style of the saga story.

1. Temporal conjunction

There is a liaison related to the time sequence. Conjunctions are used to determine the coherence or cohesiveness of meaning between sentences and between paragraphs in the story. This conjunction helps express the time sequence of events characterized by some use of the word archaic.

Archaic Words   Popular Words

Archaic Words	Popular Words
Alkisah	Pada .....
Bermula	Awalnya,
Arkian	Kemudian
Hatta/ata	Lalu
Kalakian	Setelah itu
Syahdan	Selanjutnya
Maka	Sesudah itu

2. Majas

It is known as a style of language and has always been used in fictional stories to embellish the delivery of stories. Some of the major used in the saga include.

1) Majas Antonomasia

It is a majas that mentions someone based on their prominent characteristics or traits. Example.

Hatta for some time then <u>the poor</u> man's wife was pregnant for three months.

Not knowing why, at that moment I thanked the <u>old woman</u>.

2) Majas Personification

That is majas that state inanimate objects or living things (animals/plants) as if like humans.

Example: The door leaf screamed in pain in the wind.

The night breeze struck my face.

3) Majas Simile

Is a major that compares one thing with another explicitly using connecting words or comparison words such as, like, like, *like, back,* and others. Example.

Her face is beautiful like a full moon at night.

They are always hostile like cats and dogs.

4) Metaphor Majas

Namely, Major uses words or groups of words to represent other things that are not actually physical, nature, ideas, or other forms. Unlike simile majas, metaphorical majors do not use connecting or comparison words. Example.

Take a gift for your family at home.

His brother has long been the backbone in place of his parents.

5) Hyperbole

In the form of majas that intends to exaggerate something from the truth. Example.

The garbage piled up on the banks of the river and made it polluted.

His voice boomed like a thunderbolt in the time of Rain

Discovery Learning is applied in class X TM 1, discovery learning is a model that directs students to find concepts through various information/data obtained through observation or experiment. Discovery learning itself requires teachers to be more creative in creating situations that make students learn actively and find their own knowledge. In discovery learning, the teacher acts as a guide by

providing opportunities for students to learn actively according to learning objectives. With discovery learning, the ability of learners increases and passive learning conditions will become active and creative. In the application of the discovery learning model in class TM 1, there are students who can understand the text material of the saga and there are also students who do not understand the text of the saga

CONCLUSION

It can be concluded that thecurrent 2013 curriculum requires students to play an active role in the teaching and learning process so that learning strategies that support the achievement of these goals are needed. Students as learning subjects must play an active role in learning. Student activeness is assessed by their role in learning, such as asking, answering questions, and giving responses. In the Great Dictionary Indonesian . savethe results of data interpretation. Learning outcomes are the culmination of learners' learning success against predetermined learning goals, learners' learning outcomes can include cognitive, affective, and psychomotor aspects. Discovery learning is a model that directs students to find concepts through various information / data obtained through observation or experiment. Discovery learning itself requires teachers to be more creative in creating situations that make students learn actively andfind their own knowledge. And in class X TM 1 itself has applied the discovery learning learning model.

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Portrait of Learning Writing Based Biographical Texts Film Media in Students

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ABSTRACT

This writing is motivated by the use of interesting, innovative, and alternative media as a medium for learning biographical texts. The formulation of the problem in this paper is how to implement biographical text learning with film media. This paper aims to describe the implementation of biographical text learning with film media. The object of study in this method is human ideas or ideas that are revealed in the form of print media, either in the form of primary texts or secondary texts (primary data sources and secondary data sources). writing uses a critical analytical method as a development of the described method. The data collection technique used is a book survey or library research. The result of this writing is learning using film media is expected to be able to improve student learning with the media used to increase students' imagination power in writing biographical texts. Based on the analysis that has been done, the right learning media will be able to improve learning so that students can enhance learning outcomes. The writing of this article took the initiative to utilize film as an effort to improve students' biographical writing skills.

Keywords: technical reading, syllable method

INTRODUCTION

Language as a means of communication can be used as a medium to express and express someone's ideas or ideas. The use of good and correct language will simplify the communication process and facilitate the delivery of information. The delivery of information through language can be done verbally or in writing. The delivery of information in writing can be influenced by the ability of writing skills. Writing is one of the language skills that students master. Writing is a series of efforts that are systematically designed and structured to influence, support, and teach students (Suryadi et al., 2019).

Through writing the student can communicate his ideas, thoughts, and ideas to others. Skill is the ability to utilize reason, thoughts, and ideas. One of the learnings of writing skills in Indonesian subjects is biographical texts. A biographical text itself is a text that contains a biography or life journey of a person that can provide motivation and inspiration for his readers (Yanti Kusmayanti, 2019). Writing a biographical text requires information about the topic to be written. This is by the meaning and purpose of a biographical text, namely a text written by someone in the form of a person's life story. So, to write a biographical text, story facts are needed that can support the writing, so that the purpose of the writing is achieved. Therefore, students are required to have understood and been able to compile data in the form of facts to support the content of the biographical text.

Some problems cause students' lack of skill in writing biographical texts, including students having difficulty writing biographical texts because they have not mastered writing techniques, and students do not have references or readings to be used as material for writing biographical texts. In addition, learning Indonesian has not updated learning media in writing biographical texts and the lack of use of information and communication technology in learning. Although, facilities and infrastructure such as projectors, projector

screens, and loudspeakers are readily available. Therefore, in learning to write biographical texts, there need to be improvements, so that the biographical texts written by students can be maximized.

Learning Indonesian need to utilize information and communication technology in learning, so that it can help students understand the material. For example, watching movies that have never been done in learning to write biographical texts, and using projectors, to support student success in learning. One of the innovative learning media that utilizes the development of information and communication technology is film-based audio-visual learning media. The film is an electronic media that utilizes information and communication technology. The film is formed from a combination of images, sounds, and the course of the story that becomes a unified whole. The combination of visual and auditory elements in which there is information is expected to be used as a stimulus, source, and support for students in understanding the material, especially in biographical text material. The purpose of this writing is to explain the learning of writing biographical texts based on film media to students.

The research uses the method of "critical analysis". The method of the critical analyst is the development of a descriptive method, that is, describing human ideas about a particular object. This method uses the object of study in the form of human ideas or ideas that are revealed in the form of print media, both in the form of primary manuscripts and secondary manuscripts (primary data sources and secondary data sources).

The purpose of critical analytical methods is to examine the primary idea of the "scope of the problem" as the focus of the research. The focus is (a) describing, (b) discussing, (c) criticizing primary ideas, and subsequently (d) conducting analytical studies by developing studies in the form of comparisons, relationships, and development of rational mo del (Syamsudin & Misro, 2020). The data collection technique used is a *book survey* or *library research.* In this

writing, it will present a portrait of learning to write biographical texts using film media in students.

DISCUSSION

Writing Skills

1. Definition of Writing

Writing is the process of creating and assembling letters into a word or sentence based on what is thought, seen, or felt. Writing is also defined as an activity to transform thoughts into writing (Rosmaya, 2018). Writing is one of the language skills in living, writing can be used as a means of communication indirectly meaning that communication is not done by meeting in person. Writing is the process of conveying information in writing in the form of the results of the author's creativity using a creative way of thinking, which is not monotonous and not centered on one problem solving (Saritiya Larasakti, Gumono, 2019). Writing can be interpreted as the ability to communicate in writing.

The highest level of language skills is writing skills. Writing is an activity of presenting ideas in the form of written language in the form of a series of lambing emblems and symbols of language. Writing skills are defined as the ability to use language to convey ideas, ideas, and feelings to others by using written language. Writing skills can be mastered and acquired with systematic practice and practice (Riahma Eka Br Saragih, 2019). Writing itself is a productive and expressive language skill. This is because writing is a process of transferring ideas, thoughts, and feelings expressed in subtle movements in the form of hand strokes that form sentences. The expected goal in writing learning in schools is for students to be able to understand and be able to express what they capture, ideas, opinions, messages, and feelings in written form (SARI et al., 2019). Writing is said to be a productive language skill because of the process of producing language units in the form of real works (Sardila

et al., 2016).

2. Biographical Text

A text is defined as a set of writings written by the author. It's the same with a biographical text, which is a set of writings written by someone to be the story of someone's life. However, if a person's curriculum vitae is written by himself, it is referred to as an autobiography. Biographic text is a type of *recount*, which is a text that retells past events or experiences (LilianWidyasari, Martono, 2019). Biographical texts contain the identity and events experienced by a person and the problems he faces. The description of identity can be in the form of the name of the character, place of residence, date of birth, family background, educational history, or organizational history that has been followed. The description of the event can contain the events experienced by figures in making the nation proud, career, or journey in fighting for life. The description of the problem contains obstacles, challenges, or obstacles faced by the character in achieving his goals and ideals.

Thus, biographical texts, it does not only explain the identity of the character in the form of place and date of birth but is explained the life of the character from childhood to death. In addition, biographical texts can also be presented about all forms of struggles, roles, careers, achievements, problems faced and the services or works of characters during their lives, as well as characters that can be exemplary

Media Film

Media is something that has the intention of channeling messages. One of them is motion audio-visual media in the form of films. Learning media is everything to explain the content of learning with planning, in the process of this activity makes the atmosphere effective and conducive (Prasetyani, 2021). Movies or live images are images in frames where frame by frame is projected through the projector lens mechanically so that on the screen the image is seen

alive. Based on the opinions above, it can be concluded that film media is a mobile audio-visual media that channels or introduces information and can stimulate students' thoughts, and feelings.

Steps to Use Film Media

Several steps must be taken in the use of film as a learning medium. According to Usman and Asnawir (2002:96), the steps are as follows. First, in the teacher's preparation step, the teacher must prepare the training unit, then choose the right film to achieve the expected teaching goal. It is also necessary to know the length of the film, the level of recommendation of the film, the year of production, and the description of the film. After that, the film is integrated into the lesson plan. Second, preparing for the class, the audience is prepared in advance so that they get a ban on the questions that arise in their minds while watching the film. For this reason, the following things can be done: a) explain the intention of filmmaking, b) explain the parts that must be given special attention when watching the film, c) it must be explained why there is a mismatch of opinion with the content of the film if there is an incompatibility. Third, in the presentation step, after the audience is prepared, then the film is played. In this presentation, equipment must be prepared, which are treated, among others: projector, screen, loudspeaker, power cord, film, extra roll, and projector holder. The teacher must pay attention to whether the state of the room is dark or not and also the teacher can relate it to various other tools. Fourth, follow-up activities, this follow-up activity can be in the form of questions and answers, to find out the extent of the audience/students to the material presented. If there is still a mistake, it can be done by reviewing the screening of the film. Based on the above expert opinions, it can be concluded that the steps for using film media are for teachers to prepare in advance the lesson unit, prepare classes and audiences, present or play films, and do question-and-answer activities.

Advantages of Film Media

The following excesses of film media. First, a film can describe a process, for example, a process of making a hand skill and so on. Second, it can create a sense of time and space. Third, the depiction is 3 dimensional. Fourth, the sound produced can give rise to reality in the image in the form of pure expression.

Deficiency

The Themed of the film is as follows. Pertama, the procurement of movies and videos generally requires expensive costs and a lot of time. Second, when the film is shown, the pictures move on so that not all students can follow the information they want to convey through the film. Third, the available movies and videos do not always fit the desired needs and purposes, unless they are designed and produced specifically for their own needs.

Steps to Use Film Media

Several steps must be taken in the use of film as a learning medium. According to Usman and Asnawir (2002:96), the steps are as follows. First, in the teacher's preparation step, the teacher must prepare the training unit, then choose the right film to achieve the expected teaching goal. It is also necessary to know the length of the film, the level of recommendation of the film, the year of production, and the description of the film. After that, the film is integrated into the lesson plan. Secondly, in preparing for the class, the audience is prepared in advance so that they get a ban on the questions that arise in their minds while presenting the film. For this reason, the following things can be done: a) explaining the intention of filmmaking, b) explaining the parts that must be given special attention when watching the film, c) it must be explained why there is a mismatch of opinion with the content of the film if there is a discrepancy. Third, in the presentation step, after the audience is prepared, then the film is the player. In this presentation, equipment must be prepared, which

are treated, among others: projector, screen, loudspeaker, power cord, film, extra roll, and projector holder. The teacher must pay attention to whether the state of the room is dark or not and also the teacher can relate it to various other tools. Fourth, follow-up activities, this follow-up activity can be in the form of questions and answers, to find out the extent of the audience/students to the material presented. If there is still a mistake, it can be done by repeating the screening of the film. Based on the expert opinion above, it can be concluded that the steps for using film media are for teachers to prepare in advance the lesson unit, prepare classes and audiences, present play movies, and question and answer activities.

CONCLUSION

Based on the writing of the article, it can be concluded that the use of film media is expected to improve the ability to write biographical texts of students. From the results of the media analysis of learning to write biographical texts based on film media on students, it can be seen that the success of learning depends on the teacher and the students themselves. Learning will not work if students do not respond to the teacher. The use of this film medium contributes positively to the learning of writing biographical texts.

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On Designing Framework Of Augmented Reality (AR)-Based Learning Media To Improve Students' Mathematical Proficiency

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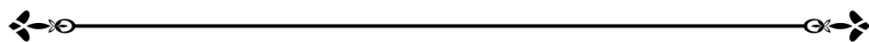
ABSTRACT

This study aims to describe a design of the framework of augmented reality (AR)-based learning media to improve students' mathematical proficiency. The validation sheets will be used to propose a framework for AR-based learning media to improve students' mathematical proficiency. Design-Based Research (DBR) was used in the current study, focusing on framework development. Through DBR, the framework of AR-based learning media to improve students' mathematical proficiency has been successfully developed. The validation result of the framework design has 76,92 – 94,38%. It means that AR-based learning media has the potential (1) to be applied to the learning of mathematics, (2) to be applied in materials other than Geometry, i.e., Matrix and Vector Spaces, and (3) to improve students' mathematical proficiency.

Keywords: learning, mathematics, mathematical proficiency, augmented reality.

INTRODUCTION

The rapid development in information and communication technology makes everything accessible quickly. Innovation and development of ideas are proposed, along with exploring projects and their implementation. Likewise, cross-communication between people with interests can be carried out without time lag, even in places far from each other. This means that the current trend of learning is increasing rapidly. Schools are said to be only partially effective quantitatively and qualitatively when they cannot help students actively engage in learning that involves online teaching resources. An alternative solution to overcome this problem is to facilitate learning that can be held in the classroom by utilizing advances in information and communication technology.

One technology that can be used in learning is a technology that contains the concept of augmented reality (AR). AR is a concept where the real world is enhanced by combining it with the virtual world (Cai & Song, 2012). This is as stated by Gutiérrez & Fernández (2014) that AR is a mixture of virtual environments where AR users can see virtual objects synthesized from the real world. This means that AR is a multimedia technology in which 3D virtual objects are integrated into a realistic 3D environment in real-time (Kim et al., 2018). Today, researchers have developed the AR concept to have a broader meaning. The AR concept is then designed and implemented on new technologies such as various high immersion technologies, smartphone technology, and new technologies that allow interaction between humans and computers (Ibáez, Delgado-Kloos, 2018). Thus, AR has tremendous potential in education, especially learning. This is because learning is supposed to be student-centered, while AR has unlimited connection facilities. Billinghurst & Duenser (2012) revealed that AR technology has shown promise in helping students learn more effectively and increasing knowledge retention relative to conventional learning methods.

The application of AR in learning needs to rely on innovation not only on new AR technology but also on educational theory and technology. However, as stated by Akayr & Akayr (2017), educational technology developers who utilize the AR concept are mostly educators who pursue ad hoc creation, educators with little understanding of technology, or developers with little understanding of education. This is in line with the opinion of Challenor & Ma (2019) that educational technology that utilizes AR is often used only as a new type of knowledge display platform, while educators cannot fully participate in educational activities to improve educational outcomes. This means that educational needs must still support the development of educational technology that utilizes the AR concept. One of the educational needs that must be the focus is the success of learning. Meanwhile, student learning outcomes can be seen from the extent to which they have mastered specific skills in learning.

One of the important skills to improve his math skills. Mathematical skills are defined as a description of a set of abilities that must be possessed and/or mastered by students after studying mathematics (Kilpatrick, Swafford, & Findell, 2001). Kilpatrick, Swafford, & Findell (2001) mentioned that mathematical skills consist of five strands: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

The first strand in mathematical skills is conceptual understanding. Conceptual understanding is the essence of learning mathematics. As Varlotta (2015) stated, conceptual understanding in mathematics is the essence of learning mathematics because it is very important to understand why a mathematical thing/work is done. Furthermore, Varlotta (2015) says that by 'mastering' conceptual understanding, there will always be a solid reason to know how a mathematical process can be completed. Conceptual understanding collects two mathematical competencies: understanding and connecting mathematics (Kilpatrick, Swafford, & Findell, 2001). Justifying the importance of conceptual understanding, understanding

mathematics is useful for students to be able to connect concepts with methods in the right way. On the other hand, connecting mathematics is useful for students to have a basis for building new knowledge so that they can (further) solve non-routine mathematical problems.

The second strand in math skills is procedural fluency. Procedural fluency is organizing information/learning experiences/knowledge, which also means talking about systematic thinking. Procedural fluency is a mathematical skill that focuses on the steps involved in solving a mathematical problem (Kilpatrick, Swafford, & Findell, 2001). This means that, by having procedural fluency, students know when and how to use these steps and can communicate them flexibly, efficiently, and accurately.

The third strand of mathematical skills is strategic competence. Strategic competence is related to the ability of students to formulate, present, and use formulations in the sense that students can formulate, represent, and solve mathematical problems (Kilpatrick, Swafford, & Findell, 2001). Formulating mathematical problems in strategic competence is considered important because it can help lead students to the first step of working to solve the given problem (Hakim & Nurlaelah, 2018). While representing the problem is needed so that students can build mental attitudes about the essential components of the problem, understand important things related to the problem situation, and generalize the representation of the mathematical problem itself (capture the core of the problem and put aside irrelevant things).

The fourth strand of mathematical prowess is adaptive reasoning. Adaptive reasoning refers to the capacity to think logically about the relationship between concepts and situations (Kilpatrick, Swafford, & Findell, 2001). More analogically, Kilpatrick, Swafford, & Findell (2001) likens, in mathematics, that adaptive reasoning is a glue that can unite everything and a guide that helps guide/guide learning. This means that the relationship between concepts and situations, as well as mathematical objects, is mixed by adaptive

reasoning to produce something that 'makes sense,' meaning that the solution of mathematical problems does not only depend on what situation is being discussed but also remains by the concepts being discussed. English (1997) says, "The human ability to find analogical correspondence is a powerful reasoning mechanism." It was also revealed by English (1997) that analog reasoning, metaphors, and mental and physical representations are "tools for thinking together," which are often used as sources of hypotheses, sources of operations, and problem-solving techniques and help students learn and transfer.

Productive disposition is the last strand of mathematical skills. Productive disposition, according to Kilpatrick, Swafford, & Findell (2001), refers to the tendency to see sense in mathematics, find mathematics useful, believe that effort in learning mathematics pays off, and see oneself as an effective mathematician and learner (Kilpatrick, Swafford, & Findell, 2001). Developing a productive disposition requires more opportunities to understand mathematics, recognize its benefits, and feel the benefits of mathematics in everyday life. Students with a high degree of productive disposition will believe that mathematics is simple (understandable), can be learned, and is useful in everyday life (Kilpatrick, Swafford, & Findell, 2001).

This study uses the Design-Based Research (DBR) method, which focuses on development. DBR is used in this study because this research focuses on understanding the context and designing an effective system as Barab & Squire (2004) reveal that the main focus of DBR lies in (a) understanding the context, (b) designing effective systems, and (c) making meaningful changes to their study subjects. Furthermore, Barab & Squire (2004) revealed that DBR aims to produce meaningful and effective educational products that can be transferred and adapted.

McKenny and Reeves (2012) describe three core DBR processes: (a) analysis and exploration, (b) design and construction, and (c) evaluation and reflection.
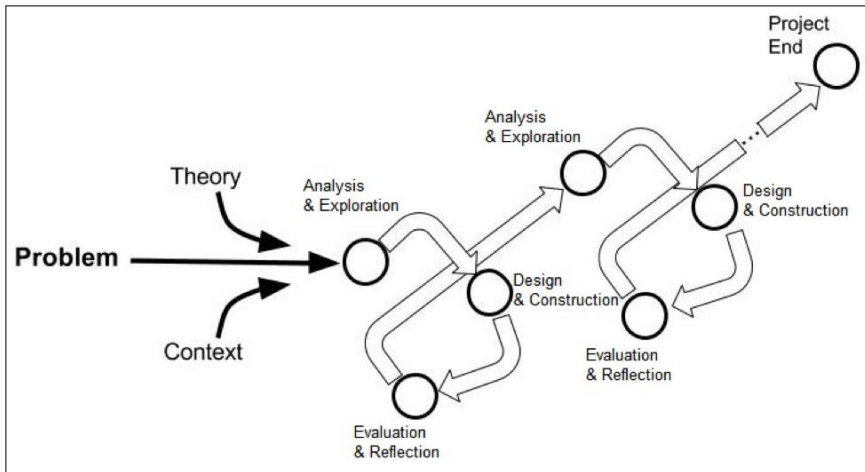
Figure 1. DBR Iterative Process

The instrument used in this study was a validation sheet. The validation sheet is used to validate the developed framework model. The validation sheet is then validated by expert validators consisting of experts on learning media, mathematics learning content, and analyst documents. The results of the expert team's validation were analyzed descriptively.

DISCUSSION

This study aims to describe the design of an AR-based learning media framework to improve students' mathematical proficiency. Through DBR, an AR-based learning media framework to improve students' mathematical proficiency has been successfully developed. The framework in question is illustrated in Figure 2 below.
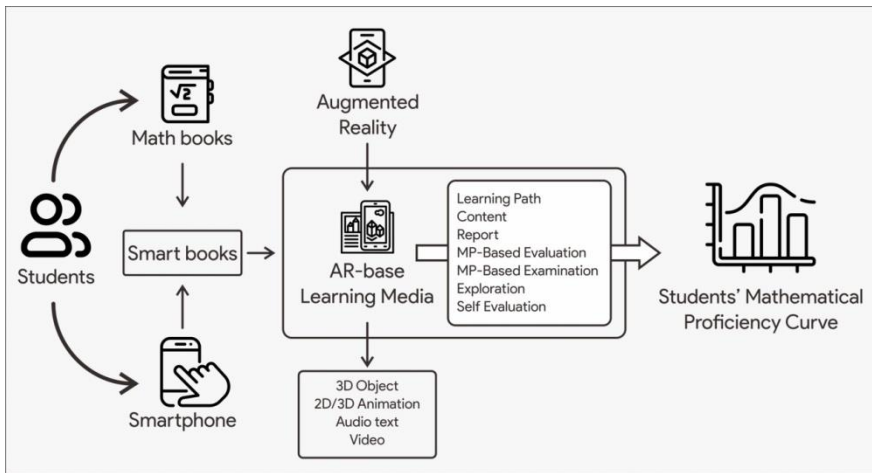
Figure 2. Framework Design of AR-Based Learning Media to
Improve Students' Mathematical Proficiency

The validation results of the framework design validation are 76.92 –
94.38%. In detail, the validation results are presented in table 1 below.

Table 1. The result of Framework Design Validation

Indikator	Persentase
Relevance to learning objectives	91,86 %
Relevance to math topics	92,00 %
Oriented to improve students' math skills	94,38 %
Efficiency in overcoming the limitations of learning media	80,32 %
The implementation of learning is more interesting	81,47 %
Implementation flexibility	76,92 %
Learning support capacity	90,11 %
Similar media development prospects	79,64 %

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Table 1 above shows that each indicator has a different score based on the validation results for each indicator regarding the maximum criteria for each indicator. The four indicators have a range of 90.11-94.38%, which indicates that the development of an AR-based learning media framework to improve students' mathematical proficiency on these indicators has a very reasonable qualification, while the two indicators have a range of 80.32-81.47% which means it is feasible, and the other two indicators have a range of 76.92-79.64%, which means that they are qualified eligibility as an AR-based learning media framework to improve students' mathematical proficiency. The highest percentage lies in the indicators of students' mathematical prowess. This media is also a very reasonable qualification in implementation flexibility and has sufficient prospects to develop similar media.

The AR-based learning media framework design to improve students' mathematical proficiency begins by looking at student behavior in the information age and considering the current learning conditions. Reporting from Badan Penelitian dan Pengembangan Sumber Daya Manusia Kementerian Komunikasi dan Informatika Republik Indonesia (Balitbangsdm Kemkominfo RI) at least in 2017, smartphone ownership by individuals aged 20-29 years was 75.95% of the population. Meanwhile, based on the type of student/student work, 70.98% of the population already owns a smartphone. Indonesian people's smartphone usage frequency in one day ranges from 1-3 hours. Based on these data, using technology-based learning media is no longer a challenge but a potential opportunity to do so.

Currently, students are used to learning by accessing printed and electronic books. By considering the type of device used, it can be assumed that the use of electronic books is done predominantly using smartphones. Therefore, the AR-based learning media framework to improve students' mathematical proficiency begins with teaching resources that can be accessed by students, namely teaching resources in math books and other media that can be accessed via smartphones.

The two learning aids are then combined so that a smartbook is created.

Smartbooks are printed books that contain markers in certain parts, so by utilizing the AR concept, smartphones can be used to scan markers on intelligent books. The scan output on the marker displays 3D objects, 2D/3D Animations, Audio Text, and/or Video. This process then gave birth to AR-based learning media.

The content affixed in this AR-based learning media consists of the following:

1. Learning path;
2. Content;
3. Report;
4. Mathematical Proficiency (MP)-Based Evaluation;
5. MP-Based Examination;
6. Exploration; and
7. Self-Evaluation.

Thus, the whole process of AR-based learning media can identify the curve of students' mathematical proficiency.

The design of the AR-based learning media framework to improve students' mathematical proficiency shows that the media to be developed has the potential (1) to be used in mathematics learning, (2) to be used in materials other than geometry, namely Matrix Algebra and Vector Space, and (3) can improve students' math skills.

CONCLUSION

The validation results of the AR-based learning media framework designed to improve students' mathematical proficiency are 76.92 – 94.38%. The framework design fully describes the AR-based learning media environment to improve students' mathematical proficiency. Based on the results of the validation of the framework design, it shows that AR-based learning media has the potential (1) to

be used in learning mathematics, (2) to be used in materials other than geometry, namely Matrix Algebra and Vector Space, and (3) to improve students' mathematical proficiency.

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Morphophonemic Contrastive Analysis of Prefixes {N-} in Lampung (A) and {meN-} in Indonesian

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ABSTRACT

The study was titled "Morphophonemic Contrastive Analysis of Prefixes {N-} In Lampung Language (A) and {meN-} In Indonesian". What is studied in this study is how the morphophonemic processes of the nasal prefix {N-} differ in Lampung (A) and {meN-} in Indonesian. Data analysis uses a contrastive analysis method, namely by comparing the morphophonemic process of prefixes {meN-} in Indonesian, {N-} in Lampung (A) regarding changes that occur in the word formation. The results showed that the merging process between the prefixes {meN-} in Indonesian and {N-} in Lampung (A) when added with the basic morpheme undergoes two morphophonemic processes, namely the process of changing phonemes and the process of removing phonemes. In addition to these two processes in both Indonesian and Lampung languages (A), there is also a double morphophonemic process, namely the process of changing phonemes and the process of removing phonemes at once. In Lampung (A) the prefix rule {N-} is manifested by segmental features fused in the base form by nasalization on the first phoneme of a basic form and its function of forming verbs or verbalizing nouns, adjectives, or other classes of words. For example, kupi → ngupi, soto→nyoto,

kebut→ngebut. This variety in Indonesian includes nonstandard varieties or oral varieties.

Keywords: *phonemes, morphophonemics, prefixes, contrastive analysis.*

INTRODUCTION

Anemic morph according to Kridalaksana (1998: 129) is a language structure that describes the phonological patterns of morphemes; including the addition, subtraction, and substitution of phonemes, or phoneme pressure that determines the wake of a morpheme. It studies phoneme changes that arise as a result of morphemic encounters and other morphemes; according to Chaer (2003: 195) morphophonemics are the events of morphemic change in a morphological process, whether affixation, duplication, or composition.

According to Chaer (2003) in Indonesian Bahasa there are five morphophonemic processes, namely, (1) the process of evoking phonemes, (2) the process of applying phonemes, (3) the process of melting phonemes, (4) the process of changing phonemes, and (5) the process of shifting phonemes. This is in line with the opinion of Kridalaksana (1992) who divides the phoneme changes that occur due to morpheme encounters into ten processes, namely, (1) phoneme emergence, (2) phoneme retention, (3) phoneme emergence and phoneme retention, (4) phoneme shift, (5) phoneme change and shift, (6) phoneme insertion, (7) phoneme melting, (8) historical phoneme insertion, (9) phoneme emergence based on foreign language patterns, (10) phoneme variations of the source language.

Indonesian and Lampung language (A) both recognize two morphophonemics namely, the prefixes peN- and meN-. For example, the prefix {meN-} in Indonesian will change if it meets different basic forms. The phoneme /N-/ will be realized into m- when combined with the base form beginning with the phonemes /p/, /b/, /m/; realized

into n- when the base form begins with the phonemes /t/, /d/; will be realized to be *ng-* if the base form begins with the phonemes /k/ and /g/; and will be realized into another morph if the initial phoneme of the base form is different.

The Lampung language (A) recognizes morphophonemic processes in the formation of basic words. The process is found in the merging of the morpheme {N-} with various basic forms. The phoneme /N-/ in Lampung (A) will undergo the process of adding a phoneme to *nge-* when combined with a basic form consisting of one syllable such as bomb to ngebom. Acan undergoes a process of changing to *ng-* when combined with a base form beginning with the phoneme /k/ as in the 'mengambil' *ngangkuk*, to m- when combined with a base form beginning with the phoneme /p/ such as '*musau* 'mengusap' (Efendi: 2000).

Research on morphophonemics has been carried out by Kholisin (2005) entitled "Patterns of Assimilation in Arabic: A Study of Morphophonemic Assimilation in the Qur'an"; Anam Sutopo and Teguh Saroso(2006) "Morphophonemic Process of Prefixes (N) in Javanese (meN-) in Indonesian and in in English; specifically about the prefix (N-) has been researched by Junaiyah H. Matanggui entitled "The Morphological Process of Prefiks /N-/ of the Lampung language and its Influence in Spoken Indonesian. However, research on morphophonemic contrasts between the Prefixes {N-} in Lampung (A) and {meN-} in Indonesian has never been conducted. This is the reason behind the writing of this paper.

The scope of this study is in the form of a lingual unit process, namely the nasalization of the prefix {N-} in Lampung (A) and the process of nasalization of the prefix {meN-} in Indonesian. The Lampung language has two subdialects, namely the Belalau dialect or dialek Api (A) and the Abung or Now (O) dialect. Belalau dialect (Fire Dialect)/ A, divided into: (1) Lampung language logat Belalau is spoken by ethnic Lampung who is domiciled in West Lampung Regency, namely Balik Bukit, Batu Brak, Belalau, Suoh, Sukau,

Ranau, Sekincau, Gedung Surian, Way Tenong, and Sumber Jaya districts. South Lampung Regency, and Tanggamus Regency, Bandarl ampung city in Teluk Betung Barat, Teluk Betung Selatan, Teluk Betung Utara, Panjang, Kemiling and Raja Basa. (2) Languange Lampung Logat Krui; (3) Lampung Language Logat Melinting; (3) bahasa Lampung Logat Way Kanan; (4) Lampung Language Sungkay Accent; (5) Lampung Language Logat Jelema Daya or Logat Komring. Abung dialect (*Now dialect*)/O, divided into (1) Lampung dialect Abung accent; (2) Lampung language menggala accent is spoken by the people this Lampung who live in Tulang Bawang Regency (Sanusi: 2000). Researchers limited this research to one dialect, namely Lampung dialect A and specifically to the Lampung dialect Belalau.

Research methods are tools, procedures, and techniques chosen in carrying out research/collecting data (Djajasudarma, 2010: 4). The method used by the data in this study is the descriptive method. Data analysis uses a contrastive analysis method, namely by comparing the morphophonemic process of the prefix s {N-} in Lampung (A) and the prefix {meN-} in Indonesian to see the changes that occur in the word formation.

The data in this study are in the form of lingual units, namely, the prefix {N-} in Lampung (A) and the prefix {meN-} in Indonesian. Data collection is carried out by reviewing the library. The collected data is then described and contrasted systematically so that it gets a big picture of the subjects studied.

Data presentation is carried out in two ways, namely, exposure and labeling data. Morphophonemic exposure is intended to describe the morphophonemic process that occurs between the prefixes {N-} in Lampung (A) and {meN-} in Indonesian, while the table is intended to expose the differences between the prefixes {N-} in Lampung (A) and {meN-} in Indonesian.

DISCUSSION

Morphophonemic Afiks N- in Languange Lampung (A)

In Lampung (A) the turu nan verb N- 'me-' (with allomorphic n-, m-, ny-, *ng-, nge-)* is an active verb. The basis used to derive the verb with the N- affix can bea verb of origin, noun, or adjective (based on Efendi, 2000).

The formation of a word with an Affix N- 'me' will occur morphologically as follows.

If N- 'me' is added to a word beginning with a vowel phoneme, then N- changes to *ng-*. For example:

BL (A)   **BI**

N- +
- isop ⟶ ngisop   'menghisap'
- usigh ⟶ ngusigh   'mengusir'
- alau ⟶ ngalau   'mengejar'
- akuk ⟶ ngakuk 'mengambil'
- atugh ⟶ ngatugh   'mengatur'

If N- 'me' is added with a word beginning with the phoneme /k/, N- changes to *ng-* and the phoneme /k/ melts. For example:

BL (A)   **BI**

N- +
- kawil ⟶ ngawil   'mengambil'
- kalam ⟶ ngalam   'mengunyah'
- kaghang ⟶ ngaghang   'mengarang'
- kayun ⟶ ngayun   'memerintah'

If N- is added to a word beginning with the phoneme /t/, N- changes to *n-* dan phoneme /t / melt. For example:

	BL(A)		**BI**
N- +	tabuh → nabuh	'menabuh'
	takagh → nakagh	'menakar'
	taban → naban	'menggendong'
	tanom → nanom	'menanam'
	tedos → nedos	'menahan'

If N- is added to a word prefixed by the phoneme /s/or /c/, N- changes to *ny-* and the phoneme /s/ or /c/ melts. For example:

	BL (A)		**BI**
N- +	cucuk → nyucuk	'menusuk'
	cuba → nyuba	'mencoba'
	suwah → nyuwah	'membakar'
	seghuk → nyeghuk	'menjahit'

If N- is added to a word beginning with the phoneme /p/, N- changes to m- and the phoneme /p/ melts. For example:

	BL (A)		**BI**
N-+	pusau → musau	'mengusap'
	pajak → majak	'merebus'
	panggang → manggang	'memanggang'
	putil → mutil	'memetik'
	pegung → megung	'memegang'

If N- is added to a word beginning with the phoneme /b/. /d/, /g, /h/, /j/, /l/, /m/, /n/, /gh/. N- turns into *nge-*. For example:

	BL (A)		BI	
	bukkus	$\longrightarrow$	ngebukkus	'membungkus'
	dandan	$\longrightarrow$	ngedandan	'menghias'
	gatti	$\longrightarrow$	ngegatti	'mengganti'
	hasut	$\longrightarrow$	ngehasut	'menghasut'
N- +	gughing	$\longrightarrow$	ngeghughing	'menggoreng'
	jual	$\longrightarrow$	ngejual	'menjual'
	lawan	$\longrightarrow$	ngelawan	'melawan'
	nilai	$\longrightarrow$	ngenilai	'menilai'
	ghasa	$\longrightarrow$	ngeghasa	'merasa'

If N- is added to a word that consists of only one syllable. N- turns into *nge-*. For example:

	BL (A)		BI	
	bom	$\longrightarrow$	ngebom	'mengebom'
	cas	$\longrightarrow$	ngecas	'mengecas'
N-+	cet	$\longrightarrow$	ngecet	'mengecat'
	tes	$\longrightarrow$	ngetes	'mengetes'

Phonemes consisting of only one syllable, when added with the morpheme N- 'me' will turn into *nge-*. In morphophonemic rules of this type N-'me' (BL. A) and meN- (BI) with its basic form consisting of one syllable. An additional phoneme is /ə/, so N-'me' (BL) changes to *nge-* and meN- (BI) changes to *menge-*. The morphophonemic process that occurs is the addition of phoneme phonemes.

Morphophonemic ProcessPrefix s {meN-} in Indonesian.

According to (Alwi, Hasan et al: 2003) the morphophonemic prefix meN- in Indonesian has seven allomorphs, namely meng-, me-, men-, *mem-, meny-,* and *menge-*. The following is described one by

one the seven allomorphs.

If the prefix meN- is added to a base word starting with the phoneme /a/, /i/, /u/, /e/, /o/, /k/, /h/, /x/ the form meN- turns *into meng-*. For example:

	ambil ⟶	mengambil
	ikat ⟶	mengikat
meN- +	olah ⟶	mengolah
	ubah ⟶	mengubah
	karang ⟶	mengarang
	hitung ⟶	menghitung

If the prefix meng- is added on a base that starts with the phonemes /l/, /m/, /n/, /r/, /y/, or /w/, the form will be *me-*. For example:

	latih ⟶	melatih
	makan ⟶	memakan
meN-+	nyatakan ⟶	menyatakan
	yakinkan ⟶	menyakinkan

If a prefix is added on a base that starts with the phoneme /d/, or /t/, it changes to *men-*. For example:

	dengar ⟶	mendengar
meN-+	tulis ⟶	menulis
	datang ⟶	mendatang
	tuduh ⟶	menuduh

If the prefix meng- is added on a base that starts with the phoneme /b/, /p/, or /f/, it changes to *mem-*. For examples:

		bawa	→	membawa
		parkir	→	memarkir
meN-+		fitnah	→	memfitnah
		pakai	→	memakai

The phoneme /f/ comes from a foreign language hence it is not melted. In the word obey and wear, the phoneme /p/ melts. However, the melting does not occur if the phoneme /p/ is the form that prefixes per- or essentially berawal with per- and pe-. For example: studying, and discussing.

If the prefix meng- is added on a base starting with the phonemes /c/, /j/, and /s/, the /sy/ form meng- turns into meny-. The phoneme /s/ undergoes melting. Inside the enhanced spelling, the form of menye- which joins the phonemes /c/, /j/, and /sy/ at the beginning of the base is simplified to men-. For example:

	sapu	→	menyapu
	sadari	→	menyadari
men-+	cari	→	mencari
	syaratkan	→	mensyaratkan

If the prefix meng- is added on a monosyllabic basis, the form meng- changes to *menge-*.

For example:

	tik	→	mengetik
	rem	→	mengerem
meN-+	pel	→	mengepel
	bom	→	mengebom

If a singularly grounded verb is duplicated, the base is repeated by retaining its first consonant melting. A monosyllabic base retains the *nge-* element in front of the reduplicated base. Suffixes (if any) are not duplicated. For example:

$$\text{meN- +} \begin{cases} \text{tulis} \rightarrow \text{menulis} \quad \text{menulis-nulis} \\ \text{tari} \rightarrow \text{menari} \quad \text{menari-nari,} \\ \text{pijit} \rightarrow \text{memijit} \quad \text{memijit-mijit} \\ \text{baca} \rightarrow \text{membaca} \quad \text{membaca-baca} \end{cases}$$

Morphophonemic Differences of Prefixes {N-} and {meN-}

Allomorphic Prefixes {N-} **and** *{meN-}*

P refix {N-} inLampung (A) has five allomorphs, namely n-, m-, ny-, ng-, and nge- while {me N-} in Indonesian has seven allomorphs, namely meng-, me-, men-, mem-, men-, *men-, meny-,* and *menge-.* The morphophonemic differences of the prefix {N-} in Lampung (A) and the prefix {meN-} in Indonesian can be seen in table (1) below.

Table 1 Allomorphic Prefixes {N-} and {meN-} Allomorphic Nasal prefixes		
Bahasa	Prefiks Nasal	Alomorf
Lampung (A)	{N-}	*1) n-*
		2) m-
		3) ny-
		4) ng-
		5) nge-
Indonesia	{meN-}	*1) meng-*
		2) me-
		3) men-
		4) mem-
		5) meny-
		6) menge-

Classification of differences between Lampung (A) and Indonesian languages.

BL (A)		BI
1. m-	→	me- ; mem-
2. n-	→	men-
3. ng-	→	meng-
4. nge-	→	menge-
5. ny-	→	menye-

Process of Changing the Phoneme /N/ → m- of the Prefixes {meN-}, and {N-}

The phoneme /N-/ of the prefix meN- will be realized into m- when the prefix is combined with the bilabial inhibition consonants /p/, /b/, and the *labiodental fricative consonant /f/*, while the prefix N- will be realized into *m-* when the prefix is combined with the *bilabial inhibition consonant* /p/.   The difference between the two prefixes is seen in table 2 below.

Table 2

Phoneme Change /N-/ → m-

Bahasa	Phoneme Changes	Early Phonemes	Basic Forms	Example
Indonesia	{meN-} → *mem-*	/p/	*periksa*	*memeriksa*
		/b/	*Buka*	*membuka*
		/f/	*Fitnah*	*memfitnah*

Bahasa	Phoneme Changes	Early Phonemes	Basic Forms	Example
Lampung (A)	{N-} → m-	/p/	*pajak* *panggang* *putil*	*majak* *manggang* *mutil*

In Indonesian the phoneme /N-/ of the prefix {meN-} changes to /m-/ when combined with the base form beginning with the phonemes /p/, /b/, and /f/. In this morphophonemic process besides, there a process of changing phonemes also occurs the process of removing or melting phonemes. The process of changing the phoneme to /m-/ occurs when the prefix {meN-} is combined with the *bilabial inhibition* consonant /b/, and the *labiodental fricative consonant /f/* as in the opening and slanderous forms. The process of removing or melting phonemes into /m-/ occurs when the base form is preceded by *a consonant inhibition bilabial* /p/ as in the form *periksa* →*memeriksa*. In Lampung (A) the prefix {N-} will change to *m-* only occurs when{N-} is combined with the base form beginning with the consonant phoneme *bilabial* /p/ as in the form pajak→ *majak.* In this process the phoneme /p/ undergoes melting or omission of the phoneme at the time of N-+ /p/ as in the form N- + pajak→ *majak.*

There is an equation in the change of the prefixes {meN-} and {N-} to m-, that is, they both undergo changes and omission or melting of phonemes when they meet the *bilabial inhibition* consonant /p/. In Lampung language (A) the phoneme /f/ or /v/ does not exist but is replaced with the phoneme /p/. The process of changing the phoneme on the prefix{N-} does not change to *m-* when it begins with *the bilabial inhibition consonant /b/* but, changes to *nge-*.

Process of Changing the Phoneme /N/ → n- of the Prefixes {meN-}, and {N-}

The phoneme /N-/ of the prefix meN- will be realized into n- if the prefix is combined with the alveolar inhibition consonants /t/ and /d/, while the prefix N- will be realized into n- when the prefix is combined with the alveolar inhibition consonant /t/. The differences between the two languages can be seen in table 3 below.

Table 3

Changes in phonemes /N-/ → n-

Bahasa	Perubahan Prefiks	Fonem Awal	bentuk dasar	Contoh
Indonesia	{meN-} → *men-*	/t/	*tulis*	*Menulis*
		/d/	*Dapat*	*mendapat*
Lampung (A)	{N-} → *n-*	/t/	*tabuh* *tanom* *taban*	*nabuh* *nanom* *naban*

Nature Indonesian phoneme /N-/ of the p refix {meN-} changes to *n-* when combined with the base form beginning with the phonemes /t/, and /d/. In this morphophonemic process, there is a change in phonemes and a process of removal or melting of phonemes. The process of changing phonemes to *n-* occurs when the prefix {meN-} is combined with the alveolar inhibition consonant /d/ as in the form meN- + dapat → *mendapat.* The process of removing or melting phonemes into *n-* occurs when the base form is preceded by the alveolar inhibitory consonant /t/, as in the form *tulis→menulis.*

In Lampung (A) the prefix {N-}will change to *n-* only occurs when {N-}is combined with the alveolar inhibition consonant /t/ as in the form *tabuh→nabuh.* The phoneme /t/ undergoes melting at the time of encountering the prefix {N-}. Both Indonesian and Lampung

(A) languages are devastated when they encounter the prefix {meN-} dab {N-}. However, there are differences in the use of the phoneme /d/ in Indonesian and Lampung (A) languages. In Indonesian the phoneme /d/ when added with the prefix {meN-} will change to *n-*, while in Lampung (A) the phoneme /d/ when added with the prefix {N-} will change to *nge-*.

Process of Changing the Phoneme /N/ → ng- of the Prefixes {meN-}, and {N-},

The /N/ phoneme of the prefix {meN-} will change to *ng-* when the prefix is combined with a base form beginning with the velar inhibition phoneme /k/, /g/, glottal fricative consonant /h/, velar fricative consonant /x/, and the vowel phoneme /a/, /e/, /i/, /o/, and /u/. In addition to these phonemes in the /N/ phoneme Indonesian the prefix {meN-} will also change to ng- when combined with the base form beginning with the phoneme /kh/, while in Lampung language (A) the phoneme /N/ of the prefix {N-} will also change to *ng-* when combined with the base form beginning with the vowel phoneme /a/, /e/, /i/, / o/, and /u/ and velar consonant phonemes /k/. The Lampung language (A) does not use the phoneme /q/ but, is realized into the phoneme /k/. The differences between the two languages can be seen in table 4 below.

Table 4

Phoneme change /N-/ → ng-

c	Prefix Changes	Early phonemes	Basic Forms	Example
		/k/	*kunci*	me*ng*unci
		/g/	*ganggu*	me*ng*anggu
		/kh/	*khayal*	me*ng*khayal
		/h/	*hirup*	me*ng*hirup

c	Prefix Changes	Early phonemes	Basic Forms	Example
Indonesia	{meN-} → *meng-*	/a/	*asah*	me*ng*asah
		/e/	*eja*	me*ng*eja
		/i/	*intip*	me*ng*intip
		/u/	*ukur*	me*ng*ukur
		/o/	*obral*	me*ng*obral
Lampung (A)	{N-} → *ng-*	/a/	*alau*	*ngalau*
		/i/	*ighing*	*ngighing*
		/u/	*usap*	*ngusap*

3.6 Process of Changing the Phoneme /N/ → menge- of the Prefixes {meN-}, and {N-}

The phoneme /N-/ of the prefix {meN-} will be realized into *menge-* if the prefix is combined with a basic form consisting of one syllable such as *bomb, paint,* and *weld.* So changes like this are not influenced by the type of phoneme but are influenced by the number of syllables. However, in the language (A) the prefix {N-} will be realized to *be* nge- not only in the basic form consisting of one syllable but, will change to *nge-* when combined with the bilabial inhibitory consonant /b/, alveolar inhibitory consonant /d/, velar inhibitory consonant /g/, glotal fricative consonant /h/, palatal affricative consonant /j/, dental lateral consonant /l/, bilabial nasal consonants /m/, dental nasal consonants /n/, alveolar vibrating consonants /r/, bilabial semivocal consonants /w/, and palatal semivocals /y/. In Lampung pronunciation (A) the phoneme /r/ is pronounced to be /gh/ because the sound vibration /r/ is pronounced less clearly.

The process of changing the phoneme /N-/ to *menge-* can be seen in table 5 below:

Table 5

Phoneme Addition

Language	Phoneme Addition	Basic Forms	Example
Indonesia	{meN-} → *menge-*	*cat*	*mengecat*
		bom	*mengebom*
		las	*mengelas*
		cor	*mengecor*
Lampung (A)	{N-} →*nge-*	*cet*	*ngecet*
		bom	*ngebom*
		cas	*ngecas*
		lem	*ngelem*
		bukkus	*ngebukkus*
		dandan	*ngedandan*
		gatti	*ngegatti*
		hasut	*ngehasut*
		gughing	*ngegughing*
		jual	*nge jual*
		lawan	*ngelawan*
		nilai	*ngenilai*
		ghasa	*ngeghasa*
		wakilko	*ngewakilko*
		yakinko	*ngeyakinko*

3.7 Process of Changing the Phoneme /N/ → meny- of the Prefixes {meN-}, and {N-}

The /N/ phoneme of the prefix {meN-} will change to *meny-* when the prefix is combined with a base form beginning with the palatal affrative consonant phoneme /c/, and /j/, the alveolar pricative consonant /s/. The /N/ phoneme of the prefix {meN-} will change to *meny-* when the prefix is combined with a base form beginning with the palatal affrative consonant phoneme /c/, and /j/, the alveolar pricative consonant /s/. The /N/ phoneme of the prefix {meN-} will change to *meny-* when the prefix is combined with a base form beginning with the palatal affrative consonant phoneme /c/, and /j/, the alveolar pricative consonant /s/. The /N/ phoneme of the prefix {meN-} will change to *meny-* when the prefix is combined with a base form beginning with the palatal affrative consonant phoneme /c/, and /j/, the alveolar pricative consonant /s/. The /N/ phoneme of the prefix {meN-} will change to *meny-* when the prefix is combined with a base form beginning with the palatal affrative consonant phoneme /c/, and /j/, the alveolar pricative consonant /s/. The /N/ phoneme of the prefix {meN-} will change to *meny-* when the prefix is combined with a base form beginning with the palatal affrative consonant phoneme /c/, and /j/, the alveolar pricative consonant /s/. In Indonesian the change of the phoneme /N-/ to meny- occurs not only when the prefix {meN-} is combined with that initial phoneme, but also with the initial phoneme of the palatal fricative consonant /sy/ as in the grateful form.   In Lampung (A) the prefix N- will change to *ny-* when the prefix is combined with a base form beginning with the palatal affriative consonant phoneme /c/, and the alveolar pricative consonant /s/. The phonemes /c/, or /s/ will melt. We can see the difference in table 6 below.

Table 6

Phoneme change /N-/ → meny-

Language	Phoneme Changes	Early phonemes	Basic Forms	Example
Indonesia	{meN-} → *meny-*	/s/	*suruh*	*menyuruh*
		/c/	*cuci*	*menyuci*
		/j/		
		/sy/	*syukuri*	*mensyukuri*
Lampung (A)	{N-} → *ny-*	/s/	*sapu*	*nyapu*
		/c/	*cucuk*	*nyucuk*

In Indonesian the form meny- which joins the letters <c>, <j>, and <sy> at the beginning of the base is simplified to *men-*.

7) . The Process of Melting the Phonemes /N/ of the Prefixes {meN-} and N-

The process of melting or removing the phoneme /N-/ occurs in the prefix meN- and prefix N- . The prefix meN- will undergo melting when it is combined with a base form beginning with the alveolar pricative consonant phoneme /s/, the palatal affriative consonant /c/, the alveolar inhibitory consonant /t/, and the bilabial inhibitory consonant /p/. In Lampung language (A) the prefix N- undergoes melting when it is combined with the phoneme of the velar inhibitory consonant /k/, the alveolar inhibitory consonant /t/, the alveolar pricative consonant phoneme /s/, the palatal affriative consonant /c/, the bilabial inhibitory consonant /p/. These two languages both have the same number of phoneme meltings.

In Lampung (A) the prefix rule {N-} is manifested by segemental features fused in the base form by nasalization on the first phoneme of a basic form and its function of forming verbs or

verbalizing nouns, adjectives, or other classes of words. For example, *kopi → ngopi, soto→nyoto, kebut→ngebut*. This variety in Indonesian includes nonstandard varieties or oral varieties.

Table 7

Phoneme Removal /N-/

Language	Melting Phoneme /N-/	Early phonemes	Basic Forms	Example
Indonesia	{meN-} → *me-*	/s/	suruh	menyuruh
		/c/	cuci	menyuci
		/t/	tulis	menulis
		/p/	pakai	memakai
	{meN-}→ng	/k/	kalah	mengalah
Lampung (A)	{N-} → ng-	/k/	kupi	ngupi
	{N-} → n-	/t/	tabuh	nabuh
	{N-}→ ny-	/s/	susun	nyusun
		/c/	cuba	nyuba
	{N-}→ m-	/p/	pusau	musau

CONCLUSION

The Themerging process between the prefixes {N-} in Lampung (A) and {meN-} in Indonesian when added with its basic morpheme undergoes two morphophonemic processes, namely the *process of changing phonemes and the process of removing phonemes.* In addition to these two processes in both Indonesian and Lampung language (A) there is also a double morphophonemic process, namely the process of changing phonemes and *the process of removing*

phonemes at once.

In Lampung (A) the prefix rule {N-} is manifested by segmental features fused in the base form by nasalization on the first phoneme of a basic form and its function of forming verbs or verbalizing nouns, adjectives, or other classes of words. For example, *kupi → ngupi, soto→nyoto, kebut→ngebut*. This variety in Indonesian includes nonstandard varieties or oral varieties.

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Improved Mastery of Basic BIPA Vocabulary through 7th Grade Singing Method SEPAMA Cambodia

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ABSTRACT

This study aims to describe the learning process and improve the mastery of basic BIPA vocabulary for grade 7 SEPAMA Cambodia through the singing method. This research study uses the qualitative descriptive method. The data used is in the form of all information on the process and results of BIPA learning in grade 7 SEPAMA in the form of BIPA learning value results. The data sources in this study are zoom videos of online BIPA learning in grade 7 SEPAMA, BIPA learning documents for grade 7 SEPAMA, and the results of interviews with informants. Data collection techniques are carried out by observation, interviews, reading, and recording. The results of this study concluded that (1) the learning process of BIPA A1 in grade 7 SEPAMA with the method of singing goes through three stages, namely listening to songs and imitating them repeatedly and gradually, stringing word by word spoken when singing, and memorizing lyrics on songs correctly and smoothly so that vocabulary increases in children; (2) Some of the conveniences in the

learning process of grade 7 SEPAMA Cambodia through online media include, learners really like to be invited to sing, there are teachers who can speak Indonesian so that they can help the learning process, and the use of interesting learning videos so that the class becomes crowded; (3) The obstacles in the learning process of BIPA A1 grade 7 SEPAMA Cambodia experienced online are the use of virtual Zoom so that it is not so effective because of unstable signals, learners do not really understand Indonesian in general so that if the teacher gives material must use sign language, students look shy, and learners have not found the right learning strategy for less active students. The discussion concludes that there is an increase in mastery of basic BIPA vocabulary through the 7th-grade singing method of SEPAMA Cambodia.

Keywords: basic BIPA, vocabulary, singing method, improvement

INTRODUCTION

The method is one of the most important parts of the learning process. In BIPA learning, in particular, the method aims to achieve the learning objectives themselves. There are many learning methods, one of which is the singing method. The singing method is a fun learning method using certain rhythms and notes. Agree with (Dea et al., 2020; Haryani & Supardi, 2022; Rachmawati & Husin, 2022; Sari et al., 2022; Slamet, 2020; Tyasrinestu, n.d.) The singing learning method is a learning method using verse singing. Musical works contain rich human emotions, and emotions play an indispensable role in the transmission of music emotions and understanding and appreciation of music (Tong, 2022). Often the verses or lyrics of the song are adapted to the material taught by the teacher. Singing makes the learning atmosphere lively so BIPA learners' development can be more optimal. This statement is supported by (Anggia Ayu Lestari, 2017; Herlina, 2020; Isnaningsih, 2016; Mubarak et al., 2020; Murti & Antoro, 2019; Rifai, 2021) revealed that singing makes the learning atmosphere more carefree and active, and children are more

enthusiastic about learning and relax so that they can improve learning, stimulate children's skills, and maintain vocabulary.

Vocabulary mastery is included in the basic BIPA. The mastery of the vocabulary in question is to master vocabulary with the material of the limbs well. In basic BIPA learning, there are several problems faced, both obstacles and conveniences encountered by teachers and learners. In terms of learners, it is still difficult to say letters, syllables, words, and sentences so errors are found in BIPA learning. The statement is in line with (Defina, 2021a; Faizin & Isnaini, 2018) who explained that the problems faced, especially by learners, include difficulties at the level of phonology, morphology, sentences, and differences in the characteristics of learners from one another because they have different capacities.

In contrast to the opinion (Faiza & Erowati, 2021) states that for beginner-level learners, the description text becomes a reference for learners in using the vocabulary and structure of the text that has been learned. Through the speech of the learner studied when creating the description text, the teacher can find out the learner's ability to explain something with the new language he is learning.

Thus, it is hoped that there will be an increase in mastery of basic BIPA vocabulary through the singing method. A description of the obstacles faced and the conveniences encountered during BIPA learning is needed to determine the compatibility between vocabulary improvement and singing methods. In general, the obstacles faced include online using virtual *Zoom*, BIPA learners do not understand Indonesian, BIPA learners looking shy, and have not found the right learning strategy for BIPA less active BIPA learnersdition to the obstacles faced, there are several conveniences such as BIPA learners enthusiastically using the singing method, there are teachers who understand Indonesian, and use of interesting videos during learning.

Based on the background described above, problems can be formulated: (1) how to improve the mastery of basic BIPA vocabulary through the 7th-grade SEPAMA Cambodia singing method, (2) how is

the ease in the learning process of grade 7 SEPAMA Cambodia, and (3) how are the constraints of the learning process of grade 7 SEPAMA? The purpose of this study is to describe the improvement of mastery of basic BIPA vocabulary through the 7th-grade singing method of SEPAMA Cambodia and describe the ease and constraints in learning grade 7 SEPAMA Cambodia. The benefits of this research are divided into two, namely theoretically and practically. Theoretically, it can develop existing linguistics and in practice, it can provide inspiration as reference material for other research and can be developed more broadly.

The study was conducted at SEPAMA Cambodia via virtual *zoom*. The time for conducting the study was carried out for seven days. The object of this study is the use of singing methods to improve vocabulary mastery in grade 7 SEPAMA Cambodia. The research used is descriptive qualitative. The data used is in the form of all information on the process and results of BIPA learning in grade 7 SEPAMA in the form of BIPA learning value results. The data sources in this study are zoom videos of online BIPA learning in grade 7 SEPAMA, BIPA learning documents for grade 7 SEPAMA, and the results of interviews with informants. The population in this study was 7th-grade BIPA learners consisting of 11 learners and the sample of this study was 4 learners.

Data collection techniques are carried out with Data collection techniques are carried out by observation, interviews, reading, and taking notes. Observation technique means that the author makes direct observation of the observed object, related to the singing method used in learning to improve the mastery of Indonesian vocabulary. The interview technique includes preparing questions first, then the questions are addressed to BIPA learners in grade 7 SEPAMA. Then, data analysis was carried out with a more in-depth discussion of the content of basic BIPA learning grade 7 SEPAMA.

DISCUSSION

The following are the results and discussions based on the description of the problem formulation above.

Improved Mastery of Basic BIPA Vocabulary through 7th Grade Singing Method SEPAMA Cambodia

The choice of singing method in the learning process is because singing is one of the fun activities, especially for BIPA learners so by learning it is easier for learners to master vocabulary. Before starting learning, things that are considered in choosing a song include 1) the lyrics in the song are clear; 2) the language used in the song is easy; 3)the topic of the song chosen according to the child's world; 4) the song is not very long; and 5) the song has a connection with the material taught (Ni'mah, n.d.).

Here are the lyrics to the song Dua Mata Saya *Dua mata saya. Hidung saya saru. Dua kaki saya pakai sepatu baru. Dua telinga saya. Yang kiri dan kanan. Satu mulut saya tidak berhenti makan.* In learning, the steps taken by the teacher are as follows: 1) saying greetings and presenting the learner at the beginning of learning; 2) interacting with learners regarding the names of limbs; 3) showing the learner a picture of the limb; 4) the teacher gives a quiz by pointing a limb; 5) the teacher provides a learning video in the form of a song of the names of the limbs; 6) the teacher invites the learner to listen and imitate; 7) the learner follows and recites verse after verse; 8) the teacher asks the learner to sing one by one; 9) teachers evaluate and assess learning outcomes using singing methods.

There are several stages in the continuity of teaching and learning through the singing method. The stages are divided into three. The first stage listens to the song and mimics it repeatedly and gradually, spelling it verbatim so that it is easier because the offsetting tone will feel more pleasant in the learning process. The teacher (SEPAMA team) started the lesson by introducing the names of the limbs, such as mata, hidung, kaki, telinga, mulut. The teacher

mentions the limbs one by one through the PowerPoints provided. Then, students are asked to read through the PowerPoint screen and follow the instructions from the teacher.

The second stage in the singing method is to string together word by word spoken while singing, pronouncing song lyrics, and practicing them among their friends to support and develop the learner's expressive language in speaking. Through singing the learner will be free to express his feelings and emotions. To make it easier for learners to grasp the intent of the learning material, teachers must provide interesting learning media. Teachers use Youtube as a learning medium. The youtube video plays for three minutes. The teacher asks the learner not only to listen but to sing along. All the learners were enthusiastic and sang together.

The third stage in the singing method is to memorize the lyrics of the song correctly and smoothly so that the learner's vocabulary can be increased. In the last stage, the teacher asks the students to sing the song Dua Mata Saya. Previously, the teacher had given several quizzes pointing to body parts and all learners could answer correctly so that when memorizing a song the learner did not have much difficulty. 4 7th graders sang the song Two My Eyes enthusiastically and precisely. They can increase the vocabulary of the body parts conveyed by the teacher.

This description is in line with Muslihana (R et al., 2022) stating that there are three stages in the continuity of teaching and learning through the singing method. The first stage is to hear the song and imitate it repeatedly and gradually. The second stage strings together verbatim spoken while singing. The third stage is memorizing the lyrics to the song correctly and smoothly so that the vocabulary increases in the child.

While in (Malaysia & Ibrahim, 2020) the application of the singing method is divided into pre-cycle, cycle I, and cycle II. The pre-cycle stage is carried out by preliminary observation. At this stage of the cycle, I have carried out planning of action 1, execution of

action 1, observation of action 1, and reflection of action 1. Likewise in cycle II.

The singing method is closely related to maintaining the learner's vocabulary while learning. It also enhances the expressive language of learners by training the child's musical intelligence and the intelligence of word keeping obtained through the lyrics to the song Dua Mata Saya. As a result, learners will learn to verbally express their feelings and ideas. This is a motivator to improve expressive language skills and improve Indonesian word skills (R et al., 2022).

Ease in the Learning Process of Grade 7 SEPAMA Cambodia

The teacher presents texts and songs through engaging learning videos during the learning process. The duration of the learning video is only four minutes so that learners do not feel bored. When the video was played, all the learners listened, were enthusiastic, and sang with excitement. It is said that video conferencing through face-to-face interaction is broad, allowing for more efficient communication than asynchronous teaching (Defina, 2021b). The purpose of using video media is to improve the learning learner's concentration ability to make it easier for learners to understand the material (Ardhianti, 2022; Ms, 2019). Learners were quick to grasp the material presented by the teacher although some were a little shy. In addition, at the beginning of learning, teachers do have a little difficulty communicating with learners because they don't understand Indonesian. However, there are teachers from Indonesia, making it easier for teachers (SEPAMA team) to interact together.

Obstacles in the Learning Process of Grade 7 SEPAMA Cambodia

As is well known, the teacher (SEPAMA team) teaches BIPA grade 7 learners via virtual *zoom*. One of the impacts of online

learning in BIPA learning is that if the signal or internet network is not strong, it will be intermittent so that the material is not conveyed clearly, and learning is ineffective and takes a lot of time. It is conveyed that the online learning process cannot be separated from the speed and quality of the internet network, some students or students have difficulty entering because they are constrained by the network (Adi et al., 2021; Marhayani, 2021; Setiani, 2020). At the time of learning, BIPA learners do not understand Indonesian in general so if the teacher gives the material, they must speak using body language. In addition to the enthusiastic learners when the teacher delivers the material, there are still some learners who look shy. BIPA teachers are required to have a good strategy for delivering material in BIPA classes (Kusmiatun, 2018). However, in this case, teachers have not found the right learning strategy for less active and timid learners.

CONCLUSION

Based on the results of the description above, it can be concluded that there is an increase in mastery of basic BIPA vocabulary through the 7th-grade singing method of SEPAMA Cambodia. The singing method is divided into three stages. The first stage listens to the song and imitates it repeatedly, as well as spelling word by word. The teacher (SEPAMA team) started the lesson by introducing the names of the limbs, such as eyes, nose, feet, ears, and mouth. The second stage in the singing method is to string together the word-for-word spoken while singing, saying the lyrics of the song, and practicing it among his friends. The third stage in the singing method is to memorize the lyrics of the song correctly and smoothly so that the learner's vocabulary can be increased.

The ease of learning grade 7 SEPAMA Cambodia includes teachers presenting texts and songs through interesting learning videos, as well as a learning video duration of only four minutes so that learners do not feel bored. In addition, at the beginning of

learning, teachers indeed have a little difficulty communicating with learners because they do not understand too much in general Indonesian. However, there are teachers from Indonesia, making it easier for teachers (SEPAMA team) to interact together.

The obstacle in learning grade 7 SEPAMA Cambodia is that the teacher (SEPAMA team) teaches BIPA grade 7 learners through virtual zoom. The impact is that if the signal or internet network is not strong, it will be intermittent so that the material is not conveyed clearly. Then, BIPA learners do not understand Indonesian in general so if the teacher gives material, they must speak using body language. In addition, in addition to the enthusiastic learners when the teacher delivers the material, it can be seen that there are still some learners who look shy.

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YouTube Videos as a Learning Medium for Anecdotal Text

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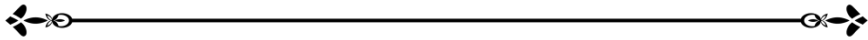
ABSTRACT

This writing is motivated by the use of interesting, innovative, and alternative media as a learning medium for anecdotal texts. The formulation of the problem in this writing is how to implement the learning of anecdotal texts with YouTube video media. This writing aims to describe the implementation of anecdotal text learning with YouTube video media. This writing uses critical analytical methods as a development of the described method. The object of study in this method is human ideas or ideas that are revealed in the form of print media, either in the form of primary manuscripts or secondary manuscripts [primary data sources and secondary data sources]. The data collection technique used is a book survey or library research. The result of this writing is that learning using YouTube video media is expected to improve student learning with the media used to increase students' imagination in writing anecdotal texts. The essence of this writing is to explain how YouTube video media can be used as a learning medium for anecdotal texts and become a foothold to learn to make anecdotal texts so that they are fun for students.

Keywords: learning media, youtube, anecdotal text

INTRODUCTION

The development of information technology that is increasing in this era of globalization, making constant technological changes to improve the quality of education, especially by changing the use of information and communication technology (ICT) for the world of education, especially in the learning process (Rusman, 2014: 1). The use of technology can give educational technology managers who use it access to some information in the form of text, images, simulations and sounds (Sujanem, 2012: 105). This has an impact on learning activities that use teaching materials that seem different or varied and are not only focused on printed teaching materials, especially on Indonesian learning whose learning process is text-based.

Based on the results of a survey conducted by researchers on several teachers Indonesian with a questionnaire dissemination system in the form of Google Forms, it was found that 30% of teachers had problems with anecdotal text materials and 70% with learning media. The problems regarding the learning of anecdotal texts include that teachers need the right media and means for learning anecdotal texts that can help students and teachers in carrying out the learning process. Another problem is that students still find it difficult to distinguish between anecdotal texts and short story texts and humorous stories.

Teachers as educators are required to be creative in utilizing technological developments in learning activities. The use of technology in the learning process can support fun learning for students. Learning is essentially a process of communication between teachers and students. The communication process is achieved through the delivery and exchange of messages or information between teachers and students. To be able to support the process of delivering communication, tools or facilities are needed. Such means are referred to as media.

Media is the plural word of medium which means introduction or intermediary used by the communicator to convey a message to the communicant in achieving a certain effect. In line with that, Ibrahim, et al in their book Usep Kustiawan stated that learning media is everything that is used to convey information/messages (learning materials) so that it can stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve certain goals (Bulow, 2020). One form of media that supports the use of technology and creates fun learning is the use of YouTube videos as a means of learning anecdotal texts.

Based on this background, researchers are interested in conducting research with the title YouTube Video as a Learning Medium for Anecdotal Texts. The reason researchers are interested in choosing this research topic is that there is still a lack of educators and students who use YouTube as a learning medium. Another reason is to find out the learning outcomes of students in learning anecdotal texts using learning media based on the YouTube application. The purpose of this study is to describe the implementation of anecdotal text learning with YouTube video media. The formulation of the problem in this study is how are the stages of implementing anecdotal text learning with YouTube video media.

The study is methodological, using the "critical analytical" method. This method is a development of the descriptive method, which is to explain human ideas or thoughts about a particular object. The object of study in this method is human ideas or ideas that are revealed in the form of print media, either in the form of primary manuscripts or secondary manuscripts (primary data sources and secondary data sources). The ideas in the primary manuscript are several data on the subject matter, while the secondary ideas are the discussion and criticism of the primary idea or the main idea.

The purpose of critical analytics is to examine the primary idea of a "scope of the problem" that is believed to be the focus of the research. The focus is (a) describing, (b) discussing, and (c) criticizing

primary ideas and subsequently (d) conducting analytical studies by developing studies in the form of comparisons, relationships, and rational model development (Syamsudin & Misro, 2020). The data collection technique used is *a book survey* or *library research* (Library Study).

DISCUSSION

1. Learning Media

The word media comes from the Latin *medius* which means middle, intermediate, or introductory. Media can also be teachers, textbooks, and the school environment (Sari et al., 2017). Without media, the process of communication and learning will not work. Gagne (1998) asserts that media is a type of component in the learning student environment (Bulow, 2020).

Rivai (2011) revealed that the term media is closely related to technology. When linked to education, teaching, and learning, technology is an integrated process that involves people, procedures, ideas, equipment, organization, and management of ways to solve educational problems contained in intentional and purposeful learning situations. Leshin's taxonomy (in Arsyad, 2011) describes the types of learning media into five categories, (1) human-based media, including teachers, instructors, tutors, role-playing, and group activities; (2) print-based media, including guidebooks, workbooks, and loose sheets; (3) visual-based media, including graphs, charts, maps, images, transparency, and framed films or slides; (4) audio-visual-based media, including video, film, slides along with tape and television; (5) computer-based media, in the form of computer-aided teaching and interactive video (Arsyad, 2011).

2. YouTube-Based Learning Media

YouTube is a video-sharing website founded by three PayPal employees, namely Chad Hurley, Steve Chen, and Jawed

Karim in February 2005, with the slogan "*YouTube Broadcast Yourself"* aiming to share recordings of daily events from users of the site (Haryani, 2021). YouTube can be accessed on the www.yotube.com page on computers and devices or you can download the application for free on the *play store.*

YouTube is one of the most popular media today, popular among teenagers. YouTube offers services in the form of moving images that can be viewed instantly, through Android, laptops, and other technologies. According to Snelson in 2011 in Pratiwi, & Hapsari (2020) YouTube is one of the most popular video-sharing services on the Internet today. Youtube as a video-sharing site allows its users to download, search for videos, watch, discuss/ask and share short videos for free.

YouTube provides a forum for users to connect, inform, and inspire others around the world, and acts as a distribution platform for original creators and ad owners, both large and small. Meanwhile, another opinion reveals that YouTube is an online video and the main use of this site is as a medium for searching, watching, and sharing original videos from around the world through the web (David et al., 2017).

Duffy (Yaqin et al., 2022) argue that YouTube has the opportunity to make a difference, exchange information, and collaborate and educators need to shift the use of YouTube, which is only a 'virtual library', to become a space for socializing, commenting, creating, collaborating, and judging. YouTube can be used in the learning process because in addition to being able to be used as a "virtual library" it can be used as a means of learning and discussion.

3. **YouTube App-Based Learning Media Indicators**

Indicators of good learning media should pay attention to the selection of media that is clear, interesting, suitable, relevant, by the objectives, practical, quality, and by the learning environment (Yaqin et al., 2022). For learning activities to be

carried out by learning objectives, it must choose and establish media principles to be applied. In addition to conformity with the learning objectives, there are still at least five principles of media selection that must be considered, namely: suitability of clarity of presentation, ease of access, affordability, availability of quality (there are interactive, interactive, organizational, novelty) and student-oriented (Chotib, 2018).

4. Anecdotal Text

The anecdote comes from *the Greek-language word anecdota* meaning secret story. The story is a brief collection of events from the private life of the Byzantine court. Over time the meaning of anecdotes is used for each short story used to express the author's idea. Anecdotes in recent developments are interpreted as a short story about an unusual event, both fact and imagination (Haryani, 2021).

Anecdotes are short stories that are interesting because they are funny and impressive, usually about important or famous people and based on actual events. Anecdotal texts are also fictional stories that don't have to be based on the actual story that happened. Anecdotes tell stories about important people (public figures) or are famous based on actual events. This real incident is then used as the basis for a funny story by adding elements of design. Anecdotal texts have a structure of abstraction, orientation, crisis, reaction, and coda (Sari et al., 2017).

Anecdotes don't just present funny, humorous, or humorous things. However, there is, there is another purpose behind it in the form of a message that is expected to teach a lesson to the audience (Kosasih, 2014: 2). Therefore, it can be concluded that anecdotes are short stories or short dialogues that contain a criticism or message wrapped in elements of humor that are intriguing and contain satire.

In making anecdotal texts, you must pay attention to the structure and rules of language. The structure of anecdotal texts

consists of abstractions, orientations, crises, reactions, and codas (Mayora et al., 2017). Furthermore, (Agustahnia, 2015) provides limitations to such structures as follows. *First, an* abstraction is a section at the beginning of a paragraph that serves to give an idea of the content of the text. Usually, this section indicates a unique thing to be exposed to in the text. *Secondly,* orientation is the part that indicates the beginning of the events of the story or the background to the occurrence of events. Usually, the author tells the story in detail in this section. *Third, a* crisis is a part that becomes a unique or unusual thing or problem that occurs with the author or the person being told. *Fourth,* the reaction is a section containing how the author or the person being told solves the problems that arise on the part of the crisis. *Fifth,* Koda is the final part of the unique story. It usually contains conclusions regarding the overall content of the text. As for the language of anecdotal texts, that is, using direct sentences, using command sentences, using exclamation sentences, using rhetorical sentences, using sentences that express past times, using action verbs, using time relationship conjunctions, and using conjunction markers due.

5. **Implementation of Anecdotal Text Learning with YouTube Videos**

Below are the steps to learn anecdotal text using YouTube application-based learning media:

First, the teacher instructs students to pay attention to the video about the structure and rules of the anecdotal text that has been made by the teacher regarding the anecdotal text that has been uploaded on YouTube. After that, teachers and students discuss what anecdotal text structure is contained in the example anecdotal text contained in the video that has been uploaded by the teacher on *YouTube*.

Second, the teacher instructs the learners to identify what linguistic rules are contained in the example anecdotal text in the

video. After that, teachers and students discuss the findings of students regarding the linguistic rules of anecdotal texts.

Third, after students understand the structure and linguistic rules of anecdotal texts that have been exemplified by the teacher. Furthermore, students practice writing/recreating anecdotal texts by paying attention to their structure and language.

The last step is for the teacher to give evaluations and suggestions to the anecdotal text created by the students. With that, other students will also see and know every correction the teacher gives each student. So that all students will learn how to text anecdotes that are appropriate and good.

CONCLUSION

Below are the steps to learn anecdotal text using YouTube application-based learning media:

First, the teacher instructs students to pay attention to the video about the structure and rules of the anecdotal text that has been made by the teacher regarding the anecdotal text that has been uploaded on YouTube. After that, teachers and students discuss what anecdotal text structure is contained in the example anecdotal text contained in the video that has been uploaded by the teacher on *YouTube*.

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The Power of PowerPoint as an Online Learning Medium to Improve BIPA Level A1 Grade 7 Sepama Cambodia

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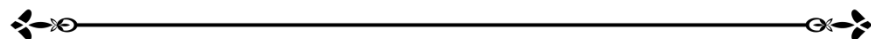
ABSTRACT

This study aims to describe the real use of PowerPoint media through online learning BIPA A1 Grade 7 Sepama in Cambodia. The method used is a qualitative descriptive method. Data in the form of all information obtained from observations, interviews, and interpretation of the context of the situation through zoom video recordings of BIPA A1 online learning. The data sources in this study are events, photos, observation results, and all zoom recordings of BIPA A1 Grade 7 Sepama online learning in Cambodia. Data analysis techniques with interactive analysis models include analysis when collecting, interpreting, and processing data until the conclusion is drawn. Based on the results of the study, various learning strategies and the benefits of PowerPoint media can be explained in improving BIPA A1 language skills for grade 7 Sepama students in Cambodia. The results of this study concluded that learners listen to learning videos and imitate repeatedly gradually, spelling out word-by-word greetings such as the words hi, hello, hey, assalamuallaikum, good morning,

good afternoon, and others". String word for word into sentences and then say it by practicing it with friends in pairs. Learners make videos of greeting words in pairs of self-introductions to find out their ability to understand the material of the greeting word in self-introduction. Then there are four aspects of the use of learning media as follows; (1) PowerPoint learning media can stimulate and attract students' interest in arising curiosity about the learning material; (2) PowerPoint learning media is very fun and can enable students in online learning; (3) PowerPoint learning media acts as a visual tool and a means to increase learning motivation; finally (4) PowerPoint learning media is able to make expressive changes in student behavior.

Keywords: PowerPoint Media, Online Learning, BIPA A1, Sepama

INTRODUCTION

Education is useful for the development of all potential abilities, knowledge, skills, as well as characteristics of learners and their social environment in a positive direction. Education is not just about providing knowledge, values, or practicing skills *(Heri Setiawan, Lisa Ratnasari, 2020).* One of the important keys to education is to increase interest in learning and make it easier for students to receive messages about the subject matter by using interesting and fun learning media in every learning activity. *(Fatmawati, Aminuyati, 2019).* Morgan mentioned that an activity is said to be learning if it has the following three characteristics. (1) learning is a change in behavior; (2) change occurs because of practice and experience, not because of growth; (3) the change must be permanent *(Miftah, 2013).* Learners receive adequate guidance, encouragement, and opportunities to learn and learn the things that will be required in their lives *(Murjoko, 2021).* In order for the teaching and learning process to occur in the classroom, the use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and the delivery of the message of the lesson content

(Nurhidayah, 2020). Media is a tool or means or device that functions as an intermediary or channel or bridge in communication activities (delivery and reception of messages) between communicators (messengers) and communicants (message recipients) *(Khaerunnisa et al., 2018).* The term media comes from Latin which is the plural of "*medium*". It literally means intermediary or introductory. The general definition is anything that can channel information from the source of information to the recipient of the information *(Erna Kartika, 2015).* Regarding the benefits of learning media, Sudjana and Rivai (Rusman, 2011: 62) explained that learning media will make learning more attractive to students, besides that the use of learning media can make it easier for educators to make more varied learning methods *(Tatang, 2016).* Online learning is learning that is carried out without doing face-to-face, but through the platforms that are already available. All forms of subject matter are distributed online, synchronous and asynchronous communication and test procurement are also carried out online *(Mirna Chrismawati, Ika Septiana, 2021).* The main benefits of online learning are the flexibility of schedules, the availability of diverse content options, lower costs than regular courses, and the ease of being accessible from home *(Winasti Rahma Diani, 2020).*

BIPA (Indonesian for Foreign Speakers) is an educational forum for foreigners who want to learn Indonesian. Through BIPA institutions, foreign learners can learn Indonesian according to their respective levels *(Nugroho, 2016).* The BIPA program is a Indonesian learning program for people whose mother tongue is not Indonesian and who come from outside Indonesia *(Sujana, 2012).* BIPA learners are learners who already have a first language and have different cultural backgrounds. One of the things that affects the characteristics of BIPA learning is the motivation of learners in learning Indonesian *(Muhammad Zikri Wiguna, Muhammad Iqbal Ripo Putra, 2020).* In 2016, the Ministry of Education and Culture has published new teaching materials for BIPA consisting of six levels, namely A1, A2, B1, B2, C1, and C2 *(Anggaira, 2019).* On the other hand, improving

the quality of BIPA learning itself is a challenge that is closely related to the internationalization discourse of Indonesian *(Hertiki, 2017).* This goal is an implementation of BIPA's vision, namely the implementation of BIPA teaching that is able to improve Indonesia's positive image in making Indonesian the language of transportation between nations *(Susani, 2020).* One of the types of learning media is Microsoft Power Point learning media because through this media BIPA teachers can very easily present the material to be taught to foreign learners through several available variations, such as text, images, videos, animations, graphics, and so on which are equipped with several interesting features that can increase student interest in learning so that student activity can be formed *(Oktavera, 2017).* Microsoft power point is a presentation application in a computer that is easy to use, because this Power Point media can be integrated with other Microsoft such as Word, Excel, and so on. The writing pattern can be chosen according to our tastes and can also insert sounds (songs) so that the presentation becomes more attractive *(Desi Puguh Widyaningsih, 2020).* Microsoft Power Point is an application program for creating or processing percentage data. Percentage data that can be made in the form of text, tables, graphics, images, and so on *(Novia Dwi Khasanah, Siti Dewi Maharani, 2022)*. Likewise, there are facilities: front pictures, sounds and effects can be used to create a good slide. If this slide product is used, then foreign learners can be drawn their attention to receive what we convey *(Sulistyono & U.S, 2021).*

The first previous research was conducted by *Nida Nur Fadillah, Fivi Triyulia, Aida Ash Sholehah, & Nahrowi Adjie* from the Indonesian University of Education in 2021 in the form of a publication article with a research focus on "The Use of Powerpoint as an Online Learning Media to Develop Learning Motivation in TK Plus Roudhoh". The method used is a qualitative descriptive method. The result of the study, namely learning media will help clarify the intention of educators for a certain material to their students so as not to feel saturation, including the Covid-19 pandemic conditions. This

encourages researchers to solve these problems by using Powerpoint as an online learning medium. Especially in Powerpoint, visuals are provided that can attract children's attention. As a result, the use of this Powerpoint media has formed children to be more active and ethuasiastic about learning. Meanwhile, in this study, the focus of his research was "The Benefits of Power Point Media Through Online Learning to Improve the Ability of BIPA Level A1 Grade 7 Sepama Cambodia Students". The method used is a qualitative descriptive method. The result of his research is that Power Point learning media can stimulate and attract students to feel a sense of curiosity; a fun Power Point learning medium that can enable students in online learning; Power Point learning media as a visual tool and a means to increase learning motivation; Power Point learning media that are oriented towards expressive changes in student behavior and can meet needs and characteristics based on competencies" that must be mastered interactively with teachers in online learning that creates a practical and efficient student learning passion.

The method used is a qualitative descriptive method. Data in the form of all information obtained from observations, interviews, and interpretation of the context of the situation through zoom video recordings of BIPA A1 online learning. The data collection technique in this study is to use observation techniques in the analysis content. The data sources in this study are events, photos, videos, observation results, and all zoom recordings of BIPA A1 Grade 7 Sepama online learning in Cambodia. Data analysis techniques with interactive analysis models include analysis when collecting data, interpreting data, and processing data until the conclusion is drawn *(Rahmad, 2017).*

RESULT&DISCUSSION

In learning BIPA, media is needed to improve the basic understanding of language by BIPA learners by internalizing foreign learners. The meaning of internalized is that their language learning

techniques must be relevant to their daily lives and accessible everyday *(Dewi Kusumaningsih, 2020)*. Interesting and innovative learning strategies and models are indispensable in teaching BIPA, especially for children. Learning a new language is not easy for children learners, especially those who are still learning their mother tongue and English as a language of daily communication *(Octo Dendy Andriyanto, Meilita Hardika, Bambang Yulianto, Heny Subandiyah, 2021)*. Various efforts to improve BIPA teaching requirements, one of which needs tobe initiatedby providing existing facilities. teaching materials need to be usedin the form of audio or audio-visual / CD Rom, PowerPoint, and can evenbe used for information technology, such as internet *(Aninditya, 2015)*. The role of BIPA teachers must have the ability to keep pace with the development of technology and science. Through a teacher, it is hoped that they can create BIPA learners who have high creativity, ability, competence and high competitive skills *(Tristanti & Nafiah, 2020)*.

BIPA Level A1 Online Learning Materials Grade 7 Sepama Cambodia

The greeting sentence in the self-introduction in this study is used to greet a person or a second party, either singular or plural to find out a person's identity and background. Some of these greeting sentences use formal language or non-formal language. The phrase greeting is also often used in everyday life. The greeting sentence is delivered according to the conditions and situation when throwing the greeting sentence. The use of the phrase greeting is to tie the ropes of brotherhood, establish friendship, glue a relationship between people, and so on.

The details of the results of the greeting words/sentences in self-introduction used in BIPA Level A1 learning for grade 7 students of Sepama Cambodia are as follows:

Table 1. Four Kinds of Greeting Words in Self-Introduction

Menyapa	Menanyakan Kabar	Terima Kasih	Berpamitan
a. Hai	**a.** Apa kabar?	**a.** Terima kasih banyak	**a.** Saya pamit
b. Halo	**b.** Bagaimana kabarmu?	**b.** Makasih	**b.** Saya harus pergi
c. Hey	**c.** Gimana kabarmu?		**c.** Selamat tinggal
d. Assalamuallaikum			**d.** Sampai bertemu
			e. Sampai jumpa

Table 2. The Context of Greeting Sentences in Self-Introduction

1. Siapa nama lengkap/panggilan mu?

2. Berapa usiamu?

3. Kamu berasal dari mana?

4. Apa nama sekolahmu?

5. Apa saja yang menjadi hobi/kesukaanmu?

Hi...Assalamuallaikum.

Apa kabar semuanya? Selamat pagi.

Perkenalkan nama lengkap aku Pramudya Dhana Brata.

Nama panggilanku Dhana.

Usiaku dua puluh dua tahun.

Aku berasal dari Indonesia.

> Aku bersekolah di Universitas Veteran Bangun Nusantara Sukoharjo.
>
> Aku sangat suka berwisata dan berorganisasi.

The results of this study contained four kinds of greeting words in self-introduction such as greeting words greeting, asking for news, thank you, and saying goodbye. There are also examples of his sentences about greeting words in self-introduction to better understand how to greet someone while introducing himself to others to get to know each other and establish a deeper closeness to others. There are also examples of greeting sentences in self-introduction exemplified by teachers using their own identity along with their hobbies, school, place to live, and preferences so that learners also better understand and can practice it also alone or in pairs with their friends/ friends.

Improved Mastery of BIPA Greeting Words &Sentences In Self-Introduction Grade 7 Sepama Cambodia

The selection of greeting text material in this self-introduction is because children basically really like to introduce themselves by saying their names, preferences, hobbies, stories of experiences, and so on in order to get appreciation from their parents, teachers, friends/ friends, and others through greeting each other in their daily lives. For BIPA learners, this self-introduction greeting text is easy and fun material for learners to master it.

Here's Example of a Greeting Word Dialogue Text in a Self-Introduction

A: Hai...Selamat pagi.

B: Hai juga...Selamat pagi.

A: Apa kabar?

B: Kabarku baik. Bagaimana dengan kabarmu?

A: Kabarku juga baik. Siapa namamu (Lengkap dan panggilan)?

B: Perkenalkan aku (Nama lengkap dan panggilan) Kalau kamu?

A: Kalau aku (Nama Lengkap dan panggilan). Kamu berasal dari mana?

B: Aku dari (Nama desa/kota di kamboja) kalau kamu?

A: Kalau aku dari (Nama desa/kota di kamboja). Berapa umurmu Hasanah?

B: Kalau aku (Umur Hasanah). Kalau kamu berapa umurmu?

A: Aku (Umur Zuhira). Apakah hobimu Hasanah?

B: Aku suka (Hobi Hasanah). Kalau kamu?

A: Kalau aku suka (Hobi Zuhira).

B: Terima kasih banyak. Senang sekali berkenalan denganmu. Sampai jumpa lagi

A: Iya sama-sama sampai jumpa kembali

In BIPA learning, the steps taken by the teacher are as follows: 1) saying greetings and presenting learners at the beginning of learning; 2) Interaction with learners about greeting words Indonesian that need to be understood; 3) show the learner the various greeting words; 4) the teacher gives time to appoint one or two learners to say greetings to each other; 5) the teacher gives a learning video about the word greeting in self-introduction; 6) the teacher invites the learner to listen and imitate; 7) the learner follows and recites verbatim greetings in the video; 8) the teacher asks the learner to say greetings one by on; 9) teachers evaluate and assess learning outcomes.

There are several stages in the continuity of teaching and learning through greetings in self-introduction. The stages are divided into three stages. The first stage is listening to the learning video and imitating repeatedly and gradually, spelling out the greeting word for

word so that it will be easier because the greeting word presented in the learning video will feel more fun in the learning process. The teacher mentioned the greeting words one by one through the PowerPoint presented. Then, the learner is asked to read and recite the greeting word through the PowerPoint screen by following the instructions from the teacher.

The second stage of learning greeting words in self-introduction is by stringing word by word into sentences and then spoken by practicing them with their friends in pairs in the form of dialogue texts so as to support and develop their language expressively in processing speaking skills.Through this greeting material with his friends, the learner will be free to express all his identity, hobbies, preferences, beautiful experiences with his various feelings and emotions. To make it easier for learners to grasp the intent of the learning material, teachers must provide interesting learning media. Teachers use learning videos as a learning medium. The learning video plays for a minute and a half. The teacher asks the learner not only to listen, but to recite with the guidance of the teacher. All the learners were enthusiastic and appreciative together.

The third stage of learning the word greeting in self-introduction is that the learner makes a video of the greeting word in a pair of self-introductions to find out their ability to understand the material of the greeting word in the self-introduction after being explained by the teacher and also from the presentation of the learning video and PowerPoint presented by the teacher. The teacher only needs to evaluate from making a video about the greeting word in the self-introduction by the learner.

This description is in line with Sardiman, et al (2014: 17) in (*Didin Widyartono, Dawud, Abdul Syukur Ghazali, 2017*) which states that there are three aspects in the continuity of teaching and learning through Power Point learning media, namely: 1) Stimulating students' thoughts/feelings and student interests, providing learning stimulation and increasing student curiosity; 2) Arouse students'

interest and motivation in learning and bring great relationships to student learners; 3) Channelling or conveying messages from a teacher who speaks certain words or sentences when explaining the lesson and presenting the learning material concretely so that students imitate it easily from the lesson that has been given.

Ease in the Learning Process of Grade 7 Sepama Cambodia

In the Sepama learning process, the teacher presents texts and learning videos about greeting words in a self-introduction to PowerPoint which is presented by the teacher in an interesting way. The duration of the learning video is only one and a half minutes so that learners do not get bored and bored quickly. When the video was played, all the learners listened, enthusiastic, and participatory with excitement and happy. The purpose of using PowerPoint media with learning videos is to develop the learner's concentration ability so that it makes it easier for learners to understand the material. Learners also easily catch the material presented by the teacher even though there are still some who are a little embarrassed and awkward. In addition, at the beginning of learning teachers do have a little difficulty interacting with learners because they do not understand in general Indonesian. However, there are teachers from Indonesia who make it easier for Sepama teachers to communicate and interact together *(Purnomo, S, 2016).*

Constraints in the Learning Process of Grade 7 Sepama Cambodia

As is well known, the teacher (Sepama team) teaches BIPA grade 7 learners through *virtual zoom.* One of the impacts of online learning in BIPA learning is that if the signal or internet network is not strong, it will be intermittent so that the material is not conveyed clearly, learning is not effective and efficient, and takes a lot of time as well. It is stated that the online learning process cannot be separated

from the speed and quality of the internet network, some students have difficulty entering the *meeting room* because they are constrained by the network. At the time of learning BIPA learners did not really understand Indonesian in general so that if the teacher gave the material, he had to speak with the help of using body *language*. Besides the enthusiastic learners when the teacher delivers the material, there are still some learners who still look shy/awkward. BIPA teachers are required to have a good learning strategy in delivering material in the BIPA Sepama class. However, in this case, teachers have not found the right learning strategy for learners who are less active and shy due to various obstacles *(Prastyo, 2018).*

Four Aspects of Utilizing Power Point Learning Media in the BIPA Level A1 Online Learning Process Grade 7 Sepama Cambodia

Power Point learning media can support curiosity in Sepama grade 7 students in Cambodia through online learning with Power Point learning media, to provide learning stimulation to Sepama grade 7 students, by increasing their curiosity and being stimulated so that there is always a sense of interest. Teachers teach using Power Point media in the form of material explanation text accompanied by question exercises that further captivate students' curiosity and if presented, they must display colorful slide ideas, including clipart/images" that attract students as well, so that everything is well displayed and not monotonous when presented so that students pay more attention to the material presented *(Sya'ada & Turistiani, 2021).* The use of Media PowerPoint to improve the curiosity ability of BIPA A1 Sepama Students in Cambodia in online learning can also be used as a communicative and structured distribution of information or events. Student curiosity can be said to be the overall driving force within the student's spiritual self to generate a spirit of learning that ensures the continuity of learning activities so that the desired goals can be achieved. The increasing curiosity of students from this Power

Point medium can foster passion, pleasure to learn *(Pramesti et al., 2021)*.

PowerPoint media can arouse students' interest in fun learning in grade 7 Sepama students in Cambodia through online learning, namely when teachers teach using power point media accompanied by learning videos tucked into PowerPoint slides accompanied by songs then students follow body movements exemplified by the teacher to develop student activity in moving their body gestures according to songs or learning videos in PowerPoint slides featured by teachers *(Purwanti et al., 2020).* PowerPoint learning media can arouse students' desire to develop *joyful learning (joyful learning / joyfull class)* as well as the use of PowerPoint learning media which will greatly help online learning activities so that interactive learning occurs. Helping to present in the form of writing, graphics, objects, clipart, movies, sounds, or videos played during the presentation Apart from the learning video also through the practice of self-introduction in greeting sentences by dividing into 3 pairs of students then greeting each other and introducing themselves" from the text that has been prepared by the teacher *(Pratiwi et al., 2022).*

PowerPoint media to help and provide visual experiences to students, in order to increase learning motivation, clarify and simplify abstract concepts, and increase student retention (absorption) and concentration in grade 7 Sepama students in Cambodia through online learning, namely when teachers teach using the method of spelling each word either through text displayed in PowerPoint media and spoken by the teacher or re-pronouncing according to the video learning in a previously displayed PowerPoint slide *(Siti Nurkholis, Parijo, 2015).* Giving appreciation by teachers to students is also needed to provide a sense of enthusiasm and motivation for students because they feel cared for by their teachers when students are able to practice and answer questions from their teachers regarding self-introduction texts in greetings prepared by the teacher or from learning videos in PowerPoint slides displayed *(Dyah Ayu Fajar*

Utami, 2020).

PowerPoint media can help and improve student behavior to be more expressive by being directed to behavior changes based on competence" that must be mastered to support student activity online learning, in grade 7 Sepama students in Cambodia. Through online learning, PowerPoint media can help when the teacher calls the student's name one by one and then the student spells his own name per letter according to the letter of the alphabet in general A-Z with the help of the teacher if the difficulty in spelling letter by letter which allows the teacher to adjust the needs and conditions of the students because they are still learning Indonesian and English *(Novita Wulandari, Ninik Septyani, 2020).* Students are enthusiastic about singing while learning about the letters of the alphabet in BIPA A1 online learning from the learning video presented by the teacher so expressively and happy because students understand the material of the alphabet clearly and well when asked by the teacher is also able to understand it. Teachers hold question and answer discussions in question sessions to get feedback from teachers, evaluate/reflect with teachers and students on the online learning process that is already running. With Power Point learning media in online learning, teachers and students tend to be quite practical and efficient *(Farah Oktaviana , Erwin Rahayu, 2022).*

CONCLUSION

There are four kinds of greeting words in the self-introduction such as greeting words greeting, asking for news, thank you, and saying goodbye. There are also examples of his sentences about greeting words in self-introduction to better understand how to greet someone while introducing himself to others to get to know each other and establish a deeper closeness to others. The use of PowerPoint learning media in the online learning process of BIPA Level A1 Grade 7 Sepama Cambodia can be seen from four aspects of the use of learning media as follows; PowerPoint learning media that can

stimulate and attract students to arouse curiosity; PowerPoint learning media that is fun and can enable students in online learning; PowerPoint learning media as a visual tool and a means to increase learning motivation; PowerPoint learning media that is oriented towards expressive changes in student behavior and can meet needs and characteristics based on competencies" that must be mastered interactively with teachers in online learning that creates a practical and efficient student learning passion.

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Effectiveness of Using Blended Learning Method on Computer Learning with BIPA Material at SEPAMA Cambodia

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ABSTRACT

This study aims to determine the effectiveness of the use of the blended learning method on computer learning with BIPA material at the Cambodian Asianah Middle School. The population in this study were students who took an extra class in Computer Learning from 09.00 WIB to 10.30 WIB at the First Musa Asiah School, Cambodia on September 24, 2022. This research was included in the type of qualitative research that used an observational approach and portfolio assessment. The sampling technique used is the saturated sampling technique and obtained 8 students from the class. The research data is sourced from primary data from field activities and student portfolios.

Keywords: Blended Learning, Computer Learning, BIPA, Intermediate Asiah Cambodia

INTRODUCTION

Indonesian is the language pledged in the Youth Pledge of 28 October 1928 as the unifying language and declared as the official state language in Article 36 of the 1945 Constitution of the Unitary State of the Republic of Indonesia. It is contained in Law Number 24 of 2009 concerning the Flag, Language, and State Emblem and National Anthem. Article 44 stipulates that the Government has the obligation to improve the function of Indonesian to become an international language in a gradual, systematic, and sustainable manner coordinated by language institutions.

In a presentation in the plenary session of the 9th Indonesian Congress. It discussed the role of the Indonesian language as Media of Diplomacy in Developing Indonesia's image in internationally. Stated in the hearing that at the moment there are 45 states in which Indonesian is taught there, such as Australia, USA, Canada, Vietnam, and many other countries. For example, Indonesian becomes the fourth most popular language in Australia e. There are 500 schools in which the Indonesian language is taught. In fact, children of 6th-grade elementary school have been able to speak Indonesian.

In 2011, an empirical study found that learning Indonesian for foreigners aimed to support the diplomacy interest, increase knowledge about Indonesian, as well as increase understanding of cultural treasures. In this regard, Indonesian language modules need to be developed, so that the foreigners need in learning Indonesian will be well-served.

In the 32nd ASEAN Inter-Parliamentary Assembly (AIPA) in Phnom Penh, Cambodia, in 2011, the Indonesian delegation fought for an important mission to make Indonesian an ASEAN language, especially in AIPA meetings. Indonesia was optimistic about fighting for Indonesian as the official language of ASEAN because most people in ASEAN are familiar with the Malay language. In fact, Indonesian is derived from the Malay language. The fact that the Indonesian language is not only limited to being learned by

Indonesian (native speakers) opens very wide doors for Indonesian Education Study Program graduates to jump into the profession as a teacher of Teaching Indonesian for speakers of Other Languages.

In the Era of Globalization, the Internationalization of Indonesian has accelerated. The use of technology in education makes learning possible even in different places and times. Learning concepts such as Electronic-Learning, Distance Learning, Online Learning, and Blended Learning have emerged, each of which has its own strengths and weaknesses. blended learning is a mixture of online learning and classroom that contain some of the facilities of online courses with the presence of face-to-face communication. Besides, blended instruction offers an active learning environment with flexibility in using resources for the students and provides more time for faculty members to spend with learners in small groups or even individually. In addition, blended learning has the potential to change students' experiences and outcomes through learning, With the use of Blended Learning in the Internationalization of Indonesian, we can carry out learning by combining distance and close distance learning. One of the applications of Blended Learning by the author is in BIPA Teaching at SEPAMA Cambodia. BIPA (*Bahasa Indonesia bagi Penutur* Asing) or Indonesian for Foreign Speakers is learning Indonesian with foreign speakers as a subject, Musa Asiah Integrated School is Muslim School in Cambodia, started operating in 2011 by Dr. Mohamad Zain Musa and his family (Mohamad Zain Musa, 2015). The two-story building is a heritage family home located in the village of Syay Khleang, 170 km north of Phnom Penh, Cambodia. The school has a vision of ensuring that Islamic education is available to Muslim children of this village and its nearby areas. The Musa-Asiah Integrated School in Cambodia uses an integrated national curriculum from Cambodia and religious syllabus and textbooks from the Selangor Islamic Department (JAIS). in applying the blended learning method, we use Computer Learning as a supporting element for Blended Learning. Computer Learning is Electronic-Learning that uses a computer as a learning medium. Based on the description

above, the author wants to test the effectiveness of using the blended learning method for computer learning at SEPAMA Cambodia. The author hopes that this research can help readers as a reference or consideration in conducting research or teaching BIPA using the Blended Learning method.

This research is included in the type of qualitative research that uses an observation approach and portfolio assessment. Observation is the active acquisition of information from a primary source (https://www.dictionary.com/browse/observation), Portfolio Assessment is an assessment technique that is carried out by assessing the work of students in the form of a collection of assignments, works, academic/non-academic achievements, which are done/produced by students, The research location is SEPAMA Cambodia. The population in this study were students who took part in an extra Computer Learning class from 09.00 WIB to 10.30 WIB at the First Musa Asiah Cambodia School on September 24, 2022. The research data was sourced from primary data derived from field activities and student portfolios. The sampling technique used is the saturated sampling technique. Saturation sampling is a methodology for taking samples by including all members of the population as part of the research sample. Based on the saturated sampling technique, 8 students were obtained from the class. Research data is sourced from primary data derived from field activities and student portfolios.

RESULTS AND DISCUSSION

During the learning process, observations were made on the effectiveness of using the blended learning method for computer learning with BIPA material at Asiah Cambodia Middle School, the results of which were analyzed directly and through Portfolio Assessment.

From observations, it was found that a lot of learning time was spent overcoming technical obstacles causing boredom in students, the interaction of teachers and students experienced limitations because

students and teachers were not in the same room and at the same time so a field facilitator was needed to replace direct interaction from the teacher.

From the portfolio assessment, it was found that all students were able to carry out tasks according to instructions which indicated that BIPA teaching using the blended learning method succeeded in producing achievement outputs, even though accompanied by technical and interaction problems.

CONCLUSION

The results of the study show that the use of the blended learning method for computer learning with BIPA material at Asiah Cambodia Middle School is effective if the device, network, and operator capabilities of each location are stable. And for interaction with students, the synergy between teachers and local facilitators is needed, then interactive and fun teaching techniques.

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Learning to Write Negotiating Texts Through Audio-Visual Media

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ABSTRACT

This writing is motivated by the use of interesting, innovative, and creative media as a medium for learning negotiating texts. This writing is based on the problem of how to implement learning to write negotiating texts through audio-visual media. The purpose of this writing is to describe the implementation of learning to write negotiation texts through audio-visual media. This writing uses critical analytical methods as the development of descriptive methods. The object of study in this method is human ideas or ideas that are revealed in the form of print media, either in the form of primary manuscripts or secondary manuscripts [primary data sources and secondary data sources]. The data collection technique used is a book survey or library research. The results of this writing are about learning negotiation texts based on audio-visual media in students, namely learning through audio-visual media is expected to be able to increase imagination and become a foothold in writing negotiating texts so that it is fun for students.

***Keywords: Writing,** Negotiating Text, Audio Visual*

INTRODUCTION

Writing is a productive skill with the use of writing. Not only copying words into sentences but also creating and expressing ideas in orderly writing. Therefore, writing skills must be learned and developed by learners. Writing is not only defined as something related to copying, taking notes, and completing some tasks, but handwriting has to do with the accuracy of word use, and the use of good and accurate written language techniques. Based on the above, it can be concluded that writing skills are the most difficult skills compared to other language skills. In this case, students can express ideas, thoughts, and knowledge by using the ability to write negotiating texts. The accuracy of word use, and the suitability of the text content in the learning material, as well as important aspects in writing negotiating texts, are important factors that must be considered in writing skills, especially the ability to write negotiating texts in learning (Murahmanita et al., 2021).

The lack of knowledge about writing among students causes students to experience problems when writing down the ideas they want to write. This is one of the reasons why students are not good at writing. If we choose the media to be used during learning, it can make the teaching and learning process more effective and interesting. Learning media can increase children's intelligence, and media can increase learning motivation by interacting with each other and improving student skills (Anggraini et al., 2021). In this case, the media is a supporting tool when the teacher uses the learning process in the classroom. Therefore, educational media is a tool to support teacher performance in the classroom that is used to convey information or for educational purposes.

The selection of media must be by the needs, interests, and characteristics of the material. In this study, researchers used audiovisual media as a tool to convey the material to be taught (Jayanti et al., 2020). According to Duludu (2017: 51), audiovisual media is an intermediate medium or the use of material and its

absorption through sight and hearing to create conditions for students to acquire knowledge, skills, and attitudes. The role of audiovisual media in the learning process is that students have the ease of remembering material for a longer period. Therefore it can be concluded that audiovisual media is a medium that conveys information through sight and hearing. Audiovisual media is used to make it easier for students to understand the material presented by the teacher and by using audio-visual media students do not easily feel bored. The application of audio-visual media can help students in understanding the material for writing negotiation texts. Audio-visual media is also used as a tool to make it easier for students to understand how to negotiate so that students can write negotiation texts according to their structure and language.

Based on this background, researchers are interested in conducting research with the title Learning to Write Negotiating Texts Through Audiovisual Media. The reason researchers are interested in choosing this research topic is that there is still a lack of educators and students who use audiovisual media in writing learning. The next reason is to want to know the learning outcomes of students in negotiating text learning using audiovisual learning media. The purpose of this study is to describe the implementation of learning to write negotiation texts through audio-visual media.

The formulation of the problem in this study is how to learn to write negotiating texts using audio-visual media in class x.

This study used the "critical analytical" method. This method is a development of the descriptive method, which is to describe human ideas about a particular object. The object of study in this method is human ideas or ideas that are revealed in the form of print media, either in the form of primary manuscripts or secondary manuscripts [primary data sources and secondary data sources]. The ideas in the primary text are several data on the subject matter, while the secondary ideas are the discussion and critique of the primary ideas.

The purpose of critical analytics is to examine the primary idea of a "scope of the problem" that is believed to be the focus of the research. The focus is (a) describing, (b) discussing, and (c) criticizing primary ideas and subsequently (d) conducting analytical studies by developing studies in the form of comparisons, relationships, and rational model development (Syamsudin & Misro, 2020). The data collection technique used is a book survey or library research. This writing will explain the learning of writing negotiating texts through audio-visual media.

DISCUSSION

1. Writing Learning

Learning is a series of activities to support the teaching and learning process, support student learning, and the learning process. Learning is a series of activities deliberately designed to make learning easier. (Maya Audina & Idham, 2018). Leshin's taxonomy (Sari et al., 2017) describes the types of learning media in five forms, namely: (1) human-based media, including teachers, instructors, tutors, role-playing, and group activities; (2) print-based media, including guidebooks, workbooks, and loose sheets; (3) visual-based media, including graphs, charts, maps, images, transparency, and framed films or slides; (4) audio-visual-based media, including video, film, slides along with tape and television; (5) computer-based media, in the form of computer-aided teaching and interactive video.

The Big Dictionary Indonesian says that writing is to give birth to thoughts or feelings (such as composting and making letters) with writing (Lubis, 2021). This opinion was later refined by Murthado that writing is not just moving existing writing (copy-paste) from one medium to another but through the creation of ideas by the author himself. Even though there is already writing available, the writing is just a reinforcement (reference) to the ideas/thoughts conveyed.

2. Negotiating Text

We often do negotiations without realizing it either face-to-face (direct) or indirectly (written form). Direct negotiations center only on the ability to speak, while indirect negotiations usually rely on writing skills (Siahaan & Drs. Sanggup Barus, 2015). The text of negotiation is the activity of a person in communicating between one party and another party to reach an agreement on different needs (Patonah et al., 2018).

Negotiations are carried out because interested parties need to agree on an issue that demands a mutual settlement. The purpose of the negotiations is to reduce the difference in the position of each party. They are looking for ways to find common items so that eventually a deal can be made and accepted together. The way to make negotiations go smoothly is (1) to invite to make a deal, (2) provide reasons, why there should be an agreement (3), compare several options, (4) clarify and test the views expressed, (5) evaluate mutual strengths and commitments, and (6) establish and reaffirm the objectives of the negotiations. During negotiations, things should be avoided that may harm both parties. For this reason, communication in negotiations is carried out politely, namely (1) adjusting the conversation towards practical goals, (2) accommodating the points of difference from both sides, (3) proposing new views and ignoring existing views without embarrassing both parties, (4) allocating their respective duties and responsibilities, and (5) prioritizing and grouping suggestions or opinions from both parties (Patonah et al., 2018).

The structure of the negotiation text is: (1) The form of orientation is the opening or prefix of the conversation, (2) The form of request is a curious party asking for an item needed, (3) The form of fulfillment is a party related to providing information to parties in need, (4) The form of bidding is a bargaining process to get an appropriate and mutually beneficial agreement, (5) The form of agreement is the result of an offer that has been agreed upon by both parties, (6) The form of purchase is the occurrence

of a transaction between the seller and the buyer, (7) The closing form is the end of a conversation between the two parties who have agreed (Muthowiatin et al., 2020).

3. Media Audio Visual

Audio-visual media is one type of learning media that can be used in the learning process. Asyhar (2011:45) states that audio-visual media is a type of media used in learning activities by involving hearing and vision at the same time in one process or activity. The messages and information that can be transmitted through this medium can be verbal and nonverbal messages that rely on both sight and hearing. Some examples of audio-visual media are movies, videos, TV programs, and others. Meanwhile, Asra (2007:59) stated that audio-visual media is media that can be seen as well as can be heard, such as sound films, videos, television, and sound slides. Meanwhile, Rusman (2012: 63) explained that audio-visual media is a combination of audio and visual media called hearing-view media. Examples of audio-visual media are educational video/television programs, instructional video/television, and sound slide programs.

Based on the explanation above, it can be concluded that audio-visual media is a medium that can be used in learning activities by involving hearing and vision as well as in one process or activity. Examples of audio-visual media are movies, videos, TV programs, sound slides, and others. Arsyad (2011:31) argues that audio-visual media has the characteristics of being linear, presenting dynamic visuals, used in a predetermined way by the designer/maker, can provide a physical picture of real or abstract ideas, developed according to the psychological principles of behaviorism and cognitive, and oriented towards teachers with a low level of interactive vision of students (Dewi et al., 2018).

4. Implementation of Negotiating Text Learning Through Audio Visual

First, the Teacher prepares the material by displaying a video related to the negotiation text. Students seem enthusiastic about observing and listening to audiovisual impressions displayed by teachers (Rahmawati et al., 2013).

Second, the teacher has facilitated the students well because in the stage of observing the learners can watch the audio-visual impressions displayed by the teacher. Then, the students listened to the explanation given by the teacher. The teacher delivers material on the structure and linguistic characteristics of the negotiation text. After that, students work on the task independently by writing the negotiation text.

Third, the Teacher has facilitated and presented activities for learners. Teachers facilitate learners to gather information through discussion activities or brainstorming with group members.

Last step, the teacher provides a written evaluation of the learning implementation process that has taken place. With that, other students will also see and know every correction that the teacher gives to each student.

CONCLUSION

Based on the results and discussions, the author can convey audiovisual media as learning negotiating texts as follows:

The text of the negotiation is the activity of a person in communicating between one party and another to reach an agreement on different needs. Audio-visual media is a type of media used in learning activities involving hearing and vision at the same time in one process or activity. Learning using audiovisual media can give students a pleasant and interesting impression of learning and can increase students' imagination in writing negotiating texts..

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Kabela as Local Content Enrichment In The Learning Process of A Non-Traditional Choreography At Gorontalo

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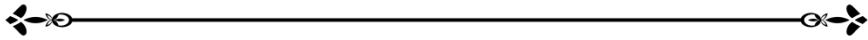
ABSTRACT

The Kabela is a dance one of the cultural treasures in the area of Tomini Bay, which reflects the noble values of the traditions of the people who own it: Bolaang Mongondow. Behind the ephemeral form and nature, it is necessary to investigate more deeply the rules and essential values, so that the understanding of the meaning of this dance is completely intact for the Gorontalonese as well as the Bolaang Mongondownese. This research is a starting point for mapping dance styles in eastern Indonesia, through strengthening local cultural values in northern Sulawesi in the construction of non-traditional choreographic concepts in Gorontalo. The research integrates ethnographic techniques with methodical experiments in learning non-traditional choreography for the department of Pendidikan Seni Drama, Tari dan Musik at Universitas Negeri Gorontalo. Ethnographic techniques place field research simultaneously with literature studies, to create a qualitative-phenomenological analysis process that considers both emic and ethical data. The choreography process adapts Hawkins' exploration model as a guide for realizing experimental works, which also creates an intersubjective understanding discourse process on the Kabela.

The results showed that the presence of the Kabela is a reinforcer of the tradition of "makan sirih pinang" a noble tradition of the Bolaang Mongondow people in welcoming guests, newcomers, or "others" who visit their area. The concept of non-traditional choreography makes sense of the meaning in the production of imaginative and sensory effects so that the process of appreciation of the dance is active and dynamic. This process is spiral-circular: understanding one's traditional art gives oneself the ability to understand the traditional arts of others, and it is by understanding others, that one's appreciation of one's own is deepened.

Keywords: *Kabela, non-traditional choreography, local content, understanding dance*

INTRODUCTION

The nature of traditional dance expresses phenomena and reality through symbols, which reflect the significance of the region and the culture of its people. This significance becomes crucial especially when the life of contemporary society with its multicultural state brings with it the spirit of assimilation. Traditional dance works, especially, according to Sal Murgiyanto (2004: 10), bring the whole knowledge and culture of the past where thoughts, habits, and beliefs are passed down from generation to generation, and from ancestors to posterity, which usually takes place orally.

As part of the cultural treasures of the archipelago, the *Kabela* is one of the dances in the Tomini Bay area that needs to be investigated more deeply for its essential rules and values. The community that owns it, the Bolaang Mongondownese, is familiar with its presence as a form of dance presented at official events, traditional events, and even special religious events at the church (South, et al, 2012:9). However, the depth of Bolaang Mongondow cultural values is still hidden behind its ephemeral form and nature. These values need to be revealed so that the understanding of the meaning of this dance is

comprehensive, especially for the Bolaang Mongondow community and other surrounding areas.

It must be realized that the rapid development of today's world with technology and science speeding without either the limit or the ultimate goal, could potentially leave behind some good traditional values. Often, the efforts in maintaining both the essential and substantial values are considered a setback. However, not succumbing to an impulsive pessimism, this research is still carried out with the hope that there always be space as a "playground" for the traditions to last as long as possible. Thus, a holistic understanding and appreciation of the *Kabela* are crucial, at least for those who still want to live it, before today's industrial-global civilization turns it into a mere commodity with no significant value.

The postmodern era has indeed become an ideal space for the growth of creativity that is increasingly rich and varied among millennial choreographers. This phenomenon was triggered by the awakening of the creators' awareness to deconstruct the conventions of previous art and dance styles and manifest them through experimental techniques and concepts. Murgiyanto agreed with J.B Kristanto, revealed that today's Indonesian dance works tend to mix ethnical elements casually, and do not have a clear basic concept or do not use common sense (2018: 4). The concept of a non-traditional choreography, in particular, is often a kind of trial and error project, using different artistic media and deconstructing theory, as an implementation of artistic-based research.

The concept of experimental creativity of millennial choreographers can easily fall on the quality of works that pursue spectacularity and race for new forms of expression (Sitharesmi, 2019: 105). Therefore, so that the direction of the development of creativity in dance works does not eliminate the essential values of regional dance, the challenges of this contemporary civilization must be responded to wisely and strategically. In principle, contemporary art that accommodates hybrid forms as its manifestations leads to

humanism, which can appreciate the diversity in overall aspects. Therefore, the concept of creating dance in the corridor or the principle of creative arts can be a "vehicle" that maximizes the efforts to appreciate the *Kabela* and its intrinsic value.

This research intends to accommodate the efforts to develop dance and empower local culture in the formation of national character, through the basic principles of concept formulation that will produce new theories, methods, or policy principles in scientific development. The direction of research is to strengthen cultural values, the application of science and technology, as well as area-based innovations, which can seek the dynamic resilience of the cultural values of Gorontalo, and the surrounding area. On the other hand, the preservation of regional dance arts in the northern part of Sulawesi requires a more active and dynamic strategy. However, whatever strategy is used, it should be carried out with an appreciation of the essential rules and values of dance, to avoid arbitrary demolition and denial.

The essential values of regional dance, including the value of beauty, ethical values, and spiritual values are markers for the uniqueness and wisdom of the regional culture. Representing the *Kabela* in the creative construction of dance creation in Gorontalo is an effort to further read the cultural values of the Bolaang Mongondow area in the context of Gorontalo. As the outermost part of Tomini Bay, Bolaang Mongondow Regency is Gorontalo's closest neighbor, which can be a starting point for further investigations of ethnic dances in northern Sulawesi and the surrounding areas.

Culture is a matter of co-authorship of art, tradition, and other related entities, in a dynamic communication system to share meaning. Art expresses concerns and identities, nurtures and develops memories, and expresses ideas and ideals. Art can also be used to explore, understand, and be further in touch with cultural diversity (and social, economic, and ideological), cultural issues, and the dialogues that occur within them. Suzanne Gonçalves (2013: 5 - 6)

believes that intercultural contact is never without consequences. Through art, however, an approach to the "foreign" will expand the comfort zone for the process of individual contact in society with other cultures, a dialogical contact. This kind of process affects identity, lifestyle, attitudes, beliefs, and construction of values to then be able to present hybrid cultural products or products.

The important role of art as a "messenger" no longer has to refer to mere 'beauty' (as in Alexander Baumgarten's conception), but rather to the orientation of meaning and value contained in its extrinsic side. Art is metaphoric-figural, which stimulates people to think about the ambiguity of its expression, and requires a continuous learning process to digest and explore the contemplative values it contains. The specific value of the artistic expression in mixing various collective conventions and then reformulating them in a new form of expression, makes art always contain shocking values that can carve new awareness (Widaryanto, 2013: 255). At a further level, art is very likely to be used as a space of relations whose effects work best when produced and performed in neutral areas. By considering the forces that can drive emotional acuity and critical thinking, art can be used as a teaching and learning tool. Gonçalves (2013: 9) believes that relations with the world of education, art, culture, and identity establish a very strong intercultural experience and make educational institutions the right context to learn and understand human existence as citizens of the world.

Continuing Hans-Georg Gadamer's continuum of understanding in previous research, this study applies Gadamerian hermeneutics as a reference to understand the value of the beauty of works of art. Siswanto (2016: 66) describes Gadamer's thoughts on art as an inspiration from an aesthetic experience that is free from other interests outside the nature of art, where the artist conveys his self-understanding, and finds himself part of the integrity of the "other". Thus, the freedom of inspiration itself meets the social world in which the artist and his work are rooted. Art is not an alienated world

separate from life, but a world bound up with the context of the human historical odyssey. In previous research, the author (Sitharesmi, 2017:3; 7) embodies Gadamer's hermeneutics in an integral process that involves applicants' subtility, intelligent subtility, and explicandi subtility to get the meaning of "text". Retno Maruti and Bulantrisna Djelantik's Bedaya-legong Calonarang dance work is a "text" that implies a fusion of horizons, which explicitly seeks tension and intersection rather than just assimilation.

The horizon of understanding in Gadamerian hermeneutics is not static, but dynamic and constantly being enriched, so that interpretation is always the intersection of the interpreter's actual position with tradition. This is what is meant as a continuous circular hermeneutic experience (spiral), which always seeks the potential for the presence of new meanings. The representation of works of art in society provides more than just repetition or total imitation. The artwork becomes contemporary through holistic recognition and interpretation, to reveal the truth (da Silva Gusmao 2012: 94).

New meanings are reconstructed (and deconstructed) through activities, which in the context of art meet artistic concepts and processes of creation. In the creation of dance, this process is also a space for processing the artist's understanding of tradition. Choreography learning encourages and directs students to apply the right method in the creative process of creating dance. The studio process of preparing contemporary dance works is guided towards a new experience through 'Moving from Within', a unique method by Alma Hawkins that is implemented in conjunction with the concept of the beauty of dance. It is an integral, experimental method for creating dances and analyzing important aspects of the choreographic process. Hawkins' concept focuses on the creative process that puts forward experience, as a physical process that is integrated with philosophical, psychological, and lesson plans through choreographic stages that define sensitivity, meaning, and inner understanding as the main stimulants for creating dance (Sitharesmi, 2019: 218).

This research applies qualitative research methods in the field of art, which are integrated with methodical experiments in non-traditional choreography learning at the Prodi Pendidikan Sendratasik, Universitas Negeri Gorontalo. Fieldwork was carried out in Bolaang Mongondow Regency to collect data on the dance material (the object). The data obtained are primary data related to the historical aspects of the Kabela dance in the context of its presence in the Bolaang Mongondow community. Fieldwork is carried out simultaneously with reduction, classification, and provisional analysis of data, so that in-depth interviews with the source persons are qualitative-phenomenological. Intensive observation of the video recording of *Kabela* from the collection of Sanggar Komalig Kopandakan was carried out to unravel the structure of dance forms and symbols in the Kabela dance (recordings are allowed to be borrowed and copied for research analysis purposes). The secondary data obtained provide substantive information about the *Kabela*, which was classified during fieldwork so that an initial analysis can be carried out on it. Joost Fountain (2014: 58) suggests the importance of literature studies on research that applies an ethnographic perspective as vital material that can come from unpublished magazines, newspapers, reports, letters, manuscripts, and office documents.

Focus group discussion (FGD) was carried out as a strategy and an effort to streamline data collection, where the interaction between the researcher and the resource person is participatory and interactive because the resource person is not only a passive object who answers questions but is an active participant who conveys his knowledge and experience in discussing the discussion material. Following the opinion of Keesing and Bleicher, Endraswara (2003: 20-21) recognizes that subjectivity has a central role in cultural studies which is an interpretive and contextual area so that interpreters' subjectivity often includes reception, sensitivity, common sense, and open cultural depictions. Therefore, it is necessary to have an intersubjective process that can bring together the objectivity of the researcher with the validity of the cultural interpretation itself (hermeneutics).

Focused group discussions at Sanggar Komalig, Kopandakan village, Bolaang Mongondow, presented 4 (four) key source persons on site to engage in virtual discussions with the lead researcher in Gorontalo. Focused discussion is a space for the process of exchanging views between cultural owners and researchers as a form of intersubjectivity needed by artistic and cultural research to achieve scientific objectivity. The concept of interpretation that Fontein (2014: 65) refers to as part of "local interpretation" offered by experts and lay sources through extensive discussions and conversations is a way of recording and direct representation that provides wide space for intersubjective relations so that all information can be captured and communicated better.

A literature study is carried out as a theoretical reference that brings raw materials into historical, hermeneutical, and heuristic analysis. Literature that has the substance of studying the structure of dance presentation, hermeneutics, contemporary dance art and works, and teaching choreography is used to build a dialogue process in the analysis stage, identify tensions in the research process, and then find reflective aspects of the results obtained. In *Truth and Method* (Gadamer, 2004: 239-240), it is emphasized that phenomenological analysis is always a difficult task to present the validity of something that is not an object (physical). This living world is a communal world that involves being with other people, and naturally, the validity of the individual world will always be assumed. Therefore, subjective achievement must be returned to its essential activity which is transcendent – which confirms the horizon of universal consciousness. The transcendentally reduced subjectivity is the source of all objectification.

On an ongoing basis, some of the results of the analysis that are considered quite settled are integrated into the learning of the Choreography III course at the Prodi Pendidikan Sendratasik, UNG. Artistic-based research in dance creation classes becomes a space and facility for internalizing the content of local values of Bolaang

Mongondow culture through an appreciation of *Kabela*. The form of the presentation of the *Kabela* is included as material for discussing the content of local cultural values in the ideational concept of creating non-traditional dances. The experimental creative work process is carried out within the framework of Hawkins' choreography method: observing (and feeling), deep understanding, imagination, manifestation, and formation.

DISCUSSION

The *Kabela*: a window of Bolaang Mongondow Culture

Bolaang Mongondow is one of the districts in the province of North Sulawesi, which has become a Level II autonomous region since 2009. The district is bordered by the Sulawesi Sea to the north, the South and Southeast Minahasa regions to the east, Tomini Bay to the south, and Gorontalo Province to the west. The concept of decentralization splits Bolaang Mongondow into four urban districts, which from the latest data in 2008 became East Bolaang Mongondow Regency, North Bolaang Mongondow Regency, South Bolaang Mongondow Regency, and Kotamobagu City (Ointoe & Mokodompit, 1996: 9; Paputungan, 2011: 33 -34).

A small part of the Bolaang Mongondow community assumes that the ancestors of the Bolaang Mongondow population came from the Mongolian palace family in Indo-China and Southeast Asia. Mokoginta (1996: 56-67) said that most likely those who entered Bolaang Mongondow came from the Mindanao islands, Philippines. The structure and physical characteristics of the Bolaang Mongondow people are mostly the same as those of the Mindanao people, rather than the land bordering area (Gorontalo). This assumption is also reinforced by the use of several words in the Bolaang Mongondow language with similar meanings in Mindanao, such as *loluwang* (road), *tondok* (fence), *tubig* (water), and *manuk* (chicken). This is also made possible by data on the shipping of fishermen and pirates

from the Philippines and Mindanao to the Bolaang Mongondow region during the Portuguese and Spanish colonial times until the XV century.

Although the first monotheistic religion known to the Bolaang Mongondow community was Catholic, the latest statistical data notes that the majority of Bolaang Mongondow ethnic groups are Muslim. It seems that the preaching of Christianity in the colonial period only targeted the kings and their families, applying the politics of feudalism in Java. The Dutch missionaries forgot that by the time they entered Bolaang Mongondow, Islam had penetrated the entire archipelago so that contact between kings through traders in North Maluku, Sulawesi, and Gorontalo always brought Islam to every society where traders stopped. The transformation of Islamic belief in the Bolaang Mongondow community was continued by King Loloda Mokoagow who had established good relations with Sultan Khairun and Sultan Baabullah in Ternate, although in a formality level because the king himself was still Catholic and was familiar with the animist heritage - the dynamism of his ancestors (Assagaf, 1996: 201 -204).

As part of the Province of North Sulawesi, Bolaang Mongondow Regency traces its cultural footprint through the dynamics of social, cultural, and political development of the community that experienced ups and downs due to the Dutch colonial influence, the entry of Islam, and the situation leading up to the independence of the Republic of Indonesia. Several cultural products, including the arts of dance, weaving, and traditional games, only recorded their development during what Paputungan calls the "era of self-government" (2011: 42). The records regarding the genealogies of the kings (*sil sila Punu*) of Bolaang Mongondow are quite complete, obtained from both manuscripts and data from the Dutch colonial administration, although unfortunately many artifacts and cultural relics stored in *Lipu' in Yoko'* (museum) were burnt down during the social turmoil of *Permesta* on September 14, 1959 (Paputungan, 2011: 43; Mokoginta, 1996: 67-68).

From these records, it is known various policies in the social order, marriage, inheritance law, land law, customs, and governance in Bolaang Mongondow, including the ancestral motto which reads "*Mototompiaan*, *meatatarian bo mototanoban*". This short series of words have deep meaning, which is briefly described by Mokodompit (2012: vii) as a series and guidelines for behavior with the point of view of a comprehensive understanding of formal constitutional law within the framework of Mongondow cultural customs that are in harmony within religious values: Islam, Christianity, and Hindus in *Tanah Totabuan*. Unfortunately, subsequent reviews focus more on the customary law and politics of the leadership of the *Bogani* (nobles descended from the kings of Bolaang Mongondow). The role of ethnic art and culture does not appear in the literature on the social development of the Bolaang Mongondow community even far after the independence of the Republic of Indonesia.

The gap in the introduction and understanding of the Bolaang Mongondow community towards traditional arts and ethnic culture itself is not realized by thinkers in this region. In the religious sector, Islam is still partially understood, mainly because its practices are mixed up with the elements of tradition that are too material and worldly. One of them, such as the commemoration of the death of a family member, which is carried out on a large scale until the organizers have to go into debt. Some other non-substantial Islamic practices include the tradition of changing new furniture every Eid al-Fitr, excessive spending during Ramadan, and so on. Ideally, as Assegaf aspires (1996: 211), understanding the meaning of Islam should have entered into the essence of "what" and "why" to become Islam, not just revolve around "how" to reveal Islam to oneself. Only in this way can Islamic values be integrated with aspects of history and local wisdom to produce Islamic arts and cultural products. The history, art, and culture of Bolaang Mongondow must be compiled with special attention as a contribution to the national assets of the Indonesian nation, and not to breathe ethnicity, let alone separatism.

Affirmed by Al Katuuk (1996: 234-235), that to become Bolaang Mongondow who is also part of the Indonesian nation, the Bolaang Mongondow ethnic community must consciously and rationally integrate their religious understanding with cultural practices and ancestral traditions. The Bolaang Mongondow ethnic community, including the Minahasa ethnic group and other ethnic groups in North Sulawesi, has the potential to give birth to a generation that has been uprooted from its ethnic cultural history (the lost generation). Therefore, they must understand the importance of "getting closer" to the motherland and its cultural area, so that they have clear references for each of their axiological actions. It is the inheritance of local values and the right "family" tradition that will create a regeneration cycle that is ready to face the phenomena in the contemporary world.

The *Kabela* takes its dance title from the Bolaang Mongondow language, namely *kabela* which is intended to refer to a cultural artifact of the Bolaang Mongondow that has existed since the reign of King Eugenius Manoppo in the 1860s. As Anneke J. Suoth (2012: 3-4) mentioned, the *kabela* is made of overlapping *Pangkoi Kumbai* (the midrib of a sago palm) which is skinned and cleaned to be assembled/formed into a square-shaped container. This container is used to store the betel (*sirih, obuyu'*), areca nut (*pinang, mama'an*), tobacco (*tabaku'*), and lime (*kapur, silon*). *Kabela* and its contents are presented as a sign of respect and greeting to guests who come to visit. *Kabela* is accompanied by *donduyaan* which is used as a place to spit after the guest and host are together chewing betel nut, areca nut, and lime. The tradition of "*makan sirih pinang* (eating betel nut)" is still ongoing today, even though the meaning and message behind it are much reduced due to practical matters.

Moved by the existence of ancestral traditions that at times will not be known by future generations, Erna Damopolii (1941 – 2019) arranged a dance work that departed from this essence of "*makan sirih pinang*". She created a piece of dance and named it after its reference,

Kabela, in 1967. She had just returned to his hometown in Biga Village, Kotamobagu, after completing her study at the Faculty of Law, Hassanuddin University. Her younger sister, Rutniwati (Kotamobagu, June, 2021; allowed to quote) said that her sister's artistic blood came from a family that was close to the arts, despite her interest in working in the legal field according to her formal education.

Since its first appearance, the *Kabela* has become a representation of the readiness and openness of the Bolaang Mongondowness in welcoming guests who come to visit. The *kabela* that is brought as a dance property which also contains betel, areca nut, and lime is a symbol that strengthens the representation of the traditions and culture of the Bolaang Mongondow community. It was explained that in welcoming guests, the people of Bolaang Mongondow always prepare themselves as well as possible, clean and tidy up the living room, and dress up. Usually, the female family members or friends are given the responsibility of being the host or serving treats, especially serving the *kabela* containing betel, areca nut, and lime. The guest banquets at home (informal) are done by sitting on the floor on mats or rugs, while more formal banquets use chairs (Suoth, 2012: 5).

The *Kabela* is passed down from generation to generation through the *Sanggar Seni Budaya Manduru* which was formed by the Domopolii family. Along with the spirit of reform and regional autonomy of Bolaang Mongondow, this dance became popular in the 2000s as part of the local content of subjects in all schools in the Bolaang Mongondow Regency area. At its peak in 2007, the *Kabela* mass performance at the Kotamobagu field received recognition from the Indonesian Record Museum (MURI) for featuring 2950 dancers from children to teenagers. To this day, the *Kabela* is still often performed both at the provincial district level and even on the national stage, although the majority are danced by dancers from Sanggar Manduru managed by Taha Dadu Mokoginta.

Sirih and *Pinang* Connect the Tradition of Communities in the Archipelago

Etymologically, word *kabela* comes from the word *kabel* in the local language, which means to stay or stay (Mokoginta, Kotamobagu, June 2021, allowed to be quoted). The word is said to have been used since there were traders and immigrants from various regions who stopped at Bolaang Mongondow. As a form of their acceptance, the Bolaang Mongondow community presents and invites newcomers to jointly chew betel, areca nut, and lime, which is then known as "*makan siri pinang*". By doing this simple ritual, the newcomers are considered "legitimate" to stay in Bolaang Mongondow as guests, so that they can continue the purpose of their arrival.

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According to Anthony Reid (2011: 8; 49), several anonymous and dated manuscripts mention that the tradition of "*makan siri pinang*" is an activity that has been widely mentioned in many regions of the archipelago since the sixteenth century. The breadth of this tradition is not solely related to the number of betel nut trees in Southeast Asia and its surroundings but is also a vital aspect of the construction of community relations in this region. The tradition of "*makan siri pinang*" has also become an aspect of the banquet of honor to welcome the official guests of the kingdoms in Sulawesi, Ternate, Formosa Island (Taiwan), to a group of islands in the Pacific. Until the colonial period arrived in the archipelago, this custom was carried out from generation to generation and became part of the culture of certain regions in Southeast Asia. So it can also be understood, that the tradition of "*makan siri pinang*" becomes a binder or liaison between the cultural traditions of the people of the

archipelago.

The Betel, areca nut, and lime are served together in a special place or container in the form of a square without a lid, which is woven from pandan leaves. Local people call it *Pomomamaan*. Anneke J. Suoth (2012: 5) mentions that in addition to *Pomomamaan* from woven pandan leaves, among the nobility were made special containers for storing betel, areca nut, and lime in the form of square boxes made of metal (brass). Even though it is quite functional as a storage material and tool for the "*makan siri pinang*" tradition, pomomamaan does not last long and is considered less beautiful to look at. Therefore, around the nineteenth century, the Bolaang Mongondow community created a more attractive, durable, yet economical presentation and storage area. The lightweight wooden box is rectangular in shape, designed to have a lid for easy portability.

In subsequent developments, the wood material was slowly replaced with the inside of the dry sago leaf midrib which was lighter and more durable. As the main raw material, dried *sago* leaf midrib is very precise and easy to get because there are quite a lot of *sago* trees grows in the Bolaang Mongondow area which has a surplus of water. The midrib is crushed, assembled and shaped in a rectangular shape, into a container called Kabela, a place to store betel, areca nut, tobacco, and lime. The *kabela* are often decorated with colorful fabrics and beads. There is no special color pattern in decorating it. However, according to Chairul Mokoginta (Kotamobagu, June 2021, allowed to be quoted), there are three dominant starting colors to decorate the *kabela*, namely red, white, and black. Red and white fabrics are used to wrap the basic material for it, while black and white beads are strung together and wrapped around to add value to their beauty.

Figure 1.

The *kabela* is made from dried *sago* leaf midrib that has been decorated with cloth and beads (Photo collection Mokoginta, Kotamobagu, 2021)

The three colors that wrap the cable above have deep philosophical values for the Bolaang Mongondow community. Red and white are the colors of life. Red is interpreted as a human who lives because of the flow of blood, while white is a symbol of the universe (the world). The combination of red and white means that humans should live their lives in harmony and balance in the universe. The black color symbolizes death, or another realm after death (hereinafter), which is a symbol of the fact that death is always the ultimate goal of human life.

The Observational Aspects of *Kabela* for Non-Traditional Choreographic Concepts

The structure the form of the presentation of the *Kabela* shows tangible aspects in the form of the presence of vocal movements, a variety of movements, floor patterns, dancers, costumes, props, and dance accompaniment. Meanwhile, the intangible aspect presents a transcendental dimension, which makes the value of the beauty of the *Kabela* intrinsic and ontological. These components embody a visual structure, which Langer calls "dynamic imagery", from which the specific dimensions of dance can be identified through various

perspectives. It takes a "sufficient" knowledge horizon, a kind of preliminary competence to be able to carry out an organic dance analysis process. To understand art, as Rohidi put it (2011:74-75), a person must learn to see, hear, and feel, consciously and intentionally, personally involved with artistic and artistic experiences.

As part of the Bolaang Mongondow culture, the *Kabela* is a manifestation of the tradition of communicating dynamically to share common meanings. The presence of the Kabela dance is not to replace the tradition of "*makan siri pinang*", but rather a reminder that the good and noble tradition of the way the Bolaang Mongondow people welcome guests, newcomers, or "others" who visit their area, must be preserved. The presentation of the *Kabela* is symbolic-representative, one of which is through the emphasis on presenting the properties of the *kabela* and not the content in it, as Suoth (2012: 10) said, that in the *Kabela* performance, what is shown is the shape and size of the *kabela*, as well as knick-knacks that decorate it. The variety of movements displayed by the dancers is more representative, which overall means the happiness and joy of the Bolaang Mongondow community in receiving the presence of their guests.

The *Kabela* is presented in a variety of movements which sequentially consist of 1) The movement to enter the stage; 2) Sitting (transition); 3) The gesture of respect; 4) the Variety of flower arrangement movements; 5) the Variety of left and right sideways motion; 6) Variety of motion around the cable; 7) Sitting motion (transition); 8) Kayang's range of motion; 9) Variety of piling movements (turning hands above head); 10) Variety of make-up movements, consisting of a) combing hair, b) applying powder, c) painting eyebrows, d) applying lipstick, e) *makan siri pinang*, and f) looking in the mirror; 11) Variety of flower sowing movements; and 12) respectful and closing gestures (Suoth, 2012: 20-41). The floor design for the presentation of the *Kabela* has a basic pattern of linear lines with a forward-facing direction. The most displayed level is low level II or sitting. The middle and upper levels are used for transitional

movements and movement of dancers' positions, but are rarely used as a space for movement itself.

Figure 2.

The *kayang* movement in the presentation of the *Kabela*, putting the property *kabela* behind the head (Photo from Sanggar Komalig collection, Kopandakan, 2021)

The *Kabela* is performed by 3, 5, 7, 9, or multiples of female dancers in odd compositions. The dance costume uses a typical Bolaang Mongondow attire called *salu* which consists of a long-sleeved top (such as the Malay brackets shirt), and a long skirt up to the ankles. The completeness of the costume is a hamsey, a kind of chest covering that extends to the shoulders and extends to cover the chest area. The dancer's hair is styled using a cone-shaped *puyung* (*konde*), which is decorated with white rampega flowers, and decorated with 5 (five) stalks (Suoth, 2012: 12).

The musical accompaniment of the *Kabela* if played in full will consist of ethnic Bolaang Mongondow musical instruments, namely one large *gulantung* (*gong*), two iron *kulintang*s, one medium-sized tambourine (tamburin), and one *bansi* (flute). The rhythm or song refers to the previously existing Bolaang Mongondow song, entitled *kosili-silig* which was composed by B. Ginupit (2012: 18). The musical accompaniment of the *Kabela* has a monotonous rhythm pattern from beginning to end without any pauses or certain variations, which also form the dynamics of the dance movements.

Internalizing the *Kabela* through A Non-Traditional Choreography Learning

The essence of art is to "humanize humans", and the purpose of education is to eradicate mute consciousness that is unable to see human things. So, art education is a holistic unity that is ideal for "wholesome" humans. The reality that is happening today is that much art education in Indonesia deviates from its concept, if not without a concept at all. One of them, conveyed by Rachmat (2017: 41-42) is the dominance of students because educators do not use or do not understand the right method for the art learning process, but present themselves in front of students as people who always know and treat students better. as an easy-going creature.

It is not impossible, art educators with a certain agenda emphasize structural hegemony and superiority while bringing out da'wah, advice, and religious beliefs but sparing the space for creativity and the experience of art activity itself. This is where the function of art is treated pragmatically, and understood only at the superficial level because the character of students is directed to become a generation that is religious and obedient (not religious and critical). Hegemony, mainly because of dogmatic doctrines in the learning process, fade identity and personal identity gradually, which will eventually disappear altogether. So art education institutions only produce art teachers with poor artistic competence and have almost no "art" experience, which is far from understanding the universality of art, including ethics and aesthetics.

Gonçalves (2013: 9) asserts that art at the level of deep understanding is very likely to be used as a space of relations, whose effects can work well when produced and performed in a neutral arena. The power of one's understanding through and in the art can move one's emotional sharpness and critical thinking in building relationships with the world around him. The harmonious relationship between the soul (inner depth), mind (analytical power), and body (practical health) should be the foundation for building relations

between the world of education and the arts, thereby confirming intercultural experiences that can make educational institutions the right context for learning. and understand the existence of humans as citizens of the world.

The concept of creating non-traditional dances can make sense of the meaning of Kabela dance in the production of sensory effects, imaginative and sensory effects. This concept needs to be integrated into the learning and creative process of non-traditional choreography at the Prodi Pendidikan Seni Drama, Tari dan Musik (Sendratasik), Universitas Negeri Gorontalo. The Creativity is focused on revealing the unique sides, otherness, and hidden possibilities that are implied from the reality of the existence of the two dances. It is in this way that contemporary dance works become important to show the complexities of life through an ever-renewing understanding; as metacognition continuously reconstructs the nature of cognition itself (Sugiharto, 2013: 35).

In teaching choreography, young choreographers are motivated and guided to find their organic significant forms in their creative process of creating dance. The studio process of preparing non-traditional dance works is directed at exploring new experiences through Hawkins' 'Moving from Within' which is integrated with experimental research to create dance works within the circle of understanding the meaning and special values of Kabela dance. Hawkins' concept focuses on the creative process that puts forward experience, as a physical process that is integrated with philosophical, psychological, and lesson plans through choreographic stages that define sensitivity, meaning, and inner understanding as the main stimulants for creating dance (Sitharesmi, 2019: 218).

Non-traditional choreography classes are designed to be an integrated learning space, where students use their cognitive and praxis in the creative process of making dances. Learning activities through this method aim to provide an environment that can motivate individuals to find themselves in dance creations that have "content"

as well as aesthetically satisfying. Hawkins (2003: 88-89) believes that creativity in novice dancers can be fostered by encouraging them to explore inner sources as well as awareness of the forms and meanings of concepts. In this way, budding choreographers are motivated to develop further motion ideas, determine their respective directions, and organize their own creative activities.

Figure 3.

Exploration of the various movements of the *Kabela* in the early stages of the choreography process (Photo from Sitharesmi's collection, UNG Dance Studio, Gorontalo, 2021)

Figure 4.

The tendency of interpretation results in the variety of motion of *kayang* (Photo from Sitharesmi's collection, UNG Dance Studio, Gorontalo, 2021)

Figure 5.

One of the presentations of a student's dance work in understanding the meaning of the *Kabela* (Photo from Sitharesmi's collection, UNG Dance Studio, Gorontalo, 2021)

Choreographers are strongly advised to accompany their work with a critical essay that explains their background, artistic beliefs, and tendencies, as well as the attitude to life from which the idea for their work originates. This is to underline that the human mind and body are one unit so a choreographer is not only skilled at moving and dancing, but also able to think reflectively. After the knowledge and choreography skills are mastered, the dance creation process can begin with reflection and then proceed to the 'action research stage. Murgiyanto believes that with a work process like this, choreographers can create artistic and innovative works that can also make meaningful changes for themselves, the community, and the environment in which they live (2018: 256).

This research is limited to the choreography process until the initial formation stage, to see the development of the work concept in its most practical form. This is done by considering the implementation of Non-Traditional Choreography lectures in the odd semester starting in September 2021. The choreography process only lasted eight meetings which were conducted semi-intensively with three to four hours for each meeting. The meeting was also held under the medium-scale Covid-19 social restrictions, which recommended the implementation of blended lectures offline and online.

CONCLUSION

In every integration, there will always be reductions and adjustments, depending on what you want to highlight to give your identity and unique character as a "cultured" human being. A strategy in the context of culture to face the future must be made and implemented if someone does not want to be considered a "guest" in his hometown. A holistic understanding and appreciation of the *Kabela* are important before its noble cultural values are eroded by industrial civilization in the life of contemporary society. By positioning the *Kabela* as an inspirational local content material in the creative work process of the choreography class at the State University of Gorontalo, the process of appreciation of traditional dances, especially the *Kabela*, is active and dynamic. This process becomes the starting point for the next process of understanding, which in the end is spiral-circular: understanding one's traditional art gives oneself the ability to understand the traditional arts of others, and it is by wanting to understand others that one's appreciation for one's own will be deeper.

Appreciation of the variety of dances and the content of the noble values of the Bolaang Mongondow tradition in the *Kabela* is achieved through a circle of creative processes consisting of observing (and feeling), deep understanding, imagination, manifestation, and formation. Hawkins' method parallels the concept of Gadamerian hermeneutics, placing human creativity as an enigmatic challenge to the richness of artistic development. Creativity is a continuous process of search and discovery, which involves the complexity of human experience as a circle of self-existence. Eight meetings in a non-traditional choreography class produced movement motifs in contemporary forms. Through the studio process which is only halfway through, students have been able to recognize and identify each component of the movement that will soon become a solo dance piece in group composition.

Although the dance works are not in the form of ready-made works intended for aesthetic performances on a conventional stage, the concept of the works will still be accountable. The creative process itself becomes the principle of the validity of the basic competencies to be obtained in the learning achievement plan. The rest, the manuscript of the work that is included will also be a complement to the validation. Manuscripts function not only to be worthy of being called "scientific", but rather to train students, these young aspiring choreographers, to be able to explain the background, beliefs, artistic tendencies, and attitudes of life from which the idea of creating works comes. Through this, students can underline that the human mind, body, and mind are a holistic unity that makes a person dance while also being able to think critically and reflectively. In particular, this learning process is a manifestation of a dialogical discourse on the horizons of researchers' understanding and the perspectives of students (choreographers) on the meaning of the Kabela dance and its sustainability in the future.

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Listening Skills To Anecdotal Texts In Class X To 2 SMK Tunas Bangsa Tawangsari

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ABSTRACT

The purpose of this study is to describe learning planning, learning implementation processes, and assessments in learning to listen to anecdotal texts in class X TO 2 SMK Tunas Bangsa Tawangsari. This research uses qualitative descriptive methods and uses *the Cooperative Learning* model. The data in this study are Anecdotal Texts and the data source in this study describes the implementation of learning to listen to anecdotal texts in schools. The implementation consists of three activities, namely: introduction, basic activities, and closing activities. The results of this research are in the form of modules that have been made by teachers consisting of elements, learning outcomes, and material.

Keywords: Listening, Anecdotal, Class X TO 2 SMK

INTRODUCTION

Indonesian language learning has four skills, namely listening skills, speaking skills, and writing skills. Listening skills in Indonesian lessons are one of the skills used as a strategy for learning. Indonesian

learning itself also sets four competencies that must be possessed by students, namely: listening, reading, speaking, and listening skills. Listening skills can be done as a skill that can later improve the language skills of students. Listening is an important part of teaching students about how in the future students can speak well, with friends, teachers, and parents. Listening is an initial activity carried out and mastered in language skills (Pebriana, 2017: 768). Listening has the main purpose as an activity that later in the activity can capture, understand or internalize the messages, ideas, and ideas implied in the simakan.

(Suharti, 2019: 57) Anecdotal texts are short stories that aim to convey interesting or strange characteristics about a person or thing. The function of anecdotal text communication is to convey criticism of events involving crowds or the behavior of public figures. The criticism delivered is subtle insinuating so that the person concerned can understand and correct the mistakes that have been made. The anecdotal text was chosen as the object of research on students of SMK Tunas Bangsa Tawangsari because this text is in the Merdeka Belajar Curriculum in class X. In addition to containing funny and impressive elements, anecdotal texts also have moral messages in life. Students are expected to be able to think critically to find out what meaning is in the text. The learning of anecdotal texts in the Merdeka Belajar Curriculum is quite interesting to be researched. The ability of students to determine the structure and determine implied meaning is a measure of learning success. Teachers as facilitators can not only deliver learning in front of the class but teachers must be able to design how the learning process will be carried out so that learning success can be achieved optimally. Based on this, researchers want to know how the learning implementation process is carried out by class X teachers of SMK Tunas Bangsa Tawangsari.

Similar to Lumi's research, Ezea Raldhy (2015) examined the Application of Focused List Learning Strategies in Listening to Exposition of grade X A students of SMA Negeri 1 Kakas where the

research was both to describe listening skills. The difference lies in the text used. Listening learning should be planned, and programmed. Students must master listening techniques. For example, in each paragraph there is only one main idea, from the others it is a clarifying idea. In addition, there is basic information, causal relationships, and so on. In addition, the teacher can inform important words developed that can reflect the content of the text. The structure of the text that characterizes the text also needs to be taken care of by the teacher.

The purpose of this study is to learn to listen to anecdotal texts. Through learning to listen to anecdotal texts, it can be known how many students understand the information in text learning.

Research Methods

This study used a qualitative descriptive method. Qualitative research is a method that focuses on in-depth observation. Therefore, the use of qualitative methods in this study can produce a more comprehensive study.

Results and Distribution

The following are the results of research observations when learning takes place in classes X TO 2. The module of the teacher has been for four meetings, but for this study, researchers examined at the third meeting which discussed the structure of anecdotal texts. The sections in the module planned by the teacher are a).　Initial Competence, The initial competencies formulated by the teacher are 1) Students are able to understand the Anecdotal Text 2) Students are able to listen to the contents of the Anecdotal Text. b). Learning Activities. The activities taught by the teacher at the third meeting are anecdotal structures which include orientation, complications, and evaluation. The teacher explained the structure of the children's text well but did not go deeper into its nature, focusing only on the structure. (c) Learning Model, the model used is *Cooperative Learning*. Based on the results of observations and interviews, teachers use the teacher interview method using lectures, discussions, and assignments. The lecture method is used when the teacher

explains the structure of the child's text. Discussion is used When the teacher asks students to discuss with their respective groups to analyze the structure of the two anecdotal texts shared, the results of the assignment will later be collected. d) Learning steps, namely initial activities, core activities, and closing activities. In learning, teachers have used steps that are in accordance with the module in the initial activities and core activities. Teachers have also used approaches or learning steps that are in accordance with the Independent Curriculum, e) Facilities, learning materials, and resources, namely textbooks, packages, and anecdotal texts distributed. The teacher uses a projector to give the material taught. In teacher learning, it is only sourced from package books, the package books that are used are class X package books for SMK / MK Curriculum Merdeka 2021. f) Peelitia which is used for the third guest, namely performance. Based on the results of the interview, evaluation of learning is carried out when achievement. Teachers ensure understanding of student material during achievements and questions and answers. For assessment teachers must use for work, the results of group work which will later become assessment into learning. The learning implementation activity begins with preliminary activities, the teacher enters the classroom, and after sitting in a chair, the teacher then checks the attendance of students by calling their names one by one, because learning is carried out during the day, there is no joint prayer activity because praying is only done in the morning when learning the first subject, followed by doing an exception that is submitting questions taught at the previous meeting After the teacher delivers the outline of the material to be discussed.

The next activity enters the core activities, at this stage when viewed from the results of observations all core activities in the Module have been carried out. But the teacher only explained the structure without discussing the language rules more deeply. From the results of observations and interviews teachers use a scientific approach. The teacher then divides the students into groups to get two anecdotal texts that will be determined by the structure, namely orientation, complications, and evaluation. After determining the

structure, students are asked to present their work. At this stage, in this activity, there is a minimal and post-listening stage. The listening stage is an activity where students listen and post-listen. The listening stage is an activity where students listen as early as post-listening is an activity carried out by students after listening. The listening stage occurs when the teacher delivers the material when listening to other groups present their work and responses. The listening stage occurs when they present and collect their work, but there are several activities that have obstacles related to listening activities to learn anecdotal texts, namely 1. Discussion activities are not conducive because they are noisy 2. During presentations and when other groups respond, many students do not listen or pay attention 3. When advancing one of the group members read the results of his group work, there is a group member who does not listen to his friend who reads 4. Not all advanced groups presented their work due to limited learning time.

On the core activities, the steps are appropriate. But there are some pre-arranged activities that are not carried out. As in the precursor activity, students delivered learning results at the previous meeting. In carrying out learning, teachers have carried out minimal learning procedures. Listening occurs in listening activities. Listening occurs in the introduction activity and the core activity occurs in the listening process, which is when the teacher explains the material and when the group is presented with the results of their work. There are two types of listening, namely: intensive listening and intensive listening. In this type of intensive listening where to understand the material students must listen seriously to be able to understand well. Post-awareness occurs when students do assignments and collect them. Based on the results of the interview, a learning evaluation is carried out during the presentation. Teachers ensure that students understand the material during presentations and answers. For teacher assessors only use for work, group results which will later become learning assessments. The teacher judges only from the results for group work i.e. determines the structure of the anecdotal text from the

two texts shared by the teacher. So it can be concluded that at this third meeting, the teacher did not evaluate the competence of attitudes and knowledge.

Conclusion

Based on the results and discussion of research on learning to listen to anecdotal texts in class X TO 2 SMK Tunas Bangsa Tawangsari, it can be concluded as follows:

Teachers create modules consisting of learning outcomes, initial competencies, Pancasila student professions, facilities and infrastructure, target students, and learning models.

1. Learning materials follow the Merdeka Belajar Curriculum Module. The material taught for the Merdeka Belajar Curriculum is the structure of anecdotal texts without discussing the language of anecdotal texts more deeply.
2. The learning model used by teachers in this learning is Cooperative Learning. The method used is qualitative descriptive.
3. The learning steps carried out by the teacher consist of preliminary activities, initial competencies, and target students.
4. The media used are package books, projectors, whiteboards, and anecdotal texts.
5. Assessment in the form of performance.

Learning Evaluation

The teacher pays attention to the course of the presentation to measure student understanding and for teacher assessment using the performance as written in the Module. Teachers don't use authentic assessments.

Suggestion

Based on the results of the research obtained, suggestions from researchers are as follows:

1. For Teachers

   Teachers are expected to be able to prepare to learn well before the activity begins so that the learning process can run optimally and be able to improve the quality of teaching creativity. Being able to account for time is very important and having an efficient learning method.

2. For Students

   Students of grades X TO 2 SMK Tunas Bangsa Tawangsari are expected to pay more attention to learning and self-motivation to continue learning and appreciate teachers.

3. For Schools

   Schools have facilitated the needs and creativity of students. Schools should give students more encouragement and motivation in listening activities.

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Improving Technical Reading Skills with the Syllable Method in Subjects Indonesian Grade II Students of SD Negeri Klumprit 01 Mojolaban District, Sukoharjo Regency, Academic Year 2022/2023

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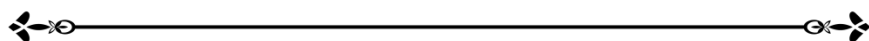
ABSTRACT

The purpose of this study is to improve grade 2 technical reading by the syllable method in Indonesian subjects. This study used the classroom action research method (PTK). The subjects in this study were grade II students of SD Negeri Klumprit 01 years old in 2022/2023. The data collection techniques used in this study were in the form of observation and documentation. This study was carried out in 2 cycles with stages ranging from planning, implementation, observation, and reflection. The results showed that the application of the syllable method can improve technical reading skills. Of the 26 students, 8 students had difficulty reading technically, or 30.70%. Cycle 1 increased who could not read technically by as many as 5 students or experienced a pensioner who could not read by 19.23%. In cycle 2, there was an increase in those who could not read technically, only 1 student or 3.84%. So the syllable method can improve technical

reading in grade II students of *SD Negeri Klumprit 01 for the academic year 2022/2023.*

Keywords: *technical reading, syllable method*

INTRODUCTION

To improve the quality of Indonesian use, teaching is carried out from an early age, starting from elementary school which will be used as the foundation or foundation of education to a higher level. Good and correct mastery of Indonesian can be seen in language skills consisting of reading, writing, speaking, and listening skills (Muslich, 2009: 109). Reading skills are one of the language skills that have a very important role. The purpose of reading in general is to obtain information, including the content, and understand the meaning contained in reading material.

In the current condition of elementary schools in various regions, there are still many students who have difficulty learning to read technically. Some of them are not fluent in reading, many errors when reading, have difficulty distinguishing similar ones, have flaws in visual memory, and not being able to understand sound symbols. Teachers need to assist students in developing their literacy skills carefully and patiently. One solution that can be used is using the Syllable Method to help students who are still having trouble reading.

The syllable method is a way of recognizing letters to students by stringing syllables into letters and eventually into words to indicate that reading is a unity of activities such as recognizing letters and words and relating them to sounds and their meanings. As for the steps in the application of the *syllabic method*, they are as follows:

1. Teachers string or combine consonant letters with vocal letters based on the text in the book and read to students

2. The teacher writes down the words that have been peeled into syllables and then reads them to the students.

3. The teacher strings together / write syllables into words that

have been assembled and then read with the students.

4. Then the teacher strings / writes into sentences and then reads them to the students.

The reason researchers want to apply the syllable method is that with the syllable method students can learn to read the word into syllables. In addition, *syllabic method* reading exercises can allow students who have low reading ability to recognize words more accurately and with less effort (Müller et al., 2020).

Given the importance of the role of reading for children's development, the way teachers teach must be correct but based on the results of observations, especially in class II of SD Negeri Klumprit 01 Mojolaban District, that in reading ability there are 30.70% of students experiencing difficulties in technical reading. To overcome this, teachers use learning media in the form of syllables.

Based on this background, the author is interested in conducting a study with the title "Improving technical reading skills with the syllable method in subjects Indonesian grade II students of SD Negeri Klumprit 01 Mojolaban District, Sukoharjo Regency, Academic Year 2022/2023"

The goal to be achieved in this study is to improve technical reading skills with the syllable method in the subject Bahasa Indonesia grade II students of SD Negeri Klumprit 01 Mojolaban District, Sukoharjo Regency, Academic Year 2022/2023"

Figure 1. Research cycle chart

This type of research is Classroom Action Research (PTK). Data were obtained from the results of observations of grade II students as respondents. This study was carried out with 2 cycles with stages ranging from planning, implementation, high lighting, and reflection. The data sources in this study the authors used primary data sources in the form of observations and secondary data sources in the form of documentation carried out on grade II students of SD Negeri Klumprit 01. In this study, observations were made in the classroom that was the subject of the study to get a direct picture of the learning activities of grade II students at SD Negeri Klumprit 01. According to Samino and Marsudi (2012:105), documentation is the collection of information. or information through written reports. . Documentation can be a list of student names and other documents obtained such as a list of student grades, student work results, and descriptions during the

student's learning process in class. The data analysis techniques used are descriptive, both descriptive quantitative and descriptive qualitative. The data analyzed in a quantitative descriptive manner are data on the ability to string letters into words expressed by the scores achieved by the students from the test results.

DISCUSSION

Classroom action research aims to improve technical reading skills through the syllable method in Indonesian learning. This research has been carried out on grade II students of SDN Klumprit 01 who have difficulty reading, namely 8 out of 26 grade II students. This research was carried out in the odd semester of the 2022/2023 school year starting from October 2022.

In the application of the syllable method carried out to grade II students by paying attention to the following steps, give out:

1. Teachers assemble or combine consonants with vowels based on text in books and read to students

2. The teacher writes down the words that have been peeled into syllables and then reads them out to the students.

3. The teacher strings/write syllables into words that have been strung together and then reads aloud to the students.

4. Then the teacher compiles/writes into sentences and then reads with the students.

This study was carried out through 2 cycles with stages of planning, implementation, observation, and reflection. Each cycle consists of 5 meetings with a time allocation of 5x30 minutes in 1 week. Based on the chart above, shows that this research is carried out through 2 cycles. Here's a diagram of the research cycle:

STUDENTS WHO CANNOT READ

| 30,70% | 19,23% | 3,84% |
| PRA SIKLUS | SIKLUS 1 | SIKLUS 2 |

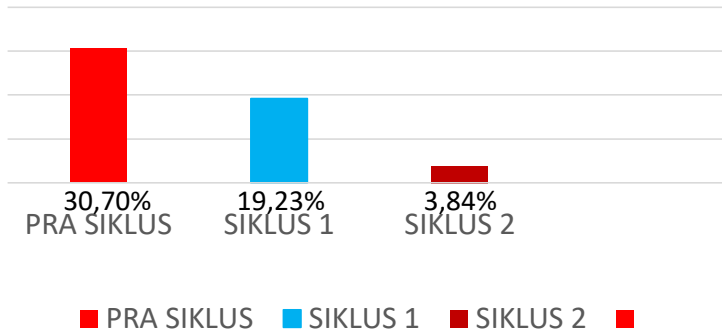■ PRA SIKLUS   ■ SIKLUS 1   ■ SIKLUS 2   ■

Figure 2. Research cycle diagram

In the procyclical, The average score for reading skills before the action is 72. The highest average score is 80 while the highest grade is 65. So that the students who completed 18 students and the unfinished ones were 8 students. Of the 26 students, only about 69.30% met the KKM, while 30.70% had not completed it. In the procyclical, there were 8 students (30.70%) in the very less category. The results of the study evaluation before the implementation of cycles I and II showed that the free test scores of grade II students were the lowest score of 65 and the highest score of 83. Of the 26 students, only 18 students (69.30%) belonged to the complete category, and 8 students (30.70%) belonged to the incomplete category.

In cycle I of meeting 1, the average score for reading skills of the cycle I of meeting 1 was 74. The highest average score is 84 while the lowest value is 67. So only 21 students were completed (80.77%) and 5 students (19.23%) were not complete. In the implementation of learning, students still find that they are not conducive to reading at the beginning. Based on the diagram above, out of 26 students, 8 students had technical difficulty reading, or 30.70%. Cycle I increased

by 5 students who could not read technically or experienced an increase or who could not read by 19.23%. In cycle 2 there was an increase in not being able to read technically, only 1 student or 3.84%. Based on the above data the percentage has reached success indicators, so the researcher decided to stop at cycle II.

Researchers focus on the implementation of learning in cycle II using the syllable learning method and assisted by using picture card media. In the first cycle of learning outcomes meeting 1 the highest student score of 80 and the lowest student score of 70. Thus, it can be concluded that learning activities in cycle II have experienced success. This success can be demonstrated by the improvement of the ability to read properly and correctly, changes in attitudes, student participation in learning, and student learning outcomes in each cycle.

On the action cycle II meeting 1 the average value of reading skills beginning cycle II meeting 1 was 79. The highest average score is 85. Pre-cycle I meeting II meeting 9 while the lowest score is 70 So the students are 25 students and only 1 student has not been completed. Of the 26 students, around 96.16% have met the KKM, while only 3.84% have not completed the KKM. It is known that in the process of learning to read using the syllable method with the medium of picture cards, the teacher has carried out the learning steps as well planned.

The statement can be concluded that the syllable method can improve the technical reading ability of grade II students. Nainggolan & Rahdiani (2020) argue that with the syllabic method students are motivated to learn and have great curiosity and are increasingly able to read technically in grade II. The improvement of the technical skills of reading a child using the syllable method is carried out gradually from the easy and proceeds to the more difficult stage.

Based on the above, it can be affirmed that the advantage of this syllable method is that it helps children with learning difficulties who get bored quickly so this syllable method can be used to increase the motivation to learn to read children with learning difficulties.

CONCLUSION

Based on the results of the study, it was concluded that applying the syllable method can improve technical reading skills in Indonesian learning in grade II students of SDNegeri Klumprit 01. This can be seen from the problem that can be resolved, namely by the application of the syllable method. The author asks that every hour after school, students who have difficulty reading are asked to learn to read using a bound reading exercise book. It can be proven that out of 26 students 8 students have difficulty reading technical or 30.70%. Cycle 1 increased the who could not read the technical 5 students who experienced a pension or who could not read by 19.23%. In cycle 2, there was an increase in those who could not read technically, only 1 student or 3.84%. So the syllable method can improve technical reading in grade II students of SD Negeri Klumprit 01.

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The Use of Direct Method to Improve Student's English Speaking Skill for 8th Grade of Musa-Asiah Intergrated School Cambodia

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ABSTRACT

This study aims to be able to investigate students' ability in speaking before and after using Direct Method in learning English through Cocomelon Youtube Channel and provide knowledge of what kinds of letters of the alphabet in English and how to read the letters of the alphabet properly and correctly according to the rules of reading. The method used in the learning process is the Direct Method. The method in this research was classroom action research method by using observation by zoom meeting class with one group pretest-posttest design. The design saw students' achievement in speaking before and after using Direct Method. The object of the research was Musa-Asiah Intergrated School students in Cambodia. They were randomly selected. The technique of collecting the data was done through oral test. The result of this study showed that the use of Direct Method could improve students' ability in speaking. It was proved from the

students' average was higher after using Direct Method. This technique can increase students' interest in learning English. So that learning can be done by playing and singing. The method used to collect data is qualitative through the process of deepening, recording, assigning, and analyzing. Qualitative learning best takes place when learners are actively involved in their learning process by moving towards a social action of a self-construction of meaning, which greatly highlights the humanism and constructivism theories towards learning and education (The Dakar Framework for Action, 2000) (Kafi et al., 2019). Moreover,The benefits of this research are very useful for exploring foreign students' knowledge and English language skills by foreign students through English learning materials about the letters of the alphabet.

Kata kunci :*TEFL,Direct Method, Speaking Skill, Youtube Video*

INTRODUCTION

English is an international language, so English is the most important language in the world. It means that English will play an important role in communication and modernization in various parts of the world. And for this reason, English is the foreign language taught in many countries all over the world, included Cambodia. General educational achievement in Cambodia has been shown to fall behind in the region. For instance, Cambodia's literacy rate as compared to Indonesia and Philippines is far lower (Macro Trends, 2020). Even though the past 10 years' literacy rate is increasing by an average of 3% per year but still it is not competing with the

other developing nations in the region. In 2008 the literacy rate was declined by 3.69% but in 2017 it was increased up to 2.47%. According to UNICEF (2020), Cambodian students seem to drop behind in school due to inadequate and poor quality education. However, literacy trends are constantly rising in Cambodia, to re-emerge from the unstable past, Cambodia's government and its people

have selected English as a second language to interact and to do business with international entities and organizations (Moore & Bounchan, 2010) **(Doeur, 2022)**. Students from different background and with different abilities learn together. Such a teaching method enables them to help one another in apositive and motivating teaching environment in which they are provided with sufficient levels of support (Canada Inclusive Education, 2021) **(Shaaban, 2022)**. However, speaking in English is a difficult thing that is faced by the students. When the teacher asked the students, they were difficult to give the responses to speak in English. The same thing happened when they did presentation in front of the class. If the listeners asked the speakers they tended to write the answer first on their paper before answering the listeners' questions. It means that they can't do oral communication (speaking) directly in English. They just read the answer. Furthermore, students were difficult to pronounce the words based on the right punctuation **(Sitorus & Silitonga, n.d.)**.

In English itself there are four skill, they are listening, speaking, writing and reading. Here focused on speaking skill. Speaking is one of important skill. Speaking is an activity to deliver information or message to the other. Speaking refers to the act of conveying thoughts, providing information, and expressing emotions. Speaking is an interaction between speakers who aim to interpret meaning through the production, reception, and processing of data, according to Bailey as cited in Rahman (2007).(M, 2022). In speaking, the students should have an idea in their mind to begin the activity **(Togatorop, 2016)**.

As we all know that a lot of method to teaching and learning process. Learning method itself help the teacher to make the class well prepared and seems more fun. There are Direct Method as the one of kind of teaching and learning method. Direct Method is a method designed where educator uses the target language (English) in the classroom. An indirect method is, for example, one that is based on perceptions, whereas a direct method is based on actual performance **(Danaher, 2019)**. If some students do not know the meaning of the

words that spoken by educator, the educator may not translate but she uses visual aids or through demonstrations to illustrate the meaning of the words (Titone in Richards and Rodgers, 2001:12) **(Prita & Utami, 2020).** This study aims at investigating at the use of Direct Method in the classroom, a few of English teacher applied many strategies and methods to increase students' speaking skill throughout describing and asking responses from the students, sometimes the teacher using group discussion, role play/simulation, picture story, and game, etc, using interesting strategies or methods. But in reality, the students faced the problem, while the researcher using Direct Method in this study the students able to speak each other. Subsequently has improvement in speaking skill. The main focused in this study is to know the effect using Direct Method before and after being taught by using Direct Method. And also emphasizes the benefits of the Direct Method to teach how to communicate in the target

language **(Haliwanda, 2019) .**The use of visual aids in Direct Method will make students be fun to learn English. In Direct Method, vocabulary is taught every meeting. So, it can enrich their vocabulary. In the Direct Method, students practice vocabulary by using new words in complete sentences. Firstly, vocabulary is the foundation of any language, and vocabulary education is a vital link in the chain of language acquisition. (**Li et al., 2021**). Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word list. Teachers intend that students learn how to communicate in the target language because the purpose of language learning is communication **(Mayangsari, 2009).** If they have enough vocabulary they will able to speak. Then, grammar is taught inductively. Through this method, students will be motivated to improve their ability in speaking.

In grade 8th Musa-Asiah Intergrated School Cambodia learn English as a foreign language. In their daily life they are using khmer language. SEPAMA is an Islamic school that is lagging behind in terms of economy and education (Musa, 2012). SEPAMA is one of

the foundations which are among the Buddhist community (Damayanti, 2003). In Musa-Asiah Intergrated School grade 8th there are eight students, they learnt about English alphabet and spelling something. Not only learn how to spell or speak A,B,C,D,E,F, G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V,W,X,Y, and Z but also learn how to spell their name, things, animal, also fruits. Because English in there is a foreign language they are interested to learn and apply in their daily life. Learning an English alphabet is not about learn in the paper, in the board but can using media and techonolgy. Technology-enabled teaching was reported to be successful in motivating language learners, improving their L2 achievement, and assisting them in developing successful strategies in L2 learning **(Assulaimani, 2019)**. Such as Zoom Meeting and Cocomelon Youtube channel. In this study, online learning was carried out using a zoom meeting platform. Zoom meeting is an application that provides video conferencing, online meetings, mobile collaboration, and chat services. In distance learning, zoom cloud meetings can pre- sent face-to-face learning through virtual environments **(Hendarwati et al., n.d.)**. The students' perceived benefits of online learning included flexibility, learning new online learning skills, and a high level of interaction. The perceived challenges included lack of feedback and limited communication between peers **(Dashtestani, 2020)**. The mode of online learning varies based on the format and intensity of communication between educators and students. Typically, it can be separated into two categories: synchronous and asynchronous learning **(Zhang et al., 2022)**. Cocomelon youtube channel is Kids Channel which include English Kids Songs. Music helps in developing Linguistic Skills: From the early years, children develop language skills through songs, rhymes and poems. Even before they begin to speak, read or write, children can identify voice, tones and words. While listening to music, in the form of songs or rhymes or poems, the lexis used in them have a pronounced influence on the minds of children. They begin to process the underlying message or meaning that the musical piece tries to convey. Children also focus on the meanings of the words used in

songs or poems. As a result, music becomes yet another language for them. They develop a command on the language used in music **(Vadivel et al.,**

2021). Song, for example, has positive impact on the mind and aids in learning and memory (Murphy, 1990) as cited by (Saldıraner & Cinkara, 2021). As a result, it is pedagogically preferred for language teachers to use songs in language classes for young learners. According to Krashen's affective filter hypothesis, in order to learn more effectively, learners should have lower levels of anxiety and stress, and songs are one way to achieve this while also increasing the motivation of language learners **(Ules, 2022)**. YouTube is one of the most popular online applications for children **(Anggraini et al., 2022)**. Teaching and learning English through Cocomelon YouTube Channel can be more fun and easy to understand as a foreign language. Music works contain rich human emotions, and emotions play an indispensable role in the transmission of musical emotions and understanding and appreciation of music **(Tong, 2022).** The language of singing is the product of the combination of literary language and musical language. Language is the basis of singing. (Wang, S. 2006) **(Jingyuan et al., 2019)**. Through these learning media, teachers are required to be able to create a fun learning atmosphere and to provide meaningful learning experiences for students. Thus, teacher innovation in compiling learning tools is urgently needed **(Jeneponto et al., 2021)**. However, it can be argued that implementing online learning may be problematic due to issues, such as university instructors' incompetence in teaching online courses, students' and instructors' low digital literacy levels, insufficient and low-quality instructor feedback, and the absence of interaction in online courses **(Dashtestani, 2020)**. So through this research we will know could the direct method improve the student's speaking skill? Could the cocomelon youtube Channel improve student's speaking skill? Could the direct method and cocomelon youtube Channel improve student's interest in learning English as a foreign language? And could the direct method and cocomelon youtube Channel increase students score

in English.

Tabel 1

The Name of Students Grade 8th in Musa Asiah Intergrated
School Cambodia

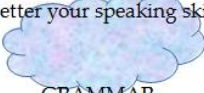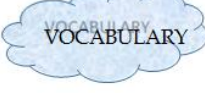| Number	Name
1.	Sakirin
2.	Muhsin
3.	Arifin
4.	Norin
5.	Zuhira
6.	Fariza
7.	Sufuriya
8.	Wasura

Discussion

The discussion in this section is on how to analyze the results of the studies about students' pronunciation and fluency in learning speaking. Based on the recearcher observation, the problems that faced by students in grade 8th Musa-Asiah Intergrated School Cambodia

especially in english subject writing, listening and speaking. Because they haven't study from the beginning. They just start to learn English when they enter primary school in grade 4. But, not include all the students, jst some students that they can't catch the lesson like other students. The classification grade there like in Indonesia, but in Musa-Asiah Intergrated School Cambodia just have Elementary School or Primary School and Junior High School or Secondary School, which is start from Grade 1 until 8. Grade 1-6 is Primary School and then 7-8 Secondary School. In Cambodia High

School is started from grade 10-12. The point of interest of grade 8th Musa-Asiah Intergrated School Cambodia is low. Not all the students are interesting in English. Some students like to learn English but some are not. Usually they like the way that teacher teach them some activities that teacher included while teacher teaching them.

Table 2

The four speaking skill

What are the skills should be developed in Speaking?	
How comfortable and confident you are in speaking English. FLUENCY	Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. GRAMMAR
If we don't have enough vocabulary we don't have a word to say. VOCABULARY	A skilled speaker can use the sub skills of pronunciation to emphasise and make the communicative effect of their speech more impactful. PRONUNCIATION PRONUNCIATION

The first lesson that given is English Alphabet. It's about how to spell or read an alphabet correctly. The teacher gave the material using Direct Method. In the direct method an oral language more important than written language. And then the teacher doing pantomime or body language also speak directly in the class while using direct method.

Before learn this material students have given pre-test. They used the pre-test to make sure if the experimental and controlled groups were equivalent **(Obeidat & Alomari, 2020)**. The question on the pre-test is "What are your favorite fruit?" (Spell it in English) The students are confused to spell it and they are just write the answer by sentence not in spelling word. For example Sakirin "I like apple" and so on. Watermelon can be spelled as ei-pi-pi-el-I and so on.

And after it students learn how to read an alphabet one by one and they tried to spell their names one by one. Online learning are not always runs well. The quality of the online feedback was generally lower than that of offline feedback, probably because less efforts were exerted [than for offline, face-to-face feedback] when giving feedback **(Joh, 2021)**.
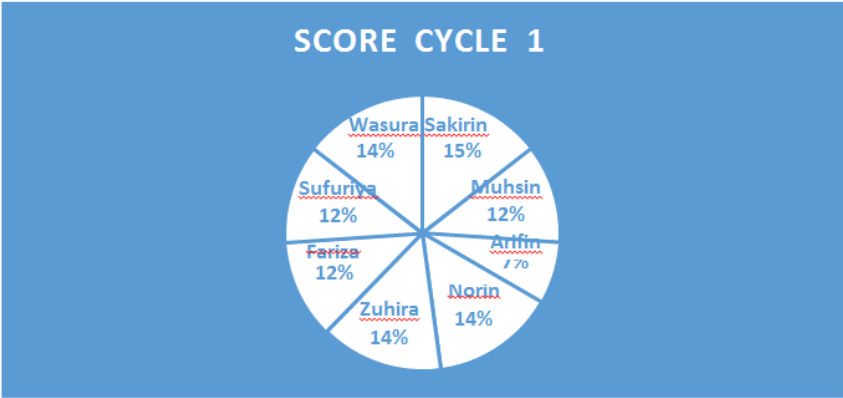
After the students got to know about how to read and spell it by using singing together ABC Song from Cocomelon Youtube Channel. They are got the second assignment. The assignment was ask the students to spell the name of animals in English. They were so interest to answer it. In the second assignment student tried to do the test by individually. And every students got two question. And every question is have 50 score. So if students answer all the question correctly they will get 100 score.

Table 3

The answer of the second assignment (post-test 1)

Number	Name	Answer	Score
1.	Sakirin	a. BEE = Bi-i-i	100
		b. BAT = Bi-ei-ti	
2.	Muhsin	a. BIRD = Bi-ai-ar-di	100

Number	Name	Answer	Score
		b. COW = Si-au-dabelyu	
3.	Arifin	a. PANDA = Pi-ei-en-di-ei	50
		b. LION = Ei-ai-an-en	
4.	Norin	a. DOG = Di-au-ji	100
		b. FISH = Ef-ai-es-eij	
5.	Zuhira	a. SNAKE = Es-en-ei-kei-i	100
		b. MOUSE = Em-au-yu-es-i	
6.	Fariza	a. MONKEY = Em-au-en-kei-i-wai	100
		b. FROG = Ef- ar-au-ji	
7.	Sufuriya	a. HORSE = Eij-au-ar-es-i	100
		b. BULL = Bi-yu-el-el	
8.	Wasura	a. FOX = Ef-au-eks	100
		c. RAT = Ar-ei-ti	

Score Cycle 1

Sakirin 15%, Muhsin 12%, Arifin 7%, Norin 14%, Zuhira 14%, Fariza 12%, Sufuriya 12%, Wasura 14%
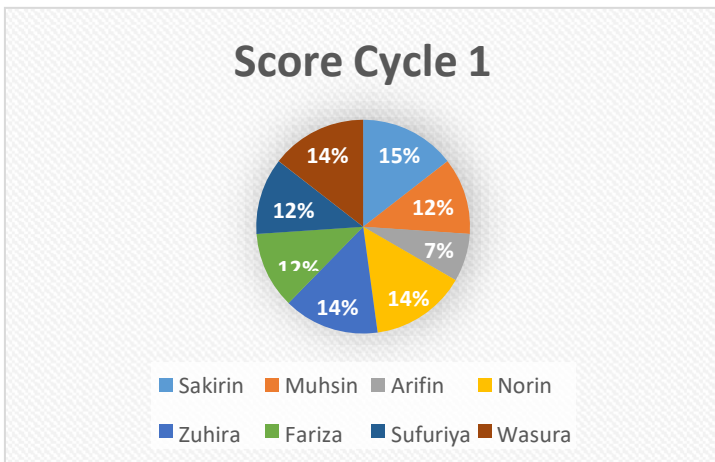
Based on the result score above we know that they have understand how to read and spell the alphabet in English, although there is one students who still has wrong answer. Because there is still found some low score in one students. The students got their third assignment as post- test cycle 2. In this post-test cycle 2, the assignment was ask the students to spell the name of fruit in English. They were more interest to answer it and tried to shows the researcher if they have understand enough with this material which given using Direct Method and Cocomelon Videos.

Table 4

The answer of the second assignment (post-test 2)

No	Name	Answer		Score
1.	Sakirin	a.	APPLE = Ei-pi-pi-el-i	100
		b.	BANANA= Bi-ei-en-ei-en-ei	
2.	Muhsin	a.	GUAVA = Ji-yu-ei-vi-ei	100
		b.	CHERRY = Si-eij-i-ar-ar-way	
3.	Arifin	a.	GRAPE = Ji-ar-ei-pi-i	100
		b.	ORANGE = Ou-ar-ei-en-ji-i	
4.	Norin	a.	MANGO = Em-ei-en-ji-o	100
		b.	LIME = El-ai-em-i	
5.	Zuhira	a.	DURIAN = Di-yu-ar-ai-ei-en	100
		b.	WATERMELON = Dabelyu-ei-ti-i-ar-em-i-el-ou-en	
6.	Fariza	a.	LYCHEE = El-wai-si-eij-i-i	100
		b.	PAPAYA = Pi-ei-pi-ei-wai-ei	
7.	Sufuriya	a.	TOMATO = Ti-ou-em-ei-ti-ou	100
		b.	AVOCADO = Ei-vi-ou-si-ei-di-ou	

No	Name	Answer	Score
8.	Wasura	a. HONEY DEW = Eij-ou-en-i-way di-i-dabelyu	100
		b. MELON = Em-i-el-ou-en	

And the last assignment show that they have got 100 score. It means they have understand about material that have given by the reasearcher.

Increasing Students Score
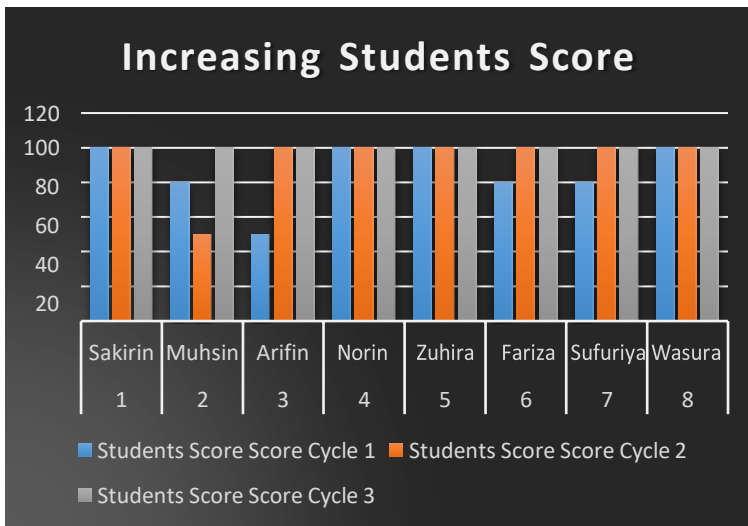
Conclusion

The following conclusions are made from the research and discussion offered in the previous chapter:

1. Its usage uses Direct Method and Cocomelon Youtube Channel in English class of 8th grade students of Musa-Asiah Intergrated School Cambodia significantly improved student achievement. The results showed that the average speaking score of students in terms of pronunciation and fluency in the second and third cycle was greater than the average test score in the first cycle

2. The use of Direct Method is able to improve students'

pronunciation in grade 8 Musa- Asiah Intergrated School Cambodia. The students which categorized in pasif class, after enter in this English class the class become an active class. All the students are responsive to two way communication with the teachers.

3. The use of Video Learning by Cocomelon Youtube Channel is able to increase the fluency of students in class 8th grade Musa-Asiah Intergrated School Cambodia. Looking and listening the song can improve student interest in English and also be fluent to speaking in English.

4. The use of Direct Method and Cocomelon Youtube Channel in English class of 8th grade students of Musa-Asiah Intergrated School Cambodia significantly increase student interest in English as a foreign language.

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The Use of the Total Physical Response in teaching speaking for 8th-grade Students at Musa-Asiah integrated school in Cambodia (SEPAMA)

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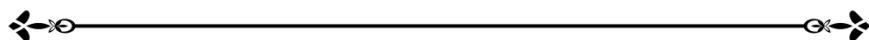
ABSTRACT

Students at the Musa-Asian integrated school have difficulty using English to say the letters of the alphabet. On the other hand, they have pretty good writing and reading skills and can understand what they read and write. The English language itself is still strange to them. This study aims to know the use of the Total Physical Response (TPR) method for eighth-grade students at the Musa-Asiah integrated school to help them improve their speaking skills and learn how to say the letters of the alphabet. This study uses the qualitative method with a descriptive approach. Data was obtained through observation, interview, and study documentation in activity learning. There are eight students in the class. Based on the results, the TPR method can help them say the letters of the alphabet in English. This will makes the students happy and want to learn English even more.

INTRODUCTION

English is crucial for everyone, including students, to master and learn. Besides this, language English is one of the languages around the world, indicating that language English is widely used. Many people know and use English as a second or foreign language. One example is the language English Becomes the second language used in various Commonwealth nations, i.e., countries or former nations colonized. Among them is Malaysia. In Indonesia, for example, English is widely spoken by foreigners (Susanthi, 2020). As a result, learning and mastering the English language is essential. In fact, students have no idea how to express their ideas and are too timid and apprehensive about participating in a conversation. Students face many problems when learning English that act as a barrier to their development as English speakers. Pronunciation issues on the ability to speak are one of the most common complex problems encountered. Various constraints frequently see in the teaching of the English language. Frequent difficulties faced by students, particularly new students, studying language English related to the alphabet, primarily because they have difficulty memorizing and trying to pronounce words correctly, which causes problems in the learning process of language English.

Teachers can use many methods to teach English, particularly at the primary school level. Grammar Translation Method (GTM), Audio Lingual Method, Silent Way, Role Playing, Total Physical Response (TPR), and other methods. Each method has advantages and disadvantages. Total Physical Response (TPR) or response total physique is one method out of many. This total physical response (TPR) method was developed by James J. Asher and involves activity motor in activity listening, followed by training to speak to others. By repeating the activity motor, the student will understand the material provided by the teacher.

This method encourages the child to do something following what the teacher says or pronounces. With activity study language, the TPR method with a game with combined moves with singing or telling a story could reduce pressure to learn children's vocabulary. This TPR method has a more transparent application. The advantages and disadvantages of this research can be seen in Table 1.

Table 1.
Advantages and Disadvantages Total Physical Response (TPR) method

No.	Advantages	Disadvantage
1.	Grow interested in students for more happy and active study	TPR is only genuinely suitable for level beginner
2.	Make it easy for a student to understand the teaching material delivered.	Need able educator to speak in the target language with good
3.	Make students feel happy and interested in following the learning process	This Method must combine with other approaches
4.	Learning process student Becomes more interactive	Nature is limited because everything no one could explain with this Method.
5.	Engaging learning brain right and left	If too often used can become a Method that doesn't mean creative.

The advantages of TPR There are many positive aspects of Total Physical Response, especially for newcomers and younger students.

1. Learning by doing is inherently related to the combination of movement and language.

2. The students make good use of both hemispheres of their brains.

3. It can be used effectively with both large and small gatherings.

4. Listening abilities are honed as a result.

5. The absence of mandatory speaking time fosters a "safe zone" in which students feel less pressured and more comfortable speaking up.

6. The novelty and opportunity for laughter will be well received by the student body; even the grumpiest of preteens will smile a little.

7. TPR is especially useful for kinesthetic learners (those who benefit from physical activity) and visual learners (those who respond best to optical signals). (This is an additional argument for getting to know your students' individual character and methods of learning.

8. TPR is great for shy students because no one is singled out for attention.

9. Since there isn't a lot of material and strategy involved, it's easy for teachers to get ready. In the classroom, TPR excels at Words and phrases, especially action words.

10. Actions are challenging to describe.

Based on the above, the author is interested in learning English using the TPR method. Primarily when the writer teaches related material with letters and words, the author often uses this method of teaching.

From what I've seen so far, the skills of students at Musa-Asiah Integrated School in Cambodia who know English letters have not yet improved. This happened because their English mastery is still

incomplete, and most Cambodian students accept English lessons at school as their first language. In theory, they only know some English alphabets and haven't studied them, so it's still hard for them to read, remember, and understand each letter. Another problem is that there aren't enough teachers to teach students the alphabet in a way that will keep their attention. During the learning process, researchers have found that the teacher puts more emphasis on teaching-centered methods. When teaching English to students, it's hard for teachers to keep them interested because they need to make lessons fun and push them to study English to reach the expected results (Bahtiar, 2017).

Based on problems at Musa-Asiah integrated school in Cambodia, the researcher will apply the Total Physical Response method in activity learning to increase the ability to speak to students, specifically in reciting letters alphabet and help students remember the letters alphabet. Through this TPR method, expected students not only concentrate on the given material but could stimulate students to respond with a sound to all the messages that TPR gives. Students could enjoy the experience with a pleasant feeling and reduced worry, making it easy to use the TPR method in learning. This thing not only focused on improving the ability to recite the letters of the alphabet but also on fluency in communication.

METHOD

This study uses a qualitative approach with a descriptive approach. The subjects under study are 8th-grade junior high school students in Musa-Asiah Integrated School Cambodia.

Data is saved through observation, interview, and study documentation. Because of the researcher's limited distance and time, an observation was conducted on the implementation of learning English online via the Zoom Meeting application.

DISCUSSION

Implementation of English Learning With the TPR Method

Implementing the Total Physical Response (TPR) method in the implementation of learning includes preliminary, core, and closing activities. In the preliminary activities, the teacher needs to do an apperception. This is to motivate students and relate to past material or it could be a number of questions related to the material to be delivered. Furthermore, the teacher conveys learning objectives, with the aim that students know the direction or learning objectives they will follow. Then proceed with the core activities. The core activity is an activity where there is a process of interaction between the teacher and the students. In this process, the teacher has a lot of time to explore students' abilities. The teacher must be able to direct students towards the core activities by providing prompting questions with the aim of motivating, obtaining feedback/feedback, and inviting student interest. The implementation of the Total Physical Response method technique is very simple, students only do what is instructed by educators or friends at a later stage. At the beginning of the implementation of learning the instructions given should be as simple as possible, but after several meetings, the instructions given must be more complex. The most important thing in implementing the Total Physical Response method is that educators help students to be totally directly involved in the activities of the Total Physical Response method so that students can do what they have heard. (Delfitra, 2017)

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2016)

The study's findings about using the TPR approach to teach English as a foreign language are significant, and the authors hope to share them with interested parties. Figure 1 shows the procedures and strategies used in executing the TPR approach based on the data gathered.
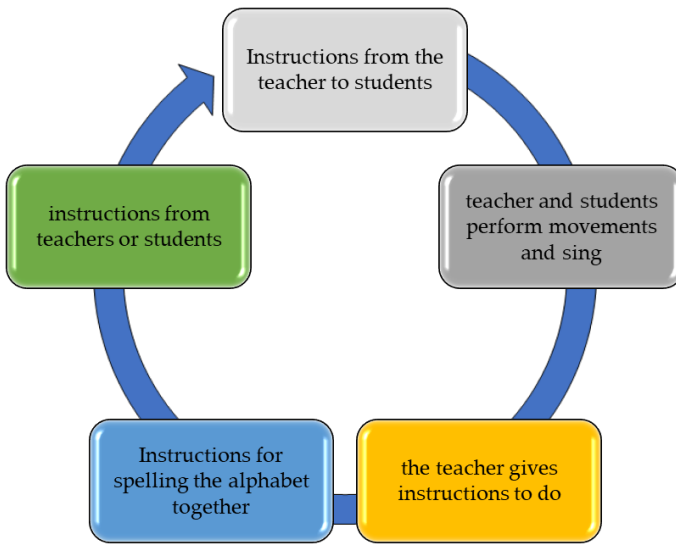
Figure 1. TPR method technique

Based on observations, the English teacher gives directions while demonstrating or doing an activity with what the students say. For example, when the teacher says "good morning," the student and the teacher following the instructions say "good morning" at the same time.

In conducting the TPR, the English teacher also gave personal instructions to the students, which the students responded to. For example, when the teacher says, "hands up," students immediately raise their hands.

The TPR method of learning English is a commonly used technique to improve conversational understanding. The TPR approach at SEPAMA brings a fresh learning experience to students through strategies and applications.

The application of the TPR approach, as stated above, according to some education, is not always appropriate for certain levels of education. The application of the TPR approach at the higher education level often makes students feel annoyed with the instructions offered because those at lower levels experience different feelings. However, evidence from SEPAMA shows that students favor the application of TPR through the strategies used by teachers.

How to implement TPR in the classroom. Here is a crucial technique for implementing TPR in the classroom:

1. The instructor demonstrates and describes an action (e.g., " how are you students, can you raise your hand please"). Be prepared to exaggerate and employ gestures, facial emotions, and props if required.

2. Request that the students repeat the action.

3. Repeat a second time

4. Presents interesting videos and sing along with the appropriate material

5. Put examples of letters in the picture.

6. Repeat with more letters and visit them as often as possible throughout the semester to assess memory.

The implementation of TPR, as stated above, has a significant impact on the development of English-speaking skills.

The Use of Total Physical Response

Table 1 shows that English was used for theoretical instruction and the TPR method was used.

No.	Theory	Achievements Theory
1.	To do an Introduction To student	so that student know educator
2.	Introducing alphabet letters with song	so that student feel excited and motivated in activity learning
3.	Give questions, and students spell alphabet letters	so that add awareness and knowledge to the student about alphabet letters
4.	Observing results application TPR method in alphabet learning	Student capable follow and apply alphabet letters
5.	Evaluate students and give Duty	so that add outlook students and know to what extent are students understand the material being taught

Table 1 shows that the English language ist taught with an appropriate TPR method and learning plan, use the TPR method to do related work with the alphabet (introducing and spelling albhabet letter. The learning plan also shows that one goal is for students to be able to read, write, and recite the alphabet in a fun way by playing and singing.

One of the goals was reached with the method that was used. Defined steps in plan-related content with introduction letters and skills communication in spell letters alphabets, as described above, prove that the TPR method is suitables for increasing speaking skill.

Benefits of Total Physical Response

Total Physical Response is a method for teaching language through instructions, vocal commands, and invitations that enables pupils to translate through attitude and action (Lu, 2018). The American psychologist Dr. James Asher developed Total Physical Response (TPR) by focusing on observations of children mastering their native language. When a child is learning their native language, the teacher is usually the teacher's parent or other caretakers. They lead by example and provide guidance, and the youngster learns from it. Children are not expected to speak, simply to listen and take in information.

As a result, we naturally develop fluency in our mother tongue rather than having to formally study it like other languages. In short, TPR aims to build a connection in the brain between words and deeds.

The TPR method can be used to teach English. But this method can only be used with expressions in the form of sentence instructions. In other words, not every word can be used for a Total Physical Response. This method requires students to do something physical to help them understand before they study speaking, reading, and writing.

This TPR method is meant to improve the ability to speak and communicate in a foreign language. Method This is also one of realizing the connection's goals. Among physical response and language acquisition, give theory learning in the form of a command, show the meaning of the word through a physical demonstration, and avoid being forced or bored while you study. In theory, this method worked because it coordinated what had been said with the actions completed. This method could make the classroom feel more alive, so it has a good chance of getting students involved in the English process and giving them a chance to show off their creative skills.

CONCLUSION

In conclusion, TPR media can help eighth graders learn the alphabet better. TPR is a way to teach that lets the student do different kinds of movements while following the teacher's instructions. This method could make research less work. Students her age also participate in movement-based learning and study activities stimulating their visual systems. Before using this method in engineering and management classes, the teacher must consider how much information the students have already learned.

Before using this method, teachers should consider how the class and students are doing. Using TPR, it's essential to make sure that students learn both the theory and the teaching moment. The teacher needs to set up some rules to make the classroom a better place to learn. One of these rules should encourage students to be more disciplined in their quest for knowledge.

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An Analysis of Implementation YouTube Video in English Language Teaching Learning Process by Online Learning for 8th Grade Students at Musa-Asiah Integrated School in Cambodia

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ABSTRACT

This study aims to investigate the use of YouTube videos in learning English as a foreign language in terms of implementation and the problems faced by teachers regarding the use of YouTube videos in learning English. Respondents were three 8th-grade English practice teachers and eight 8th-grade students at Musa-Asiah Integrated School in Cambodia. This study uses a qualitative method with a descriptive approach. The data in this study were collected through observation, interviews, and documentation studies. The results of this study found that the application of YouTube videos in teaching and learning English showed a positive impact on students' mastery of the language and assisted teachers in conveying topics to students, and the results were in line with the findings of previous studies. However, there are some different findings in this study, such as the problem of how the

teacher implements this technique and increases the level of student activity.

Keywords: Teaching English; YouTube Video; Implementation YouTube, Junior High School

INTRODUCTION

The internet has become a global alternative for accessing everything in the world; with the internet, everyone can communicate with one another. According to Mahdi [1], the global internet user population is expected to reach 4.95 billion people in January 2022, a 3.99% increase over the previous year's figure of 4.67 billion people. There were 13.44 million internet users in Cambodia in January 2022 and Cambodia's internet penetration rate stood at 78.8 percent of the total population at the start of 2022 [2]. The internet is a medium that does not impose information restrictions on each user; many people rely on the internet because it has many benefits that can simplify a lot of work; the internet greatly improves effectiveness and efficiency. Puspita and Rohedi [3] explained the shape of the effectiveness and efficiency of internet such as: has many services for its users, so much to give users ease and pampering. Because of the internet's presence, which is the advancement of information and communication technologies (ICT).

In the 21nd century, information and communication technology (ICT) is widely and intensively used in various sectors of human life to simplify life. Lestari and Prasetyo [4] revealed as a result, learning in the 21nd century emphasizes integrated learning with Information and Communication Technology (ICT) as critical knowledge for navigating the digital learning era. Politics, the economy, industry, culture, and education all benefit from information and communication technology (ICT). Olaore [5] describe ICT has had a significant impact on the education sector, on organizational structures, and on teaching and learning methods. According to Wasif

Nisar, *et al.* [6], practice teachers who created powerful learning environments for their students, as well as having more computers available to students, had a higher chance of using open-ended ICT applications, which are expected to contribute to the power of learning environments.

The global advancement of communication and information technology (ICT) has resulted in a new breakthrough for the world of education in Indonesia, even as well as internationally. Because it can use online teaching methods without having to meet face to face and still convey material well, the advancement of ICT makes education more varied and efficient. Online learning is very popular this year; after the Covid-19 pandemic, online learning is an option for learning to continue even if it is not face to face directly. Online learning is an educational innovation to answer the challenge of the availability of varied learning resources [7]. According to Atmojo [8], Online learning means a set of learning activities in a subject delivered via a network that allows access and knowledge exchange. Gonzalez [9] describe, online learning is defined as distance learning aided by electronic devices such as tablets, smartphones, laptops, and computers that require an internet connection.

Online learning has several benefits and challenges, "This offers several benefits for students in terms of flexibility and accessibility, independent learning, access to information and material resources, and individual differences in students" [10], p. 247]. The challenges faced are signal problems that are sometimes not connected properly, the devices used are inadequate; and technical distractions from the learning systems used to teach. While the other benefits from online learning are flexibility, learning new online learning skills, and a high level of interaction. According to Dashtestani [11], the perceived challenges included a lack of feedback and limited peer communication. In this research , online learning was carried out using a Zoom meeting platform. According to Rosyid in [12], the Zoom application is an online teaching medium in the form of an

application that has a remote conference feature by bringing together video conferencing, online chat, online meetings and can also be collaborated with cellular. Online learning can be applied to any subject, including engineering, health, cultural, social, political, language learning, etc.

Online learning can be applied to Language Teaching, as English Language Teaching (ELT). Indonesia is one of the Southeast Asian countries that always strives to develop English Language Teaching (ELT) to equip its citizens in a global world characterized by advances in international information and communication technology. ELT in Asia, the Industrial Revolution 4.0 has had many impacts on education around the world, one of which is in Asia, causing significant changes in learning English. According to Utami *et al*. [13], education in Industrial Revolution 4.0 can motivate and develop students' potential to produce innovations during the learning process, but teacher encouragement is required to make this happen. From the practice of society 4.0 to society 5.0. The era of Society 5.0 began with the Japanese government's desire for its people to not only understand science and technology, but also to be able to carry out their functions as human beings in general [14]. According to Saragih [15] Society 5.0 is a society that can solve various challenges and social problems by utilizing various industrial revolution-era innovations. 4.0 technologies such as the Internet of Things (internet for everything), Artificial Intelligence (artificial intelligence), Big Data (large amounts of data), and robots to improve human life quality. But with the existence of a new system in this era, the role of the teacher will never be replaced by technology, because there is a need for direct interaction in the classroom, an emotional connection between students and practice teachers, as well as the instilling of a teacher's character and example.

Teaching english by online learning in 8th grade students on (SEPAMA) Musa-Asiah Integrated School in Cambodia. 8th grade at Musa-Asiah Integrated School is equivalent to junior high school in

Indonesia. English in (SEPAMA) Musa-Asiah Integrated School Cambodia is a foreign language. SEPAMA is one of the Islamic-based private schools equivalent to basic education located in. State of Cambodia. In 8th grade students on Musa-Asiah Integrated School there are 8 (eight) students, they learn about English alphabet and spelling something. They not only how to spell or speak A,B,C,until Z, but also how to spell their name, fruits, animals, and so on. Because English is a foreign language, they are eager to learn and apply it in their daily lives. Learning the English alphabet does not have to be done on paper or on a board; it can also be done through the use of media and technology. For example, the YouTube platform.

YouTube platform is new ways of teaching English courses as a supporting medium for learning in the classroom. YouTube is the most popular online video platform. According to Cahyana [16], YouTube is a type of online media that contains various types of videos created by people who become content creators on the site. Almurashi [17] describe YouTube is a fascinating medium for teaching and learning English. According to Watkins & Wilkins [18] practice teachers can use YouTube videos to assess students' listening and speaking skills because they can only be viewed and heard. Almurashi [17] describe YouTube has a significant impact on students' English comprehension, YouTube can be a good resource for including English lessons and can aid in lesson comprehension, and the YouTube website can be an effective method of overcoming students' difficulties and barriers to understanding English. Cahyana [16] revealed that implementing YouTube videos in the classroom made the time more effective because it provided more time for practice; practice teachers and students responded positively to the implementation of YouTube videos in the classroom; however, some problems occurred during the implementation of YouTube videos.

Based on the review previous studies, the implementation and problems of using Youtube video technique in Teaching English were explained. Therefore, in this present study, the researcher highlights

how practice teachers implemented the YouTube video technique, and the problems encountered by practice teachers in learning process English to the students in 8th grade student Musa-Asiah Integrated School in Cambodia.

Table 1.
The Steps of Implementing YouTube Video

No.	Steps
1.	**Preparation**
2.	**Opening**
3.	**Main Activity**
4.	**Assessment, Evaluation**

DISCUSSION

This research uses a qualitative approach with a descriptive approach. The subject of this research was the English practice teachers which numbered 3 practical practice teachers and 8 of 8th grade student Musa-Asiah Integrated School in Cambodia. The reason for choosing this school was because Musa-Asiah Integrated School in Cambodia is school is still in development stage in Cambodia. It can be assumed that the students in this school need to learn English as more as they can because they were prepared to good competency in English to development the school to advance stage. The data in this research were collected through observation, interview, and study documentation. Because of the researcher's limited distance and time, an observation was conducted on the implementation of teaching English by online learning through Zoom meeting platform.

This research conducted in order to find out the implementation of YouTube video in teaching English as a foreign language to 8th grade students and to find out the problem faced by the practice teachers. The subject of the research was 3 8th grade English practical practice teachers of Musa-Asiah Integrated School in Cambodia and 1

class consist of 8 students. To gain the data, the researcher observed when the practical teacher is teaching in classroom by Online learning through Zoom meeting platform.

The findings revealed that some students had a positive impact on the use of YouTube videos as learning media in class. As a result, this positive impact can demonstrate that practice teachers understand how to use YouTube videos in the classroom as a medium for teaching English as a foreign language. According to the observational data, practice teachers appear to be ready to implement YouTube videos in class, beginning with creating lesson plans, implementing techniques in class, and assessing students. Furthermore, the school is prepared to support the use of YouTube videos in class as learning media. This is evident from the availability of supporting facilities required in classroom teaching activities.

Table 2. The Steps of Implementing YouTube Video

No.	Steps	Item	Category
1.	**Preparation**	Preparing everything needed for learning activities	Often
		Using learning media in class to implement YouTube	Always
		Choosing a video with a duration that suits my learning	Often
		Looking for learning media on YouTube	Always
		Using YouTube as a source of learning videos.	Always
2.	**Opening**	Greeting the students by calling name one at a time.	Always

No.	Steps	Item	Category
		Giving questions related to the topic of learning to students.	Always
3.	**Main Activity**	Students can discuss well according to the topic of learning.	Sometimes
		Providing additional activities in the learning process	Always
		Students focus on learning when using YouTube.	Always
4.	**Assessment, Evaluation**	Prepare an assessment for each learning activity.	Sometimes
		Evaluating the learning method after class.	Always
		Giving an objective assessment according to the conditions while learning.	Always

This step is based on observations made by researchers on practice teachers in order to collect data for the purpose of implementing YouTube videos. The table shows that there are four steps in implementing YouTube videos: preparation, opening, core

activities, and assessment. The preparation stage is the first step that the teacher must take before beginning to teach. This step contains 5 items that explain the specifics of these steps. The teacher prepares everything needed for the teaching process, including media to support the teaching process, such as YouTube videos. Furthermore, practice teachers use YouTube.com as their primary video source, which offers a variety of videos related to English teaching topics. Practice teachers must choose videos with care when selecting them. Choose videos with the appropriate length to maximize the teaching process.

Based on the data, it was discovered that the practice teachers had planned everything for maximum English learning activities. As the opening lesson, the teacher always greeting the students by calling name one at a time and the teacher always asks students questions about the learning topics. These questions are used to assess students' readiness to receive lessons as well as their familiarity with the topic. Furthermore, assessment is frequently performed after the teacher has completed the main learning activities. When using YouTube videos in class, the teacher always evaluates each learning activity objectively based on the circumstances. Furthermore, practice teachers always evaluate learning methods after class in order to improve the quality of learning in subsequent meetings.

The data also explains how practice teachers use YouTube videos to teach English as a foreign language by focusing on specific English skills such as speaking, listening, and vocabulary. Practice teachers can use YouTube videos to explore students' speaking and listening skills, as mentioned in Watkins and Wilkins [18], because YouTube can only be enjoyed by seeing and hearing.

Table 3.

The Category of Problem Faced by Practice Teacher in Implementing
Youtube Video

No.	Problem	Item	Category
1.	Pre-class	Internet connection problem	Sometimes
		Video preparation	Sometimes
		Video appropriateness	Never
		Unsuitable topics	Never
		Video availability	Never
		Copyright problem	Never
2.	In-class	Facilities problem	Never
		Video difficulties	Sometimes
		Language used problem	Sometimes
		Advertisement problem	Sometimes
		Students' understanding	Sometimes
		Students' interest	Never
3.	Assessment	The learning outcomes	Never
		The effectiveness	Never
		The activeness	Never
		The difficulties in developing the technique	Never

This data shows that practice teachers have no major difficulties compiling content and topics for YouTube videos. According to the data, when setting up and selecting the right videos from YouTube related to learning topics to be used in teaching English, an internet connection is sometimes insufficient. Practice teachers have never had

difficulty selecting appropriate content to teach English using YouTube videos. Students never have trouble finding videos on YouTube that are appropriate for learning topics. In line with the preceding statement, the data revealed that practice teachers never had difficulty selecting the appropriate video due to the variety of videos available on YouTube. Furthermore, the teacher has never discovered a copyrighted video, which occasionally cannot be opened. However, this data also shows that practice teachers sometimes require more time to prepare materials for teaching English via YouTube because by a lack of internet connection.

Students may have difficulty understanding the language used in the video, which is English. Furthermore, when practice teachers implement YouTube videos, they may encounter issues such as a large number of advertisements appearing at the beginning and middle of the video. Another issue is that the students' English ability does not always match the difficulty level of the video. According to the data, students sometimes struggle to understand how to apply YouTube video techniques. Furthermore, the data show that using YouTube videos to learn English is appealing to students because they can answer questions after watching the video.

The final problem classification describes the assessment issues that practice teachers face after using YouTube videos to teach English in the classroom. Based on the researcher's observations, the items in this table show that students gave positive responses to the three items in the never category. The first item in this table explains how using YouTube videos improves students' English learning outcomes. Another item responded that the use of YouTube videos was effective and improve the activeness of the students in the English learning process. Furthermore, it was revealed in the previous item that developing learning techniques using YouTube videos was not difficult.

The majority of the issues encountered by practice teachers when implementing YouTube videos in class and preparing videos at the same level as students. The main issue that practice teachers face is an inaccessible internet connection, which is critical in implementing the YouTube video technique because practice teachers must play videos directly from YouTube links or websites for learning. Another issue that the teacher discovered was the students' readiness to accept the lesson and the level of difficulty of the topics in the video in comparison to the students' level. Furthermore, the observations' data explain common problems encountered when implementing YouTube videos: internet connection and students' readiness to accept English lessons.

CONCLUSION

This research found that while practice teachers get positive side using YouTube videos in the classroom for English learning, there are some issues that arise when using YouTube videos. English practical teacher at Musa-Asia Integrated School in Cambodia understands how to use YouTube videos to teach English to students and is equipped with the necessary tools when delivering learning material. This assertion is supported by the variety of English skills that practice teachers target when implementing YouTube videos. Furthermore, depending on the target skill, the teacher conducts YouTube videos in a variety of ways.

Furthermore, the data shows that using YouTube videos in the classroom to learn English makes time more effective because it allows for more practice time. Even students become more active in learning when using the YouTube platform. YouTube videos, according to the students, piqued their interest in learning English because they provide a fun way to learn and reduce flatness. Furthermore, the data shows that the use of YouTube videos in schools can be an alternative method of learning.

When using YouTube videos in teacher-acquired classes, a number of issues arise. Practice teachers face difficulties due to a lack of internet access and other resources to support learning activities, which are sometimes unavailable. Furthermore, this feature is critical for incorporating YouTube videos into the classroom. However, this data shows that practice teachers and students do not have serious problems preparing and understanding content and topics in YouTube videos because practice teachers never provide inappropriate and inappropriate content or topics to students due to the varying availability of videos on the YouTube platform.

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The Learning Curriculum Of VDM Musik Course Institution

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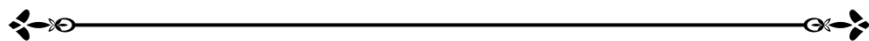
Abstract

Music Course Institute teaches students to be able to play musical instruments reliably. Learning in Music Course Institutions is very necessary for management in learning. This research reveals the music course learning curriculum which includes (a) lesson planning (b) calendar preparation process (c) implementation of learning curriculum

In this study using a qualitative approach. Data collection techniques used in-depth interviews, observation, and documentation. By using the Miles and Huberman Technique. While the data validity technique uses the credibility, dependability, and confirmability of the data.

The findings in the research results at the Surabaya VDM Music Course Institute, where the implementation of this music course learning includes lesson planning, calendar preparation process, and implementation of learning curriculum. Which is then conveyed to students systematically and regularly according to a predetermined design. The implementation of learning begins with a lesson plan that is used to make student learning more focused. Music learning is based on the form of music lesson materials which are arranged according to the level of students that have been made. All delivered to students in an orderly manner with a predetermined plan. The implementation of learning refers to the program by using various

strategies to be able to realize the learning objectives of the VDM Music Course Institute which is of course to advance students who are reliable in playing the musical instruments that students want.

Keywords: Curriculum, Music Course, Learning

INTRODUCTION

Music has always been part of human life. A science or art of composing tones and sequenced sounds, then combining relationships to produce sound compositions that have unity and continuity. *Music* is a tone or sound arranged so that it contains rhythm, song, and harmony (Indonesia 2005). Music is a branch of art that discusses and defines various sounds into patterns humans can understand (Banoe, 2003). Music is a universal language for all humanity; almost all human activities are never separated from the influence of music in birth and death ceremonies. Music can also affect humans, so music can play a role in religious and political matters. In learning the art of music, it is necessary to have teachers who have expertise in their fields. Knowledge and experience make it easy to plan music lessons, including music playing technique, rhythm, improvisation, and how to play musical instruments correctly. A potential and reliable music teacher/teacher will also create reliable students. This music course institution aims to produce reliable musicians. The art education study program is designed according to its objectives, namely in the form of what abilities its graduates must have (Sedyawati, 2010). After graduating from a higher grade/level, the students will continue to work as a music teacher at school or become private music teacher.

In designing music courses, it is necessary to have learning that includes the curriculum and learning of music courses. For this reason, management is needed related to learning the music course. Meanwhile, learning material is a written plan that students must learn and follow to achieve abilities. The type of curriculum and learning is

a written plan for students to find out to what extent students' intelligence level in learning musical instruments. In achieving an ability for students, music course institutions must have a learning design that is applied in the learning process. After that, there was a level increase. All students must follow that in learning at the Institute of Music courses. Curriculum/learning is a set of plans and arrangements for learning materials as well as guidelines for teaching activities, which are composed of plans/planning, systematics, teaching materials, methods, and guidelines for learning activities (Hamalik, 2006).

A learning program to achieve institutional goals in educational institutions is a very important program to create quality music course institutions.

Based on initial observations, the VDM Music Course Institute, which is the object of this research, has a learning system different from learning in schools. The uniqueness of this music course institution is the application/practice arrangement, which is the main focus of student graduation/advancement. The curriculum created by the music course institution is in the form of a different chart. The learning system from the VDM music course institution is very beneficial for students. It plans the concept of education and teaching, which becomes a reference in preparing lesson plans (Triyanto, 2014; H Hamruni, 2015). With learning, there are various arrangements of plans to achieve its goals as the implementation of existing plans at the VDM Music Course Institute.

This is the case with the researcher's interview with the owner of the VDM music course institute with Mrs. KN.

"Lembaga kursus musik ini berdiri tahun 2005, dimana ini cita-cita saya dari dulu. Juga atas dorongan teman-teman yang menginginkan anaknya dapat bermain musik dengan baik. Akhirnya terbentuklah sebuah kursus musik yang saya inginkan ini. Cuman ya gitu, saya harus membuat juga sebuah perencanaan agar kursus musik saya dapat berjalan sesuai rencana dengan baik dan terkontrol.

Saya buat perencanaan selama setahun kedepan supaya jelas siswa saya nanti dapat belajar musik dengan baik dan dapat dihandalkan. Saya membuat atau menyusun kalender di VDM ini untuk pembelajaran selain itu juga mengadakan konser-konser, lomba-lomba juga ujian dalam satu tahun ajaran".

The uniqueness of the VDM music course institution is also about its obstacles. This learning will underlie researchers to research in more depth and then explore the music course institution. Researchers hope to find something comprehensive about learning at the Surabaya VDM Music Course Institute. Design with learning is a unit, a set of plans and arrangements regarding objectives, content, and lesson materials used as guidelines. Which are then implemented (Learning without a plan is, of course, very difficult to implement objectives because no guidelines give direction. In music courses In this VDM, the material given to students is by the plans in the music course. The program contains various programmed teaching materials and learning experiences, systematically planned based on applicable norms, which are used as guidelines in the learning process for education staff and students. to achieve goals (Wicaksono 2009a; Amri 2013).

Planning Objectives

In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the function of developing capabilities and forming dignified national character and civilization in the context of educating the nation's life aims to develop the potential of students to become human beings who are faithful, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Sudjana, 2010). The planning objectives at the music course institution are:

1. Students can understand the concept and importance of learning the right art of music
2. Students can display creativity through art
3. As a reference material for teachers in teaching.

Learning at the Music Course Institute

According to (Sukmadinata, 2009), implementing learning according to the design takes some readiness, especially in implementation. The implementation follows the predetermined program design by using the method of realizing music learning. To implement according to the design, readiness from the school is needed. Execution is a process in execution management, the most important management function. Implementing the learning plan is a teaching and learning interaction through several stages, including (1) the learning preparation stage, which is an activity prior to providing learning, (2) the learning implementation stage, where learning activities are carried out regarding the subject matter to be delivered (3) the closing stage is an activity after the delivery of the material (Soetopo, 2004).

Learning in Music course

In music course institutions, the implementation of learning is more on practical learning. Although there is writing learning where students must be able to write musical notes, it is also mandatory to be able to read musical notes. At the same time, the type of education learning applied in music courses is classified as non-formal education. The Music Course Institute is a training institution included in the type of non-formal education. This institution is devoted to learning the art of music in a relatively short period compared to learning in schools. This music course institution is more focused on the level of proficiency/skills of students (Triyanto, 2014).

a. The direction of the approach to art, be it visual arts, music, dance, or theatrical arts, can generally be divided into two approaches: art in Education and Education through art. Art in Education is the skill of painting, drawing, singing, dancing, and playing musical instruments. The purpose of this music course institution is as a place to gain non-formal knowledge. This music course institution is important in supporting skills with a more focused and conceptual learning process (Triyanto, 2014).

b. Component objectives: This is a very important component in the learning system. Where will the students be taken, and what should the students obtain? Moreover, it all depends on the goal to be achieved. Content/Material: Material is the core of a learning process and a component that determines success in achieving a goal. Tools/Resources: Currently, technology is so advanced, and students can learn by utilizing the results of today's advanced technology. In essence, the goal of each of these educational programs is to be given to students. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3 Educational objectives: National Education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become democratic and responsible citizens. The objectives of learning planning at music course institutions can be described as follows: (1) Students can understand the concepts and importance of learning music arts; (2) Students can easily display their creativity through music arts; (3) can enhance the role of music arts in a higher level than the previous one (4) as a reference material for a music instructor/teacher in teaching (Wicaksono, 2009b).

c. Introduction to Music Theory: In learning the art of music, students are taught the meaning of the symbols in music. (1) Intro/beginning, the beginning of a composition/song, the beginning (2) FO (fade out): repeated but loses its voice, generally used at the end of the song. (3) FI (fade in): repeated but louder, generally used at the beginning of a song/intro. (4) Dynamics (loudness and softness of a musical composition), for example, ppp (pianissimo) very soft, < (crescendo) getting louder and louder, ff (fortissimo) very loud. (5) Tempo Signs: The Allegro is played quickly, the Largeto tempo is played slowly, and the Ritardando tempo is increasingly slowed down (Kodijat-Marzoeki, 2004).

d. Note Value: To find out the value of the note, it can be seen: () Whole note/full note 1 is worth 4 beats () Half note ½ is worth 2 beats () Eighth note 1/8 is worth ½ beat () Sixteenth note 1/ 16 is worth ¼ beat () Thirty-second note 1/32 is worth 1/8 beat () Sixty four note 1/64 is worth 1/16 beat (Prier & Edmund, 1996).

e. Rest Value: Unplayed/silent notes. Not ¼. On the count of 4, there is a ¼ rest, which means that on the count of 4, the notes are not played/stopped/silenced (Prier & Edmund, 1996).

Research methods

This research examined the learning curriculum in the VDM music course in Surabaya. This study uses a qualitative approach to find phenomena in natural situations in research as it is, existing procedures, and situations regarding ongoing activities and processes. To solve the problem, the main activities are collecting and interpreting data.

Research that aims to conduct decoding or descriptions in the form of pictures, words, not numbers, is called qualitative descriptive research (Moleong, 2017).

Qualitative research on curriculum learning at VDM Surabaya is formed as comprehensive, intact, and inseparable from all the activities in the process. Through this qualitative approach, the researcher reveals the curriculum and learning at the VDM Surabaya music course. In this case, the data obtained is from the field, then described thoroughly in the learning curriculum, VDM music course.

Research sites

The location in the research of this music course institution is in Medokan Surabaya, which will be described in the following description:

VDM Music Course Institute

The VDM Music Course Institute was established on June 20, 2005. An accomplished woman in the field of vocals who has won various events throughout Indonesia. Mrs. KN was born in Klaten on December 12, 1962. In the beginning, because of Mrs. KN's hobby, namely vocals, many wanted to follow her. In the end, many neighbors wanted to be taught to sing with good technique. As time passed, more people joined the vocal course until finally opening a new class. The longer, the more and more enthusiasts open a vocal

course. However, in the end, it also opened new classes, including piano, keyboard, guitar, violin, and drum courses. As for teachers for each musical instrument, at least a bachelor's degree and proficient in their field. The VDM Music Course Institute provides material to its students in each lesson for approximately 30 minutes on all musical instruments except for the drum musical instrument, which is studied for approximately 45 minutes. The VDM music course institute also holds a level promotion exam, which is held every six months.

Data source

In this study, the source of data is from the informants. Besides that, the source of the data was also obtained from other informants who had been previously selected. Data sources related to VDM music course institutions regarding curriculum, music course learning

Data Collection Procedures

Researchers used data collection techniques deemed appropriate for the planned objectives to obtain valid data in this study. Data collection must be sorted first in order to obtain data that is as expected. The data collection techniques that the researchers used were in-depth interviews, participant observation, and documentation studies (R. et al., 1990).

Data analysis technique

The data analysis technique used in this research is the descriptive technique of Miles & Huberman (1992), namely data reduction, data presentation, and conclusion. Data reduction is where choosing the most important data from all the data obtained is streamlined and simplified, then abstracted (R. Bogdan and Biklen 1997).

DISCUSSION

Planning Preparation Process: Planning the lesson begins with preparing a calendar, in which the owner of this VDM music course prepares a plan that will be used within one year. Compiling a

calendar for this VDM music course starts with a background that has a vision whereby this VDM music course institution can increase intelligence and benefit students. In preparing the calendar, there is some material for students to participate in concerts or performances, which are made several times a year. All of this is to measure student skills to the extent to which student knowledge is obtained. Student activities in the VDM music course begin in January with competitions or self-demonstration of students' skills. After that, in April, the VDM music course institute held a Royal exam. All students must take this exam. Then, in May, the VDM music course returns to showcase skills to all students. Moreover, usually, all students take part in the performance to see how skilled the students are in playing music, and all the instructors and parents see the students performing. Then, in August, VDM again held the Royal exam.

Students will take level advancement exams in this Royal exam. If a student, after the exam, turns out to be passed, the student goes up a level. For learning, there will be additions from the previous one. Then, in October, the VDM Music Course Institute again held a concert where the students who participated in the concert according to their respective fields. Whereas at the end of the year, the VDM music course institution closes it with a concert again, namely the year-end concert.

For this reason, all students must show their abilities according to their expertise in preparing the plan programmed for one year. Everything must be controlled so that existing learning can produce reliable and competent students. As the result of an interview with the owner of the VDM music course, Mrs. KN:

"*Kursus musik ini saya dirikan pada tahun 2005 dan itu semua memang cita-cita saya, dan lagi karena permintaan dari teman-teman yang menginginkan agar saya membuat kursus musik. Pada akhirnya terbentuklah sebuah kursus musik yang sangat saya inginkan. Cuman ya gitu bu, saya harus membuat dahulu rancangan kurikulum agar*

Kursus musik saya sini dapat berjalan baik dan terkontrol untuk menghasilkan siswa yang handal. Saya buat perencanaan selama setahun kedepan. Saya juga menyusun kalender VDM ini selain belajar musik, konser-konser, lomba-lomba juga ujian dalam satu tahun ajaran".

The design is in the form of a calendar of several activities for students studying in this VDM music course for one year. In carrying out the learning curriculum at VDM, it is determined that students study time starting Monday to Sunday. Starting at 10.00 am to 19.00 pm. Such is the case with the following interview return:

"Pada pembelajaran yang kami terapkan dalam lembaga kursus musik VDM ini dimulai hari Senin hingga hari Minggu. Untuk waktu / jam dimulai pukul 10.00 pagi hingga pukul 19.00 malam. Sedangkan waktu / hari tergantung dari perjanjian siswa dengan instruktur untuk memilih hari dan jam pembelajaran. Dalam hal ini VDM menyediakan waktu bukan dan waktu untuk tutup. Jadi begini bu, tempat pembelajaran kami tidak mutlak harus belajar yang dimulai hari Senin hingga MInggu terus menerus, melainkan siswa dapat memilih hari dan jam yang sesuai dengan waktu yang diinginkan".

Each lesson takes about 30 minutes. Except for learning drum music which takes more time, which is around 45 minutes. Various music courses including Keyboard, Vocal, Violin, and Guitar. With about 30 minutes and 45 minutes, students must use their time properly so that students can play musical instruments properly and correctly and proficiently. As stated in the interview:

"Setiap hari siswa kami didik selama 30 menit dengan memainkan alat musik yang siswa pilih sendiri bu. Kecuali dalam pembelajaran kursus musik Drum yang tentunya banyak membutuhkan waktu sedikit lebih banyak daripada pembelajaran alat musik yang lainnya. Supaya nanti siswa dapat mendalami serta lebih mahir untuk memainkan alat musik".

It can be said that this description is the process of preparing an academic calendar plan and schedule for the VDM music course according to the circumstances of students who are generally students in formal educational institutions. However, if you remember the preparation of the academic calendar plan and schedule at VDM was made to form the disciplined attitude of instructors and students in music learning activities which still refers to activities on weekdays. Even though the preparation of the plan refers to the education system that exists outside the institution, especially for students who are studying, this must still be done carefully and very carefully so that the limited time can be utilized as much as possible so that in developing students' skills in the selected musical instruments it can produce good students.

Music Course Learning

Music course learning includes an organizational structure. For example, teaching drums at a music course institution, it starts with: Basic, or the basis for learning the music. Students who take this music course must first know about the lessons to be learned. If students already feel they understand this learning, then the next level is: Intermediate. Intermediate, namely where students get more material than Basic. And after that is Advanced learning. Then the last one is Grade. Starting from Grade 1 to Grade 8. At Grade 8, students can already be said to know various materials and techniques from various musical games.

For Basic subject matter (45 minutes)

1. Get to know block notation (rhythmic)
2. Recognize the time signature
3. Get to know the scope pattern
4. Recognize punctuation
5. Rhythmic Reading and Fill-In

For Intermediate subject matter

    1. (Pop) on Drums: 45 min

    2. (Reagae) on Drums: 45 min

    3. (Swing) on Drums: 45 minutes

For Advanced subject matter

    1. (Bosanova) on Drum: 45 min

    2. (Rock) on Drums: 45 minutes

Furthermore, after all the learning in the music course has been completed, students will start studying at Grade 1 then Grade 2, 3, 4, and so on until they reach Grade 8. In Grade 8 students are really proficient in playing musical instruments with any genre up to can accompany some of the existing songs.

The person in charge of planning at this music course institution is held directly by Ms. Adisty. But in its implementation in class, all of that becomes the task of the respective instructors.

As the results of the interview with Mrs. KN:

"Begini bu…, dalam menyusun dan merancang ini semua memang saya, namun tanggung jawab dipegang oleh ibu Adisty. Dalam implementasi di lapangan para instruktur yang bertanggung jawab dalam melaksanakan atau menjabarkan perencaan dalam bentuk materi pembelajaran".

In learning at VDM, every time students come to start learning, they first start by playing a musical instrument with last week's material until it is perfect. If all of that can be done better than last week, then the instructor can return to give new material. That is every time the meeting is held. This VDM music course is a non-formal institution where learning is focused on practical lessons and learning is certainly different from formal schools. The final task of the students to continue to a higher level is with a practical exam. As with the explanation from Mrs. Adisty in the interview results:

"Begini ibu…., dalam mengorganisasikan kurikulum, tanggung jawab adalah tugas kami. Untuk mengembangkan kurikulum kami

memfokuskan pada tiga langkah sistematis. Pertama adalah Basic. Disini kami memberikan materi pengenalan materi musik serta berbagai ragam alat musik. Setelah itu Intermediate, dimana pemberian materi pada siswa tetap memainkan alat musik juga teknik memainkan alkat musik. Setelah itu yang ketiga yaitu Advance dimana materi yang ada pada siswa dapat dimainkan dengan baik dan sempurna".

Instructor's job description and role

For the division of tasks in carrying out learning, in this case the VDM leadership divides tasks for each instructor according to their respective expertise. For example a drum instructor, he carries out the task of teaching drum musical instruments in accordance with the level of material that has been previously designed in learning drum musical instruments. All of this also applies to other subject instructors at the VDM music course institute.

In an interview conducted with Mrs. Adisty, the following results were revealed:

"Dalam pembelajaran di lembaga kursus musik VDM menggunakan metode Drill. Metode Drill adalah salah satu cara mengajar dimana siswa melaksanakan kegiatan Latihan atau ketrampilan yang dilakukan berulang-ulang. Metode Drill adalah metode yang cocok dalam pembelajaran disini. Metode Drill adalah suatu cara mengajar dimana siswa melaksanakan kegiatan Latihan/praktek dengan tujuan siswa dapat memiliki ketrampilan yang baik. Pembelajaran dengan metode Drill ini sangat menunjang ketrampilan siswa namun dalam memberikannya harus tetap menarik agar siswa tidak merasa jenuh. Dalam memberikannya harus dengan sabar sehingga siswa dapat menjalankan dengan senang hati tidak menimbulkan kejenuhan dan dapat menghasilkan siswa yang handal dalam memainkan alat musik".

Research result

The discussion in the findings of this research successively are: (1) Learning at music course institutions.

Music Course Institute

A written lesson plan is then prepared to expedite the learning process if it is associated with a music course institution, it can be defined that all the actions of selecting and setting the main goals for the establishment of a music course institution include various strategies, methods as well as evaluations in realizing the success of learning at music course institutions. So it is necessary to plan and formulate appropriate learning so that learning at this music course institution can be carried out in accordance with the ideas and aspirations at the beginning of the establishment of a music course institution so as to produce students with graduates who have expertise in the professional field of music. Planning learning at a music course institution determines several strategic steps to make the music course learning successful (Mursell 2020). Where is the process of preparing a calendar every year, learning schedules, and strategic plans in implementation. To make a music course institution successful, it is necessary to have a well-organized planning step.

Learning Planning Preparation Process

One of the factors for the success of music course institutions is their ability to develop lesson plans that will be delivered to students (Fattah 2009). For example, preparing an agenda for each academic year. In compiling, of course, it must begin with building a vision and mission in accordance with the development of music in Indonesia. In the process of compiling this, the leaders of music course institutions certainly collaborate with or involve instructors who teach at the institution. This is done so that the lesson plan that is prepared can be carried out properly and is easily applied by the instructor in the learning process. Instructors work together and devote their knowledge to each other in designing and preparing lesson plans. In compiling this, groups are formed based on skill and professionalism in the field or musical instrument. For example, an instructor who masters the drum musical instrument will be grouped in preparing a drum musical instrument learning plan. Thus the drafting process can have integration and can run according to the plan, the method as has

been determined. An educational institution must provide a good and conducive environment for students who have the opportunity to learn (Hamalik 2006).

The main factor for the success of learning in music courses is how to organize learning plans that are implemented and then teaching is improved. Learning begins with the introduction of musical or rhythmic notes, where students who do not yet fully understand the introduction of punctuation or composition, read rhythmically to fill in. After everything is done well it is continued at a higher level with game techniques including playing pop techniques, reggae techniques, bosa nova techniques, rock techniques, and finally learning starts with Grade 1 to Grade 8. In compiling and designing, each institution's music courses needs to place strategic steps. It is hoped that these steps will become a regular flow of learning, and be easy for each instructor to implement. The preparation step begins with Introduction/Basic (introduction to musical instruments and beam notation or various musical rhythms). Introduction is the first step that is of great concern to the Instructor. Because here the success of students is determined at this initial step. All must be strong for this foundation so that the next steps can run smoothly. Furthermore, the second step is Intermediate/Preparatory, namely the provision of materials and techniques for various musical games. Here an instructor must really understand the various methods used. Then the third step is Advanced/Preliminary, where in this step students are found to have mastered musical instruments and how to play them perfectly. Both playing the season instrument and the ability to read musical notes. This step must really be serious and it must be shown by the instructor in conveying musical notes material.

After completing all of these stages, students can enter the next step which is called Grade, which means that students are proficient and able to play musical instruments of various genres and types of music until they can accompany songs. For this Grade step, several stages are also carried out, namely from Grade 1 to Grade 8. If all of

this is carried out in accordance with the steps in the curriculum design, it will produce graduates who are professional and proficient in music.

At this music course institution, a working mechanism for its implementation requires a process so that what is desired goes according to plan. In learning, students come and before starting students will be tested with last week's material to be able to play well. If students can play last week's material well then the instructor can carry out further learning with new material. The purpose of all this is for students to do well. Because in learning in this music course the emphasis is on practice, therefore students must really be able to master the learning material provided by the instructor properly. This is what students do when they take part in learning music courses at every meeting, which has been designed for each subject matter.

In practice, this music course emphasizes practice rather than theory because the aim is to shape students to have the skills to play musical instruments. More specifically, the goal of this music course institution is to form advanced graduate students who can of course produce students who produce works with arrangements that are liked by the public. In carrying out learning, each music course institution has advantages and disadvantages. Music course institutions as non-formal institutions engaged in music. The learning system is in the form of practice. Therefore the most appropriate learning for learning music is to use the Drill method. Where learning requires seriousness in practice, not in theory. Because the purpose of this lesson is to learn skills in mastering musical instruments (Djamarah and Zain 2006), this method is also known as training to train skills, skills, and dexterity towards a science. In the Drill method, it is done repeatedly, and continuously with the intention of strengthening or perfecting a skill to make it better.

CONCLUSION

In the preparation of learning at the Music Course Institute, the emphasis is on practical learning rather than theory. The process of preparing the academic calendar planning and schedule for music course institutions is designed for one academic year. The preparation of academic calendar plans and schedules is carried out by making effective days and holidays as days of the learning process. Implementation is directed at students' understanding of musical instruments and music as well as a variety of musical games. The preparation of an implementation plan is carried out to develop students' skills in getting to know musical instruments which are always learned in every meeting. In the evaluation of VDM music course institutions, it is carried out every semester with practical and theoretical exams that are reading musical notes and rhythmic. This VDM music course institution focuses on practical learning using the Drill technique, namely learning by repeating one material. The use in learning musical instruments is directed at practical learning for mastery of musical instruments and games.

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