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Tlp. 62-21-546 0901 (hunting) Fax. 62-21-546 0910

Email: redaksi.polyglot@uph.edu

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EDITORIAL

Polyglot adalah jurnal ilmiah tentang Pendidikan, Bahasa, Budaya, dan Literatur yang diterbitkan oleh Fakultas Ilmu Pendidikan, Universitas Pelita Harapan. Mulai Volume 15 No 1 Edisi Januari 2019 Polyglot telah terakreditasi SINTA 3 oleh Menristekdikti dengan keputusan No.10/E/KPT/2019 tertanggal 4 April 2019 yang berlaku 5 tahun. Polyglot sedang mengajukan reakreditasi melalui laman arjuna.kemdikbud.go.id. Artikel dalam Jurnal Polyglot merupakan hasil penelitian atau pengalaman praktis guru di sekolah yang disajikan dalam karya tulisan yang memenuhi standar ilmiah.

Jurnal Polyglot Volume 21, No 1 edisi Januari 2025 ini menyajikan sepuluh artikel yang merupakan hasil pemikiran dan hasil penelitian berkaitan dengan pendidikan, budaya, dan bahasa dengan menggunakan metode kualitatif ataupun kuantitatif. Redaksi menerima lebih dari 153 tulisan dan akhirnya menyeleksi 10 artikel yang memenuhi kaidah ilmiah dari para penulis untuk dipertimbangkan dimuat dalam jurnal Polyglot. Semua naskah yang masuk ke redaksi akan direviu oleh ahli di bidangnya dan hasil reviu akan diberitahukan ke pengirim. Semua proses penerbitan dari mulai naskah masuk sampai diterbitkan dilakukan secara online.

Mulai volume dan nomor ini, Polyglot menggunakan OJS versi 3 sehingga terdapat penyesuaian dan migrasi data yang terus-menerus kami pantau sehingga semua berjalan dengan lancar dan baik.

Tangerang, 25 Januari 2025

Pimpinan Redaksi Polyglot: Jurnal Ilmiah

INDONESIAN STUDENTS' PERCEPTIONS OF CHATGPT FOR ENGLISH ESSAY WRITING

[PERSEPSI MAHASISWA INDONESIA TERHADAP CHATGPT DALAM PENULISAN ESAI BAHASA INGGRIS]

Rentauli Silalahi

Institut Teknologi Del

rentaulisilalahi@gmail.com

Abstract

ChatGPT, an AI tool launched in November 2022, has gained popularity among EFL students for assisting them in English essay writing. Despite its popularity, little is known about Indonesian students' perceptions of ChatGPT's usefulness, ease of use, and limitations of ChatGPT in essay writing. To address this gap, a survey with closed and open-ended questions was conducted with 76 first-year undergraduate students from IT programmes at a private university in Indonesia. Quantitative data were analyzed using descriptive statistics, and open-ended responses were analyzed using thematic analysis. The theoretical framework of the Technological Acceptance Model (TAM) underpinned the analysis. The findings reveal that students found ChatGPT easy to use because it did not demand specific skills and promptly understood and responded to their prompts. ChatGPT was deemed helpful for various reasons, with its ability to provide relevant materials, check vocabulary and sentence structures, generate ideas, and translate Indonesian sentences into English being the top five

reasons. However, students also highlighted three main limitations: ChatGPT's tendency to provide irrelevant or unclear answers and its difficulty understanding complex instructions. This study indicates that while students use ChatGPT for English essay assistance, they remain aware that its answers may not always be appropriate.

Keywords: ChatGPT; artificial intelligence; english essay writing; technological acceptance model; students' perception of ChatGPT

Abstrak

ChatGPT, sebuah alat kecerdasan buatan yang diluncurkan di bulan November 2022, telah mendapatkan popularitas di kalangan mahasiswa yang belajar bahasa Inggris sebagai bahasa asing dalam membantu penulisan esai Bahasa Inggris. Meskipun sudah populer, persepsi mahasiswa Indonesia terhadap kegunaan ChatGPT masih belum banyak diketahui, seperti tentang kemudahan penggunaan ChatGPT dan keterbatasan ChatGPT dalam penulisan esai bahasa Inggris. Untuk menjawab kekurangan informasi ini, survei dengan pertanyaan tertutup dan terbuka dilakukan pada 76 mahasiswa tahun pertama dari program IT di sebuah universitas swasta di Indonesia. Data kuantitatif dianalisis menggunakan statistik deskriptif, dan jawaban terbuka dianalisis menggunakan analisis tematik. Kerangka teori Model Penerimaan Teknologi (TAM) mendasari analisis ini. Hasil temuan menunjukkan bahwa mahasiswa menganggap ChatGPT mudah digunakan karena tidak membutuhkan keterampilan khusus dan mampu dengan cepat memahami serta merespons permintaan mereka. ChatGPT dianggap berguna untuk setidaknya lima alasan utama: kemampuan ChatGPT untuk menyediakan materi yang relevan, memeriksa kosa kata dan struktur kalimat, menghasilkan ide, serta menerjemahkan kalimat Bahasa Indonesia ke dalam Bahasa Inggris. Meski demikian,

mahasiswa juga menggarisbawahi tiga keterbatasan utama dari penggunaan ChatGPT: kecenderungan ChatGPT untuk memberikan jawaban yang tidak relevan atau tidak jelas, dan kesulitan ChatGPT memahami instruksi yang kompleks. Studi ini menunjukkan bahwa meskipun mahasiswa memanfaatkan ChatGPT untuk membantu penulisan esai Bahasa Inggris, mereka tetap menyadari bahwa hasil yang diberikan mungkin tidak selalu tepat.

Kata Kunci: ChatGPT; kecerdasan buatan; penulisan esai bahasa inggris; model penerimaan teknologi; persepsi mahasiswa terhadap ChatGPT

Introduction

Chat GPT, launched in November 2022; 'GPT for "Generative Pretrained Transformer"', is an artificial intelligence (AI) tool that has been trained to continue the text or written dialogues, much like humans do, using phenomenal amounts of textual data' (Granić & Marangunić, 2019; Rousseau, 2023, p. 7). Though several AI-based writing tools can assist students in enhancing their writing skills and performance, such as Grammarly, QuillBot, NoRedInk, and ArgRewrite (Wu, 2024), ChatGPT has become more popular among non-native English speaker students.

Studies across Asian countries, like Malaysia (Rahim et al., 2023), Indonesia (Harunasari, 2023; Marzuki et al., 2023; Nugroho et al., 2023, 2024), Vietnam (Thao et al., 2023), India (Mahapatra, 2024), South Korea (Eunim & Youngsang, 2023), and China (Ge, 2024; Xu et al., 2024) reported that ChatGPT has provided significant and prompt assistance to students from non-native English speaking countries in their English writing endeavours. ChatGPT mainly assists students to check and modify their sentence structures to sound clear and coherent (Eunim & Youngsang, 2023; Ge, 2024; Marzuki et al., 2023; Nugroho et al., 2023, 2024; Thao et al., 2023; Xu et al., 2024). When it comes to reviewing a student's writing, ChatGPT takes on the role of an assessor to identify and correct errors. ChatGPT can correct students' errors in grammar (Eunim & Youngsang, 2023; Harunasari, 2023; Jarrah et al., 2023;

Mahapatra, 2024; Nugroho et al., 2023, 2024; Özçelik & Ekşi, 2024; Rahim et al., 2023), signposts (Mahapatra, 2024), spelling (Ge, 2024; Harunasari, 2023; Nugroho et al., 2024), syntax, and typos (Nugroho et al., 2023, 2024). The other sophisticated tasks ChatGPT can perform are paraphrasing, revising or editing, summarising, translating, and proofreading texts (Črček & Patekar, 2023; Eunim & Youngsang, 2023; Nugroho et al., 2023, 2024).

ChatGPT has also resulted in self-development in students' writing skills. Students admit that ChatGPT has made them gain more confidence in expressing themselves through writing (Rahim et al., 2023), made them a faster writer (Mahapatra, 2024) and more proficient in self-editing (Özçelik & Ekşi, 2024), increase their productivity in writing (Jarrah et al., 2023), and develop their interest in writing (Thao et al., 2023), autonomy and control over their learning process (Mahapatra, 2024; Thao et al., 2023), and their knowledge of vocabulary (Eunim & Youngsang, 2023; Ge, 2024; Mahapatra, 2024; Marzuki et al., 2023; Nugroho et al., 2023, 2024; Rahim et al., 2023). Moreover, increased interaction with ChatGPT, including receiving responses from it, can help students develop their skills in crafting thoughts and arguments, providing a personalized and interactive learning experience (Marzuki et al., 2023; Rahim et al., 2023).

While doing a writing assignment, students may face writer's block for having no idea how to address their assignment or have limited knowledge of the assignment given. ChatGPT plays a significant role as a quick personal assistant that generates ideas for the students and saves them time (Cornish & Larter, 2024; Črček & Patekar, 2023; Harunasari, 2023; Mahama et al., 2023; Mahapatra, 2024; Marzuki et al., 2023; Nugroho et al., 2024). Students claimed that ChatGPT could provide them with immediate feedback, suggestions, clues, and ideas (Eunim & Youngsang, 2023; Ge, 2024; Jarrah et al., 2023; Nugroho et al., 2023; Rahim et al., 2023; Xu et al., 2024), even do most of the writing for them. For example, ChatGPT may produce concise abstracts, introductory paragraphs, literature sections, initial drafts (Imran & Lashari, 2023) and the entire writing assignment (Črček & Patekar, 2023).

However, some empirical studies have found contrasting opinions regarding the significant impact of ChatGPT on students' writing. While Athanassopoulos et al. (2023) and Cornish and Larter (2024) found that

ChatGPT helped improve students' writing, Bašić et al. (2023) found the contrary. Athanassopoulos et al. (2023) found improvement in migrant students' writing in terms of the number and unique words used and average words used in a sentence in their second attempt to write on the same topic due to having assistance from ChatGPT. The study showed that students learned from suggestions of revised sentences given by ChatGPT and learned from differences between their original work and the suggested modified sentences given by ChatGPT. In a nother study, Cornish and Larter's (2024) study, who examined undergraduate students' writing, found that students' writing significantly improved with ChatGPT assistance. In contrast, Bašić et al. (2023), who experimented with two groups of students writing an essay with and without the assistance of ChatGPT, found that the group of students who used ChatGPT did not perform better than those without ChatGPT. The potential causes were that students using ChatGPT need "more time to finalise the task and assemble the content" (p. 4) due to their overreliance and lack of familiarity with ChatGPT.

While ChatGPT may assist students in a variety of ways, it also has some limitations and may cause negative impacts. The first issue is concern over academic dishonesty, as the responses students copy from ChatGPT may be identified as plagiarism (Jarrah et al., 2023; Mahama et al., 2023; Nugroho et al., 2023, 2024; Thao et al., 2023). Meanwhile, overreliance on the AI (Mahama et al., 2023; Mahapatra, 2024; Marzuki et al., 2023; Shakil & Siddiq, 2024; Thao et al., 2023) poses a significant threat to students' creativity and critical thinking (Cornish & Larter, 2024; Mahama et al., 2023; Mahapatra, 2024; Marzuki et al., 2023; Shakil & Siddiq, 2024; Thao et al., 2023). ChatGPT's answers can also be confusing for students, mainly when ChatGPT offers answers with advanced vocabulary, overly complex sentences (Özçelik & Ekşi, 2024), or repetitive and monotonous answers (Nugroho et al., 2023). Meanwhile, other studies suggested that ChatGPT answers could not be taken for granted as they may lack accuracy and reliability (Eunim & Youngsang, 2023; Imran & Lashari, 2023; Mahama et al., 2023; Nugroho et al., 2023, 2024; Thao et al., 2023).

To study the perspectives of EFL students of ChatGPT on English essay writing, some studies have applied the Technology Acceptance Model (TAM) to explore EFL students' perceptions of the usefulness and ease of use of the latest AI model, ChatGPT. TAM is considered suitable

for examining university students' intention to use ChatGPT because the perceived usefulness and ease of use of the tool are crucial factors driving its adoption (Shaengchart, 2023). Similarly, TAM provides a comprehensive framework for understanding and analysing the adoption of ChatGPT among university students for their English as a Foreign Language (EFL) writing assignments.

Theoretical Framework: Technology Acceptance Model

The Technology Acceptance Model, which originated in the psychological Theory of Reasoned Action (TRA), is a pivotal framework for comprehending the factors influencing human behaviour regarding the potential acceptance or rejection of technology (Davis & Venkatesh, 1996; Granić & Marangunić, 2019). TAM was introduced by Fred Davis in the mid-1980s under contract with IBM Canada, Ltd., to assess the market potential of various emerging PC-based applications, including multimedia, image processing, and pen-based computing, to guide investments in new product development (Davis & Venkatesh, 1996). TAM suggested that there are three key factors influencing a user's motivation to adopt a system or technology: their perception of how easy it is to use, their belief in its usefulness, and their overall attitude towards using it, as shown on the TAM model below displaying the three main motivational variables: attitude toward using, perceived usefulness, and perceived ease of use (Davis, 1993; Davis & Venkatesh, 1996).

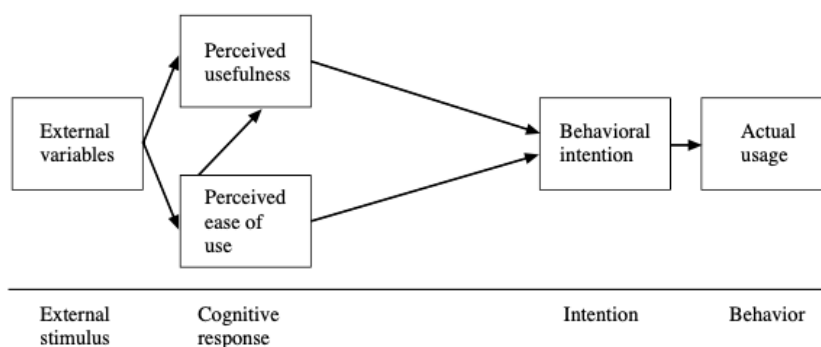


Figure 1. Technology Acceptance Model (adopted from Davis and Venkatesh, 1996, p. 20)

Davis (1993) and Davis and Venkatesh (1996) developed Likert scale survey questions for their studies, allowing participants to rate

their agreement or disagreement on a scale from 1 to 7. Davis (1993) investigated the perceived usefulness of electronic mail, where participants rated statements such as how much they believed using electronic mail improved the quality of their work, gave them greater control over their tasks, enabled quicker task completion, supported critical job aspects, increased productivity, enhanced job performance, allowed more work to be accomplished, improved job effectiveness, and made their job easier.

Similarly, participants were asked to rate their perceived ease of use of electronic mail on a seven-point Likert scale in terms of statements like finding the system cumbersome, ease of learning to operate it, level of frustration while interacting with it, ease of achieving desired tasks, flexibility of the system, ease of remembering how to perform tasks, mental effort required for interaction, clarity of interaction, and effort needed to become proficient at using electronic mail.

Similarly, Davis and Venkatesh (1996) surveyed participants on their perceived usefulness and ease of use of WordPerfect, as well as their intention to use WordPerfect. The perceived usefulness questionnaire assessed participants' agreement or disagreement regarding how much they believed WordPerfect improved their performance, increased productivity, and enhanced effectiveness. Meanwhile, the perceived ease of use questionnaire measured participants' agreement or disagreement regarding how much they believed interacting with WordPerfect required mental effort, how easy it was to use, and how easy it was to achieve desired tasks with WordPerfect. Additionally, the intention to use the WordPerfect questionnaire assessed participants' agreement or disagreement regarding their intention to use WordPerfect, assuming they had access to it and given that they had access to WordPerfect.

The studies that have applied TAM to studying EFL students' perceptions of ChatGPT on English essay writing include Ge's (2024), Thao et al.'s (2023), and Xu et al.'s (2024). First, grounded in TAM and the Information System Success Model, Ge's (2024) quantitative study investigated Chinese university students' acceptance of ChatGPT in EFL writing. Using modified TAM variables measured on a Likert scale with 300 Chinese university students, the study found that students used ChatGPT because it provided them with immediate feedback, real-time

individualized writing assistance, lexical enrichment, and grammar precision. Second, Thao et al. (2023) who studied Vietnamese students' perceptions of using ChatGPT in their EFL writing, confirmed that while students found ChatGPT beneficial, they also experienced disadvantages. Grounded in Vygotsky's Constructivist Learning Theory and TAM, the study collected data from semi-structured interviews with 20 students from two Vietnamese institutions. Thematic analysis revealed that students became more interested in EFL writing after using ChatGPT, perceiving it as helpful in enhancing writing abilities and giving them more control over their learning process. However, students also admitted to becoming overly reliant on technology, limiting their creativity in expressing themselves in their writing. Additionally, concerns about data accuracy and safety were raised, with students fearing that the information provided by ChatGPT might need to be more accurate and that their stored data might need to be more secure, leading to issues of accuracy, confidentiality, and ethics. Finally, a similar concern was reported by Xu et al. (2024), who adopted the TAM theoretical framework to investigate Chinese undergraduate and postgraduate students' perceptions of ChatGPT use in their essay writing. Through interviews, they found that students raised concerns over data safety and privacy when storing their data on the ChatGPT system. However, they still acknowledged the benefits of using ChatGPT to improve their academic achievement.

Taking into account the pertinent use of TAM to examine EFL students' perceptions of ChatGPT's usefulness and ease of use across various settings, as well as the limited literature on applying TAM in the Indonesian higher education context to explore universities' perspectives on ChatGPT's usefulness, ease of use, and limitations in English essay writing (Harunasari, 2023; Marzuki et al., 2023; Nugroho et al., 2023, 2024), this study aims to bridge this gap by answering the following questions:

1. What are Indonesian university students' perceptions of the ease of use of ChatGPT for English essay writing?
2. How do Indonesian university students perceive the usefulness of ChatGPT in assisting with English essay writing?
3. What are the limitations of ChatGPT as perceived by Indonesian university students in the context of English essay writing?

TAM is particularly relevant to this study because it focuses on the key factors influencing users' willingness to adopt and utilise technology, primarily revolving around their perception of its usefulness and ease of use. Perceived usefulness in this context refers to students' beliefs about how ChatGPT can enhance their EFL writing skills and academic performance. Meanwhile, perceived ease of use pertains to students' perceptions of how user-friendly and accessible ChatGPT is for their writing tasks. However, this study aims to provide students with ample space to express their perceptions of ChatGPT's usefulness and ease of use for their English essay writing.

Research Method

Data Collection and Analysis

This study was conducted at a private university in North Sumatra. Data were purposively collected from first-year students majoring in Information Technology from two different fields of study who had recently used ChatGPT for a writing assignment. Purposely collecting data from this group of students was relevant as it aligned with the parameters of the study's research questions, goals, and purposes (Punch, 2014; Tracy, 2013). Data were collected through an online questionnaire developed using Google Forms where the link was distributed to students through their class captains. During a classroom briefing to introduce the study, students were informed that their participation was voluntary and that their data would remain confidential, including their responses and names, university affiliation, and field of study. Consent forms from the students were collected afterwards. The survey remained open for one week from 17-23 April 2024 to allow for voluntary participation from selected classes. Out of a population of 87 students, 76 valid responses were collected, resulting in a response rate of 87%. The sample consisted of 40 male students (52.63%) and 36 female students (47.37%).

This study, which employs a mixed-method research design, uses a questionnaire as the primary instrument. Based on the Technology Acceptance Model (TAM), the questionnaire was developed to investigate students' perceptions of ChatGPT's ease of use, usefulness, and limitations for English essay writing. The questionnaire was

intentionally designed to include both closed and open-ended questions. The closed-ended questions offered participants predetermined response options, which included inquiries about the participants' demographic details, familiarity with ChatGPT, and whether students agree or disagree with statements regarding the ease of use and usefulness of ChatGPT, as well as its limitations. The open-ended questions directly followed the closed-ended questions regarding the students' agreement or disagreement towards the ease of use, usefulness, and limitations of ChatGPT. The open-ended questions allowed for more detailed and qualitative responses as participants were given the opportunity to elaborate on their rationales for their personal opinions regarding the ease of use, usefulness, and limitations of using ChatGPT. This approach aims to gather valuable insights into students' authentic perceptions, as they are not restricted to predefined response options.

Students' responses to the survey were automatically saved and transferred to an Excel file. Descriptive statistics were employed to analyse closed-ended questions, while thematic analysis was employed to analyse the open-ended questions. The thematic analysis followed Braun and Clarke's (2013) stages of coding and analysis, including transcribing, reading and becoming familiar with the data, coding according to the dataset, searching for themes, reviewing, defining, and naming themes. The open-ended questions which are thematically analysed are important for triangulating data with the survey results.

Instruments

Table 1 presents the closed-ended and open-ended questions used to collect data. Closed-ended survey questions (1-4) addressed the participants' demographics and familiarity with ChatGPT. Open-ended questions (5-7) delve into students' personal perspectives regarding ChatGPT's ease of use, usefulness, and limitations.

Table 1: Survey Questions on Participant Demographics and Perceptions of ChatGPT

Topic	Questions
Demographic data	Q1. Which of the following represents your gender?

Topic	Questions
Familiarity with ChatGPT	<ul style="list-style-type: none">• Male• Female <p>Q2. Which of the following represents your study programme?</p> <ul style="list-style-type: none">• IT-A (Pseudonym)• IT-B (Pseudonym) <p>Q3. When did you begin using ChatGPT?</p> <ul style="list-style-type: none">• By the end of 2022• In the early 2023• Mid 2023• By the end of 2023 <p>Q4. How did you learn about ChatGPT?</p> <ul style="list-style-type: none">• Online search engine• Social media• Word of mouth• Online article or blog• Other
Agreement or disagreement with ChatGPT's ease of use, usefulness, and limitations	<p>Q5. Did you find ChatGPT easy to use? Why or why not?</p> <p>Q6. Did you find ChatGPT useful to write your English essay? In what ways?</p> <p>Q7. Did you find any limitations of ChatGPT while using it to write your English essay? What are they?</p>

Findings and Discussion

Quantitative Findings

Students' Demographic Data and Early Use of ChatGPT

Students' demographic data and early use of ChatGPT, including when they started using ChatGPT and how they first learned about it, are described below. The following figures provide information about the participants' demographic data, including their gender and study program.

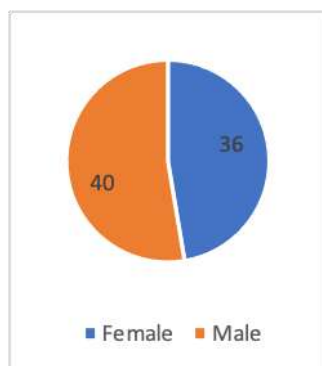


Figure 2. Gender Distribution

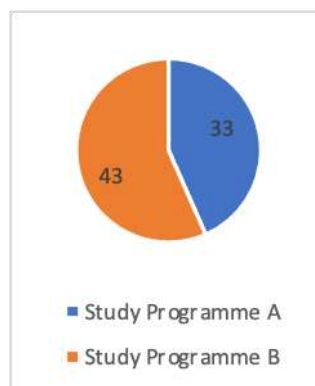


Figure 3. Study Programme Distribution

Participation based on gender was reasonably balanced, with only a slight difference in the number of male and female participants, accounting for 52.63% and 47.37%, respectively, as shown in Figure 2. Similarly, participation based on the study program was also balanced, with 43.42% of students majoring in IT-A and 56.58% majoring in IT-B, as shown in Figure 3.

Next, the following table illustrates the timeline of when students began using ChatGPT.

Table 2. Timeline of ChatGPT Adoption among Students

Timeline of ChatGPT Adoption	Number of Students
By the end of 2022	16 (21%)
In the early 2023	11 (14.5%)

Timeline of ChatGPT Adoption	Number of Students
Mid 2023	37 (48.7%)
By the end of 2023	12 (15.8%)

The responses revealed a diverse pattern of adoption over time. The majority of respondents, approximately 49%, reported starting to use ChatGPT during mid-2023, indicating a significant adoption of the tool during this period. The data suggests a trend of increasing familiarity and utilization of ChatGPT among students as they progressed through their academic year. Around 21% of respondents indicated that they began using ChatGPT by the end of 2022, showing an early uptake of the tool. Meanwhile, approximately 15% of respondents reported starting to use ChatGPT by the end of 2023, indicating ongoing adoption even into the latter part of the academic year. Interestingly, only about 14% of respondents reported starting to use ChatGPT in the early months of 2023, suggesting a relatively lower level of adoption during this period compared to mid-2023. Overall, the findings indicate a varied timeline of adoption for ChatGPT among students, with a notable surge in usage during mid-2023, followed by steady adoption in earlier and later periods.

Finally, the following table illustrates the primary sources through which students learned about ChatGPT.

Table 3. Primary Sources of Learning about ChatGPT

How Students Learn about ChatGPT	Number of Students
Online search engine	10 (13.20%)
Social media	29 (38.20%)
Word of mouth	35 (46%)
Online article or blog	2 (2.60%)

A significant portion of respondents, about 46%, indicated that they learned about ChatGPT through word of mouth, suggesting that personal recommendations or discussions played a crucial role in

spreading awareness about the tool. Social media also played a prominent role, with approximately 38% of respondents stating that they learned about ChatGPT through this platform. The data highlights the influence of social media in disseminating information about new technologies. Approximately 13% of respondents reported learning about ChatGPT through online search engines, indicating that some participants actively sought out information about the tool. The data suggests that the primary channels for discovering the tool were word of mouth, social media, and online search engines.

Students' Perceived Ease of Use of ChatGPT

The following table presents data on students' perceived ease of use of ChatGPT, including the mean and standard deviation.

Table 4. Students' Perceived Ease of Use of ChatGPT

Perceived Ease of Use	Mean	Standard Deviation
I find the ChatGPT cumbersome to use.	2.69	1.06
Learning to operate the ChatGPT is easy for me.	3.78	0.98
Interacting with the ChatGPT is often frustrating.	2.48	0.86
I find it easy to get the ChatGPT to do what I want it to do.	3.41	0.81
The ChatGPT is rigid and inflexible to interact with.	2.72	1.02
It is easy for me to remember how to perform tasks using the ChatGPT.	3.13	0.78
My interaction with the ChatGPT is clear and understandable.	3.35	0.80
I find it takes a lot of effort to become skilful at using ChatGPT.	2.44	0.95

The data presented provides insights into students' perceptions regarding the ease of use of ChatGPT. The responses vary across different aspects, reflecting both positive and negative experiences with the tool. Students generally do not find ChatGPT cumbersome to use, as indicated by a mean score of 2.69. However, the standard deviation of 1.06 suggests a wide range of opinions on this aspect, indicating that some students may find it more challenging to use than others. When it comes to learning to operate ChatGPT, students expressed strong agreement that it is easy for them, with a high mean score of 3.78. The standard deviation of 0.98 shows some variability in responses, but overall, students find the learning process straightforward. Interacting with ChatGPT is not often frustrating for most students, as evidenced by a low mean score of 2.48. The standard deviation of 0.86 indicates relatively consistent experiences among students, suggesting that frustrations with the tool are not expected. Students find it relatively easy to get ChatGPT to do what they want, with a mean score of 3.41. The standard deviation of 0.81 points to consistent responses, indicating that most students are able to use the tool for their intended purposes effectively.

The perception of ChatGPT being rigid and inflexible is moderately low, with a mean score of 2.72. The standard deviation of 1.02 indicates some variability in responses, suggesting that while some students find the tool rigid, others do not share this view. Remembering how to perform tasks using ChatGPT is relatively easy for students, as reflected by a mean score of 3.13. The standard deviation of 0.78 shows that responses are relatively consistent, indicating that students generally find it easy to recall how to use the tool. Students also find their interactions with ChatGPT to be clear and understandable, with a mean score of 3.35. The standard deviation of 0.80 suggests a consensus among students on this aspect. Finally, students only find it takes a little effort to become skilful at using ChatGPT, with a mean score of 2.44. The standard deviation of 0.95 indicates some variability, but overall, students do not perceive a high level of difficulty in becoming proficient with the tool. In summary, the data suggests that students generally find ChatGPT easy to learn and use, with clear and understandable interactions. While there is some variability in perceptions of rigidity and effort required to become skilful, most students find the tool simple and easy to use.

Students' Perceived Usefulness of ChatGPT

The following table displays data on students' perceived usefulness of ChatGPT, presenting the mean and standard deviation.

Table 5. Students' Perceived Usefulness of ChatGPT

Perceived usefulness	Mean	Standard Deviation
Using ChatGPT improves the quality of the essay I write.	3.19	0.68
Using ChatGPT gives me greater control over my essay.	3.17	0.77
ChatGPT enables me to accomplish the writing task more quickly.	3.37	0.96
Using ChatGPT increases my productivity in writing essays.	3.09	0.73
Using ChatGPT improves my writing performance.	3.22	0.86
Using ChatGPT allows me to accomplish more writing tasks than would otherwise be possible.	3.28	0.94
Using ChatGPT enhances my effectiveness in writing the essay.	3.20	0.71
Using ChatGPT makes it easier to write an essay.	3.44	0.79

The data provides a comprehensive overview of student perceptions regarding the use of ChatGPT in enhancing various aspects of essay writing. On average, students moderately agree that using ChatGPT improves the quality of their essays, with a mean score of 3.19. This sentiment is supported by a relatively low standard deviation of 0.68, indicating consistent responses among the students. In terms of control over their essays, students also express moderate agreement that ChatGPT provides them with greater control, reflected in a mean

score of 3.17. However, the standard deviation of 0.77 suggests slightly more variability in their opinions compared to the perceived improvement in essay quality. Students find that ChatGPT enables them to accomplish writing tasks more quickly, with a mean score of 3.37, the highest among all the statements. Despite this high mean, the standard deviation of 0.96 indicates that responses varied more widely for this aspect, suggesting diverse experiences with the tool's efficiency benefits.

Regarding productivity, students generally agree that ChatGPT increases their productivity in writing essays, with a mean of 3.09. The standard deviation of 0.73 shows that their responses are relatively consistent. Similarly, they believe that ChatGPT improves their writing performance, as indicated by a mean of 3.22 and a standard deviation of 0.86, reflecting moderate agreement with some variability in their experiences. Students also agree that ChatGPT allows them to accomplish more writing tasks than would otherwise be possible, as seen in the mean score of 3.28. This statement, like the one about task completion speed, has a higher standard deviation of 0.94, indicating a range of opinions on this benefit. When considering the effectiveness of their writing, students feel that ChatGPT enhances their performance, with a mean score of 3.20 and a low standard deviation of 0.71, showing consistent agreement. Finally, students strongly agree that ChatGPT makes it easier to write essays, as evidenced by the mean of 3.44. The standard deviation of 0.79 suggests moderate variability in responses, but overall, students perceive significant ease in using ChatGPT for essay writing. Overall, the findings indicate that students perceive ChatGPT as a valuable tool that improves various aspects of their essay writing process, with moderate to high agreement across different areas and relatively consistent responses.

Qualitative Findings

Students' Perceived Ease of Use of ChatGPT in Assisting with English Essay Writing

Thematic analysis of the open-ended questions regarding students' perceptions of the ease of using ChatGPT resulted in three themes. These themes include require no special skill, simple prompt writing and quick response.

Require no Special Skill

Students were unanimous in their praise for the ChatGPT platform, noting its simplicity and ease of use. One student remarked, *"It's so simple, anyone can use it"* (Student 20). Another student shared, *"Using ChatGPT is a breeze; just type your query and the answers appear. No special skills needed—it's just like a Google search"* (Student 30). A third student appreciated the straightforward access, saying, *"No complex procedures, just create a personal account"* (Student 5).

Simple Prompt Writing

Regarding Simple Prompt Writing, students with positive experiences using ChatGPT noted its ability to understand and respond to their prompts effectively. Student 9 remarked, *"It's easy because ChatGPT understands my prompts and can answer any questions I ask."* Another student confirmed, *"ChatGPT is easy to use because it is designed to understand human language. So, students like me can use ChatGPT as an assistant for our assignments"* (Student 45). Additionally, one student commented, *"ChatGPT can respond to my prompts like a human, maybe even better"* (Student 2). However, some students emphasized the importance of writing the *"right keywords"* (Student 48) to enable ChatGPT to provide relevant answers.

Quick Response

Regarding Quick Response, students acknowledged that ChatGPT provided rapid replies. None of the students disapproved of ChatGPT's ability to give immediate answers to their questions or prompts. One student mentioned, *"ChatGPT responded quickly with relevant suggestions to my prompts every time"* (Student 55). However, some others cautioned that scrutiny is important because ChatGPT occasionally did not provide the *"appropriate answers"* (Student 22) they were expecting. As a result, Student 30 emphasized, *"It is important to check the validity and relevance of the information given by ChatGPT,"* as some responses could be *"misleading"* (Student 60) or *"confusing"* (Student 65).

While the majority of students acknowledge the ease of using ChatGPT, a minority encountered challenges, particularly in selecting appropriate prompts. One student remarked, *"The ease or difficulty of using ChatGPT hinges on the prompts chosen. Incorrect prompts lead to irrelevant responses, diverging from our expectations"* (Student 27).

Students' Perceived Usefulness of ChatGPT in Assisting with English Essay Writing

Thematic analysis revealed four key themes pertaining to students' perceptions of ChatGPT's utility in essay composition: its capacity to provide relevant materials, check vocabulary and sentence structures, generate ideas, and facilitate translation from Indonesian to English.

Providing Relevant Materials

Students expressed that ChatGPT facilitated their access to pertinent information for writing their essays. One student remarked, "*ChatGPT aided me in accessing relevant resources and information to support my argument*" (Student 33). Additionally, students utilised ChatGPT to discover relevant topics, thereby enhancing their comprehension of their chosen essay subjects. Furthermore, students acknowledged ChatGPT's ability to provide relevant essay examples for learning purposes. These examples were often described as "*interesting*," "*inspiring*," and "*broadening ... perspectives*" (Student 28).

Checking Vocabulary

Students credited ChatGPT with significantly improving their writing vocabulary, with various benefits reported. They utilised the tool to "*check inappropriate words*" within their contexts (Student 5). Others sought "*alternative terms*" to refine their text (Student 9) and "*learn new vocabulary*" (Student 63). Given their acknowledged limitations in English proficiency and vocabulary, the use of ChatGPT significantly improved the quality of the students' essay diction. When confronted with challenging words in their reading materials used as essay references, students turned to ChatGPT for clarification, ensuring a more profound understanding before incorporating them into their compositions.

Furthermore, some students confessed to employing ChatGPT for sentence paraphrasing, resulting in essays that were "*more succinct and comprehensible*" (Student 64). Although a minority, some students enlisted ChatGPT for essay proofreading, accepting its suggestions for enhancing vocabulary and overall essay quality. However, a few students noted that the sophisticated language suggested by ChatGPT

sometimes made it *"evident that the sentence originated from an AI source"* (Student 49).

Checking Sentence Structures

The majority of students were notably pleased with the tangible benefits of ChatGPT in enhancing the structure of their sentences. For instance, student 16 remarked, *"ChatGPT was instrumental in helping me create impeccable sentences,"* while Student 22 shared, *"ChatGPT significantly elevated the structure of my sentences, surpassing what I could achieve on my own."* Moreover, students with limited English proficiency found ChatGPT to be a game-changer in bridging their sentences, which they perceived as poorly constructed before ChatGPT's intervention. The prevalent issue of disjointed sentences was a common theme among these students. As a result, they found ChatGPT to be an invaluable tool in enhancing the coherence of their sentences, leading to a *"logical flow of argument and ideas"* (Student 65).

Generating Ideas

Students found ChatGPT to be a valuable resource for generating ideas, especially when faced with writer's block during essay composition. Many students utilised ChatGPT to brainstorm ideas, engage in dialogue, and explore various perspectives. Through students' various prompts, ChatGPT offered interesting topics, aiding students in refining their initial concepts. One student remarked, *"ChatGPT helped me get ideas to write my essay"* (Student 46). Another student noted regular consultations with ChatGPT, asking *"what is lacking in my essay?"* and *"What needs to be corrected"* (Student 25). With ChatGPT's assistance, students reported increased efficiency in completing their essays.

Translation from Indonesian into English

Students recognized the significant role of ChatGPT in their essay writing, particularly in translation. They often found themselves in a predicament when it came to finding the right words or dealing with unfamiliar vocabulary. Some students openly admitted, *"There are times when I know what I want to say, but I find it challenging to express it in proper English words"* (Student 15). This led to a pattern where students

would first compose their ideas in Indonesian and then rely on ChatGPT to translate them into English.

Students perceived limitations of ChatGPT in assisting with English essay writing

Through a comprehensive analysis of the data from the open-ended questions that probed into students' perceptions of the limitations of ChatGPT in supporting them with their essays, three distinct themes were uncovered. The themes are irrelevant responses, unclear answers, and limitation in understanding complex instructions.

Irrelevant Responses

Many students who have encountered ChatGPT's limitations said that it often yields responses that stray from their intended queries. Students have expressed sentiments such as, "*The responses aren't aligned with what I anticipated*" (Student 10), "*They don't correlate with the essay I'm composing*" (Student 14), "*The answers diverge from the topics under discussion*" (Student 52), and "*They fail to address my specific questions*" (Student 24).

Some students attribute this limitation to ChatGPT's inability to grasp complex contexts and provide the latest information. Conversely, others speculate that ChatGPT's tendency to offer irrelevant responses stems from its reliance on patterns within the dataset it was trained on. Consequently, "*it often generates repetitive or generic suggestions*" (Student 64). One student noted, "*A drawback of ChatGPT is its reliance on data up to 2021, as far as I recall. However, the sources I require are more current, which ChatGPT cannot provide*" (Student 70).

Unclear Answers

Students raised concerns that ChatGPT's responses could sometimes be confusing. They reported that ChatGPT occasionally provided answers that were "*incorrect*" (Student 74), "*incomplete*" (Student 27), "*difficult to understand*" (Student 29), "*nonsensical, even absolutely wrong*" (Student 42), and "*inaccurate, causing misunderstanding*" (Student 65). Therefore, the students admitted that they did not always adopt ChatGPT's responses immediately. Instead, they carefully reviewed the responses to ensure their accuracy in relation to their queries.

Limitation in Understanding Complex Instructions

Students claimed that ChatGPT sometimes provided irrelevant or unclear answers due to its limitations in understanding complex instructions. Some noted that when they used long sentences, ChatGPT might not grasp the essence of their questions, finding their prompts too complex. This issue was particularly mentioned by students with limited English skills, who often struggled to find the right words as prompts. Additionally, some students observed that the quality of ChatGPT's responses depended on the clarity of their prompts. As a result, when faced with unexpected answers, some students revised their prompts multiple times to make them as simple and straightforward as possible. One student remarked, "*I must change my prompts many times to get better answers that meet my expectations*" (Student 41).

Discussion

The findings showing that students began using ChatGPT around the end of 2022 corresponds with the introduction of the tool around the same time (Sabzalieva & Valentini, 2023). The increased adoption of ChatGPT by more students in mid-2023 suggests that awareness of its utility likely grew not long after its initial release, supported by UNESCO's assertion that ChatGPT had amassed 100 million users within two months of its launch. The primary factor driving this popularity is likely the ubiquitous nature of the Internet, compounded by the surge in online activity prompted by the COVID-19 pandemic, which necessitated the transition to online learning platforms due to campus closures. Therefore, the results suggest that word of mouth, social media, and online search engines served as significant avenues through which students discovered advanced technological tools for learning, such as ChatGPT. The development of technology is important to support students' learning needs, and students can easily access various digital technology applications due to their increased use of and exposure to social media, as well as the availability of the Internet at the click of a button.

Students described ChatGPT as straightforward. It's user-friendly because interacting with the ChatGPT application is similar to using any messaging app like WhatsApp. Users simply type their prompts into the 'Send a message' field, and responses instantly appear on the screen

(Sabzalieva & Valentini, 2023). Chatting with ChatGPT feels like conversing with a human, as it is designed to "generate coherent and compelling human-like output in response to a question or statement" (Sabzalieva & Valentini, 2023, p. 5). When an AI tool like ChatGPT is ubiquitous and user-friendly, students might rely on it for answers to their schoolwork or assignments (Mahama et al., 2023; Mahapatra, 2024; Marzuki et al., 2023; Shakil & Siddiq, 2024; Thao et al., 2023). While this could enhance their learning beyond the classroom, it also poses a risk to the development of their critical thinking. Moreover, no evidence has been found to suggest that students could enhance their skills in writing arguments (Marzuki et al., 2023; Rahim et al., 2023), self-editing (Özçelik & Ekşi, 2024) after using ChatGPT's assistance in their writing assignment.

Students may simply accept the answers generated by ChatGPT without questioning them, potentially demotivating them from engaging in the authentic learning process that involves reading, analysing, questioning, and ultimately achieving a deep understanding. No matter how easy ChatGPT is to use, several studies (Cornish & Larter, 2024; Mahama et al., 2023; Mahapatra, 2024; Marzuki et al., 2023; Shakil & Siddiq, 2024; Thao et al., 2023) have warned that it could lead to student dependency on the tool and pose a threat to their creative and critical thinking skills. In the long run, as students increasingly rely on AI tools like ChatGPT for quick solutions, they may risk at least three significant consequences: failing to develop their learning capabilities, losing problem-solving skills, and losing confidence in their own intellectual abilities when making decisions. These three factors are deeply interconnected, each contributing to a broader decline in cognitive and academic development.

First, the reliance on AI tools may impede the development of students' learning capabilities within their Zone of Proximal Development (ZPD). Vygotsky's ZPD theory suggests that students learn most effectively when they are challenged just beyond their current abilities, with support (or scaffolding) that helps them reach the next level of competence (Vygotsky, 1986). However, when students turn to AI tools for answers without engaging in the cognitive process themselves, they bypass this critical phase of learning. Instead of grappling with difficult problems and advancing through guided struggle, they become dependent on external solutions that do not

foster intellectual growth. As a result, they are less likely to develop the deep understanding and skills that are key to their long-term academic and cognitive development. Meanwhile, facing struggles or crises and learning to navigate them is essential for a learner's growth within their Zone of Proximal Development (Silalahi, 2019).

Second, over-reliance on AI for answers can lead to a decline in problem-solving skills (George & Srikanth, 2024; Zhai et al., 2024). Over time, as argued by George and Srikanth (2024) and Zhai et al. (2024), their ability to approach problems independently diminishes, as they become accustomed to relying on an external source for answers. This can be particularly detrimental in real-world scenarios, where problems are often nuanced and require the application of creative, flexible thinking. Without the development of robust problem-solving strategies, students may struggle to tackle unfamiliar or complex challenges, which can hinder their success both in academic settings and in professional environments.

Finally, a sustained dependency on AI tools can erode students' confidence in their own intellectual capacities, particularly to make decision (Zhai et al., 2024). As students increasingly rely on external tools to provide them with answers, they may begin to doubt their own ability to think critically or solve problems independently. This loss of self-efficacy can be especially damaging, as confidence in one's abilities is a critical driver of motivation and persistence. When students are not given the chance to see the results of their own thinking and effort, they may begin to internalize the belief that they are not capable of succeeding without technological assistance. This diminished self-confidence can create a cycle where students become more reliant on AI tools, further eroding their belief in their intellectual capabilities, and potentially affecting their performance in future learning endeavors.

If students develop a tendency to rely on discussing their assignments with a machine, such as ChatGPT, rather than engaging in conversations with a human friend or peer, it could have detrimental effects on their social well-being (Brandtzaeg et al., 2023; Rad & Rad, 2023). Human interactions are essential not only for academic growth but also for the development of emotional intelligence, empathy, and effective communication skills. These interpersonal relationships provide opportunities for students to share ideas, receive feedback, and build trust—elements that are crucial for developing a sense of

belonging and self-worth within a community. By substituting these interactions with a machine, students may miss out on the valuable social exchanges that foster emotional support, collaboration, and connection with others (Brandtzaeg et al., 2023; Rad & Rad, 2023).

Moreover, social connections with peers and mentors play a vital role in maintaining good mental health, particularly during stressful academic periods. Conversations with friends help students process their thoughts, relieve stress, and feel supported during challenges. If students become increasingly isolated by relying on AI tools for academic discussion, they may experience feelings of loneliness or disconnection, which can lead to anxiety and depression. The lack of human interaction could also hinder their ability to develop key social skills, such as reading emotional cues, negotiating perspectives, and resolving conflicts—all of which are important for forming healthy, long-lasting relationships (Brandtzaeg et al., 2023; Rad & Rad, 2023).

Additionally, engaging with peers in academic discussions allows students to practice articulating their ideas, defending their viewpoints, and collaborating on problem-solving, all within a social context. These exchanges contribute to the development of a robust social identity and a sense of community that is vital for emotional well-being. Without these interpersonal engagements, students may struggle to develop the social competence necessary for future personal and professional relationships (Cherfaoui, 2024; Khurma et al., 2024). The more students turn to machines for academic support, the less they may invest in these essential social connections, jeopardizing both their academic growth and their mental health in the process (Cherfaoui, 2024; Khurma et al., 2024). Therefore, while AI tools can offer valuable assistance, it is crucial that students maintain and prioritize their human relationships for a balanced, healthy development.

The findings indicate that ChatGPT can answer a wide range of questions, including those involving opinions, data, and analysis, though there are cautions regarding the complexities and validity of its responses. This is consistent with previous studies, which found that ChatGPT's responses can be confusing due to language complexities (Özçelik & Ekşi, 2024), repetitive and monotonous answers (Nugroho et al., 2023), and a lack of accuracy and reliability (Eunim & Youngsang, 2023; Imran & Lashari, 2023; Mahama et al., 2023; Nugroho et al., 2023, 2024; Thao et al., 2023). Therefore, in their study, Sabzalieva and

Valentini (2023, p. 6) recommends that users give ChatGPT specific prompts on how they want it to respond, such as providing exact instructions like "work in 50 words," "act as a higher education manager," or "write a four-paragraph essay about [add query]".

ChatGPT-3.5 is capable of answering nearly any question with advanced writing ability because it has been trained on 570GB of data, representing 300 billion words, which it analyses statistically to generate responses (Sabzalieva & Valentini, 2023). However, the prominent limitation of ChatGPT is that it only has access to data up to 2021 and cannot assess the reliability of the information it provides (Sabzalieva & Valentini, 2023). This constraint is particularly significant in fields that require up-to-date knowledge, such as medicine, technology, finance, and current events. In these areas, new research findings, innovations, and shifts in industry standards occur frequently, meaning that relying on outdated information could lead to misinformation or poor decision-making (Alawida et al., 2023). For instance, in the medical field, where research is continually evolving, using outdated guidelines or treatments suggested by an AI tool could result in ineffective or even harmful advice (Guan, 2020; Zhang & Zhang, 2023). Similarly, in technology and finance, where rapid advancements shape best practices and investment strategies, reliance on past data could cause individuals or organizations to miss out on emerging trends or make outdated recommendations (Giray et al., 2024; Haque & Li, 2024).

Furthermore, the inability of ChatGPT to assess the reliability of its own data compounds the problem. While it may present factual-sounding information, it cannot discern whether the information is still relevant or accurate in the current context (Giray et al., 2024; Haque & Li, 2024). As a result, users may unknowingly rely on incorrect or obsolete data, potentially leading to incorrect conclusions, flawed analyses, or misguided actions (Giray et al., 2024; Haque & Li, 2024). In academic and professional settings, this is especially problematic, as students or professionals may inadvertently build arguments, strategies, or solutions on information that no longer holds true or has been discredited.

The consequences of this limitation are not just limited to academic work or casual inquiries; they have real-world implications for industries where staying informed is critical to success. In fields like law or public policy, where changes in legislation or regulations can have

immediate and far-reaching effects, outdated information could lead to costly errors, legal challenges, or reputational damage (Perlman, 2024). Therefore, while AI tools like ChatGPT can be useful for general knowledge, their inability to provide real-time, reliable data makes them unsuitable as sole sources of information in fields where accuracy and currency are paramount.

Furthermore, ChatGPT cannot aid people in providing data safely; instead, it poses a threat to personal data (Bahrini et al., 2023). Once someone's data is published online, it may remain accessible indefinitely and be available to others who seek such information. Therefore, people should be mindful of the data they upload to the Internet, as it can remain online permanently.

The findings indicate that students' significant challenges in writing essays stem from their limited English proficiency. Therefore, they found ChatGPT extremely helpful for generating ideas, checking vocabulary and sentence structure, paraphrasing, and translating sentences from Indonesian to English. Additionally, ChatGPT proved helpful in providing references and resources for their essays. This finding is consistent with previous studies on the perceived usefulness of ChatGPT among non-native English-speaking students (Črček & Patekar, 2023; Eunim & Youngsang, 2023; Ge, 2024; Harunasari, 2023; Jarrah et al., 2023; Mahapatra, 2024; Marzuki et al., 2023; Nugroho et al., 2023, 2024; Thao et al., 2023; Xu et al., 2024). However, while ChatGPT may offer immediate assistance, there is a concern that such reliance on ChatGPT could hinder students from fully mastering their language skills in the long term.

By consistently using ChatGPT for tasks like vocabulary checks and sentence structure corrections, students may bypass the cognitive effort needed to actively engage with the language and improve their skills independently. This dependency could negatively impact students' intrinsic learning, compromising their ability to achieve a deeper understanding (Sweller, 2020). Language acquisition, especially in writing, involves more than simply producing grammatically correct sentences—it requires practice in constructing thoughts, experimenting with new vocabulary, and internalizing grammatical rules. When students rely too heavily on an AI tool to do these tasks for them, they may miss out on valuable opportunities to learn and practice language skills through trial and error (Lin et al., 2024).

Using ChatGPT for paraphrasing and translation may prevent students from developing key language skills, such as rephrasing in their own words or understanding the nuances of translating meaning accurately. While ChatGPT offers quick solutions, it may fail to capture essential subtleties such as context, tone, or word choice—critical components for mastering a language. This reliance can potentially impair students' critical thinking skills, limiting their ability to process and apply language creatively and effectively in real-world societal interactions (Han, 2024). Although tools like ChatGPT provide valuable support for non-native English speakers, especially in improving writing, students must still engage with original sources to truly understand the topics they study. Solely relying on ChatGPT for information can lead to a shallow understanding of a topic and may prevent students from critically evaluating the accuracy and truthfulness of the content (Dans, 2023).

The emergence of tools like ChatGPT has indeed provided significant support to non-native English speakers, particularly students, in improving their writing skills. However, students still need to learn from original sources about the topics they study. If students only rely on ChatGPT for information, they will have very limited knowledge about the topic and may not be able to discern the truthfulness of the responses.

With ChatGPT, students can access instant help and guidance to craft well-written and professional-looking essays. However, there's a concern about the authenticity of the work produced with the assistance of AI. While students may submit perfectly written essays, there's a risk that these may not accurately reflect their true English proficiency or understanding of the subject matter. This dilemma highlights the importance of integrity and academic honesty (Jarrah et al., 2023; Mahama et al., 2023; Nugroho et al., 2023, 2024; Thao et al., 2023). Therefore, it's essential to encourage students to use AI tools like ChatGPT as aids rather than replacements for their own efforts. Implementing measures such as plagiarism checks and incorporating more interactive and personalised learning experiences can help ensure that students' language skills are genuinely developed.

Conclusions and Suggestions

The study highlights ChatGPT's substantial assistance to non-native English-speaking students in completing essay assignments due to its user-friendliness and utility. The thematic analysis findings validate those of the descriptive analysis regarding the survey, thus achieving data triangulation. In addressing Research Question 1, students perceive ChatGPT as an easy-to-use application for three primary reasons: its straightforward instructions which require no specific technological skills, simple prompts, and its ability to provide immediate answers. Concerning Research Question 2, students generally agree that ChatGPT aids them in various ways, such as finding references, checking vocabularies and sentence structures, generating ideas, and translating sentences into English. However, in addressing Research Question 3, students recognize that despite its benefits, ChatGPT may provide irrelevant or unclear responses due to its difficulty in processing complex prompts or questions and its limited data retrieval capability, bounded by its knowledge base up to 2021. Consequently, students acknowledge the necessity for precautions, primarily due to ChatGPT's limitations in understanding complex prompts and its restricted access to up-to-date information.

When ChatGPT is utilised to assist students in essay writing, precautions should be taken to mitigate its limitations and ensure it is not underestimated. Critical thinking should always accompany students' use of ChatGPT as an assistant. This approach safeguards academic integrity and helps students avoid ethical dilemmas such as plagiarism. However, though students' generally positive attitudes towards ChatGPT suggest potential intentions to adopt it for future essay assignments, this research did not collect data to confirm such intentions.

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VIEWING ENGLISH LEARNING THROUGH THE EYES OF SPECIAL NEEDS STUDENTS: A NARRATIVE INQUIRY ON VR IMPLEMENTATION WITH MILLEALAB

[MELIHAT PEMBELAJARAN BAHASA INGGRIS MELALUI PERSPEKTIF SISWA BERKEBUTUHAN KHUSUS: SEBUAH PENELITIAN NARATIF TENTANG IMPLEMENTASI VR DENGAN MILLEALAB]

Dheta Ananda, Sri Wulandari, Erwin Hari Kurniawan

Universitas Islam Kediri

dhetaanandaa19@gmail.com, sriwulandari@uniska-kediri.ac.id, erwin@uniska-kediri.ac.id

Abstract

This research is focused on the implementation of the MilleaLab VR platform for teaching English to a student with ADHD at SMP Plus Rahmat, Kediri, Indonesia. Traditional methodologies in teaching are often less engaging for students with ADHD, and alternative methods are increasingly needed. That is where Virtual Reality comes in. MilleaLab can offer an interactive learning environment that takes away stress, maintains focus, and increases interest in learning. After going through Narrative Inquiry, one could deduce that the participant was interested in learning because of the

enrichment through Virtual Reality learning. The student was very keen to learn and was more relaxed when it came to learning English; this meant that Virtual Reality did have some advantage over its rivals. The student showed a more profound understanding of the stories told during the classes and seemed to remember them more; this would mean that VR can significantly improve memory and understanding. This points to the need to offer teaching techniques relevant to each individual for the students to continue their studies with success. These findings point out Virtual Reality as the preferred method of teaching, where the student mentioned the desire to continue working on MilleaLab. The results form an emerging understanding of the place of VR within inclusive education and point to some potentially productive directions for further research into the use of technology within diverse learning environments.

Keywords: ADHD; millealab; narrative inquiry; teaching english; virtual reality

Abstrak

Penelitian ini berfokus pada penerapan platform VR MilleaLab dalam pengajaran bahasa Inggris kepada seorang siswa dengan ADHD di SMP Plus Rahmat, Kediri, Indonesia. Metode pengajaran tradisional yang sering kurang menarik bagi siswa dengan ADHD membutuhkan alternatif yang lebih inovatif, dan di sinilah Virtual Reality (VR) berperan. MilleaLab menyediakan lingkungan pembelajaran interaktif yang dapat mengurangi stres, menjaga fokus, dan meningkatkan minat belajar. Melalui pendekatan *Narrative Inquiry*, ditemukan bahwa siswa menunjukkan antusiasme lebih tinggi, merasa lebih rileks, dan memiliki pemahaman yang lebih mendalam terhadap materi pelajaran, terutama dalam mengingat cerita yang disampaikan selama pembelajaran. Hal ini mengindikasikan bahwa VR dapat secara signifikan

meningkatkan daya ingat dan pemahaman, sekaligus menunjukkan keunggulan dibandingkan metode pembelajaran lainnya. Siswa juga menyatakan keinginan untuk terus belajar menggunakan *MilleaLab*, yang menguatkan potensi VR sebagai metode pengajaran yang relevan untuk kebutuhan individu, khususnya dalam pendidikan inklusif. Hasil penelitian ini memberikan pemahaman yang lebih luas tentang peran VR dalam mendukung keberhasilan belajar siswa dengan kebutuhan khusus dan membuka peluang untuk penelitian lebih lanjut mengenai teknologi dalam lingkungan pembelajaran yang beragam.

Kata Kunci: ADHD; *millealab*; *narrative inquiry*; mengajar bahasa Inggris; *virtual reality*

Introduction

Inclusive education is a learning model that aims at making children with special needs go to and attend regular school just like all other children (Anderson & Putman, 2020). In this form of education, any child with learning difficulties has physical, sensory, or a Communicational disorder such as ADHD, autism, and other forms of disabilities can be educated along with other children who do not have these disabilities. It seeks to infuse the techniques of delivering teachings and learning that may be appropriate for every learner through the use of different technologies and approaches we have developed now (Baragash et al., 2022). New myopia is emerging with the help of technologies like Augmented Reality (AR) and Virtual Reality (VR) thus making inclusive education more viable where students with special needs are offered more interactive sessions. Such an approach based on technology can help educators make the learning environment more personalized and relevant to each learner as a way to promote the development of their learning skills more efficiently (Alkhaldeh & Khasawneh, 2023; Bjelic & Keller, 2021).

Teaching children with Attention Deficit Hyperactivity Disorder (ADHD) can be an overwhelming challenge, especially when the subject

is English, which demands focus and communication skills. Children with ADHD often struggle to maintain attention on one task for extended periods. Individuals with ADHD are particularly sensitive to environmental stimuli, such as sounds, movements, and visual distractions, which significantly disrupt the learning process (Grønneberg, Engebretsen, & Løkkeberg, 2024). This constant struggle with maintaining focus and controlling impulses makes traditional, static teaching methods ineffective for these students, especially when these methods lack visual and physical engagement. These challenges affect not only their academic performance but also their confidence and motivation to learn (Kurniawan, Sanjaya, & Rakhmawati, 2021).

In the context of learning English, these difficulties become even more pronounced. Understanding vocabulary, and grammar, and developing speaking and listening skills require high levels of concentration and structured learning, which can be difficult for students with ADHD. These children often become bored or frustrated when faced with repetitive or monotonous tasks. They need dynamic and flexible learning experiences that can help sustain their interest and focus. As a result, traditional teaching methods such as lectures or direct reading often fail to engage them effectively (Healy & Landis, 2023).

This is where Virtual Reality (VR) comes into play as a potential solution. VR offers a more interactive and immersive way of learning that can help capture the attention of students with ADHD. With VR, educators can create virtual environments rich in multisensory stimuli, allowing students to interact with the learning content more directly and engagingly (Alkhaldeh & Khasawneh, 2023). MilleaLab, a VR platform designed specifically for educational purposes, provides a solution tailored to the needs of ADHD students. This platform helps educators create adaptable learning content that can be customized to meet each student's individual needs and abilities. MilleaLab enables teachers to design simulations and scenarios that engage ADHD students more effectively, creating a colorful, interactive learning environment that enhances their involvement and retention (Agusty, 2020).

Beyond being just a visual aid, MilleaLab is equipped with features that allow teachers to customize learning materials, such as adjusting difficulty levels, types of interactions, and diverse visual content. These features give teachers the flexibility to create active learning experiences

where students can explore virtual objects and practice English in realistic contexts, such as conversations in everyday life or vocabulary comprehension in specific environments (Czimre et al., 2024). This hands-on approach is believed to be particularly beneficial for ADHD students, who tend to respond better to dynamic and interactive learning activities (McMahon et al., 2020). Moreover, MilleaLab offers tools to track and analyze student interactions during learning, allowing educators to easily monitor progress and assess students' responses.

In this study, narrative inquiry is used to explore the personal experiences of ADHD students while using MilleaLab for learning English. This method allows researchers to document students' perceptions and experiences with VR technology, as well as track changes in their motivation and engagement. By focusing on the personal experiences of ADHD students, this study aims to provide concrete insights into the impact of VR on their language skills development and how this technology can address the barriers that traditional methods often struggle to overcome (Arifatin, 2022; Courduff & Muktari, 2022).

This research hopes to provide a more comprehensive understanding of the potential of VR in supporting inclusive English language learning for ADHD students. It aims to offer guidance for educators in navigating the unique challenges of teaching these students, while also advocating for the use of technology to create a learning environment that is more responsive to the needs of children with special needs.

Research Method or Approach of Discussion

This study employs the methodology of Narrative Inquiry to investigate students' insights and experiences in using MilleaLab as a medium for learning English. This method allows for the processing of experiences and knowledge, which can then be shared with others (Toledano & Anderson, 2020).

Data were collected through interviews that focused on the perceptions and understanding of children with special needs, especially those with ADHD, regarding the use of MilleaLab in the learning process, as well as their assessment of this tool. According to Arifatin (2022),

Narrative Inquiry explores the stories related to specific aspects of individuals' lives.

The research was conducted at SMP Plus Rahmat Kediri in Kediri, East Java, involving one child with special needs diagnosed with ADHD. This study took place during the second semester of the 2023/2024 academic year. The data were processed qualitatively, utilizing observational data and interview data gathered from the ADHD child about the application of MilleaLab in the study of the English language using Narrative Text materials.

Finding

In this research, the focus is set on an ADHD student attending SMP Plus Rahmat and learning English with the use of Virtual Reality (VR) within the framework of MilleaLab. When studying the traditional process of classroom learning some conclusions can be made about this student such as: this student is often distracted and tends to daydream due to the various stimuli outside the classroom. The intense conditions of a crowded and loud class environment interfered with his ability to focus on the class. For children with ADHD, such a learning environment means that it is impossible to concentrate in the classroom. VR, therefore, offered a more fun and engaging way to learn, because what was created was a controlled environment that allowed the student to focus only on what was being put into her or his head. But for him, this approach was a new concept and was quite fun compared to the traditional classroom lessons.

He expressed that using VR made learning enjoyable, unlike the monotony of conventional classroom methods. While traditional classes often relied heavily on teacher-led instruction, VR provided interactive features specifically designed to enhance the learning process. During the interview, he added that these features helped him stay focused, making it easier to concentrate on the material and engage with the learning experience.

Besides these tools, MilleaLab offered numerous elements for learning, such as images, videos, and texts. These were prepared to capture interest and improve the student's grasp of the subject matter. For instance, in this study, the selected content was a narrative text in the form of a story "Sura and Baya" presented in the English language in the

form of a video that was created creatively in a way that would enable him easily to recall the content of the story and understand easily. This was good; the next time we conducted a follow-up interview, he repeated the story of “Sura and Baya.”

To the extent that physically, he never felt any pain or ill effects like dizziness or eye strain that are often related to technology use. He pointed out that the VR headset did not feel heavy on his head; the tools given imposed a serene environment. This indicates that VR, when implemented effectively, will be an appropriate learning aid for ADHD children who are usually receptive to textures as a result of hand fidgeting.

The observer’s reflective account in this particular student’s learning context means that VR may help to maintain and boost motivation for learning and effective learning behaviors and even improve the general attitude toward studying English. In this way, by creating a more individualized learning environment, VR helps students combat various issues that may appear in the conventional educational process. These studies prove the effectiveness of VR use in inclusive education; and the benefits of using immersive learning tools to capture a large number of students especially those easily distracted in a typical classroom setting.

The positive response shows that VR has a great opportunity to be applied in different fields of education, especially in the field of inclusive education. With the help of VR, teachers, and educators can create a more suitable environment in terms of the students’ preferences and requirements. If VR is properly employed, adequate learning conditions for ADHD students can be attained, which will enhance positive results concerning both learning and further students’ personality development for those who have different learning disabilities.

Discussion

In this paper, a student with ADHD was interviewed and asked to discuss his use of *MilleaLab* which is a Virtual Reality (VR) based application for learning English. In striving for an answer to our research question, the intention was to perform several interviews to understand how this particular student experienced this type of technology and how using VR affected motivation, emotions, and comprehension of lessons.

Initially when the student was asked such a question, "Is this your first time learning with VR?" The response was simple yet enthusiastic: "Yes." As seen in his explanation, VR was a new experience for the student but one that appeared to provoke interest. This response was not totally out of the ordinary since the infusion of technology in learning; particularly for students with special needs such as Attention Deficit Hyperactivity Disorder (ADHD) is still quite recent. According to Agusty (2020), VR platforms like MilleaLab can enhance motivation as well as students' engagement in knowledge acquisition especially for those students who easily get bored. The student was positive after this first encounter with virtual reality and stated that there is potential for the technology in future learning experiences.

When questioned about the feeling when one is learning with the VR, the student said: "Happy, because I can focus". This reaction underscored a key benefit of VR technology: how it helps to attract students' attention in a way that perhaps the standard classroom does not successfully do. The student proceeded, "It is fun because there are pictures and videos." And there's music too." The use of images, articles, or talks with incorporated films as well as music appeared to evoke a positive response in the students. Ramadhani and Fithriani (2022) state that multimodal approaches facilitate student interaction and enhance their learning experiences through the use of diverse tools and activities, demonstrating particular effectiveness for students with special educational needs. In the case of this particular learner, VR is not another mode of teaching and learning; it is a tool that maintains both attention and interest.

In the next part of the interview, the student was posed this question, "Do you feel more excited learning with VR?" The answer came with a smile: Of those, "Yes, I'm more excited because I can play while learning" has been chosen. There is the fact that working with VR the effect of playfulness was seen and due to that, the process of learning was different from performing a simple task. This finding has supported the work of Ramadhani and Fithriani that students, especially special needs, have a good understanding of what is taught if the student can enjoy the process as well as learn. The fun appearance of VR appeared to give the students motivation to learn more content.

When he was asked, “What did you learn using VR?” the student enthusiastically recounted a story they had encountered: “I learned a Narrative Text. The animal figures presented are a crocodile and a shark. Their names are Sura and Baya. They fought over food. After that, they agreed never to disturb one another again. Yet the crocodile attacked the shark again, and so they fought each other to the point they dripped blood. Finally, that is known as Surabaya.” This was a great opportunity to not only question the assimilation of the content by the particular student but to also see whether or not VR would enhance the recall of the lesson. Arifatin (2022) found that narrative-based learning, complemented by visual media leads to improvements in story recall and retelling performances. To the incoming student, the VR environment helped to make the narrative not only more comprehensible but also more meaningful.

The interview also asked whether the student felt uneasy during the learning with VR, the question hence used was ‘Do you feel comfortable learning with VR? Have you any complaints such as dizziness or any other complaint?’ was asked. This feels quite natural to me; I did not experience any discomfort while wearing the headset, and it is lightweight. I also enjoyed the accompanying music,” he remarked during the interview.” This implies that physically the student had no discomfort using the technology, a critical success factor for determining whether VR can be a viable medium for learners with learning disabilities. For instance, Suradi et al., (2022) established that the physical features of the technology are important in crafting the learning session environment where students can comfortably learn without distractions.

As the interview progressed, the student was asked to compare their learning experiences: “Would you prefer learning with VR or in a traditional classroom setting?” The student responded promptly, stating, “I prefer using VR.” During my class, we have many friends, and they disturb me by making a lot of noise. This feeling pointed to a major benefit of VR to students with ADHD in that they are easily distracted in a normal classroom environment. Grønneberg et al. (2024) supplement this by pointing out that a closely managed environment like virtual reality offers a quiet, orderly learning space to students who might otherwise feel surrounded by too many stimuli.

The student was also asked if he grasped how MilleaLab operated as a firm. he said, "Oh no, I got the meaning when it was explained to me." This means that once MilleaLab was explained to the student it was easy to use proving that the graphic user interface used in the design of the platform was easy to comprehend. According to Kurniawan et al. (2021), such technologies should be integrated and simple so that learners with various learning disabilities can devote their attention to the content rather than the controls.

Last, of all, the questions were, "Would you like to continue learning with MilleaLab and VR?" the student's response was clear: Yes, so that I can memorize English. And this final answer was able to highlight the student's positive experience with VR mainly the utilization of VR in language maintenance. Ramadhani and Fithriani (2022) point out that when students find technologies attractive to engage with they will not easily lose focus in their studies. For this student, VR was no longer an interesting activity that he had to look forward to; but an effective method that would enable him to enhance his learning and therefore come up with brilliant results.

The conclusion of this interview highlights how MilleaLab and VR can shape a student's learning experience. Through VR, this student with ADHD experiences learning English as fun, comfortable, and effective. These findings indicate that immersive technology can play an important role in helping students with special needs learn new concepts, engage with the content more effectively, and have more fun doing so. This type of learning enables learners such as this one to have better intervention educational experience as well as growth and development.

Conclusion

The integration of the MilleaLab Virtual Reality platform into English instruction for a student with ADHD at SMP Plus Rahmat Kediri has demonstrated positive outcomes. Interview data reveal that VR not only enhances the student's motivation but also effectively supports sustained attention and fosters greater engagement in the learning process. The student reported increased enthusiasm and comfort when learning with VR, emphasizing the advantages of the immersive and

interactive nature of the VR environment in contrast to traditional classroom methods

In tune with the available literature, this study also supports a novel child-centered learning method by completely responding to the needs of students with special needs. By the fact that students expressed their desire to be able to continue the use of MilleaLab in the future for English learning, it is evident that VR might become one of the preferred teaching methods. This study will not only contribute to understanding the role of VR in educating students with special needs but will also give ground for further research on integrating advanced technologies into educational practices to meet various learning needs. Finally, VR use in learning enhances not only learning but also educational experiences among children with ADHD since it opens more opportunities to create an inclusive and supportive environment of learning.

Therefore, VR is beneficial for designing a sufficient atmosphere conducive to fruitful learning among students with ADHD and fun at the same time. MilleaLab, for example, could be adopted by educational institutions, especially for the needs of different students including those who suffer from attention disorders. Studies should be conducted to investigate the effectiveness of VR in other areas of teaching and learning to support the results and enhance the ways of utilizing VR to increase education achievements in students with various learning needs.

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ANALISIS KESALAHAN SINTAKSIS PADA ARTIKEL JURNAL ILMIAH MAHASISWA

[ANALYSIS OF SYNTAX ERRORS IN STUDENT SCIENTIFIC JOURNAL ARTICLES]

Rianto, Ernie Bertha Nababan, Dewi Kusuma, Tiara Rizkina, Andoyo Sastromihardjo

UIN Siber Syekh Nurjati Cirebon, Universitas Pelita Harapan, Universitas Nahdlatul
Ulama Cirebon, Universitas Pendidikan Indonesia

rianto1991@syekhnurjati.ac.id, ernie.nababan@uph.edu, dewi-kusuma@unucirebon.ac.id, tiararizkina@upi.edu, andoyo@upi.edu

Abstract

This study aims to analyze syntactic errors in students' scientific articles, especially in the application of the principles of effective sentences. This study uses a qualitative descriptive approach with primary data in the form of 18 scientific articles in non-synta journals written by undergraduate or S-1 Indonesian Language and Literature study program students from 12 different universities as author affiliations. Data collection was carried out through documentation techniques, and analysis was carried out using a content analysis approach for three months, namely October to December 2024. The results of the study showed that the most common syntactic errors occurred in the aspects of unity of ideas, coherence, and emphasis. These errors include illogical combinations of ideas, lack of integration between sentences, and inability to emphasize the main idea. In addition, errors were also found in variations in sentence structure, parallelism, and logical reasoning. These findings reflect students' weak understanding of the basic principles of syntax and effective sentences. This study concludes that intensive training and guidance in academic writing are needed to improve the quality of students' scientific articles. These findings are expected to contribute to the development of scientific writing learning strategies in

higher education.

Keywords: *Effective sentences; scientific articles; syntactic errors*

Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan sintaksis dalam artikel ilmiah mahasiswa, khususnya dalam penerapan prinsip kalimat efektif. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan data utama berupa 18 artikel ilmiah pada jurnal non sinta yang ditulis mahasiswa program studi Bahasa dan Sastra Indonesia jenjang sarjana atau S-1, dari 12 perguruan tinggi yang berbeda sebagai afiliasi penulis. Pengumpulan data dilakukan melalui teknik dokumentasi, dan analisis dilakukan dengan pendekatan analisis isi selama tiga bulan, yaitu bulan Oktober sampai dengan Desember 2024. Hasil penelitian menunjukkan bahwa kesalahan sintaksis paling umum terjadi pada aspek kesatuan gagasan, koherensi, dan penekanan. Kesalahan ini meliputi penggabungan ide yang tidak logis, kurangnya keterpaduan antar-kalimat, serta ketidakmampuan menekankan gagasan utama. Selain itu, ditemukan pula kesalahan dalam variasi struktur kalimat, paralelisme, dan penalaran logika. Temuan ini mencerminkan lemahnya pemahaman mahasiswa terhadap prinsip-prinsip dasar sintaksis dan kalimat efektif. Penelitian ini menyimpulkan bahwa pelatihan intensif dan bimbingan menulis akademik diperlukan untuk meningkatkan kualitas artikel ilmiah mahasiswa. Temuan ini diharapkan dapat memberikan kontribusi bagi pengembangan strategi pembelajaran menulis ilmiah di perguruan tinggi.

Kata Kunci: Kalimat efektif; artikel ilmiah; kesalahan sintaksis

Pendahuluan

Penulisan artikel ilmiah merupakan salah satu keterampilan esensial yang harus dikuasai oleh mahasiswa di perguruan tinggi, khususnya mereka yang menempuh studi di bidang bahasa dan sastra. Menulis artikel ilmiah juga sangat penting bagi mahasiswa karena

meningkatkan keterampilan profesional mereka saat menerbitkan penelitian di jurnal terakreditasi (Seli et al., 2023). Artikel ilmiah tidak hanya mencerminkan kemampuan berpikir kritis mahasiswa, tetapi juga kemampuan mereka dalam mengolah bahasa secara efektif dan komunikatif. Dalam konteks ini, penggunaan kalimat efektif menjadi salah satu indikator utama keberhasilan sebuah artikel ilmiah, mengingat peranannya dalam menyampaikan gagasan secara jelas, padat, dan logis.

Fakta di lapangan menunjukkan bahwa banyak mahasiswa masih menghadapi kendala dalam menerapkan prinsip-prinsip kalimat efektif serta kaidah berbahasa Indonesia yang benar dan baik (Nastiti & Yuliarti, 2020). Kesalahan sintaksis, seperti penggunaan struktur kalimat yang tidak tepat, pemilihan kata yang kurang sesuai, dan ketidaksesuaian antara subjek dan predikat, sering kali ditemukan dalam artikel ilmiah mahasiswa. Kesalahan-kesalahan tersebut tidak hanya menghambat pemahaman pembaca, tetapi juga mencerminkan lemahnya kompetensi mahasiswa dalam menggunakan bahasa secara formal dan akademik.

Fenomena ini menarik untuk dikaji lebih lanjut, karena penggunaan kalimat efektif dalam artikel ilmiah bukan sekadar persoalan teknis, melainkan juga mencerminkan penguasaan mahasiswa terhadap kaidah sintaksis bahasa Indonesia. Penelitian mengenai kesalahan sintaksis pada artikel ilmiah mahasiswa dapat memberikan gambaran tentang pola-pola kesalahan yang umum terjadi, sekaligus menjadi dasar untuk merumuskan strategi pembelajaran yang lebih efektif dalam meningkatkan kemampuan menulis akademik mahasiswa (Yani & Primandhika, 2023).

Kesalahan penulisan kalimat efektif sering kali terjadi pada tataran kesatuan gagasan (Andaresta et al., 2024). Mahasiswa sering kali tidak mampu menjaga kesinambungan ide dalam satu kalimat, sehingga kalimat yang dihasilkan terasa tidak utuh dan sulit dipahami. Misalnya, penggunaan anak kalimat yang tidak mendukung induk kalimat atau penyisipan informasi tambahan yang tidak relevan, dapat mengaburkan maksud utama penulis. Hal ini menunjukkan perlunya pemahaman mendalam terhadap struktur kalimat yang koheren dan fokus pada gagasan utama.

Selain itu, aspek koherensi menjadi salah satu tantangan utama dalam penulisan kalimat efektif. Koherensi mengacu pada keterpaduan antarbagian dalam sebuah kalimat atau paragraf (Uswati & Nuryanto,

2018). Kesalahan sering terjadi ketika mahasiswa menyusun kalimat tanpa mempertimbangkan hubungan logis antar unsur pada kalimat, seperti penggunaan konjungsi yang tidak tepat atau tidak adanya kata penghubung yang diperlukan. Akibatnya, kalimat terasa terputus-putus dan sulit diikuti oleh pembaca.

Faktor lain yang juga memengaruhi keefektifan kalimat adalah penekanan. Penekanan berkaitan dengan bagaimana ide utama dalam sebuah kalimat ditekankan agar mudah ditangkap oleh pembaca. Mahasiswa sering kali membuat kalimat yang terlalu panjang dan kompleks tanpa memperjelas ide pokok, sehingga pesan yang ingin disampaikan menjadi kabur. Penggunaan variasi struktur kalimat, seperti kalimat aktif dan pasif secara bergantian, juga sering diabaikan, padahal hal ini penting untuk menjaga keluwesan dan daya tarik tulisan.

Paralelisme dalam kalimat juga kerap menjadi sumber kesalahan. Mahasiswa sering kali tidak konsisten dalam penggunaan bentuk atau struktur yang sejajar dalam kalimat majemuk atau daftar, sehingga tulisan kehilangan keharmonisannya. Misalnya, penggunaan kata kerja dalam bentuk yang berbeda-beda dalam satu rangkaian dapat mengurangi kejelasan dan estetika kalimat. Selain itu, penalaran atau logika yang lemah dalam menyusun kalimat juga menjadi masalah umum. Kesalahan ini biasanya terjadi ketika mahasiswa kurang memahami hubungan sebab-akibat atau tidak mampu menyusun ide secara logis, sehingga menghasilkan kalimat yang ambigu atau menyesatkan.

Beberapa penelitian terdahulu telah mengkaji kesalahan sintaksis dalam penulisan karya ilmiah mahasiswa. Nugroho et al., (2019) menganalisis kesalahan dalam penulisan karya ilmiah mahasiswa Jepang yang belajar bahasa Indonesia. Mereka menemukan bahwa kesalahan umum terjadi pada ejaan, tata bahasa, dan sistematika penulisan, termasuk penggunaan huruf kapital yang tidak tepat, struktur kalimat yang tidak sesuai, dan ketidaktepatan dalam penggunaan kata depan.

Selain itu, Pramitasari (2020) meneliti kesalahan berbahasa bidang sintaksis pada skripsi mahasiswa Universitas Pekalongan. Hasilnya menunjukkan adanya kesalahan dalam konstruksi kalimat, seperti penggunaan struktur yang tidak lazim, kalimat yang rancu, dan kontaminasi kalimat. Penelitian ini menekankan pentingnya pemahaman sintaksis yang baik untuk menghasilkan karya ilmiah yang berkualitas. Alber & Febria (2021) melakukan analisis kesalahan berbahasa tataran sintaksis dalam skripsi mahasiswa Universitas Islam Riau. Mereka mengidentifikasi kesalahan dalam penggunaan frasa, klausa, dan kalimat,

yang disebabkan oleh kurangnya pemahaman terhadap kaidah sintaksis bahasa Indonesia. Penelitian ini menyoroti perlunya peningkatan pembelajaran sintaksis dalam pendidikan tinggi.

Berbeda dengan penelitian sebelumnya yang cenderung berfokus pada analisis kesalahan sintaksis secara umum atau pada beragam jenis karya tulis mahasiswa seperti skripsi dan laporan, penelitian ini memusatkan perhatian pada kesalahan sintaksis dalam konteks penerapan prinsip kalimat efektif pada artikel ilmiah mahasiswa yang terbit pada jurnal non sinta. Penelitian ini bertujuan untuk menganalisis kesalahan sintaksis yang terdapat dalam penulisan artikel jurnal ilmiah mahasiswa, dengan fokus pada penerapan prinsip-prinsip kalimat efektif. Kajian ini diharapkan dapat memberikan kontribusi signifikan dalam bidang pembelajaran bahasa Indonesia, khususnya dalam upaya meningkatkan kualitas penulisan ilmiah mahasiswa di perguruan tinggi.

Metode Penelitian atau Pendekatan Pembahasan

Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk menganalisis kesalahan sintaksis dalam penulisan artikel ilmiah mahasiswa. Penelitian deskriptif kualitatif merupakan serangkaian aktivitas untuk mendapatkan data sebagaimana adanya, tanpa dipengaruhi oleh kondisi tertentu, dengan penekanan utama pada pemaknaan hasilnya (Moleong, 2019). Metode ini dipilih karena memungkinkan peneliti untuk memahami fenomena secara mendalam dan memberikan gambaran rinci tentang jenis serta pola kesalahan sintaksis yang terjadi. Data utama dalam penelitian ini berupa teks artikel ilmiah yang ditulis oleh mahasiswa program studi Bahasa dan Sastra Indonesia di perguruan tinggi tertentu.

Pengumpulan data dilakukan melalui teknik dokumentasi, di mana artikel ilmiah mahasiswa yang telah disusun dan dikumpulkan untuk keperluan akademik dianalisis secara mendalam. Sebanyak 18 artikel ilmiah mahasiswa dipilih sebagai sampel penelitian menggunakan teknik *purposive sampling* dari 12 perguruan tinggi berbeda. Pemilihan sampel didasarkan pada kriteria tertentu, yaitu jurnal yang dipilih adalah belum bersinta dan mayoritas terbitan awal atau ke dua.

Analisis data dilakukan menggunakan metode analisis isi (content analysis) dengan fokus pada kesalahan sintaksis yang berkaitan dengan prinsip kalimat efektif. Peneliti mengidentifikasi kesalahan pada tataran kesatuan gagasan, koherensi, penekanan, variasi kalimat, paralelisme,

dan penalaran atau logika. Setiap kesalahan dikategorikan berdasarkan jenisnya dan diinterpretasikan untuk mengungkap penyebab utama kesalahan tersebut.

Untuk meningkatkan validitas dan reliabilitas data, penelitian ini melibatkan triangulasi data. Hasil analisis teks didiskusikan dengan ahli bahasa dan dosen pembimbing akademik guna memastikan bahwa interpretasi data sesuai dengan konteks akademik. Selain itu, proses analisis dilakukan secara bertahap, mulai dari identifikasi kesalahan, klasifikasi, hingga penarikan kesimpulan, agar hasil penelitian memiliki landasan yang kuat.

Hasil analisis kemudian dibandingkan dengan temuan dari penelitian sebelumnya untuk mengidentifikasi kesamaan dan perbedaan pola kesalahan. Langkah ini dilakukan untuk memperkuat argumen tentang kontribusi dan kebaruan penelitian. Dengan demikian, penelitian ini tidak hanya memberikan gambaran empiris tentang kesalahan sintaksis, tetapi juga menawarkan rekomendasi untuk perbaikan pembelajaran bahasa Indonesia di tingkat perguruan tinggi.

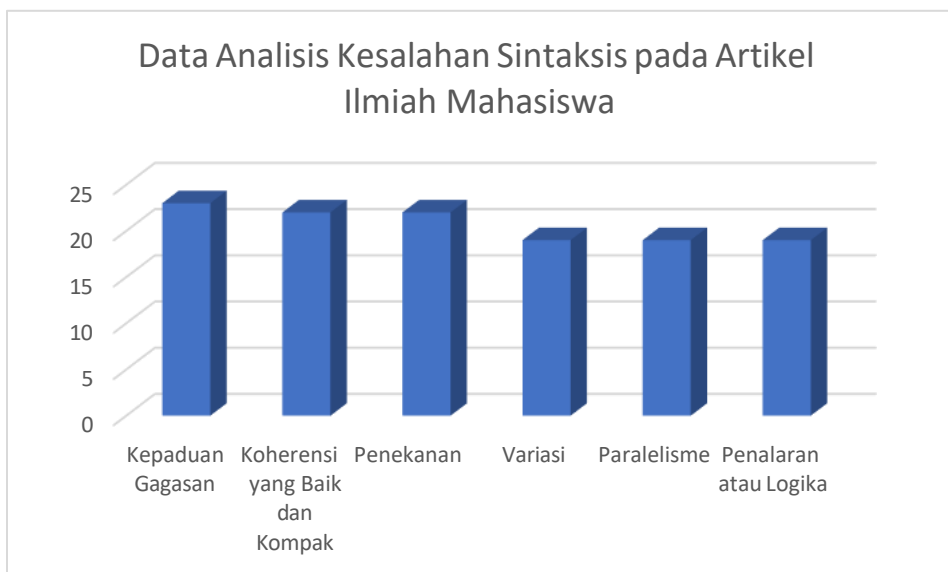
Penelitian ini juga mempertimbangkan aspek etika dalam pengumpulan dan analisis data. Identitas mahasiswa sebagai penulis artikel dijaga kerahasiaannya untuk memastikan bahwa penelitian ini tidak menimbulkan dampak negatif pada individu terkait. Selain itu, jurnal juga tidak disampaikan karena menjaga terlacaknya penulis. Melalui pendekatan ini, diharapkan penelitian ini dapat memberikan kontribusi signifikan dalam mengidentifikasi kesalahan sintaksis

mahasiswa dan menawarkan solusi yang aplikatif untuk meningkatkan kualitas penulisan artikel ilmiah di perguruan tinggi.

Hasil dan Pembahasan

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis kesalahan sintaksis pada artikel ilmiah yang ditulis oleh mahasiswa. Data yang diperoleh dianalisis berdasarkan kategori kesalahan berbahasa pada aspek kalimat efektif, yaitu kesatuan gagasan, koherensi, penekanan, variasi kalimat, paralelisme, serta penalaran atau logika. Temuan berikut mencerminkan jumlah data hasil analisis dan pembahasan terkait.

Gambar 1. Diagram Data Analisis Kesalahan Sintaksis pada Artikel Ilmiah Mahasiswa



Gambar 1 menggambarkan jumlah keseluruhan berbagai jenis kesalahan sintaksis yang sering muncul dalam artikel ilmiah mahasiswa. Terdapat enam kategori kesalahan yang diidentifikasi, yaitu *Kepaduan Gagasan*, *Koherensi yang Baik dan Kompak*, *Penekanan*, *Variasi*, *Paralelisme*, dan *Penalaran atau Logika*. Dari diagram tersebut terlihat bahwa kesalahan dalam *Kepaduan Gagasan*, *Koherensi yang Baik dan Kompak*, serta *Penekanan* memiliki frekuensi tertinggi dengan jumlah kesalahan yang hampir sama, yaitu Hal ini menunjukkan bahwa mahasiswa masih cukup kesulitan dalam menyusun gagasan yang padu dan menekankan poin

penting dalam penulisan ilmiah.

Selanjutnya, kesalahan pada kategori *Variasi*, *Paralelisme*, dan *Penalaran atau Logika* memiliki frekuensi yang sedikit lebih rendah dibandingkan dengan tiga kategori pertama, namun tetap signifikan. Ketiga aspek ini menunjukkan bahwa mahasiswa sering mengalami kesulitan dalam menjaga keragaman struktur kalimat, konsistensi dalam bentuk kalimat yang sejajar, serta merangkai penalaran yang logis dalam argumen mereka. Kesalahan ini dapat mempengaruhi kejelasan dan kohesi artikel ilmiah yang ditulis.

Dari data tersebut, dapat disimpulkan bahwa fokus utama perbaikan harus diarahkan pada *Kepaduan Gagasan*, *Koherensi yang Baik dan Kompak*, serta *Penekanan*. Hal ini penting karena ketiga elemen tersebut merupakan dasar dari struktur sintaksis yang baik dalam penulisan ilmiah (Mahardika et al., 2018). Pelatihan intensif dan bimbingan terkait bagaimana menyusun gagasan yang padu serta bagaimana memastikan koherensi dalam penulisan perlu ditingkatkan.

1. Kesalahan dalam Kesatuan Gagasan

Kesalahan pada tataran kesatuan gagasan sering kali ditemukan pada artikel ilmiah mahasiswa. Banyak mahasiswa cenderung mencampurkan beberapa ide dalam satu kalimat tanpa mempertimbangkan struktur yang jelas. Kesalahan dalam kesatuan ide dapat muncul ketika siswa gagal mempertahankan struktur yang jelas, yang menyebabkan kebingungan dengan mencampur beberapa konsep dalam satu kalimat (Kuznetsov, 1999). Misalnya, terdapat kalimat yang terlalu panjang dengan subordinasi yang tidak memadai, sehingga pembaca kesulitan memahami gagasan utama. Kesalahan ini menunjukkan kurangnya pemahaman mahasiswa terhadap pentingnya struktur kalimat yang sederhana dan fokus pada satu ide pokok (Nathania et al., 2023).

Data 1

Kalimat Asli	Kalimat yang Diperbaiki
Semantik adalah telaah makna. Semantik menelaah lambang-lambang atau tanda-tanda yang menyatakan makna, hubungan makna yang satu dengan yang lain, dan pengaruhnya terhadap manusia dan masyarakat.	Semantik adalah telaah makna yang mencakup lambang-lambang atau tanda-tanda, hubungan antar makna, dan pengaruhnya terhadap manusia dan masyarakat.

Selain itu, beberapa mahasiswa cenderung memasukkan informasi tambahan yang berlebihan ke dalam satu kalimat, sehingga mengaburkan inti gagasan. Pola ini menunjukkan kurangnya kemampuan dalam membedakan informasi utama dan tambahan. Hal ini mengindikasikan bahwa mahasiswa membutuhkan pemahaman yang lebih baik tentang penyusunan kalimat yang berorientasi pada pembaca.

Data 2

Kalimat Asli	Kalimat yang Diperbaiki
Sebuah karya sastra semasa ribuan tahun dianggap semacam salah satu dari berbagai cabang seni rupa, sedemikian rupa sehingga hingga masa ini sastra dianggap bukan sekadar sebagai karya seni biasa tetapi juga karya kreatif, digunakan sebagai konsumsi intelektual dan konsumsi emosional.	Sastra tidak hanya dianggap sebagai karya seni biasa, tetapi juga sebagai karya kreatif yang dapat digunakan sebagai konsumsi intelektual dan emosional.

Kalimat ini kurang memiliki kesatuan gagasan karena terlalu panjang dan memuat beberapa ide yang seharusnya dipisah, seperti "karya seni biasa" versus "karya kreatif," serta konsep "konsumsi intelektual dan emosional." Pemecahan kalimat menjadi beberapa bagian akan memperjelas gagasan. Kesalahtafsiran ini menghasilkan kalimat yang tidak jelas dan tidak terstruktur dengan baik, yang pada akhirnya merusak pemikiran kritis dan

keterampilan komunikasi yang efektif mereka (Jurecki & Wander, 2012). Lebih jauh lagi, banyak artikel menunjukkan adanya pengulangan ide dalam satu kalimat atau antar-kalimat yang berdekatan. Pengulangan ini tidak hanya mengurangi efisiensi kalimat tetapi juga dapat membuat pembaca merasa bosan. Kesalahan semacam ini mencerminkan perlunya peningkatan keterampilan revisi dan penyuntingan tulisan.

2. Kekurangan dalam Koherensi

Koherensi atau keterpaduan antar-kalimat menjadi masalah yang signifikan. Keterpaduan serta keutuhan dalam struktur teks wacana berperan penting dalam membangun makna dari teks tersebut. Pemenuhan prinsip-prinsip mengenai keterpaduan dan keutuhan baik dalam struktur fisik maupun struktur dan makna teks wacana dapat mempermudah pemahaman terhadap isi teks secara keseluruhan (utuh) (Subandi, 2022). Beberapa paragraf menunjukkan transisi antar-kalimat yang tidak logis, membuat pembaca sulit mengikuti alur pemikiran penulis. Contohnya, mahasiswa sering kali menggunakan kata “yang” secara berulang, sehingga mengganggu alur narasi ilmiah. Masalah ini menunjukkan perlunya pelatihan lebih lanjut mengenai penggunaan perangkat kohesi dalam menulis artikel ilmiah.

Data 3

Kalimat Asli	Kalimat yang Diperbaiki
Puisi adalah bentuk karya sastra yang memiliki banyak makna dan dapat diinterpretasikan dengan berbagai cara, yang mana hal ini membuat puisi menjadi sangat menarik untuk dibaca	Puisi adalah bentuk karya sastra yang memiliki banyak makna. Berbagai interpretasi terhadap puisi membuatnya sangat menarik untuk dibaca.

Kalimat ini terdiri dari beberapa klausa yang dihubungkan tanpa tanda baca yang efektif. Penggunaan "dan" serta frasa "yang mana hal ini" menyebabkan kalimat menjadi bertele-tele. Akibatnya, pembaca akan kesulitan dalam mengikuti alur pemikiran yang disampaikan, yang berpotensi membingungkan mereka. Pemisahan kalimat menjadi dua kalimat sederhana meningkatkan kejelasan. Diseimbangkan dengan lebih baik, masing-masing kalimat sekarang dapat fokus pada satu gagasan:

yang pertama mengenai definisi puisi, dan yang kedua mengenai interpretasi serta daya tariknya. Penghapusan frasa ambigu seperti "yang mana hal ini" menghilangkan kebingungan dan mengarahkan pembaca langsung kepada hubungan logis antara banyaknya makna puisi dengan daya tariknya.

Selain itu, banyak kalimat yang menggunakan struktur pasif secara berlebihan, sehingga mengaburkan siapa yang bertindak atau apa yang menjadi fokus utama. Pemilihan struktur aktif dapat membantu mahasiswa menciptakan kalimat yang lebih tajam dan menarik perhatian pembaca.

Kurangnya variasi panjang kalimat juga menjadi tantangan. Kalimat yang terlalu pendek atau panjang tanpa penekanan yang jelas cenderung melemahkan efek retorika. Mahasiswa perlu memahami bahwa panjang kalimat yang bervariasi dapat digunakan untuk menciptakan ritme yang lebih menarik dalam tulisan akademik.

3. Ketidaktepatan Penekanan Kalimat

Penekanan dalam kalimat sering kali tidak diberikan secara efektif. Sebagai contoh, informasi penting tidak diletakkan pada posisi strategis, seperti di awal atau akhir kalimat. Kurangnya variasi panjang kalimat juga menjadi tantangan. Kalimat yang terlalu pendek atau panjang tanpa penekanan yang jelas cenderung melemahkan efek retorika. Mahasiswa perlu memahami bahwa panjang kalimat yang bervariasi dapat digunakan untuk menciptakan ritme yang lebih menarik dalam tulisan akademik (Ayyub Ht et al., 2024). Mahasiswa cenderung menulis secara datar tanpa mempertimbangkan elemen penekanan yang dapat meningkatkan daya tarik dan kejelasan tulisan mereka. Hal ini mengindikasikan kurangnya pemahaman terhadap strategi retorika dalam penulisan akademik.

Data 4

Kalimat Asli	Kalimat yang Diperbaiki
Dalam kesetaraan gender ini perlakuan tidak adil serta kekerasan terhadap perempuan termasuk hal yang menyimpang dan tidak boleh dilakukan	Kesetaraan gender menuntut perlakuan yang adil bagi perempuan dan laki-laki. Oleh karena itu, tindakan tidak adil serta kekerasan terhadap perempuan merupakan hal yang menyimpang

dan tidak dapat dibenarkan

Selain itu, banyak kalimat yang menggunakan struktur pasif secara berlebihan, sehingga mengaburkan siapa yang bertindak atau apa yang menjadi fokus utama. Pemilihan struktur aktif dapat membantu mahasiswa menciptakan kalimat yang lebih tajam dan menarik perhatian pembaca.

4. Kurangnya Variasi Kalimat

Artikel yang dianalisis cenderung memiliki pola kalimat yang monoton. Sebagian besar mahasiswa menggunakan struktur kalimat sederhana tanpa memvariasikan pola-pola seperti kalimat kompleks atau majemuk. Akibatnya, tulisan menjadi kurang dinamis dan menarik (Heryani, 2019). Masalah ini juga dapat mencerminkan kurangnya kemampuan mahasiswa dalam mengolah variasi sintaksis untuk meningkatkan kualitas tulisan mereka.

Data 5

Kalimat Asli	Kalimat yang Diperbaiki
Puisi ini menggambarkan kesedihan. Puisi ini juga menunjukkan kerinduan. Puisi ini menggambarkan perjalanan hidup.	Puisi ini menggambarkan kesedihan dan kerinduan, serta mencerminkan perjalanan hidup yang penuh makna.

Kalimat ini menunjukkan kesalahan yang signifikan terkait dengan monotoninya struktur dan pengulangan yang tidak perlu. Penggunaan pola yang sama pada setiap kalimat menciptakan kesan repetitif, sehingga mengurangi daya tarik pembaca dan potensi eksplorasi makna yang lebih dalam. Dalam analisis sastra, variasi dalam penyampaian ide adalah kunci untuk menjaga perhatian pembaca dan menciptakan pengalaman membaca yang lebih dinamis.

Perbaikan yang dilakukan terdapat integrasi elemen-elemen penting yang sebelumnya terpisah, menghasilkan sintaks yang lebih kompak dan koheren. Dengan menyatukan gagasan-gagasan ini dalam satu kalimat, perbaikan ini tidak hanya mengurangi redundansi tetapi juga meningkatkan keterpaduan ide. Selanjutnya, frasa "perjalanan hidup yang penuh makna" memberikan dimensi tambahan dengan memberi nuansa lebih dalam pada tema yang dihadapi, sehingga meningkatkan kedalaman analisis. Oleh karena itu, perbaikan ini memperkuat efektivitas komunikasi dalam teks, menjadikan rangkaian kalimat lebih jelas dan menarik bagi pembaca.

Selain itu, beberapa mahasiswa menunjukkan ketergantungan yang berlebihan pada struktur kalimat dengan subjek dan predikat sederhana. Hal ini menyebabkan kurangnya kedalaman dalam penyampaian argumen atau deskripsi ilmiah. Pelatihan mengenai variasi sintaksis yang lebih luas dapat membantu mengatasi masalah ini.

Data 6

Kalimat Asli	Kalimat yang Diperbaiki
Di antara penutur, ada yang beranggapan bahwa menggunakan bahasa Selaru adalah hal yang ketinggalan zaman dan ada pula yang merasa bangga menggunakan bahasa tersebut.	Beberapa penutur beranggapan bahwa menggunakan bahasa Selaru ketinggalan zaman, sementara yang lain merasa bangga menggunakannya.

Sebaliknya, terdapat pula kalimat yang terlalu kompleks tanpa pengorganisasian yang baik, yang menyebabkan pembaca kesulitan memahami ide yang disampaikan. Kesalahan ini menegaskan perlunya pelatihan dalam menyusun kalimat yang seimbang antara kompleksitas dan kejelasan.

5. Ketidakkonsistenan dalam Paralelisme

Kesalahan paralelisme ditemukan terutama dalam daftar atau struktur kalimat yang mengandung elemen-elemen sejajar. Padahal keparalelan kalimat efektif sangatlah penting (Tambunan & Simorangkir, 2023). Sebagai contoh, beberapa mahasiswa menulis kalimat dengan struktur

yang tidak paralel, seperti mencampurkan bentuk aktif dan pasif dalam satu daftar. Hal ini mengurangi keserasian dan kejelasan kalimat, serta menunjukkan kurangnya perhatian terhadap keselarasan sintaksis. Paralelisme yang buruk juga ditemukan dalam penggunaan elemen-elemen sejajar pada paragraf yang lebih panjang. Ketidakkonsistenan ini mencerminkan perlunya pemahaman lebih dalam tentang struktur gramatikal yang paralel dan dampaknya pada kejelasan tulisan.

Data 7

Kalimat Asli	Kalimat yang Diperbaiki
Satu di antara banyaknya cara untuk meningkatkan mutu proses pembelajaran bahasa, khususnya kemampuan menulis argumentatif perlu digunakan model <i>student facilitator and explaining</i> .	Salah satu cara meningkatkan mutu pembelajaran bahasa, khususnya menulis argumentatif, adalah dengan model <i>student facilitator and explaining</i> .

6. Kesalahan dalam Penalaran atau Logika

Penalaran yang tidak logis sering kali menjadi masalah utama dalam tulisan mahasiswa. Kelogisan dalam kalimat menunjukkan bahwa ide atau gagasan yang disampaikan dapat dipahami dengan mudah dan penulisannya mengikuti kaidah bahasa Indonesia yang tepat dan benar (Zulfadhli et al., 2022). Terdapat kalimat yang mengandung kontradiksi atau penalaran yang tidak mendukung argumen utama. Sebagai contoh, beberapa kalimat menyatakan klaim tanpa didukung oleh data atau fakta yang relevan, sehingga melemahkan keilmiahan tulisan. Kesalahan ini menunjukkan pentingnya pelatihan berpikir logis dan kritis dalam penulisan akademik.

Data 8

Kalimat Asli	Kalimat yang Diperbaiki
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Dengan demikian, penelitian ini memiliki persamaan dengan penelitian sebelumnya dalam menelaah nilai religius dalam puisi, namun ada perbedaan dalam penggunaan data	Meskipun penelitian ini sejalan dengan penelitian sebelumnya dalam menelaah nilai religius, perbedaannya terletak pada data yang diteliti.
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Kemampuan berpikir kritis mempengaruhi kemampuan menulis. (Neni, Audi dan Susilawati, 2021). Kesalahan logika juga sering terjadi dalam hubungan sebab-akibat yang disampaikan dalam tulisan. Beberapa mahasiswa menunjukkan kecenderungan untuk menyatakan hubungan sebab-akibat yang tidak dapat dibuktikan secara ilmiah. Hal ini menunjukkan perlunya penguatan dalam memahami logika argumentasi. Dengan pemikiran terpotong menunjukkan pemrosesan informasi yang dangkal, yang mengarah ke salah tafsir teks ilmiah. Hal ini menghasilkan mekanisme pemahaman dan penghindaran yang terfragmentasi, yang pada akhirnya mempengaruhi kejelasan, struktur, dan efektivitas mereka dalam komunikasi dan pemikiran kritis.

Kesimpulan

Penelitian ini mengidentifikasi dan menganalisis berbagai kesalahan sintaksis dalam artikel jurnal ilmiah mahasiswa, khususnya pada aspek kalimat efektif yang mencakup kesatuan gagasan, koherensi, penekanan, variasi kalimat, paralelisme, serta penalaran atau logika. Hasil penelitian menunjukkan bahwa kesalahan pada kesatuan gagasan, koherensi, dan penekanan merupakan yang paling dominan, menunjukkan lemahnya kemampuan mahasiswa dalam menyusun gagasan yang terstruktur, menjaga keterpaduan antar-kalimat, dan menonjolkan ide utama secara jelas. Selain itu, temuan juga mengungkap bahwa kesalahan pada variasi kalimat, paralelisme, serta penalaran logis sering kali mengurangi kejelasan dan efektivitas komunikasi ilmiah dalam tulisan mahasiswa. Kesalahan ini disebabkan oleh kurangnya pemahaman terhadap kaidah sintaksis, serta minimnya keterampilan revisi dan penyuntingan tulisan. diperlukan strategi pembelajaran yang lebih intensif dan terfokus untuk meningkatkan kompetensi mahasiswa dalam penulisan ilmiah. Pelatihan mengenai prinsip kalimat efektif, perangkat kohesi, dan penalaran logis, serta pendampingan dalam penyuntingan

dan revisi artikel, dapat menjadi solusi untuk mengatasi masalah ini. Dengan demikian, diharapkan kualitas penulisan artikel ilmiah mahasiswa dapat meningkat, sehingga mampu memenuhi standar akademik yang lebih baik.

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THE ROLE OF ENGLISH IN CAREER READINESS FOR FUTURE TEACHERS

[PERAN BAHASA INGGRIS DALAM KESIAPAN KARIR GURU MASA DEPAN]

Joanne Hyatt May Rompis, Calvin Sumbung, Siane Indriani
Universitas Pelita Harapan

joannerompis2106@gmail.com,
calvinsumbung13@gmail.com, siane.indriani@uph.edu

Abstract

As the world becomes more connected, being proficient in English is crucial for teachers' career readiness and professional growth. For future teachers, having strong English skills can open numerous opportunities. This study explores the role of English language proficiency in preparing future teachers for their careers. The researchers used a mix of qualitative and quantitative methods, including interviews with students who are preparing themselves to become teachers. The findings highlight that English is the global language of communication and learning. Teachers who are fluent in English can better access educational resources, collaborate with colleagues worldwide, and foster intercultural understanding in their classrooms. Mastering the four basics of English skills, reading, writing, listening, and speaking is the key to equipping future teachers with the competencies they need to succeed. By improving their English skills, future educators can thrive in an increasingly globalized world.

Key words: English as a Foreign Language (EFL); future teachers; English language teachers; career preparation

Abstrak

Seiring dengan semakin terhubungnya dunia, menguasai bahasa Inggris sangat penting bagi kesiapan karier dan pertumbuhan profesional guru. Bagi calon guru, memiliki keterampilan bahasa Inggris yang baik dapat membuka banyak peluang. Studi ini mengeksplorasi peran kemahiran bahasa Inggris dalam mempersiapkan calon guru untuk karier mereka. Para peneliti menggunakan campuran metode kualitatif dan kuantitatif, termasuk wawancara dengan siswa yang belajar untuk menjadi guru. Temuan tersebut menyoroti bahwa bahasa Inggris adalah bahasa komunikasi dan pembelajaran global. Guru yang fasih berbahasa Inggris dapat mengakses sumber daya pendidikan dengan lebih baik, berkolaborasi dengan rekan kerja di seluruh dunia, dan menumbuhkan pemahaman antarbudaya di kelas mereka. Menguasai empat keterampilan dasar bahasa Inggris - membaca, menulis, mendengarkan, dan berbicara adalah kunci untuk membekali calon guru dengan kompetensi yang mereka butuhkan untuk berhasil. Dengan meningkatkan keterampilan bahasa Inggris mereka, calon pendidik dapat berkembang pesat di dunia yang semakin mengglobal.

Kata kunci: Bahasa Inggris sebagai bahasa asing; calon guru; guru bahasa Inggris; persiapan karir

Introduction

English is the main language used worldwide for communication and learning. For teachers, being good at English is important for their professional growth and success, especially in places where students speak different languages. With the increasing importance of English as a language of global communication, teachers of English, particularly, are compelled to demonstrate their English proficiency (Lie et al., 2019). It is crucial for future teachers to understand what English skills are needed

in different types of schools and educational settings. This helps them prepare better for their teaching careers.

English is an important language for career readiness especially nowadays. As the world becomes increasingly interconnected, proficiency in English is becoming an essential requirement in many work fields, including the teaching profession. For future teachers, the ability to effectively communicate in English can have a significant impact on their career readiness and overall professional development. English is essential to learn for seeking jobs or building career. In today's technology driven world, it is impossible to achieve academic or professional career without acquiring proficiency in English (Dildora & Qizi, 2024)

Beyond the classroom, English language proficiency can also open doors for future teachers in terms of professional development and career advancement opportunities. English enable teachers to access and share resources, collaborate with colleagues from around the world, and foster intercultural understanding among their students. When it comes to printed, audio-visual, or electronic media and materials, English is the most essential language to use for information acquisition. Therefore, English played an important role for career readiness for many work opportunities, especially for teachers.

A continuous process is necessary to become a good teacher. Students are not empty vessels when they enroll in basic teacher education programs. This means that becoming a good teacher takes time and involves continuous learning and development. Students come with different levels of English proficiency depending on their backgrounds and previous experiences. In different educational contexts, the English language requirements and expectations can vary widely. For example, in some schools, teachers might only need a basic level of English, while in others, they may need to be highly proficient to teach all subjects in existing skills of their students and help them develop the specific English language skills needed for educational contexts they will work in. This approach ensures that all future teachers can meet the language requirements and expectations of their careers, regardless of where they start.

Research Methods

A mixed method approach was employed in the study which is a qualitative research method. In this research the participants who participated were the students who were preparing themselves to become future teachers and there were 11 students from English Language Teaching (ELT) study program who were involved. Questionnaires and interviews were used to collect data for this study. The study aims to explore the role of English to prepare them to become future teachers and the struggles they faced while improving their English skills.

Results and Discussions

Data was collected through questionnaires and interviews of the students from the Faculty of Education, Teachers College. From the questionnaire results, it was revealed that the 11 students who participated in the research stated that they used several methods in improving their English skills. Sample screenshots of the google form given to ELT students were shown in Picture 1 below.



Picture 1. The methods that the students regularly use

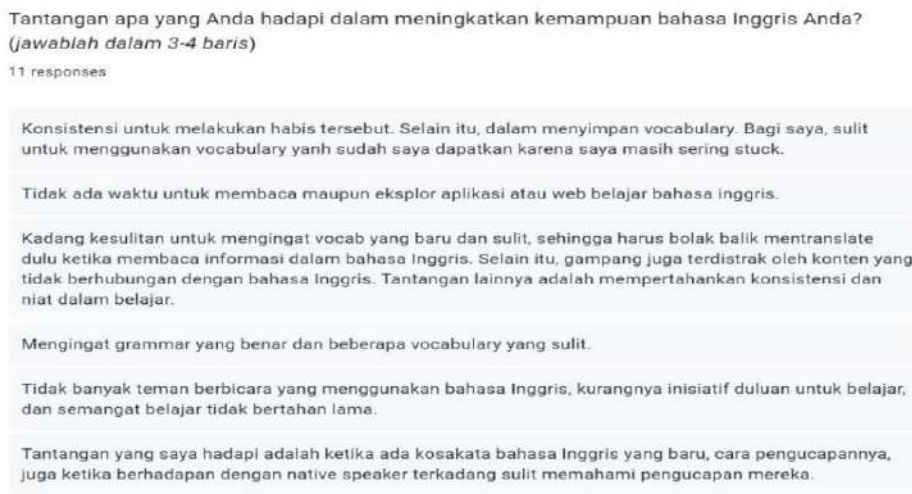
Based on the data in Picture 1, it was found that using information from the internet and online applications as well as listening to songs in English showed higher percentage compared to other methods used.



Picture 2. How often the students used these methods

Referring to Picture 2, it was found 54,5 % of ELT students who used internet and applications to search for the information they needed several times in a week and there were 45,5% of them who used those methods every day.

From all the methods and how often they used them, there were struggles that they faced in doing those methods to improve their English skills. Sample screenshots of google form given to the English Language Teaching students are shown in Picture 3 and 4.



Picture 3. Students' struggles while improving their English skills



Picture 4. Students' other struggles while improving their English skills

Referring to Picture 3 & 4, it could be concluded that the biggest struggle that the students faced in developing their English skills was the unfamiliar vocabularies that made them hard to remember or memorize them, how to pronounce them correctly, and the lack of consistency to practice pronouncing them. The last question of how English would prepare their career as a future teacher will be seen in Picture 5.



Bagaimana kemampuan bahasa Inggris akan membantu Anda dalam mempersiapkan karier Anda?
(jawablah dalam 3-4 baris)

11 responses

Di era serba digital ini, kita melihat bahwa peranan bahasa Inggris menjadi salah satu faktor yang sangat di perlukan. Profesi sebagai guru pun demikian. Bahasa Inggris tetap menjadi hal yang juga sangat diperlukan.

Mampu
Meningkatkan
Koneksi
Kerja
Yang
Luas

Kemampuan bahasa Inggris akan membantu saya dalam mempersiapkan karier sebagai guru bahasa Inggris dengan memungkinkan saya mengajarkan materi dengan akurasi dan kepercayaan diri yang lebih tinggi. Selain itu, saya dapat mengakses sumber daya pengajaran internasional, berpartisipasi dalam pelatihan profesional global, dan membangun koneksi dengan guru lain dari berbagai negara.

Bahasa Inggris membawa peluang yang lebih besar untuk persiapan karir di masa depan di tengah kemajuan zaman.

Picture 5. Students' Responses on how English would Prepare their Teaching Career

Motivation is thought to be a reliable indicator of success when learning a second language. Motivation is defined as the combination of effort and ambition to accomplish the objective of learning the language, as well as positive perspectives towards language acquisition (Getie, 2020) Thus, the motivated teacher candidates will try hard to overcome their struggles and have a strong desire to keep on learning English. Their positive attitude towards learning English will help them achieve better language skills. This is important because good English language skills will improve their readiness for a career as a teacher in the future.

Meanwhile, from the interviews, the students were asked about the role of English in their teaching career in the future, they realized that English is an international language, and their students might be more fluent than they are. They also thought that being proficient in English would be an advantage to interact with other people within a wider community.

"I need to improve my English skills because as a future student, our students might already be able to speak English, and it would not be good if the teacher cannot speak English. And for now, English has also become an international language and is a basic skill that everyone should be able to do"

"When pursuing a career, it is not possible to only interact with local people, so English proficiency is very important"

"I have thought about it, because English is widely used, and wherever you go, you need to be able to speak English"

"Yes, because for a teacher it is important, as we don't know where we will be placed, and we may end up teaching subjects other than what we studied".

English has become increasingly important in a variety of fields, including education and English language proficiency is becoming more recognized as a fundamental for educators to succeed in the increasingly international classroom (Chakraborty, 2024). This is truly relevant for the teaching profession, where English proficiency is now seen as essential.

Several studies have highlighted about the importance of English language proficiency, especially for teachers. Since English is the universal language, it has taken over as the primary means of communication in many different professional fields. The role of English as a lingua franca has significant implications for future teachers as teachers are expected to interact and participate in the global education community (Ngatu & Basikin, 2019). This global engagement does not only expand the teachers' professional networks but also exposes them to innovative pedagogical approaches and the latest developments in the field of education. Furthermore, proficiency in English grants teachers to access of educational resources and information. By staying informed of the latest theories, and best practices in education, Teachers who are prominent in English can continuously enhance their knowledge and skills, making them more valuable in the communities

In addition to the importance of English, especially in terms of education itself, there are factors that affect a person's ability to speak English. According to Cheng (2019) with the integration of world economy, English, as an international language, is wielding an increasingly considerable influence upon global communication. This

means that with the integration of the world economy, English as an international language has a greater influence on global communication. This shows that as the world becomes more economically connected, the role of English becomes more important in communicating in various fields. In an increasingly connected world, teachers who are fluent in English will have an advantage in communicating with various parties around the world. They will also be better prepared for global challenges and be able to access more resources and information available in English. This is important to equip them with the skills needed to succeed in their future career.

The next question that they were given was about what methods that they used and how they helped them to develop their English skills.

"Watching movies, by putting Indonesian subtitles and then English subtitles, so in addition to listening, I also read".

"I usually listen to songs and use the Duolingo app, but it's not very effective, and I think it's more effective if I practice speaking directly".

"I usually use the method of watching movies and using English learning apps, but I don't feel it's very effective for me. I find it more effective to practice speaking English directly".

"Watching YouTube and listening to podcasts".

"When I took the Fundamental of English class on the first semester, I practiced the learning methods in my daily life, such as using Duolingo, even if just to fill my spare time, but also to learn English. And it is useless to study if you do not apply it, so I try to speak or communicate with ITC students, even though I am not very fluent yet".

Additionally, the respondents were asked about the challenges they faced in developing their English skills. Most of them said that they are afraid of making mistakes and being judged by people around them, there were also other students saying that lack of vocabulary was the reason why they were lacking confidence to speak English.

Lastly, the respondents provided insightful perspectives when being asked about how English proficiency can prepare them for their careers.

"English can help in a career because many countries use English as their main language, which can open up great career opportunities for us".

"English skills can help us unlock new and promising opportunities, and it can also help us build connections with people from outside [our country]".

"English is now very much in demand. Nowadays, even when applying for a job, the CV used is in English. Also, if we want to expand our network, English is necessary".

"Personally, English is useful because we don't know where we will be placed, and we won't always teach what we have learned so far. The school might use English in daily conversations, and the world is becoming more advanced, so we do not know what the future will be like".

"English can change lives. With English proficiency, we can be faced with many career opportunities, especially in this day and time when many people's dreams are hindered because they cannot speak English, for example, those who want to continue their studies or pursue a career abroad but cannot speak English".

Based on the interviews, the students unanimously acknowledged the critical importance of developing strong English skills, recognizing it as a fundamental competency for teachers in the modern, globalized world. The students also recognized that strong English skills could enhance their career prospects and readiness. They agreed that English proficiency can open numerous opportunities both domestically and internationally.

Collectively, research on learning English implies that many different things could influence language acquisition. Overall, research related to English language learning shows that there are several factors that can affect the language learning process (Chou, 2007). This shows that not just one thing is important, but many things play a role in one's success in learning English. For instance, the motivation and attitudes of a student regarding language acquisition can influence the learning strategies they select and ultimately impact their level of language proficiency. This means that teachers' motivation and beliefs about the importance of English can influence how they learn the language. If they have strong motivation and believe that mastering

English is important for their career, they will choose effective learning strategies and are more likely to achieve high English proficiency. This will improve their readiness for a future career as a teacher.

Conclusions

In English learning process, it is essential for English learners to understand why they are learning English, there are also variety of different methods to improve their English skills. Most used methods were learning English from internet resources, online applications, and listening to English songs, with a significant number also watching English movies. These activities are primarily done weekly rather than daily. Challenges identified including lack of vocabulary, pronunciation issues, and inconsistent practice. Despite these challenges, students acknowledge the importance of English for their future careers, believing that strong English skills enhance their career prospects and readiness. Motivation and positive attitudes towards English learning are crucial factors influencing their language acquisition success. Proficiency in English does not only prepare future teachers for local and international opportunities but also equips them with the necessary skills to effectively communicate, teach, and continually develop their professional careers.

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TANTANGAN PENDIDIKAN KRISTEN MENGHADAPI PENGARUH SEKULARISME DI SEKOLAH

[THE CHALLENGE OF CHRISTIAN EDUCATION FACING THE INFLUENCE OF SECULARISM IN SCHOOLS]

Musa Tarigan

Universitas Pelita Harapan

musa.tarigan@uph.edu

Abstract

Secularism has been influencing the way of thinking and acting in all areas of human life, including religion and education. Secularism's aims to enable different human beings to do their functions as members of community, free from conflicts caused by religious (Christian) values. This goal can be achieved by removing religious beliefs from the public sphere to the private sphere or denying faith involvement in social life. Secularism rejects the absoluteness of God and so this view is contrary with God's revelation in the Bible. This secularism has impacts on Christian education, such as, the God's Truth is not foundation of Christian education, students are not educated to know God, education prepares students to work according to the purpose of secularism. The purpose of this article is to explain that the principles of Christian faith based on the Bible relevant in the lives of Christians and the foundation of education to overcome the influence of secularism. This article uses descriptive qualitative approach by analysing the influence of

secularism in education through various relevant literature sources. This data is analysed based on biblical principles to find how the role of Christian faith in the Bible faces the influence of secularism in education. The writing of this article explains that the principles of Christian faith relevant as the foundation of Christian education to lead students to know God and grow more like Christ, that God has authority over His creation, so that human life depends on God.

Keywords: *Christian education; christian faith; human sinfulness; secularism*

Abstrak

Sekularisme telah mempengaruhi sistem berpikir dan bertindak seluruh bidang kehidupan manusia, termasuk bidang agama maupun pendidikan. Pemikiran sekularisme bertujuan agar manusia yang berbeda-beda dapat menjalankan fungsinya sebagai anggota masyarakat, bebas dari konflik yang disebabkan oleh nilai agama (kristen). Tujuan tersebut dapat dicapai dengan menyingkirkan keyakinan agama dari wilayah publik kepada wilayah pribadi, atau menolak keterlibatan iman dalam kehidupan bermasyarakat. Sekularisme menolak kemutlakan Allah sehingga pandangan ini bertentangan dengan wahyu Allah dalam Alkitab. Sekularisme ini memberikan dampak dalam pendidikan Kristen, yaitu, Kebenaran Allah tidak lagi menjadi dasar dalam pendidikan Kristen, para siswa tidak dididik, dituntun untuk mengenal dan bertumbuh mengenal Allah, pendidikan mempersiapkan para siswa untuk bekerja sesuai tujuan jaman sekularisme. Tujuan penulisan artikel ini untuk menjelaskan bahwa prinsip iman Kristen berdasarkan Alkitab tetap relevan dalam hidup orang Kristen dan dasar pendidikan untuk mengatasi pengaruh sekularisme ini. Penulisan artikel menggunakan pendekatan kualitatif deskriptif dengan menganalisis pengaruh sekularisme dalam pendidikan melalui dari berbagai sumber literatur

yang relevan. Data tersebut kemudian dianalisis berdasarkan prinsip Alkitab untuk menemukan bagaimana peran iman Kristen dalam Alkitab menghadapi pengaruh sekularisme pendidikan. Penulisan artikel ini menunjukkan bahwa prinsip iman Kristen tetap relevan menjadi dasar dalam pendidikan Kristen untuk menuntun siswa mengenal Allah dan bertumbuh semakin serupa Kristus, Allah memiliki otoritas atas ciptaan-Nya, hidup manusia bergantung kepada Allah.

Kata Kunci: Iman Kristen; keberdosaan manusia; pendidikan kristen; sekularisme

Pendahuluan

Sekularisme merupakan tantangan pendidikan Kristen dewasa ini. Pandangan hidup sekuler telah mempengaruhi sistem berpikir dan berperilaku manusia. Sekularisme sebagai pandangan hidup manusia menjadi persoalan serius bagi kekristenan untuk mewujudkan panggilannya di tengah dunia dunia. Sekularisme hadir sebagai parasit dalam tradisi Kristen (Fisher, 2023), dan terus menggerogoti atau mengaburkan inti iman Kristen berdasarkan Alkitab. Pengaruh sekularisme dalam bidang pendidikan, terlihat dalam fokus pembelajaran untuk mempersiapkan siswa berhasil dalam karir, ekonomi sesuai dengan tuntutan masyarakat pada jamannya (Ewert & Froese, 2022). Para pendidik mempersiapkan para siswa untuk mandiri, adaptasi dalam konteks jaman, tetapi tidak mempersiapkan siswa untuk tetap beriman kepada Kristus menghadapi peperangan rohani melawan ilah jaman ini yang mengancam keberadaan orang Kristen yang diciptakan menurut gambar dan rupa Allah. Para siswa dididik untuk mampu menyesuaikan diri terhadap alam semesta (Van Til, 2010), sehingga tidak terlihat dengan jelas perbedaan esensial antara pendidikan Kristen dengan pendidikan pada umumnya. Orang Kristen menganggap iman Kristen berdasarkan prinsip Alkitab tidak lagi relevan dalam bidang akademis (Pearcey, 2013). Meskipun tetap mengakui beragama Kristen, tetapi kebenaran Allah berdasarkan Alkitab disingkirkan dalam berbagai aspek kehidupan manusia. Orang Kristen tidak memiliki konsep yang utuh bagaimana kebenaran Allah dalam Alkitab menjadi dasar menghadapi berbagai

persoalan sosial, ekonomi, politik, sejarah dan semua bidang lainnya (Pearcey, 2013). Pembinaan karakter sebatas bagaimana siswa dapat berbuat baik, peduli satu dengan yang lain, bersifat umum, untuk menciptakan kehidupan harmonis terhadap sesama yang terbatas pada perubahan perilaku dan bukan dilandasi dengan iman kepada Kristus (pertobatan) (Priyatna, 2024). Para orang tua Kristen kadang tidak lagi merasa perlu menanamkan kebenaran Allah, disiplin rohani dalam proses pertumbuhan spiritual keluarganya untuk mengenal Allah. Para orang tua fokus kepada pembekalan anak-anak mereka untuk memasuki dunia kerja. Para Orang tua mengidealkan pentingnya profesi (pekerjaan) sehingga mendorong minat anak-anak mereka mengikuti dunia sekuler (Ewert & Froese, 2022).

Tantangan Pendidikan Kristen Di Tengah Sekularisme

Pendidikan Kristen menghadapi tantangan berat dari sekularisme yang semakin kuat pengaruhnya masa kini. Sekularisme berupaya mengasingkan inti iman Kristen dari ruang publik dan mengubahnya menjadi pengakuan pribadi, sehingga keyakinan gereja (orang Kristen) terhadap prinsip Alkitab semakin pudar pengaruhnya dalam masyarakat, atau prinsip teologi Kristen mengalami pergeseran (Storm, 2017). Bahkan Stark & Bainbridge (dikutip oleh Zielińska, 2013) menyatakan bahwa proses sekularisasi adalah tren yang tidak dapat dihentikan (cepat atau lambat) akan mengakhiri agama dan organisasi keagamaan sebagai faktor penting dalam masyarakat maju (Zielińska, 2013). Pandangan ini menjelaskan bahwa manusia akan meninggalkan, atau menghilangkan kuasa, kedaulatan Allah sebagai Pencipta atas ciptaan, dan menciptakan ilah-ilah baru bagi dirinya sebagai ganti Allah yang benar. Sekularisme ini telah memengaruhi pandangan hidup manusia dan menganggap tidak perlu Allah untuk membangun peradaban dunia yang lebih baik, bahkan manusia dapat melaksanakan tugas dengan baik tanpa campur tangan Allah (agama) (Keller, 2018). Bahkan Barry Benedict (dikutip oleh Keller) mengatakan bahwa kehidupan menjadi lebih baik tanpa kehadiran agama karena semua golongan dapat saling menerima, saling menghormati, toleran, dan semua orang dapat mengembangkan potensinya (Keller, 2018). Pada sisi lain, penganut sekularisme juga mengatakan pandangan mereka rasional, dapat diterima sesuai tuntutan

masyarakat di ranah publik karena terpisah dari pandangan religius yang dianggap menyimpang (Pearcey, 2013). Orang Kristen telah terperangkap dalam simbol-simbol agama sehingga beribadah hanya sebagai tingkah laku agama (religiositas) (Storm, 2017). Orang Kristen tidak lagi memandang agama (iman Kristen) berperan penting dalam dunia yang diciptakan oleh Allah di sekolah (termasuk sekolah yang berlabel Kristen) (Idawati & Yen Nie 2024). Kondisi tersebut juga terjadi di Indonesia dimana kebenaran Allah tidak lagi diyakini relevan sebagai dasar pendidikan. Akibatnya orang Kristen membuka ruang bagi sekularisme memengaruhi pendidikan. Berdasarkan rumusan masalah tersebut maka penelitian ini bertujuan menjelaskan bagaimana prinsip iman Kristen berdasarkan Alkitab tetap relevan sebagai dasar pendidikan Kristen menghadapi pengaruh sekularisme di sekolah, khususnya di Indonesia.

Metode Penelitian

Penelitian artikel ini menggunakan pendekatan kualitatif deskriptif yaitu pengumpulan berbagai data melalui studi literatur tentang masalah yang terjadi di masyarakat, kemudian data atau informasi tersebut diteliti berdasarkan studi literatur untuk memahami persoalan dan memberikan kontribusi bagi perubahan (Creswell & Poth, 2018). Penulisan artikel ini diawali dengan mengidentifikasi fenomena proses pendidikan yang terjadi di berbagai sekolah terkait pengaruh sekularisme terhadap pendidikan melalui berbagai literatur seperti buku, jurnal yang relevan. Berbagai informasi tersebut kemudian dianalisis lebih mendalam untuk memperoleh gambaran yang lebih jelas bagaimana pengaruh sekularisme terhadap prinsip pendidikan Kristen di berbagai sekolah termasuk sekolah Kristen di Indonesia. Data tersebut kemudian dianalisis berdasarkan prinsip pendidikan Kristen dengan studi Alkitab sebagai sumber utama dan berbagai pemikiran, penelitian lain yang relevan sebagai sumber sekunder. Analisis tersebut sebagai respons para pendidik yang beriman kepada Kristus menyikapi fenomena pengaruh sekularisme dalam pendidikan Kristen, khususnya di berbagai sekolah di Indonesia. Para pendidik Kristen harus memiliki komitmen kepada Kristus untuk memenuhi panggilannya sebagai pendidik.

Iman Kristen dan Pendidikan

Alkitab menyingkapkan bagaimana seseorang mengenal Allah

dengan benar. Katekismus Heidelberg menjelaskan tentang karakteristik iman Kristen pada pertanyaan 21 (disebut iman sejati), yaitu keyakinan dan pengetahuan yang benar disingkapkan Allah dalam Firman-Nya yang kudus, dan kepercayaan yang teguh yang dikerjakan oleh Roh Kudus, melalui Injil, yaitu pengampunan dosa dan kebenaran serta keselamatan kekal yang telah dikaruniakan Allah kepada setiap orang percaya (orang Kristen) hanya oleh anugerah semata-mata, berdasarkan jasa Kristus saja (Williamson, 2017). Katekismus Heidelberg memberikan pernyataan tentang keunikan orang Kristen, yaitu orang Kristen melalui iman adalah anggota tubuh Kristus, seorang yang ikut mengambil dalam pengurapannya, sehingga boleh mengakui nama-Nya, mempersembahkan tubuhnya sebagai persembahan yang hidup bagi pengucapan syukur kepada-Nya, dan dengan hati nurani yang bebas dan baik berperang melawan dosa dan si jahat di dalam hidupnya, dan setelah itu bertahta bersama Dia secara kekal atas segala ciptaan (Williamson, 2017). Pernyataan ini memberi makna bahwa orang Kristen adalah orang yang telah lahir baru, beriman kepada Kristus, dan hidupnya untuk melayani Tuhan, berperang melawan segala si jahat dengan berbagai bentuknya. Mengacu kepada katekismus Heidelberg ini maka peran orang Kristen menyatakan kebenaran Allah dengan konsisten berdasarkan Alkitab, termasuk menyatakan kebenaran Allah dalam bidang pendidikan Kristen. Seluruh kehidupan orang Kristen yang mengasihi Allah harus mengintegrasikan kebenaran Allah dalam seluruh aspek hidupnya (Holmes, 2000). Maka pendidikan Kristen harus menyatakan kebenaran Allah baik dalam ruang-ruang kelas maupun dalam berbagai aktivitas pendidikan lainnya. Proses pembelajaran melibatkan manusia secara utuh, yaitu berakar dari dalam hati yang berujung pada perubahan prilaku yang berkomitmen kepada kebenaran dalam Alkitab (Graham, 2024). Keyakinan ini menunjukkan bahwa pendidikan Kristen juga harus sesuai dengan kehendak Allah dalam Alkitab.

Selain itu, Paulus juga menyatakan bahwa dalam Kristus tersembunyi segala harta hikmat dan dan pengetahuan (Kol. 2:3-4), sehingga Kristus harus menjadi pusat pendidikan Kristen. Litfin, (2004) mengatakan, *“Thus the Christian thinker’s ultimate task is nothing less or other than to seek out the meaning of the lordship of Jesus Christ for every dimension of human experience, throughout every discipline”* (p. 66). Kebenaran Allah yang diwahyukan Allah dalam Alkitab menjadi dasar bagi setiap orang Kristen meresponi karya Allah melalui iman yang dianugerahkan Allah dalam hidupnya. Naugle mengatakan, *“Faith is the*

deepest thing within us, and, as a result, it guides our thinking and living" (Naugle, 2012, p. 23-24). Pernyataan ini menunjukkan bahwa iman di dalam Kristus menuntun cara berpikir dan hidup seluruh manusia berdasarkan Alkitab. Maka pendidikan Kristen harus dibangun berdasarkan kehendak Tuhan karena Tuhan ada pada mulanya (Knight, 2009).

Sekularisme dari Perspektif Iman Kristen

Prinsip hidup sekuler sudah dimulai dari jaman kuno sejak kejatuhan manusia ke dalam dosa. Sekularisme lahir sebagai akibat kejatuhan manusia ke dalam dosa. Sekularisme sendiri berakar pada permusuhan manusia terhadap Tuhan (Beeke, 2015). Sekuler (*secular*) berasal dari bahasa Latin (*saecula*) yang artinya jaman kini atau model dunia di sekitar kita (Beeke, 2015). Sekularisme tidak mengakui transendensi Allah yang kekal atau realitas spiritual iman kepada Allah dengan jelas, dan sekularisme ini bertujuan menciptakan kehidupan masyarakat yang harmonis (Rush, 1984), bebas dari prinsip agama.

Sekularisme ini diawali ketika manusia jatuh ke dalam dosa. Manusia pertama tidak mengakui otoritas Allah sebagai Tuhan atas ciptaan. Manusia menentukan sendiri prinsip hidup yang dipandanginya baik (sesuai) dan menyenangkan tanpa ketaatan kepada-Nya (Kejadian 3:1-6). Kejatuhan manusia (dosa asal) tersebut memengaruhi hidup manusia sepanjang sejarah yaitu menolak tunduk kepada Allah dan lebih memilih mengikuti keinginan daging yang telah dikuasai oleh dosa (Beeke, 2015, 274). Manusia menggeser posisi Allah sebagai pusat hidupnya, dan manusia sebagai penentu kebenaran. Setelah manusia berdosa, Allah mengusir manusia dari taman Eden sehingga manusia menjalankan hidup tanpa mempedulikan Allah (Beeke, 2015). Prinsip hidup ini terus berkembang dan memengaruhi seluruh kehidupan manusia, sebagaimana yang dikatakan oleh Daud bahwa orang bebal atau orang berdosa yang menolak Allah berkata dalam hatinya bahwa Allah tidak ada (Mazmur 14:1), sehingga tidak ada yang berbuat baik. Salah satu wujud konkrit penolakan manusia kepada Allah melalui pemahaman sekuler (sekularisme) yang menunjukkan keadaan atau kekuasaan dunia yang terpisah dari kekuasaan spiritual (Fisher, 2023). Paulus mengatakan bahwa manusia menggantikan kebenaran Allah dengan dusta dan memuja dan menyembah mahluk dengan melupakan Penciptanya yang terpuji sampai selama-lamanya (Roma 1:25). Pandangan sekuler tersebut mencakup pola berpikir (*state of mind*) dan

kehidupan sehari-hari (*way of life*) yang menolak kemuliaan Allah (Ro 1:21) dan menggantikan pengetahuan Allah dengan dusta (Beeke, 2015). Menjadi sekuler berarti menolak hal-hal spiritual seperti beriman kepada Allah sebagai satu-satunya sumber hidup sehingga orientasi hidupnya tertuju kepada masa kini (Rush, 1984). Kehidupan sekuler pada jaman modern sangat menekankan tentang kehidupan yang sejahtera dan jauh dari segala sesuatu yang bersifat rohani atau spiritual, serta menolak keberadaan Allah yang berkuasa atas segala sesuatu (Rush, 1984).

Keller menyatakan kriteria sekularisme yaitu orang tidak tahu apakah ada Allah dan realitas supranatural di luar dunia natural, karena segala sesuatu memiliki penjelasan ilmiah; kehidupan hanya pada masa kini yaitu, kebahagiaan, kemakmuran ekonomi, kenyamanan material, dan kepuasan emosi dipahami diusahakan pada masa kini, tanpa adanya konsep kekekalan (Keller, 2018). Penjelasan Keller ini mengkonfirmasi bahwa orang Kristen sekuler memahami bahwa kekristenan tidak lagi relevan sebagai pedoman hidup masa kini. Orang Kristen hidup dalam dunia yang menganggap keyakinan agama sebagai sesuatu yang tidak rasional dan tidak relevan (Baker, 2020). Para penganut sekuler memiliki pandangan bahwa tidak perlu menyelidiki dan mempelajari klaim orang Kristen yang percaya kepada Allah dalam iman Kristen (Keller, 2018). Hal ini menunjukkan bahwa iman Kristen tidak lagi penting pada jaman ini sehingga iman kepada Kristus hanya sebagai simbol agama dan tidak mendasari seluruh hidupnya. Agama (iman Kristen berdasarkan Alkitab) tidak lagi menjadi pedoman normatif yang signifikan dalam bidang-bidang kehidupan masyarakat seperti bisnis, pendidikan, profesi, seni, ilmu pengetahuan, teknologi, dan politik (Pratt, 2016).

Pemahaman lebih halus dinyatakan oleh Paul Carus mengatakan bahwa para penganut sekuler mengklaim bahwa agama (gereja) masuk dalam wilayah pribadi dan tidak memengaruhi kehidupan publik (Storm, 2017). Pernyataan ini menunjukkan bahwa penganut paham sekuler ini tidak meniadakan keberadaan agama (prinsip iman) tetapi menggesernya ke wilayah pribadi. Pete Ward (dikutip oleh Naugle, 2012) mengatakan, "*Secularism hasn't eliminated religion, just relocated it, especially in the direction of various forms of contemporary worship.*" Sekularisme juga dapat dilihat sebagai tantangan ideologis yang bersaing dengan agama sebagai sistem kepercayaan dan berupaya meminggirkannya (McCallum, 2019). Setiap tuntutan agama (Kristen) tentang kebijakan umum di tempat publik dinilai sebagai ancaman dan

tidak memiliki tenggang rasa (Carson & Lee, 2018). Sekularisme ini semakin kuat pengaruhnya ketika meningkatnya rasionalisasi di Eropa pada abad 18-19 dan menyingkirkan agama ke wilayah pribadi sehingga ruang publik merupakan pertemuan manusia sebagai warga negara (Tan, 2021). Kondisi ini menunjukkan bahwa orang Kristen tidak dapat mengekspresikan kehidupan beragama di ranah publik. Hal ini memengaruhi landasan pendidikan Kristen yang dianggap tidak relevan dalam ranah publik.

Sekularisme ini mendorong manusia menjalani hidup yang bersifat dualisme, sakral dan sekuler. Kehidupan yang sakral dan sekuler memiliki wilayah yang berbeda dan mewakili dua cara keinginan yang berbeda sehingga keduanya berjuang untuk mendapatkan pengaruh yang kuat, yaitu keyakinan akan keabadian (sakral) dan temporal (sekuler) (Root, 2017). Hal ini juga dikatakan oleh Carson & Lee (2018) bahwa sekularisasi merupakan proses yang secara progresif menggeser agama dari wilayah publik dan mereduksinya ke ruang pribadi. Akibatnya, orang Kristen membuat tafsiran sendiri makna kehidupan antara sakral dan sekuler berdasarkan realitas jaman yang sedang terjadi. Orang Kristen menentukan kehidupan yang sakral (suci) bukan karena terkait secara ontologis, relasi dengan Tuhan, tetapi manusia sendiri memberi makna kehidupan suci (sakral) berdasarkan tafsirannya (Root, 2017).

Salah satu kekuatan sekularisme sehingga mudah diterima oleh masyarakat yaitu, para penganut sekularisme memperjuangkan keharmonisan hidup bersama sebagai anggota masyarakat dan tidak terikat dengan pengajaran agama (Baker, 2020). Sementara itu penganut kehidupan sakral fokus kepada doktrinal agama dan terikat kepada institusi keagamaan (Root, 2017), dianggap tidak relevan dalam jaman ini. Manusia tidak mengakui Allah dengan benar, melainkan menggeser Allah dari tahta-Nya, dan menciptakan ilah baru dalam hidupnya menggantikan Allah sejati (Carson & Lee, 2018). Bahkan Root (2017) mengatakan bahwa orang Kristen sedang berhadapan dengan epidemi pembentukan iman "baru" karena telah kehilangan komitmen moral, tidak berdoa di sekolah, tidak hadir di gereja. Akibatnya, kehidupan sekuler semakin diterima dalam kehidupan masyarakat sehingga orang Kristen mulai kehilangan pengaruhnya dalam masyarakat dan kehadiran orang Kristen dalam berbagai aktivitas gereja semakin menurun (Pratt, 2016). Orang Kristen tidak lagi merasa perlu bersandar kepada kebenaran Allah. Orang Kristen akhirnya menyederhanakan permasalahan dengan menyentuh aspek

fenomena saja menyelesaikan kebutuhan manusia, dan tidak melihat inti permasalahan orang Kristen secara lebih mendalam (Root, 2017), yaitu akibat dosa. Prinsip sekuler ini juga memengaruhi bidang pendidikan Kristen. Orang Kristen yang beriman kepada Kristus menghadapi tantangan besar dalam mengekspresikan imannya melalui pendidikan.

Implikasi Sekularisme terhadap Pendidikan Kristen

Perkembangan sekularisme terus terjadi sehingga prinsip-prinsip iman Kristen berdasarkan Alkitab semakin pudar dan tidak dikenali. Nilai-nilai hidup sakral dan teologis mulai ditinggalkan dan dianggap tidak lagi relevan dalam konteks ini (Pratt, 2016). Orang Kristen berusaha menjalankan hidup di dunia untuk kebaikan bersama yang belum tentu sesuai dengan prinsip iman Kristen. Orang Kristen akhirnya terjebak dalam kehidupan sekuler atau duniawi. Froese (2022) mengatakan bahwa sekularisme mewakili semangat pemikiran yang bertentangan dengan pandangan surgawi (spiritual), dengan kata lain sekularisme hanyalah istilah lain untuk apa yang Alkitab sebut sebagai keduniawian. Kehidupan orang Kristen tidak lagi berpusat kepada Allah (*God centered*), tetapi berpusat kepada diri sendiri (*human centered*).

Pengaruh sekularisme yang begitu kuat dalam masyarakat membuat orang Kristen merasa “tidak aman” (*insecure*) dalam menunjukkan kesaksian hidup dan identitasnya dalam lingkungan masyarakat. Berbagai penolakan terhadap prinsip dan implementasi iman Kristen pada jaman ini telah melemahkan semangat orang Kristen untuk tetap beriman teguh kepada Allah Tritunggal. Orang Kristen tidak mampu menyatakan keyakinannya kepada Allah yang hidup, sehingga kaum sekuler memegang prinsip pembuktian kebenaran melalui rasio dan terus menolak inti iman Kristen (Keller, 2018). Kejatuhan manusia ke dalam dosa tidak lagi diyakini sebagai persoalan serius, dan karya penebusan Kristus untuk mendamaikan manusia dengan Allah tidak lagi dimengerti sesuai dengan pengajaran Alkitab. Karya Kristus di kayu salib sangat penting dalam iman Kristen telah direduksi melalui spirit sekularisme (Avakian, 2016). Hal ini juga berdampak dalam bidang pendidikan. Beberapa implikasi sekularisme dalam pendidikan Kristen.

Pendidikan Kristen Tidak Berdasarkan Prinsip Alkitab.

Pendidikan pada masa sekuler tidak menekankan pentingnya orang Kristen mengenal Allah (lahir baru), percaya kepada Allah Pencipta dan Penopang alam semesta. Rancangan prinsip pendidikan didasari oleh

pemikiran sekuler yang berpusat kepada pemikiran atau hikmat manusia yang terbatas dan telah jatuh ke dalam dosa. Pendidikan Kristen seharusnya membawa transformasi hidup yang holistik berdasarkan kehendak Allah bergeser untuk memenuhi tuntutan masyarakat. Oleh karena prinsip religius (termasuk Kristen) disingkirkan ke wilayah pribadi (private), maka kebenaran religius (Kristen) di wilayah publik menjadi kabur (tidak jelas). Kebenaran rohani bukan berdasarkan pandangan teologis agama (Kristen) melainkan pandangan mayoritas masyarakat (Poythress, 2013). Akibatnya para siswa dan orang Kristen (umumnya) hanya mempelajari dan menerapkan pengetahuan tersebut tanpa mengenali sumbernya. Hal-hal ini mengindikasikan bahwa orientasi hidup pendidikan bersifat umum, dan tidak mencerminkan tujuan pendidikan Kristen berdasarkan Alkitab. Akibatnya, kebenaran Allah dalam Alkitab yang seharusnya menjadi landasan pendidikan transformatif dan holistik untuk bertumbuh semakin mengenal Allah dengan benar menjadi istilah asing, bahkan harus dihindari dalam setiap proses pembelajaran karena dianggap tidak lagi relevan dalam jaman ini. Para pendidik tidak lagi melihat keindahan pendidikan yang berpusat kepada Kristus sebagai wujud pelayanan kepada Allah yang hidup pada jaman ini (Wolterstorff, 2014). Kehidupan yang baik (sukses), kehidupan yang nyaman, kecerdasan (dalam pembelajaran), dan kehidupan baik lainnya, menunjukkan kehidupan yang jauh dari kebenaran Allah (Graham, 2024).

Pendidikan Memenuhi Tuntutan Dunia Kerja

Delbanco yang dikutip oleh Ream & Glanzer mengatakan bahwa pendidikan khususnya pada jaman sekuler ini bukan untuk mentransformasi siswa, tetapi mempersiapkan siswa untuk memperoleh pekerjaan demi peningkatan ekonomi nasional, mengejar kebahagiaan sepanjang hidupnya (Ream & Glanzer, 2013). Pendidikan pada umumnya di jaman sekuler ini mempersiapkan para siswa memasuki dunia kerja dan menemukan kebahagiaan hidup sesuai tuntunannya jamannya. Hal ini disebabkan karena berpikir sekuler adalah pola pikir yang paling masuk akal bagi manusia yang terbatas (Van Till, 2010). Pemahaman ini telah mengabaikan tujuan pendidikan Kristen yaitu mentransformasi kehidupan siswa yang beriman kepada Kristus untuk semakin bertumbuh mengenal Allah dengan benar.

Pendidikan mewujudkan kebersamaan dalam masyarakat.

Pendidikan Kristen dewasa ini seringkali cenderung menitikberatkan pada persiapan siswa menghadapi realita masa kini secara ekonomi maupun kemandirian sosial, dan menciptakan kehidupan bersama yang harmonis, bebas dari berbagai sekat-sekat karena adanya berbagai perbedaan. Manusia menitik beratkan kebersamaan untuk mencapai tujuan bersama, yaitu kemajuan di berbagai bidang kehidupan bersama. Itu sebabnya prinsip iman Kristen dianggap tidak relevan lagi. Segala tindakan berpusat pada diri sendiri dan menghilangkan berbagai kepercayaan dalam ranah publik (Carson & Coble, 2023). Prinsip hidup Kristen dalam Alkitab tidak lagi mengakar dalam pembelajaran di sekolah. Nilai-nilai Kristen tidak lagi dikenali dan dihidupi dengan benar dalam konteks sekularisme. Sekularisme telah menurunkan nilai-nilai agama melalui interpretasi berdasarkan pemikiran manusia dan tidak lagi berdasarkan prinsip kebenaran sebagaimana seharusnya (Pratt, 2020). Akibat lebih jauh adalah orang Kristen tidak lagi percaya diri dalam menunjukkan identitasnya sebagai murid Kristus dan menjadi saksi Kristus di tengah dunia.

Independensi Manusia Semakin Kuat

Prinsip sekuler masuk ke dalam pendidikan dan manusia mengabaikan Allah sebagai dasar pendidikan Kristen. Manusia mengikuti keinginan untuk sama dengan dunia, dengan berbagai pencapaian yang unggul, kehidupan yang baik menurut dunia, berbagai kemudahan hidup menjadi tujuan hidup (Graham, 2024). Independensi manusia semakin kuat dan penentu segala sesuatu. Berbagai disiplin ilmu pengetahuan yang dipelajari di berbagai kelas untuk menunjukkan kemampuan manusia memahami keunikan alam atau ilmu pengetahuan tersebut. Berbagai keberhasilan atau prestasi hidup merupakan hasil pencapaian manusia semata. Manusia semakin independen dan menolak untuk bergantung kepada Allah. Keberadaan Allah sebagai Pencipta dan Penopang alam semesta disingkirkan. Penganut sekularisme menyembunyikan komitmen religius mereka di ranah publik (Poynthress, 2013). Prinsip ini bertentangan dengan prinsip Alkitab yang menjelaskan bahwa alam semesta diciptakan oleh Allah sehingga bergantung kepada Allah. Daud menyatakan bahwa langit menceritakan kemuliaan Allah, dan cakrawala memberitakan pekerjaan tangan-Nya (Mazmur 19:2, lihat juga dalam Mazmur 8:4).

Berbagai Upaya Pendidikan Kristen Menghadapi Tantangan Sekularisme

Alkitab mengatakan bahwa manusia diciptakan Allah menurut gambar dan rupa Allah (Kejadian 1:26) sehingga manusia dapat mengenal Allah dengan benar. Kejadian 2:7 menyatakan bahwa TUHAN Allah membentuk manusia dari debu tanah, dan mengembuskan nafas hidup ke dalam hidungnya, sehingga manusia menjadi makhluk yang hidup. Kejatuhan manusia ke dalam dosa membuat gambar dan rupa Allah mengalami kerusakan. Penebusan Kristus di kayu salib memulihkan gambar dan rupa Allah, sehingga setiap orang Kristen dapat bertumbuh semakin serupa Kristus. Maka kebutuhan spiritual orang Kristen (di dalam Kristus) tidak dapat dipenuhi dengan komitmen moral atau kehidupan yang harmonis semata demi kesejahteraan manusia. Prinsip iman Kristen ini menolak pandangan sekularisme yang berupaya menyingkirkan iman Kristen ke wilayah pribadi. Berikut ini beberapa upaya yang dapat dilakukan orang kristen yang beriman kepada Kristus menghadapi pengaruh sekularisme melalui pendidikan.

Pendidikan Kristen Harus Menuntun Siswa Untuk Mengenal Allah

Pendidikan Kristen tidak dapat dilepaskan dari karya keselamatan Allah di dalam Yesus Kristus. Pengorbanan Kristus di kayu salib membebaskan manusia dari perbudakan dosa dan kembali kepada Allah (Bavinck, 2011). Setiap orang Kristen mengalami penebusan Kristus juga harus mengalami pertumbuhan spiritual untuk semakin mengenal Allah atau semakin serupa dengan gambar Anak-Nya Yesus Kristus (Roma 8:29). Roh Kudus menuntun orang percaya berpikir dan menjalankan hidupnya dengan benar, mengasihi Allah, dan meninggalkan dosa. Naugle mengatakan *"The final goal, of course, is Christlikeness in head, heart, hand, thought, affection, and deed – 'conformed to the image of His [God's] Son'"* (Naugle, 2012, p. 79). Pendidikan Kristen seharusnya menuntun siswa untuk semakin bertumbuh dalam ketaatan kepada Dia. Yohanes 17:3 memberikan prinsip mendasar hidup kekal yaitu mengenal satu-satunya Allah dengan benar, dan mengenal Yesus Kristus yang telah diutus oleh Allah. Pernyataan ini menegaskan bahwa prinsip hidup kekal adalah mengenal Allah dan Yesus Kristus merupakan anugerah Tuhan dalam setiap diri orang percaya harus memengaruhi sistem berpikir dan bertindak setiap orang Kristen. Greene (1998) mengatakan bahwa tidak ada yang lebih penting dibandingkan mengenal Allah, yaitu mengenal Allah yang benar dan mengenal Yesus Kristus. Para ahli pendidikan Kristen memiliki kesempatan berharga untuk menunjukkan keunikan prinsip iman Kristen melalui pendidikan dibandingkan dengan pendidikan

yang mengikuti pola sekularisme.

Pendidikan Kristen yang berpusat kepada Allah mengembangkan pengetahuan tentang Allah dan mengimplementasikan pengetahuan tersebut dalam mengembangkan ciptaan-Nya untuk memuliakan Pencipta sebagai wujud mengasihi Allah (Graham, 2009). Para pendidik Kristen perlu mengajar dan melatih siswa memiliki keterampilan berefleksi kritis tentang realita yang sedang terjadi dan bagaimana meresponi tantangan sekularisme tersebut dalam terang Alkitab, sehingga pembelajaran bukan sebatas pengetahuan tetapi memperlengkapi para siswa menghadapi segala sesuatu yang bertentangan dengan kebenaran Alkitab (Murphy, 2019). Pengajaran iman Kristen harus menumbuhkan keyakinan yang kuat dan menghidupi kebenaran tersebut dalam kehidupan sehari-hari (Gardner, 1999). Pembelajaran berbagai disiplin ilmu pengetahuan harus mengajar siswa untuk mengasihi Allah dengan segenap hati, segenap jiwa, akal budi dan mengasihi sesama manusia seperti diri sendiri (Matius 22:37-39). Bahkan tantangan sekularisme dapat dilihat sebagai kesempatan untuk bertumbuh dan menyaksikan Kristus di tengah dunia, khususnya dalam bidang pendidikan Kristen (Kruger, 2021).

Penerapan Kebenaran Allah Dalam Pendidikan

Alkitab tidak pernah kekurangan pengajaran iman, norma-norma hidup bagi orang Kristen, dengan kata lain pengajaran Alkitab tetap relevan dalam berbagai perubahan jaman (Lose, 2006). Para pendidik Kristen harus mampu menerapkan kebenaran Allah dalam proses pembelajaran untuk mengajar, memperlengkapi, melatih siswa (orang Kristen) untuk bertumbuh untuk mengenal Allah supaya berpartisipasi dalam dunia ciptaan Allah (Espinoza, 2017). Allah sendiri memampukan siswa (orang Kristen) dalam proses belajar sebagai respons ketaatan kepada Allah (Greene, 1998). Maka, proses pembelajaran harus berlandaskan wawasan Kristen alkitabiah, baik konten pembelajaran, kreativitas metode pembelajaran sehingga pada siswa menemukan jawaban yang benar berdasarkan Alkitab atas berbagai pertanyaan yang ada dalam diri mereka (Wolterstorff, 2014). Pendidikan Kristen bukan sebatas penyampaian informasi, tetapi membentuk hati, pikiran atau gagasan yang benar tentang Allah, manusia, ciptaan, kehidupan akhir manusia dalam kekekalan berdasarkan Alkitab (Graham, 2024).

Paulus juga memberikan prinsip pendidikan yang tidak dapat

dipisahkan dengan prinsip keselamatan melalui anugerah di dalam Kristus dan proses pertumbuhan jemaat Kristen (Titus 2:11-15). Paulus menegaskan bahwa Allah telah menyatakan anugerah yang membawa keselamatan kepada (umat-Nya) (2:11). Keselamatan orang percaya (lahir baru) merupakan anugerah Tuhan, dan anugerah Tuhan juga mendidik orang percaya untuk meninggalkan kefasikan dan keinginan-keinginan duniawi supaya setiap orang percaya bisa hidup bijaksana, adil, saleh dalam dunia ini (Titus 2:12), mengalami proses pengudusan umat-Nya yang rajin berbuat baik. Kata "mendidik" dalam teks ini merupakan (*paideuosa, paideuó*, berasal dari kata "*paideuó*") yang dapat berarti mendidik (to educate), melatih (to train children) atau ("*to instruct by training*"), mengoreksi (*to correct*), atau memurnikan / menghajar (*to purify*, lbr. 12:6f) agar mereka menjadi dewasa dan dapat mengembangkan potensi mereka melalui latihan, dan pendisiplinan (Bromiley, 1992). 2 Timotius 3:16, menyatakan bahwa Kitab Suci mendidik orang percaya dalam kebenaran. Nasihat Paulus kepada Timotius ini menunjukkan bahwa pendidikan harus berdasarkan kebenaran Kitab Suci (Alkitab) supaya setiap orang yang dididik dapat mengenal kebenaran Allah (2 Timotius 2:25). Maka pelaksanaan pendidikan harus dituntun oleh kebenaran Allah dalam Alkitab (Bromiley, 1992). Bahkan dalam Amsal 3:11-12 menyatakan bahwa Allah mendidik orang yang dikasihi-Nya sehingga dapat dikatakan bahwa Allah sebagai sumber pendidikan. Prinsip ini berlaku juga dalam konteks pendidikan Kristen di sekolah untuk mendidik, melatih siswa untuk hidup kudus dan benar di hadapan Allah, menjadi bijaksana dalam hidup di dunia ini, mampu meresponi setiap peristiwa yang terjadi, atau perkembangan berbagai filosofi hidup, seperti jaman sekuler ini, dalam takut akan Tuhan, tidak menjadi serupa dengan dunia. Selain itu, para pendidik Kristen mengajar siswa bahwa berbagai pengetahuan yang benar yang dapat dipelajari baik dalam konteks sekolah maupun di luar sekolah bersumber dari Allah yang telah menciptakan alam semesta untuk menyatakan kemuliaan Allah (*all truth is God's truth*). Seluruh topik (subjek) pembelajaran harus berkorelasi dengan prinsip iman Kristen dengan kebenaran Allah (Litfin, 2004), sebab segala kebenaran bersumber dari Allah. Langkah praktis yang dapat dilakukan, antara lain mendesain proses pembelajaran dengan memberikan kesempatan siswa menyusun refleksi dari perspektif Alkitab terhadap pelajaran, dan penerapannya dalam hidup.

Pendidikan Kristen dan Pemulihan Ciptaan Allah

Alkitab menyediakan kerangka referensi dan perspektif dalam semua pengetahuan (Gardner, 1999). Tetapi, kejatuhan manusia ke dalam dosa mengakibatkan manusia tidak memiliki standar normatif untuk tujuan hidup maupun tatanan hidup harmoni bermasyarakat sebagaimana yang dipikirkan sekularisme. Dosa berdampak kepada seluruh karya Allah, termasuk struktur sosial, kebudayaan, keluarga, fungsi-fungsi hidup manusia, dan lain-lain telah dibawa kepada pemberontakan terhadap Allah (Wolters, 2010). Melalui penebusan Kristus di kayu salib, maka Allah menghendaki setiap orang Kristen terlibat dalam pemulihan ciptaan untuk kembali kepada tujuan semula. Pemahaman terhadap ciptaan tempat manusia hidup, dan menjalankan aktivitas bukan sebagai objek penelitian untuk memperluas, memperdalam jangkauan rasio manusia, atau pencapaian ilmu pengetahuan manusia saja, tetapi juga harus membuktikan kebesaran, kemuliaan Allah yang tidak terbatas. Maka panggilan orang Kristen yang sudah lahir baru adalah memulihkan ciptaan seperti tujuan Allah semula yaitu memuliakan Allah (Wolters, 2010). Penebusan Kristus berarti pemulihan yang mencakup keadaan ciptaan sebelum kejatuhan ke dalam dosa, dan pemulihan mempengaruhi seluruh kehidupan ciptaan (Wolters, 2010).

Pendidikan Kristen harus membawa damai sejahtera (*shalom*) dari Allah kepada dunia. Karya Kristus di kayu salib harus memberikan dampak transformasi hidup sesuai kehendak Allah di tengah dunia. Setiap orang Kristen harus menyaksikan keagungan karya pendamaian Kristus di tengah dunia. Damai yang sesungguhnya hanya diperoleh melalui anugerah Allah di dalam Kristus, dan Allah memanggil setiap orang Kristen harus membawa berita damai sejahtera dari Allah kepada dunia ini (Power, 1973). Damai sejahtera yang sesungguhnya dan kehidupan yang harmoni hanya di dalam Kristus, dan tidak akan dapat ditemukan dalam sekularisme. Allah memanggil orang Kristen untuk memberitakan damai sejahtera dalam Kristus kepada dunia, menuntun orang lain untuk berdamai dengan Allah melalui Injil dan pemuridan, memulihkan hubungan yang rusak dengan Allah (Graham, 2024). Hal ini menunjukkan bahwa iman Kristen dan praktiknya dalam kehidupan sehari-hari tidak boleh digeser ke wilayah pribadi. Prinsip iman Kristen tidak akan menimbulkan disharmoni dalam kehidupan masyarakat sebagaimana yang dipahami penganut sekularisme, sehingga pendidikan Kristen tetap harus menyatakan kebenaran Allah dalam dunia sekuler.

Pendidikan Kristen Wujud Ketaatan Kepada Allah

Pendidikan Kristen berlandaskan Alkitab merupakan wujud ketaatan orang Kristen kepada Allah. Allah memerintahkan orang percaya untuk mengasihi Allah dan sesama dengan segenap hati, jiwa dan akal budi (Mat. 22:37-39). Pendidikan Kristen harus menuntun setiap orang percaya untuk memiliki orientasi kepada Allah, yaitu mengasihi Allah dengan segenap hati dengan segenap jiwa dan dengan segenap akal budi, serta mengasihi sesama manusia seperti diri sendiri. Mengasihi Allah dan sesama sebagaimana dituntut oleh hukum Taurat harus menjadi pola bagi seluruh kehidupan orang percaya sepanjang masa (Williamson, 2017). Firman Allah harus menjadi pedoman bagi setiap orang Kristen untuk meresponi berbagai peristiwa sesuai dengan kehendak-Nya. Setiap orang Kristen terus belajar meneladani Dia, berbicara, bertindak dan menjalankan hidup seperti Kristus (Litfin, 2004). Ketaatan kepada Kristus diwujudkan melalui pendidikan Kristen yaitu terlibat dalam pemeliharaan, pengembangan dan pemeliharaan ciptaan yang dipimpin oleh Roh Kudus (Graham, 2009). Pendidikan Kristen menolong siswa mengenali karya Allah dan mengakui Allah sebagai Pencipta dan Penopang alam semesta. Para pendidik Kristen harus tetap teguh mengerjakan kehendak Allah melalui pendidikan Kristen agar generasi orang Kristen tidak hilang di tengah jaman sekularisme. Meskipun iman kepada Kristus terus mengalami tantangan jaman, dan setiap generasi terus ditantang untuk tidak setia kepada Alkitab, tetapi jika pendidikan Kristen tetap setia kepada Allah, maka generasi demi generasi orang Kristen tidak akan hilang (Litfin, 2004).

Kesimpulan

Pendidikan Kristen memiliki peran yang sangat penting untuk menyaksikan kebenaran Allah pada jaman sekularisme. Kebenaran Allah sebagaimana yang dinyatakan Alkitab tetap relevan dan tidak akan mengalami perubahan, meskipun dunia terus berubah seiring dengan perkembangan sepanjang jaman. Kebenaran Allah dalam Alkitab tidak akan berubah sepanjang jaman sehingga tetap relevan sebagai landasan pendidikan Kristen menghadapi tantangan sekularisme. Kebenaran Allah tetap harus hadir dalam ruang-ruang publik menyatakan kehendak Allah. Setiap orang Kristen harus menyatakan kebenaran Allah di tengah-tengah dunia, khususnya bidang pendidikan. Peran para pendidik Kristen untuk merancang pendidikan sesuai dengan kehendak Allah untuk menuntun setiap orang percaya bertumbuh semakin mengenal Kristus dalam

hidupnya. Pengenalan para siswa kepada Kristus akan menuntun mereka untuk mengerjakan panggilannya dalam dunia sekuler untuk memuliakan Kristus sepanjang hidupnya. Proses pembelajaran dalam pendidikan Kristen harus membentuk hidup orang Kristen untuk taat kepada Allah.

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THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND WORKPLACE SPIRITUALITY ON TEACHER PERFORMANCE WITH WORK MOTIVATION AS A MEDIATOR AT XYZ ELEMENTARY SCHOOL IN KUPANG CITY

[PENGARUH KEPEMIMPINAN TRANSFORMASIONAL DAN SPIRITUALITAS KERJA TERHADAP KINERJA GURU DENGAN MOTIVASI KERJA SEBAGAI MEDIATOR DI SEKOLAH DASAR DI KOTA KUPANG]

Rutsri Marlinda Pian, Khoe Yao Tung

Majelis Pendidikan Kristen di Indonesia, Universitas Pelita Harapan
rutsripian@gmail.com, khoeyaotung@gmail.com

Abstract

This research is a quantitative study aimed at examining the influence of transformational leadership and workplace spirituality on teacher performance with work motivation as a mediator at XYZ Elementary School in Kupang City. This study involved 35 teachers working at the school, with data collected through an online questionnaire that had been tested for validity and reliability. Data analysis was conducted using the statistical method Partial Least Square-Structural Equation Modeling (PLS-SEM), including path analysis and mediation effect testing. The results of the study indicate that 1) there is no positive and significant influence of

transformational leadership on teacher performance, 2) there is no positive and significant influence of transformational leadership on work motivation, 3) there is a positive and significant influence of workplace spirituality on teacher performance, 4) there is a positive and significant influence of workplace spirituality on work motivation, 5) there is a positive and significant influence of work motivation on teacher performance, 6) there is no positive and significant influence of transformational leadership on teacher performance mediated by work motivation, and 7) there is no positive and significant influence of workplace spirituality on teacher performance mediated by work motivation.

Keywords: Transformational leadership; workplace spirituality; work motivation; teacher performance

Abstrak

Penelitian ini merupakan penelitian kuantitatif yang bertujuan mengkaji pengaruh kepemimpinan transformasional dan *workplace spirituality* terhadap kinerja guru dengan motivasi kerja sebagai mediator di SD XYZ Kota Kupang. Penelitian ini melibatkan 35 guru yang bekerja di sekolah tersebut, dengan data dikumpulkan melalui kuesioner yang dibagikan secara *online* dan telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan metode statistik *Partial Least Square-Structural Equation Modeling* (PLS-SEM), yaitu analisis jalur dan uji efek mediasi. Hasil penelitian menunjukkan bahwa 1) tidak terdapat pengaruh positif dan signifikan kepemimpinan transformasional terhadap kinerja guru, 2) tidak terdapat pengaruh positif dan signifikan kepemimpinan transformasional terhadap motivasi kerja, 3) terdapat pengaruh positif dan signifikan *workplace spirituality* terhadap kinerja guru, 4) terdapat pengaruh positif dan signifikan *workplace spirituality* terhadap

motivasi kerja, 5) terdapat pengaruh positif dan signifikan motivasi kerja terhadap kinerja guru, 6) tidak terdapat pengaruh positif dan signifikan kepemimpinan transformasional terhadap kinerja guru yang dimediasi oleh motivasi kerja, dan 7) tidak terdapat pengaruh positif dan signifikan *workplace spirituality* terhadap kinerja guru yang dimediasi oleh motivasi kerja.

Kata Kunci: Kepemimpinan transformasional; *workplace spirituality*; motivasi kerja; kinerja guru

Introduction

Education in Indonesia currently faces increasingly complex challenges related to improving the quality and distribution of human resources. The 2022 Programme for International Student Assessment (PISA), which evaluates the knowledge and skills of 15-year-old students in mathematics, reading, and science, showed that Indonesian students scored 366 points in mathematics compared to the OECD countries' average of 472 points, 359 points in reading compared to the average of 476 points, and 383 points in science compared to the average of 485 points (OECD, 2023). Overall, the 2022 results are among the lowest ever measured by PISA in all three subjects, comparable to the results observed in 2003 in reading and mathematics, and in 2006 in science. Almost no students in Indonesia reached the highest score categories in mathematics, reading, and science.

On the other hand, Christian education in Indonesia is facing various challenges. The Christian Education Council (MPK) in Indonesia, which oversees more than 400 foundations and over 6.000 schools across the country, from kindergarten/pre-school, elementary, middle, to high school/vocational levels, categorizes Christian schools into five grades based on the average annual student enrollment growth rate: grades A, B, C, D, and E (Djuwadi, 2023). A specific study conducted by MPK in 2023 revealed that approximately forty percent (40%) of Christian schools in Indonesia, out of the total number of MPK member schools, fall into grades D and E, indicating a high likelihood of closure between 2023 and 2030 (Djuwadi, 2023).

This has been confirmed by the Education Development Department of the Christian Evangelical Church in Timor (GMIT) Synod in the East Nusa Tenggara (NTT) region. The GMIT Synod established the Christian Education Foundation (Yapenkris) in 1966 as part of its participation in sustaining education in NTT. The nearly 600 GMIT schools are currently facing serious challenges in school leadership and human resource management, which affect the low quality of teachers. Additionally, they face challenges in providing learning resources, curriculum development, and education fund management (Bidang Pengembangan Pendidikan GMIT, 2023).

XYZ School, a member of Yapenkris, has expressed the same concerns. The limitations in improving the quality of education due to being caught in a complex web of issues have led the management to currently focus on enhancing teacher quality, school leadership, and school culture or climate.

The low performance of teachers is a significant issue that is the focus of this study, as teachers are key figures in determining the quality of education. The performance of teachers at XYZ Elementary School in Kupang City can be improved to support the quality of education by utilizing the influencing variables. These three variables are transformational leadership, workplace spirituality, and work motivation.

The research questions to be addressed in this study are formulated as follows:

- 1) Does transformational leadership have a positive and significant effect on teacher performance?
- 2) Does transformational leadership have a positive and significant effect on work motivation?
- 3) Does workplace spirituality have a positive and significant effect on teacher performance?
- 4) Does workplace spirituality have a positive and significant effect on work motivation?
- 5) Does work motivation have a positive and significant effect on teacher performance?

- 6) Does transformational leadership have a positive and significant effect on teacher performance when mediated by work motivation?
- 7) Does workplace spirituality have a positive and significant effect on teacher performance when mediated by work motivation?

The objectives of this research are:

- 1) To analyze the effect of transformational leadership on teacher performance.
- 2) To analyze the effect of transformational leadership on work motivation.
- 3) To analyze the effect of workplace spirituality on teacher performance.
- 4) To analyze the effect of workplace spirituality on work motivation.
- 5) To analyze the effect of work motivation on teacher performance.
- 6) To analyze the effect of transformational leadership on teacher performance when mediated by work motivation.
- 7) To analyze the effect of workplace spirituality on teacher performance when mediated by work motivation.

Teacher Performance

Improving the quality of education can begin with enhancing teacher quality (Joen et al., 2022). A quality teacher can be assessed by their performance (Wyatt-Smith et al., 2022). Performance is depicted as a multidimensional concept involving individual behavior, achievement, and job requirements (Chu & Lai, 2011; Rivaldo & Nabella, 2023; Vo-Thanh et al., 2020). Performance can be described as the positive or negative behavior of employees that affects organizational effectiveness, both directly and indirectly (Chi et al., 2023).

Teacher performance is the result of a teacher's work manifested in their knowledge, skills, values, and attitudes in carrying out their duties and functions. This is demonstrated through their appearance, actions, and work achievements, encompassing both the quality and quantity of results (Byars & Rue, 2011; Joen et al., 2022). Teacher performance assessment involves evaluating each of the teacher's primary tasks, including educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic

education, and secondary education, as well as additional tasks relevant to the functions of the school or madrasa (Peraturan Menteri Pendayagunaan Aparatur Negara Dan Reformasi Birokrasi Nomor 16 Tahun 2009 Tentang Jabatan Fungsional Guru dan Angka Kreditnya, 2009).

Teacher performance is influenced by both internal and external factors that interact with each other. Internal factors include ability and work motivation, which can be affected by external factors such as school leadership, culture, and climate (Madjid, 2016; Mathis et al., 2017).

Performance is significantly influenced by organizational leadership (Donkor et al., 2022; Khassawneh & Elrehail, 2022; Maqbool et al., 2023). Effective school leadership has a positive and sustained impact on organizational performance and significantly influences both teaching and learning outcomes (Harris & Jones, 2018).

Transformational Leadership

Transformational leadership has a positive impact on many important outcomes in the workplace, including effectiveness, performance, creativity, innovation, satisfaction, commitment, motivation, organizational culture, and other results, at individual, team, and organizational levels (Bass & Riggio, 2006; Deng et al. 2023). Transformational leadership is a process in which an individual interacts with others and forms connections that enhance motivation and morale, both for themselves and their followers (Northouse, 2021). This leadership style has a comprehensive concept and is highly relevant when applied in conditions facing various changes (Wiltshire et al., 2018).

A transformational leader is one who stimulates and inspires followers to achieve peak performance while simultaneously developing their own leadership capacities (Bass & Riggio, 2006). The school principal plays a role in supporting and motivating teachers to achieve institutional goals through genuine and effective leadership (Mulyono 2017; Sarwar, Tariq, & Yong, 2022) leading to improvements in the classroom, school, and system (Harris & Jones, 2023). The indicators of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass 1985; Bass & Riggio, 2006; Burns, 1978).

Workplace Spirituality

Teacher performance is also influenced by workplace spirituality (Labetubun & Dewi, 2022; Mousa, 2020). Workplace spirituality can enhance teacher performance because an ethical organizational climate can foster a sense of compassion that helps educators manage students effectively (Paul et al., 2020); promote employee happiness, satisfaction, and creativity (Olalere, 2018); encourage innovative work behavior (Garg, 2017); increase employee commitment and productivity, while reducing turnover and absenteeism (Gupta & Singh, 2016). This positive and significant impact indicates that higher workplace spirituality is associated with higher levels of teacher performance (Evalyna & Wibawa, 2020).

Literature on workplace spirituality emphasizes that spirituality is not synonymous with religion or an individual's belief system (Ashmos & Duchon, 2000; Lee et al., 2010). Spirituality pertains to the general condition of human life related to fundamental nature, intrinsic values, and positive motivation (Mitroff & Denton, 1999). The concept of workplace spirituality refers to the application of spiritual principles (community, interconnectedness, belonging, purpose, altruism, and virtue) to work activities, where these spiritual principles are inherent in individuals and reflected in their behavior and work activities (Hilton et al., 2024; Krishnani, 2023). Workplace spirituality is experienced in a work environment that acknowledges that humans have minds and souls, seeks to find meaning in their work, and desires to connect with others, which leads to beneficial consequences for both individuals and organizations (Belwalkar et al., 2018; Milliman et al., 2003).

The dimensions of workplace spirituality are summarized into three, meaningful work, sense of community, and alignment with organizational values (Milliman et al., 2003). Meaningful work refers to a deep sense of meaning and purpose in one's job, reflecting how employees interact with their daily work on an individual level, and involves the assumption that everyone has the motivation, truth, and desire to engage in activities that provide greater meaning to their own lives and the lives of others (Ashmos & Duchon, 2000). Indicators of meaningful work include enjoying work, being energized by work, and the work giving personal meaning and purpose (Milliman et al., 2003). Sense of community

involves the interaction between employees and their colleagues based on the belief that people see themselves as connected to each other, with this connectedness involving deeper feelings, including support, freedom of expression, and genuine care (Ashmos & Duchon, 2000). Indicators of sense of community are a sense of connection with co-workers, employees supporting each other, and linking with a common purpose (Milliman et al., 2003). Alignment with organizational values is the state where individuals experience a strong sense of connection between their personal values and the organization's mission and goals, leading individuals to believe they should contribute to others or society, and that managers and employees in their organization share similar values, have a strong conscience, and care about the well-being of employees and the community (Ashmos & Duchon, 2000). Indicators of alignment with organizational values include feeling connected to the organization's goals, identifying with the organization's mission and values, and the organization caring about its employees (Milliman et al., 2003).

Work Motivation

Motivation directly affects teacher performance, serving as a core element of teacher professionalism that supports the learning process due to its implications for student learning outcomes (Aljumah, 2023; Pekrun, 2021; Thommen et al., 2021). Motivation is represented as the desire to complete a task accompanied by an enthusiastic attitude, which acts as a driving force that encourages individuals to take proactive steps (Bandhu et al., 2024; Huo, 2023). Work motivation is the basis for individual self-actualization and organizational achievement (Vo et al., 2022). Motivation is divided into two types: intrinsic motivation and extrinsic motivation. The term "intrinsic" refers to motivation that originates from within an individual in the form of interest and goals, while "extrinsic" refers to motivation triggered by external variables such as incentives and punishments (Bandhu et al., 2024; Liaquat et al., 2024; Miner, 2005; Rogers, 2010).

Self-Determination Theory (SDT) formulates a meta-theory to frame studies of motivation, a formal theory that defines sources of intrinsic motivation and various sources of extrinsic motivation, as well as describing the role of each type of intrinsic and extrinsic motivation in cognitive and social development and individual differences (Deci & Ryan,

1985). SDT posits that there are three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2017). SDT is multidimensional and operates on a spectrum of self-determination, encompassing six forms of regulation ranging from high autonomy, which is intrinsic motivation (intrinsic regulation), to intermediate levels of extrinsic motivation (external regulation, introjected regulation, identified regulation, integrated regulation), and down to low autonomy, which is amotivation (Deci & Ryan, 1985).

Intrinsic motivation and extrinsic motivation (identified regulation, integrated regulation) are necessary for teachers to enhance their performance (Worthington, 2020). Teachers who can maintain their motivation will be able to handle difficult situations and even be willing to participate in school development (Näkk & Timoštšuk, 2021). Teacher motivation can be developed through continuous performance feedback (Giamos et al., 2023), creating a conducive work climate (Li et al., 2023), implementing workplace spirituality (Afsar, Badir, & Kiani, 2016; Garg, 2017; Pandey, Gupta, & Kumar, 2016; Ryan & Deci, 2000; Sapta et al., 2021), and transformational leadership (Bass & Riggio, 2006).

Previous Research

Some previous studies related to the variables in this research are:

- 1) Deng, C., Gulseren, D., Isola, C., Grocutt, K., & Turner, N. (2023). Transformational leadership effectiveness: An evidence-based primer. *Human Resource Development International*, 26(5), 627–641. <https://doi.org/10.1080/13678868.2022.2135938>

This study reviews major leadership models, highlighting empirical evidence of redundancy between new leadership models (authentic, ethical, and servant leadership) and transformational leadership. The review results indicate that new leadership models provide little additional validity in predicting various leadership outcomes, while transformational leadership shows moderate to large effect sizes on various individual, team, and organizational outcomes. Overall, these findings suggest that organizations would benefit by focusing their resources on developing transformational leadership rather than the latest leadership trends.

- 2) Chi, H., Vu, T., Nguyen, H. V., & Truong, T. H. (2023). How financial and non-financial rewards moderate the relationships between transformational leadership, job satisfaction, and job performance. *Cogent Business and Management*, 10(1), 1–18. <https://doi.org/10.1080/23311975.2023.2173850>

This study shows that transformational leadership significantly affects job satisfaction, which in turn is strongly related to job performance. Job satisfaction also has a mediating effect on the relationship between transformational leadership and job performance.

- 3) Donkor, F., Sekyere, I., & Oduro, F. A. (2022). Transformational and transactional leadership styles and employee performance in public sector organizations in Africa: A comprehensive analysis in Ghana. *Journal of African Business*, 23(4), 945–963. <https://doi.org/10.1080/15228916.2021.1969191>

The results of the study show that organizational commitment positively moderates transformational leadership, while transactional leadership does not. When transformational leadership is high, organizational commitment increases, thereby improving employee performance. On the other hand, when transactional leadership increases, organizational commitment decreases, leading to reduced employee performance.

- 4) Jena, L. K. (2022). Does workplace spirituality lead to raising employee performance? The role of citizenship behavior and emotional intelligence. *International Journal of Organizational Analysis*, 30(6), 1309–1334. <https://doi.org/10.1108/IJOA-06-2020-2279>

This study was conducted using a descriptive and analytical cross-sectional approach. Data were collected in two rounds. In total, 761 responses (416 offline and 345 online) were analyzed. The results found that workplace spirituality has a positive relationship with employee performance. Organizational citizenship behavior also has a positive relationship with workplace spirituality and employee performance. Mediation analysis shows that organizational citizenship behavior significantly strengthens the relationship between workplace spirituality and employee performance.

- 5) Vo, T. T. D., Tuliao, K. V., & Chen, C. W. (2022). Work motivation: The roles of individual needs and social conditions. *Behavioral Sciences*, 12(49), 1–19. <https://doi.org/10.3390/bs12020049>

This study examines the impact of individual competence, autonomy, and social connectedness on work motivation, as well as the moderating factors at the country level on the individual-level associations. Hierarchical Linear Modeling (HLM) was used to analyze data from 32,614 individuals across 25 countries obtained from the World Values Survey (WVS). The findings show that autonomy and social connectedness positively impact work motivation, while competence negatively impacts work motivation. Additionally, the individual-level associations are moderated by country-level factors such as religious affiliation, political participation, human orientation, and group collectivism.

- 6) Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/https://doi.org/10.1006/ceps.1999.1020>

Intrinsic and extrinsic motivation have a significant impact on performance enhancement. Intrinsic motivation, which is driven by personal interest and satisfaction derived from engaging in a task, tends to increase involvement, focus, and creativity, thereby positively influencing performance outcomes. Conversely, extrinsic motivation that is more autonomous, meaning it is internalized and aligned with personal values, can also contribute to improved performance, as individuals are more likely to be engaged and committed. In contrast, less autonomous extrinsic motivation, which is influenced by external pressures, may not be as effective over the long term. Addressing basic human needs for autonomy, competence, and relatedness within educational or organizational settings is crucial for fostering motivation and, consequently, enhancing overall performance.

Research Hypotheses

The research hypotheses proposed are as follows:

- 1) H₁: There is a positive and significant effect of transformational leadership on teacher performance.
- 2) H₂: There is a positive and significant effect of transformational leadership on work motivation.
- 3) H₃: There is a positive and significant effect of workplace spirituality on teacher performance.
- 4) H₄: There is a positive and significant effect of workplace spirituality on work motivation.
- 5) H₅: There is a positive and significant effect of work motivation on teacher performance.
- 6) H₆: There is a positive and significant effect of transformational leadership on teacher performance mediated by work motivation.
- 7) H₇: There is a positive and significant effect of workplace spirituality on teacher performance mediated by work motivation.

Research Method

The research methodology to be used is correlational research, which measures the degree of association or relationship between two or more variables expressed in the form of correlation coefficients (Arikunto, 2014). The study will be conducted in three elementary schools that are members of the Christian Education Foundation (Yapenkris) Prisqila in Kupang City, East Nusa Tenggara Province, from January to May 2024.

Population refers to a group of subjects or objects that possess certain qualities and characteristics defined by the researcher for study and subsequent conclusion drawing (Arikunto, 2014; Creswell & Guetterman, 2018; Sugiyono, 2013). The population in this study consists of all elementary school teachers teaching at three XYZ Elementary Schools in Kupang City, under the jurisdiction of Yapenkris Priqila, totaling 45 teachers. The sampling technique employed is nonprobability sampling, specifically purposive sampling. Purposive sampling is a technique selected when the researcher has a specific objective in choosing the sample for the study, so that the sample can represent the characteristics of the population and address the research objectives (Sugiyono, 2013). The research sample will consist of 35 teachers who meet the inclusion criteria, namely full-time elementary school teachers

who are Christian, and the exclusion criteria, namely part-time teachers, non-Christian teachers, and teachers currently experiencing health conditions that do not support participation.

This aims to focus the research on specific characteristics related to the independent variables, namely transformational leadership and workplace spirituality, as well as the mediator variable, work motivation. Additionally, these inclusion criteria aim to ensure that the selected sample reflects the specific contextual conditions of XYZ Elementary School in Kupang City, which is a private Christian school, so that the research results are relevant to the examined contextual framework.

Data will be collected through an online survey method using a questionnaire as the measurement tool. The analysis employed will be Structural Equation Modeling Partial Least Squares (SEM-PLS). SEM-PLS is a multivariate analysis method used to estimate the effects between variables simultaneously, with the primary aim being predictive studies (Hair et al., 2022). PLS-SEM is effective for use with small sample sizes and complex models because it does not require distributional assumptions (non-parametric), and it can handle both reflective and formative measurement models, as well as single-item constructs, without encountering identification issues (Hair et al., 2022).

The data analysis techniques used will include inferential statistics (inner model and outer model), Importance Performance Matrix Analysis (IPMA), and Multi-Group Analysis (MGA). Data processing will be carried out using Smart Partial Least Square software (Smart PLS 4).

Table 1. Variables and Indicators of the Study

No.	Variables	Dimensions/Indicators
1.	Transformational Leadership (Bass & Riggio, 2006)	Idealized influence, inspirational motivation, intellectual stimulation, individualized consideration
2.	Workplace Spirituality (Ashmos & Duchon, 2000; Milliman et al., 2003)	Meaningful work, sense of community, alignment with organization values
3.	Work Motivation	Integrated regulation: congruence, awareness, synthesis with self

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	(Bandhu et al., 2024; Ryan & Deci, 2017)	Intrinsic regulation: interest, enjoyment, inherent satisfaction
4.	Teacher Performance (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen 2005)	Educating, teaching, guiding, training, directing, assessing and evaluating

Analysis

Convergent validity testing in PLS analysis uses outer loading and Average Variance Extracted (AVE) as measures. Outer loading is a statistical measure that examines how well an indicator reflects the measurement of a variable or how valid an indicator is in measuring the variable (Hair et al., 2022). The minimum outer loading value used in this study is 0,60 (Chin, 1998).

Table 2. Results of Convergent Validity Testing with Outer Loadings

Variable	Item	Outer Loadings	Description
Transformational Leadership (KTR)	Idealized influence	0,92	Valid
	Inspirational motivation	0,922	Valid
	Intellectual stimulation	0,963	Valid
	Individualized consideration	0,927	Valid
Workplace Spirituality (WPS)	Meaningful work	0,892	Valid
	Sense of community	0,895	Valid
	Alignment with organization values	0,919	Valid
Work Motivation (MTV)	Integrated regulation	0,943	Valid
	Intrinsic regulation	0,815	Valid
Teacher Performance (KRJ)	DIDIK1	0,822	Valid
	DIDIK2	0,806	Valid
	DIDIK3	0,777	Valid
	AJAR1	0,848	Valid
	AJAR2	0,771	Valid
	AJAR3	0,706	Valid
	BIMB1	0,856	Valid
	BIMB2	0,801	Valid
	BIMB3	0,666	Valid
	LAT1	0,724	Valid
	LAT2	0,722	Valid
	NILAI1	0,705	Valid
NILAI2	0,75	Valid	

Source: Results of Data Processing from the Research (2024)

All items measuring the variables show outer loadings above 0,60, indicating that all items are valid. Similarly, the results of convergent validity evaluation using AVE show that all variables involved in this study have AVE values exceeding 0,50. This indicates that the research variables have met the criteria required for convergent validity testing. The model results of the convergent validity test conducted using SmartPLS 4 can be seen in the figure below.

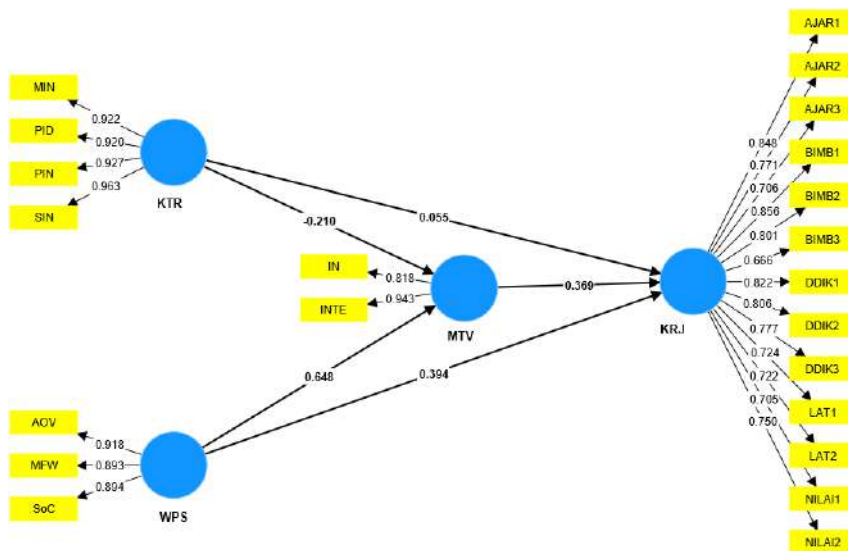


Figure 1. Model Results of Convergent Validity Test at the Variable Level
Source: Results of Data Processing from the Research (2024)

This study uses HTMT (Heterotrait-Monotrait Ratio) because this measure of discriminant validity is considered more sensitive or accurate in detecting discriminant validity (Hair et al., 2022). The recommended value is below 0.90 (Hair et al., 2022).

Table 3. Results of Discriminant Validity Testing with HTMT

Variable	KRJ	KTR	MTV	WPS
KRJ				
KTR	0,467			
MTV	0,640	0,336		
WPS	0,638	0,820	0,533	

Source: Results of Data Processing from the Research (2024)

The test results reveal that the HTMT values for variable pairs are below 0.90, confirming the achievement of discriminant validity. This means that the variable explains a greater proportion of the variation in its measurement items compared to the variation in items associated with other variables.

Table 4. Results of Reliability Testing with Cronbach's Alpha and Composite Reliability

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
KRJ	0,942	0,951	0,949	0,59
KTR	0,95	0,956	0,964	0,871
MTV	0,734	0,889	0,875	0,779
WPS	0,887	0,932	0,929	0,813

Source: Results of Data Processing from the Research (2024)

The composite reliability and Cronbach's alpha values for all research variables are above 0,70, indicating that all research variables have good reliability.

Testing of the inner model will be conducted by analyzing the Variance Inflation Factor (VIF), path coefficients, R-Square, F-Square, and predictive relevance test Q-Square.

Table 5. Structural Model Evaluation Criteria

Inner Model	Parameter	Rule
Multicollinearity Test	VIF	$VIF < 5$ (Hair et al., 2022)
Path Coefficient Test	<i>Coefficient</i>	$\rho > 0 =$ Hypothesis (H_0) Rejected $T \text{ statistics} > 1,65$ $P \text{ value} < 0,05$ (Hair et al., 2022)
Coefficient of Determination Test	<i>R-square</i>	$0 < R^2 < 1$ $0,19 \leq R^2 < 0,33$ weak model $0,33 \leq R^2 < 0,67$ moderate model $0,67 \leq R^2 < 1,00$ strong model (Chin, 1998)
Direct Effect Size Test	<i>F-square</i>	$F^2 \geq 0,02$

		$0,02 \leq F^2 < 0,15$ small effect $0,15 \leq F^2 < 0,35$ medium effect $F^2 \geq 0,35$ large effect (Hair et al., 2022)
Mediation Effect Size Test	Upsilon (V)	$V > 0,01$ $0,01 < V \leq 0,075$ small effect $0,075 < V \leq 0,175$ medium effect $V > 0,175$ large effect (Ogbeibu et al., 2021)
Predictive Relevance Test	<i>Q-square Predictive Relevance</i>	$Q^2 > 0$ $0 < Q^2 \leq 0,25$ weak model $0,25 < Q^2 \leq 0,50$ moderate model $> 0,50$ strong model (Hair et al. 2022)

Source: Chin (1998); Hair et al. (2022); Ogbeibu et al. (2021)

Table 6. Results of Multicollinearity Testing

	VIF
Transformational Leadership -> Teacher Performance	2,406
Transformational Leadership -> Work Motivation	2,348
Work Motivation -> Teacher Performance	1,348
Workplace Spirituality -> Teacher Performance	2,912
Workplace Spirituality -> Work Motivation	2,348

Source: Results of Data Processing from the Research (2024)

The results of the multicollinearity test to examine the relationships among research variables show that all variable relationships are below 5.00. This indicates that there is no multicollinearity among the variables in this study.

The following table displays the path coefficients, T statistics, and p-values based on data processing using the SmartPLS 4 application. From these test results, the strength of the relationships between latent variables within the research model can be observed.

Table 7. Path Coefficients (β) and Specific Indirect Effects

Path	Hypothesis	β values	T statistics	P values	Results
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THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND WORKPLACE SPIRITUALITY
ON TEACHER PERFORMANCE WITH WORK MOTIVATION AS A MEDIATOR AT XYZ
ELEMENTARY SCHOOL IN KUPANG CITY
Rutsri Marlinda Pian, Khoe Yao Tung

KTR → KRJ	H ₁ 1: There is a positive and significant effect of transformational leadership on teacher performance	0,055	0,283	0,389	Rejected
KTR → MTV	H ₁ 2: There is a positive and significant effect of transformational leadership on work motivation	-0,21	0,822	0,205	Rejected
WPS → KRJ	H ₁ 3: There is a positive and significant effect of workplace spirituality on teacher performance	0,394	1,671	0,047	Accepted
WPS → MTV	H ₁ 4: There is a positive and significant effect of workplace spirituality on work motivation	0,648	3,641	0,000	Accepted
MTV → KRJ	H ₁ 5: There is a positive and significant effect of work motivation on teacher performance	0,369	1,729	0,042	Accepted
Path	Hypothesis	<i>Specific indirect effects</i>	<i>T statistics</i>	<i>P values</i>	Results
KT → MTV → KRJ	H ₁ 6: There is a positive and significant effect of transformational leadership on teacher performance mediated by work motivation	-0,078	0,646	0,259	Rejected
WPS → MTV → KRJ	H ₁ 7: There is a positive and significant effect of workplace spirituality on teacher performance mediated by work motivation	0,239	1,4	0,081	Rejected

Source: Results of Data Processing from the Research (2024)

Explanation:

KTR : Transformational Leadership

WPS : Workplace Sprituality

MTV : Work Motivation

KRJ : Teacher Performance

Hypothesis 1: There is a positive and significant effect of transformational leadership on teacher performance

The path coefficient (β) of transformational leadership on teacher performance is greater than zero, specifically 0,055 ($0,055 > 0$). The T statistics is less than the critical T value, which is 0,283 ($0,283 < 1,65$), and the p-value is greater than 0,05, which is 0,389 ($0,389 > 0,05$). These values indicate that the effect is not significant at the 5% significance level or 95% confidence level. Therefore, H₁ is rejected and H₀ is accepted, concluding that there is no positive and significant effect of transformational leadership on teacher performance.

Hypothesis 2: There is a positive and significant effect of transformational leadership on work motivation

The hypothesis test results show that the path coefficient (β) of transformational leadership on work motivation is -0,210, which is negative ($-0,210 < 0$). The T statistics is less than the critical T value ($0,822 < 1,65$), and the p-value is greater than 0,05 ($0,205 > 0,05$). Therefore, H_1 is rejected and H_0 is accepted, concluding that there is no positive and significant effect of transformational leadership on work motivation.

Hypothesis 3: There is a positive and significant effect of workplace spirituality on teacher performance

The path coefficient (β) is greater than zero, specifically 0,394 ($0,394 > 0$). The T statistics is greater than the critical T value, at 1,671 ($1,671 > 1,65$), and the p-value is less than 0,05, at 0,047 ($0,047 < 0,05$). Based on these path coefficient results, it can be concluded that H_1 is accepted and H_0 is rejected, indicating that there is a positive and significant effect of workplace spirituality on teacher performance in this research context.

Hypothesis 4: There is a positive and significant effect of workplace spirituality on work motivation

The path coefficient (β) for this hypothesis is 0,648. This positive value indicates that workplace spirituality has a positive effect on work motivation. This effect is significant because the T statistics is greater than the critical T value, at 3,641 ($3,641 > 1,65$), and the p-value is less than 0,05, at 0,000 ($0,000 < 0,05$). Based on this information, it can be concluded that H_1 is accepted and H_0 is rejected, indicating a positive and significant effect of workplace spirituality on work motivation in this research.

Hypothesis 5: There is a positive and significant effect of work motivation on teacher performance

The analysis results show that the path coefficient (β) is 0,369, which is greater than zero ($0,369 > 0$), indicating a positive effect of work

motivation on teacher performance. Additionally, the T statistics is greater than the critical T value, at 1,729 ($1,729 > 1,65$), and the p-value is less than 0,05, at 0,042 ($0,042 < 0,05$), indicating that the effect is significant. Based on these path coefficient results, it can be concluded that H_1 is accepted and H_0 is rejected, suggesting a positive and significant effect of work motivation on teacher performance in this research context.

Hypothesis 6: There is a positive and significant effect of transformational leadership on teacher performance mediated by work motivation

The mediation analysis results show that the specific indirect effect of transformational leadership on teacher performance through work motivation is negative, with a value of -0,078 ($-0,078 < 0$). The T statistics is less than the critical T value, at 0,646 ($0,646 < 1,65$), and the p-value is greater than 0,05, at 0,259 ($0,259 > 0,05$). This indicates a negative and non-significant effect. Therefore, it can be concluded that H_1 is rejected and H_0 is accepted, meaning there is no positive and significant effect of transformational leadership on teacher performance mediated by work motivation.

Hypothesis 7: There is a positive and significant effect of workplace spirituality on teacher performance mediated by work motivation

The statistical test for mediation shows that the specific indirect effect of workplace spirituality on teacher performance through work motivation is positive, with a value of 0,239 ($0,239 > 0$). However, since the T statistics is less than the critical T value, at 1,400 ($1,400 < 1,65$), and the p-value is slightly greater than 0,05, at 0,082 ($0,082 > 0,05$), the effect is not significant. Therefore, it can be concluded that H_1 is rejected and H_0 is accepted, indicating that there is no positive and significant effect of workplace spirituality on teacher performance mediated by work motivation in this research.

Table 8. Results of the Coefficient of Determination

Variable	R-square	R-square adjusted	Description
KRJ	0,481	0,431	Moderate effect
MTV	0,258	0,211	Low effect

Source: Results of Data Processing from the Research (2024)

The results in the table show an R-square (R^2) value of 0,481 for teacher performance. This indicates that the combined effect of transformational leadership, workplace spirituality, and work motivation on teacher performance is 0,481 or 48,1%, suggesting that these three variables have a moderate to high effect in predicting teacher performance. The effect of transformational leadership and workplace spirituality on work motivation is 0,258 or 25,8%, indicating that these two variables have a low to moderate effect in predicting work motivation.

Table 9. Results of the Effect Size F-square (F^2)

Path	F-square (F^2)	Description
KTR -> KRJ	0,002	No effect
KTR -> MTV	0,025	Small effect
WPS -> KRJ	0,102	Small effect
WPS -> MTV	0,241	Medium effect
MTV -> KRJ	0,195	Medium effect

Source: Results of Data Processing from the Research (2024)

The F^2 values indicate that transformational leadership has no measurable effect on teacher performance (0,002) and a small effect on work motivation (0,025). Workplace spirituality shows a small effect on teacher performance (0,102) and a medium effect on work motivation (0,241). Work motivation has a medium effect on teacher performance (0,195).

To calculate the effect size of the mediation relationship, the formula used will be mediation epsilon $V = \beta^2_{MX} \beta^2_{YMX}$.

Table 10. Results of the Mediation Effect Size Upsilon (V) Test

Mediation Path	Upsilon (V) Statistic	Description
KTR -> MTV -> KRJ	$(-0,210)^2 \times (0,369)^2 = 0,006$	No effect
WPS -> MTV -> KRJ	$(0,648)^2 \times (0,369)^2 = 0,057$	Small effect

Source: Results of Data Processing from the Research (2024)

In the mediation analysis, work motivation (MTV) has a very small mediating effect on the relationship between transformational leadership (KTR) and performance (KRJ), with Upsilon V = 0,006. Meanwhile, in the relationship between workplace spirituality (WPS) and performance (KRJ), MTV shows a small and positive mediating effect with Upsilon V = 0,057.

Table 11. Results of the Predictive Relevance Test (Q²)

Variable	SSO	SSE	Q ² (=1-SSE/SSO)	Description
KRJ	455	342,095	0,248	Weak model
MTV	70	58,97	0,158	Weak model

Source: Results of Data Processing from the Research (2024)

The Q² value for teacher performance (KRJ) is 0,248. This indicates that the model has a 24,8% ability to predict the teacher performance variable, signifying a prediction accuracy that is weak to moderate. Furthermore, the Q² value for work motivation (MTV) is 0,158. This means that the model has a 15,8% ability to predict the work motivation variable, categorizing it as having weak prediction accuracy.

The Importance-Performance Matrix Analysis (IPMA) was conducted on the teacher performance and motivation variables.

Table 12. Results of the IPMA Test for Teacher Performance Variables

	<i>Importance</i>	<i>Performance</i>
AOV	0,293	32,798
IN	0,151	34,107
INTE	0,261	30,180
MFW	0,206	33,086
MIN	-0,006	36,998
PID	-0,006	32,959
PIN	-0,006	35,121
SIN	-0,007	29,143
SoC	0,201	32,973
<i>Mean</i>	0,121	33,041

Source: Results of Data Processing from the Research (2024)

The IPMA results for the teacher performance in the table above show that the average importance level of the indicators is 0,121, and the

average performance level of the indicators is 33,041. Based on these average values, a quadrant graph can be constructed as follows.

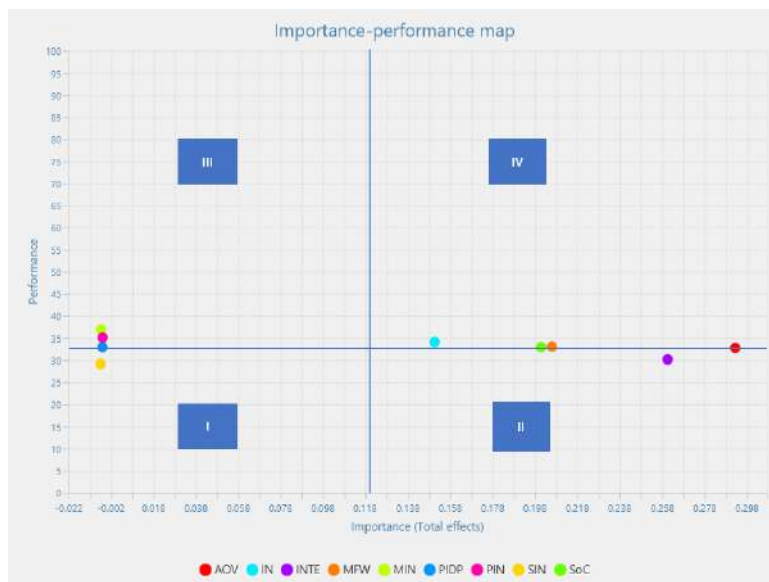


Figure 2. IPMA Results for Teacher Performance (Indicators Level)
Source: Results of Data Processing from the Research (2024)

Based on the IPMA analysis conducted, the indicators can be categorized according to their levels of importance and performance. Indicators with high importance and high performance include Alignment with Organization Values (AOV), Intrinsic Regulation (IN), Meaningful Work (MFW), and Sense of Community (SoC). These indicators are crucial and have demonstrated good performance in influencing teacher performance. In contrast, variables such as Inspirational Motivation (MIN), Idealized Influence (PID), Individual Consideration (PIN), and Intellectual Stimulation (SIN) show low importance and unsatisfactory performance levels. The Integrated Regulation (INTE) indicator has a high level of importance, but its performance still needs improvement.

This analysis provides guidance for management to focus on improving the indicators MIN, PID, PIN, and SIN, which are all indicators of transformational leadership, to strengthen their impact on teacher performance. Evaluation steps need to be taken promptly to ensure that

the implementation of leadership styles at SD XYZ in Kota Kupang can have a positive impact on teacher performance.

Table 13. Results of the IPMA Test for Work Motivation Variables

	<i>Importance</i>	<i>Performance</i>
AOV	0,300	32,798
MFW	0,211	33,086
MIN	-0,059	36,998
PID	-0,053	32,959
PIN	-0,052	35,121
SIN	-0,061	29,143
SoC	0,206	32,973
<i>Mean</i>	0,070	33,297

Source: Results of Data Processing from the Research (2024)

The IPMA test results in the table above indicate that the average importance level of the indicators is 0,070, while the average performance level of the indicators is 33,297. Based on these average values, a quadrant graph can be constructed as follows.

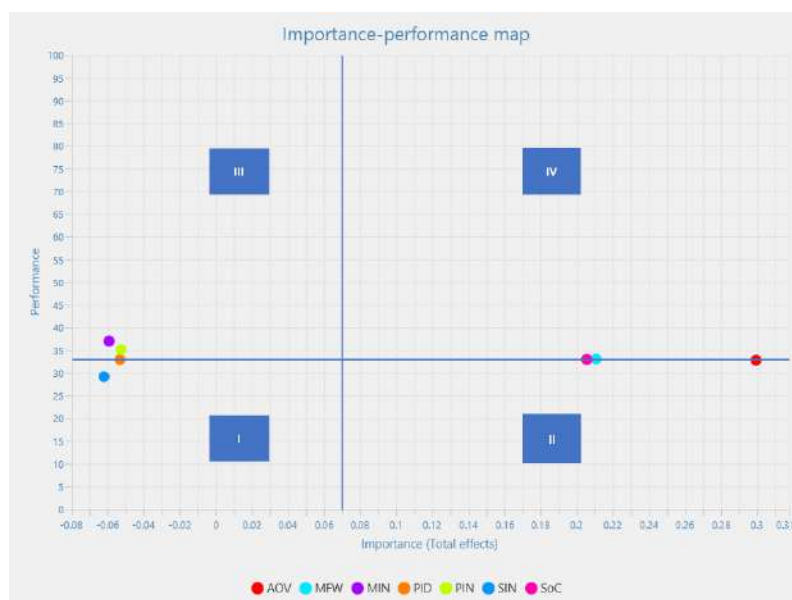


Figure 3. IPMA Results for Work Motivation (Indicators Level)
Source: Results of Data Processing from the Research (2024)

Based on the IPMA results for work motivation as a mediator variable, it was found that Alignment with Organization Values (AOV) has high importance (0,300) but low performance (32,798), indicating potential areas for improvement in supporting work motivation. Meaningful Work (MFW) shows moderate importance (0,211) with good performance (33,086) and can be further enhanced. Sense of Community (SoC) has moderate importance (0,206) with fairly good performance (32,973), suggesting that fostering a sense of community can enhance work motivation. However, Inspirational Motivation (MIN), Idealized Influence (PID), Individual Consideration (PIN), and Intellectual Stimulation (SIN) contribute little to work motivation.

Table 14. Multi Group Analysis (MGA) Results Based on Years of Service

Path	Difference Group A-B	1-tailed Group A vs B	Group A		Group B	
			5%	95%	5%	95%
KTR -> KRJ	-0.046	0.573	-0.613	0.591	-0.434	1.163
KTR -> MTV	-0.756	0.883	-1.135	0.053	-0.682	1.023
WPS -> KRJ	-0.263	0.636	-0.619	0.791	-0.678	1.114
WPS -> MTV	0.196	0.311	-0.709	1.204	-0.499	1.128
MTV -> KRJ	0.220	0.331	-0.290	0.893	-0.533	1.202
KTR -> MTV -> KRJ	-0.338	0.821	-0.800	0.047	-0.222	0.540
WPS -> MTV -> KRJ	0.235	0.312	-0.451	0.963	-0.143	1.291

Source: Results of Data Processing from the Research (2024)

Path analysis (β) shows no significant differences based on years of service between the two groups of teachers. For KTR -> KRJ, $\beta = -0,046$ ($p = 0,573$) indicates no significant difference, with the 95% confidence interval including zero. Other paths also show no significant differences, as their confidence intervals include zero.

These results indicate no significant differences between the two groups based on years of service, namely Group A (0-5 years) and Group B (more than 5 years), regarding the influence of transformational leadership, workplace spirituality, or work motivation on teacher performance, both in direct and mediated effects.

The MGA results in the table below show no significant differences between Group A and Group B based on school location for all tested paths, with the 95% confidence intervals including zero. This indicates that the influence of Transformational Leadership (KTR) and Workplace Spirituality (WPS) on teacher performance (KRJ) and work motivation (MTV), as well as the mediating effect of MTV on the relationship between KTR and WPS on KRJ, does not differ significantly between Group A (teachers in schools 1 and 2) and Group B (teachers in school 3).

Table 15. Multi Group Analysis (MGA) Results Based on School Location

	Difference Group A-B	1-tailed Group A vs B	Group A		Group B	
			5%	95%	5%	95%
	Coefficient	p value				
KTR -> KRJ	-0.802	0.943	-0.767	0.357	0.274	1.021
KTR -> MTV	-0.774	0.945	-1.129	-0.027	-0.244	0.673
WPS -> KRJ	0.022	0.458	-0.335	1.16	0.028	0.799
WPS -> MTV	0.239	0.227	0.336	1.26	0.071	0.967
MTV -> KRJ	0.519	0.102	-0.376	0.808	-0.544	0.23
KTR -> MTV -> KRJ	-0.22	0.794	-0.656	0.103	-0.261	0.04
WPS -> MTV -> KRJ	0.415	0.128	-0.291	0.83	-0.546	0.115

Source: Results of Data Processing from the Research (2024)

Discussion

The results of the first hypothesis test show that transformational leadership does not have a positive and significant impact on teacher performance at SD XYZ in Kupang City. The IPMA results consistently indicate that the importance level of transformational leadership is low, even negative, while the performance level is above average or high (Quadrant III). This suggests that the application of transformational leadership by the school principal does not lead to improvements in teacher performance, as the transformational leadership variable lacks the necessary level of importance

Several previous studies suggest that transformational leadership may be less effective in enhancing performance due to factors such as

geographical influences, cultural differences, and gender labels (Chaplin-Cheyne, 2021; Eisenberg et al., 2019). The tendency to deplete leaders' resources, especially when the behavior is directed at followers with low awareness and competence, also contributes to this issue (Lin et al., 2019).

The MGA results in this study indicate that differences in years of service and school location do not significantly affect the relationship between transformational leadership and teacher performance. This suggests that there are other factors influencing teacher performance at this school beyond transformational leadership.

The results of the second hypothesis demonstrate that transformational leadership does not exert a positive and significant effect on work motivation. While transformational leadership places a strong emphasis on emotional and inspirational influence, not all individuals respond favorably to this approach, as some may require more practical support or recognition of their achievements rather than purely emotional encouragement (Dumdum et al., 2013).

The effectiveness of transformational leadership can also be influenced by contextual factors such as organizational culture, hierarchical structure, and employee engagement (Bass, 1985). Transformational leadership requires adequate resources to implement inspirational and visionary changes (Harris & Jones, 2018). A lack of resources and support can hinder the application of transformational leadership strategies, ultimately affecting teacher motivation (Fullan, 2023). If teachers face economic pressures or job insecurity, the transformational efforts of school principals may be insufficient to significantly enhance their motivation (Ryan & Deci, 2000a).

The results of the third hypothesis reveal that workplace spirituality has a positive and significant impact on teacher performance. This is because teaching activities are closely related to the alignment between personal values and organizational values (Jena, 2022; Mousa, 2020). Teachers who feel spiritually connected with their colleagues and work environment are better able to collaborate, share knowledge, and support one another, all of which contribute to improved collective

performance (Afsar et al., 2016; Giacalone & Jurkiewicz, 2010; Rego & Cunha, 2008).

The fourth hypothesis shows that workplace spirituality has a positive and significant impact on work motivation. Workplace spirituality enhances employee loyalty and commitment to the organization (Garg, 2017; Kinjerski & Skrypnek, 2004; Pandey, Gupta, & Kumar, 2016; Sapta et al., 2021), fosters a sense of ownership, shared power, flexibility, and trust (Afsar et al., 2016), and motivates individuals with the understanding that they can effect change, are understood, and are valued, leading to heartfelt behavior and actions (Fry, 2003). Through a sense of calling and belonging, individuals are drawn to and enjoy their work, feel skilled or capable of completing tasks, meet higher-level needs, and experience an internal locus of causality (Ryan & Deci, 2000a).

The fifth hypothesis suggests that work motivation has a positive and significant effect on teacher performance. This finding is consistent with previous research that shows both intrinsic and extrinsic motivation can enhance teacher productivity and work efficiency (Ryan & Deci, 2000b; Smith, Mackie, & Claypool, 2015). Intrinsic motivation can strongly support individuals in performing tasks with deep, creative, meaningful, and transformative thinking, as individuals enjoy and find satisfaction in the activity or task (Ryan & Deci, 2000a). High intrinsic motivation can enhance flexibility in thinking, active information processing, and a tendency to learn in a contextual manner (Worthington, 2020). In addition to intrinsic motivation, teaching tasks also require support from extrinsic motivation. These tasks are important to complete even if they are not of interest. The necessary form of extrinsic motivation is integrated regulation, as it involves creative and deep thinking. The indicators are congruence, awareness, and synthesis with self (Ryan & Deci, 2000b).

The results of the sixth hypothesis test indicate that transformational leadership does not have a positive and significant effect on teacher performance when mediated by work motivation. Although transformational leadership has the potential to enhance performance through increased work motivation, there are specific conditions under which this effect does not occur or may even be reversed (Bass & Riggio, 2006). The relationship between

transformational leadership and teacher performance is complex, and the effectiveness of transformational leadership can vary depending on specific situations and other contextual factors (Deci & Ryan, 2000; Yukl & Gardner, 2019). Further research is needed to understand the contexts and mechanisms underlying this relationship.

The results of the seventh hypothesis test show that workplace spirituality has a positive but not significant effect on teacher performance when mediated by work motivation. Workplace spirituality can enhance employee well-being and motivation; however, its impact on employee performance is often indirect and influenced by various factors (Milliman et al., 2003). In the context of this study, workplace spirituality has the potential to enhance performance through increased work motivation, highlighting the importance of developing a work environment that supports both spirituality and motivation (intrinsic regulation and integrated regulation) as part of a sustainable strategy for performance improvement.

Conclusion and Recommendation

Based on the findings and analysis of this study, which includes the variables of transformational leadership, workplace spirituality, work motivation, and teacher performance, the following conclusions can be drawn:

- 1) There is no positive and significant effect of transformational leadership on teacher performance ($\beta = 0,055$, $T = 0,283$, $P = 0,389$).
- 2) There is no positive and significant effect of transformational leadership on work motivation ($\beta = -0,210$, $T = 0,822$, $P = 0,205$).
- 3) There is a positive and significant effect of workplace spirituality on teacher performance ($\beta = 0,394$, $T = 1,671$, $P = 0,047$).
- 4) There is a positive and significant effect of workplace spirituality on work motivation ($\beta = 0,648$, $T = 3,641$, $P = 0,000$).
- 5) There is a positive and significant effect of work motivation on teacher performance ($\beta = 0,369$, $T = 1,729$, $P = 0,042$).
- 6) There is no positive and significant effect of transformational leadership on teacher performance when mediated by work motivation (Specific indirect effects = $-0,078$, $T = 0,646$, $P = 0,259$).

- 7) There is no positive and significant effect of workplace spirituality on teacher performance when mediated by work motivation (Specific indirect effects = 0,239, T = 1,400, P = 0,081).

The study shows that the combined variables explain 48,1% of the variance in teacher performance and 25,8% in work motivation. Transformational leadership has a minimal effect on teacher performance (F-square = 0,002), while workplace spirituality and work motivation have moderate effects (F-square = 0,241 and 0,195, respectively). Additionally, there are no significant differences in the impact of these variables on teacher performance based on tenure or school location, indicating that these effects are consistent across different contexts.

Based on the research findings, the following recommendations are suggested for improving school quality and guiding future research:

- 1) The primary focus for enhancing teacher performance at SD XYZ in Kupang City should be on work motivation (MTV) and workplace spirituality (WPS), as these constructs have high importance and still require improvement according to the IPMA results. Transformational leadership does not significantly impact teacher performance enhancement.
- 2) SD XYZ should integrate dimensions of workplace spirituality to boost teacher motivation and performance by facilitating time for prayer, spiritual reflection, and Christian character development. This support will strengthen the overall school community and potentially create a lasting positive impact on teaching and learning in the classroom.
- 3) Transformational leadership does not have a significant effect on teacher performance in this study, suggesting that other variables may influence teacher performance. Future research could explore the effects of additional factors on teacher performance to provide further insights into educational practices.
- 4) This study used work motivation as a mediator. Future research could incorporate other variables to expand and enrich findings in similar studies.

Further research with a larger sample size is needed to validate and compare the results obtained in this study.

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INVESTIGATING LOW ATTENTION SPAN IN KINDERGARTEN 3: A CASE STUDY AT SEKOLAH XYZ

[PENYELIDIKAN RENDAHNYA RENTANG PERHATIAN DI TAMAN KANAK-KANAK 3: SEBUAH STUDI KASUS DI SEKOLAH XYZ]

Tania Theresia Manalu, Yonathan Winardi

SPH Kemang Village, Universitas Pelita Harapan

tmanalu44@gmail.com , yonathan.winardi@uph.edu

Abstract

The attention span of early childhood children is a critical factor in forming their developmental foundation, encompassing physical, cognitive, social, and emotional growth. Informal interviews with classroom teachers reveal that students struggle to maintain attention during instruction, often displaying behaviors such as restlessness and lack of focus immediately after the lesson begins. This research aims to investigate the impact of internal and external factors on the attention span among Kindergarten 3 students at Sekolah XYZ, focusing on regular classroom settings and specialized classes (music and art). This research employs a case study method by combining observations, interviews, and documentation to provide a comprehensive understanding of the issue. The findings of this research include a limited direct exploration within the classroom and the type of curriculum currently used, which are reasons for the low attention span of Kindergarten 3 students. This study highlights the novelty of tactile learning approaches to enhance attention span. To expand these findings, future research is expected to consider comparative studies across Yayasan XYZ network, investigating the impact of direct exploration and different educational approaches on the attention and learning outcomes of students in specialist classes.

Keywords: Attention span; case study; early childhood; kindergarten

Abstrak`

Rentang perhatian anak usia dini adalah faktor kritis dalam pembentukan dasar perkembangan mereka, mencakup pertumbuhan fisik, kognitif, sosial, dan emosional. Wawancara informal dengan guru-guru kelas mengungkapkan bahwa murid kesulitan untuk mempertahankan perhatian selama instruksi, sering menunjukkan perilaku seperti gelisah dan ketidakfokusan segera setelah pembelajaran dimulai. Penelitian ini bertujuan untuk menyelidiki dampak dari faktor internal dan eksternal terhadap rentang perhatian di kalangan murid Kindergarten 3 di Sekolah XYZ, berfokus pada setting kelas reguler dan khusus (musik dan seni). Penelitian ini menggunakan metode studi kasus dengan menggabungkan observasi, wawancara, dan dokumentasi untuk memberikan pemahaman komprehensif tentang isu tersebut. Hasil dari penelitian ini ialah eksplorasi langsung yang terbatas dalam kelas, juga jenis kurikulum yang digunakan saat ini yang menjadi alasan rendahnya rentang perhatian siswa TK 3. Penelitian ini menyoroti kebaruan dari pendekatan pembelajaran taktil untuk meningkatkan rentang perhatian. Untuk memperluas temuan ini, penelitian masa depan diharapkan mempertimbangkan studi perbandingan di seluruh jaringan Yayasan XYZ, menyelidiki dampak eksplorasi langsung dan pendekatan pendidikan yang berbeda terhadap perhatian dan hasil belajar murid di kelas-kelas khusus.

Kata Kunci: Rentang perhatian; anak usia dini; taman kanak-kanak; studi kasus

Introduction

Early childhood, encompassing the period from birth to around eight years old, is a crucial phase for establishing the foundation of child development. This phase focuses on physical, cognitive, social, and emotional elements that shape a child's growth. Children in early childhood development undergo significant milestones such as developing motor skills, language skills, and basic cognitive concepts like numbers and shapes.

The attention span of early childhood children significantly influences their developmental foundations. Factors such as gross and

fine motor development, language acquisition, and study concentration play vital roles in their learning experiences. The explanation mentioned above are also acknowledged and expected to occur in the learning process of Kindergarten 3 students at Sekolah XYZ. According to informal interviews conducted by the researcher with classroom teachers, it was found that Kindergarten 3 students at Sekolah XYZ have difficulty maintaining their attention span when instructions are given, both in homeroom settings and specialist settings (music and art). The decrease in student attention span can be seen from their gestures, such as fidgeting, looking elsewhere, or doing other unrelated activities, and these changes in posture and gestures occur quickly after the teacher starts teaching or giving instructions. According to the music teacher, the Kindergarten 3 students are chaotic in most of their music class. Students came to the classroom without having self-control and were not ready for the class. According to the homeroom teacher, she had a talk with the students and most of them said that they can not sit still during music class and were not able to pay attention to the art teacher because they were busy talking to one another. Many factors can influence the dynamics of the attention span of early childhood children, including the average age of five years of Kindergarten 3 students at Sekolah XYZ at Kemang Village. This is also recognized by the teachers and assistant teachers who interact with them every day.

Kindergarten 3 students at Sekolah XYZ were raised amid the COVID-19 pandemic, which presents challenges and dynamics in their development process. Restrictions on social interaction and a lack of direct stimulus from the environment, especially during distance learning or restrictions on activities outside the home, can affect the development of their senses. Limiting indirect experiences with the physical environment can impact the development of gross and fine motor skills, understanding of concepts, and social interaction abilities.

Based on the above explanations, this research is initiated to conduct a more in-depth and comprehensive investigation regarding the dynamics of the attention span of Kindergarten 3 students at Sekolah XYZ. There are three research questions to be answered by this case study qualitative research. First, why do Kindergarten 3 students at Sekolah XYZ have a low attention span in learning settings? second, what are the negative impacts of low attention span of Kindergarten 3 students and the learning process at Sekolah XYZ? third, what strategies do teachers

and the school use to help Kindergarten 3 students maintain their attention span in both homeroom and specialist classes?

Attention Span

Attention span, also known as the span of attention, is a vital cognitive parameter measuring an individual's ability to focus on a stimulus or task within a specified timeframe. Attention span itself is one of core competencies of executive functioning developed by Luria (1973). While a learner's subject knowledge is important, it is their ability to focus and pay attention determines how they use that knowledge (Bixler, 2024). It influences how effectively one can concentrate without being distracted, with older individuals generally demonstrating longer attention spans than younger ones.

According to Courage & Richards (2008) and Dixon, Zelazo, & De Rosa (2010), attention undergoes significant developmental changes during childhood as cognitive abilities mature and environmental demands shift. Toddlers typically exhibit brief attention spans, frequently shifting focus between activities without sustained engagement in any single object or event (Santrock, 2018). The capacity of preschool-aged children to manage and prolong their attention spans is intricately linked to their readiness for school, including their achievement and language skills, as Rothbart and Posner (2015) suggested.

According to Aisah (2019), indicators of attention span in early childhood are as follows:

1. The listening aspect is when students actively listen to oral explanations from the teacher or friends in their class. This active listening will show how they can follow instructions given by the teacher.
2. Looking; is when students direct their gaze to the teacher or learning media while learning occurs in the classroom.
3. Active; when students are actively engaged, they contribute to the learning process by asking questions, sharing their opinions, and expressing their thoughts about the material being discussed.

Memorization involves the ability of students to recall and reproduce information related to a specific topic or subject matter.

Cognitive Development of Preoperational Stage (2 - 7 years)

During the preoperational stage, which spans from ages 2 to 7, children start to use symbols for communication and engage in imaginative play. According to Santrock (2011), children in the preoperational stage exhibit developing symbolic abilities, such as drawing pictures to represent objects or experiences. However, as Bjorklund and Blasi (2012) highlighted, logical reasoning skills are not yet fully developed at this stage. Additionally, at this stage, children begin to understand identities, causality, classification, and numbers. However, they may exhibit immature aspects such as centration, irreversibility, limited knowledge of thinking and mental states, false beliefs, struggles with appearance versus reality, and animism in their thinking as mentioned by Piaget in Papalia and Martorell (2021).

Social Interaction in Early Childhood

Social interactions in early childhood, particularly during settings like Kindergarten 3, are crucial for children's growth. They involve how children behave, act, and think when interacting with others. Importantly, these interactions should be both comfortable and efficient for everyone involved (Suhartini & Laela, 2018). When children have strong social skills, they become well-liked and respected by their peers and adults around them (Machmud, 2019). Social interactions help in the development of essential skills like communication, cooperation, empathy, and conflict resolution (Ismail, 2019). Developing strong social skills allows children to form identities, build friendships, express themselves effectively, and navigate social norms. Positive social behavior lays the foundation for enriching interactions, fostering mutual respect, harmony, and acceptance within the group and broader community (Utami, 2018).

Early Childhood Instructions

Kanchan (2019) argues that Children devote special attention to the situation which are likely to represent learning opportunities. This means children are naturally drawn to situations that brim with learning potential. Anything new and unfamiliar piques their curiosity, prompting them to focus their attention. Ramirez and Vittrup (2023) stated that

intentional and purposeful high-quality classroom environments are a priority for optimal child growth and development. The literature suggests that children benefit significantly from having autonomy and freedom of movement in well-structured spaces dedicated to their development (Greenman and Lindstrom 2017; Zane, 2015). Vygotsky in Santrock (2018) believed children learn through interactions with adults, absorbing and internalizing what they gain from these interactions. In Alharbi (2022), Vygotsky highlighted how children can grow from needing help to learning independently. He saw them as active participants in their learning journey, supported by others (like teachers). The learning process should empower students to actively seek out answers to their questions and satisfy their curiosity (R. Pertiwi et al., 2019). This approach encourages students to take initiative, fostering an environment where they feel motivated to explore, investigate, and learn independently. Vygotsky viewed play as a transitional stage where children use their imagination and practice their higher mental functions (Bodrova & Leong, 2015). Vygotsky saw play as the cornerstone of children's learning and development. Teachers who understand how children learn can leverage this by building a playful curriculum. By recognizing what children can do on their own and what they need help with, educators can create learning experiences that are both engaging and supportive, making play the foundation for a strong curriculum (Alharbi, 2022).

Classroom Management in Early Childhood

Classroom management is the art of creating a positive and productive learning environment in a classroom. According to Tal (2016), classroom management is defined in this chapter as a developing meta-competency that focuses on leading classrooms – children, staff, and parents – toward the achievement of moral and learning goals that the teacher has set or helped formulate. Therefore, the responsibility does not lie solely with the teachers. It must encompass the standards of educators and staff, infrastructure, processes, and overall management (Mustari & Muhammad, 2023). Within the classroom, the teacher also acts as an administrator (Argon, 2015; Handayani, 2016). Cobbold and Boateng (2016) suggested that classroom management involves a teacher's skill in maintaining order, actively engaging preschoolers in learning, and securing their cooperation in all classroom activities.

Mohammad and Bafrin (2015) emphasized that effective classroom management focuses on how preschool teachers organize and oversee classroom activities to maintain a well-ordered environment. Ineffective classroom management can lead to significant stress for preschool teachers as they struggle to uphold discipline and prevent issues such as classroom violence and bullying (Cobbold & Boateng, 2016). For that, the ratio of student and teacher is essential. In a large class size, teacher often dedicate a significant portion of their instructional time to teaching students how to maintain discipline and order (Nicks, 2012). This focus on discipline means that preschool teachers might not be able to cover all the necessary learning content, preventing preschoolers from fully achieving the instructional objectives (Kissi-Abrokwah et al., 2022). Walker (2019) reported that an increase in class size within a limited physical space for preschoolers impacts behavior and safety issues in the classroom.

Method

This research uses the case study method to understand the low attention span of K3 students at Sekolah XYZ. Priya (2021) stated that case studies are a qualitative design in which the researcher explores a program, event, activity, process, or one or more individuals in depth. This in-depth exploration often involves using a variety of data collection methods. The goal is to understand complex and contextual phenomena (Neuman, 2015). In this research, the researcher used observation, interview, and documentation to gather the data.

The researcher uses source triangulation as a data validation system. The researcher will synchronize the results of interviews with teachers, the JS principal, and the Learning Support Teacher. The researcher uses sign triangulation using diverse data, concepts, and theories to confirm data consistency and accommodate the research. The researcher asked the school counsellor of Sekolah XYZ, Lecturer of Teaching Children with Special Needs at UPH, and thesis supervisor to validate the interview instrument.

In this research, the researcher used data analysis techniques using the interactive model by Miles and Huberman. Miles and Huberman divide the steps in data analysis into several parts: data collection, data

reduction, data display, and conclusion drawing/verifying (Sugiyono, 2008).

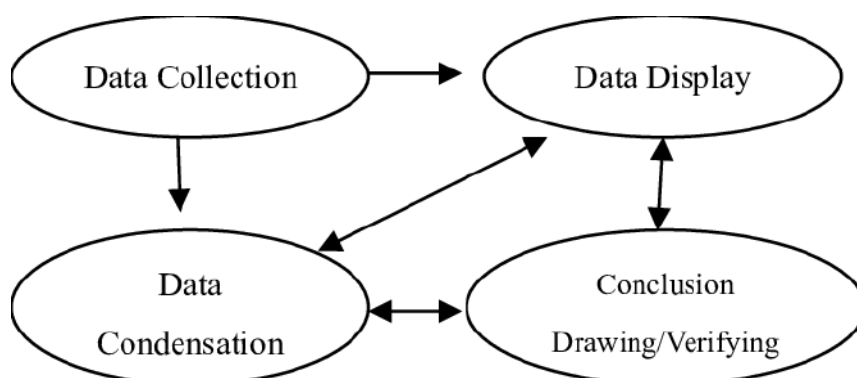


Figure 1. Miles and Huberman Interactive Models

This research investigates the attention span of Kindergarten 3 students at Sekolah XYZ, a unique learning environment with a diverse student body. The class comprises 25 students, with a slightly higher number of females (15) than males (10). Maintaining focus amongst a larger group of students becomes paramount with a 2:1 teacher-to-student ratio (considering the limited availability of the assistant teacher who also supports Kindergarten 1 and 2). In this context, the researcher will investigate various factors that might contribute to the low attention span observed in the Kindergarten 3 students at Sekolah XYZ.

Result and Discussion

The Cause of Low Attention Span

There are four causes of low attention span in homeroom settings. Sources reveal the bustling atmosphere in Kindergarten 3 classrooms hampers students' ability to focus due to transitions between engaging activities and calmer states. Factors like digital distractions, lack of readiness, and overdependence on caregivers hinder attention span development, aligning with researchers like Rothbart, Posner, and Santrock. Strategies to enhance attention include movement breaks and diversified activities to engage students effectively.

There are four causes of low attention span in specialist settings. Specialist classes, with a high student-to-teacher ratio, face challenges in managing distractions from students' energetic and sociable nature. Strategies such as music and storytelling are employed, yet issues with

prolonged instructions, lack of hands- on exploration, and large class sizes interfere with students' engagement.

Negative Impacts of Low Attention Span on Kindergarten 3 Students

Low attention span in Kindergarten 3 students has been found to negatively impact their cognitive development. Many students struggle to follow instructions promptly, exhibit disruptive behaviors, and prioritize their own needs over others. This is in line with Piaget's theory of cognitive development in preoperational stage (age 2 – 7) in Santrock (2018). In his theory, Piaget stated that the one of the characteristics of preoperational stage is egocentrism, this egocentrism is one of the immature aspects of preoperational stage. This egocentrism can lead to difficulties in comprehending instructions, retaining information, and engaging in problem-solving tasks, affecting language skills and critical thinking. This insights from the teachers are corroborate the multifaceted nature of attention highlighted by Wickens et al. (2023), emphasizing its critical role in cognitive functioning and learning processes. Poor attention impacts how individuals absorb, process, and respond to information, directly affecting language skills, academic proficiency, and critical thinking. Insights from teachers highlight the crucial role attention plays in cognitive functioning and learning processes, impacting students' ability to absorb and respond to information effectively.

Aside from cognitive development, the low attention span in Kindergarten 3 students also affects their social interactions. Impulsivity resulting from poor attention control can hinder positive relationships with peers, disrupting the smooth flow of social interactions. Restlessness and disruptive behaviors like interfering with classmates' activities can lead to negative attention from peers or teachers, impeding collaboration and relationship-building. According to Junaedah & Ahmad (2020), early childhood is a time of significant social development. Children develop important social skills like friendship, independence, friendliness, and a sense of right and wrong. The negative attention from peers or teachers because of these disruptive behaviors can further impact social development by creating barriers to collaboration and relationship-building. This result, of course, does not align with what Ismail (2019) said, that strong social behavior is the foundation for positive and

enriching social interactions. It fosters a sense of harmony, peace, and mutual respect within a group.

Besides the negative impact in cognitive and social interaction, the teaching process for Kindergarten 3 students is also disrupted by low attention spans, with teachers facing challenges in maintaining students' focus during lessons. Interruptions caused by behavior problems require teachers to address them promptly, impacting the flow of instruction. Efforts to manage disruptive behaviors and regain students' attention consume instructional time, hindering lesson continuity and frustrating both teachers and well-behaved students. This finding highlights potential gap with Vygotsky's theory as highlighted by Alharbi (2022), which emphasizes the importance of social interactions in learning. Vygotsky saw children as active participants in their learning journey, supported by others such as teachers. Effective scaffolding techniques are needed to help students manage their behavior and focus, transitioning from constant assistance to independent learning to ensure a conducive learning environment for all students.

Teaching Strategies to Maintain Student's Attention Span

In homeroom classes, teachers employ various techniques to keep students engaged, such as a 5-station rotation in Mathematics class for flexible grouping and personalized instruction. This is in line with one of the key principles of differentiated instruction mentioned by Sullivan & Weeks (2018) and Zafiri et al. (2019) namely flexible grouping. Strategies like hands-on activities and "stop, look, listen" help refocus attention and manage classroom behavior. However, challenges arise in incorporating play-based activities due to traditional teaching materials, limiting the use of play as an educational tool. Movement activities are introduced to engage students, aligning with creating intentional and developmentally supportive classroom environments. Research by Greenman & Lindstrom (2017) and Zane (2015) supports the idea that children benefit significantly from autonomy and freedom of movement within well-structured environments dedicated to their development.

In specialist classes, strategies vary from starting with reminders of classroom expectations to incorporating calming music and engaging activities. Challenges include lengthy explanations affecting student attention and repetitive songs and movements leading to disengagement. This makes it difficult for students to focus and they prefer to seek out other more interesting activities. This is aligning with

the study found that a lack of interest in activities can shorten the attention span of kindergarteners (Fiedacan et al. 2018). Kanchan (2019) also stated that children are naturally drawn to new and unfamiliar situations that represent learning opportunities, which capture their attention and curiosity.

The importance of introducing touchable musical instruments for exploration and hands-on learning is emphasized. These strategies align with theories on maintaining attention, providing varied learning materials, and managing class sizes effectively to enhance student engagement and learning outcomes as outlined by Cade et al. (2022).

School's Strategies to Support Teacher

The teachers emphasizing the need for comprehensive support from various aspects of the school environment, not solely relying on teachers. It must encompass the standards of educators and staff, infrastructure, processes, and overall management (Mustari & Muhammad, 2023). Suggestions include maintaining a balanced ratio of teachers to students. Hence, maintaining a balanced ratio not only improves the overall quality of education but also positively affects classroom dynamics, student participation, and learning outcomes (Koc & Celik, 2015). Early identification of student needs and implementing more structure in the classroom are also mentioned by the teachers. The importance of providing professional development for teachers, external training opportunities, and resources is crucial for effective support. This professional development for the teachers is relate to the Social Learning Theory by Bandura (1960), which suggests that individuals learn from observing others and through direct experiences. In this context, providing professional development opportunities for teachers is akin to social learning, where educators can acquire new strategies and techniques for understanding and supporting students with special needs, managing behavior, and providing emotional support.

Conclusion

Four causes of low attention span in homeroom settings were identified, including high student energy levels, developmental readiness, parenting styles, and digital distractions during the pandemic. The study also revealed three causes of low attention span in specialist settings, such as high student-to-teacher ratios, disruptive environments,

and time management challenges. Negative impacts of low attention span on students' cognitive skills and behavior were listed, along with engagement strategies implemented in classrooms to address these issues.

Based on the conclusions, recommendations are provided for Kindergarten 3 teachers, schools, and future research studies. Teachers are advised to manage students' energy levels effectively, promote readiness skills, employ differentiated instruction, and incorporate hands-on exploration in specialist classes. School is encouraged to offer professional development for teachers, lower student-teacher ratios, implement early identification procedures, and involve parents in promoting healthy learning habits. Future research suggestions included conducting comparative studies across schools to investigate the impact of hands-on exploration and contrasting teaching approaches on student attention and engagement.

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**PENGEMBANGAN MODUL PROYEK
PENGUATAN PROFIL PELAJAR PANCASILA
PADA FASE F UNTUK MENINGKATKAN
PEMAHAMAN BUDAYA MEMBATIK PADA
PESERTA DIDIK**

**[DEVELOPMENT OF A MODULE FOR PHASE F
OF THE PANCASILA STUDENT PROFILE
STRENGTHENING PROJECT (P5) TO ENHANCE
STUDENTS' UNDERSTANDING OF BATIK
CULTURE]**

Laurensia Claudia Pratomo, Dian Isnawati, Febyana Purtri Komalasari
Universitas Jenderal Soedirman
laurensia.pratomo@unsoed.ac.id, dian.isnawati@unsoed.ac.id,
febyana.komalasari@unsoed.ac.id

Abstract

This study aims to develop and evaluate the Project to Strengthen Pancasila Student Profile (P5) module with a local wisdom theme. The P5 activities in this module are designed to enhance students' understanding of batik culture. The Research and Development (R&D) approach using the ADDIE development model was applied in this study. However, the research was limited to the third phase of ADDIE, which is the development phase. Therefore, the ADDIE model in this research consists of the analysis phase, the design phase, and the development phase. The P5 module utilizes the dimensions of collaboration, creativity, and global

diversity as indicators of the achievement of the Pancasila Student Profile. The developed module underwent validity testing by expert media validators and expert material validators. The assessment results indicate that the P5 module with the local wisdom theme is highly suitable for use in P5 activities.

Keywords: Independent curriculum; project to strengthen pancasila student profile; pancasila students profile

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi modul Proyek Penguatan Profil Pelajar Pancasila (P5) dengan tema kearifan lokal. Kegiatan P5 pada modul ini bertujuan meningkatkan pemahaman peserta didik tentang budaya batik. *Research and Development* (R&D) dengan model pengembangan ADDIE digunakan dalam penelitian ini. Penelitian ini dibatasi pada tahap ketiga ADDIE yaitu pengembangan, sehingga model pengembangan ADDIE dalam penelitian terdiri atas tahap analisis, tahap perancangan, dan tahap pengembangan. Modul P5 ini menggunakan dimensi gotong royong, kreatif, dan keberbhinnekaan global sebagai indikator pencapaian Profil Pelajar Pancasila. Modul yang dikembangkan telah melalui uji validitas oleh validator ahli media dan validator ahli materi. Hasil penilaian yang dilakukan menunjukkan bahwa modul P5 dengan tema kearifan lokal sangat layak untuk digunakan dalam kegiatan P5.

Kata Kunci: Kurikulum merdeka; proyek penguatan profil pelajar pancasila; profil pelajar pancasila

PENDAHULUAN

Terdapat temuan dari *Programme for International Student Assesment* (PISA) yang menunjukkan peserta didik berusia 15 tahun memiliki kompetensi yang rendah dalam literasi dan numerasi, hal ini ikut

diperparah oleh karena pandemi Covid-19 (Kemendikbudristek, 2024). Pandemi mengharuskan pembelajaran dilaksanakan secara daring dan ternyata proses pembelajaran ini dinilai tidak berjalan secara optimal. Pandemi mengakibatkan proses pembelajaran dan penanaman karakter peserta didik terhambat, salah satu penyebabnya yaitu oleh karena guru tidak mampu memantau secara langsung proses pembelajaran serta kurangnya pengalaman belajar yang dialami peserta didik (Pratomo, 2022). Oleh karena kurikulum 2013 tidak dapat diterapkan maka selama pandemi terjadi pemerintah mengumumkan penggunaan kurikulum darurat. Kurikulum ini adalah menyederhanakan Kurikulum Nasional untuk diadaptasi serta mampu memenuhi hak pendidikan selama kondisi darurat (Mabruri, 2021). Namun setelah pandemi berakhir, Kurikulum 2013 tidak digunakan kembali. Kurikulum 2013 dinilai kurang fleksibel dalam penyesuaian perubahan yang terjadi pada pendidikan maupun masyarakat (Gumilar et al., 2023). Perlu adanya perbaikan dan pembaruan kurikulum dikarenakan ilmu pengetahuan yang dinamis (Hartono et al., 2023) sehingga pemerintah merancang kurikulum baru bagi pendidikan di Indonesia.

Kurikulum Merdeka dirancang sedemikian rupa dengan tujuan memperbaiki sistem pendidikan sehingga memungkinkan peserta didik beradaptasi dengan tuntutan zaman (Tunas et al., 2024). Melalui pembaruan kurikulum ini, memungkinkan pembelajaran menjadi mandiri, kreatif, memiliki kebebasan, dan inovasi (Waton, 2023). Selain itu melalui kurikulum merdeka peserta didik diajarkan melestarikan budaya dan integrasi pengetahuan lokal, dengan harapan memperkaya pengalaman pendidikan serta memperkuat warisan budaya peserta didik (Hartono et al., 2023). Selain memungkinkan guru secara bebas memilih bahan dan metode pembelajaran (Azita et al., 2023), Kurikulum Merdeka menawarkan pembelajaran berbasis proyek dan pengembangan *soft skill* peserta didik dengan lebih baik terutama dalam menghadapi era digital (Gumilar et al., 2023). Kurikulum Merdeka menempatkan peserta didik sebagai pusat dalam pembelajaran, dengan cara mengasah kreativitas dan memanfaatkan berbagai pendekatan pembelajaran sehingga pengalaman belajar yang dialami peserta didik mampu meningkatkan ketertarikan dan bakat peserta didik secara personal (Hanani et al., 2024).

Terlepas dari hal tersebut, Kurikulum Merdeka tidak hanya berfokus pada peningkatan kualitas pembelajaran namun juga memberdayakan peserta didik agar bertanggung jawab pada proses pembelajaran mereka sendiri (Anggini et al., 2024). Kurikulum Merdeka juga mempunyai pembeda yaitu adanya integrasi nilai-nilai Pancasila sebagai pendidikan karakter dan landasan moral melalui Proyek Penguatan Profil Pelajar Pancasila (Ratnawati et al., 2024) atau disebut dengan istilah P5. Proyek Penguatan Profil Pelajar Pancasila (P5) merupakan komponen utama pada Kurikulum Merdeka dengan tujuan memperkuat kompetensi maupun karakter peserta didik sehingga selaras dengan nilai-nilai Pancasila serta menanamkan Profil Pelajar Pancasila kepada peserta didik. P5 mengacu pada proyek kurikulum “Penguatan Profil Pelajar Pancasila” yang inovatif dan berfokus pada pembangunan karakter melalui pendekatan kolaboratif, interaktif, berbasis proyek, dengan tujuan untuk menanamkan nilai-nilai Pancasila (Khalifatun Nisa et al., 2024). Integrasi nilai-nilai Pancasila dalam Kurikulum Merdeka tertuang ke dalam 6 dimensi Profil Pelajar Pancasila yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bergotong royong, 4) berkebhinekaan global, 5) bernalar kritis, dan 6) kreatif (Kemdikbudristek, 2022). Seluruh dimensi merupakan kesatuan utuh yang harus diterapkan kepada peserta didik sejak usia dini.

Melalui P5 pendidikan tidak hanya berfokus pada penanaman pengetahuan saja namun juga menumbuhkan keterampilan hidup penting bagi peserta didik sehingga dapat selaras dengan nilai-nilai nasional. Penanaman etika serta tanggung jawab sosial yang ditanamkan dalam P5 diharapkan dapat mempersiapkan peserta didik dalam berkontribusi kepada masyarakat (Hilmattunnisa & Sidqi, 2024). Penanaman nilai-nilai Pancasila membutuhkan proses dan waktu yang berkesinambungan, sebab karakter peserta didik tidak dapat dibangun secara instan. Selain hal tersebut, perlu adanya perhatian khusus bagi pendidik dalam merancang pembelajaran P5 agar tujuan Kurikulum Merdeka dapat dicapai. Sebelum kegiatan P5 dilaksanakan, sekolah bersama pendidik dapat mendesain kegiatan P5. Kegiatan P5 dapat dirancang dalam bentuk modul P5 yang dikembangkan berdasarkan peraturan dan pedoman yang diberikan oleh pemerintah.

Perlu ditentukan lebih dulu tema yang akan diusung dalam kegiatan P5 di sekolah sebelum penyusunan modul P5. Pemerintah telah menetapkan tema Proyek Profil Pelajar Pancasila yaitu gaya hidup berkelanjutan, kearifan lokal, Bhinneka Tunggal Ika, bangunlah jiwa dan raganya, suara demokrasi, berekayasa dan berteknologi untuk membangun NKRI, dan kewirausahaan, kebermanfaatan, dan budaya kerja. Penelitian ini mengusung tema kearifan lokal dalam pengembangan modul P5 pada fase F (SMA).

Sebelum dilakukan pengembangan modul P5 kearifan lokal, dilakukan pengamatan dan wawancara kepada peserta didik di fase F SMA Katolik Karitas III Surabaya. Ditemukan bahwa peserta didik masih bingung mengidentifikasi bahan dan alat yang digunakan dalam membatik. Selain itu diketahui pula bahwa peserta didik tidak mengetahui proses membatik terutama batik tulis yang dikerjakan melalui proses yang relatif lebih lama dengan peralatan beragam dibandingkan metode membatik lainnya. Peserta didik tidak memahami urutan yang benar dalam menghasilkan batik tulis, terutama pada proses pemberian warna batik ternyata diperlukan proses pemberian lilin pada kain. Temuan ini menunjukkan bahwa peserta didik belum memahami mengenai proses membatik dan diperlukan tindakan yang dapat membangun kecintaan untuk melestarikan budaya kepada peserta didik.

Kegiatan P5 dalam kurikulum merdeka menjadi salah satu media yang dapat digunakan dalam mengembangkan pemahaman budaya membatik kepada peserta didik. Diperlukan rancangan kegiatan yang disusun sesuai dengan kebutuhan peserta didik yaitu memahami proses dalam membatik terutama batik tulis. Peneliti menilai bahwa kegiatan P5 yang dirancang dengan baik dapat dalam modul P5 dapat meningkatkan Profil Pelajar Pancasila yang diukur dengan ketercapaian dimensi Profil Pelajar Pancasila yaitu dimensi gotong royong, dimensi kreatif, dan dimensi berkebhinekaan global. Oleh karena hal tersebut, peneliti bertujuan merancang modul pembelajaran P5 dengan tema kearifan lokal yang bertujuan melestarikan budaya.

Hasil penelitian yang dilakukan oleh Sulistiawati dkk. (2022) menyajikan implementasi P5 dengan tema kearifan lokal di tingkat

sekolah dasar. Proses mendesain kegiatan P5 dimulai dengan proses perencanaan proyek yang meliputi pembentukan tim fasilitator proyek, dilanjutkan dengan mengidentifikasi kesiapan sekolah dalam menjalankan proyek, kemudian menentukan dimensi, tema, dan alokasi kegiatan P5 yang disusun dalam bentuk modul P5, dan diakhiri dengan pengembangan asesmen P5. Pada penelitian tersebut dimensi yang diangkat dalam kegiatan P5 adalah kemandirian, keberbhinnekaan global, dan gotong royong. Penelitian yang dilakukan oleh Qonitah (2024) memaparkan proses penyusunan modul P5 di jenjang SMP dengan tema bangunlah jiwa dan raganya yang berkaitan dengan permainan tradisional nusantara. Modul yang disusun memiliki komponen diantaranya profil modul, tujuan, alur, dan target pencapaian proyek, dimensi kegiatan P5, serta rincian aktivitas yang terdapat dalam kegiatan P5. Penelitian milik Maharani dkk. (2024) menyajikan pengembangan modul P5 mengenai “Visualisasi Tari Sipatmo” dengan dimensi berpikir kritis, kreatif, dan kolaboratif. Modul P5 tersebut dirancang untuk peserta didik pada fase D dengan komponen modul meliputi tujuan, media, langkah-langkah kegiatan, serta asesmen dalam kegiatan P5.

Beberapa penelitian yang diuraikan tersebut belum terdapat penelitian yang fokus pada mengembangkan modul P5 dengan tujuan meningkatkan pemahaman peserta didik terhadap proses batik tulis khususnya pada fase F (SMA). Oleh karena itu peneliti ingin mengembangkan modul P5 yang menyajikan secara menyeluruh komponen modul P5 dengan tema kearifan lokal melalui penetapan fase peserta didik, tema kegiatan P5, dimensi dan sub elemen Profil Pelajar Pancasila, tujuan kegiatan, alur kegiatan, serta indikator pencapaian peserta didik berdasarkan dimensi Profil Pelajar Pancasila. Modul P5 dalam penelitian ini disusun sebagai media dalam kegiatan P5 yang dapat digunakan secara berkelanjutan bagi guru maupun siswa dengan bentuk yang sistematis, menarik, dan mudah dipahami. Modul yang dibuat telah memuat gambaran umum proyek, tujuan umum proyek, relevansi dengan lingkungan sekolah, alur proyek, Profil Pelajar Pancasila, perkembangan sub elemen antar fase, rangkaian aktivitas, rubrik penilaian, glosarium, dan bahan bacaan untuk guru.

Melalui pengembangan modul P5 berjudul budayaku identitasku yang disusun oleh peneliti ini peserta didik dan guru dapat memahami lebih dalam mengenai proses yang harus dilakukan untuk membuat batik tulis serta memberikan rancangan yang dapat mengoptimalkan proses peningkatan pemahaman peserta didik mengenai budaya batik tulis. Harapannya peserta didik yang memiliki pemahaman mengenai budaya membatik mampu menanamkan kebudayaan sebagai identitas bangsa. Walaupun demikian penelitian ini masih terbatas pada pengembangan modul kegiatan P5 dengan tema kearifan lokal.

METODE PENELITIAN

Metode R&D digunakan dalam penelitian ini berupa penyajian desain atau rancangan pembelajaran Proyek Penguatan Profil Pelajar Pancasila (P5) dengan dimensi gotong royong, kreatif, dan berkebhinekaan global. Desain pembelajaran ini diterapkan pada siswa kelas XI di SMA Katolik Karitas III Surabaya tahun pelajaran 2023/2024. Penelitian ini menggunakan model pengembangan ADDIE, yang meliputi tahap *analyze, design, development, implement, dan evaluation*. Walau demikian, oleh karena keterbatasan waktu dan biaya maka penelitian ini dibatasi pada tahap *development*. Penelitian ini juga telah melalui pengujian oleh validitas ahli media untuk memastikan kualitas dan efektivitas modul serta pengujian validitas ahli materi untuk mengecek konten yang terdapat modul P5 sudah benar, relevan, dan telah disusun secara sistematis.

HASIL DAN PEMBAHASAN

Hasil penelitian ini menggunakan model ADDIE yang dibatasi pada tahap pengembangan pada modul P5 peserta didik fase F yang bertujuan untuk menanamkan kebudayaan sebagai identitas bangsa melalui pengenalan budaya membatik kepada peserta didik. Tahapan ADDIE pada penelitian ini meliputi tahap analisis, perancangan, dan pengembangan. Pendekatan ADDIE dinilai dapat secara sistematis mengembangkan media pembelajaran yang disesuaikan dengan kebutuhan peserta didik (Purwanto dkk., 2024).

Tahap Analisis

Pada tahap analisis, hal yang perlu dilakukan pertama kali adalah (1) menganalisis kesenjangan, (2) menentukan tujuan instruksional, (3) konfirmasi audiens yang dituju, (4) identifikasi sumber daya yang diperlukan, dan (5) menentukan cara penyampaian produk. Pada tahap menganalisis kesenjangan, dilakukanlah pengukuran wawasan budaya batik kepada peserta didik secara sederhana. Analisis ini meliputi angket sederhana dengan pilihan jang “ya” dan “tidak” dengan pertanyaan yang berkaitan dengan sejarah, teknik, bahan, dan proses dalam membatik. Ditemukan bahwa 80% peserta didik tidak memahami proses pembuatan batik tulis. Peserta didik hanya mengetahui proses pembuatan pola dan pemberian warna. Hasil ini menunjukkan bahwa peserta didik belum memahami budaya batik secara mendalam. Memberikan pengalaman langsung yang bermakna merupakan upaya agar peserta didik lebih mencintai batik. Tujuan dari pengembangan modul ini adalah meningkatkan pemahaman peserta didik terhadap budaya batik. Dengan adanya modul ini diharapkan dapat menjadi pedoman pelaksanaan kegiatan P5 bertema kearifan lokal dan dapat meningkatkan pemahaman peserta didik mengenai proses yang harus dilakukan untuk membuat batik. Subjek penelitian ini merupakan peserta didik pada fase F di SMA Katolik Karitas III Surabaya. Adapun sumber daya yang diperlukan dalam penyusunan modul ini diantaranya adalah peraturan pemerintah mengenai pelaksanaan kegiatan P5, sumber referensi yang relevan dengan kegiatan P5, serta media pendukung lainnya. Penulis juga melakukan validasi modul kepada ahli media dan materi untuk dapat memberikan kritik dan saran atas modul yang disusun sehingga layak untuk digunakan. Modul P5 ini dapat digunakan sebagai pedoman pelaksanaan kegiatan P5 bagi para pendidik di fase F serta memberikan gambaran mengenai tujuan kegiatan P5 dan manfaatnya bagi peserta didik.

Tahap Perancangan

Tahap perancangan yang dilakukan pertama kali oleh peneliti yaitu menyusun materi yang digunakan dalam modul P5. Materi yang digunakan dalam modul ini berkaitan dengan kearifan lokal budaya batik tulis. Beberapa referensi yang digunakan yaitu buku, artikel penelitian, dan video pembuatan batik. Peneliti selanjutnya mencari peraturan serta

pedoman pelaksanaan kegiatan P5 yang telah ditentukan oleh pemerintah. Pembuatan instrumen validasi ahli materi dan validitas ahli media juga dilakukan pada tahap ini. Tujuan dari kinerja pengembangan modul ini adalah dihasilkannya modul P5 bertema kearifan lokal bagi peserta didik Fase F dengan dimensi gotong royong, dimensi kreatif, dan dimensi berkebhinekaan global. Adapun strategi penilaian pada penelitian ini adalah validitas ahli media dan validitas ahli materi.

Tahap Pengembangan

Tahap pengembangan pada penelitian ini memiliki beberapa langkah yaitu (1) menghasilkan konten modul P5 yang meliputi: penetapan fase peserta didik, tema kegiatan P5, dimensi dan sub elemen Profil Pelajar Pancasila, tujuan kegiatan, alur kegiatan, indikator pencapaian peserta didik berdasarkan dimensi Profil Pelajar Pancasila, serta (2) melaksanakan revisi formatif.

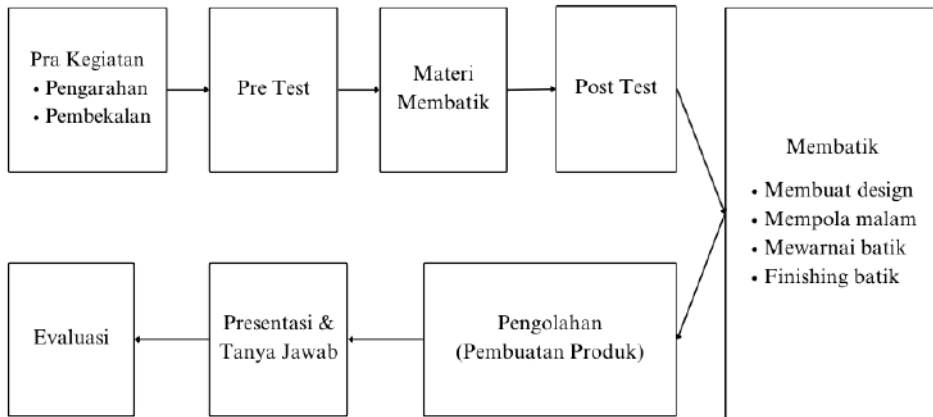
Konten pada modul P5 yang telah ditetapkan akan diuraikan sebagai berikut. Kegiatan P5 ini dirancang untuk peserta didik fase capaian F dan dilaksanakan selama 6 hari dengan mengusung tema kearifan lokal. Kegiatan ini menggunakan dimensi gotong royong, kreatif, dan berkebhinekaan global dengan tujuan menanamkan kebudayaan sebagai identitas peserta didik. Budaya yang diperkenalkan pada kegiatan P5 ini adalah batik. Adapun rincian elemen dan sub elemen setiap dimensi P5 yang digunakan:

Tabel 1 Dimensi, Elemen, Sub Elemen, dan Deskripsi Kegiatan P5 di SMA
Katolik Karitas III Surabaya

Dimensi	Elemen	Sub Elemen	Deskripsi
Gotong royong	Kolaborasi	Kerja sama	Membangun tim serta mengelola kerjasama dalam mencapai tujuan bersama sesuai dengan target yang ditetapkan
Kreatif	- Menghasilkan karya - Tindakan yang orisinal		Mengeksplorasi serta mengekspresikan pikiran maupun perasaannya dalam bentuk karya dan atau tindakan, serta mengevaluasinya dan mempertimbangkan dampak dan risikonya bagi diri sendiri dan lingkungannya dengan menggunakan berbagai perspektif
Berkebhinekaan global	Mengenal dan menghargai budaya	Mendalami budaya dan identitas budaya	Menganalisis pengaruh keanggotaan kelompok lokal, regional, nasional dan global terhadap pembentukan identitas, termasuk identitas dirinya. Mulai menginternalisasi identitas diri sebagai bagian dari budaya bangsa.

Sumber: Data primer yang diolah

Kegiatan P5 ini bertujuan untuk memperkenalkan budaya batik dengan harapan bahwa batik adalah warisan budaya yang harus dilestarikan peserta didik. Adapun tahapan kegiatan meliputi: (1) pra kegiatan; pengarahan dan pembekalan, (2) *pre test*, (3) materi membatik, (4) *post test*, (5) membatik; membuat *design* batik, mempola batik dengan malam, mewarnai motif batik, *finishing* batik, pencucian dan penjemuran kain batik, (6) pengolahan kain batik menjadi produk; (7) presentasi peserta didik dan tanya jawab, serta (8) evaluasi. Target luaran produk yang dihasilkan peserta didik tidak hanya berupa kain hasil membatik saja, namun kain tersebut harus diolah menjadi suatu produk dengan memiliki manfaat dan nilai jual. Setiap kelompok P5 diwajibkan membuat 3 produk dari kain batik yang sudah dibuat sebelumnya selama kegiatan P5. Produk yang dibuat peserta didik nantinya akan ditampilkan pada kegiatan festival yang rutin diselenggarakan di sekolah.



Gambar 1. Rancangan Tahapan Kegiatan P5 Membatik dengan Tema Kearifan Lokal

Sumber: Data primer yang diolah

Gambar 1 menunjukkan rancangan tahapan kegiatan P5 membatik bertemakan kearifan lokal. Kegiatan ini didesain selama 5 hari. Hari pertama dimulai dengan kegiatan pembukaan dan pengarahan yang dilakukan oleh Tim P5 dibantu oleh guru mata pelajaran di jam pertama. Kepala sekolah atau wakil kepala sekolah bidang kurikulum diperkenankan membuka acara dan memberikan wawasan mengenai tujuan kegiatan P5. Selanjutnya penyampaian *rundown* kegiatan dan pedoman penyusunan laporan harian dan laporan akhir kegiatan P5. Dilakukan pre-test terlebih dahulu sebelum pemaparan materi untuk mengukur pengetahuan dan pemahaman peserta didik mengenai budaya batik. Setelah pre-test dilakukan, kegiatan dilanjutkan dengan pemaparan materi yang telah disusun sebelumnya oleh Tim P5 dan kemudian peserta didik diberikan post-test. Materi Proyek Penguatan Profil Pelajar Pancasila (P5) “Budayaku Identitasku” di SMA Katolik Karitas III Surabaya meliputi sejarah, jenis motif batik, teknik membatik, proses membatik, serta alat dan bahan membatik.

Sebelumnya, peserta didik telah dibentuk dalam kelompok heterogen yang telah ditentukan oleh guru sebelum kegiatan P5 dimulai. Kegiatan inti yang dilakukan peserta didik di hari pertama dimulai dengan mengumpulkan peralatan serta bahan penunjang dalam membatik yang telah dipersiapkan oleh peserta didik, meliputi: alat tulis, kain mori, *water*

glass, pewarna kain, malam dingin atau malam panas, kompor, wajan kecil untuk mencairkan malam, dan canting. Peralatan dan bahan yang sudah dikumpulkan dalam kelompok selanjutnya digunakan untuk membuat pola batik terlebih dahulu. Peserta didik yang sudah selesai membuat pola batik di kain mori maka bisa dilanjutkan dengan memberi lilin. Kain selanjutnya diangin-anginkan agar lilin yang telah ditimpa pada kain mori menjadi dingin. Sebelum hari pertama diakhiri masing-masing peserta didik membuat laporan kegiatan harian yang diserahkan kepada tim P5. Hari kedua digunakan untuk pemberian warna pada kain mori yang sebelumnya telah diberikan lilin. Sebelum dijemur, kain batik diberi *water glass* agar warna lebih hidup dan tidak luntur. Kain yang telah diberi warna, kembali diangin-anginkan sebelum dilanjutkan ke tahap berikutnya.

Hari ketiga digunakan untuk mencuci dan menjemur kain batik setelah itu peserta didik diminta memulai menyusun desain laporan akhir yang akan dipresentasikan. Desain laporan yang disusun kemudian dilaporkan kepada tim P5 dan guru yang mengampu pada jam pelajaran tersebut untuk mengetahui proses dan kemajuan peserta didik selama kegiatan P5. Hari keempat dan kelima digunakan untuk membuat produk batik yang telah direncanakan peserta didik. Peserta didik diberikan kebebasan menggunakan bahan pendukung dalam menghasilkan produk. Pada hari keempat peserta didik membuat laporan akhir terkait proses pembuatan produk batik, sedangkan hari kelima laporan sudah harus siap dikumpulkan dalam bentuk cetak dan *soft file*. Kegiatan pada hari keenam peserta didik melakukan presentasi hasil karya batik yang telah menjadi produk melalui presentasi di kelas yang telah ditentukan. Guru selaku fasilitator melakukan penilaian dan sesi tanya jawab kepada peserta didik selama presentasi laporan akhir kegiatan P5.

Adapun kriteria laporan akhir yang harus dipenuhi peserta didik pada saat presentasi Bersama kelompok P5 yaitu harus memiliki halaman depan, data identitas anggota kelompok, gambar dan motif yang digunakan dalam kegiatan P5, alasan memilih motif batik, rincian warna yang digunakan dalam membatik, dan bukti kegiatan (foto) dari awal proses pembuatan batik hingga menghasilkan produk batik. Selain itu peserta didik diwajibkan membuat rincian keterangan produk batik yang

dibuat meliputi: alat dan bahan pendukung untuk membuat produk batik, langkah-langkah dan cara pembuatan setiap produk batik, serta analisis kegunaan dan daya jual produk batik. Peserta didik juga memaparkan evaluasi kelompok di akhir presentasinya. Evaluasi ini dipaparkan secara individu sehingga setiap peserta didik menceritakan kendala serta pengalaman yang diperoleh selama kegiatan P5. Hasil evaluasi tersebut nantinya dapat digunakan sebagai refleksi terkait sejauh mana tanggung jawab dan kontribusi yang telah diberikan peserta didik terhadap pencapaian kelompok.

Kegiatan pada hari keenam ditutup dengan *sharing* pengalaman dan kendala kegiatan P5 pada setiap kelompok P5 sebagai bentuk evaluasi bersama. Guru selaku fasilitator mengarahkan kegiatan *sharing* dan memberikan masukan kepada para peserta didik yang mewakili kelompok P5. Kegiatan ini memungkinkan peserta didik secara terbuka berbagi pengalaman dan melatih peserta didik untuk mampu memberikan apresiasi antar kelompok. Peserta didik menyampaikan kendala dan penyelesaian permasalahan yang ditemui selama mengikuti kegiatan P5 di dalam kelompok. Peserta didik dari kelompok lain menyimak dan memberikan tanggapan atas permasalahan tersebut dengan cara memberikan saran untuk mengoptimalkan kerja sama kelompok pada kegiatan P5 selanjutnya. Peserta didik yang melakukan *sharing* memberikan tanggapan dan menjadikan saran yang diberikan dari kelompok lain sebagai bahan evaluasi untuk kinerja kelompoknya.

Selain dilakukan penilaian pada saat peserta didik melakukan presentasi produk yang dihasilkan dari pengolahan batik, guru pada setiap jam pembelajaran harus melakukan penilaian yang telah disediakan oleh tim P5 terkait dimensi gotong royong, kreatif, dan berkebhinekaan global yang dicapai oleh peserta didik. Setiap individu bertanggung jawab atas segala pekerjaan yang telah diberikan. Seluruh penilaian akan diakumulasikan dan dikategorikan ke dalam kategori Mulai Berkembang (MB), Sedang Berkembang (SB), Berkembang Sesuai Harapan (BSH), dan Sangat Berkembang (SB). Adapun indikator yang digunakan untuk penilaian kegiatan P5 “Budayaku Identitasku” dengan dimensi gotong royong, kreatif, dan berkebhinekaan global sebagai Profil

Pelajar Pancasila yang ingin dicapai di SMA Katolik Karitas III Surabaya akan diuraikan sebagai berikut.

Tabel 2 Indikator Pencapaian Peserta Didik dalam Kegiatan P5
“Budayaku Identitasku” di SMA Katolik Karitas III Surabaya

Pengembangan Modul Proyek Penguatan Profil Pelajar Pancasila pada Fase F untuk
Meningkatkan Pemahaman Budaya Membatik pada Peserta Didik
Laurensia Claudia Pratomo, Dian Isnawati, Febyana Purtri Komalasari

Dimensi	Indikator			
	MB (1)	TB (2)	BSH (3)	SB (4)
Gotong royong	Pasif dalam kelompok	Pasif dalam kelompok	Aktif dalam kelompok	Aktif dalam kelompok
	Tidak mengerjakan tugasnya	Mengerjakan tugasnya	Mengerjakan tugasnya	Mengerjakan tugasnya
	Tidak membantu atau berkontribusi pada tim	Tidak membantu atau berkontribusi pada tim	Tidak membantu atau berkontribusi pada tim	Membantu atau berkontribusi pada tim
Kreatif	- Diam, tidak memberikan pendapat apapun - Tidak menjawab pertanyaan fasilitator	- Aktif memberikan pendapat - Aktif menjawab pertanyaan fasilitator	- Aktif memberikan pendapat - Aktif menjawab pertanyaan fasilitator	- Aktif memberikan pendapat - Aktif menjawab pertanyaan fasilitator
	Tidak membantu rekan kerjanya dalam hal memberikan solusi	Tidak membantu rekan kerjanya dalam hal memberikan solusi	Tidak membantu rekan kerjanya dalam hal memberikan solusi	Membantu rekan kerjanya dalam hal memberikan solusi
	Tidak ada hasil membatik dan hasil olahan membatik	Tidak ada hasil membatik dan hasil olahan membatik	Ada hasil membatik dan hasil olahan membatik	Ada hasil membatik dan hasil olahan membatik
Berkebhinekaan global	<i>Range Pre-test</i> dan <i>Post-test</i> adalah >20 poin	<i>Range Pre-test</i> dan <i>Post-test</i> adalah 20 - 29 poin	<i>Range Pre-test</i> dan <i>Post-test</i> adalah 30 - 39 poin	<i>Range Pre-test</i> dan <i>Post-test</i> adalah ≥ 40 poin

Sumber: Data primer yang diolah

Langkah kedua tahap pengembangan modul yaitu melaksanakan revisi formatif setelah melalui uji coba kelayakan modul P5 dari validasi ahli materi dan validasi ahli media. Kedua uji validasi dilakukan oleh dosen uji ahli materi dan dosen uji ahli media. Adapun hasil yang diperoleh keseluruhan untuk modul P5 dengan tema kearifan lokal terdapat pada tabel 3. Berdasarkan hasil penilaian keseluruhan uji ahli materi serta uji ahli media diketahui bahwa materi dan media yang terdapat dalam modul P5 dinilai sangat layak dengan masing-masing persentase 86% untuk materi sedangkan 82,5% untuk media.

Tabel 3 Hasil Penilaian Keseluruhan Uji Ahli Materi dan Media

Kategori	Persentase	Kriteria
Uji ahli materi	86%	Sangat Layak
Uji ahli media	82,5%	Sangat Layak

Sumber: Data primer yang diolah

Berdasarkan penelitian ini, pada tahap analisis modul P5 diketahui hasil pemahaman peserta didik mengenai budaya batik. Hasil menunjukkan bahwa mayoritas peserta didik belum memahami proses

pembuatan batik tulis secara mendalam. Berdasarkan temuan pada tahap analisis, peneliti merancang modul P5 dengan tujuan meningkatkan pemahaman peserta didik tentang budaya batik dan dimanfaatkan bagi pendidik dalam melaksanakan kegiatan P5 bertema kearifan lokal.

Pada tahap perancangan, peneliti menyusun materi yang berfokus pada kearifan lokal budaya batik tulis. Materi disusun mengacu pada sumber relevan dengan kegiatan P5 dan modul melalui validitas dari segi materi maupun media. Tujuan pada tahap perancangan adalah menghasilkan modul P5 yang dapat mengembangkan Profil Pelajar Pancasila peserta didik melalui dimensi gotong royong, kreatif, dan berkebhinekaan global. Pada tahap pengembangan didapatkan rancangan modul P5 pada fase F dengan tema kearifan lokal mengenai budaya batik. Modul ini mengintegrasikan dimensi Profil Pelajar Pancasila (gotong royong, kreatif, dan berkebhinekaan global) dengan susunan konten modul meliputi: penetapan tema, tujuan, alur kegiatan, serta indikator pencapaian peserta didik berdasarkan dimensi yang telah ditetapkan. Adapun hasil uji ahli materi dan media dikategorikan sangat layak dengan skor 86% untuk materi dan 82,5% untuk media. Tahapan yang disajikan dalam modul P5 bertema kearifan lokal ini terdiri atas pra kegiatan, pre-test, materi membatik, post-test, proses membatik, pengolahan kain batik menjadi produk, presentasi, tanya jawab, dan evaluasi. Hasil akhir kegiatan ini adalah produk batik kreatif yang ditampilkan pada festival sekolah.

Berdasarkan hal tersebut, perancangan dan penyusunan modul P5 sangat perlu dipersiapkan sebelum kegiatan P5 dilaksanakan. Diharapkan dengan adanya pengembangan modul P5 ini dapat meningkatkan pemahaman peserta didik terhadap budaya membatik dan dimanfaatkan bagi pendidik dalam melaksanakan kegiatan P5 bertema kearifan lokal. Peningkatan pemahaman peserta didik ini dapat dikaji melalui ketercapaian indikator pada dimensi-dimensi yang telah diukur selama kegiatan P5. Pada modul ini dimensi yang dikaji sebagai indikator pencapaian Profil Pelajar Pancasila yaitu dimensi gotong royong, dimensi kreatif, dan dimensi berkebhinekaan global.

Hasil penelitian menunjukkan bila kegiatan P5 dapat membantu peserta didik dalam mengembangkan kreativitas, pemikiran kritis, kemandirian, dan wawasan global (Ratnasari, 2021). Penelitian dari Dwiyani et al. (2023) menunjukkan bahwa kegiatan P5 memberikan dampak positif pada kerja sama, keterampilan, serta tanggung jawab peserta didik. Selain itu, kegiatan P5 mendorong tumbuhnya sikap gotong royong, kreativitas, dan kesadaran atas keragaman global peserta didik. Sikap gotong royong merupakan hal penting bagi peserta didik sebab gotong royong merupakan nilai sosial yang penting dalam budaya Indonesia. Sikap ini dibentuk melalui kegiatan kolaboratif melalui pembelajaran sehingga peserta didik didorong bekerja sama dalam menyelesaikan proyek (Rachmawati et al., 2022). Selain gotong royong, kreativitas merupakan aspek yang diperkuat selama kegiatan P5. Selain memperkuat kemampuan akademik, kreativitas dapat mempersiapkan peserta didik menghadapi permasalahan dan tantangan global yang semakin kompleks. Kegiatan P5 yang dirancang pada modul ini memungkinkan peserta didik dalam menerapkan ide kreatif dalam konteks nyata, meningkatkan partisipasi dan motivasi peserta didik dalam proses pembelajaran (Christiananda et al., 2023). Kegiatan P5 juga berperan dalam membangun karakter berkebhinekaan global peserta didik, sebab peserta didik diajarkan untuk menghargai perbedaan dan berkolaborasi dengan individu dari latar belakang yang berbeda. Hal ini didukung dengan penelitian dari Rachmawati et al. (2022) yang menunjukkan bila pendidikan harus mencakup pengembangan karakter serta pemahaman lintas budaya. Berdasarkan uraian tersebut kegiatan P5 tidak hanya berfokus pada pencapaian akademik peserta didik, namun juga tetap memperhatikan pembentukan karakter yang kuat dan mampu beradaptasi dalam masyarakat yang beragam. Walaupun demikian, diperlukan pengembangan instrumen penelitian yang digunakan untuk mengevaluasi pelaksanaan kegiatan P5 sehingga Profil Pelajar Pancasila peserta didik mampu memperlihatkan hasil sesuai dengan tujuan Kurikulum Merdeka yaitu menanamkan nilai-nilai Pancasila.

Kesimpulan

Penelitian ini mengembangkan modul P5 dengan tema kearifan lokal bagi peserta didik Fase F dengan dimensi gotong royong, dimensi kreatif, dan dimensi berkebhinekaan global dengan tujuan meningkatkan pemahaman peserta didik tentang budaya batik. Pengembangan modul P5 ini menggunakan model pengembangan ADDIE dan dinyatakan sangat layak digunakan pada kegiatan P5 pada peserta didik di fase F. Penelitian dan pengembangan modul P5 ini diharapkan dapat menjadi pedoman pelaksanaan kegiatan P5 yang mengusung tema kearifan lokal batik tulis. Penelitian ini masih terbatas pada tahap pengembangan (*development*) sedangkan pada model pengembangan ADDIE memiliki lima tahapan. Diharapkan peneliti selanjutnya dapat melanjutkan dua tahap ADDIE yaitu implementasi dan mengevaluasi kegiatan P5 yang dijalankan berdasarkan modul P5 ini. Peneliti berikutnya juga dapat pengembangan instrumen yang mampu digunakan dalam mengevaluasi pelaksanaan kegiatan P5 dan menguji pengaruh kegiatan P5 terhadap nilai-nilai Pancasila yang ditanamkan pada peserta didik.

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AN IN-DEPTH LEARNING APPROACH: A CASE STUDY IN A FACULTY OF EDUCATION IN TANGERANG, INDONESIA

[PENDEKATAN PEMBELAJARAN MENDALAM: STUDI KASUS DI FAKULTAS PENDIDIKAN DI TANGERANG, INDONESIA]

Juniriang Zendrato

Universitas Pelita Harapan

Juniriang.zendrato@gmail.com

Abstract

Christian schools in Indonesia are expanding rapidly, necessitating a need for more skilled and qualified Christian teachers. Therefore, the research, which applies the qualitative approach with case study procedures, aims to offer an in-depth learning approach as a solution to provide reflective, responsive and responsible Christian teachers for Indonesia. The data gathered were course outlines, assessments, class activity photos, and student work. The result was that the in-depth learning approach was implemented by the Faculty of Education in Tangerang, Indonesia. It was shown by its teaching learning, which emphasized meaning making; challenged critical thinking, integrated faith and knowledge, as well as practiced problem solving. To make in-depth learning approach sustained in the future, the Faculty of Education must incorporate strategies such as negotiating power relations, creating a meaningful curriculum,

fostering a culture of reflection, providing opportunities to explore new ideas and concepts, challenging traditional power dynamics, and transforming digital classrooms. For further research, conducting interviews and observations with students from the Faculty of Education is recommended to assess the impact of in-depth learning implementation.

Keywords: Christian education; Christian teacher; in-depth learning

Abstrak

Sekolah kristen di indonesia berkembang pesat, sehingga kebutuhan akan guru Kristen yang terampil dan berkualitas semakin meningkat. Oleh karena itu, penelitian ini, yang menggunakan pendekatan kualitatif dengan prosedur studi kasus, bertujuan menawarkan pendekatan pembelajaran yang mendalam sebagai solusi untuk menghasilkan guru Kristen yang reflektif, responsif, dan bertanggung jawab bagi Indonesia. Data yang dikumpulkan meliputi silabus mata kuliah, penilaian, foto aktivitas kelas, dan hasil karya mahasiswa. Hasilnya menunjukkan bahwa pendekatan pembelajaran yang mendalam telah diterapkan oleh Fakultas Pendidikan di Tangerang, Indonesia. Hal ini terlihat dari proses pembelajaran yang menekankan pada pembentukan makna, menantang kemampuan berpikir kritis, mengintegrasikan iman dan pengetahuan, serta mempraktikkan penyelesaian masalah. Untuk menjaga keberlanjutan pendekatan pembelajaran mendalam di masa depan, Fakultas Pendidikan perlu menerapkan strategi seperti: negosiasi dalam hubungan kekuasaan, menciptakan kurikulum yang bermakna, mendorong budaya refleksi, memberikan kesempatan untuk mengeksplorasi ide dan konsep baru, menantang dinamika kekuasaan tradisional, dan mentransformasi ruang kelas digital. Untuk penelitian selanjutnya, disarankan untuk melakukan wawancara dan observasi terhadap mahasiswa Fakultas Pendidikan guna menilai dampak penerapan pendekatan pembelajaran mendalam.

Kata kunci: Pendidikan Kristen; guru Kristen; pembelajaran mendalam

Introduction

Indonesia is a developing country with 281.603.800 citizens (*Statistik Indonesia 2024 - Badan Pusat Statistik Indonesia*, n.d.). Based on 2010 data, Indonesia had more than 1,340 ethnic groups (*Sebaran Jumlah Suku Di Indonesia | Indonesia Baik*, n.d.). Among them, 11% of the citizens are Christians. Although the percentage is small, Christian schools grow rapidly. During this rapid progress, they certainly face various challenges, such as curriculum, multicultural education, and educational quality.

According to Prasetyawati's research in 2022, it found that the Christian curriculum is still separated in terms of curriculum, courses, learning strategies, and lifestyle. In fact, Christian education, null curriculum, and various learning strategies are unseparated, interrelated, and complementary (Prasetyawati, 2022, p. 217). Another problem is the issue of multicultural education. The multicultural education gave an impact to any education including Christian schools in Indonesia. It formed the teaching model, the concept of multicultural Christian education, and the implementation of cultural studies insights (Suardana et al., 2023, p. 3).

There is also the issue of educational quality. Some Christian institutions were carelessly managed in terms of quality (such as giving certificates to unqualified students). They had poor facilities, such as the campus was in a rented shop house and the number of classrooms was very limited. Other facilities did not yet use the information system; they were still manual (Harianto, 2023, pp. 1–2).

Seeing the above problems, it is necessary to have a good Faculty of Education in Indonesia to improve the quality of Christian education. Saderach in his research aimed to find the relationship between the role of Christian teachers and community development in the Dayak tribe in Indonesia. The findings show that there is a positive impact of the role of Christian teachers in community development. It emphasizes that good Christian teacher education is essential to improve human resources and

the success of local government programs in creating social, economic and human rights justice (Saderach, 2020, p. 305).

Another research by Naibao (2023) stated that it was important for Christian Education teachers to understand what professional competencies were and apply them in the teaching and learning process. The teacher was a role model through both words and behavior and would be imitated by the students; that is why they had to teach the students professionally. It would influence the formation of the character and morals of the students. If teachers did not have professional competence, the goal of Christian education to shape the Christ-like characters of students could not be implemented (Naibaho, 2023, p. 7).

The character of a Christ-like teacher will produce a professional Christian teacher with character and excellence. Good teachers will produce good students. The personalities of the teachers become the basis of their professional development. Personality development can be achieved through continuous training and discipleship. Professionalism is developed through skill and pedagogical training in accordance with the development of 21st century learning. However, Napitupulu said that being a teacher who was committed to God's call, building oneself in the character of Christ and continuously developing oneself with various skills was the responsibility of a teacher to build excellent and competent resources (Napitupulu, 2020, p. 25).

To provide good Christian teachers in Indonesia who are mature in Christ, who have Christ-like characters, and professional competences, and have an impact on society, it is necessary to build a Faculty of Education. This Faculty of Education should have integrity, well management, and a Christian curriculum. One of the Faculty of Education in Indonesia is a private Christian university in Tangerang.

The Faculty of Education has a full scholarship for students from all over Indonesia who want to become missionary teachers. Among those issues and needs of Christian Higher Education in Indonesia, the learning approach will be the focus of the paper's discussion. The appropriate learning approach should be able to prepare multicultural Faculty of Education students to have the international standard and competency,

as well as to be ready to teach with best practices in the digital technology environment. In-depth learning is one of the learning approaches suitable for teaching adults. According to Bland, the in-depth learning approach helps students to see the connections between the courses studied, the learning reflection, and challenges. Students become invested in their learning as they recognize its immediate relevance for their lives in their real world (Bland, 2022, p. 3). Therefore, this paper will discuss the implementation of in-depth learning in the Faculty of Education in Tangerang, Indonesia.

The Biblical and Theological Foundation of Learning

The center of Christian education is the Bible, God's word. Its purpose is to help students know who they are, their Creator, and how to respond to the Creator's mandate. The commitment to the Bible as God's revelation to mankind cannot be satisfied with learning confined to the Bible. Biblical learning requires change or transformation in response to the word of God (Clark et al., 1991, p. 106).

There are five levels of learning that help Christian teachers. First, repetition is the ability to repeat without thinking or meaning. Second, recognition is the ability to recognize biblical concepts. Third, restatement is the ability to express or relate concepts to the biblical thinking system. Fourth, relation is the ability to connect the truths of the Bible to life and observe appropriate responses. Fifth, realization is an actualization to apply the truth of the Bible in everyday life (Richards & Bredfeldt, 2020, p. 75). The aim of Christian education is to bring learning to the level of realization (Clark et al., 1991, p. 107).

Christian education is unique because of its subject, the Bible, the revelation written by God; its purpose, the spiritual transformation of life; its spiritual dynamic; and the work of the Holy Spirit (Gangel & Hendricks, 1988, p. 32). The students learn about the Bible itself as a subject. Its purpose is to transform the lives of students. The Holy Spirit plays an important role in student spirituality.

The Bible is taught in Christian education. The Bible is not only the information about God that is communicated in revelation, but God discloses Himself through the information about Himself (Clark et al., 1991, p. 107). Romans 1:16-32 states that when one confronts the information of God, he confronts God (Richards & Bredfeldt, 2020, p. 54). When students learn about the Bible in Christian education, they meet God.

The Bible teaching is not an end in itself, but it means an end. The purpose of Christian education is to let students know God and grow up in the likeness of Christ. This is a transformational process (Clark et al., 1991, p. 108). John 14:21 said: "He who has my commandments and keeps them is who loves Me; and he who loves Me will be loved by My father, and I will love him and reveal myself to him." John reminds Christian educators that they need to help their students love God, live in His Word, and grow in Him through teaching learning.

Christian education is not only a human effort, especially in the teaching-learning process. Teaching God's word is a supernatural task, and the Holy Spirit plays a vital role. The Holy Spirit fills, guides, and provides the teacher, illuminates the word, opens the student's heart to the word, and empowers the student to respond in obedience (Clark et al., 1991, p. 108). Christian educators cannot neglect the role of the Holy Spirit in teaching because it is His purpose to make students His disciples. Educators are only His instrument.

The nature of the learner is that the physical growth process is obvious to the individual. The Scripture uses the concept of growth to describe physical maturity (Luke 2:40), knowledge of the Lord (2 Peter 3:8), and faith (2 Corinthians 10:15). Apostle Paul acknowledges that from childhood to adulthood, his cognitive abilities have changed (Corinthians 13:11) (Clark et al., 1991, p. 113). Christian educators need to help students grow holistically as God commanded, so not only in physics but also in cognitive and affective studies. The objective of Christian education is to transform people. This goal is not limited to knowledge, emotional, and willpower, but covers three elements: knowledge, feeling, and doing (Clark et al., 1991, p. 114).

The teacher guides the students through the process of relating God's words to life by the power of the Holy Spirit. Modeling is essential to teaching and learning when students observe the Word of God demonstrated in the life of the teacher (Clark et al., 1991, p. 115). Modeling by teachers is the best way to teach the Bible to students. They can process the knowledge about the Bible by seeing real examples of living in His Word.

In summary, the core principles of Christian education emphasize the Bible as central to understanding one's identity and relationship with God. It describes Christian education's unique aim of transforming lives spiritually, facilitated by the Holy Spirit. Five levels of learning help Christian educators guide students from repetition to realization, culminating in applying biblical truth in daily life. Education is not merely informative but transformational, with the intention of cultivating a likeness to Christ and a holistic growth in knowledge, attitude, and action. Teachers play a crucial role, acting as models of living according to God's word, thereby influencing students through example and teaching. The Holy Spirit is vital in guiding, empowering and illuminating the learning process, making Christian education a process of creating disciples and not just imparting knowledge.

Learning Approaches

Knowledge is what is known or how to do it. Learning is changing on what is known or can be done (Claxton, 2018, p. 17). Learning means using a meaning that is already made to guide thinking, acting, or feeling about what is currently experiencing (Mezirow, 1991, p. 11). An approach can only be easily applied to a specific teaching and learning environment because it is the result of the interaction between the student and the context (Entwistle, 2000, p. 5). Therefore, a learning approach is a way to change what is known or done based on the interaction between the student and the context.

One of the adult learning approaches is in-depth learning. In-depth learning involves critical analysis of new ideas, linking them to concepts and principles already known, and ensuring that information is

understood and maintained for a long time so that it can be used to solve problems in new contexts (Bran, 2010, p. 234). Its characteristics are the search for meaning, the focus on central arguments or concepts to solve problems, the active interaction, the distinction between arguments and evidence, the connection between modules/sections/units, the relationship between new knowledge and previous knowledge, and the connection between course content and real life.

The in-depth learning approach encourages students to have curiosity, work on tasks, be mentally engaged, have appropriate knowledge, develop interests, have good time management, and increase confidence. Teachers will engage students in active learning, using assessments that require deep thinking, to relate new material to what students already know and understand, to let students make mistakes without penalty and to reward their efforts, to assess learning outcomes consistently and fairly, and thus to establish trust (Bran, 2010, p. 238).

Christian schools use various teaching learning approaches that integrate faith with learning and emphasize holistic development and character education. An excellent approach for this is to incorporate faith into the curriculum, which is often reflected in the teacher's teaching methods. Research shows that teachers in Christian schools can teach in a way that reflects their Christian identity and consciously integrate religion into educational methods and interactions with students (Witwer, 2024, p. 22). This integration is not only an add-on but is the fundamental aspect of the educational experience that shapes the content and teachings of the classroom. Integration involves the development of the interconnection, relationship, and mutual understanding between Christian truth and academic content and 'the construction of a worldview' (Harris, 2004, p. 227). Integration of faith and learning seeks to create an integrated relationship between Christian faith and human knowledge (Hasker, n.d., pp. 234–235).

In conclusion, this discussion explores the concepts of knowledge and learning, emphasizing that learning involves altering what is known through the interaction between students and their environments. It

discusses in-depth learning as an adult learning approach that involves critical analysis, linking new ideas to existing knowledge, and applying this understanding to new contexts. The characteristics of in-depth learning include searching for meaning, emphasizing core concepts, and connecting new and previous knowledge to real life. Teachers can foster in-depth learning by engaging students in active learning and fair assessments. Additionally, in Christian schools, the integration of faith with learning is highlighted, focusing on holistic development and character building. This involves incorporating faith into the curriculum and teaching methods, enabling the integration of Christian truths with academic content to form a biblical Christian worldview.

Research Methods

This study employs qualitative research to explore and interpret phenomena, events, and social activities. It uses a descriptive methodology. Following Haki, the findings are articulated through words and language to enhance comprehension of the context and significance of the analyzed phenomena (Haki et al., 2024, p. 6).

Qualitative research encompasses various types, and this paper uses case study research. Johnson & Christensen suggest that a case study is a type of qualitative research aimed at offering a comprehensive account of one or more instances (Johnson & Christensen, 2016, p. 580). The stake identifies three types of case study. The paper employs an intrinsic case study in which the researcher's main focus is to comprehend a specific case. The objective is to describe a program and assess its operational effectiveness. The researcher seeks to explore an unfamiliar phenomenon through an in-depth analysis of a single case (Stake, 1995, p. 3).

According to Haki, the data collection process begins with 1) developing research questions; 2) gathering documents; 3) analyzing these documents; and 4) drawing a conclusion from the document analysis (Haki et al., 2024, pp. 14–15). The research question is focused on how the Faculty of Education implements the in-depth learning approach in their teaching learning process. The documents reviewed

and analyzed include the semester course outline, course assessments, photos of class activities, and students' work as learning outcomes. Finally, the conclusion drawn from the document analysis highlighted the implementation of in-depth learning as one of the adult learning approaches employed by the Faculty of Education.

Faculty of Education Teaching and Learning

The Faculty of Education was built in Tangerang, Indonesia, in 2006. It is part of a private Christian university, one of the largest Christian universities in Indonesia. It has served Christian education in Indonesia for 19 years. Provides a Christ-centered education, developing excellent, holistic and transformative learning based on Reformed Theology in order to produce reflective, responsive and responsible Christian teachers for Indonesia with international standard, capable of teaching in the context of Indonesian culture (UPH & Harapan, n.d.).

The students at the Faculty of Education come from different areas of Indonesia. They bring their own unique cultures. Culture can encourage or discourage transformative thought (Mezirow, 1991, p. 3). So, it becomes a challenge for Faculty of Education professors to teach them about the Bible through education and prepare them to be missionary teachers who will serve education in Indonesia.

Based on the learning approach theories explained in the previous part, the implementation of the Faculty of Education in-depth learning approach will be evaluated. In-depth learning is one of the adult learning approaches. It is a learning approach that guides students to understand the meaning of life, develop their critical thinking, integrate faith and knowledge, and be able to solve the problem. Below is evidence that in-depth learning has been applied in teaching and learning at the Faculty of Education.

First, teaching makes life meaningful (Bran, 2010). Meaning is making sense of or giving coherence to our experiences. Meaning is an interpretation. In transformative learning, an old experience (or a new

one) from a new set of expectations is reinterpreted, thus giving a new meaning and perspective to the old experience (Mezirow, 1991, p. 11).

Table 1: A Case Study Assessment Cross-cultural Understanding

Hometown/origin: Central Kalimantan, Tamiang Layang.

No	Cross Cultural Problems (read page 2.2-2.5)	Causes of Cultural Conflicts (read page 2.5-2.8)	Possible solutions from biblical perspective
1	Some of Muslim people from Java didn't want to accept the cuisine that have been given to them.	Hesitate to accept the food that has been given because of their beliefs. They thought there were processed pork when actually it isn't.	Based on Mark 7:15, it stated that something that we eat not going to make us defiled it's rather something that come out of our mouth (our own words) that going to make us impure. However, we still shouldn't force other people with other beliefs to have the same understanding. Rather than give them processes food, it's probably better to give them fresh fruits or vegetables instead. It's even better to explain to them the ingredients and the way food is made so they don't need to worry.
2	Some new comers afraid of the native people (Dayakness).	There are some stereotype that says Dayakness people do black magic, practice cannibalism, and the practice of Ngayau tradition.	Trying to approach and welcome them nicely is a good way to convince them. Other than that, it's a good idea to explain them that not all the Dayakness people still practice the old beliefs. Most of them even has repent and convert to Christianity. This story also pretty similar with the story of the Samaritan. the Jews did not want to associate with the

In-depth learning is the connection of new knowledge and previous knowledge. It connects course content with real life. In the context of Faculty of Education, it can be seen from assessment projects, such as case studies, research-based, or project-based learning. The assessment is given to guide students to find meaning in life. Figure 1 gives an example of a student who comes from a certain tribe in Indonesia. She found cultural problems in her hometown. She realized that they became problems when she learned about Christian culture from a biblical perspective. Her paradigm shifted from common culture to a cultural problem.

Second, in-depth learning challenges critical thinking. It applies higher-order thinking skills. Students are expected to improve their critical thinking skills. The teaching method applied in the classroom is discussion, debating, presenting the research results, essay writing, etc. Figure 2 describes a group who presented their research on cultural problems in education. They obtained the data from interviewing a schoolteacher. They analyzed the educational problems in the interview

data. Analyzing requires critical thinking. Thinking becomes more critical through the process of question-and-answer sessions.



Figure 1: Class Presentation of Intercultural Communication and Teaching

Third, making life meaningful as a Christian requires the integration of faith and knowledge. All students at the Faculty of Education should study 26 credits of systematic theologies. In addition, all professors apply the theological foundation to design the courses. It can be seen from the course description of each course. Figure 3 describes the biblical theological narration and the description of the Introduction to Christian Education course. It informs the readers that the source of content knowledge learned by the student is the Bible itself.

2. Biblical Theological Narration and Course Description

God reveals Himself through His creation, the world, and all that is in it to reveal His glory. God created man as God's image and map to enjoy His creation and manage all its potential wisely (Genesis 1). All of God's creation is open to be known, learned, and managed so that men can commune and worship God in His glory. Christian education is an effort to bring learners to know God and His world. The disciples needed to see the world in terms of how God wanted them to see and understand it. However, the fall in sin makes man and the whole purpose of creation no longer in accordance with God's will. Man and the universe no longer glorify God and instead of becoming rebellious and glorifying himself. The effects of a sinful world and educational purpose often fall on the glory of man, rather than the glory of God. The sin of educational practice is affected by a variety of secular views and philosophies that do not involve God in His story. Christ was sent down into the world to free man from the bondage of sin and bring restoration to His created world. Therefore, Christian education aims to restore the direction, purpose, and process of education based on the Word of God. Christian education direction must return to line with what God does in His created world. Christian education facilitates His likeness to disciple who have fallen into sin, who need the work of Christ's redemption and sanctification, to be more Christlike. In its implementation, the ultimate goal of Christian education is the glory of God by creating not only a shalom community, but also a healing community that can be felt by students through various activities in the classroom.

This course is designed to introduce Christian Education and exploration of teaching as a profession and vocation. A Christian philosophical framework was developed to help students critically examine relevant educational issues and evaluate classroom practice. The course also provides practice of basic pedagogical concepts to help students develop and assess their talents and interests as a teacher. Students will learn to articulate and practice a gospel-centered holistic worldview of Christian education.

Figure 2: Biblical Theological Narration and Course Description of Introduction of Christian Education

Fourth, in-depth learning will lead students to practice problem solving. The students do not only learn theories, but they need to be able to use the theories to solve the problems in the world around them. Figure 4 explains that a student's work. It is the result of a research on a classroom topic. It is about the ideal world from a biblical perspective, issues (fallen world) and the redemption (the problem solution). The problems are analyzed based on the theories studied.

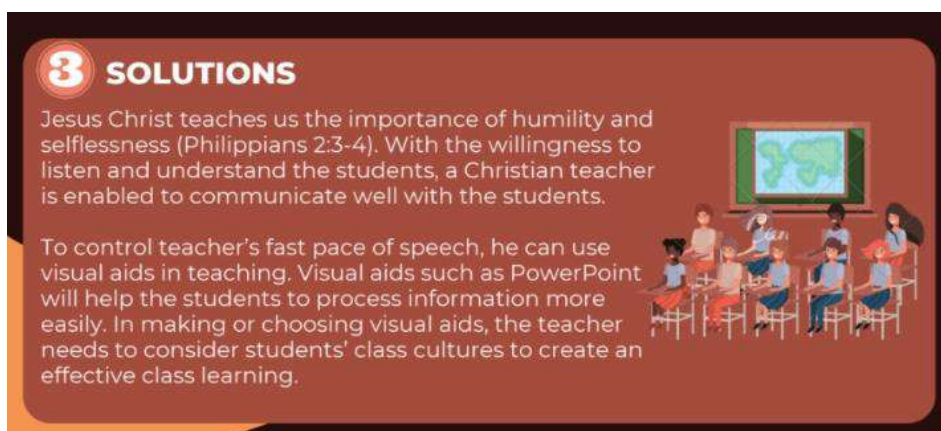


Figure 3. Infographic of Cross-Cultural Understanding

The above evidence shows that in-depth learning has been done. Activities in the classroom and written documents are not enough. Relationships between professors and students in higher education play

an important role. The thing to improve is the power distance between professors and students. Some students experience what is called Siberian syndrome. It is the habit of students to fill the distant corners first. They construct themselves as an intellectual exile (Shor, 1996, p. 12). It is the reactive desire of a student to respond to unequal power and institutional discipline. It is a metaphor representing cultural conflict in undemocratic classrooms (Shor, 1996, p. 14).

Indonesia, as one of the collectivist societies identified with Asian nations, has a large power distance. Most people expect and desire inequality in power. The relationship between students and teachers in such contexts tends to be more formal in nature, with educators predominantly initiating and steering class communication. It indicates a strong teacher-centered approach. Students may hesitate to participate and avoid confrontations or debates (Sofyan et al., 2021, p. 3). Teachers cannot be authentic in teaching. They tend to look good in front of the students, with no mistakes. Making mistakes will be a shame.

In summary, the Faculty of Education aims to develop responsive, reflective, and responsible Christian teachers by leveraging the in-depth learning approach. This approach connects new and previous knowledge, facilitates critical thinking, and encourages the integration of faith with education. Through case studies and interactive methods such as discussions and debates, students are taught to analyze cultural problems using biblical perspectives. However, challenges remain due to cultural dynamics and power distance in the classroom, which can impede open communication and authentic interactions between students and professors.

Making In-Depth Learning Approach Sustained

Based on the evaluation, there are cultural dynamics and power distance in the classroom. Therefore, the Faculty of Education needs to better apply the in-depth learning approach and make it sustained so that students can experience transformation. The students are not only good in attitude, but also competent at teaching and skillful in applying digital

technology. Shor and Mezirow have contributed the following ideas to be applied by the Faculty of Education professors.

The first step is to negotiate power relationships to foster a collaborative learning environment. Creating relationships of mutual interdependence, obtaining legitimacy from mutually recognized sources, and communicating about problems rather than people present potential frameworks for negotiating power in teacher education. This knowledge is essential to inform efforts to promote democratic teacher education practices and prepare future teachers to teach reflectively (Brubaker, 2012, p. 240).

The second is to create a meaningful and relevant curriculum. Co-creation throughout the curriculum is expected to be a more inclusive approach to co-creation and to support the establishment of positive relationships, thereby contributing to the building of a more effective learning environment and a stronger sense of community and belonging in the departments and institutions. Academic staff may need to adapt to current teaching practices and learn to adopt more open, collaborative, dialogic, and democratic teaching methods. They may need to learn how to facilitate the decision-making process together with the entire class to ensure that the inclusion is maximized (Bovill, 2020, p. 1034).

The third is to involve students actively in shaping the course, creating an environment that encourages self-examination, and a culture of reflection and continuous learning. Reflective work should not be separated from discipline knowledge, but is an essential component of discipline work, providing a bridge between experience, generalization, and best practices (Ryan, 2013, p. 20).

The fourth is giving opportunities to students to collaboratively explore new ideas and concepts and to engage in community on an individual level. Co-creation of a collective transformational curriculum has often helped participants achieve their goals of higher education, including the transformation of students and the expansion of future opportunities they have (Lubicz-Nawrocka & Bovill, 2021, p. 1757).. The transformation of students in the co-creation of the curriculum: the development of positive relationships and communities, engagement

and enjoyment, taking risks and overcoming challenges, and academic achievements and retention. The risks and challenges inherent in curriculum co-creation can in fact be exactly the conditions for the transformation of students (Lubicz-Nawrocka & Bovill, 2021, p. 1744).

The fifth is challenging students to the traditional power dynamics while also setting high expectations for themselves and their learning outcomes and providing the need for a support system and institutional commitment to overcome these challenges. To promote collaboration in teaching dynamics, it is essential to understand the formation and maintenance of traditional power relationships. When traditional power relationships still prevail, power relations formed by shared authority and shared powers cannot be effectively implemented, as the powers granted to the roles that form dynamic functions are incompatible (Symonds, 2021, p. 1082).

The sixth is to transform the classroom from a space of alienation into one of critical engagement and how digital tools can facilitate reflection and collaboration among learners, enhancing the transformative process. To conduct effective learning in a digital environment, learners need to develop skills called digital literacy (Blau et al., 2020, p. 1). Adequate development of digital literacy in the academic world develops a deeper understanding of learners' digital environments, enabling them to create content jointly with others and intuitively adapt these competences to new contexts (Blau et al., 2020, p. 2).

Finally, this part outlines the effort of Faculty of Education to better implement in-depth learning approach and make it sustained to produce Christ-centered, competent, and reflective Christian teachers suited for both Indonesian culture and international standards. Key insights for achieving this include addressing cultural and power dynamics in the classroom, fostering collaborative learning, and creating meaningful, inclusive curricula. Professors are encouraged to adopt democratic and dialogic teaching methods, engage actively with students in the formation of courses, and utilize digital technologies for enhanced reflection and collaboration. This approach aims to transform the classroom environment, challenge traditional power dynamics, and

support student development, ultimately contributing to their transformation and expanded future opportunities.

Conclusions

The purpose of Christian education is to teach students about God through the Bible. The in-depth learning approach can facilitate the Faculty of Education in providing reflective, responsive and responsible Christian teachers for Indonesia. It has been implemented and shown through the semester course outline, course assessments, photos of class activities, and students' work. However, in the implementation, the challenge is a power distance between faculties and students.

As the solution, some efforts can be afforded such as negotiating power relations, creating meaningful curriculum, building a reflection culture, providing opportunities to explore new ideas and concepts, challenging traditional power dynamics, and transforming digital classrooms. It will help prepare students to be Christian teachers. For further research, other researchers can conduct interviews and observations with students at the Faculty of Education to see the impact of in-depth learning implementation.

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**ANALISIS MUSIKALISASI PUISI *SANG GURU*
MENURUT ESTETIKA IMMANUEL KANT
DIKAITKAN DENGAN
PENGALAMAN ESTETIS MAHASISWA**

**[ANALYSIS OF THE MUSICALIZATION
OF THE POEM *SANG GURU* ACCORDING TO
IMMANUEL KANT'S AESTHETICS
ASSOCIATED WITH THE AESTHETIC EXPERIENCE
OF STUDENTS]**

Wardah Laeli, Syihabuddin, Yeti Heryati

Universitas Pendidikan Indonesia, UIN Sunan Gunung Djati Bandung
wardahlaeli@upi.edu, syihabuddin@upi.edu yeti.heryati@uinsgd.ac.id

Abstract

This research aims to describe the musicalization of the poem *Sang Guru* by Panji Sakti in Immanuel Kant's aesthetic perspective and its relationship with students' aesthetic experience. Poetry musicalization as a form of literary work that combines elements of music and poetry can also create a deep aesthetic experience for the audience. This research uses a qualitative approach by distributing questionnaires to 93 students to measure the aesthetic experience of the musicalization of the poem *Sang Guru* by Panji Sakti. The results showed 82.8% of students agreed that the musicalization of the poem *Sang Guru* by Panji Sakti was able to evoke aesthetic experiences. The aesthetic assessment of the musicalization of *Sang Guru's* poetry can be enjoyed universally. This is in accordance with the research results

that as many as 62.4% of students agree and 37.6% of students strongly agree that the musicalization of *Sang Guru's* poetry has aesthetic value, so the musicalization of poetry can be said that its beauty is universal not subjective to individuals. Harmonization between poetry and music in the musicalization of *Sang Guru's* poem has an integration that weaves aesthetic value. Almost 99% of students agreed with this statement. The musicalization of the poem *Sang Guru* by Panji Sakti has a free aesthetic value without any practical purpose.

Keywords: Aesthetics of Immanuel Kant; musicalization of poem *Sang Guru* by Panji Sakti; aesthetic experience; universal.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan musikalisasi puisi *Sang Guru* karya Panji Sakti dalam perspektif estetika Immanuel Kant dan hubungannya dengan pengalaman estetis mahasiswa. Musikalisasi puisi sebagai suatu bentuk karya sastra yang menggabungkan elemen musik dan puisi juga dapat menciptakan pengalaman estetis yang mendalam bagi penikmatnya. Penelitian ini menggunakan pendekatan kualitatif dengan menyebarkan angket kepada 93 mahasiswa untuk mengukur pengalaman estetis terhadap musikalisasi puisi *Sang Guru* karya Panji Sakti. Hasil penelitian menunjukkan 82,8% mahasiswa menyepakati bahwa musikalisasi puisi *Sang Guru* karya Panji Sakti mampu membangkitkan pengalaman estetis. Penilaian estetis terhadap musikalisasi puisi *Sang Guru* dapat dinikmati secara universal. Hal tersebut sesuai dengan hasil penelitian bahwa sebanyak 62,4% mahasiswa setuju dan 37,6% mahasiswa sangat setuju bahwa musikalisasi puisi *Sang Guru* memiliki nilai estetis, sehingga musikalisasi puisi tersebut bersifat universal bukan subjektif perorangan. Harmonisasi antara puisi dan musik dalam musikalisasi

puisi *Sang Guru* memiliki keterpaduan yang menjalin nilai estetis. Hampir 99% mahasiswa menyepakati pernyataan tersebut. Musikalisasi puisi *Sang Guru* karya Panji Sakti memiliki nilai estetis yang bebas tanpa adanya tujuan praktis.

Kata Kunci: Estetika Immanuel Kant; musikalisasi puisi *Sang Guru* karya Panji Sakti; pengalaman estetis; universal.

Pendahuluan

Musikalisasi puisi merupakan bentuk interpretasi puisi yang di dalamnya memuat elemen-elemen musik bertujuan untuk memperkaya makna dan ruh dalam puisi itu sendiri. Huda (2021) menyatakan bahwa masyarakat seringkali salah memaknai musikalisasi puisi, padahal dalam musikalisasi puisi, musik mengikuti puisi itu sendiri bukan malah sebaliknya. Musikalisasi puisi dengan segala pro dan kontranya tetap berkembang seiring dengan perkembangan puisi dan musik. Perkembangan tersebut dapat dinikmati dalam berbagai media sosial yang tersaji pada abad ini (Zafirahana, dkk., 2022).

Musikalisasi puisi memiliki dampak yang baik pada ranah pendidikan. Pada konteks pendidikan, musikalisasi puisi dapat menjadi medium yang efektif dalam mengomunikasikan makna yang mendalam dan emosional. Durmaz (2020) juga mengemukakan bahwa dalam konteks pendidikan di ranah universitas pengembangan keterampilan sosial juga emosional sangat diperlukan. Pengalaman estetis dalam musikalisasi puisi dapat memainkan peran penting dalam pembentukan apresiasi terhadap sastra dan seni. Fenomena ini tidak hanya memperlihatkan hubungan antara puisi dan musik, tetapi membuka ruang bagi pengalaman estetis yang mendalam bagi penikmatnya. Mehl, dkk. (2023) dalam penelitiannya menjabarkan bahwa pengalaman estetika pada musikalisasi puisi dapat memperkuat koneksi emosional mahasiswa terhadap materi yang dipelajari. Hal tersebut

juga mengakibatkan peningkatan motivasi mahasiswa pada proses pembelajaran.

Musikalisasi puisi memengaruhi pengalaman estetis pada mahasiswa yang dapat ditinjau dari berbagai perspektif. Salah satu pengalaman estetis dapat dikaji melalui teori estetika Immanuel Kant. Teori estetika Immanuel Kant dibedakan antara keindahan bebas dan keindahan terikat. Keindahan bebas yakni keindahan yang dinilai tanpa adanya keindahan praktis. Sedangkan, keindahan terikat memiliki tujuan tertentu. Musikalisasi puisi memiliki keindahan bebas karena mahasiswa dapat menikmati puisi yang dinyanyikan atau diperdengarkan tanpa adanya tekanan untuk memahami makna yang mendalam. Halper (2020) mengemukakan pendapat yang sejalan bahwa penilaian dalam keindahan seni dapat bersifat tidak terikat dan bebas pada suatu konsep tertentu. Teori estetika Immanuel Kant dapat dijabarkan dalam “Kritik Penalaran Praktis” dan “Kritik atas Penalaran Murni”. Hal tersebut memberikan kerangka yang mendalam dalam memahami pengalaman estetika. Musikalisasi puisi dapat diterapkan dalam teori ini karena dapat menganalisis bagaimana pengalaman estetika terbentuk melalui interaksi antara subjek (pendengar atau pembaca) dan objek (puisi serta musik). Analisis mengenai pengalaman estetika menurut Kant ini merupakan penilaian subjektif yang universal. Namun, pengalaman estetika ini bukan hanya tergantung pada preferensi individu saja, tetapi kemampuan untuk merasakan keindahan yang diakui oleh orang lain.

Pemikiran Kant terkait pengalaman estetika ini walaupun subjektif akan tetapi memiliki manfaat yakni dalam penggabungan elemen musik yang dapat memperdalam pemahaman moral dan emosional terhadap puisi. Pengalaman estetika dalam karya sastra yang di dalamnya termasuk puisi dapat membentuk visi moral individu, di dalamnya menunjukkan bahwa estetika dan etika saling terkait pemikiran Kant (Dress, 2021). Penggunaan puisi sebagai alat dalam menyampaikan moral sejalan dengan pandangan Kant yang menjelaskan seni berfungsi sebagai sarana moralitas juga karakter (Klinger, 2023). Mahasiswa tidak hanya terlibat dalam pengalaman estetika tetapi dalam proses pembelajaran yang dapat menumbuhkan nilai-nilai. Jadi, dapat disimpulkan bahwa dalam

memahami pengalaman estetis Kant melibatkan “pengalaman bebas”. Pengalaman estetis tidak ada kepentingan praktis atau intelektual yang terkebut. Mahasiswa dapat merasakan pengalaman estetis saat menikmati musikalisasi puisi tanpa terlalu rasional dalam memahami karya sastra. Musikalisasi puisi dapat menciptakan ruang bagi mahasiswa untuk mengalami keindahan sastra dan seni melalui interaksi antara suara, kata, dan perasaan. Pemaparan tersebut sejalan dengan argument Kant bahwa pengalaman estetis yang sejati muncul Ketika individu menilai objek tanpa mempertimbangkan kepentingan utilitarian/pribadi. Hal tersebut sejalan dengan penilaian estetis yang bersifat “*disinterested*”, memiliki arti bahwa penilaian estetika tidak dipengaruhi oleh keinginan atau kebutuhan individu (Hayn-Leichsenring & Chatterjee, 2018).

Penelitian terdahulu yang menginspirasi peneliti yakni Zafirana, dkk. (2022) berjudul “Musikalisasi Puisi Sang Guru Karya Panji Sakti Dari Puisi Puji Jagad Karya Nurlaelan” isi dari penelitian ini mendeskripsikan mengenai proses penciptaan musikalisasi puisi oleh Panji Sakti. Umami (2024) berjudul “Pencitraan Pada Kumpulan Puisi dalam Pembelajaran Bahasa dan Sastra di Sekolah” yang di dalamnya menjelaskan mengenai pencitraan pada puisi. Penelitian ini menunjukkan bagaimana elemen-elemen dalam puisi dapat menciptakan pengalaman estetis yang mendalam. Dari pemaparan dua penelitian tersebut, peneliti akan meneliti hubungan antara musikalisasi puisi dengan pengalaman estetis mahasiswa menurut perspektif teori Immanuel Kant. Rumusan masalah dalam penelitian ini: 1) bagaimana musikalisasi puisi *Sang Guru* dapat dianalisis menurut teori estetika Immanuel Kant?; 2) bagaimana mahasiswa merespons pengalaman estetis yang timbul dari musikalisasi puisi *Sang Guru*?. Penelitian ini akan memperluas pemahaman tentang bagaimana musikalisasi puisi dapat memberikan pengalaman estetis yang mendalam. Selain itu, dapat memperkaya pemahaman dan apresiasi mahasiswa terhadap sastra dan mengeksplorasi respons mahasiswa terhadap pengalaman estetis yang timbul dari musikalisasi puisi *Sang Guru*.

Metode Penelitian

Penelitian ini menggunakan pendekatan kualitatif dalam mengkaji konsep estetika Immanuel Kant. Musikalisasi puisi yang akan dikaji adalah musikalisasi puisi “Sang Guru” karya Panji Sakti yang diambil dari puisi Nurlaelan Puji Jagad. Metode ini dipilih karena memberikan pengalaman yang mendalam mengenai interaksi puisi dan musik. Selanjutnya, keduanya saling melengkapi dalam menciptakan pengalaman estetika bagi penikmatnya. Ismayanti (2017) menunjukkan bahwa musikalisasi puisi dapat meningkatkan ekspresi dan kreativitas sastra pada peserta didik yang menjadi bagian dari pengalaman estetis. Oleh sebab itu, penelitian ini tidak hanya berfokus pada hasil akhir dari musikalisasi puisi, tetapi juga pada proses dan pengalaman yang dialami oleh mahasiswa selama interaksi mereka dengan puisi yang dimusikalisasi puisi.

Sumber data dalam penelitian ini adalah 93 mahasiswa Pendidikan Bahasa Indonesia. Pengumpulan data pada penelitian ini adalah penyebaran angket *online* kepada 93 mahasiswa. Peneliti akan menilai bagaimana interpretasi mahasiswa dalam merasakan keindahan pada musikalisasi puisi dengan pendekatan estetika Immanuel Kant. Prinsip-prinsip yang mencerminkan prinsip-prinsip Estetika Immanuel Kant meliputi keindahan universal yang tidak terikat kepentingan pribadi atau praktis (penilaian dalam estetika estetis/bebas) dan penilaian estetika yang berhubungan dengan kebutuhan atau tujuan tertentu (penilaian dalam estetika praktis/terikat) (Silfa & Dörflinger, 2023).

Pembahasan

Musikalisasi Puisi *Sang Guru* Menurut Teori Immanuel Kant

Musikalisasi puisi *Sang Guru* merupakan puisi karya Nurlaelan Puji Jagad yang sebetulnya terbagi menjadi dua puisi yakni *Sang Guru 1* dan *Sang Guru 2*. Namun, Panji Sakti selaku pemusikalisasi puisi menggabungkan dua puisi tersebut menjadi satu musikalisasi puisi berjudul *Sang Guru* dan Dorry sebagai *arranger*. Musikalisasi puisi *Sang Guru* dirilis di acara halalbihalal Thariqah Qudusiyah pada 16 Juli 2017 (Zafirahana, dkk., 2022). Lalu, Panji Sakti mengunggahnya di laman *YouTube*-nya pada 26 Oktober 2017.

Ketika mendengar musikalisasi puisi *Sang Guru* diawal langsung terdengar instrumen gitar, cello, dan flute. Selanjutnya barulah Panji Sakti melafalkan syair puisi yang dinyanyikan. Terdapat enam bait dalam puisi yang dimusikalisasi Panji Sakti. Berikut terlampir satu bait dari enam bait syair *Sang Guru*.

Bolehkah aku berteduh

Di bawah pohon jiwamu

Menikmati semilir hakikat

Di bawah rindangnya zikir

Menikmati buah-buahmu

Yang segar ranum dan memabukkan

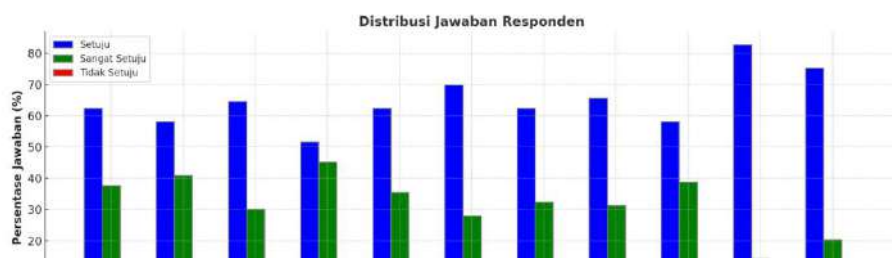
Musikalisasi puisi Sang Guru memberikan pengalaman estetis yang murni menurut pandangan Immanuel Kant. Hal ini kita asosiasikan, jika pendengar tidak membaca judul pada musikalisasi puisi ini, pendengar hanya dapat merasakan keindahan yang padu antara musik dan puisi pada musikalisasi puisi tersebut. Ketika pendengar teliti membaca judul akan tergambar bahwa musikalisasi puisi ini merupakan puisi untuk guru. Di atas telah peneliti lampirkan satu bait puisi *Sang Guru*. Dapat ditelaah bahwa dalam memahami tiap lariknya kita harus menelaah menggunakan berbagai macam pisau analisis untuk membedah maknanya. Dalam teori estetika Immanuel Kant hal tersebut tidak diperlukan karena keindahan sebagai pengalaman estetis yang bebas. Pengalaman estetis adalah pengalaman yang bebas dari tujuan praktis serta hanya berfokus pada keindahan itu sendiri. Peneliti merasakan harmoni antara musik dan puisi menjadi sesuatu yang padu, merasakan keindahannya secara bebas diberbagai situasi seperti saat menikmati hujan lalu ditemani oleh musikalisasi puisi *Sang Guru* sehingga memberikan rasa kepuasan yang mendalam. Jensen & Torrisen (2019) mengemukakan pemikiran yang sejalan, bahwa pengalaman estetis dapat berkontribusi pada kesejahteraan mental dan emosional individu. Penelitian ini menunjukkan keterlibatan dalam seni dan pengalaman estetis dapat meningkatkan kualitas hidup dan memberikan rasa juga makna yang mendalam.

Teori Immanuel Kant memuat bahwa keindahan bersifat universal. Dalam konteks ini, keindahan dianggap universal karena dapat dinikmati oleh siapa saja yang memiliki kemampuan untuk merasakan dan menilai keindahan secara murni (Prasmita, dkk., 2017). Ini menunjukkan meskipun pengalaman estetis bersifat subjektif, ada elemen yang dapat diakses dan dipahami oleh semua orang. Hal tersebut menciptakan dasar untuk penilaian estetis yang lebih universal. Pada musikalisasi puisi *Sang Guru* peneliti mengambil data kepada respons mahasiswa agar dapat menilai apakah karya ini memiliki kualitas universal yang memungkinkan orang dari berbagai latar belakang merasakan keindahan yang sama.

Keselerasan antara musik dan puisi juga menjadi salah satu aspek penting dalam teori Immanuel Kant. Keselerasan antara keduanya dapat dilihat sebagai upaya untuk menciptakan pengalaman estetis yang utuh dan harmonis. Selajannya dengan pemikiran tersebut, Aris (2023) berpendapat bahwa antara musik dan puisi harus memiliki kesatuan dan keselerasan, sehingga yang terkandung dalam puisi tetap utuh dan dapat dinikmati dalam bentuk musikalisasi puisi. Pada musikalisasi puisi *Sang Guru* antara lirik puisi dan musik memiliki harmoni yang padu. Musikalisasi puisi *Sang Guru* merupakan suatu karya berbentuk biner yang dimainkan dengan relatif minor. Tempo yang dihadirkan juga perlahan sesuai dengan lirik puisi yang dihadirkan. Keselerasan ini menjadikan musikalisasi puisi *Sang Guru* indah dan dapat dinikmati tanpa adanya tujuan atau fungsi lain.

Respons Pengalaman Estetis Mahasiswa Terhadap Musikalisasi Puisi *Sang Guru* Menurut Immanuel Kant

Peneliti telah menghimpun 93 data dari mahasiswa Pendidikan Bahasa Indonesia. Data tersebut diperoleh dari penyebaran angket *online* kepada 93 mahasiswa. Pengisian angket mengenai respons pengalaman estetis terhadap musikalisasi puisi *Sang Guru* menurut Immanuel Kant diisi oleh 81,7% perempuan dan 18,3% laki-laki. Terdapat 17 pertanyaan yang peneliti lampirkan dalam angket *online* yang diisi oleh 93 mahasiswa tersebut. Berikut terlampir diagram hasil pengisian angket *online*.



Gambar 1. Diagram Batang Hasil pengisian angket *online* mahasiswa

Pertanyaan yang memuat pilihan-pilihan dilampirkan peneliti sebagai berikut: pertanyaan mengenai “Musikalisasi puisi yang saya dengar memberikan pengalaman estetis yang mendalam” mendapatkan jawaban 62,4% setuju dan 37,6% sangat setuju. Pertanyaan kedua mengenai “Harmoni antara musik dan puisi dalam musikalisasi puisi tersebut memengaruhi perasaan saya” mendapatkan jawaban 58,1% setuju, 40,9% sangat setuju, dan 1,1% tidak setuju. Pertanyaan ketiga mengenai “Saya merasa terhubung dengan puisi melalui elemen musikal yang disajikan” mendapatkan jawaban 64,5% setuju, 30,1% sangat setuju, dan 5,4% tidak setuju. Pertanyaan keempat “Musikalisasi puisi *Sang Guru* memberikan ruang bagi saya untuk merenung dan memaknai makna puisi lebih dalam” mendapatkan jawaban 51,6% setuju, 45,2% sangat setuju, dan 3,2% tidak setuju. Pertanyaan kelima “Estetika musikal yang digunakan dalam musikalisasi puisi *Sang Guru* sesuai dengan teori estetika Immanuel Kant yang memadukan rasa dan pemikiran” mendapatkan jawaban 62,4% setuju, 35,5% sangat setuju, dan 2,2% tidak setuju. Pertanyaan keenam “Pengalaman estetis saya dipengaruhi oleh keselarasan antara musik dan tema puisi” mendapatkan jawaban 69,9% setuju, 28% sangat setuju, 1,1% tidak setuju, dan 1,1% sangat tidak setuju. Pertanyaan ketujuh “Ketika saya mendengarkan musikalisasi puisi *Sang Guru*, saya merasakan

adanya keselarasan yang diungkapkan dalam karya tersebut, seperti diajarkan oleh Immanuel Kant” mendapatkan jawaban 62,4% setuju, 32,3% sangat setuju, dan 5,4% tidak setuju. Pertanyaan kedelapan “Menurut saya musikalisasi puisi *Sang Guru* dapat membawa saya pada pengalaman estetis yang objektif seperti diajarkan dalam estetika Immanuel Kant” mendapatkan jawaban 65,6% setuju, 31,2% sangat setuju, dan 3,2% tidak setuju. Pertanyaan kesembilan “Musikalisasi puisi yang baik dapat meningkatkan kualitas pengalaman estetis saya” mendapatkan jawaban 58,1% setuju, 38,7% sangat setuju, dan 3,2% tidak setuju. Selanjutnya, pertanyaan keempat belas “Apakah Anda menikmati musikalisasi puisi *Sang Guru* yang Anda dengar?” mendapatkan jawaban 82,8% ya, 14% cukup, dan 3,2% tidak. Pertanyaan keenam belas “Apakah Anda merasa bahwa musikalisasi puisi ini memperkaya pemahaman Anda terhadap puisi dan musik” mendapatkan jawaban 75,3% ya, 20,4% cukup, dan 4,3% tidak. Data yang dijabarkan merupakan hasil dari jawaban yang dipilih secara pilihan ganda. Terdapat sebelas pertanyaan yang dijawab dengan memilih dan enam pertanyaan yang dijawab dengan jawaban deskripsi oleh mahasiswa.

Analisis musikalisasi puisi *Sang Guru* menitikberatkan pada teori estetika Immanuel Kant yang memuat kajian mengenai: 1) keindahan sebagai pengalaman estetis yang bebas (Nur, 2024); 2) keindahan bersifat universal (Raharja, 2019); 3) keselarasan antara musik dan puisi (Oktadus, 2024); dan 4) tidak ada tujuan praktis atau fungsi utama (Mahmudah & Pamungkas, 2023). Pembahasan pertama akan memuat mengenai kajian Immanuel Kant terkait keindahan sebagai pengalaman estetis yang bebas. Pada musikalisasi puisi *Sang Guru* dapat disimpulkan bahwa musikalisasi puisi tersebut memiliki pengalaman estetis yang bebas dan mendalam. Terbukti bahwa 82,8% mahasiswa merasakan pengalaman estetis yang bebas tanpa perlu mengkaji mengenai makna dari puisi itu sendiri. Mahasiswa juga memberikan pendapat terkait pertanyaan “Dalam pandangan Anda, apakah musikalisasi puisi yang Anda dengar dapat menciptakan pengalaman estetis yang sesuai dengan pemahaman Kant tentang keindahan yang bebas? Jelaskan pendapat Anda”. Pendapat beberapa mahasiswa yakni: 1) “menurut saya ya bisa, karena saya dapat menerima langsung dan menikmati musikalisasi puisi tersebut”, 2) “setuju, karena terdapat

keindahan dalam pembawaan puisi tersebut sehingga membuat perasaan dan pemikiran saya seakan-akan terbawa terbawa hanyut”; 3) “ya menurut saya Ketika saya mendengarkan musikalisasi puisi memang sangat indah dan terbawa suasana”; dan 4) “musikalisasi puisi yang saya dengar, mengandung keindahan yang dikemas dalam bait-bait musikalisasi puisi tersebut yang indah juga selaras antara perasaan dan pemikiran”. Dari data tersebut dapat dijabarkan bahwa mahasiswa menikmati musikalisasi puisi *Sang Guru* berdasarkan keindahan yang disajikannya. Mahasiswa dapat merasakan puisi tersebut dalam penguatan musik tanpa adanya telaah yang mendalam terlebih dahulu. Keindahan hadir secara bebas tanpa adanya aturan terikat yang mengikutinya.

Pembahasan kedua yang ingin diteliti peneliti adalah keindahan bersifat universal. Pada penelitian ini didapatkan hasil bahwa musikalisasi puisi *Sang Guru* memiliki keindahan yang universal. Hal tersebut sesuai dengan pengisian angket *online* oleh mahasiswa yang menghasilkan 62,4% setuju dan 37,6% sangat setuju terhadap keindahan dalam musikalisasi puisi *Sang Guru* oleh Panji Sakti. Perbedaan latar belakang dan budaya ketika mendengarkan musikalisasi puisi *Sang Guru* tidak menjadi hambatan karena 93 mahasiswa menyepakati bahwa musikalisasi puisi *Sang Guru* memiliki nilai estetis sesuai dengan pandangan Immanuel Khan. Beberapa deskripsi pandangan mahasiswa terhadap keindahan universal antara lain: 1) “keindahan yang bebas tidak bergantung pada kepentingan pribadi atau fungsi tertentu, melainkan murni dinikmati oleh semua orang secara universal berdasarkan keselarasan estetisnya”; dan 2) “Saat kita menikmati musik dan puisi, kita sering kali merasakan perasaan yang sama, terlepas dari latar belakang kita. Musik dan puisi dapat menyentuh hati kita dan memicu refleksi pribadi. Namun, apakah suatu musikalisasi puisi bisa diterima secara universal sepenuhnya? Itu tergantung pada banyak faktor, seperti kualitas musik, puisi, dan juga interpretasi pendengar. Meski begitu, secara umum, musikalisasi puisi *Sang Guru* memiliki potensi untuk membawa kita pada pengalaman estetika yang sama-sama kita nikmati”. Pemaparan hasil jawaban mahasiswa tersebut memberikan penguatan bahwa musikalisasi puisi *Sang Guru* indah bukan secara subjektif tetapi universal.

Pembahasan ketiga terkait keselarasan puisi dan musik pada pendekatan estetika Immanuel Kant. Musikalisasi puisi Sang Guru karya Panji Sakti memiliki harmoni yang padu antara keselarasan puisi dan musiknya. Ini dinyatakan dalam hasil pengisian angket *online* mahasiswa terkait pernyataan “Harmoni antara musik dan puisi dalam pertunjukan tersebut memengaruhi perasaan saya”. Hasil yang didapatkan bahwa 58,1% mahasiswa setuju, 40,9% mahasiswa sangat setuju, dan 1,1% mahasiswa tidak setuju. Dapat disimpulkan bahwa 99% menyepakati bahwa terdapat harmoni yang selaras antara musik dan puisi yang disajikan dalam musikalisasi puisi *Sang Guru* karya Panji Sakti. Beberapa mahasiswa juga mendeskripsikan sebagai berikut; 1) “ya puisi yang saya dengarkan seperti menciptakan pengalaman estetis sehingga saya mampu terbawa ke dalam suasana puisi tersebut. Indahya puisi dan keselarasan dengan musik menambah keestetisan”; dan 2) “musikalisasi puisi menciptakan pengalaman estetis yang sesuai dengan pandangan Kant. Gabungan puisi dan musik membuat makna dan emosi lebih hidup, sehingga pendengar merasakan keindahan secara utuh”. Hasil pilihan jawaban dan deskripsi jawaban mahasiswa juga selaras bahwa musikalisasi puisi *Sang Guru* karya Panji Sakti memiliki keselarasan yang harmoni antara puisi dan musik.

Pembahasan ketiga bahwa keindahan pada teori Immanuel Kant tidak ada tujuan praktis atau fungsi utama. Pendapat mahasiswa yakni “Sebenarnya saya tidak terlalu paham dengan musik ataupun puisi, tetapi mendengarkan musikalisasi puisi *Sang Guru* ini membuat perasaan saya lebih baik”. Pendapat mahasiswa tersebut sangat sejalan dengan teori Immanuel Kant bahwa tidak ada tujuan praktis atau utama dalam penilaian estetis terhadap suatu karya. Mahasiswa tersebut hanya mencoba merasakan keindahan yang ada dalam musikalisasi puisi *Sang Guru* karya Panji Sakti tanpa tahu makna apa yang terkandung dan nilai apa yang melatarbelakangi puisi itu dapat terbentuk. Namun, keindahan tersebut sampai ke dalam hati mahasiswa tersebut dan dapat dinikmati. Selanjutnya, pendapat mahasiswa yakni “pengalaman saya mendengarkan musikalisasi puisi ini dapat menghilangkan penat dan stres karena suara pembawa puisi dan musiknya menyatu”. Tanpa mahasiswa mengetahui dan mengkaji puisinya secara mendalam dalam tujuan

praktis atau fungsi utama, mahasiswa sudah secara sadar dapat merasakan bahwa ketika mendengarkan puisi dan musik ia terbawa suasana. Jadi, dapat disimpulkan bahwa musikalisasi puisi *Sang Guru* karya Panji Sakti merupakan musikalisasi puisi yang dapat dinikmati tanpa adanya tujuan praktis atau tujuan utama.

Kesimpulan

Musikalisasi puisi *Sang Guru* karya Panji Sakti dikaji berdasarkan teori estetika Immanuel Kant, yang menekankan pada konsep keindahan bebas dan universal. Dalam penelitian ini, keindahan estetika bebas yang terkandung dalam musikalisasi puisi tersebut diakui oleh mayoritas mahasiswa. Sebanyak **82,8% mahasiswa setuju** bahwa keindahan estetika bebas dapat dinikmati tanpa perlu mengkaji puisi secara mendalam. Hal ini menunjukkan bahwa pengalaman estetis dalam musikalisasi puisi *Sang Guru* dapat dirasakan secara langsung oleh para pendengar.

Namun, meskipun kajian ini menggunakan teori Kant sebagai dasar analisis, teori tersebut bersifat umum dan telah banyak digunakan dalam apresiasi seni dan sastra. Esensi teori Kant seperti keindahan bersifat universal, menilai keindahan secara murni, dan bahkan sifatnya yang bisa subjektif adalah aspek yang memang telah lama dikenal dalam studi seni. Oleh karena itu, untuk menunjukkan kebaruan dalam pembahasan musikalisasi puisi, diperlukan teori tambahan atau pendekatan lain yang lebih spesifik.

Sebagai contoh, penelitian dapat menggabungkan teori estetika kontemporer atau pendekatan interdisipliner yang menghubungkan aspek musikal dengan psikologi pendengar. Hal ini akan memberikan dimensi baru terhadap pembahasan musikalisasi puisi. Selain itu, analisis yang lebih mendalam terkait elemen musikal seperti harmoni, melodi, atau ritme, serta bagaimana elemen-elemen ini mendukung interpretasi puisi, dapat memberikan kontribusi yang lebih signifikan.

Selain itu, meskipun keselarasan antara musik dan puisi dianggap sebagai salah satu elemen penting dalam estetika Kant, penelitian ini belum cukup menjelaskan bagaimana keselarasan tersebut diukur atau dianalisis secara detail. Data yang menunjukkan

bahwa **99% mahasiswa** menyepakati harmoni musik dan puisi dalam karya ini memberikan gambaran umum, tetapi kurang memberikan wawasan mendalam terkait mekanisme atau proses penciptaan harmoni tersebut.

Sebagai bentuk seni yang menghadirkan pengalaman estetis, musikalisasi puisi *Sang Guru* karya Panji Sakti memang berhasil memberikan kesan mendalam kepada mahasiswa. Namun, untuk meningkatkan nilai ilmiah dan kebaruan penelitian, penting untuk mengintegrasikan teori atau pendekatan lain yang dapat memberikan sudut pandang baru dalam kajian musikalisasi puisi ini.

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